



**UNIVERSIDAD ESTATAL DE BOLÍVAR
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, SOCIALES,
FILOSÓFICAS Y HUMANÍSTICAS.
ESCUELA DE CIENCIAS INFORMÁTICAS**

**USO DEL SOFTWARE “TELL ME MORE” COMO
ESTRATEGIA METODOLÓGICA PARA FORTALECER EL
APRENDIZAJE DEL IDIOMA INGLÉS DE LOS
ESTUDIANTES DEL TERCERO DE BACHILLERATO DE LA
UNIDAD EDUCATIVA “10 DE ENERO” DEL CANTÓN SAN
MIGUEL, PROVINCIA BOLÍVAR, EN EL PERIODO
LECTIVO 2016.**

AUTORES:

**MORALES BRONCANO BÉLGICA YOLANDA
YÁNEZ BALLE PATRICIO MARCELO**

TUTOR:

ING. WASHINGTON FIERRO

**PROPUESTA METODOLÓGICA PRESENTADO EN OPCIÓN
A OBTENER EL TÍTULO DE LICENCIADOS EN CIENCIAS
DE LA EDUCACIÓN, MENCIÓN: EDUCACIÓN INGLÉS.**

2016



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I. DEDICATORIA

Este trabajo le dedico a Dios, quien ha decidido darme una nueva oportunidad de vida, por fortalecerme en los momentos más adversos de mi existencia y por llenarme de sabiduría, paciencia y perseverancia para alcanzar el más anhelado de mis objetivos, que es el término de mi carrera profesional.

A mi madre por darme su apoyo incondicional, por impartirme valores de respeto, de solidaridad y porque sé que siempre estoy en sus oraciones cuando se dirige a Dios.

A mí amada esposa que con su ejemplo me ha enseñado sobre el amor y la humildad hacia los demás.

A mis dos hijos Daniel y Mateo que son el motor principal que genera fuerza y entusiasmo para seguir adelante y velar por su bienestar hasta verlos convertidos en personas de éxito.

Patricio Yáñez

Agradezco a Dios por darme salud y vida por permitirme emocional y espiritualmente poder culminar con uno más de mis objetivos propuestos, para alcanzar la cima no fue nada fácil, pero gracias a la voluntad de Dios todo obstáculo fue superado y quedo en el ayer.

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Yolanda Broncano

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Al ingeniero Washington Fierro, asesor de la propuesta metodológica por su guía incondicional en la estructuración de nuestro trabajo de grado para culminar exitosamente la carrera.

Yolanda Morales
Patricio Yáñez

III. CERTIFICACIÓN DEL TUTOR

CERTIFICA

Que el informe final de la propuesta metodológica titulado: USO DEL SOFTWARE “TELL ME MORE” COMO ESTRATEGIA METODOLÓGICA PARA FORTALECER EL APRENDIZAJE DEL IDIOMA INGLÉS DE LOS ESTUDIANTES DEL TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA “10 DE ENERO” DEL CANTÓN SAN MIGUEL, PROVINCIA BOLÍVAR, EN EL PERIODO LECTIVO 2016.

Elaborado por los autores: La Srta. Morales Broncano Bélgica Yolanda y el Sr. Yáñez Balle Patricio Marcelo, egresados de la carrera de Inglés de la Facultad de Ciencias de la Educación, Sociales, Filosóficas y Humanísticas de la Universidad Estatal de Bolívar, que a su vez ha sido debidamente revisado e incorporadas las recomendaciones emitidas en la asesoría; en tal virtud, autorizo su presentación para su aprobación respectiva.

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Guaranda, Noviembre de 2016


ING. WASHINGTON FIERRO.

TUTOR

IV. AUTORÍA NOTARIADA



IV. AUTORÍA NOTARIADA

Las ideas, criterios y propuesta expuestos en el presente informe final de la Propuesta Metodológica, son de exclusiva responsabilidad de los autores.

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La presente propuesta metodológica esta enfoca hacia la búsqueda y aplicación de nuevas estrategias metodológicas que potencien y faciliten la acción educativa tanto del docente como del educando, a la vez que se reduzca el tiempo y capte la atención del estudiante. De esta concepción parte la selección del tema, el mismo que esta esquematizado de la siguiente manera: Uso del software “Tell Me More” como estrategia metodológica para fortalecer el aprendizaje del idioma inglés de los estudiantes del tercero de bachillerato de la Unidad Educativa “10 de Enero” Del Cantón San Miguel, Provincia Bolívar, en el periodo lectivo 2016-2017.

El planteamiento del problema hace referencia sobre el impacto del inglés en el Ecuador y sobre el nivel de aptitud en el que se encuentra, también recoge un breve análisis sobre la problemática radicada en las ventajas y beneficios que las tecnologías informáticas generan al ser aplicadas en el proceso de enseñanza-aprendizaje del idioma inglés.

En la justificación se habla sobre la importancia que ejerce el dominio del inglés en la vida social, política, deportiva, económica y cultural de un país, a la vez sé hace un breve énfasis a la gestión que el gobierno nacional realiza a través del Ministerio de Educación para potenciar el proceso de enseñanza-aprendizaje del idioma inglés, a esto se agrega la pertinencia de la propuesta metodológica y los beneficiarios de la misma.

En base a estas fundamentaciones se generaron los objetivos generales y específicos de la propuesta metodológica, descritos a continuación:

Objetivo General

Fortalecer el aprendizaje del idioma inglés mediante el uso del software “Tell me more” como estrategia metodológica, para los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 de Enero” Cantón San Miguel, Provincia Bolívar.

Objetivos Específicos

- Sustentar teóricamente el uso del software “Tell Me More” como estrategia metodológica para el aprendizaje del idioma inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”.
- Realizar un diagnóstico inicial y final del aprendizaje del inglés a los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”.
- Aplicar el software “Tell Me More” como estrategia metodológica, para fortalecer el aprendizaje del idioma inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”.
- Validar mediante un informe los resultados obtenidos antes, durante y después de la aplicación del software “Tell Me More”, para fortalecer el aprendizaje del inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”.

En cuanto a la metodología, se aplicó la investigación “acción”, debido a que el diseño de esta propuesta metodológica está orientado a la solución de una necesidad específica de un grupo social, y para la ejecución de las actividades y de los recursos de apoyo a utilizarse se realizó un plan de análisis de los resultados.

Finalmente es importante mencionar que se aplicó una encuesta que tuvo como objetivo recoger información sobre la factibilidad de aplicar e implementar el software educativo “Tell Me More”, como herramienta didáctica para el aprendizaje del idioma inglés.

SUMMARY

The present methodological proposal is focuses on the search and application of new methodological strategies that enhance and facilitate the educational action both the teacher and the student, while it's reduce the time and catching the attention of the student.

From this conception started the selection of the theme, the same as is schematized as follows: use of the "tell me more" software as a methodological strategy for strengthening English language learning for the students of the third year of baccalaureate from the Educational Unit "10 De Enero" San Miguel Canton, Bolívar Province, Academic Year 2016-2017.

The statement of the problem makes refer about the impact of English in Ecuador and the level of proficiency in which it is found, it also contains a brief analysis about the advantages and benefits that informatics technologies generated when they are applied in the teaching-learning process of the English language.

The justification tells about the importance of master English language in the social, political, sporting, economic and cultural life of a country, while it also giving a brief emphasis on the management that the National Government carries out through the Ministry of Education to boost the teaching-learning process of the English language, to this is added the relevance of the methodological proposal and the beneficiaries of the same.

Based on these foundations were generated the general and specific objectives of the methodological proposal, described below:

General Objective

Strengthen the English language learning through the use of the "tell me more" software as a methodological strategy, for the students of the third year of Baccalaureate from the Educational Unit "10 De Enero" San Miguel Canton, Bolivar Province.

Specific Objectives

- Sustain theoretically the use of "Tell Me More" software as a methodological strategy for learning English of the students of the third year of Baccalaureate from the Educational Unit "10 de Enero"
- Perform an initial and final diagnosis of the learning English to the students of the third year of Baccalaureate from the Educational Unit "10 De Enero".
- Apply the "Tell Me More" software as a methodological strategy to strengthen the English language learning for the students of the third year of Baccalaureate from the Educational Unit "10 De Enero".
- Validate by means of a report the results obtained before, during and after the application of the "Tell Me More" software to strengthen the English language learning of the students of the third year of Baccalaureate from the Educational Unit "10 de Enero"

Regarding to the methodology, was applied the research "action" because the design of this methodological proposal is focused to the solution of a specific need of a social group, and for the execution of the activities and the resources of support, was made a plan of analysis of the results.

