TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE SCHOOL

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE MODALITY: RESEARCH REPORT

Theme:

Blending e-tandem learning: Developing Speaking Competence In English Language Teaching

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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Tutor:

Cando Guanoluisa Fabiola Soledad Mg.C.

LATACUNGA –ECUADOR

2022

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled **BLENDING E-TANDEM LEARNING: DEVELOPING SPEAKING COMPETENCE IN ENGLISH LANGUAGE TEACHING** investigated by Lcda. Clara Elizabeth Huilca Centeno, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

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

Latacunga, May 05th, 2022

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COMMITTEE APPROVAL

This research dissertation: Blending e-tandem learning: Developing Speaking Competence In English Language Teaching, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

I dedicate this present research work to my family due to the fact that they have been always such great support, demonstrating care, patience, and love for me and being a great support for achieving my goals. To my professors who taught me the knowledge and guided me during the learning process.

Clarita

ACKNOWLEDGEMENT

I am grateful to God for giving me the health, strengths to finish this process and also aiding me to overcome problems.

To the Technical University of Cotopaxi for allowing to the people to get our goals there. To my tutor MSc. Fabiola Cando who has been guided me during my thesis' development.

Clara Elizabeth Huilca Centeno

AUTHORSHIP

I, Huilca Centeno Clara Elizabeth declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, May 05th, 2022

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COMMITTEE PRESIDENT'S APPROVAL

I, José Ignacio Andrade Moran Mg.C declare that this research dissertation: Blending e-tandem learning: Developing Speaking Competence In English Language Teaching, has the corrections and comments suggested by the members of the committee in the scientific session.

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UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

THEME: BLENDING E-TANDEM LEARNING: DEVELOPING SPEAKING COMPETENCE IN ENGLISH LANGUAGE TEACHING

Author: Huilca Centeno Clara Elizabeth

Tutor: Cando Guanoluisa Fabiola Soledad MSc

ABSTRACT

Blending learning has caused a huge impact on education because it permits the combination between the traditional classes and online activities. Researches have demonstrated that the application of this teaching method has had impact results especially in developing the oral English skill. For this reason, the main objective of this research was to analyze pre-service English teacher's opinions about their participation in the e-tandem learning to develop speaking competence. The research was qualitative. Data were collected by using three focus groups. The researcher made a questionnaire for the interview and it was validated and applied. So, the students answered thirteen questions related with the problems, needs, and perspectives during virtual sessions in the e-tandem program. As result, students had English speaking limitations and lack of cultural knowledge. Based on this, the researcher designed a handbook with activities that follow the PDP Framework. These activities will help to improve the English oral abilities. The proposal was validated by experts and users and also it was divided in three units and two lesson for each level. As a conclusion, the researcher suggests to use the present handbook as a material to plan virtual conversations with English language speakers.

Keyword: blending learning, e-tandem, speaking abilities, cultural content, handbook

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DIRECCION DE POSGRADO

MAESTRIA LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Título: **Combinación del aprendizaje e-tandem: Desarrollo de la competencia del habla en la enseñanza del idioma Ingles**

Autor: Huilca Centeno Clara Elizabeth

Tutor: Cando Guanoluisa Fabiola Soledad MSc

RESUMEN

El aprendizaje mixto ha causado un gran impacto en la educación ya que permite la combinación entre las clases tradicionales y actividades en línea. Estudios han demostrado que la aplicación de este enfoque de enseñanza ha tenido resultados impactantes especialmente en mejorar la habilidad oral del idioma inglés. Por esta razón, el objetivo de esta investigación fue analizar las opiniones de los estudiantes de formación profesional del idioma inglés acerca de su participación en el aprendizaje del e-tandem para mejorar la competencia del habla. La investigación fue cualitativa. Los datos fueron recolectados usando tres grupos focales de estudiantes. El investigador realizo un cuestionario para la entrevista, la misma que fue validada y aplicada. De esta manera, los estudiantes respondieron trece preguntas relacionadas con los problemas, necesidades y perspectivas durante las reuniones virtuales del programa e-tandem. Como resultado, los estudiantes tuvieron limitaciones en el habla del idioma inglés y falta de conocimientos culturales. Basado en esto, el investigador diseño un manual con actividades que siguen el modelo PDP. Estas actividades servirán de apoyo para mejorar las habilidades orales del inglés. La propuesta fue validada por expertos y usuarios y además está fue dividida en tres unidades y dos lecciones por cada nivel. Como conclusión, el investigador sugiere usar el presente manual como material para planificar las conversaciones virtuales con hablantes del idioma inglés.

Palabras clave: aprendizaje mixto, e-tandem, habilidades del habla, contenido cultural, manual.

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Annexes

Introduction

This research project is aligned with the research line: Education and communication for human and social development of the Technical University of Cotopaxi, and with the sub-line: Educational proposals related to the language of the Master's Program in English Applied Linguistics. Legally, the project is supported by article 26 of the Constitution of the Republic of Ecuador which says Education will focus on the human being and guarantee their holistic development, within the framework of respect for human rights, a sustainable environment, and democracy: it will be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth. The project is also aligned with the National Development Plan 2017-2021 lifetime objective 2: to affirm the value of interculturality and plurinationality of the diverse entities, and the policy 2.5 which refers to ensure the preservation of traditional languages, the multilingualism, and the support of an intercultural system of education with a diversity of knowledge.

Students and professionals from different areas need to learn the english language because it is known as a global language which is used by people from different countries. Indeed, Durai (2009) claims that english "is a language of international and therefore an international communication" (p.2). Furthermore, Nishanti (2018) says that "English is the most commonly spoken language in the world" (p.871). Ahmad (2016) affirms that: "The English language plays a crucial role in weaving the world into a single thread" (p.478). Last but not least, Tomak (2021) refers to the importance of English as a second language because it facilitates communication with people around the world. However, according to a recent study, Ecuador is placed in 93 position which represents a very low level of English (EPI English Proficiency Index, 2020).

One of the main problems with learning english in Ecuador has been the teaching context which often lacks opportunities for practicing. Nevertheless, thanks to technological advances thousands of teachers have found more options to involve

students in language exchange programs to improve their oral and cultural skills. Moreover, thanks to technology, new methods and approaches have emerged in English language teaching, for example, e-learning, blended learning, flipped classrooms, e-tandem learning, etc. These methods have the potential of fostering classroom teaching by giving more attention to content, culture, and communication. Thus, many institutions use many approaches to foster English learning. This is the case at the Technical University of Cotopaxi where there is an institutional non-integrated e-tandem program in the English Pedagogic Career that permits the pre-service English teachers to develop their oral and cultural skills with native English speakers.

Cando & Tovar (2021) made a study to analyze the advantages and drawbacks of the e-tandem pilot program (virtual interaction between two speakers from different languages). The research's results demonstrated that pre-service English teachers improved their vocabulary, fluency, grammar, intonation, stress, and communicative strategies. Students also showed positive attitudes toward language learning and interest in participating. Nevertheless, the program also had some drawbacks: lack of a teacher's guide in selecting topics and planning for the sessions, lack of knowledge about Ecuadorian culture, lack of feedback, speaking limitations, among others. Therefore, the researchers suggested blending the e-tandem program so that student's participation can be guided and monitored.

The present research work analyzed these drawbacks and to explore alternatives to blend the e-tandem program at Technical University of Cotopaxi. Thus, the **research question** that guided the study was: What are pre-service English teacher's opinions about their participation in the e-tandem learning program at Technical University of Cotopaxi? To answer this question the researcher has conducted literature review, analyzed existing proposals and identified the pre-service teachers' problems, needs and perspectives

The **main objective of** this research **was:** To analyze pre-service English teacher's opinions about their participation in the e-tandem learning program at Technical University of Cotopaxi. To achieve the objective, three **specific objectives** were stablished: a) to analyze principles of blended and e-tandem learning in developing English speaking competence. b) To identify pre-service English teacher's problems, needs, and perspectives of their participation in the e-tandem learning program. c) To design a pedagogical proposal based on students' problems, needs, and perspectives of their participation in the e-tandem learning program.

Table 1

System of tasks related to the objectives

Specific Objectives	Tasks
To analyze principles of blended and e-tandem learning in developing English speaking competence.	Find out information about Blended learning and E-tandem learning Organized information about principles and benefits of blended and e-tandem learning in developing English speaking competence.

To identify pre-service English teacher's problems, needs, and perspectives of their participation in the e-tandem learning program.	Select participants for the interview Write questions for the interview Conduct the interview in focus groups Analyze the main problems, needs, and perspectives.
To design a pedagogical proposal based on students' problems, needs, and perspectives of their participation in the e-tandem learning program.	Analyze existing proposals that can match the main problems, needs, and perspectives. Identify main components for the proposal Design the proposal

Done by: Clara Huilca (2021)

The main aim of this research is focusing on the development of the oral competence of pre-service English teachers at Technical University of Cotopaxi. For that reason, it is important to analyze the most useful approaches and methods that promote real language practice.

Table 2

Stages of the problem

Stage	Description

Speaking in the classroom	The utility of the communicative method in developing speaking skills into the class according to Darnis (2020) "includes the ability to be able to use language in accordance with existential social context, based on knowledge of language form, meaning and function" (p.212). Using this method in classes, students have the opportunity to gain communicative skills so they can face real situations. Teachers also play an important role in this method; they can motivate the student's learning, develop speaking activities in learners like role plays, games, and so on. So, using different strategies, combined activities teachers can engage the learners and develop their speaking abilities in class. (Darnis, 2020).

Speaking in e-tandem learning	Cziko (2004) E-tandem learning occurs when two learners of different native languages work together to help each other learn the other language" (p.26).
	The e-tandem utility in developing speaking skills is important because e-tandem students could have a cultural experience, improve speaking competences and collaborate in real situations with an e-tandem partner. Also, they can reflect what they need to know when they have virtual situations. Serrato & Padilla, 2020).
	However, in the study the researcher found there are limitations to develop the speaking skills in pre-service English teachers in the present research a) limited American and Ecuadorian cultural knowledge b) limited technological access c) limited work material for activities during sessions. d) limited exposure to L2 and speaking ability

Speaking in blended learning	Blended learning is therefore an effective solution for foreign-language instruction. The underlying reasons are that it can enhance the lesson delivery, vary the teacher's techniques, advantage the student's learning capacity, and promote the student's achievement of the learning goals. (Rahmawati, 2019). Vaugha, Cleveland-Innes & Garrison (2013) "Blended learning sustains academic communication over the time" (p. 9).

Done by: Clara Huilca (2021)

Justification the research is interested in developing a pedagogical proposal to connect e-tandem learning to classroom teaching so that students can have appropriate guidance to plan their sessions and monitor their learning. To realize the proposal the researcher has focused on similar and previous research, books, and articles referred to blend learning in English language teaching developing speaking competence. Also, the research looks for solving the pre-service English teacher's speaking competence difficulties in Major English Career at Technical University of Cotopaxi during their participation in the e-tandem program. Furthermore, it provides cultural content material to teachers to guide their students and reinforce their English-speaking ability in the e-tandem. Then, **the beneficiaries of** this research were the pre-service English teachers and teachers at the Technical University of Cotopaxi because they could use the material for planning future e-tandem virtual sessions.

The present research was based on a **qualitative approach** which permitted describing and explaining the problem related to students' needs, problems, and perspectives in participating in the e-tandem program. So, it helped the researcher to

elaborate a proposal to solve the problem. The **focus group** was the data collection method and used in the present research. According to Tegan G (2021)

> A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are deigned to shed light on a topic of interest.

The main objective of applying interview as a method of investigation was to identify pre-service English teacher's problems, needs, and perspectives in planning their e-tandem sessions. The researcher interviewed five students of Pedagogical English Major at the Technical University of Cotopaxi, they were divided into strong, average, and weak students to know the different points of view about the e-tandem student's experiences. Moreover, **A questionnaire** was made (See annex 1) which was made according to the research's objective based on the pre-service English teacher's needs, problems, and perspectives. Thirteen questions were structured and then the questionnaire was validated by MSc. Paulina Arias with a Ph.D. degree at the Technical University of Cotopaxi (See annex 2), and it was applied. One strong student from seventh level in the English Major; she attended five sessions approximately. Two average students from fifth level; they attended five to eight sessions approximately. Two weak students from fifth level; they attended around four to five sessions. The experimental group were between 20 to 27 years old. The process to carry on the focus group method was to select the students of the 3 levels. Later, they were contacted and communicated in what process they will participate. The researcher organized the interview and sent the link to join the virtual meeting. It was carried on Zoom Platform because of Covid for around 80 minutes where they participated actively answering the questions in a free manner. Later, the recording was translated and analyzed (See annex 3). The analysis of students' opinions and the existing literature about the topic allowed to design a useful material that will help students to improve their performance in e-tandem interactions.

Chapter I: Theoretical Framework

1.1 Research Background

There are many studies that show the effectiveness of applying blended learning in the English language teaching to develop speaking abilities.

Rachma, Patuan & Nurweni (2018) in their investigation of the effect of Blended learning activity in improving the students' English-speaking skills in the context of English as a foreign language in the University of Lampung, Indonesia said that they applied blended learning as a methodology to find what the effect on enhancing students' speaking skills is. The population was divided into two groups. The experimental group was immersed in blended learning activities to develop speaking skills. These activities (plans and videos), were designed by the researchers. On the other hand, the no-experimental group did not receive the same treatment. In the research, the analysis showed that the experimental group students' activities online gave more benefits to performance students' speaking skills but there were some problems because students tend to avoid speaking in English and they mixed the mother and target language. As a result, the study demonstrated that the implementation of blended learning activities helped to improve student's speaking skills.

Likewise, Ehsanifard & Ghapanchi & Afsharrad (2020) investigated the effects of blended learning on learners' engagement and oral proficiency. The researchers made a study in two groups: the experimental group; they attended online classes and face-to-face support and the control group; attended only traditional classes. Sixty intermediate-level learners participated in the study between males and females. The methodology was to apply two samples of tests in both groups. The results were that the experimental group outperformed in speaking and engagement after 10 weeks of interventions than the control group.

At the same time, Rahmawati (2019) studies Blended learning in an English listening and speaking course: freshmen voice and choice. The researcher wanted to

emphasize productive skills. The aim of the study was to explore the student's voice on blended learning implementation in the listening and speaking for a formal setting course at one Islamic Private University in Yogyakarta. The methodology that he used was a depth interview and observation of the online learning process. As a result, the author says: "students recognized that blending the face-to-face with the online meetings was an effective delivery course: various learning materials, interactive yet challenging activities, appropriate to the student's proficiency level, relevant to the course syllabus, flexible, and improve language skills" (p.56).

Finally, Bañados (2006) conducted an experiment where the principal purpose was focused on the benefits of blended learning on the student's language competences. The data applied was tests and surveys directed to 39 students. As a result, students enjoyed the experience using the approach and the student improved remarkably their speaking competences. In general, the use of blended learning in higher institutions allows the students to feel more confident when they have to interact with native English speakers and develop their speaking abilities in the target language.

1.2 Epistemological Framework

1.2.1 Blended learning

First, there are different types of learning methods that researchers have found through investigations. This research will be focused on blended learning styles. So, it is important to clarify that blended learning is a part of an online approach that offers lots of educational, cultural, among others opportunities, and also to distinguish blended learning from the other learning methods.

A manner to help students to improve their abilities is using 21-century technology. Kanuka & Garrison (2004), said "as educational practices change in higher education many faculty members have begun to utilize Internet-based tools within traditional face-to-face classroom settings" (p.1). It means to blend the traditional classroom with online activities to reinforce the student's knowledge and abilities.

Moreover, the authors said that blended learning "is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences". (p. 96). Nowadays, blended learning is used by different higher education institutions.

Driscoll (2002) Blended learning combines or mixes modes of Web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning. Streaming video, audio, and text) to accomplish an educational goal. Likewise, Nouby & Alkhazali, (2017) assert that it "is a new innovative way which combines face-to-face residential learning and computer-mediated learning…" (p.1). The concept of blended learning has been changed during the time that is the reason according to Graham (2006) blended learning is in a constant changing such as we can see in the figure below:

Figure 1

Blended learning development
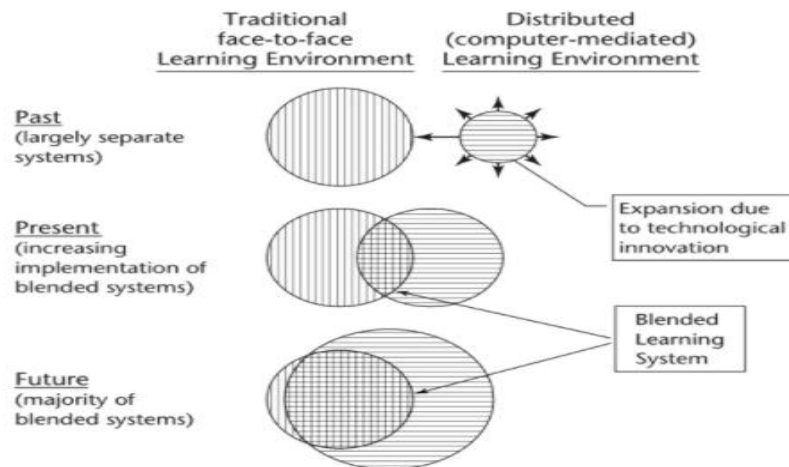
Source: Graham (2006)

In the figure, we can notice that the concepts of blended learning have been actualized through time. Actually, blended learning has a huge impact on education because students can build their knowledge by themselves using different technological tools in an interesting manner. To develop the knowledge appropriately teachers must

use and manage the technology in their classes. As a result, students can feel more motivated, understand, and apply the knowledge. Moreover, students learn by experience.

1.2.2 Components of blended learning

According to Kaur (2013), there are three common components of blended learning:

Table 2

Components of blended learning

Component	Meaning
Learning environment components	Are used for tutor-mediated or peer support. It can be synchronous and asynchronous activities
Media	Is the vehicle selected to deliver content.
Instructional	It is opposite to tutor-mediated such as lectures - combination of content and support.

Done by: Clara Huilca (2021)

1.2.3 Principles of blended learning

People chose blended learning: 1. Improves pedagogic 2. Increases access and flexibility and 3. Increases cost-effectiveness. Graham, (2006)

1.2.3.1 Improves Pedagogy. Teachers use different platforms such as wikis, podcasts, videoconferences, the students are engaged and motivated to learn. Then, students have access to infinitive synchrony and asynchrony activities which they can practice and work independently and with the teacher's guide. Besides, Graham (2006) emphasizes students have three phases during this process. "1. online self-paced learning to acquire information 2. face-to-face learning lab focused on active learning and application experiences instead of a lecture, and 3. online learning and support for transferring the learning to the workplace environment" (p. 9).

1.2.3.2 Increases Access and Flexibility. According to Phelps, Ashworth, & Hahn (1991), "The computer conferencing is similar to electronic mail, allows students to work together in groups, ask questions of instructors, tutor classmates, or just share thoughts and experiences..." (p. 1). Here is an example of how blended learning helps higher education nowadays. Students can access virtual materials at any time they want.

1.2.3.3 Increased Cost-effectiveness. Graham (2005) said "blended learning systems provide an opportunity for reaching a large, globally dispersed audience in the short period of time with consistent, semi-personal content delivery" (p. 10). The use of different tools or technology in or out of the class helps institutions to connect with other students who are interested in improving their abilities without any cost.

1.2.4 Models of Blended learning

According to Horn & Staker (2017), there are four models of blended learning: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation. A brief description is presented below:

1.2.4.1 Station rotation. Students rotate through modalities within a classroom or a set of classrooms. Example:

STATION ROTATION

Online learning

Small group instruction

Independent work or collaborative activities
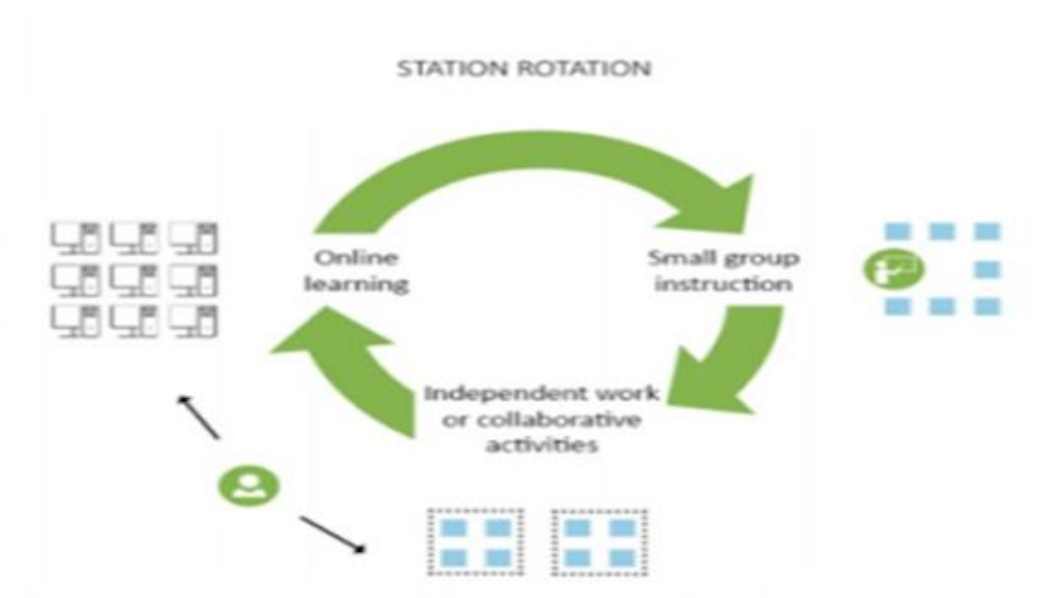
Source: Horn & Staker (2017)

In the figure, it represents how distributed the station rotation model is. This model permits students to use different tools to reinforce their knowledge. As an example: students can complete tasks, review, skills lessons, read stories, or take computer-administered assessments. Additionally, learners have the opportunity to work independently and the most important in a private manner. So, students feel more comfortable. In this model students also receive direct instruction from their teachers. Later they apply different activities in an independent way. We can include different strategies such as: small-groups, projects, games, and so on.

1.2.4.2 Lab rotation. It is similar to the station rotation model, except those students are immersed in online learning. Students in this model can access the computer and research different topics from the received classes. Furthermore, in the model, the researcher suggests you must be careful with the time that students use the computer. So, it is important that teachers monitor students. The activities will be planned on time to make this station. Example:

LAB ROTATION

Source: Horn & Staker (2017)

In addition, in this model students can observe the previous videos from the teacher explaining some topics that students need reinforcement.

1.2.4.3 Flipped Classroom. In this model, students learn the lesson content offsite via the computer and use class time for activity-based learning rather than passive learning. An example: learners can complete software lessons outside of class time and then do the homework during class. So, students will be able to engage in learning. This method is used in many schools. Also, students reinforce the knowledge at home and in the class. Example:

FLIPPED CLASSROOM

School

Practice and application

Home

Online learning/
content instruction
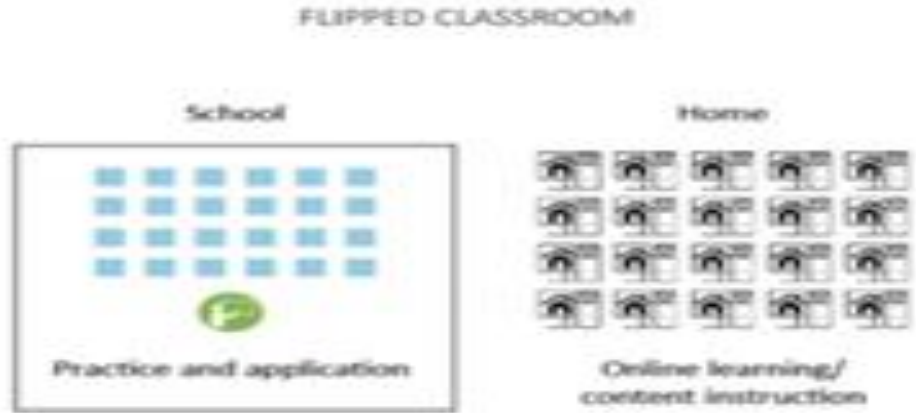
Source: Horn & Staker (2017)

1.2.4.4 Individual Rotation. In this model students move through a variety of learning modalities, but rather than the rotation being prescribed by a teacher or schedule. It means, it is according to the individual needs. According to the author, this model is adjustable. Teachers are available to clarify or expand the information learned online and provide support. Example:

INDIVIDUAL ROTATION

Central learning lab

Intervention

Direct instruction

Seminar

Group work/ projects

One-on-one instruction
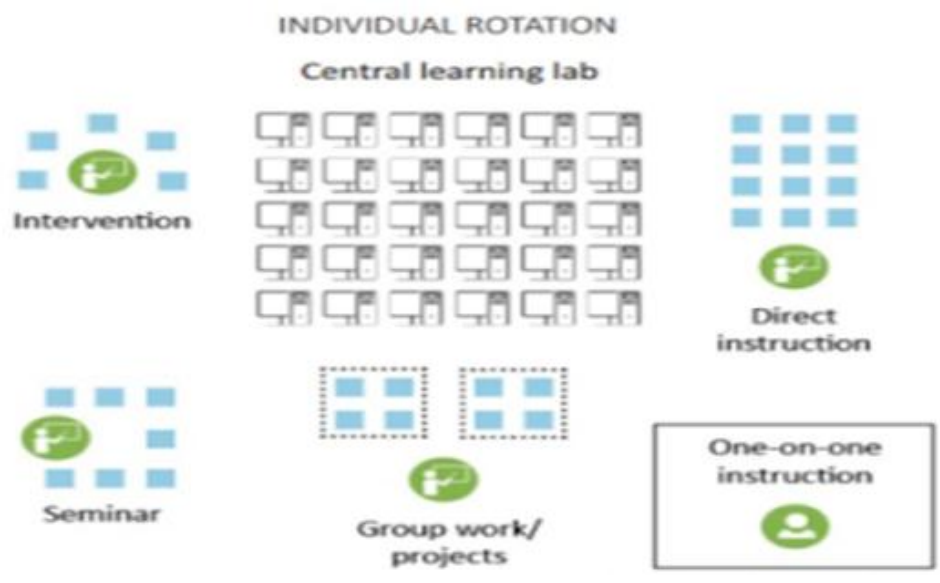
Source: Horn & Staker (2017)

1.2.5 Benefits to use blended learning

When an environment of blended learning is applied into the classes, teachers can apply and use the different online resources or activities to engage students, so students will become more active and effective learners (Zumor, Refaai, Eddin & Al-Rahman, 2013, p. 96). Furthermore, an advantage of using blended learning is because it has the potential to transform student learning experiences and outcomes (David & Fill, 2007).

Poon (2013) explains that there are some benefits when people use blended learning:

- Improve learning outcomes
- Reducing dropouts
- Improving examinations marks
- Increase flexibility of access to learn
- Reinforce student's autonomy
- Encourage community
- Support active a meaningful learning
- Reduce costs

Likewise, King (2016, p.6) emphasizes some important benefits of blended learning:

> Students have the opportunity to work in a way that suits them without distracting of others, The inherent flexibility of a blended approach allows learners to study any time they choose, anywhere and at their own pace. A blended approach also helps teachers respond more easily to learners' different styles by maximizing the strengths of each environment. It is easy for the teacher to prepare programmers of study that take into account such learning styles as:

- Visual or aural (i.e. preferring to use pictures, images and sounds) through, for example, watching videos/ listening to audio.
- Verbal (i.e. preferring to use language through, for example, reading a text or asking learners to prepare a spoken or written text).
- Logical by, using an inductive approach to grammar

So, it means students could provide an individual learning experience, and also they could feel more encourage, independent and collaborative.

1.2.6 Blended learning to foster Speaking Skills

Speaking is considered as the most important skill to develop in teaching ESL programs. According to Rao (2019) "Speaking skill is the most important skill to acquire foreign or second language learning" (p.8). Also, Rao (2018) said "speaking is the most important skill where the learners communicate with others to attain their specific goals or to express their opinions, viewpoints, hopes and interest" (p.9). Moreover, Rao (2018) says "speaking skill is a productive skill which learners should develop to communicate fluently" (p. 288). In fact: speaking helps to communicate, negotiate, convince, and so on. On other hand, it also depends how the speaking ability is teaching in class. When speaking occurs depending on the context in which it occurs. For example: collective experiences, environment, the purpose of speaking, cultural experiences, and so on. According to Vanderkevent 1990 (as cited in Riska, 2020) there are three components of speaking:

a)   The speakers

Speakers are the people who produce the sound. They are useful as tools to express opinions or feelings to the hearer. So if there are no speakers the opinion or the feeling won't be stated.

b)   The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c)   The utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance both of the speakers and the listeners will use a sign. (p.8).

The explanation above confirms the necessity of these three crucial speaking's components for communication will take place. On other hand, researcher has demonstrated that traditional learning has limitations in classes. That is why to reinforce the students' speaking competences in the classroom, technology is included in it; transforming the education completely. As result, the English teaching process has been more effective. Parikh (2020) affirms: "Blended learning approach ensures the use of technologies like personalized learning to be used by teachers and students can improve not only the learning of students but also their productivity levels". Actually, institutions are implementing blended learning to improve their pedagogical practices, and to increase the student's speaking abilities, and participation.

Parikh (2020, p.1) ensures:

Blended learning using traditional classrooms mixed with technologies like personalized learning also ensure that students learn new things in an interesting and fun way. It replaces the mundane chalk-and-talk method with more interactive ways of learning which keep students excited, engaged, and therefore interested in learning.

Likewise, Bonk & Graham (2004) explain that there are some benefits to blend: "expanding access, improving qualities, serving diverse student populations, reducing time to graduation, addressing students' desire for technology in education, and greater insight and tracking of student progress" (p.12). When institutions use blended learning as a method to develop speaking skills have had positive results. Hojnacki 2015 (as cited in Ehsanifard, Ghpanchi & Afsharrad, 2020) affirms that "blended learning has several advantages over the traditional classroom. For example, it increases oral production, provides learners of different personality types with opportunities to speak,

and helps learners learn at their own pace" (p. 253). It means blended learning helps students and learners to meet new people, their cultures, increase vocabulary, improve speaking skills, and face real situations through interaction.

1.2.7 E-tandem learning to foster speaking skill

The implementation of communication technology has been increased in a rapid manner in higher education. So, to adopt e-learning in institutions include the access to greater information, increase collaboration using different tools, activities, strategies which permit developing the English skills. As strategies used to develop speaking in learners, they are allowed to use platforms, apps to have virtual interactions or receive information through infinitive means of communication which facilitate the learning process at any time you want (Pomino & Gil-Salom, 2016). Technology is a very useful tool to enhance students with knowledge, especially to develop speaking abilities. E-learning has different methods: one of the e-learning methods to develop speaking is e-tandem learning.

1.2.8 E-tandem Learning

Telles 2006 (as cited in Cando, Tovar & Vargas, 2020) explains that "e-tandem is a virtual, collaborative and autonomous learning method in which two students from different languages help each other to learn a new language through reciprocal cooperation" (p. 2). To understand it in a better manner e-tandem is when students can interact with native speakers using different platforms such as: Zoom, Skype among others. The most important thing is that students will develop their speaking abilities because students are involved in collaborative learning through authentic communication. So, students from different languages can learn from each one talking about culture and other topics that they chose before.

1.2.9 E-tandem Principles

Based on researches there is three basic principles of tandem or teletandem learning: *separation of languages*, *reciprocity*, and *autonomy*. The first principle is challenge and motivation that imply using the target language instead of the mother language. In this principle, both e-tandem students can switch each language. It depends on the time of virtual sessions. It is a collaborative work between them. The second principle is reciprocity which means that participants should take turns as learners of a foreign language and the expert of their native language, so they interchange the roles. The last principle is autonomy which means students could decide when, how, where and how they want to learn. (Silva & Figueiredo, 2015; (Calavarie & Aranha, 2016; Little & Brammerts, 1996)

1.2.10. E-tandem Modes

According to Aranha & Tovar (2014), there are three modes of tandem: non-institutional. Institutional non-integrated, integrated institutional. Non- institutional occurs when an e-tandem student is not affiliated to an institution. Institutional non-integrated is related when e-tandem sessions are developed as extra-curricular activities. Finally, Integrated institutional - is when the tandem sessions are part of an academic program. Cited by Cando and Tovar (2021). According to the Teletandem project, Brazil online page says "this mode is mandatory to have tandem interactions because the activities are part of a curriculum". To summarize you can see the table below:

Table 3

Tandem modes

Tandem Modes		
non-institutional	institutional non-integrated	institutional integrated

students are not affiliated to an institution.	e-tandem sessions are extracurricular activities	e-tandem sessions are part of academic program

Done by Clara Huilca (2021)

When an institutional integrated tandem project is applied in higher education, the results are more positive. Institutions use their labs and professor's assistants in the teaching process which is a great help for sessions. Cando & Tovar (2021). So that, the most effective e-tandem mode is an institutional integrated tandem project so, Cando & Tovar suggest connecting the e-tandem to the classroom teaching to have a better academic and administrative organization.

1.2.11 Blending e-tandem learning

To blend an e-tandem program institutions must take into account technological issues, select the students, previous planning includes a virtual interaction's calendar, the time, teacher's orientations, and material, which help to have positive results. According to Calavari & Aranha (2016) to blend a teletandem program it is necessary eight weeks recommended for the tutorial and for the virtual conversations there are four main tasks involved: "interactions, writing texts, revising texts, and writing reflexive diaries" (p. 331). To blend is possible because institutions offer input activities materials such as videos, movies, texts and so on. Also output in class like virtual interactions, exercises through the professor.

Telles (2015) affirms "teacher pedagogical support may have a relevant impact on how students respond to teletandem sessions" (p. 606). It means that the teacher plays a crucial role in the e-tandem because they can help students by giving some feedback in the learning process. Indeed, based on some previous investigations about blended learning, if students have a clear idea about what they are going to do in their

interaction sessions, they will be more confident during these sessions. Teachers' presence during the e-tandem sessions is an essential and challenging responsibility.

The teacher's role in the e-tandem program is very important. Coordinating the planning of the virtual interactions, getting in touch with the participants who are going to participate in the virtual sessions, giving instructions to the sessions, providing materials such as: sample writing, audios, questions to help understanding the vocabulary, giving encouragement and motivation to students if they are less motivated. Wuang, Berger & Szilas (2016). Furthermore, institutions provide the didactic materials, technological issues to combine the traditional learning and e-learning.

1.2.12 Orientation sessions

According to O'Dowd & Lewis (2016) "Orientation sessions is when both sides, meet virtually to receive information about tandem learning, its principles, rules, communication and leaning strategies" (p. 243). It means, a teamwork between both participants taking into account the importance to know the resources (technological, humans, didactic material) that offer the institutions. Besides, to carry out the sessions the students need to plan a well-organized planning virtual interaction, organize the calendar, time, and help the e-tandem partner to get their objectives. Teachers must provide their help sharing information, teaching material, clarifying ideas, engage and motivate to the participants during virtual conversations.

1.4. Chapter I Conclusions

- Based on this research, the principles of blended and e-tandem learning provide the access to have a flexible learning that help to the students to develop their English competence. Also, it contributed to look for new technological tools to support the learning process and to blend the traditional classes and online activities.

- In this research, E-tandem principles permitted students to practice the target and mother language discussing different cultural topics through digital technology. When institutions incorporate e-tandem program, it causes a huge impact in the traditional education because students could reinforce their knowledge and develop their abilities.

- The researchers showed positive results when institutions applied blended and e-tandem learning to develop speaking competence. On the other hand, Cando & Tovar (2021), found some advantages and drawbacks in implementing a non-institutional e-tandem pilot project which is a key to improve the process of English language teaching. Based on this, pre-service teachers need a tutor's guide.

Chapter II: Proposal

2.1 Proposal Topic

Culture-based handbook to blend e-tandem learning at Technical University of Cotopaxi

2.2 Objective

- To provide useful learning activities to improve pre-service English teachers' performance in virtual conversations, and thus, their oral and cultural competence.

2.3 Justification

This proposal was developed taking into account data gathering by means of interviews to pre-service teachers who had participated in virtual conversations of the e-tandem project at the Technical University of Cotopaxi. Also, it was developed in an intercultural approach. According to Liddicoat (2004) says "it takes the development of cultural understanding and the ability to use cultural knowledge to facilitate communication as primary goals for language learning". Moreover, PDP framework was proposed to develop the activities to comprehend the videos with cultural content.

On other hand, the results showed that the main problems identified during e-tandem sessions were: (1) limited knowledge of Ecuadorian and American culture, which could not be permitted to have a fluent conversation because of the lack of information about both cultures. (2) Limited conversation with an e-tandem partner, students feel nervous and they limit the conversation because they cannot manage the speaking strategies. (3) Lack of vocabulary, they had problems expressing ideas because they did not know some words, phrases in both cultures. Also, they were afraid to express the word incorrectly, so they had to look for the meaning in a dictionary or to google it. (6) They had problems understanding because their e-tandem partners speak fast. Pre-service English teachers had problems with the listening part because they did not understand some information.

Regarding the main needs, it was found that: (1) They need to practice their speaking more so that they can participate actively and lose their nervousness. (2) They consider the need to implement activities about American and Ecuadorian culture in classes. Students said that their e-tandem partners are very interested in Ecuadorian culture so they need to learn more about it to share it appropriately. They say that it is necessary to implement or teach culture in the career. Also, they say that their English book has limited cultural content which does not permit them to learn it in an explicit way. (3) They say that they need to increase vocabulary about different cultural issues so that they can have a fluent conversation.

The main perspectives of these pre-service teachers are: They would like to have a learning material with activities and strategies to develop listening comprehension. They would like to learn cultural content such as: tourist places, nationalities, indigenous people, customs and traditions, history, education, dialects, food, cloth. Therefore, it is necessary to design this proposal which will help the pre-service English teachers to learn more about American and Ecuadorian culture and at the same time improve their speaking abilities to have a fluent conversation during virtual conversations. Since the e-tandem project is directed to A2 and B1 level students, the researcher considered developing the material for four levels: A2, A2+, B1, and B1+. The material contains activities for classroom and autonomous learning. This pedagogical proposal can benefit both teachers and pre-service English teachers in the English Major Career to work as a team and improve their speaking competence. Moreover, it will allow connecting e-tandem learning to the classroom teaching so that students can have a better learning experience when interacting with native speakers. Students will develop their cultural knowledge and speaking skills so they will be more participative and ingenious. This material will be according to the levels of pre-service English teachers and also it will be available to teachers and they can modify it based on their needs. With this material, students will be able to practice speaking in both scenarios: autonomous manner and in the class with the teacher to reinforce the knowledge.

2.4 Proposal development

2.4.1 Proposal components

The proposal has cultural content activities related to improve the pre-service English teacher's speaking abilities in their participation during e-tandem sessions. This consists of Ecuadorian and American cultural lessons that can help to familiarize with both cultures which pre-service English teachers are acquiring. According to the interview's results, there are some current issues: Students say that there is no explicit instruction about cultural issues in English classes. That is why this proposal is designed with an Explicit Instruction Approach and Intercultural Approach. The development of the lessons will follow the PDP Framework. According to Arches & Hughes (2011), "is a systematic approach that includes a set of delivery and design procedures derived from effective school research" (p. 3). The model PDP framework was adopted to develop each unit which consists of: PRE stage, where the students make guesses about the new topic. EARLY during stage, where the student associates the topic with their assumptions, and they generate interest in the topic. LATER during stage, they interact with the context and also, they improve their listening skills. FINAL during stage the students reinforce the content. POST during stage. the content is built in the students and they can discuss about the topics.

Also, students mentioned that they cannot keep the interaction because e-tandem partners spoke very fast during the conversation so, the proposal includes conversation strategies for A2, A2+, B1, B1+ student's levels. At the same time, students say that they have problems with their e-tandem partner to socialize so, the researcher included activities to develop social skills during the conversation through questions related to experiences, opinions they had. One important thing pre-service English teacher mentioned is the visual materials such as pictures, videos, audios could help to understand the cultural component and develop their listening and speaking skills. So, the proposal has a cultural video for each lesson, the researcher added the

link to access the video which permits to understand and engage the students during the lesson.

The proposal looks for blending classroom teaching (traditional instructions) with e-tandem learning (virtual conversations). Then, it is organized into 12 units: 3 units for each level divided into 2 lessons. Lesson A is about Ecuadorian Culture and Lesson B is about American culture. The skills which are developing are listening-speaking which include different strategies such as: role play, group discussion, oral presentations, and cultural quizzes so students will be engaging with the knowledge. Also, it has conversation strategies which help to the students have fluent conversation. Finally, this handbook includes key answers for each activity.

2.4.2 Proposal Explanation

The present proposal has cultural activities which pretend to guide the teachers in the process on how to develop the pre-service English teachers' speaking and listening competences with native English speakers during e-tandem virtual sessions. The researcher pretends to solve the pre-service English teachers' problems, needs, and perspectives in the e-tandem program. Moreover, the proposal looks for being familiarized with the topics that they will discuss with their e-tandem partners. It is focused on the cultural context because the results demonstrated that most topics talked about in the virtual conversation were related to Ecuadorian and American culture.

Furthermore, the proposal pretends to solve the problems in speaking skills in English language teaching using blended learning from the e-tandem program to the traditional classes. Based on the study, students can practice their speech talking about different interesting topics related to culture, and at the same time, they learn and reinforce what teachers share in class. Sometimes when students learn a new language they just focus on what is the grammar and they do not go beyond the language. So that is the reason to enhance and motivate students to the learning process the researcher adopted this proposal making interactive lessons based on cultural content.