Finally, it is important to mention that a survey was carried out, whose main objective was to collect information about the feasibility of implemented and applied the educative software "Tell Me More" as a didactic tool for learning English language.

IX. INTRODUCCIÓN.

Actualmente el inglés es considerado como el idioma más importante a nivel mundial, esto se debe a que el idioma inglés cada día se está convirtiendo en el motor principal de la comunicación, así como en los ámbitos diplomáticos, políticos y económicos, además es utilizado en casi todas las áreas del conocimiento, el desarrollo de los avances científicos y tecnológicos.

También es importante resaltar que el dominio del idioma inglés es fundamental porque amplía el campo de las oportunidades educativas, laborales, culturales y sociales, a la vez que proporciona un mayor acceso al conocimiento e información actualizada.

Por otro lado, hoy en día vivimos inmersos en una sociedad repleta de inventos tecnológicos los mismos que han revolucionado en el campo educativo y en el pensamiento ideológico de las culturas y sociedades, a consecuencia de esto el ser humano ha cambiado su forma de vivir, de pensar y hacer. (Wikipedia s.f.)

Tomando en consideración esta perspectiva es necesario hacer un hincapié sobre las valiosas herramientas educativas que las tecnologías informáticas proporcionan para el proceso de la enseñanza-aprendizaje de idiomas, es precisamente en este punto donde irrumpe la enseñanza asistida por computadora (EAP), de esta concepción nace nuestra propuesta metodológica, Learning And Teaching English Through “Tell Me More” Program, (LATE THROUGH TEMP).

La propuesta metodológica, (LATE THROUGH TEMP), tiene como objetivo principal fortalecer el aprendizaje del idioma inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”, Cantón San Miguel, Provincia Bolívar.

La referida propuesta metodológica consta de cinco fases tales como; fase de diagnóstico, fase de objetivos, fase de contenidos modulares, fase de actividades y fase de evaluación, las mismas tienen como finalidad desarrollar un proceso metodológico de la planificación y ejecución de todas las actividades a realizarse mediante el uso del software “Tell Me More”.

Finalmente es importante destacar que el software “Tell Me More” es una herramienta práctica y eficiente en la aplicación del proceso de enseñanza-aprendizaje, debido a que optimiza el desarrollo de las habilidades fundamentales del inglés, genera herramientas de evaluación continua que permiten conocer las potencialidades y debilidades de los estudiantes, todo este conjunto de cualidades promueve un aprendizaje significativo.

1. TEMA

USO DEL SOFTWARE “TELL ME MORE” COMO ESTRATEGIA METODOLÓGICA PARA FORTALECER EL APRENDIZAJE DEL IDIOMA INGLÉS DE LOS ESTUDIANTES DEL TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA “10 DE ENERO” DEL CANTÓN SAN MIGUEL, PROVINCIA BOLÍVAR, EN EL PERIODO LECTIVO 2016-2016.

2. PLANTEAMIENTO DEL PROBLEMA

Es importante reconocer que el impacto del inglés en el Ecuador no es muy alentador, según un informe emitido por la education first (EF), nuestro país ocupa el puesto 35 de 63 países que formaron parte de la evaluación para conocer el nivel de aptitud en el inglés, a partir de esta valoración nuestro país está catalogado con un nivel muy bajo, ante esta falencia Bruno Stornaiolo coordinador de la EF, manifiesta que estos estudios son muy importantes debido a que son indicadores que el país debe mejorar.

Para tener un conocimiento más amplio de esta problemática, es importante comprender que el gran desinterés que tiene la mayoría de los estudiantes por aprender inglés, no es el principal problema en el país.

Durante el proceso de prácticas pre-profesionales realizadas en varias Unidades Educativas de la Provincia Bolívar, se obtuvo un gran cúmulo de evidencias que demuestran que el verdadero problema radica en la metodología aplicada, en otras palabras muchos de los docentes se limitan a la utilización del libro, a las clases expositivas y memoristas.

Por otro lado la mayoría de los profesores que imparten la asignatura de inglés desconocen el uso de la tecnología, de las ventajas y beneficios que estas fomentan al ser utilizadas en el proceso de enseñanza-aprendizaje del inglés, por otra parte, los laboratorios informáticos de las Unidades Educativas en las que se llevaron a cabo las practicas pre-profesionales no disponen de un software como estrategia metodológica para la enseñanza del idioma inglés.

Estas afirmaciones son corroboradas mediante las observaciones que se han ido realizando en nuestra formación docente y en una encuesta aplicada a un grupo de estudiantes del tercero de bachillerato de la Unidad Educativa “10 De Enero”, del Cantón San Miguel, Provincia Bolívar, a los que se les pregunto; El docente de inglés, ¿Utiliza algún software o plataforma interactiva como herramienta didáctica para el aprendizaje del inglés?, ¿Poseen los laboratorios informáticos de la institución un software o plataforma interactiva para el aprendizaje del inglés?

En base la encuesta aplicada y al resultado del análisis estadístico, se comprobó efectivamente que la docente no utiliza ningún software para la enseñanza del inglés y como parte del problema los laboratorios tampoco cuentan con un programa informático para el desarrollo de las clases de inglés.

En otras palabras hubiese sido inconcebible que la educación tradicional no haga uso de los libros y de las clases expositivas para el desarrollo de la enseñanza-aprendizaje, hoy en la actualidad sería incomprensible no hacer uso de la tecnología informática como medio para alcanzar grandes objetivos educativos, sin olvidar que el aporte humano es el requisito indispensable.

3. JUSTIFICACIÓN

En la actualidad el inglés es uno de los idiomas más hablados en el mundo, esto tomando en consideración el número total de hablantes nativos y no nativos, según la Enciclopedia Británica estima que hay unos 1.000 millones de hablantes en el mundo, hoy en día es de vital importancia que las personas dominen el inglés para que puedan tener una conexión fluida en el mundo de las finanzas, de la tecnología, de la información, de la política, del deporte y del comercio.

Otra razón importante para aprender inglés es que los estudiantes o profesionales tendrán mayor acceso a conseguir becas para estudiar en las mejores universidades del mundo, mejorando de esta forma los conocimientos, la situación laboral y económica actual, por tales motivos el Gobierno Ecuatoriano a través del Ministerio de Educación ha invertido gran parte del presupuesto del estado, teniendo como principal enfoque elevar el proceso de enseñanza del inglés en todas las Unidades Educativas del país, como parte de una política influyente para la economía.

Minh Ngan Tran; coautor y editor del informe Education first afirma, “Sin embargo, que todavía hay mucho por hacer con el inglés en la región si es que quiere mantener su presencia en el mundo globalizado.”

Está claro que para tener éxito en esta sociedad competitiva y globalizada es necesario hablar inglés, esta temática es el referente principal que encausó la iniciativa de nuestra propuesta metodológica, que es el uso del software “Tell Me More”, para fortalecer el aprendizaje del idioma inglés de los estudiantes del tercero de bachillerato de la Unidad Educativa “10 De Enero”, Cantón San Miguel, Provincia Bolívar.

La aplicación del software **“Tell Me More”** como estrategia metodológica para fortalecer el aprendizaje del idioma inglés, es sin duda alguna una metodología holística en la educación, porque se enmarca en una filosofía constructivista, completa e integradora que estimula el interés y la pasión intrínseca de los estudiantes por el uso de las nuevas tecnologías como medios dinámicos e interactivos para la satisfacción de sus necesidades sociales y cognitivas.

Otro aspecto a tener en cuenta, es que el software **“Tell Me More”** posee gran cantidad de actividades para el aprendizaje del inglés tales como; diálogos de situaciones reales, audios basados en el reconocimiento de la voz, juegos y crucigramas adaptados a las necesidades y capacidades del usuario, todas estas características permite que el estudiante interactúe con la máquina formando un vínculo amigable a la vez aprovechando al máximo todas las ventajas y posibilidades que el software le ofrece.

El uso del software **“Tell Me More”** como estrategia metodológica para fortalecer el aprendizaje del idioma inglés de los estudiantes del tercero de bachillerato de la Unidad Educativa **“10 De Enero”**, es de valiosa importancia porque soluciona dos de los principales problemas; en primera instancia resuelve la falta de una metodología interactiva para el aprendizaje del idioma inglés y mediante el equipamiento del laboratorio se solventará la necesidad de poseer una herramienta como medio preciso para llevar a cabo nuestros objetivos.