CULTURAL CONTENT

HANDBOOK FOR TEACHERS

CLARA HUILCA

MAY, 2022

"Culture based handbook to blend e-tandem learning at Technical University of
Cotopaxi in pre-service English teachers"

Level A2

Unit 1: Presidents

Lesson A: Juan Jose Flores

Objective: By the end of the lesson, SWBT show understanding of Juan Jose Flores`
biography by answering some questions and then discuss questions about personal
opinion & experiences with the topic.

Activities:

Pre stage

Instruction: Look the graphic organizer and tell some ideas about the topic

EARLY During Stage

Instruction: Watch the video and choose which of four texts the correct answer is.

Link: https://www.youtube.com/watch?v=s77UxL6Hl6o
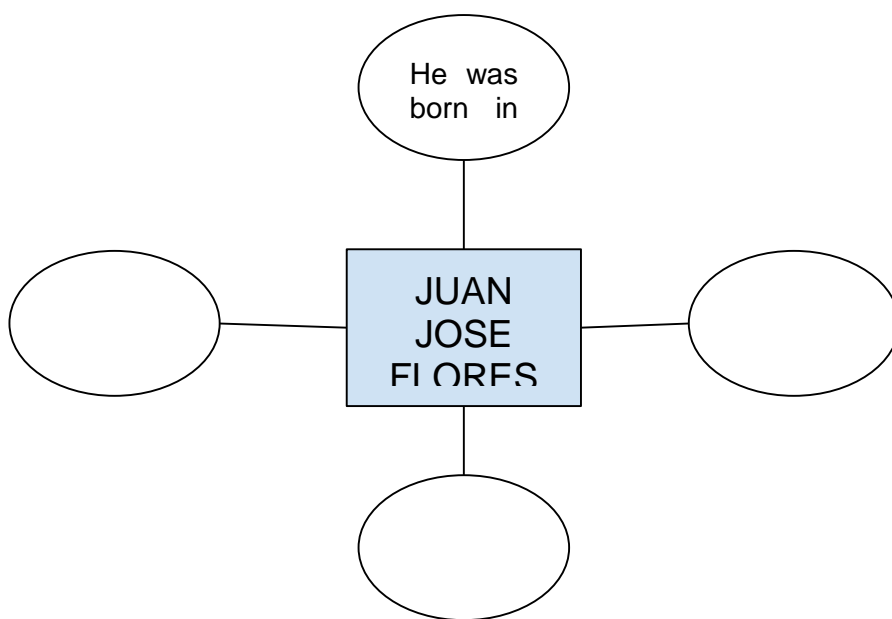
a) Juan J. Flores' trips b) Juan J. Flores and his wife c) Juan J. Flores' biography d) Juan. J Flores and Education

1. Identify the purpose of the video

a). To identify the first president of Ecuador

b). To know deeply about Juan Jose Flores

c). To write about Juan Jose Flores

LATER During Stage

Instruction: Listen and choose the correct option.

1. What is the video mostly explained?

    a) Juan Jose Flores's wife

    b) Juan Jose Flores' biography

    c) Juan Jose Flores and his 12 children.

2. What is NOT true about Juan Jose Flores?

    a) He was born in Venezuela

    b) He was the "Founder of the Republic"

    c) He had 12 children

    d) Juan Jose Flores died at sea in 1854

3. When he was re-elected?

    a) In 1843

    b) In 1840

    c) In 1848

4. What is uremia?

    a) An illness transmitted by an animal

    b) The name of a strange tree

    c) A fatal condition caused by kidney failure

FINAL During Stage

Instruction: Writing and telling short answers in the class

1. Who expelled Juan Jose Flores from his position?

    _____

2. What is full-fledged?

_____

3. What is Juan Jose Flores' wife?

_____

Post stage

Communication Strategies
In my personal opinion…   I think it's because...   Because…

Instruction: Discuss questions about personal opinion & experiences with the topic

1. What is your opinion about Juan Jose Flores?

_____

2. Why did he die?

_____

3. Juan Jose Flores was called the Founder of the Republic, why?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what really know about the topic Look for new vocabulary	Look the graphic organizer and tell some ideas about the topic	Collaborative board
10m	Early Stage	Give instructions and say to watch the video Present the material	Watch the video and choose which of four texts the correct answer is.	Video
10m	Later During Stage	Ask to listen twice the video Present and explain the activities	Listen again and choose the correct option	Video Pen
10m	Final During Stage	Explain to the students and present the questions	Writing and sharing short answer	Paper and pen
15m	Post Stage	Present the questions for discussion Make a breakout room Use different tools	Discuss in groups	Zoom meeting apps

Adapted by Clara Huilca (2022)

Lesson B: George Washington

Objective: By the end of the lesson, SWBT show an understanding of President George Washington by ordering events in a chronological manner and then discuss in a flipgrip.

Activities:

Pre stage

Make predictions

Instruction: Look at the pictures and tell predictions that the video contents.
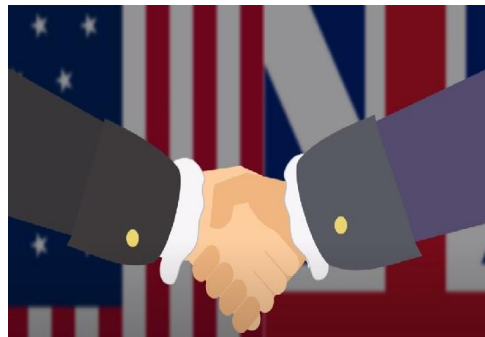
Who is he?

_____

Write and say predictions you think about the video

| a) |
| b) |
| c) |
| d) |

EARLY During Stage

Instruction: Watch the video and mark if predictions were correct or incorrect. Put a tick.

Link: https://www.youtube.com/watch?v=oeff14XdS9k

LATER During Stage

Instruction: Watch the video again and choose True or False

1. George Washington was born in Virginia, in a family of prosperous farmers. True ( ) false ( )

2. He gained a reputation for his bravery.   true ( ) false ( )

3. He did not oppose what he saw as unfair British taxes.   true ( ) false ( )

4. The British Army surrendered at Yorktown.   true ( ) false ( )

5. He was re-elected for a second term in 1792.   true ( ) false ( )

6. He maintained American neutrality when war broke out between British and France in 1793.   true ( ) false ( )

FINAL During stage

Instruction: ordering the events in a chronological manner according to the video you watched.

☐ Washington became Involved at the beginning of the French and Indian war.

☐ George Washington was born on February

☐ He began his career as a professional surveyor

☐ He died at Mount Vernon on December

☐ He was elected the first president of the United States of America

Post stage

Instruction: Discuss in a flipgrap https://flipgrid.com/ab79f394

Communication strategies
To start…   First…   Second…   To conclude… Finally…

1. *What main important things did George Washington do?*

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students for vocabulary and new words Look for new vocabulary	Look the pictures and make predictions	Pictures
10m	Early Stage	Give instructions and say to tick the possible answers	Watch the video and mark if predictions were correct or incorrect. Put a tick.	Video
10m	Later During Stage	Ask to the students to watch twice and say choose the correct answer	Watch the video again and choose True or False	Video Pen
10m	Final During Stage	Ask to the students to watch again the video to complete the task	Order the events in a chronological manner	Pen
15m	Post Stage	Ask to the student to enter in the flipgrap app Make a video call and breakout rooms Present questions for Discussions	Discuss in a flipgrap Discuss in the sessions	Flipgrap App Zoom

Adapted by Clara Huilca (2022)

Unit 2: Customs and Traditions

Lesson A: Inti Raymi

Objective: By the end of the lesson, SWBT show a comprehension of Inti Raymi by taking notes in order to retail the story and then discuss in the group the questions about personal opinion & experience with the topic.

Activities:

Pre stage

Instruction: Looking at the picture and making guesses

Predicting what will be in the listening

1. What are people doing?

_____

2. Do you know if they are celebrating something special?

_____

3. What do you think they are celebrating?

_____

EARLY During Stage

Link: https://www.youtube.com/watch?v=6_O6P-vtqKo

Instruction: Watch the video and complete the multiple choice

1. **What is the video mostly explained?**

a) The most important event in Ecuador

b) What you can eat in Inti Raimy

c) Inty raimy short review

2. What is NOT true about Inty Raimi?

a) It is celebrated in September.

b) Ceremonies coincide with the summer solstice

c) It is a party where you can eat, drink and dance.

d) Indigenous people give thanks for the harvest.

3. What does local kichwas offer to the community?

a) Clothes

b) Food

c) Handicrafts

4. What does "Pachamama" mean?

a) Mother Earth

b) The Moon

c) The stars

LATER During Stage

Instruction: Multiple Choice

1. Inti Raymi Rituals means

a) to clean the community from negative things.   b) To offer food to other people.

c) To have trips during the year.   d) To have bad energies.

FINAL During Stage

Instruction: Taking notes in order to retail the story

Post stage

Instruction: Discuss in the group the questions about personal opinions & experience with the topic.

a). What do you know about Inti Raymi?

_____

b). When is it celebrated?

_____

c). Which people celebrated it? and Why?

_____

d). What is the meaning of this celebration?

_____

Homework

Writing a review of the video

Useful materials (linking words)
Furthermore   so   moreover   and   also
        finally

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students for vocabulary and new words	Look the pictures and make guesses\n\nMake Predictions	Pictures\n\nPen
10m	Early Stage	Give instructions and say to tick the possible answers	Watch the video and complete the multiple choice	Video
10m	Later During Stage	Ask to the students to watch twice and say choose the correct answer	Watch the video again and choose	Video\n\nPen
10m	Final During Stage	Ask to the students to watch again the video to complete the task	Take notes to retail the story	Pen
15m	Post Stage	Make a video call and breakout rooms\n\nPresent questions for Discussions\n\nUse tools to innovate the class	Discuss and share experiences\n\nDiscuss in the sessions	App\n\nZoom

Adapted by Clara Huilca (2022)

Lesson B: Thanksgiving

Objective: By the end of the lesson, SWBT show a comprehension of Thanksgiving by representing the video you watched through a picture and then make and tell a similar or personal story in a video

Activities:

Pre stage

Instruction: Look and the pictures and make guesses

1. What are people doing?

_____

2. What do you think they are celebrating?

_____

3. What is the topic about?

_____

4. What is the meaning of thanksgiving?

_____

5. Is Thanksgiving celebrated nowadays?

_____

6. Why is Thanksgiving so important?

_____

EARLY During Stage

Link: **https://www.youtube.com/watch?v=uG4XyNqUQxg**

Instruction: According to the the video label the graphic organizer

Thanksgivin
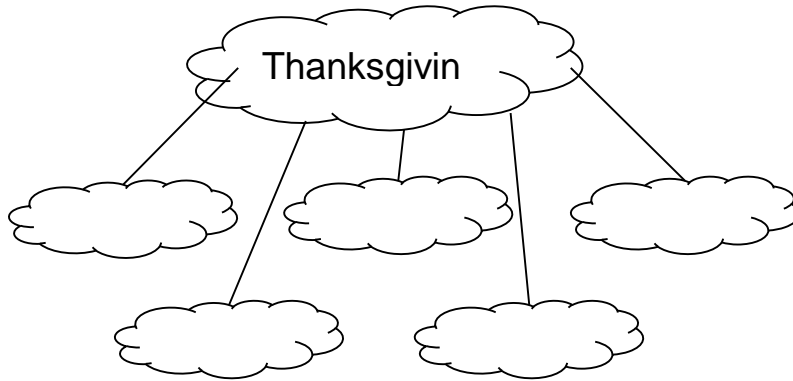
LATER During Stage

Instruction: Match the pictures with the correct meaning

Source:https://www.youtube.com/watch?v=uG4XyNqUQxg

Source: https://kitchenofyouth.com/tag/root-vegetables/

1. Yams

2. Cranberries

3. Turkey

4. Squash

FINAL During Stage

Instruction: Representing the video you watched through a picture
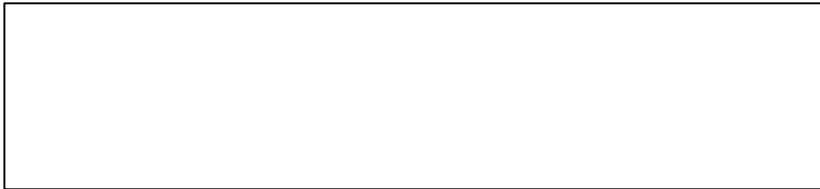
Post stage

Communication strategies
Respond
• "I think/In my opinion …
• " In my personal opinion
• "I consider…
• " I believe…
• "Yeah! You are right
• "I agree/disagree

Instruction: Make and tell a similar or personal story in a video.

1. What do you know about Thanksgiving celebration?

2. What sport is usually played on thanksgiving?

3. Who established thanksgiving?

4. What do they usually do on thanksgiving?

5. What activities do you do in your country for this special event?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students for vocabulary and new words	Look the pictures and make guesses	Pictures Pen
10m	Early Stage	Give instructions and say to tick the possible answers	Label the graphic organizer	Video
10m	Later During Stage	Ask to the students to watch twice and say match the options	Match the pictures with the correct meaning	Pen
10m	Final During Stage	Ask to the students to represent a picture the video watched.	Represent the video students watched through a picture	Pen
15m	Post Stage	Present questions for Discussions Make a breakout room	Make and tell a similar or personal story in a video. Discuss in the sessions	App Zoom

Adapted by Clara Huilca (2022)

Unit 3: Clothing

Lesson A: Panama Hats

Objective: By the end of the lesson, SWBT show a perception of Panama Hats by ordering the events and then make a role play and share in front of class about the topic.

Activities:

Pre stage

Instruction: Look the picture and make guesses in a mind map

1. What do you know about picture?
2. Do you know where are manufactured?
3. How much it costs?

EARLY During Stage

Link: https://www.youtube.com/watch?v=74Ivk1-7Hzo

Instruction: According to the video circle the correct answer

1. Who President wore the Panama Hats?

a) George Washington

b) Theodore Roosevelt

c) Abraham Lincon

2. What is NOT true about Panama Hats?

a) In 2012 UNESCO declared Panama hats an Intangible Cultural Heritage

b) The cost of it depends on the quality

c) They are made in Panama

d) It helps the economy

3. Who wore Panama hats?

    a) politics

    b) musician

    c) celebrities

    d) All of them

4. Where is the video recorded?

    a) Quito

    b) Sigsig

    c) Saquisili

    d) Guayaquil

LATER During Stage

Instruction: Write True or False according to the video.

    a) Panama hats in made in Panama   True ( ) False ( )

    b) Panama hats cost 25 dollars   True ( ) False ( )

    c) Theodore Roosevelt also wore the Panama hats   True ( ) False ( )

FINAL During Stage

Instruction: Ordering the events

	It helps the economy of Sigsig's town
	You can get Panama Hats for 25 dollars or 2000. depends on the quality
	They are made in Ecuador.
	In 2012 UNESCO declared Intangible Cultural Heritage.
	Theodore Roosevelt wore the hat during the construction of the Panama canal

Post stage

Communication strategies

• "I understand that…

• "Are you saying that…?"

• "I'm not certain I understand. Do you mean…?"

• "Correct me if I'm wrong, but…"

Instruction: Make a role play and share in front of class about the topic.

Have you know the story about the Panama Hats?

Have you wore this kind of hats?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students for vocabulary and new words	Look the pictures and make guesses in a mind map	Pictures Pen
10m	Early Stage	Give instructions and say to tick the possible answers	Circle the correct answer	Video
10m	Later During Stage	Ask to the students to watch twice and say match the options	Write True or False	Pen
10m	Final During Stage	Ask to the students to listen the video and say order the events	Listen and order the events	Pen
15m	Post Stage	Present questions for Discussions Make breakout rooms	Make a role play and share in class. Discuss in the sessions	Zoom video

Adapted by Clara Huilca (2022)

Lesson B: Cowboy Hats

Objective: By the end of the lesson, SWBT show an appreciation of cowboy hats by filling in a cloze passage and then look for more information about topic and talk about it in groups.

Activities:

Pre-stage

Instruction: Look at the picture and predicted what will be in the listening

What is he wearing?

Can you guess where he from is?

What do you know about the topic?

EARLY During Stage

Link: https://www.youtube.com/watch?v=TIq9jP_91qA

Instruction: Listen and mark if predictions were correct or incorrect

a) The host talked about cowboys hats   correct ( )   incorrect ( )

b) The host said it was more than accessory   correct ( )   incorrect ( )

c) The cowboy hat did not help to protect them during the day.

d) It is made by different animals' fine fur.   correct ( )   incorrect ( )

 LATER During Stage

Instruction: Answer interpretation questions

1. Do you know which states of the United States wear cowboy hats?

_____

2. What is the purpose to wear a cowboy hat?

_____

3. Do you think there is another country where people use this hat?

_____

FINAL During Stage

Instruction: Fill in a cloze passage

long	accessories	protect

Cowboys hats was much more than just an a)_____ to top off his look working b)_____ days upwards of 12 hours cattlemen needed a hat as though as the trail they wrote to c)_____him from the elements.

Post stage

Communication Strategies

• "Can you tell me more about …?"

• "Can you restate your idea…?"

Instruction: Look for more information about topic and talk about it in groups. Share the comments with the class.

What do you know about cowboys hats?   What are Cowboys hats made of?

How much does it cost?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students for vocabulary and new words	Look the pictures and predict the listening	Pictures
10m	Early Stage	Give instructions and say to tick the possible answers	Mark if predicts were correct or incorrect	Video
10m	Later During Stage	Ask to the students to watch twice and present questions	Answer questions	Pen
10m	Final During Stage	Ask to the students to listen the video and fill the passage	Fill in a cloze passage	Pen
15m	Post Stage	Present questions for Discussions Make breakout rooms	Look for information Discuss in the sessions	Zoom video

Adapted by Clara Huilca (2022)

Level A2+

Unit 1: Tourist Places

Lesson A: Pailon del Diablo

Objective: By the end of the lesson, SWBT demonstrate a comprehension of Pailon del Diablo by fixing the incorrect statements and saying the correct one then make a record and sharing experiences with the topic in the class.

Activities:

Pre-stage

Instruction: Look at the picture and predict what will be in the listening text

Image attribution to trip advisor

Answer the questions

1. Do you know what place is it?
2. Have you visited this waterfall? if you say yes, what did you do? What is the name?
3. Do you know where is located?
4. It is free entrance?

EARLY During Stage

Instruction: Listen and identify the purpose of the video

Link: https://www.youtube.com/watch?v=yqvOfO0srQM

The purpose of the video

a) To promote advertisement about waterfalls

b) To know about Pailon del Diablo

c) To visit the Pailon del Diablo

LATER During stage

Instruction: Complete the graphic organizer about Pailon del Diablo based in the video you watched.

FINAL Stage

Instruction: Fix these incorrect statements and say the correct ones.

1. The Paylon del Diablo is located in Ambato

2. The cost to get in the waterfall is $60 cents.

3. There are a lot of activities you can do in Ruta de las Cascadas.

4. Do you can see the devil's face in the waterfall?

Post Stage

Communication strategies

Share information

• "I have also experienced this when…"

• "Your idea reminded me of…"

• "I noticed that…"

Instruction: Making a record and sharing experiences in the class.

A possible list of questions to use and prepare the record.

1. What do you know about Paylon del Diablo?
2. Have you visited this waterfall?
3. Do you know the story about it
4. have you had a good or bad experience there? how was it?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Introduce new vocabulary	Look the pictures and predict the listening	Pictures
10m	Early Stage	Give instructions and say to identify the purpose of the video	Identify the purpose of the video	Video
10m	Later During Stage	Ask to the students to watch twice and present questions	Complete the graphic organizer	Pen
10m	Final During Stage	Ask to the students to listen the video and fill the passage	Fix the incorrect statements	Pen
15m	Post Stage	Present questions for Discussions Make breakout rooms	Making a record sharing experiences Discuss in the sessions	Zoom video

Adapted by Clara Huilca (2022)

Lesson B: Brooklyn Bridge

Objective: By the end of the lesson, SWBT show a grasp of Brooklyn Bridge by filling in cloze passage and then make a simulation of an interview and discuss questions about the topic.

Activities:

Pre stage

Instruction: Brainstorming with a mind map on the topic

EARLY During Stage

Instruction: Listen and choose the correct option

link: **https://www.youtube.com/watch?v=Te9QKG07Y9w&t=32s**
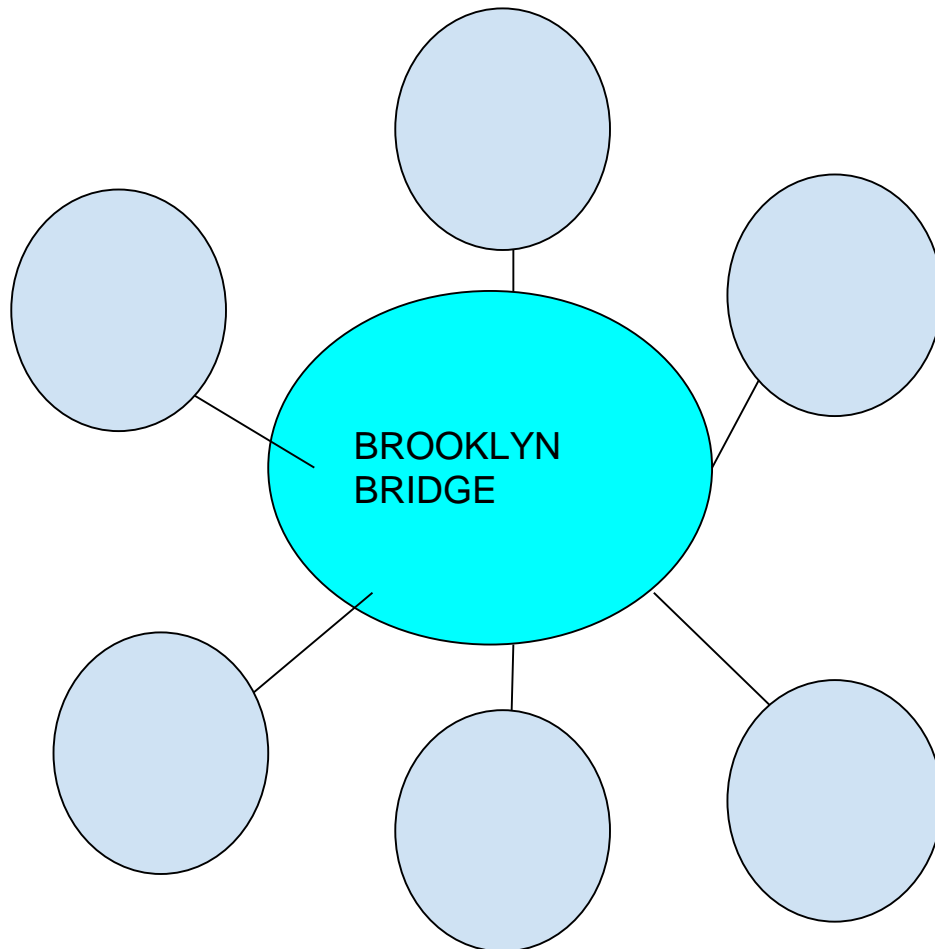
1. **What is the reporter talking about?**

a) Monuments

b) Buildings

c) Brooklyn Bridge

Things to do in Brooklyn Bridge

2. How is the access to the Brooklyn Bridge?

    a) You must pay money to get in.

    b) You must give some gifts to access.

    c) The access is free.

3. Blookyn Bridge started to build by the year

    a) 1850

    b) 1869

    c) 1870

    d) 1880

4. It is located in

    a) Chicago

    b) New York

    c) Kentucky

    d) New Mexico

5. Who build the Brooklyn Bridge?

    a) Jhon Roebling

    b) Jhon Rubling

    c) John Ruoebling

LATER During Stage

Instruction: True or False

In the following statements write the correct answer

    a) The access to Brooklyn Bridge is free?   T( ) F( )

    b) The Brooklyn bridge construction started at 1879   T ( ) F ( )

    c) Did they spend 14 years building the Bridge?   T ( ) F ( )

    d) Joe Roebling finished the Brooklyn construction?   T ( ) F ( )

FINAL During Stage

Instruction: Fill in the cloze passage.

Use the words: *folly, started, brilliant, government, sorts*

The construction of the Brooklyn Bridge **a)**……………… 1869 and took 14 years to complete. At that time many **b)**…………… of construction as a ……….. The driving force behind the whole project. Jhon Roebling was a German inmigrant who had work for the **d)**..................as a bridge and road builder.

Post stage

Communication strategies

Respond

• "I think/In my personal opinion ...

• "Yeah! You are right

• "I agree/disagree

Instruction: Make a simulation of an interview and discuss questions about the topic

What do you know about The Brooklyn bridge?

Do you know the history of it?

Have you visited the Brooklyn Bridge?

Can you tell me if you have experiences in Brooklyn Bridge?

Could you tell me what activities can you do in the Brooklyn Bridge?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce new vocabulary	Complete the mind map	Graphic Organizer
10m	Early Stage	Give instructions and say to choose the answers	Choose the correct option	Video
10m	Later During Stage	Ask to the students to watch twice say to complete true or false	Complete true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and say to fill the passage	Fill the close passage	Pen
15m	Post Stage	Present questions for Discussions Make breakout rooms	Making a simulation of an interview Share in class Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit 2: Holidays

Lesson A: New Year Eve in Ecuador

Objective: By the end of the lesson, SWBT show an understanding of New Year's Eve by drawing the most important fact that you heard in the video and then make a story completion sharing the different experiences with the topic.

Activities:

Pre stage

Instruction: Look at the picture and guess it.

Answer the questions

   a) Do you think the picture is related to some festivity? Which one?

   b) What usually do on New Year's Eve in your family?

   c) What are the most common customs on this special occasion?

   d) What do you wear on New Year's Eve? Why?

   e) Do you believe in the meaning of colors when you wear on this date?

   f) Is there a special song?

 EARLY During Stage

INSTRUCTION: Listen and identify how many people are speaking?

link: https://www.youtube.com/watch?v=sWSWy8JfdBg

LATER During stage

Instruction: Fill in the chart. Enlist the customs you heard in the video

FINAL Stage

Instruction: Drawing the most important fact that you heard in the video

Post Stage

Communication strategies
Share information
• "I have also experienced this, when…"
• "Your idea reminded me of…"
• "I noticed that…

Instruction: Make a story completion sharing the different experiences with the topic.

    a) What do you do in your famil in this special celebration?

    b) Do you wear something different? Why?

    c) Do you cook a special dinner? which dish?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce new vocabulary	Look the picture and guess	picture
10m	Early Stage	Give instructions and say to identify people in the video	Identify how many people are in the video	Video
10m	Later During Stage	Ask to the students to watch twice say to complete true or false	Complete true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and fill the chart	Fill the chart	Pen
15m	Post Stage	Present questions for Discussions Make breakout rooms	Make a story about experiences related to the topic Share in class Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: New Year's Eve In U.S.A

Objective: By the end of the lesson, SWBT show an understanding of New Year's Eve in U.S.A by labeling details in pictures and then make a record about the topic and share with the class.

Activities:

Pre stage

Instruction: Look at the picture and try to figure out what is the topic about.

a) What people are doing?

b) Do you think is a friend's party?

c) What are they wearing?

EARLY During Stage

Instruction: Listen and choose the correct option

Link: https://www.youtube.com/watch?v=Pr73YYcImyk&t=7s

1. **What are NOT usually traditions that American people do on New Year's Eve?**

a) To close all kinds of business establishments

b) To work 24/7

c) To received New Year's Eve in the Times Square

d) To adopt new habit in the new year is coming

2. What is the meaning of the song "Auld Lang Syne"

   a) "good old days"

   b) "bad days are comming"

   c) "the best day"

3. What is the meaning of "weary"

   a) Physically exhausted

   b) Mentally exhausted

   c) Physically and mentally exhausted

LATER During stage

INSTRUCTION: Add more details to the New Year's Eve traditions

Fancy

The New Year's

FINAL Stage

INSTRUCTION: Labeling details in pictures

Post Stage

Communication Strategies

Share information

• "I have also experienced this, when…"

• "Your idea reminded me of…"

• "I noticed that…

Instruction: Make a record about the topic and share with the class.

Possible questions

    a) Do you usually celebrate New Year's Eve?

    b) What activities they can do on a special day?

    c) What is the special song which represents the New Year's Eve?

    d) Do you believe in what the colors mean?

    e) Can you tell me about the sarcasm humor?

    f) Do you wear something special in this festivity?

    g) What usually do they eat?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce new vocabulary	Look the picture and guess	picture
10m	Early Stage	Give instructions and say to choose the options	Listen and choose the options	Video
10m	Later During Stage	Ask to the students to watch twice say to add details	Add details to the mind map	Pen
10m	Final During Stage	Ask to the students to listen the video and label pictures	Label details in pictures	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Make a record about the topic Share in class Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit 3: Indigenous People

Lesson A: Huaorani People

Objective: By the end of the lesson, SWBT show a comprehension of the Huaorani by taking notes in order to retell the story and then speculate about the Huaorani people and then share with the class.

Activities:

Pre-stage

Instruction: Look and match vocabulary to pictures

Image retrieved to: wikiwand

Image retrieved to: wikiwand

Image retrieved to: wikiwand

Image retrieved to: wikiwand

Image retrieved to: wikiwand

| 1. annatto | 2. hut | 3. basket | 4. quiver | 5. jewerly |

Answer some questions related to the topic

    a) What do you think the pictures represent?

    b) Do you know what culture the people belong to?

    c) what do you know about this tribe?

    d) Where do they live? How is their lifestyle?

e) Which is their clothing? What do you think they eat every day?

f) Are there other native indigenous communities? Do you know other tribes?

EARLY During Stage

Link:https://drive.google.com/file/d/133k2vdImjU3KxNwhHfTsHBP7c80G8rd/view?usp=sharing

Instruction: 1. Listen and identify what is the purpose of the audio

a) To meet indigenous people

b) To know about the Huaorani population

c) To know about Huaorani lifestyle

Listen again and choose the correct option.

2. What is the video mostly explained?

a) Huaorani's lifestyle in the rainforest.

b) What Huaorani's hunt every day.

c) Huaorani and the religion

3. What is NOT true about Huaoranis?

a) They lived in the city

b) They have maintained a larger lifestyle

c) They hunt animals from the forest to eat them.

d) They do not use any kind of clothes

LATER During Stage

Add details to the graphic organizer

Live in Amazon

Huaorani Indigenous people

FINAL During Stage

Instruction: Taking notes in order to retell the story

Post stage

Communication strategies
Request more information
• "Can you tell me more about …?"
• "Can you restate your idea…?"

Instruction: Speculate about the Huaorani people and then share with the class.

Possible questions

a) Do you know something else about the Huaorani's culture? Traditions or customs? Which one?
b) Do you know what they eat? What do they wear?
c) Where do they live? What language do they speak?
d) Do you think they have a religion?
e) Have you had experience visiting the Huaorani people?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce vocabulary	Look and match vocabulary	picture
10m	Early Stage	Give instructions and say to identify the purpose	Listen and identify about purpose of the video	Video
10m	Later During Stage	Ask to the students to watch twice say to add details	Add details to the graphic organizer	Pen
10m	Final During Stage	Ask to the students to listen the video and take notes	Take notes to retell the story	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Speculate about the topic Share in class Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: Novajo American Indian

Objective: By the end of the lesson, SWBT demonstrate a comprehension of Navajo American Indian by answering interpretation questions and then speculate about topic and share them with the class.

Activities:

Pre stage

Instruction: Brainstorming with a mind map on the topic

EARLY During Stage

Instruction: Listen and choose the correct option

link: https://www.youtube.com/watch?v=PT7XBiTgWVM
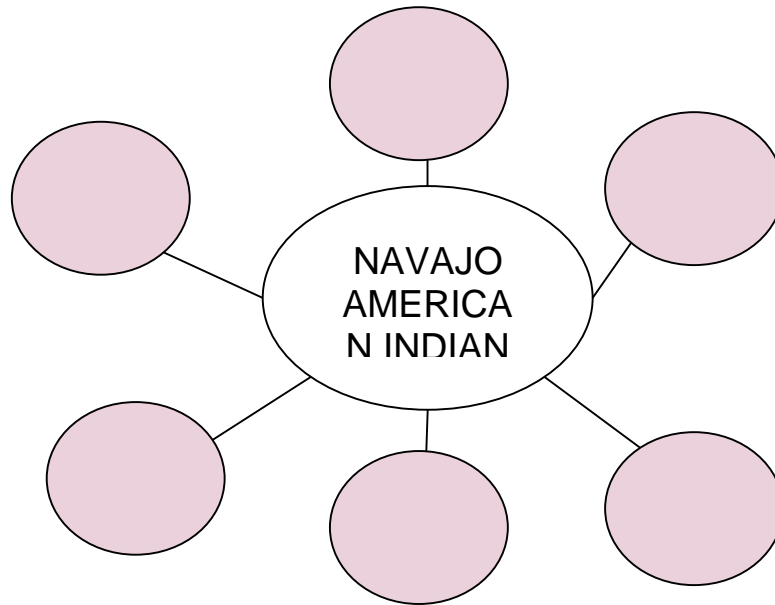
1. **What is the reporter talking about?**

a) Apaches American Indians

b) Navajos American Indians

c) Apaches and Navajos Indians

2. What is the name of the Tv reporter?

a) Robin Sewiil

b) Robert Seweil

c) Robin Seweel

3. What activities do Navajos practice in the reserve?

  a) Harvest

  b) Painting

  c) Sports

4. Where is the Navajos reserve?

  a) Mexico

  b) Arizona

  c) New York

5. What is the most prominent animal that they have in the reserve?

  a) Rabbits

  b) Snakes

  c) Sheeps

  d) Goats

LATER During Stage

True or False

Instruction: In the following statements write the correct answer

  1. There are few people in the video   T( ) F( )

  2. Women grilled the bief   T ( ) F ( )

  3. Children go to school in the city   T ( ) F ( )

  4. A man is singing in Novajo   T ( ) F ( )

FINAL During Stage

Instruction: Answer interpretations questions

  a) What do you know about Navajos?

  b) What do Navajos eat?

  c) Why do you think they live in a reserve?

  d) What do they do for living the Navajo people?

  e) Do you know how many Navajos are now?

Post stage

Communication strategies   **Encourage participation**

• What do you think?

• Do you think so?

• What is your opinion?

Instruction: Speculate about the Navajo people and share in class

Possible questions to develop the activity.

a) Have you heard about other indigenous people?

b) Have you visited the Navajo people?

c) What do you think about indigenous people in the United States?

d) Do you know where they lived?

e) What do they eat? How do they wear it?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce vocabulary	Brainstorm about mind map	picture
10m	Early Stage	Give instructions and say to identify the purpose	Listen and choose the options	Video
10m	Later During Stage	Ask to the students to watch twice say to select true or false	Select true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and answer questions	Answer questions	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Speculate about the topic Share in class Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Level B1

Unit 1: Monuments

Lesson A: Panecillo

Objective: By the end of the lesson, SWBT show an understanding of Panecillo by filling the cloze passage and then discuss questions about personal opinions & experiences with the topic

Activities:

Pre stage

Instruction: Look the picture and make guesses

What can you see in the picture

Do you know how tall is the monument?

Say something you know about Panecillo?

Where is Panecillo located?

EARLY During Stage

link:

https://drive.google.com/file/d/1lytX6k28Rs42euqEtTYkqGuG3RgLO4m_/view?usp=sharing

Instruction: Listen and check off relevant information from the list

    a) Panecillo is called Shunguloma

    b) People enjoy moments taking photos and so on.

    c) The temple was destroyed in 1816

    d) The hill is three thousand meter above sea level.

LATER During Stage

Instruction: True or False

a) Panecillo is called Hill of the Heart.   True ( ) False ( )

b) It is not visited by tourist.   True ( ) False ( )

c) Panecillo means "bread".   True ( ) False ( )

d) Panecillo is very colorful on Christmas.   True ( ) False ( )

FINAL During Stage

Instruction: Fill the cloze passage use the words: Hill of the Heart,   Christmas, Panecillo,   Quito,

El Panecillo, or Panecillo Hill, was first known as Shungoloma during the time of the Incas. Shungoloma means a)_____", and it was used by the Inca as a religious site for sun worship. When the Spanish invaded Quito, Ecuador, the sun temple was destroyed and a fortress was built during the years 1812 to 1815. Tourists and locals often use b)_____ as a reference point, as the hill is located where the south of c)_____ ends and downtown starts. The hill is just over three thousand meters above sea level and is aptly named El Panecillo, which means "bread", as it resembles a small piece of bread sticking out from the ground.

At d)_____, Panecillo looks very colorful since on these dates the statue is illuminated with led lights. People enjoy beautiful moments taking photos and visiting the place.

Post stage

Communication strategies

Share information

• "I have also experienced this, when…"

• "Your idea reminded me of…"

• "I noticed that…"

Instruction: Discuss questions about personal opinions & experiences with the topic

a) What is the principal activity during Christmas at Panecillo?
b) On which date Panecillo is very colorful?
c) What activities you can do in Panecillo?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce vocabulary	Look the pictures and make guesses	picture
10m	Early Stage	Give instructions and say listen and check the information	Listen and check relevant information	Video
10m	Later During Stage	Ask to the students to watch twice say to select true or false	Select true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and fil the passage	Fill the close passages	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: The Statue Of Liberty

Objective: By the end of the lesson, SWBT show a comprehension of The Statue of Liberty by answering interpretation questions and then discuss questions about personal opinions & experiences with the topic

Activities:

Pre stage

Instruction: Listen the picture and make guesses

Image retrieved from to Isla de la Libertad

a) What can you see in the picture?

b) Do you know how meters is the monument?

c) What does it represents to American people?

d) Do you know what is called the monument?

EARLY During Stage

link: https://www.youtube.com/watch?v=usHRc7G0gVo

Instruction: Listen and mark if predictions were correct or incorrect


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LATER During Stage

Instruction: Add details to the graphic organizer
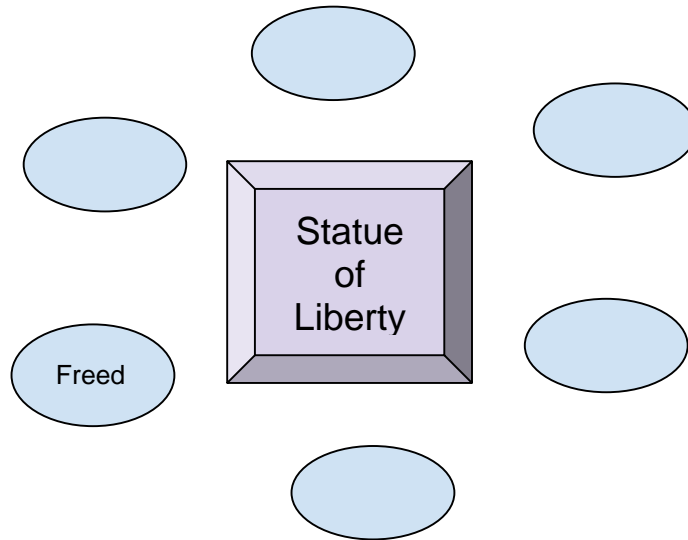
FINAL During Stage

Instruction: Answer interpretation questions

a) What is the meaning of the seven spines on the crown of the Statue of Liberty?

b) Which country gave the Statue of Liberty as a gift to the United States of America? Why?

 Post stage

Communication strategies

Share information

• "I have also experienced this, when…"

• "Your idea reminded me of…"

• "I noticed that…"

Instruction: Discuss questions about personal opinions or experiences with the topic.

Make an oral presentation about the topic.

1. What do you know about the Statue of Liberty?
2. Where it is located?
3. Ow many people visit this place?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce vocabulary	Look the pictures and make guesses	picture
10m	Early Stage	Give instructions and say listen and check the information	Listen and check relevant information	Video
10m	Later During Stage	Ask to the students to watch twice say to select true or false	Select true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and fil the passage	Fill the close passages	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit 2: Languages

Lesson A: Dialects in Ecuador

Objective: By the end of the lesson, SWBT demonstrate an understanding of Accents in Ecuador by taking notes in order to retell the story and then make a record answer questions about it.

Activities:

Pre stage

Instruction: Brainstorming about dialects in Ecuador
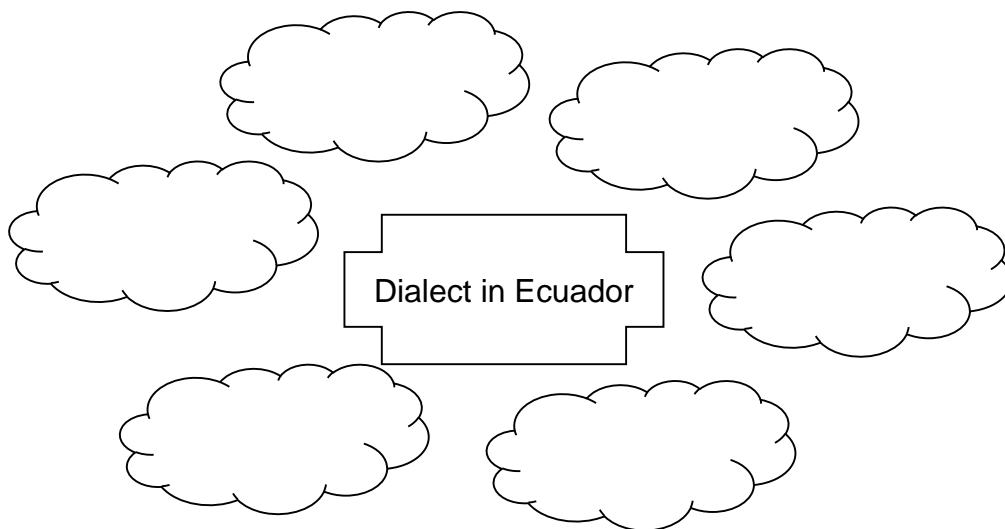
Answer the questions

    a) How many dialects in Ecuador do you know?

    b) Have you had experiences talking with people from different dialects?