Finalmente consideramos que esta propuesta metodológica es pertinente porque a nivel nacional, provincial y local responde al mejoramiento de la calidad de los estándares educativos propuestos por el Gobierno Ecuatoriano, por otro lado considerando el argumento de Minh Ngan; la propuesta metodológica apunta a incrementar los intereses económicos del país, a la vez que beneficia directamente a los estudiantes del tercero de bachillerato, a los docentes del área de inglés y por consiguiente al resto de los estudiantes de la Unidad Educativa **“10 De Enero”**, futuros profesionales del país.

4. OBJETIVOS

4.1 GENERAL

Fortalecer el aprendizaje del idioma inglés mediante el uso del software “tell me more” como estrategia metodológica, para los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero” Cantón San Miguel, Provincia Bolívar.

4.2 ESPECÍFICOS

- Sustentar teóricamente el uso del software “Tell Me More” como estrategia metodológica para el aprendizaje del inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 de Enero”.
- Realizar un diagnóstico inicial y final del aprendizaje del Inglés a los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 de Enero.
- Aplicar el software “Tell Me More” como estrategia metodológica, para fortalecer el aprendizaje del inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”.
- Validar mediante un informe los resultados obtenidos antes, durante y después de la aplicación del software “Tell Me More”, para fortalecer el aprendizaje del inglés de los estudiantes del tercero de Bachillerato de la Unidad Educativa “10 De Enero”.

CAPÍTULO I
FUNDAMENTACIÓN
TEÓRICA
DE LA PROPUESTA

CAPÍTULO I

FUNDAMENTACIÓN TEÓRICA DE LA PROPUESTA

1.1 CARACTERÍSTICAS DIDÁCTICAS DE “TELL ME MORE”

Enfoque expresivo

El software educativo “Tell Me More” infiere altamente en la comunicación por lo que enriquece las capacidades lingüísticas de situaciones reales, de esta forma el sujeto no se limita solo a la memorización de palabras y complejas reglas gramaticales, sino que aprende la lingüística mediante estructuras gramaticales bien definidas.

Método lúdico e interactivo

Gracias a la gran cantidad de actividades de aprendizaje que el software educativo “Tell Me More” ofrece tales como; diálogos, juegos, crucigramas, videos y audios basados en el reconocimiento de la voz, el estudiante adquirirá bastante inclinación por aprender de manera creativa y divertida.

Rico en contenido

“Tell Me More” cubre con las exigencias necesarias para el desarrollo y dominio de las competencias del idioma inglés, posee temas de variada información de situaciones reales, basados en la comprensión y expresión oral y escrita, (vocabulary, grammar, listening, reading and writing)

Flexibilidad

Este software es flexible porque se ajusta a las necesidades y capacidades del usuario, a la vez que encamina al estudiante hacia la autonomía y el auto aprendizaje haciéndole progresar a su propio ritmo.

Programa personalizado

El docente podrá evaluar a sus educandos al principio del curso y a medida que avanzan en las actividades, mediante un test de posicionamiento que el programa le ofrece, también el docente podrá elegir cualquiera de los 10 niveles que el software posee.

1.2. OTRAS CARACTERÍSTICAS DE TELL ME MORE.

- Herramienta práctica para la enseñanza y el aprendizaje del inglés.
- Está compuesto por más de 10,000 ejercicios para el desarrollo del aprendizaje.
- Promueve la optimización de las habilidades fundamentales del inglés (reading, speaking, writing, listening and grammar).
- Está equipado de una avanzada tecnología para el reconocimiento de la voz.
- Fortalece y mejora la pronunciación del inglés.
- Favorece a la evaluación continua.
- Genera el aprendizaje dinámico de otras culturas.

1.3. ASPECTO PEDAGÓGICO DE TELL ME MORE.

El software “Tell Me More” está compuesto por tres modos para el aprendizaje.

Modo libre

Este modo permite al usuario seleccionar las actividades y talleres dando la completa libertad para crear sus propias lecciones.

Modo guiado

Este modo ofrece al estudiante un currículo totalmente basado en objetivos específicos y en limitaciones de tiempo.

Modo dinámico

Este modo evalúa el progreso del estudiante mientras trabaja en las actividades, ajustándose a las necesidades de aprendizaje del estudiante.

1.4. ACTIVIDADES Y OBJETIVOS PEDAGÓGICOS DE TELL ME MORE.

a) DIALOGO

Los diálogos están compuestos por 15 preguntas y tres o cuatro respuestas, lo más importante es que las pláticas son situaciones de la vida real adaptadas a la cultura del país en el que se habla el idioma inglés.

Objetivos pedagógicos

- Mejorar el desarrollo de la comprensión y expresión oral mediante la práctica de los diálogos abordados por los diferentes personajes que recrean situaciones reales.
- Repasar la gramática y vocabulario mediante la pronunciación y entonación de diálogos en contextos diferentes.

b) FICHA CULTURAL

Son textos que abordan temas de interés cultural, en esta actividad el estudiante tiene la posibilidad de acceder a la ficha completa o resumida.

Objetivo pedagógico

- Ampliar la comprensión escrita y el estudio de temas culturales como son; las tradiciones, la literatura, la gastronomía, la geografía, la arquitectura, el deporte, el arte y el ocio de los países de habla inglesa.

c) SOPA DE LETRAS

En esta actividad el estudiante tiene que escuchar o leer las palabras que pertenecen a un mismo léxico y buscar en la sopa de letras.

Objetivo pedagógico

- Desarrollar la comprensión escrita y la expresión oral, a la vez asimilar nuevas expresiones y vocabulario.

d) IDENTIFICAR IMAGEN-PALABRA

En esta actividad la pantalla refleja tres opciones de palabras o expresiones correspondientes a una imagen, el estudiante tiene que asociar según corresponda.

Objetivo pedagógico

- Fortalecer la comprensión escrita y la expresión oral, mediante la pronunciación de las palabras y expresiones elegidas como respuestas.

e) ASOCIACIÓN DE PALABRAS

Esta actividad consiste en relacionar de manera lógica las palabras o expresiones representadas en dos columnas, sinónimos que tienen el mismo significado o las palabras que tienen significado contrario (antónimos).

Objetivo pedagógico

- Fortalecer la comprensión escrita y ampliar el vocabulario de sinónimos, antónimos y nuevas expresiones.

f) PALABRA CORRECTA

En esta actividad el estudiante tiene la posibilidad de completar una frase, mediante la pronunciación de una palabra o grupo de palabras elegidas como respuestas.

Objetivo pedagógico

- Ampliar el vocabulario y fortalecer la gramática mediante la estructura de frases expresiones altamente definidas.

g) ORDEN DE PALABRAS

En este ejercicio el estudiante debe pronunciar la palabra o expresión para colocarlo en el orden correcto.

Objetivo pedagógico

- Asimilar las estructuras gramaticales y desarrollar la comprensión escrita.

h) PALABRA MISTERIOSA

En esta actividad la pantalla muestra una pista, por ejemplo: (Someone who teaches), a partir de esta frase el estudiante debe encontrar la palabra que corresponda al enunciado dando como respuesta (a teacher).

Objetivo pedagógico

- Mejorar la comprensión oral y la ortografía mediante la escritura de las palabras.

i) CASILLA DE PALABRAS

En esta actividad el estudiante tiene que transformar las palabras propuestas por el programa, ejemplo (I/you) are, a partir de este enunciado la respuesta será, (you are).

Objetivo pedagógico

- Asimilar la conjugación adecuada de los verbos y familiarizarse con la estructura gramatical.

j) COMPLETAR FRASES

En este ejercicio el estudiante debe escoger una palabra de entre un grupo de palabras propuestas por el programa, para completar el texto incompleto.

Objetivo pedagógico

- Desarrollar la comprensión escrita y familiarizarse con las expresiones y estructuras gramaticales del idioma.

k) PALABRAS Y TEMAS

En este ejercicio el estudiante deberá agrupar las palabras propuestas en la casilla correspondiente, según la familia léxica a la que pertenece cada palabra.

Ejemplo: brother and sister (family); summer and spring (seasons).

Objetivo pedagógico

- Ampliar el vocabulario de palabras y expresiones mediante la asimilación y escritura de las mismas.

l) VIDEOS Y CUESTIONARIO

En esta actividad el estudiante visualiza un video adaptado a una situación real en base a la cultura o costumbres de los países que hablan el inglés, el video viene acompañado de un cuestionario de 10 preguntas en base al tema expuesto por los personajes.