EARLY During Stage

Instruction: Listen and choose the correct option

link:

https://drive.google.com/file/d/1b9L0Mx2nGgbSsw036Do_TE4rir3f30K8/view?usp=sharing

    1. According to the video, how many languages variety are in Ecuador?

    a) 7 languages varieties

    b) 9 languages varieties

c) 3 languages varieties

2. What is the meaning of "runa"?

    a) people

    b) popular

    c) sympathy

3. What is considered the "purest" variation of Ecuador?

    a) Amazon Dialect

    b) Andean Dialect

    c) Equatorial Dialect

LATER During stage

Instruction: writing short answer

What is the dialect you have?

_____

How many dialects in the Highlands do you know?

_____

FINAL Stage

Instruction: Taking notes in order to retell the story

………
………
………..

Post Stage

Communication strategies

Request more information

• "Can you tell me more about …?"

• "Can you restate your idea…?"

Instruction: Being part of a group. Talk about the topic and make a record answering about it .

a) What do you know about the dialects?
b) How many dialects do you know?
c) Have you had an experience with people with other dialect?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Introduce vocabulary	Brainstorm about the topic	picture
10m	Early Stage	Give instructions and say listen and choose the correct option	Listen and choose the correct option	Video
10m	Later During Stage	Ask to the students to watch twice say to select true or false	Write short answer	Pen
10m	Final During Stage	Ask to the students to listen the video and take notes about the story	Taking notes in order to retell the story	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: Accent in the United States

Objective: By the end of the lesson, SWBT show a comprehension of accents in the United States by deciphering rapid speech by writing out specific words, numbers, phrases and then make a role play answering questions about personal opinions & experiences with the topic

Activities:

Pre stage

Instruction: Looking at the picture and try to figure out what is going to be the topic
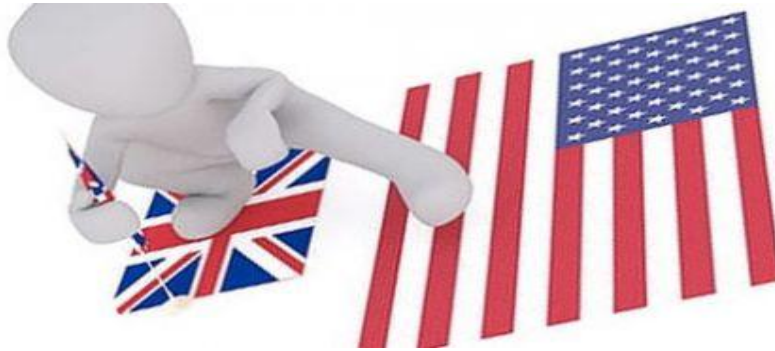
Picture Retrieved to: vdanny

    a) What can you see in the picture?

    b) How many accents do you know about American people?

    c) Do you know how may accents are in United States of America?

    d) Have you had experience speaking with Americans with different accents? If say, yes How was it?

EARLY During Stage

Link: https://www.youtube.com/watch?v=SlCApAgyayI

Instruction: Listen to the video and choose which is the best option

Answer the following questions

    1. Monica and Phoebe do not want to see Amanda, and why?

    a) Because they hate her accent

    b) Because Amanda is boring

    c) They had bad inconvenients with Amanda

2. Does Amanda have a British accent?

    a) True

    b) False

3. What happened to Chandler during the meeting with Amanda?

    a) He had an accident

    b) He hurt his leg

    c) He went to a trip

    d) He is not at home

4. How Monica and Phoebe decided to give another opportunity to Amanda

    a) talking to her

    b) talking at the hall

    c) talking in the office

5. What is the meaning of "flat"

    a) kitchen

    b) apartment

    c) bureau

LATER During Stage

Instruction: True or False

    a) Is Chandler reading a book when ladies come into the apartment after meeting?

                                                        True( ) or False( )

    b) Is Amanda dancing in front of the ladies?   True( ) or False( )

FINAL During Stage

Instruction: Decipher rapid speech by writing out phrases

Post stage

Communication strategies

• "Are you saying that…?"

• "I'm not certain I understand. Do you mean…?"

• "Correct me if I'm wrong, but…"

Instruction: Make a role play. Use both accents (American and Bristish) then share in the class. You can use any material such as: apps, videos, records, etc.

   a) Do you like the dialects in United States?

   b) How do you think speak a British people?

   c) Can you identify a British from an American speaker?

   d) What do you considered the best standard English?

   e) Where are you from? What is your dialect?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions	Look the picture and figure out what is the topic	picture
10m	Early Stage	Give instructions and say listen and choose the correct option	Listen and choose the correct option	Video
10m	Later During Stage	Ask to the students to watch twice say to select true or false Analyze the questions	Write true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and decipher rapid speech	Decipher rapid speech by writing out phrases	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit 3: Volcanoes

Lesson A: Cotopaxi Volcano

Objective: By the end of the lesson, SWBT show an understanding of Cotopaxi Volcano by ordering the events and then make workgroups and answer questions about personal opinions & experiences with the topic.

Activities:

Pre stage

Instruction: Brainstorming with a mind map on the topic

Imagine retrieved from istockphoto

Answer the questions

    a)   What can you see in the picture?

    b)   Have you had an experience with volcanoes? If you say yes Which one?

    c)   Do you know about Cotopaxi Volcano?

    d)   Have you climbed Cotopaxi Volcano?

    e)   What do you know about Cotopaxi?

EARLY During stage

Link:

https://drive.google.com/file/d/1VGJ1M17mRvr8aunrnc1fDfAR05HCgtVQ/view?usp=sharing

Instruction: Listening and discuss questions related to content

    1. According to the speaker, why Cotopaxi is the most popular volcano?

a) because of his story

b) because of his beauty

c) because it is the highest active volcano

d) All of them

    2. Cotopaxi's altitude is...

a) 5890

b) 5897

c) 5890

d) 5790

    3. How is the weather in Cotopaxi

a) it is cold

b) it is dry

c) it is windy

d) all of them

    4. According to the speaker when was the last Cotopaxi's eruption

a) 2016

b) 2017

c) 2015

d) 2020

LATER During Stage

Instruction: Fill in a chart

Weather	altitude	2017

FINAL During Stage

Instruction: Ordering the events

	Cotopaxi Volcano was closed to the tourist in 2015
	It has a perfect conical shape
	It is located in the National Park of Cotopaxi
	It was perfect and fun to bike

Post stage

Communication strategies • "I have also experienced this, when…" • "Your idea reminded me of…" • "I noticed that…"

Instruction: Be part of a group and discuss questions about personal opinions or experiences with the topic

a) What do you know about Cotopaxi Volcano?

b) When was the last eruption?

c) What is the shape of the volcano?

d) What is the possible risk during an eruption?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Brainstorm with a mind map	picture
10m	Early Stage	Give instructions and say listen and discuss questions	Listen and discuss questions related to the topic	Video
10m	Later During Stage	Ask to the students to watch twice say to fill in the chart	Fill in the chart	Pen
10m	Final During Stage	Ask to the students to listen the video and order the events	Ordering the events	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: Kilauea Volcano

Objective: By the end of the lesson, SWBT show an understanding of Kilauea Volcano by drawing picture of what you heard and then discuss questions about personal opinions & experiences with the topic

Activities:

Pre stage

Instruction: Look at the picture and predicting what will in the audio

Answer the questions

    a) What is the narrator talking about?

    b) What is your opinion on working as a volcanologist?

    c) What do you know about how a volcano works?

    d) When was the last time the Kilauea Volcano exploded?

EARLY During stage

Instruction: Listen and answer the questions and mark if predictions are correct or incorrect

Link: https://www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.sample/lava-sampling-on-kilauea-volcano-hawai699i/

LATER During Stage

Instruction: Answer the questions

1. What is the purpose of the video?

a) To prevents volcanoes eruptions

b) The last Kilauea's volcanoes eruption

c) To study what is inside of Kilauea's volcano.

2. What is the meaning of "flanks"

a) The lava inside of the volcano

b) the broadsides of the volcano

c) the Volcano's crater

3. The Kilauea's activity is under the observation of:

a) Scientific Observation

b) University of Michigan

c) United States geographic observation

4. Mike collects lava to study what happens inside of the volcano?

a)   True

b)   False
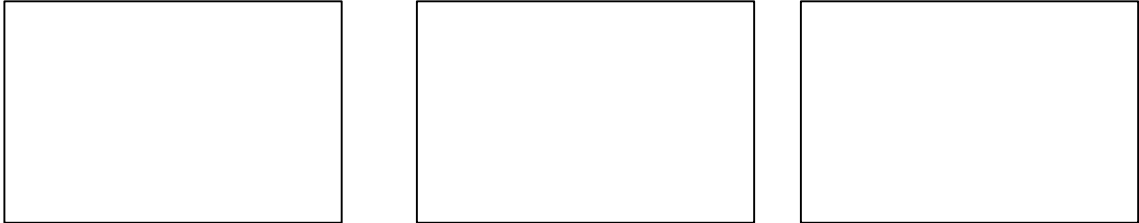
According to the narrator

5. How many degrees is lava?

a)   1,000 degrees Fahrenheit

b)   2,000 degrees Fahrenheit

c)   3,000 degrees Fahrenheit

FINAL During Stage

Instruction: Drawig pictures about the most important facts that you heard during the listening

Post stage

> **Communication strategies**
> • "Can you tell me more about …?"
> • "Can you restate your idea…?"

Instruction: Discuss questions about personal opinions & experiences with the topic

How works a volcano?

What do you know about Kilauea Volcano?

What do you about Volcanoes?

What is the most active volcano in U.S.A?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Look the video and predict	picture
10m	Early Stage	Give instructions and say listen and discuss questions	Listen and answr questions	Video
10m	Later During Stage	Ask to the students to watch twice say to fill in the chart	Answer questions	Pen
10m	Final During Stage	Ask to the students to listen the video and looks for more information	Drawing picture and looks for more information	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit 1: Historical People

Lesson A: Matilde Hidalgo

Objective: By the end of the lesson, SWBT show an understanding of Matilde Hidalgo by filling the cloze passage then discuss questions about personal opinions or experiences with the topic

Activities:

Pre stage

Instruction: Look at the picture and make guess about it

a) What is the name of the woman?

b) Do you know about thier story?

c) What is the most relevant information?

EARLY During Stage

Instruction: Listen and mark if predictions were correct or incorrect

Link:https://drive.google.com/file/d/1Z5SZ6L0dmjXSDb6VapitD8LihNz6w8A/view?usp=sharing

a) She was the first woman who voted in Ecuador correct ( ) incorrect ( )

b) She was not a doctor   correct ( ) incorrect ( )

c) She was born in Loja   correct ( ) incorrect ( )

d) She was the first girl who graduated in Ecuador correct ( ) incorrect ( )

LATER During Stage

Instruction: Listen again and fill in a chart

1889	1913	1924	1941

FINAL During Stage

Instruction: Fill the cloze passage

Use these words: *requirement, signed, citizen, queried*

Mathilde practised medicine, and added de Procel to her name when she married the lawyer Fernando Procel. She now turned her attention to the political rights of women and _____ the register of voters. Her application to vote was _____and referred to the State Council. She argued that the constitution stated that to be an Ecuadorian _____ and to exercise the right to vote the only requirement was to be 21 years old and able to read and write. There was no _____ to be male. The State Council unanimously agreed and in 1924 Mathilde became the first Ecuadorian woman to vote.

Post stage

Communication Strategies
• "Is it possible that…?"
• "I wonder if…"
• "Would you agree with this idea?"

Instruction: Be part of a group and answer questions related to the topic
   a) Who was Matilde Hidalgo de Procel?
   b) Who was the first woman to vote?
   c) What happened in 1924?

Making a poster about the topic with the principal ideas

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Look the picture and make guesses	picture
10m	Early Stage	Give instructions and say listen and mark predictions	Listen and mark if predictions are correct or incorrect	Video
10m	Later During Stage	Ask to the students to watch twice say to fill in the chart	Listen a fill the chart	Pen
10m	Final During Stage	Ask to the students to listen the video and fill the close passages	Fill the close passage	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: Rose Parks

Objective: By the end of the lesson, SWBT demonstrate an understanding of Rose Parks by taking notes in order to retell de history and then discuss questions about personal opinions or experiences with the topic

Activities:

Pre stage

Instruction: Look at the picture and predict what is going to be the listening talking about.
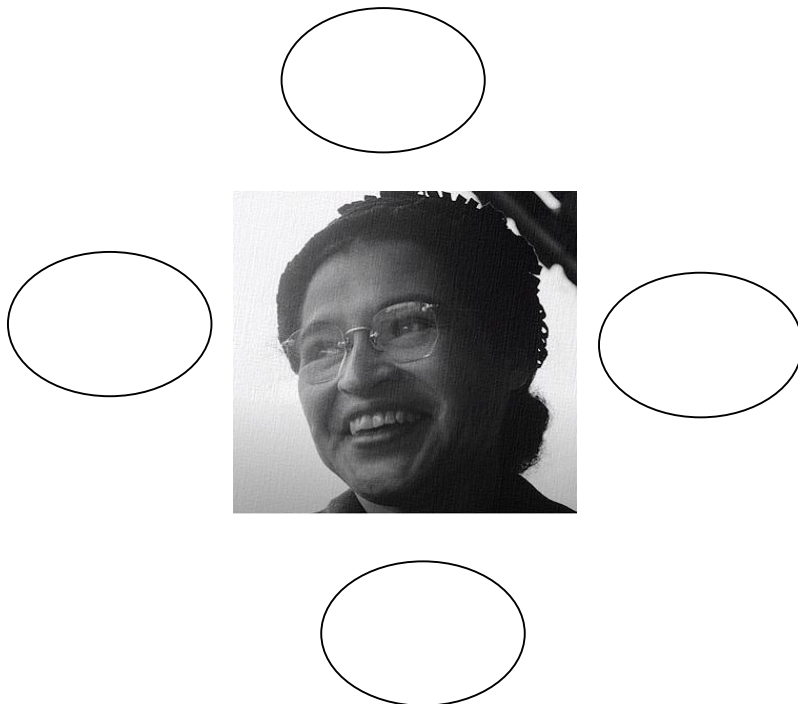
a) Who is she?

b) What do you know about Rose Parks?

c) Did Rose Parks defend the black human right?

d) Did she was the inspiration of leaders?

e) What is your opinion about Rose Parks

EARLY During Stage

Link: https://www.youtube.com/watch?v=aYshOZuMkMM

Instruction: Listen and mark if the predictions were correct or incorrect

Rosa Parks was a black activist

She wasn't the mother of the civil movement
She inspired a group of leaders who fought for equal rights
She was arrested when she sat in front part of the bus.

LATER During Stage

Instruction: Complete True or False

Rose Parks was born in 1913.   True ( ) False ( )

She and her family suffered violence race discrimination   True ( ) False ( )

She works at a statal federation   True ( ) False ( )

Driver called the police and Parks was arrested   Tue ( ) False ( )

Rulers bus against black people was constitutional   True ( ) False ( )

FINAL During Stage

Instruction: Take notes in order to retell the story

Post stage

Communication Strategies
• "Let's see if I'm clear about this. . ."
• "So it sounds to me as if . . ."
• "Let me see if I understand. You said…"

Instruction: Discuss questions about the topic

    a) What do you know about Rosa Parks?

    b) What is your opinion about the right to black people?

    c) Have you listened about Rosas Parks?

    d) What was Rosa Parks?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Look the picture and make guesses	picture
10m	Early Stage	Give instructions and say id predictions are correct	Listen and mark if predictions are correct or incorrect	Video
10m	Later During Stage	Ask to the students to watch twice say to complete true or false	Complete true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and take notes in order to retell story	Take notes in order to retell story	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit 2: Education

Lesson A: Education in Ecuador

Objective: By the end of the lesson, SWBT show an understanding of education in Ecuador by writing the short answers and then share the opinions about the topic.

ACTIVITIES:

Pre stage

Instruction: Look the topic and tell some ideas about it

EDUCATION IN ECUADOR
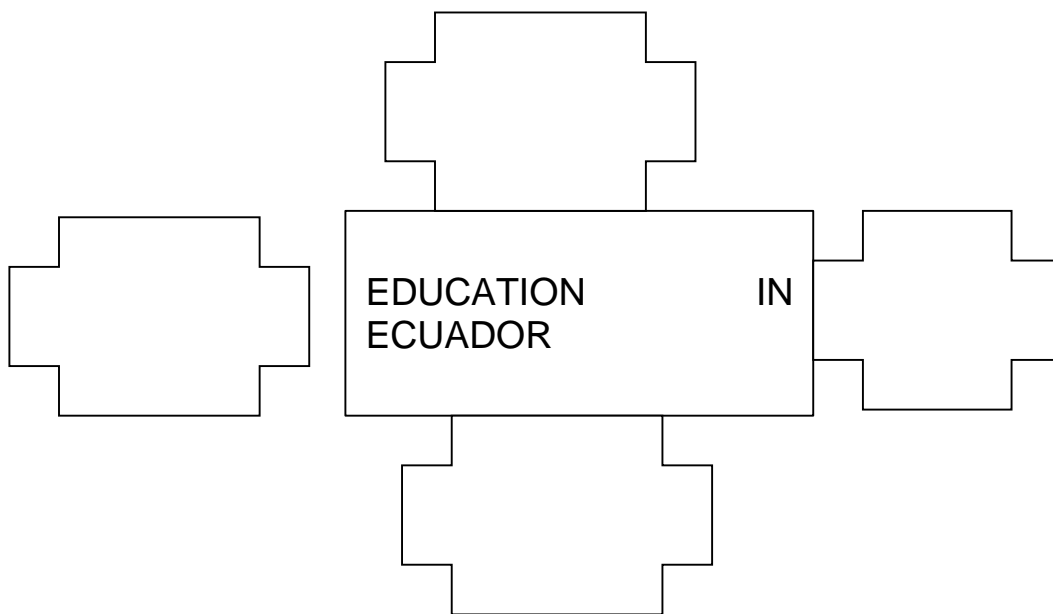
EARLY During Stage

Source:https://drive.google.com/file/d/1xoti-s9epl5qtlgehdinf

z4udff7qq1/view?usp=sharing

Instruction: Identify the purpose of the video. Choose the correct option

   a) To persuade about education
   b) To emphasize the importance of education
   c) To inform about education in Ecuador

LATER During Stage

Instruction: Complete True or False

There are many Spanish schools   True ( ) False ( )

In the rural area, there is not enough a public school   True ( ) False ( )

Parents are available to pay fees   True ( ) False ( )

There is rural and urban section   True ( ) False ( )

FINAL During Stage

Instruction: Writing and telling short answers

   a) How is education in the rural section?

   _____

   b) Do people pay fees according to their possibilities?

   _____

   c) The access to education is free?

   _____

Post stage

┌───┐
│ **Communication Strategies**   │
│ • "I have also experienced this, when…"   │
│ • "Your idea reminded me of…"   │
│ • "I noticed that…"   │
└───┘

Instruction: Be part of a group. Discuss questions and share the opinions in class.

   a) What do you know about education in Ecuador?
   b) Are you studying in a public university?
   c) What do you believe about education in Ecuador?
   d) What do you think about the Education in Ecuador?

| Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Tell ideas about the topic	picture
10m	Early Stage	Give instructions and say to identify the purpose of the video	Identify the purpose of the video	Video
10m	Later During Stage	Ask to the students to watch twice say to complete true or false	Complete true or false	Pen
10m	Final During Stage	Ask to the students to listen the video and write short answers	Write and tell short answers	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Being part of a group Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: Education in United States

Objective: By the end of the lesson, SWBT show an understanding of education in the United States by filling the cloze passage and then make a role-play and share in class.

Activities:

Pre stage

Instruction: Brainstorming with a mind map on the topic. Predicting what will be in the video
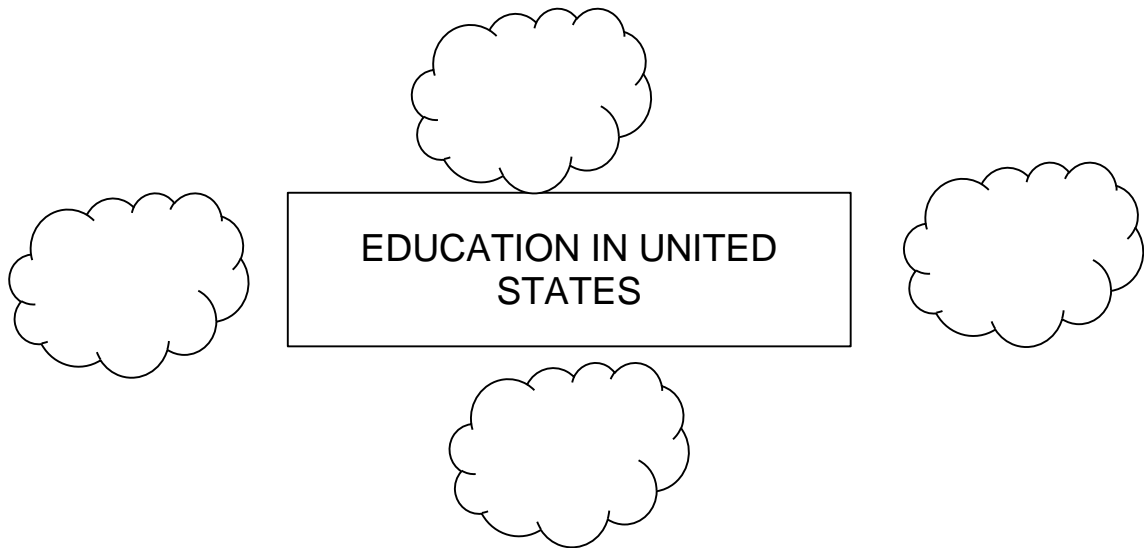
a) How is Education in the U.S.A?

b) Does the United States have flexible education?

c) What do you think about work and study?

d) In the United States, nobody can be forced to select a career?

e) Do you know if students wear uniforms?

EARLY During stage

Link: https://www.youtube.com/watch?v=KdZyylqYMtk&t=94s

Instruction: Check off the relevant information from the list

The average living cost in the united states is $1000 per month
The subject chosen can be switched for two years

The salary and the living cost depends on the University you graduated
A master degree can boost the student chance to get a better salary
Getting into the best of colleges in the United States is not an easy way.
There are more than 50 universities in U.S.A

LATER During stage

Multiple Choice

Instruction: According the video choose the correct answer

    1. **The best Universities are located in:**

New Mexico

Florida

New York

New Jersey

    2. **The access to education in U.S.A is easy**

True

False

    3. **The students could change their options after two years**

True

False

FINAL During stage

Instruction: Fill in the cloze passage

          salary   economics   three   two

If a student does not like _____, no one can force that subject down his or her throat. The subject chosen can be switched for _____years. The _____ depends on the university you graduated.

Post stage

Communication Strategies

• "Can you tell me more about …?"

• "What is your opinion?

• "I think/In my opinion ...

Instruction: Make a role-play and share with the class about the education in United States of America

Possible questions

    a) How is the education in USA?

    b) Do you considered if it is important the use of uniform in the schools?

    c) Have you had an experience with the topic?

    d) What do you know about education in U.S.A?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Brainstorm about the topic	picture
10m	Early Stage	Give instructions and say to check off relevant information	Check off relevant information	Video
10m	Later During Stage	Ask to the students to watch twice say to choose the correct answer	Choose the correct answer	Pen
10m	Final During Stage	Ask to the students to listen the video and fill the close passages	Fill the close passage	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Make a role play Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Unit N 3: Food

Lesson A: Tonga Manabita

Objective: By the end of the lesson, SWBT demonstrate an understanding of Tonga Manabita by ordering events and then discuss questions about personal opinions or experiences with the topic.

Pre stage

Instruction: Looking the picture and sharing ideas about what will be in the listening.

Image retrieved to Patricia Baquerizo
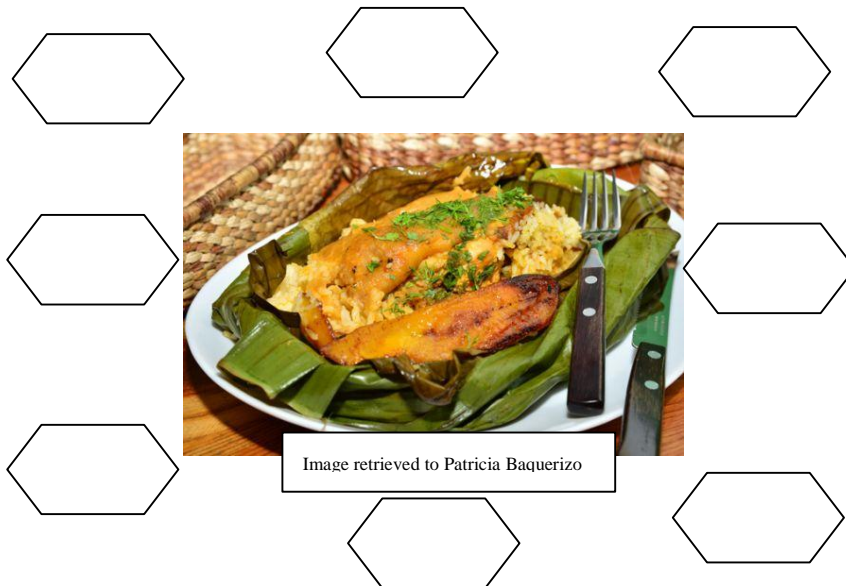
a) What is the video talking about?
b) Have you tried this typical dish?
c) Do you know another different type of tonga?
d) Is it a dessert, salad, main dish?

EARLY During stage

Link:https://drive.google.com/file/d/1ax9d4enco_zktdratckp1yk-fxl-so78/view?usp=sharing

Instruction: Watch the video and mark if predictions were correct or incorrect

The video is talking about a coast food
It isn't a traditional dish
It is a dessert
It is a highland food
It is called tonga

LATER During stage

Instruction: Draw some ingredients you heard in the listening
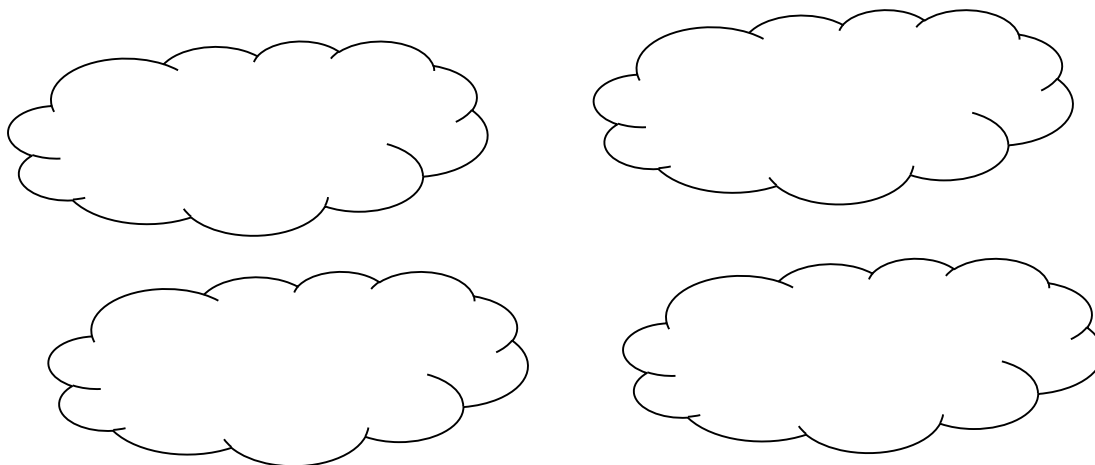
FINAL During stage

Instruction: Ordering events

	Cover and cook
	Add the pieces of chicken
	Serve and enjoy it
	Wrap the banana leaves
	Clean and cut the banana leaves

Post stage

Communication Strategies

• "I have also experienced this, when…"

• "Your idea reminded me of…"

• "I noticed that…"

Instruction: Discuss questions about personal opinions or experiences with the topic.

    a) What do you know about the tonga manabita?

    b) Have you tried it? Where you can find this typical dish?

    c) Do you know how is the process to prepare tonga manabita?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Look the pictures and share ideas about listening	picture
10m	Early Stage	Give instructions and say to mark if predictions were correct or incorrect	Watch the video and mark if predictions were correct or incorrect	Video
10m	Later During Stage	Ask to the students to watch twice say to draw ingredients what you heard in the listening	Draw ingredients what you heard in the listening	Pen
10m	Final During Stage	Ask to the students to listen the video and order events	Ordering events	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Share experiences in class Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Lesson B: Jambalaya

Objective: By the end of the lesson, SWBT show an understanding of Jambalaya by ordering events and then make a group work and discuss about the topic.

Pre stage

Instruction: Look the picture and make guessing about what the topic is going to be.

a) What are people talking about?

b) What kind of food is it?

c) How do you know about Jambalaya?

d) Do you know what ingredients are in the receipt?

e) Have you ever cooked or eaten Jambalaya?

EARLY during stage

Link: https://www.youtube.com/watch?v=O6_JskvBK3s&t=89s

Instruction: Listen and choose which of 3 pictures are related to the video

Image retrieved to: Diana Ratrayl	Image retrieved to: Stiven Raichlen	Image retrieved to: Diana de lantal

| 1 | 2 | 3 |

Answer:

_____

LATER During stage

Instruction: Adding details to graphic organizer according to the video you watched
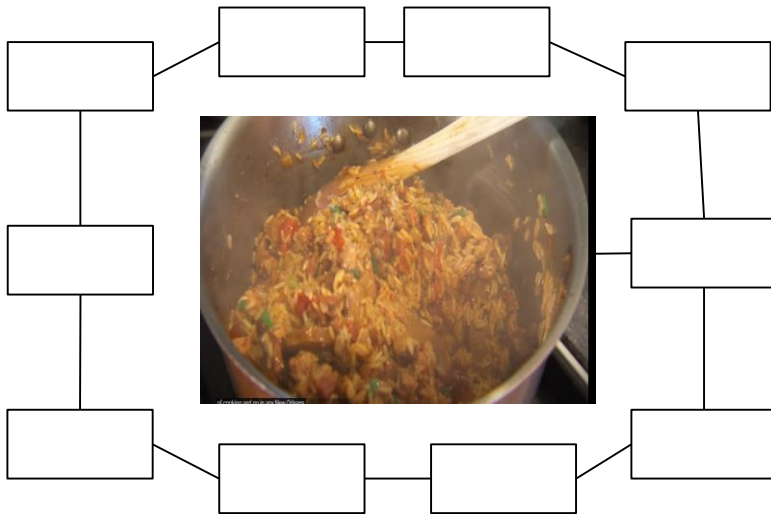
FINAL During stage

Instruction: Ordering events

N	Phrases
	All these different cultures coming together in one pot.
	it is to make people happy
	Everybody sits down together
	I am taking my culture

Post stage

Communication Strategies
• "I have also experienced this, when…"
• "Your idea reminded me of…"
• "I noticed that…"

Instruction: Be a part of group. Discuss questions about personal opinions or experiences with the topic

   a) What do you know about Jambalaya?
   b) Can you mention some ingredients to prepare Jambalaya?
   c) Have you tried Jambalaya?
   d) Is there something special in Jambalaya?

Time	Framework Stage	Teacher will…	Student will…	Materials needed
5m	Pre Stage	Ask to the students what they know about the topic Ask questions and review vocabulary	Look the pictures and share ideas about listening	picture
10m	Early Stage	Give instructions and say to watch the video and choose the pictures related to the topic	Watch the video and choose the pictures related to the topic	Video
10m	Later During Stage	Ask to the students to watch twice say to add details to the graphic organizer	Add details to the graphic organizer	Pen
10m	Final During Stage	Ask to the students to order events	Ordering events	Pen video
15m	Post Stage	Present questions for Discussions Make breakout rooms	Share experiences in class Discuss questions Discuss in the sessions	Zoom

Adapted by Clara Huilca (2022)

Keys for the Proposal

Proposal theme: "Culture based handbook to blend e-tandem learning at Technical University of Cotopaxi in pre-service English teachers"

Level A2

Unit 1: presidents

Lesson A: Juan Jose Flores

ACTIVITIES:

Pre stage

INSTRUCTION: Look the graphic organizer and tell some ideas about the topic

Answer: vary

EARLY During Stage

INSTRUCTION: Watch the video and choose which of four texts the correct answer is.

 Answer: c

2. Identify the purpose of the video

 Answer: a

LATER During Stage

INSTRUCTION: Listen and choose the correct option.

1. b

2. c

3. a

4. c

FINAL During Stage

INSTRUCTION: Writing and telling short answers in the class

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

Post stage

INSTRUCTION: Discuss questions about personal opinion & experiences with the topic

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

Lesson B: George Washington

ACTIVITIES:

Pre stage

MAKE PREDICTIONS

INSTRUCTION: Look at the pictures and tell predictions that the video contents.

Answer: vary

Write and say predictions that you think about the video

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4. *Answer: vary*

EARLY During Stage

INSTRUCTION: Watch the video and mark if predictions were correct or incorrect. Put a tick.

Answer: vary

LATER During Stage

INSTRUCTION: Watch the video again and choose True or False

1. T

2. T

3. F

4. T

5. T

6. T

FINAL During stage

INSTRUCTION: ordering the events in a chronological manner according to the video you watched.

Washington became Involved in the beginning of the French and Indian war.

George Washington was born on February

He began his career as a professional surveyor

He died at Mount Vernon on December

He was elected the first president of United States of America

Post stage

INSTRUCTION: **Discuss**   **in**   **a**   **flipgrap**

What main important things did George Washington do?

Answer: vary

UNIT 2: CUSTOMS AND TRADITIONS

Lesson A: Inti Raymi

ACTIVITIES:

Pre stage

INSTRUCTION: Looking at the picture and making guesses

Answer: vary

Predicting what will be in the listening

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4. *Answer: vary*

EARLY During Stage

INSTRUCTION: Watch the video and complete the multiple choice

1. c

2. a

3. b

4. a

LATER During Stage

INSTRUCTION: Multiple Choice

1. a

FINAL During Stage

INSTRUCTION: Taking notes in order to retail the story

Answer: vary

Post stage

INSTRUCTION: Discuss in the group the questions about personal opinions & experience with the topic.

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4. *Answer: vary*

Homework

Writing a review of the video

Answer: vary

Lesson B: Thanksgiving

ACTIVITIES:

Pre stage

INSTRUCTION: Look and the pictures and make guesses

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4. *Answer: vary*

5. *Answer: vary*

6. *Answer: vary*

EARLY During Stage

INSTRUCTION: According to the video label the graphic organizer

Answer: vary

LATER During Stage

INSTRUCTION: Match the pictures with the correct meaning

a)   *3*

b)   *1*

c)   *4*

d)   *2*

FINAL During Stage

INSTRUCTION: Representing the video you watched through a picture

Answer: vary

Post stage

INSTRUCTION: Make and tell a similar or personal story in a video.

Answer: vary

UNIT 3: CLOTHING

Lesson A: Panama Hats

ACTIVITIES:

Pre stage

INSTRUCTION: Look the picture and make guesses in a mind map

1. Answer: vary

2. Answer: vary

3. Answer: vary

EARLY During Stage

INSTRUCTION: According to the video circle the correct answer

1. b

2. c

3. d

4. b

LATER During Stage

INSTRUCTION: Write True or False according to the video.

   d) False

   e) False

   f) True

FINAL During Stage

INSTRUCTION: Ordering the events

4	It helps the economy of Sigsig's town
2	You can get Panama Hats for 25 dollars or 2000. depends on the quality
1	They are made in Ecuador.
5	In 2012 UNESCO declared Intangible Cultural Heritage.
3	Theodore Roosevelt wore the hat during the construction of the Panama canal

Post stage

INSTRUCTION: Make a role play and share in front of class about the topic.

Answer: vary

Lesson B: Cowboy Hats

ACTIVITIES:

Pre-stage

INSTRUCTION: Look at the picture and predicted what will be in the listening

Answer: vary

EARLY During Stage

INSTRUCTION: Listen and mark if predictions were correct or incorrect

e) correct

f) correct

g) incorrect

h) correct

LATER During Stage

INSTRUCTION: Answer interpretation questions

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

FINAL During Stage

INSTRUCTION: Fill in a cloze passage

a) accessories

b) long

c) protect

Post stage

INSTRUCTION: Look for more information about topic and talk about it in groups. Share the comments with the class.

Answer: vary

LEVEL A2+

UNIT 1: TOURIST PLACES

Lesson A: "Pailon del diablo"

ACTIVITIES:

Pre-stage

INSTRUCTION: Look at the picture and predict what will be in the listening text

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4 *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen and identify the purpose of the video

The purpose of the video

b)

LATER During stage

INSTRUCTION: Complete the graphic organizer about Pailon Del Diablo based in the video you watched.

Answer: vary

FINAL Stage

INSTRUCTION: Fix these incorrect statements and say the correct ones.

5. The Paylon del Diablo is located in Baños

6. The cost to get in the waterfall is $60 cents.

7. There are a lot of activities you can do in Ruta de las Cascadas.

8. Do you can see the devil's face in the waterfall?

Post Stage

INSTRUCTION: Making a record and sharing experiences in the class.

A possible list of questions to use and prepare the record.

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4. *Answer: vary*

Lesson B: Brooklyn Bridge

ACTIVITIES:

Pre stage

INSTRUCTION: Brainstorming with a mind map on the topic

Answer: vary

EARLY During Stage

INSTRUCTION: Listen and choose the correct option

1.   c

2.   c

3.   b

4.   b

5.   a

LATER During Stage

INSTRUCTION: True or False

In the following statements write the correct answer

a)   T

b)   F

c)   T

d)   F

FINAL During Stage

INSTRUCTION: Fill in the cloze passage.

a)   started

b)   sorts

c)   folly

d)   goverment

Post stage

INSTRUCTION: Make a simulation of an interview and discuss questions about the topic

Answer: vary

UNIT 2: HOLIDAYS

Lesson A: New Year Eve in Ecuador

ACTIVITIES:

Pre stage

INSTRUCTION: Look at the picture and guess it.

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

f) *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen and identify how many people are speaking?

Answer: vary

LATER During stage

INSTRUCTION: Fill in the chart. Enlist the customs you heard in the video

Answer: vary

FINAL Stage

INSTRUCTION: Drawing the most important fact that you heard in the video

Answer: vary

Post Stage

INSTRUCTION: Make a story completion sharing the different experiences with the topic.

   d) *Answer: vary*

e) Answer: vary

f) Answer: vary

Lesson A: New Year's Eve in U.S.A

ACTIVITIES:

Pre stage

INSTRUCTION: Look at the picture and try to figure out what is the topic about.

a) Answer: vary

b) Answer: vary

c) Answer: vary

EARLY During Stage

INSTRUCTION: Listen and choose the correct option

1. a

2. a

3. c

LATER During stage

INSTRUCTION: Add more details to the New Year's Eve traditions

Answer: vary

FINAL Stage

INSTRUCTION: Labeling details in pictures

Answer: vary

Post Stage

INSTRUCTION: Make a record about the topic and share with the class.

Possible questions

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

f) *Answer: vary*

g) *Answer: vary*

UNIT 3: INDIGENOUS PEOPLE

Lesson A: Huaorani People

ACTIVITIES:

Pre-stage

INSTRUCTION: Look and match vocabulary to pictures

3

4

1

5

1

Answer some questions related to the topic

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

f) *Answer: vary*

EARLY During Stage

INSTRUCTION: 1. Listen and identify what is the purpose of the audio

c)

Listen again and choose the correct option.

2. a)

3. a)

LATER During Stage

Add details to the graphic organizer

Answer: vary

FINAL During Stage

INSTRUCTION: Taking notes in order to retell the story

Answer: vary

Post stage

INSTRUCTION: Speculate about the Huaorani people and then share with the class.

Possible questions

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

Lesson B: Novajo American Indian

ACTIVITIES:

Pre stage

Brainstorming with a mind map on the topic

Answer: vary

EARLY During Stage

INSTRUCTION: Listen and choose the correct option

1. b
2. c
3. b
4. b
5. d

LATER During Stage

True or False

INSTRUCTION: In the following statements write the correct answer

5. F

6. T

7. T

8. T

FINAL During Stage

INSTRUCTION: Answer interpretations questions

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

Post stage

INSTRUCTION: Speculate about the Navajo people and share in class

 Possible questions to develop the activity.