Objetivo pedagógico

- Asimilar la cultura, costumbres, arquitectura, gastronomía y la literatura de los países angloparlantes, mediante la localización de la información adecuada para dar respuesta al cuestionario propuesto.

m) CRUCIGRAMA

En esta actividad el estudiante debe reproducir un audio para escuchar una palabra, con el fin de completar el crucigrama.

Objetivo pedagógico

- Desarrollar la comprensión oral y escrita mediante la asimilación de nuevo vocabulario.

n) REDACCIÓN

En este ejercicio el estudiante debe observar una imagen o video, a continuación tiene que describir la imagen o redactar un breve párrafo sobre lo que entendió del video propuesto.

Objetivo pedagógico

- Fortalecer la expresión escrita mediante la redacción libre y la aplicación de conocimientos sociolingüísticos y estructuras gramaticales.

o) EJERCICIOS DE FONÉTICA

Esta actividad permite que el educando escuche y repase continuamente la correcta pronunciación de los fonemas o sonidos del idioma.

Objetivo pedagógico

- Reconocer y practicar la correcta pronunciación de los fonemas, imitando de la mejor manera la pronunciación del hablante nativo.

p) DICTADO

Esta actividad está compuesta por dos opciones; el modo fácil y el modo difícil, la primera alternativa no toma en cuenta los errores de puntuación o mayúsculas, mientras que la segunda opción si toma en cuenta tales errores ortográficos. En este ejercicio el estudiante debe reproducir un audio, para escuchar y transcribir la palabra.

Objetivo pedagógico

- Practicar el uso adecuado de la ortografía y entonación de las palabras propuestas.

q) INTERPRETAR UN PAPEL

En este ejercicio el estudiante tiene la opción de escoger un tema propuesto por la aplicación y reproducir el video, a continuación podrá participar en el papel del personaje aplicando el mismo guión.

Objetivo pedagógico

- Practicar la entonación del vocabulario y familiarizarse con las expresiones sociolingüísticas y culturales de los países angloparlantes.

r) VOCABULARIO CLAVE

Esta actividad muestra un listado de palabras a tratarse en cada lección, el estudiante tiene la posibilidad de traducir y buscar su significado para tener un conocimiento más claro de lo que va aprender.

Objetivo pedagógico

- Comprender el significado básico del vocabulario a desarrollarse en la lección.

1.5. FUNCIONES DE TELL ME MORE

Para comprender de mejor manera la variedad de recursos didácticos que el software “Tell Me More” proporciona al ser incorporado como herramienta metodológica dentro del proceso de enseñanza-aprendizaje del idioma inglés, hemos investigado una lista de cualidades funcionales y citado el paradigma sociocultural planteado por Vygotsky, según el cual afirma que el aprendizaje se da mediante la interacción con el contexto social, es decir el individuo construye su conocimiento porque es capaz de preguntar y asimilar todos los asuntos que le interesan.

A continuación, se define una lista de las cualidades funcionales más sobresalientes del software “Tell Me More”.

Función informativa: Mediante la interactividad entre la máquina y el usuario, el software “Tell Me More” fomenta un intercambio de información, conceptos e ideas que el sujeto emite como fuente receptora en el proceso de interrelación.

Ejemplo: en las actividades de espacios culturales y comprensión lectora el educando aprende sobre las costumbres, tradiciones, religión y deportes de países angloparlantes.

Función instructiva: El software “Tell Me More” tiene como objetivo orientar y regular el aprendizaje mediante la presentación de actividades audiovisuales y textos escritos, facilitando de este modo el logro de metas y objetivos específicos.

Ejemplo: en las actividades de listening and speaking, el estudiante formula una respuesta en base a una instrucción emitida por el software.

Función motivadora: La aplicación del software “Tell Me More” como herramienta para la enseñanza del inglés genera interés y motivación en los estudiantes, debido a que es dinámico y flexible en la elección de los aspectos más relevantes de las actividades según la necesidad del grupo.

Función evaluadora: Es de gran importancia resaltar que el software “Tell Me More”, tienen la gran ventaja de dar seguimiento y evaluar de forma efectiva y rápida todas las actividades y trabajos que se va realizando en el proceso de enseñanza-aprendizaje.

Ejemplo: mediante la herramienta administrador del software “Tell Me More” el docente puede observar el progreso secuencial de cada estudiante.

La valoración de las actividades generadas por el software “Tell Me More” es de dos tipos:

- **Implícita:** Cuando el estudiante genera una respuesta y no es acertada, etc. “Tell Me More” evalúa en base a esa acción.
- **Explícita:** Son los informes estadísticos presentados por el programa sobre la valoración y actuación de los estudiantes en el proceso de cada actividad.

Función expresiva: El software “Tell Me More” influye altamente en la comunicación por lo que enriquece las capacidades lingüísticas de situaciones reales, de esta forma el sujeto no se limita solo a la memorización de palabras y complejas reglas gramaticales, sino que aprende la lingüística mediante estructuras gramaticales bien definidas.

Función lúdica: Gracias a la gran cantidad de actividades de aprendizaje que el software “Tell Me More” ofrece tales como; diálogos, juegos, crucigramas, videos y audios basados en el reconocimiento de la voz, el estudiante adquirirá bastante inclinación por aprender de manera creativa y divertida

Ejemplo: el software “Tell Me More” contiene varias actividades lúdicas tales como; puzzles, cross word, soup of letters, and find the correct word, cada una de ellas están ligadas con el tema principal de aprendizaje.

Función innovadora: “Tell Me More” brinda la posibilidad de usar la tecnología informática como material didáctico innovador para el desarrollo de la enseñanza-aprendizaje del idioma inglés.

CAPÍTULO II

METODOLOGÍA

CAPÍTULO II

METODOLOGÍA

La propuesta metodológica se basa en la investigación "acción", debido a que está orientada a la solución de una necesidad específica de un grupo social, la misma se apoya en un plan de acción para solventar la problemática.

Según García Sevillano (2005) la investigación acción tiene como propósito "la reflexión del profesor sobre su práctica educativa, de modo que repercuta, tanto sobre la calidad del aprendizaje como sobre la propia enseñanza." (HOLGUÍN, 2007)

En otras palabras uno de los objetivos que persigue nuestra propuesta metodológica es aplicar una metodología basada en el aprendizaje asistido por computadora, mediante el uso del software "Tell Me More", con el fin de influir positivamente en el fortalecimiento del aprendizaje del idioma inglés de los estudiantes del tercero de bachillerato de la Unidad Educativa "10 De Enero".

2.1 PLAN DE ANÁLISIS DE LOS RESULTADOS

Planeación de las actividades a realizar y de los recursos de apoyo a utilizar, para el desarrollo del aprendizaje asistido por computadora, mediante el uso del software “Tell Me More”.

Actividad	Objetivo	Metodología	Fecha/Tiempo	Beneficiarios
Evaluar	Realizar una evaluación de diagnóstico, para comprobar el nivel de inglés que tienen los estudiantes.	Preguntas aplicadas directamente al estudiante	07/13/2016	Estudiantes y responsables del proyecto
Capacitación	Capacitar a los estudiantes sobre el manejo adecuado del software tell me more.	Expositiva participativa	07/14/2016	Estudiantes

<p>Aplicación de la propuesta metodológica</p>	<p>Fortalecer el aprendizaje del idioma inglés, mediante el uso del software tell me more.</p>	<p>Materiales de apoyo y recursos humanos; Docente, Computador, proyector de imágenes, plan de clases, pizarrón, marcadores.</p>	<p>07/15/2016</p>	<p>Estudiantes del tercero de bachillerato</p>
<p>Evaluar a los estudiantes al término de cada nivel.</p>	<p>Conocer el desempeño evolutivo de cada estudiante.</p>	<p>Aplicación de un test en base a los temas tratados</p>	<p>20 minutos</p>	<p>Estudiantes</p>
<p>Hacer un Feedback de cada tema tratado.</p>	<p>Despejar dudas por parte de los estudiantes y reforzar el tema</p>	<p>Participación activa del grupo, realización de ejercicios, .etc</p>	<p>15 minutos</p>	<p>Estudiantes</p>

Dramatizaciones	Practicar el vocabulario y las expresiones del inglés, mediante la participación colectiva del grupo.	Los estudiantes deberán hacer una demostración, sobre una situación real.	45 minutos	Estudiantes
Elaboración del informe final	Dar a conocer los logros obtenidos y las actividades realizadas para en el proceso de las actividades	Cualitativo Cuantitativo	08/1/2016	Estudiantes y responsables de la propuesta.