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

LEVEL B1

UNIT 1: MONUMENTS

Lesson A: Panecillo

ACTIVITIES:

Pre stage

INSTRUCTION: Look the picture and make guesses

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen and check off relevant information from the list

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

LATER During Stage

INSTRUCTION: True or False

e) True

f) False

g) True

h) True

FINAL During Stage

Fill the cloze passage

a) Hill of the Heart

b) Panecillo

c) Quito

d) Cristmas

Post stage

INSTRUCTION: Discuss questions about personal opinions & experiences with the topic

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

Lesson B: The Statue of Liberty

ACTIVITIES:

Pre stage

INSTRUCTION: Listen the picture and make guesses

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen and mark if predictions were correct or incorrect

Answer: vary

LATER During Stage

INSTRUCTION: Add details to the graphic organizer

Answer: vary

FINAL During Stage

INSTRUCTION: Answer interpretation questions

    c) *Answer: vary*

    d) *Answer: vary*

 Post stage

INSTRUCTION: Discuss questions about personal opinions or experiences with the topic

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

UNIT 2: LANGUAGES

Lesson A: Dialects in Ecuador

ACTIVITIES:

Pre stage

INSTRUCTION: Brainstorming about dialects in Ecuador

Answer: vary

EARLY During Stage

INSTRUCTION: Listen and choose the correct option

    2. c

    3. a

    4. b

LATER During stage

writing short answer

a) *Answer: vary*

b) *Answer: vary*

FINAL Stage

INSTRUCTION: Taking notes in order to retell the story

Post Stage

INSTRUCTION: Being part of a group. Talk about the topic and make a record answering about it .

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

Lesson B: Accent in The United States

ACTIVITIES:

Pre stage

INSTRUCTION: Looking at the picture and try to figure out what is going to be the topic

e) *Answer: vary*

f) *Answer: vary*

g) *Answer: vary*

h) *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen to the video and choose which is the best option

Answer the following questions

1. a

2. a

3. a

4. b

5. b

LATER During Stage

INSTRUCTION: True or False

    c) true

FINAL During Stage

INSTRUCTION: Decipher rapid speech by writing out phrases

Post stage

**INSTRUCTION: Make a role play. Use both accents (American and Bristish)
then share in the class. You can use any material such as: apps, videos, records,
etc.**

    a) *Answer: vary*

    b) *Answer: vary*

    c) *Answer: vary*

    d) *Answer: vary*

UNIT 3: VOLCANOES

Lesson A: Cotopaxi Volcano

ACTIVITIES:

Pre stage

INSTRUCTION: Brainstorming with a mind map on the topic

Answer the questions

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

EARLY During stage

INSTRUCTION: Listening and discuss questions related to content

1. *d*
2. *b*
3. *a*
4. *b*

LATER During Stage

INSTRUCTION: Fill in a chart

Answer: vary

FINAL During Stage

INSTRUCTION: Ordering the events

4	Cotopaxi Volcano was closed to the tourist in 2015
1	It has a perfect conical shape
2	It is located in the National Park of Cotopaxi
3	It was perfect and fun to bike

Post stage

INSTRUCTION: Be part of a group and discuss questions about personal opinions or experiences with the topic

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

Lesson B: Kilauea Volcano

ACTIVITIES:

Pre stage

INSTRUCTION: Look at the picture and predicting what will in the audio

1. *c*
2. *b*
3. *b*
4. *a*
5. *b*

EARLY During stage

INSTRUCTION: Listen and answer the questions and mark if predictions are correct or incorrect

Answer: vary

LATER During Stage

INSTRUCTION: Answer the questions

1. *Answer: vary*

2. *Answer: vary*

3. *Answer: vary*

4. *Answer: vary*

5. *Answer: vary*

FINAL During Stage

INSTRUCTION: Drawig pictures about the most important facts that you heard during the listening

Answer: vary

 Post stage

INSTRUCTION: Discuss questions about personal opinions & experiences with the topic

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

B1+ LEVEL

UNIT 1: HISTORICAL PEOPLE

Lesson A: Matilde Hidalgo

ACTIVITIES:

Pre stage

INSTRUCTION: Look at the picture and make guess about it

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen and mark if predictions were correct or incorrect

a) correct

b) incorrect

c) correct

d) correct

LATER During Stage

INSTRUCTION: Listen again and fill in a chart

1889	1913	1924	1941
She was born in Loja.	She was the first girl graduated from high school in Ecuador.	Matilde became the first Ecuadorian woman to vote.	Matilde became the first Ecuadorian female candidate and the first elected public administrator for her hometown in Loja

FINAL During Stage

INSTRUCTION: Fill the cloze passage

1. signed

2. squared

3. citizen

4. requered

Post stage

INSTRUCTION: Be part of a group and answer questions related to the topic
d) *Answer: vary*
e) *Answer: vary*
f) *Answer: vary*
Making a poster about the topic with the principal ideas
a) *Answer: vary*

Lesson B: Rose Parks
ACTIVITIES:
Pre stage

INSTRUCTION: Look at the picture and predict what is going to be the listening talking about.

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

EARLY During Stage

INSTRUCTION: Listen and mark if the predictions were correct or incorrect

a) *Answer: vary*

LATER During Stage

INSTRUCTION: Complete True or False

Rose Parks was born in 1913.	True (x) False ( )
She and her family suffered violence race discrimination	True (x) False ( )
She works at a statal federation	True ( ) False (x)
Driver called the police and Parks was arrested	True (x) False ( )
Rulers bus against black people was constitutional	True ( ) False (x)

FINAL During Stage

INSTRUCTION: Take notes in order to retell the story

Answer: vary

Post stage

INSTRUCTION: Discuss questions about the topic

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

UNIT 2: EDUCATION

Lesson A: Education in Ecuador

ACTIVITIES:

Pre stage

INSTRUCTION: Look the topic and tell some ideas about it

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

EARLY During Stage

INSTRUCTION: Identify the purpose of the video. Choose the correct option

1. a

LATER During Stage

INSTRUCTION: Complete True or False

There are many spanish schools	True (x) False ( )
In the rural area, there is not enough a public school	True (x) False ( )
Parents are available to pay fees	True ( ) False (x)
There is rural and urban section	True (x) False ( )

FINAL During Stage

INSTRUCTION: Writing and telling short answers

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

 Post stage

INSTRUCTION: Be part of a group. Discuss questions and share the opinions in class.

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

Lesson B: Education in United States

ACTIVITIES:

Pre stage

INSTRUCTION: Brainstorming with a mind map on the topic. Predicting what will be in the video

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

EARLY During stage

INSTRUCTION: Check off the relevant information from the list

Answer: vary

LATER During stage

Multiple Choice

INSTRUCTION: According the video choose the correct answer

4. Florida; New Jersey

5. True

6. True

FINAL During stage

INSTRUCTION: Fill in the cloze passage

a) economics

b) two

c) salary

Post stage

INSTRUCTION: Make a role-play and share with the class about the education in United States of America

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

UNIT N 3: FOOD

Lesson A: Tonga Manabita

Pre stage

INSTRUCTION: Looking the picture and sharing ideas about what will be in the listening.

    a) *Answer: vary*

    b) *Answer: vary*

    c) *Answer: vary*

    d) *Answer: vary*

EARLY During stage

INSTRUCTION: Watch the video and mark if predictions were correct or incorrect

Answer: vary

LATER During stage

INSTRUCTION: Draw some ingredients you heard in the listening

Answer: vary

FINAL During stage

INSTRUCTION: Ordering events

1	Cover and cook
2	Add the pieces of chicken
5	Serve and enjoy it

4	Wrap the banana leaves
3	Clean and cut the banana leaves

Post stage

INSTRUCTION: Discuss questions about personal opinions or experiences with the topic.

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

Lesson B: Jambalaya

Pre stage

INSTRUCTION: Look the picture and make guessing about what the topic is going to be.

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

e) *Answer: vary*

EARLY during stage

INSTRUCTION: Listen and choose which of 3 pictures are related to the video

Answer: 3

LATER During stage

INSTRUCTION: Adding details to graphic organizer according to the video you watched

Answer: vary

FINAL During stage

INSTRUCTION: Ordering events

N	Phrases

3	All these different cultures coming together in one pot.
4	it is to make people happy
1	Everybody sits down together
2	I am taking my culture

Post stage

INSTRUCTION: Be a part of group. Discuss questions about personal opinions or experiences with the topic

a) *Answer: vary*

b) *Answer: vary*

c) *Answer: vary*

d) *Answer: vary*

2.4.3 Premises for its implementation

It is fundamental to implement the handbook for teachers because it can contribute to check if it works and obtain results from teachers how have developed pre-service English teachers' speaking skills. The premisses:

- The handbook must be presented in the English career Faculty to be approved as teaching material.
- The handbook could help to teachers in English Major Faculty to develop e-tandem sessions with pre-service English teachers.
- The content of the handbook must be reviewed before the e-tandem sessions.
- It can be used as main material in English subjects or modified according teachers
- Students can use handbook and work on the activities autonomously.

2.5 Chapter II Conclusions

- The handbook is a useful material for teachers to guide students before the process of virtual interactions with English speakers. The content can facilitate students' interaction during the sessions and develop their speaking and cultural competence

- The cultural content could permit the students to develop their cultural, listening, and speaking skills. They can have more fluent conversations with their partners. The activities presented in this handbook, help the teacher to guide and support their students in the virtual sessions.

Chapter III. Application and Validation of the Proposal

3.1 Expert's Evaluation

The proposal was validated by experts in education, who due to their experiences and works have contributed to validate the present proposal: Culture-based Handbook to blend e-tandem learning at Technical University of Cotopaxi. The instrument used to valid contains the following parameters: **a)** The teaching materials constitutes a valid, current, and relevant contribution to the field. **b)** The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches. **c)** It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic. **d)** The originality of the contributions and reflections of the author gives added value to the proposal. **e)** The references are relevant and up-to-date. f) The research topic is appropriate. **g)** The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc). **h)** the graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance. **i)** The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation. **j)** The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers. **k)** The dissertation provides contributions regarding methodological proposals, approach, and conceptualization. **l)** The objectives in the introduction are met, so that there is harmony between objectives and results. It also had three qualitative parameters such as: "Excellent", Good", and "Terrible". The following experts were involved in this validation.

MSc. Paulina Alexandra Arias Arroyo with ID 0502212095, who is a Master in University Teaching and Educative Administration. The expert evaluated the pedagogical proposal taking into account the criteria and the qualitative level. The expert evaluated all literals as excellent because all activities that contain the proposal refer to how to blend the E-tandem learning program. In addition, the evaluator

considered that the proposal has a local impact and she mentioned that "it is an interesting proposal".

At the same way, MSc. Ignacio Andrade with ID 0503101040, Master in English as a Foreign Language. He works as an EFL Instructor at the Technical University of Cotopaxi in the English Pedagogic Career.

Regarding temporality, the validator commented that "it is the result of an advanced research process". In respect to the content, "it is clear and easy to understand the instructions given". About selectivity, the expert said, "The proposal is such a significant research work that will help learners to improve their English skills". The validator considered a local impact and additionally, he suggested adding more EFL instructions in order to improve English language skills.

3.2 User's Evaluation

The present validation was validated by two users. The purpose of the handbook is to value its usefulness as a material during e-tandem sessions in pre-service English Teachers. At the same time, the handbook was under the following criteria: a) The teaching material constitutes a valid, current, and relevant contribution related to the field. b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches. c) The originality of the contributions and reflections of the author give added value to the proposal. d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.) e) The graphic illustrations that are in the dissertation (all kinds of images and tables) are relevant, they clarify and provide significance. f) The objectives in the proposal are met, so that there is harmony between objectives and results. g) The proposal is substantial with well-structured reflections and ideas. The level of mastery was excellent, acceptable, and deficient.

The first user's evaluator was Mirian Zuña with ID 1751552454. She is a pre-graduate student at the Technical University of Cotopaxi in the English Major Career.

The user's evaluator provided a,b,c,f,g criteria given above as acceptable; d) as deficient, and e) as excellent. Also, the evaluator made different comments related to the content and impact of the proposal to take into account. The evaluator mentioned that: "some grammatical mistakes were found and it is necessary to change them". Finally, the evaluator considered the proposal as a national impact.

The second user's evaluator was Marlene Yupangui with ID 0503908543. She is a pre-graduate student at the Technical University of Cotopaxi in the English Carrer. Similarly, the user's provided the criteria a,b,c,f,g, as acceptable, d) as deficient and e) as excellent. Furthermore, the user's evaluator made some comments related to the content and impact of the proposal. The proposal has cultural content which it could permit to the students get better cultural knowledge. The evaluator mentioned using more technology activities to develop speaking skills.

3.5 Chapter III Conclusions

- The expert's evaluation, user's evaluation permit to validate the pedagogical proposal during the e-tandem sessions in the pre-service English teachers.

- The pedagogical proposal contributes as material to the teachers at the Technical University of Cotopaxi in English Major Carrer to develop the e-tandem sessions.

- The pedagogical proposal permits to know more about the American and Ecuadorian culture.

General Conclusions

The results in the investigation permitted the researcher to set the subsequent conclusions:

- The pedagogical proposal elaborated is a useful material to use during e-tandem sessions.

- Students had some problems improving their speaking competence. They had inconvenient with cultural knowledge that is important during e-tandem sessions.

- Students had lack of information and a lower knowledge about American and Ecuadorian culture so it does not permit them to develop their speaking abilities during the conversation with English speakers.

Recommendations

- The researcher recommends using the present material to improve the speaking competence in pre-service English teachers.

- The material can be adapted according to the student's problems, needs, and perspectives.

- The researcher suggests to the Technical University of Cotopaxi to continue developing e-tandem sessions in order to develop English and cultural competence in their students.

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Annex 1

Questionnaire for the Interview

Objective: To identify pre-service English teacher's problems, needs, and perspectives in planning their e-tandem sessions.

Groups:

Strong students	Average	Weak students
V.M	R.N G.D	M.K C.A

Problems

1.- ¿Cómo te preparaste para las conversaciones virtuales? ¿Qué dificultades has tenido? ¿Recibes suficiente guía de tu docente para la planificación?

2.- ¿Cómo escoges el tema para la conversación? ¿Usas los mismos temas en varias sesiones o siempre cambias? ¿Qué dificultades has tenido en la selección de temas?

3.- ¿Cuáles temas has tratado en las conversaciones? ¿Han sido estos temas adecuados?

4.-Consideras que es necesario saber sobre la cultura ecuatoriana para las conversaciones virtuales? ¿Cómo te preparas para responder a preguntas que hacen los estudiantes de la Universidad de Miami sobre la cultura ecuatoriana? ¿Qué dificultades has tenido en este aspecto?

5.- ¿Has notado que las interacciones virtuales con tu compañero /a extranjero /a han ayudado a mejorar tus habilidades del habla?

Needs

1.- ¿Cuáles aspectos consideras necesarios para mejorar tu desenvolvimiento en las conversaciones virtuales?

2.- ¿Los profesores deberían incluir en la enseñanza del inglés de la carrera, el contenido cultural a tratarse en las conversaciones virtuales?

3.- ¿Los libros de inglés que han utilizado en las asignaturas de inglés tienen suficiente contenido cultural que ayuda a la preparación para las conversaciones?

4.- ¿Consideras necesaria la guía del docente en las conversaciones virtuales?

Perspectives

1.- ¿Cuáles son los temas de la cultura ecuatoriana que deberían saber los estudiantes de la UTC para participar adecuadamente en las conversaciones?

2.- ¿Cuáles son los temas de la cultura americana que podrían ser de mayor interés para los estudiantes de la UTC?

3.- ¿Cómo los docentes de las asignaturas de inglés pueden ayudar a los estudiantes en la selección de los temas?

4.- ¿Consideras necesario tener un folleto con actividades de aprendizaje del contenido de la cultura americana y ecuatoriana? ¿Cómo debería ser este material? ¿Para trabajo autónomo o para trabajo en clase con la guía del docente? ¿Para todos los niveles, A1, A2, B1, B2?

Annex 2

Validation for the Interview

INSTRUMENTO PARA VALIDACIÓN DE ENTREVISTA SEMIESTRUCTURADA.
INFORMANTES CLAVE: stong, average and week pre-service english teachers

Para evaluar el guión de la entrevista, por favor considere los siguientes aspectos:

1	Criterios a evaluar	Asigne a cada pregunta del guión una nota de 1 a 4, que correspone desde 1(deficiente); 2(regular); 3(bueno); 4(excelente); en relación a los rciterios que se señalan
2	Observaciones Específicas	Mencione si la pregunta debe mantenerse (M); eliminarse (E); o modificarse (MO). En el caso de eliminarse o modificarse por favor sugiera la modificación.
3	Aspectos Generales	Considere los aspectos generales contestando SI o No y sugiriendo los cambos necesarios
4	Observaciones Generales	Detalle las observaciones que considere pertinentes
5	Resultado Final	Escriba el resultado final de la evaluación
6	Validado por	Coloque los datos personales que se solicitan.

Pregunta	1. Criterios a Evaluar						2. Observaciones específicas: mantenerse (M); eliminarse (E); o modificarse (MO). En el caso de eliminarse o modificarse por favor sugiera la modificación.			
	Claridad en la redacción	Coherencia en la pregunta	Lenguaje adecuado con el nivel del informante	Estimula el aporte verbal	Permite la expresión de los pensamientos y sentimentos	TOTAL				
	Valoración: 1(deficiente); 2(regular); 3(bueno); 4(excelente)						M	E	MO	SUGERENCIA
Problems										
1	4	4	4	4	4	20	x			
2	4	4	4	4	4	20	x			
3	2	2	4	4	4	16			x	¿Cuáles temas has tratado en las conversaciones?. ¿Han sido esos temas adecuados?
4	4	4	4	4	4	20	x			
5	2	2	4	4	4	16			x	¿Has notado que las interacciones virtuales con tu compañero/a extranjero/a han ayudado a mejorar tus habilidades del habla?
Needs										
1	2	2	4	4	4	16			x	¿Cuáles aspectos consideras necesarios para mejorar tu desenvolvimiento en las conversaciones virtuales?
2	2	2	4	4	4	16			x	¿Los profesores deberían incluir en la enseñanza del inglés de la carrera el contenido cultural a tratarse en las conversaciones viruales ? ¿O la selección de este contenido culturaldebería quedar a libertad de los estudiantes que participan?
3	4	4	4	4	4	20	x			
4	4	4	4	4	4	20	x			
Perspectives										
1	4	4	4	4	4	20	x			
2	4	4	4	4	4	20	x			
3	4	4	4	4	4	20	x			
4	4	4	4	4	4	20	x			

3. Aspectos Generales	SI	NO	En caso de ser negativa su respuesta, sugiera los cambios necesarios
Las preguntas permten el logro del objetivo de la investigación	x		
Las preguntas están en la secuencia apropiada	x		
Las preguntas permiten pasarse de un tópico a otro gradualmente	x		
El número de preguntas es suficiente para recoger la información necesaria.	x		

4. Observaciones Generales

5. Resultado final

Aplicable	No aplicable	Aplicable atendiendo las observaciones	x

6. Validado por

Nombre: Paulina Alexandra Arias Arroyo	Teléfono: 0995303486	Correo electrónico: paulina.arias@utc.edu.ec

Firma:

Elaborado por: Paulina Alexanrda Arias Arroyo, a partir de Corral, Y. (2009), & Torres, S. (2015).

Annex 3

Data Analysis

Problems

¿Cuáles son los principales problemas en la planificación y preparación para las conversaciones virtuales?

Extracto de los strong students

Excerpts from strong students:

La dificultad que tuve fue cuando de vez en cuando me encontraba chicos con quienes no conversaba mucho. [The difficulty I had when sometimes I met guys whom I did not talk much]

No querían participar [they did not want to participate]

Ellos muchas de las veces no nos ayudaron mucho. [They many of the times did not help us to much]

Las respuestas eran cortas. [The answers were short]

Varias veces me preguntaron sobre lugares que ni conocía sobre volcanes y cosas así.[Several times they asked me about places I did not even know about volcanoes and things like that]

Tuve que googlearlo para poder encontrar información y explicarle sobre esas cosas. [I had to google to find information and explain him about those things]

Hay palabras que no sabemos, igual el léxico es un poco difícil o también lo olvidamos a veces por los nervios. [There are words we do not know, Equal vocabulary is a little difficult and also we forget sometimes because of nerves]

Es muy importante informarnos más sobre nuestra cultura. [It is very important to learn about our culture]

Excerpts from average students

Tuve problemas con mi cámara y ellos también, algunos eran tímidos, a veces no entendían bien las preguntas y se quedaban callados. [I have problems with my camera and they too. Some were shy, sometimes they did not understand very well the questions and were silent]

No les entendía bien por lo que yo les pedía que por favor me escribieran en el chat para poder entenderle de una mejor manera. [I do not understand them So I asked them to please write to me in the chat to understand them in a better way]

Me tocó hacer una conversación con una estudiante que tenía la nacionalidad de China y se utilizó el inglés como lengua franca. Por lo que él no dominaba el inglés y yo tampoco.[I had to have a conversation with a student who had Chinese nationality And the English was used as the lingua Franca *S*o he was not fluent in English and neither did I]

El acento era un poco extraño.[the accent was a little strange]

*Las dificultades que he tenido también había ciertos aspectos que no sabía y tenía también que googlearlo para poder traducirlo porque hay algunas palabras que no sabía cómo pronunciarlas. [*The difficulties I have had There were also certain aspects I did not know And I also have the Google it to translate because there are some words I did not know how to pronounce them*]*

*Es necesario tener un conocimiento básico sobre nuestra cultura ecuatoriana. [*It is necessary to have a basic knowledge about our Ecuadorian culture]

Hay palabras que surgen, expresiones que se utilizan en el español pero al rato de expresar en inglés no se sabe si se comprende o cómo decirlas. [There are words that arise, expressions that are used in Spanish but after expressing in English it is not know if it is understood or how to say them]

Si he tenido problemas en el desenvolvimiento del idioma como estudiante de esta lengua porque estamos aprendiendo.[Yes I have had problems in the language development as student in this language because we are learning]

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Excerpts from weak students

A veces hablaban muy rápido y era un poco difícil poder comprenderlos. [Sometimes they speak very fast and it was a little difficult understand them]

Era difícil poder entendernos lo que nosotros queríamos referirnos incluso había palabras allá en su dialecto que nosotros no sabíamos. [It was difficult can understand them what we want to refer, there were even words in their dialect we do not know]

Yo tenía que improvisar mucho. [I had to improve a lot]

Nuestra profesora nos daba un tema pero específicamente este tema como que quedaba corto. [Our teacher gave us a topic but specifically this topic as it dell short.]

Era difícil expresarnos porque no sabíamos si la palabra tenía traducción en inglés y no sabíamos si nos iban a entender o no, incluso googleamos la información para poder hacerles entender. [It was difficult to express ourselves because we did not know if the word had an English translation and we did not know if they would understand us or not, Even, we googled the information to be able to make them understand]

Yo nunca he estudiado algo de nuestra cultura. [I have never studied something from our culture].

Los nervios me ganaron muchísimo. [The nerves won me a lot].

Era la primera vez que interactuaba con una persona de habla inglesa entonces para mí fue difícil. [There was the first time I interacted with an English speaker so it was difficult for me]

Es un idioma que estamos aprendiendo y no lo dominamos completamente. [Is a language we are learning and we do not completely master it]

He tenido problemas en el escucha.[I have had problems in the listening]

Analysis:

The results showed that strong, average and weak pre-service English teachers have different problems to plan and prepare the virtual conversations because their partners did not help them, the lack of information about Ecuadorian culture, nerves when they had the meeting with native speakers, some words are unknown in english and spanish

language, technological problems, e-tandem partner speak very fast, the accent is strange. These aspects affect the planning and preparation of the virtual conversation because Spanish speakers have limitations in the target language. On other hand, during the interview the students felt relaxed and free to answer the different questions. The majority of pre-service English teachers assisted around 5 virtual sessions. Maybe they need to participate in more e-tandem sessions to improve the problems in the e-tandem program.

Needs

¿Cuáles son las principales necesidades en la planificación y preparación para las conversaciones virtuales?

Excerpts from strong students:

Mejorar algo el speaking, la pronunciación.[Improving something about speaking and pronunciation]

Deberían incluir el contenido cultural ya que es muy esencial aprender cosas de nosotros mismos y de la cultura de ellos. [They should include cultural content as it is very essential to learn things about ourselves and their culture]

No tenemos mucha idea de la cultura de ellos entonces creo que sí debería aumentar un poco más o asignar una materia. [We do not have any idea of their culture so I think it should increase a little more or assign a subject]

Yo creo que sí completamente es necesario la guía del docente. [I believe the teacher's guide is completely necessary]

Excerpts from average students

Emplear estrategias de conversación además entrenarnos en las diferentes habilidades como listening speaking writing y poder practicarlo con con los estudiantes nativos. [Employing conversation strategies in addition to training ourselves in different skills such as listening, speaking, writing and being able to practice it with native students]

Mejorar la habilidad del habla pero también considero que otro aspecto sería mantener la calma o estar relajado cuando se va a mantener este tipo de

conversaciones. [To improve the speaking ability but I also consider another aspect would be to remind calm or be relaxed when this type of conversation is going to be held]

Se debería incluir nuestra cultura o saber buscar formas o estrategias de comunicación de nuestra cultura porque hay expresiones que uno se utiliza en español pero se le hace difícil traducir al inglés.[Our culture should be included or knowing how to find ways or strategies of communication of our culture because there are expressions that one uses in Spanish but it is difficult for them to translate into English]

Nosotros podríamos recibir unos tips o ciertas estrategias con lo que nosotros pudiéramos crear una conversación fluida. [We could receive some tips or certain strategies with which we could create a fluid conversation]

Se podría enfocar en dar unos tips o estrategias de cómo poder expresar nuestra cultura. [It could focus on giving some tips or strategies on how to express our culture]

El profesor es el que guía además ya vivió esas experiencias ya conoce qué tipo de problemas puede surgir como por ejemplo en el caso de la tecnología y los insumos los adaptadores que se utilizan en estas conversaciones a veces no se puede escuchar bien las conversaciones [Teacher is the one who guides, and he has already lived those experiences te already knows what kind of problems may arise such as technology and supplies the adapters used in these conversations, sometimes you cannot listen do the conversation well.]

Es muy importante la participación del docente. [It is very important to teacher's participation]

Excerpts from weak students

Un aspecto que se debería mejorar es el Speaking ser más fluido en nuestras respuestas en lo que nos preguntan al igual que el listening. [one aspect That should be improved is speaking to be more fluid in our responses what we are asked as well as a listening]

En mi caso los aspectos más fundamentales para mejorar es la correcta pronunciación para tener una buena comunicación. [In my case, the most fundamental aspect to improve is the correct pronunciation to have a good communication]

Otro aspecto fundamental es el vocabulario porque si no tenemos vocabulario la conversación puede quedarse trabada.[Another fundamental aspect is the vocabulary because if we did not have vocabulary the conversation can get stuck]

Yo pienso que sí deberíamos incluir en nuestras materias y deberíamos tener una materia en donde nos hablen de la cultura americana.[I think we should include it in our subject and wish you have a subject where they talked to us about American culture]

Es importante que nosotros podamos recibir una materia así como recibimos identidad cultural y poder desarrollarnos un poco más. [It is important we can receive a subject as well as receive cultural identity and be able to develop more.]

Fuera bueno que incluyan en inglés a nuestra propia cultura porque a medida que nosotros estamos avanzando y llega este tipo de conversaciones nosotros no sabemos expresar nuestra cultura en el idioma inglés. [It would be good they include in English it is our own culture because as we are advancing in this type of conversation arrives we do not know how to express our culture in the English language]

Yo creo que en los textos que hemos manejado hasta el día de hoy no hay mucha cultura americana. [I believe in the text that we have handled to date there is not much American culture]

Yo considero que los textos que estamos utilizando no tienen suficiente contenido como para aprender una cultura americana digamos de un 100% habrá un 40%. [I considered the text we are using do not have enough content to learn an American culture from 100% there will be 40%]

Ellos nos ponen pautas también nos brindan consejos de estar puntuales de tener los dispositivos conectados correctamente para no tener problemas al momento de realizar estas conversaciones y es una prioridad la compañía del docente.[They give us guidelines and also give us advice to be on time to have the devices connected correctly so as not to have problems when conducting these conversation and the company of the teacher is a priority]

Nos pueden ayudar con una guía y así podemos practicar y es por eso que sí es fundamental la guía de los docentes.[They can help us with a guide and so we can practice and that is why The teacher's guide is essential]

Analysis:

The analysis of different pre-service english teacher's needs to plan and prepare the virtual conversations are improving speaking competences, be more relaxed during the e-tandem sessions, the need to know about american and ecuadorian culture, increase vocabulary to be more fluent during conversation, to include cultural content as a subject, a teacher's guide, to implement in the english book cultural content to know more american culture. According to the results all these students could satisfy their need if they learn more about American and Ecuadorian culture and also plan their virtual sessions to have a fluent conversation.

Perspectives

¿Cuáles son las perspectivas de los participantes en cuanto a la propuesta para la planificación y preparación para las conversaciones virtuales?

Problems

Excerpts from strong students:

Tradiciones de las tres regiones. [Traditions of the three regions]

También sobre la comida, el acento porque ellos saben de alguna manera que cada región tiene su acento y saben las diferencias entre la sierra y la costa. [Also about food, the accent because they know each region has an accent and also know the difference between Sierra and cost region]

Creo que los temas de cultura ecuatoriana que podría ser de mayor interés para nosotros podría ser sus tradiciones, historia de Estados Unidos, la vestimenta que

utilizaban los tiempos anteriores, la pronunciación, los cambios que ha sufrido el inglés durante todo el tiempo. [I think the topics of Ecuadorian culture could be of greatest interest to us could be traditions, United states's history, clothing used in previous time, pronunciation, the changes that English has undergone throughout the time]

Ellos nos podrían dar como una lista de temas que nosotros podríamos escoger para poder conversar en las sesiones. [They could give us a list of topic that we can choose and discussed in the sessions]

Considero que si es necesario tener un folleto de actividades con el contenido cultural. [I consider if it is necessary to have an activity brochure with cultural content.] Y si debe o debería ser para todos los niveles A1 A2 B1 B2. [It should be for all levels A1 A2 B1 B2]

Excerpts from average students:

Es importante que sepa más sobre nacionalidades y pueblos indígenas, las costumbres, las tradiciones, también sería bueno que conozcan los personajes históricos acontecimientos que han sucedido tal vez como las guerras y podría ser actividades culturales en donde ellos podrían visitar y pueden practicar. [It is important for them to know more about nationalities and Indigenous people, customs, traditions it would also be good for them to know the historical figures, Events have happened perhaps such as wars and it could be cultural activities where they could visit and practice]

Entonces yo diría más los festejos un poco de historia, lugares históricos del país. [Then, I would say more celebrations, a little of History, History places in the country] *Otro tipo de deportes que practican, qué actividades realizan, cómo es un modo de vida, creo que es importante conocer de eso y tal vez temas referentes a la política.[Another kind of a sport do they practice, what activities they do, how is there lifestyle, I think it is important to know about this and maybe topics related to politics]*

Brindar la ayuda acorde al nivel del estudiante. [Providing help according to the student's level]

Los docentes que tienen una experiencia entonces ya saben que es lo más factible para que la conversación sea más activa y también interactiva.[Teachers who have an experience then already know that it is the most feasible for the conversation to be more active and also interactive]

Un folleto con estrategias y actividades en donde los estudiantes se puedan desarrollar y puedan tener una conversación más amena. [A booklet with strategies and activities where students can developed and have a more pleasant conversation]

Debería ser con información clara algún diseño atractivo.[It should be with clear conversation and attractive design]

Para trabajar en clase con el docente ya que conoce nuestras debilidades y nos pueden ayudar a reforzar y consideró que debería ser para todos los niveles A1 A2 B1 B2. [To work in class with the teacher, he knows our weaknesses and can help us to reinforce and considered that it should be for all levels A1 A2 B1 B2]

Excerpts from weak students:

Yo considero que deberíamos aprender sobre los lugares turísticos de Ecuador. [I considered we must learn about tourist places in Ecuador]

conocer acerca de nuestros lugares turísticos es importante [To know about our tourist places is important]

Los temas más importantes a considerar son tradiciones culturales sobre festividades del Ecuador. [The main important topics to come say there are cultural traditions about festivities in Ecuador]

lo importante que deberíamos conocer son las tradiciones y costumbres también podría ser un tema relevante sobre el régimen educativo

Y sus costumbres tradiciones fiestas festejos. [The important thing that we should know are the traditions and customs, it could also be a relevant topic on the educational regime, and their customs, traditions, festivals, celebrations.]

saber sobre métodos y estrategias de enseñanza para aprender el idioma. [To know about teaching methods and strategies to learn the language]

El profesor nos puede ayudar en la selección de los temas basado en la experiencia que él tiene. [Teacher can help us selecting the topics based on the experiences he has]

Es necesario una guía de actividades de aprendizaje con contenido americano y ecuatoriano. [It is necessary a leaning activities guide in american and ecuadorian content.]

Un libro didáctico en el cual nosotros podamos leer y responder diferentes preguntas. Lo podríamos utilizar tanto para trabajo autónomo y con el docente [A didactic book which we can read, answer different questions. We can use as autonomous work and with the teacher]

Deberían existir proyectos desde un nivel A1 hasta el B2 considerando que en el A1 debería tener contenido cultural básico y de ahí seguirá aumentando.[There should be projects from level A1 to B2]

Una guía con actividades didácticas para trabajo autónomo y con el docente. Los niveles pueden ser todos desde A1 hasta B2.[A guide with didactic for autonomous and with the teacher. The levels can be all from A1 to B2]

Analysis:

The results showed that strong, average and weak pre-service English teachers have different perspectives to plan and prepare the virtual conversations such as: to learn more about cultural content such as: tourist places, nationalities and indigenous people, hobbies, customs and traditions, sports, politics, history, customs and traditions, educations and even methods and strategies to learn a new language. According to the results, pre-service english teachers said during the conversations the topics are related to the culture and sometimes they do not have information about something so they have to google the information to give a correct answer. At the same time, interviewers choose the option to incorporate a handbook, book, booklets with interactive activities. All these students could satisfy their need if they learn more about American and Ecuadorian culture and also plan their virtual sessions to have a fluent conversation.

Also, they considered applying these activities from A1 to B1 level. Taking into account A2 or higher levels students need to manage the virtual conversations, Cando & Tobar (2021). In both scenarios in an autonomous way and in the class with the teacher to reinforce the knowledge.

Annex 4

Experts Validation

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. **Research proposal data:**

   Author: Clara Elizabeth Huilca Centeno

   Topic: BLENDING E-TANDEM LEARNING: DEVELOPING SPEAKING COMPETENCE IN ENGLISH LANGUAGE TEACHING

   Objective: To analyze pre-service English teacher's opinions about their participation in the e-tandem learning program at Technical University of Cotopaxi.

2. **Evaluator's information**

Evaluator's name:	Paulina Alexandra Arias Arroyo
ID number:	0502212095
Academic degree:	Master in University Teaching and Educative Administration
Senescyt registration number	1045-09-691876
Current job:	University professor
Phone number:	0995302486
e-mail:	paulina.arias@utc.edu.ec

   Evaluation

   Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate**.**	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		

l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Yes
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Yes
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
Yes

4. **Impact**. What is the impact of this research? (Place an X on the square)

	X
Local	
Regional	
Nacional	

Internacional

5.   General comments and recommendations for the Author.

Congratulations, it is an interesting proposal.

Evaluator's signature
I.D: 0502212095

Annex 5

Experts Validation II

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. Research proposal data:

Author: Clara Elizabeth Huilca Centeno

Topic: BLENDING E-TANDEM LEARNING: DEVELOPING SPEAKING COMPETENCE IN ENGLISH LANGUAGE TEACHING

Objective: Objective: To analyze pre-service English teacher's opinions about their participation in the e-tandem learning program at Technical University of Cotopaxi.

2. Evaluator's information

Evaluator's name:	José Ignacio Andrade Morán
ID number:	0503101040
Academic degree:	Master in EFL
Senescyt registration number	1010-2019-2098846
Current job:	EFL Instructor

Phone number:	0979035791
e-mail:	jose.andradem@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	x		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	x		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	x		
d) The originality of the contributions and reflections of the author give added value to the proposal.	x		
e) The references are relevant and up-to-date.	x		
f) The research topic is appropriate**.**	x		

g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	x		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	x		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	**x**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	**x**		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	**x**		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	**x**		

Comment on the following statements, please.

. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

Yes, it is absolutely the result of an advanced research process.

2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Of course, it is clear and easy to understand the instructions given.
SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
It is such a significant research work that will help learners to improve their English skills.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. General comments and recommendations for the Author.

It would be nice if at the end of the research, it could be spread with more efl instructors to continuing improving the learner's language skills.

Evaluator's signature

I.D 0503101040

User's Validation I

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

1. **Research proposal data:**

   Autor: Clara Elizabeth Huilca Centeno

   Titulo: BLENDING E-TANDEM LEARNING: DEVELOPING SPEAKING COMPETENCE IN ENGLISH LANGUAGE TEACHING

   Objetivo: To analyze pre-service English teacher's opinions about their participation in the e-tandem learning program at Technical University of Cotopaxi.

2. **Evaluator's information**

Evaluator's name:	Mirian Zuña
ID number:	1751552454
Academic degree:	Pre-graduate students
Current job:	Students
Phone number:	0998077148
e-mail:	mirian.zuna2454@utc.edu.ec

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente

a) The teaching material constitutes a valid, current and relevant contribution related to the field.		x	
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.		x	
c) The originality of the contributions and reflections of the author give added value to the proposal.		x	
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			x
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	**x**		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.		**x**	
g) The proposal is substantial with well-structured reflections and ideas.		**x**	

Comments: the handbook in general contains useful topics about American and Ecuadorian culture. This will help to the students to get a new cultural knowledge. On otherwise, there are some grammatical mistakes in the text. Take into account the objectives need to be more clear using synonyms. Also, some activities are repeated

they could be replaced. Finally, more technological activities need be added to develop speaking ability.

1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

   Some grammatical mistakes were found in many parts of the text. So, we recommend to change them. This handbook can be evaluated by researchers as long as you improve its content taking into consideration our comments.

2. Impact. What is the impact of this proposal? (Place an X on the square)

Local	
Regional	
Nacional	X
Internacional	

3. General comments and recommendations for the Author.

Some comments were mentioned at the beginning.

Evaluator's signature

Mirian Sofia Zuña Tenemaza
I.D. 175155245-4

Annex 7

User's Validation II

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

2. **Research proposal data:**

Autor: Clara Elizabeth Huilca Centeno

Titulo: BLENDING E-TANDEM LEARNING: DEVELOPING SPEAKING COMPETENCES IN ENGLISH LANGUAGE TEACHING

Objetivo: To analyze pre-service English teacher's opinions about their participation in the e-tandem learning program at Technical University of Cotopaxi.

3. **Evaluator's information**

Evaluator's name:	Marlene Yupangui
ID number:	0503908543
Academic degree:	Pre-graduate students
Current job:	Students
Phone number:	0992529833
e-mail:	nancy.yupangui8543@utc.edu.ec

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente

a) The teaching material constitutes a valid, current and relevant contribution related to the field.		x	
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.		x	
c) The originality of the contributions and reflections of the author give added value to the proposal.		x	
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			x
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	**x**		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.		**x**	
g) The proposal is substantial with well-structured reflections and ideas.		**x**	

Comments: the handbook in general contains useful topics about American and Ecuadorian culture. This will help to the students to get a new cultural knowledge. On otherwise, there are some grammatical mistakes in the text. Take into account the objectives need to be clearer using synonyms. Also, some activities are repeated they

could be replaced. Finally, more technological activities need be added to develop speaking ability.

2. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

   Some grammatical mistakes were found in many parts of the text. So, we recommend to change them. This handbook can be evaluated by researchers as long as you improve its content taking into consideration our comments.
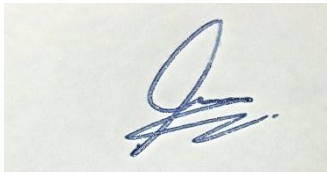
3. Impact. What is the impact of this proposal? (Place an X on the square)

Local	
Regional	
Nacional	X
Internacional	

3. **General comments and recommendations for the Author.**

 Some comments were mentioned at the beginning.

Evaluator's signature

Nancy Marlene Yupangui Aimacaña
I.D. 0503908543

Annex 8

Document Information

Analyzed document	HUILCA CLARA CHAPTER 1,2,3.docx (D132079788)
Submitted	2022-03-30T21:16:00.0000000
Submitted by	
Submitter email	nelson.guagchinga5@utc.edu.ec
Similarity	3%
Analysis address	rutheinfantep.uta@analysis.urkund.com

Sources included in the report

SA   **MNEMONIC_KEYWORD_METHOD_AUGUST_25_2021_URKUN.docx**
Document MNEMONIC_KEYWORD_METHOD_AUGUST_25_2021_URKUN.docx (D111756896)   7

SA   **factors influencing and affecting students' performace in e-tandem.docx**
Document factors influencing and affecting students' performace in e-tandem.docx (D98935155)   2

Annex 9

Ministerio de Educación
Unidad Educativa Toacaso

Toacaso, marzo 23, 2021

Master

Ruben Vega Collaguazo

RECTOR DE LA UNIDAD EDUCATIVA TOACASO

Presente.-

De mi consideración:

Reciba un cordial y respetuoso saludo y el deseo de éxito en las funciones encomendadas al frente de esta prestigiosa institución.

En esta ocasión me dirijo a usted para solicitarle de la manera mas comedida me autorice realizar la socialización de mi trabajo de titulación modalidad informe de investigación con el título Blended learning: "Developing speaking competences in English Language Teaching", previo a la obtención del Título de Magister en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Cotopaxi, para lo cual se procederá a realizar un taller de 3 días para docentes de la asignatura de Ingles con el fin de dar a conocer la propuesta planteada.

Segura de contar con su valiosa aceptación reitero mis agradecimientos.

Atentamente,

Clara Huilca
1721860706
POSTULANTE

Gobierno | Juntos
del Encuentro | lo logramos