CAPÍTULO III
PLAN DE ANÁLISIS
DE LOS
RESULTADOS

CAPÍTULO III

PLAN DE ANÁLISIS DE LOS RESULTADOS

3.1. ANÁLISIS ESTADÍSTICO DE LOS RESULTADOS DE LA ENCUESTA APLICADA A LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA "10 DE ENERO", CANTÓN SAN MIGUEL, PROVINCIA BOLÍVAR

- 1) El docente de inglés ¿Utiliza algún software o plataforma interactiva como herramienta didáctica para el aprendizaje del inglés?

TABLA 1

ITEMS	TOTAL	PORCENTAJE
SI	0	0%
NO	54	100%
TOTAL	54	100%

Tabla y gráfico 1

Fuente: Encuesta realizada a los estudiantes de la Unidad Educativa "10 De Enero"

Elaborado por: Patricio Marcelo Yáñez Balle y Yolanda Bélgica Broncano Morales

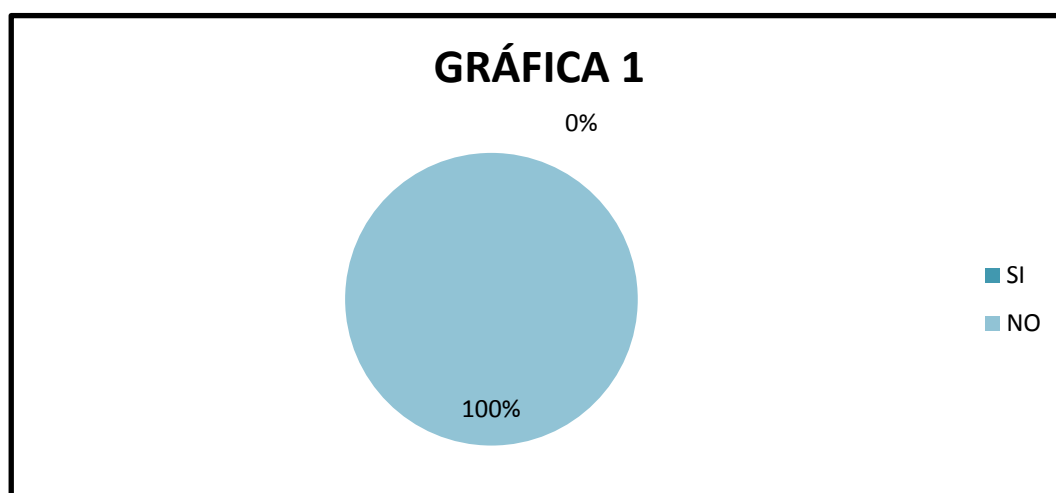


GRÁFICO 1

Análisis e interpretación: La gráfica nos indica que el 100% de los estudiantes no cuentan con una herramienta adecuada para el aprendizaje del inglés.

2) ¿Poseen los laboratorios informáticos de la institución un software o plataforma interactiva para el aprendizaje del inglés?

TABLA 2

ITEMS	TOTAL	PORCENTAJE
SI	0	0%
NO	51	94%
NO SE	3	6%
TOTAL	54	100%

Tabla y gráfico 2

Fuente: Encuesta realizada a los estudiantes de la Unidad Educativa "10 De Enero"

Elaborado por: Patricio Marcelo Yáñez Balle y Yolanda Bélgica Broncano Morales

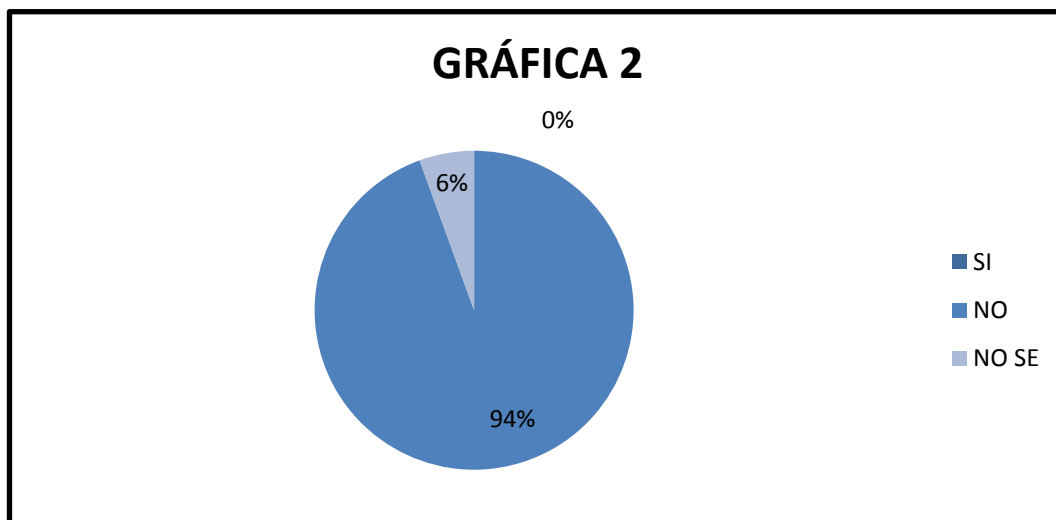


GRÁFICO 2

Análisis e interpretación: Como podemos observar en la gráfica el 94% de los estudiantes indican que no existe un software interactivo para el aprendizaje del inglés, y un 6% no conoce sobre la existencia de un software para aprender inglés de una manera autodidáctica.

3) ¿Alguna vez, ha utilizado un software o plataforma educativa como herramienta para el aprendizaje del inglés?

TABLA 3

ITEMS	TOTAL	PORCENTAJE
SI	2	4%
NO	52	96%
TOTAL	54	100%

Tabla y gráfico 3

Fuente: Encuesta realizada a los estudiantes de la Unidad Educativa "10 De Enero"

Elaborado por: Patricio Marcelo Yanez Balle y Yolanda Bélgica Broncano Morales.

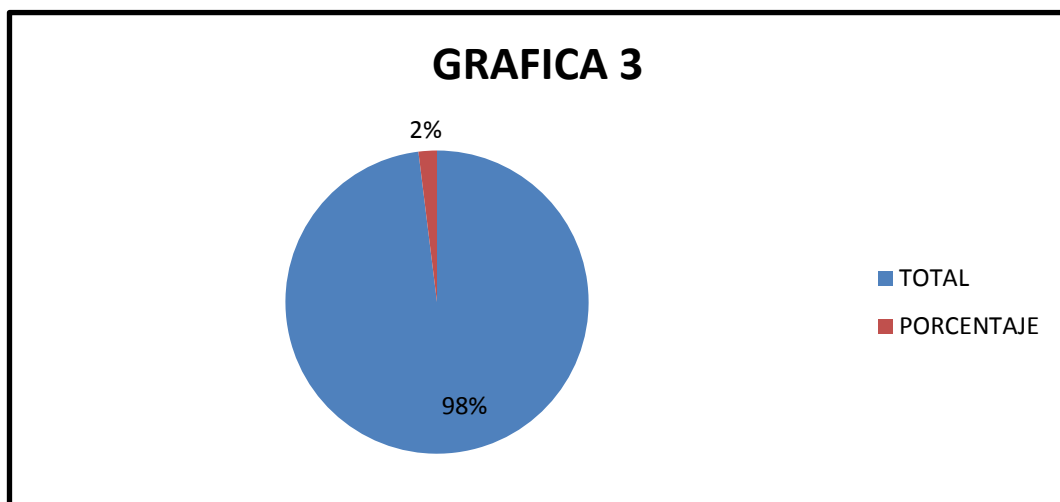


GRÁFICO 3

Análisis e interpretación: Visualmente se puede apreciar que el 98% de los estudiantes hasta la fecha, no han tenido la oportunidad de prepararse por medio de un software de enseñanza del inglés, por el desconocimiento del mismo.

- 4) ¿Le gustaría tener un software o plataforma como herramienta didáctica e interactiva para aprender inglés?

TABLA 4

ITEMS	TOTAL	PORCENTAJE
SI	54	100%
NO	0	0%
ME ES INDIFERENTE	0	0%
TOTAL	54	100%

Tabla y gráfico 4

Fuente: Encuesta realizada a los estudiantes de la UNIDAD EDUCATIVA "10 DE ENERO"

Elaborado por: Patricio Marcelo Yanez Valle y Yolanda Bélgica Broncano Morales

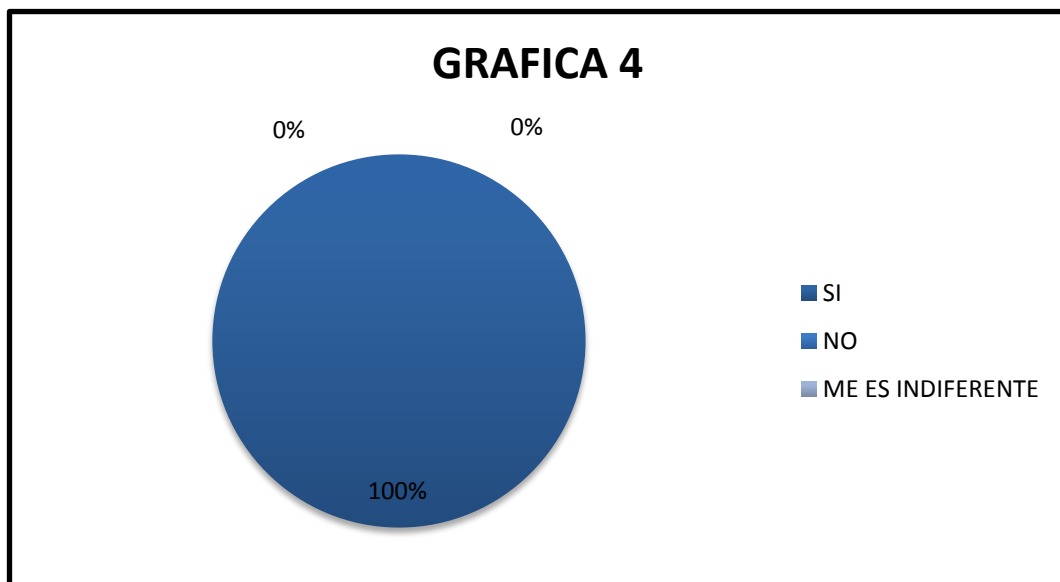


GRÁFICO 4

Análisis e interpretación: La grafica nos proporciona un porcentaje del 100% de estudiantes que aprueban la implementación de un software de para el aprendizaje del inglés.

5) En base a nuestra propuesta, ¿Considera usted que la aplicación e implementación de un software interactivo como herramienta didáctica, satisfaga alguna de sus necesidades en el aprendizaje del inglés?

TABLA 5

ITEMS	TOTAL	PORCENTAJE
SI	54	100%
NO	0	0%
NO SE	0	0%
TOTAL	54	100%

Tabla y gráfico 5

Fuente: Encuesta realizada a los estudiantes de la UNIDAD EDUCATIVA "10 DE ENERO"

Elaborado por: Patricio Marcelo Yanez Valle y Yolanda Bélgica Broncano Morales

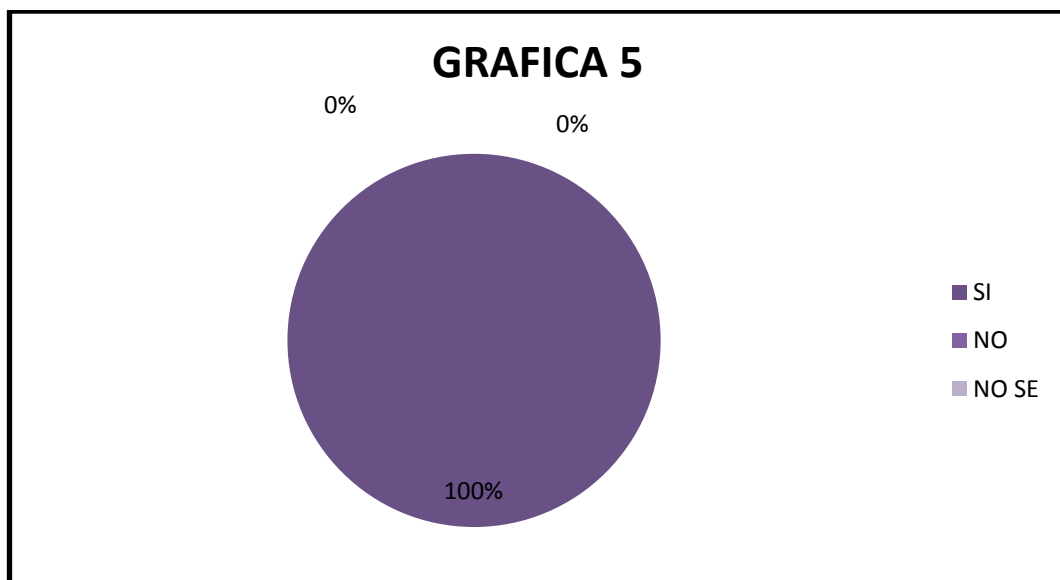


GRÁFICO 5

Análisis e interpretación: La grafica nos indica que el 100% de los estudiantes están de acuerdo que se implemente un software para el aprendizaje del inglés en la institución.

6) ¿Considera usted que la propuesta metodológica proyectada para el aprendizaje del idioma ingles a través del uso de un software interactivo es innovadora?

TABLA 6

ITEMS	TOTAL	PORCENTAJE
SI	54	100%
NO	0	0%
POCO	0	0%
TOTAL	54	100%

Tabla y gráfico 6

Fuente: Encuesta realizada a los estudiantes de la UNIDAD EDUCATIVA "10 DE ENERO"

Elaborado por: Patricio Marcelo Yanez Valle y Yolanda Bélgica Broncano Morales

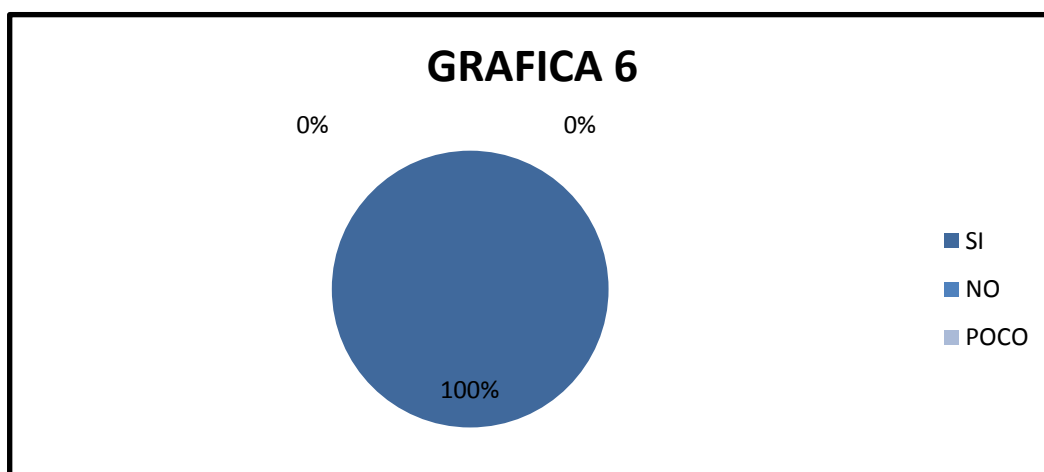


GRÁFICO 6

Análisis e interpretación: El 100% de los estudiantes indicaron en la encuesta que la propuesta planteada es una forma innovadora para mejorar el aprendizaje del inglés.

7) ¿De qué manera califica usted la aplicación e implementación de un software como herramienta didáctica para el aprendizaje de inglés?

TABLA 7

ITEMS	TOTAL	PORCENTAJE
EXCELENTE	54	100%
BUENO	0	0%
MALO	0	0%
TOTAL	54	100%

Tabla y gráfico 7

Fuente: Encuesta realizada a los estudiantes de la UNIDAD EDUCATIVA "10 DE ENERO"

Elaborado por: Patricio Marcelo Yanez Valle y Yolanda Bélgica Broncano Morales

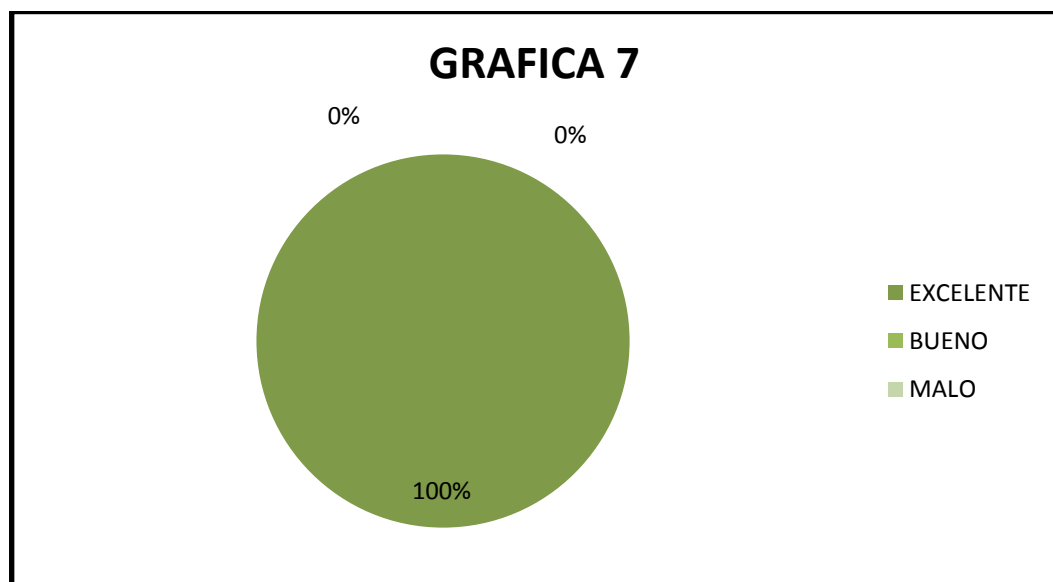


GRÁFICO 7

Análisis e interpretación: La grafica nos indica que el 100% de los estudiantes están a favor de que la implantación del software sería de gran ayuda para una mejor didáctica de la clase y estudio del inglés.

CHAPTER IV

PROPOSAL

1) **Diagnosis:** It allows gathering real and timely information about the potentialities and weaknesses of the students, such data serve to determine the resources, contents and objectives to be used in the planning. (Educacion inicial s.f.)

In this phase it is necessary to make an analysis of information about the need for Learning, the recipients, educational context and a brief profile of the student.

2) **Learning objectives:** They are fundamental in planning because they serve as a guide to establish that "teaching" and "how to teach", at the same time provide evaluation tools to know the results obtained through the teaching-learning process. (Carrillo s.f.)

The Learning Objective allows proposing the purpose of the cognitive process and to approach a specific theme, in other words, identifies the results or learning achievements that the student should achieve throughout a process.

The objectives constitute an important part of the methodology for several reasons, the main ones being detailed below:

- It defines the specificity of learning.
- It helps to delimit the content that is going to work.
- Define the skills to be developed within the defined context.
- It establishes a criterion for the election and creation of activities.

Objectives, as in any educational process, function fundamentally as evaluation parameters, in the sense that they make it possible to compare what the student is expected to do and what he or she does after participating in the instructional process.

Taking into account what has been detailed so far, it is proposed that the formulation of the learning objective should include:

- A verb that designates the cognitive operation that the student is expected to perform.
- The specific content to be addressed.
- The condition or circumstance in which the student's performance is expected to occur.

It is important to keep in mind that the definition of the objective will be key in the defining of the other components of the methodology, since it depends on the delimitation of the contents to be treated, on the selection of the activities to be included and of the elaboration of a relevant self-assessment.

3) Modular contents: It is a set of knowledge, values, skills and abilities that students must develop, understand and know through the teaching-learning process. (Epistemologia s.f.)

At moment of defining the contents it is necessary to take into account the following considerations:

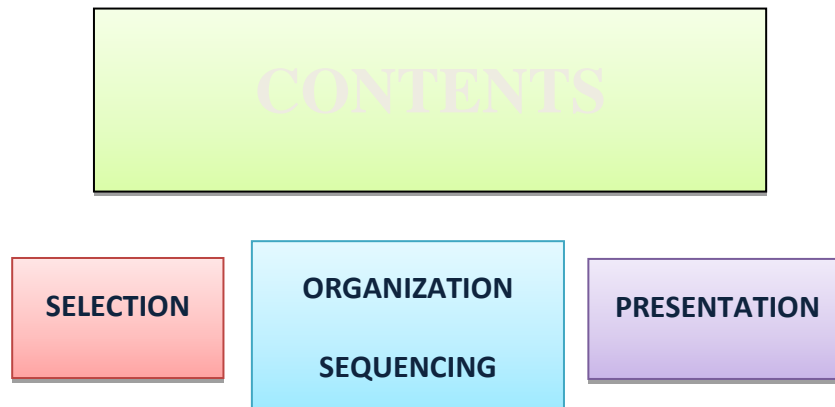


Figure. 1 Elements to consider in the contents

Because of there could be different ways of organizing the contents, as well as the order in which they could be accessed, it is recommended to start by identifying the type of content, in order to be able to organize it properly, being one of the most variable alternative start with those differ and are structured on the conceptual and procedural basis of the conditional content linked to solving particular problems.

In the case of conceptual contents, it is recommended to present them in a hierarchical way, starting from the most general concepts of the topic and then to fragment the knowledge, using a deductive logic, to get to describe the more specific aspects, as is the case of particular examples.

In the case of procedural contents (processes, techniques, skills, etc.) it is recommended to make a first reference to the task or final result of the procedure in order to contextualize the information and then provide the details of each of the steps, in its Respective order.

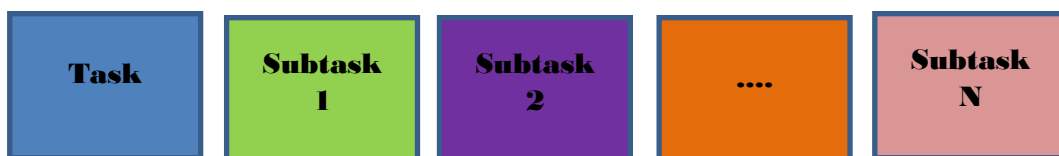


Figure. 2 Elements to consider in tasks

Conditional content refers to the criteria used by experts to decide what, when and how to use certain knowledge (conceptual / procedural) for the resolution of a case, situation or problem.

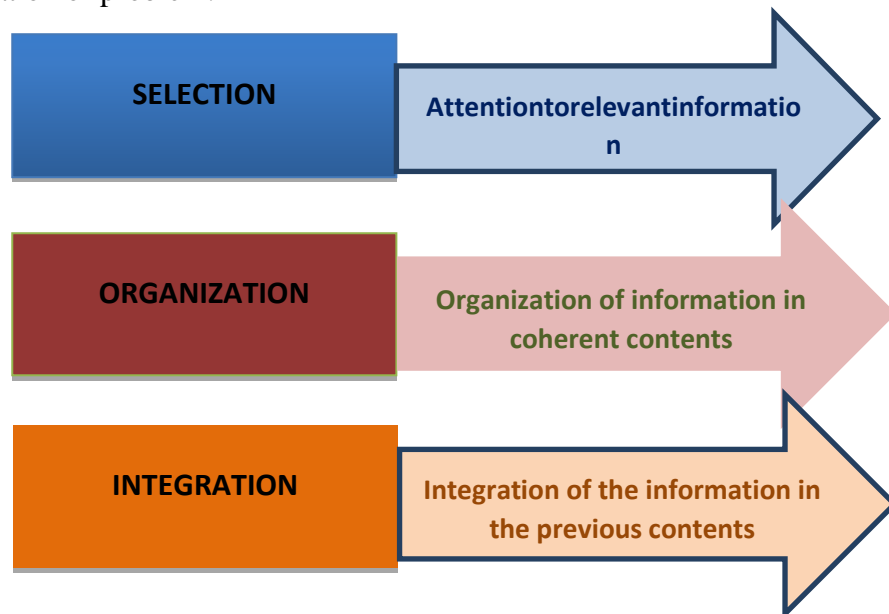


Figure.3 Elements to consider in the contents

- 1) **Activities:** They are all the tasks projected by the educator in order to guide and enhance the cognitive process of the students, while them allowing developing the formulated objectives of the subject. (concepto definicion 2015)

The selections of the activities will be given in function of:

1. The learning objective.
2. The type of content.
3. The addressee population.
4. The purpose of the activity and the learning processes that are intended to stimulate.

The following are the different types of activities that could be included in the Methodological proposal:

- **Diagnostic:** they seek to identify previous knowledge, become aware on the degree of knowledge of students in a specific subject; also it allows activating what is already known before beginning the learning process.

 - **Motivational:** seek to generate reasons to learn.

 - **Understanding, application and transfer:** they look for to process, to organize, to save and to use the information.

 - **Integration:** seek to promote the interrelation, integration and synthesis of different knowledge addressed.
- 2) **Evaluation:** it is a continuous and dynamic process oriented to determine the effectiveness of the pedagogical performance and the changes produced in the students, through the teaching-learning process. (Clery, Arturo s.f.)

The mission of this stage is to evaluate the learning objective, generating an instance of reflection on what was learned and what was not, reorienting the process towards new learning, completing what is unknown and reinforcing what has been learned. But how is it evaluated?

To answer this question and to perform a correct self-assessment, it is recommended:

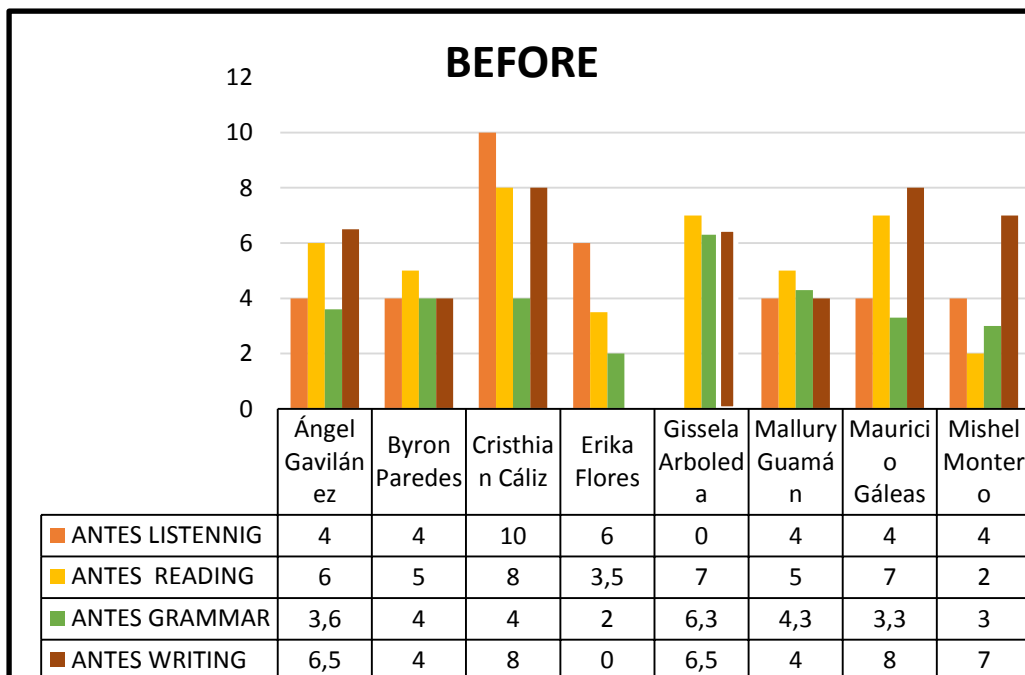
- Analyze the difficulty of the proposed items considering the level of knowledge and understanding.

- Design open or closed questions, and tasks generated at random, which can be configured considering their number of attempts, the amount of time to respond and the bonus of extra time, etc.
- Write slogans, questions and options so that students acquire an advantage not associated with knowledge.

4.2. QUALITATIVE AND QUANTITATIVE COMPARISON OF THE ACADEMIC RESULTS

The present statistical graphs have the aim to evaluate and make a qualitative and quantitative comparison of the academic results of the students of the Third Year of baccalaureate from the Educational Unit "10 De Enero", in listening, reading, grammar and writing skills, before and After the application of the method (LATE THROUGH TEMP).

Elaborated by Patricio Marcelo Yáñez Balle and Yolanda Bélgica Broncano Morales.



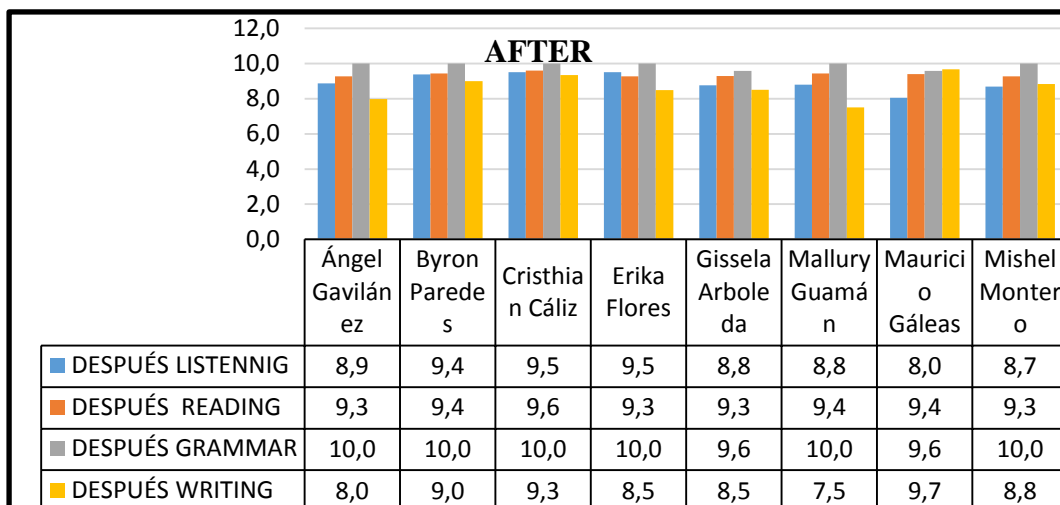
Before method late through Temp: graph 1

Graph 1 Academic performance of the students of the Third Year of baccalaureate from the Educational Unit "10 De Enero", before the application of the method (LATE THROUGH TEMP).

Source 1 Pre-diagnosis made to the students of the educational unit "10 Enero"

Analysis and data interpretation: the graph shows the average of the grades up obtained by the students in the areas of; listening, reading, grammar and writing, before the application of the method (LATE THROUGH TEMP).

Elaborated by Patricio Marcelo Yáñez Balle and Yolanda Bélgica Broncano Morales.



After method late through Temp: graph 1

Graph 2 Academic performance of the students of the Third Year of baccalaureate from the Educational Unit "10 De Enero", after the application of the method (LATE THROUGH TEMP).

Source 2 Application of the methodological proposal to the students of the Educational Unit "10 Enero"

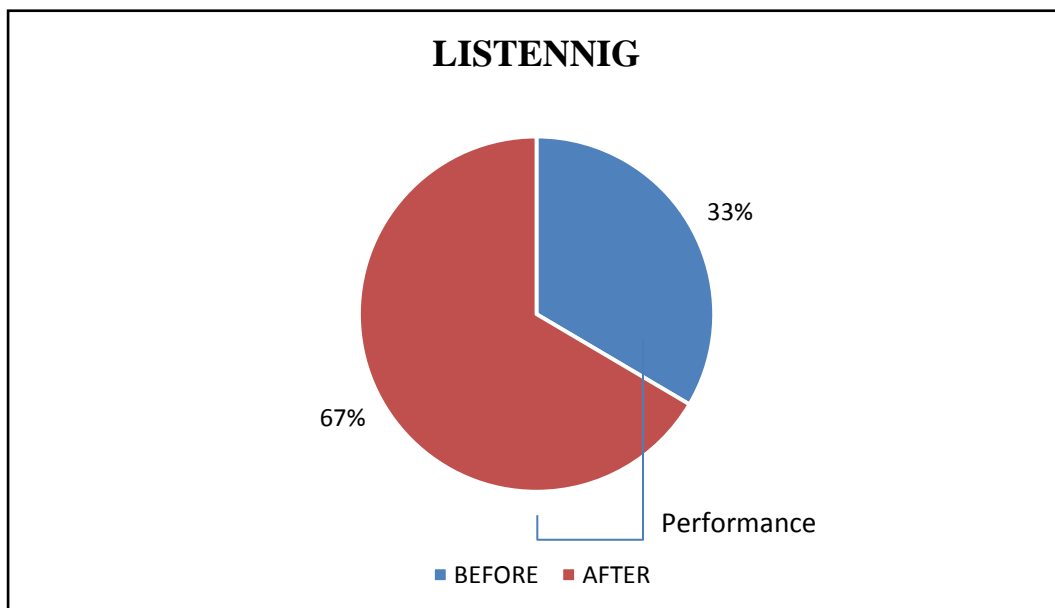
Analysis and data interpretation: The graph shows the average of the grades up obtained by the students in the areas of; listening, reading, grammar and writing, after the application of the method (LATE THROUGH TEMP).

TABLE

LISTENING	
BEFORE	4,5
AFTER	8,9

Listening Comparison: table and graph 1

Elaborated by Patricio Marcelo Yáñez Balle and Yolanda Bélgica Broncano Morales.



LISTENING GRAPH 1

Graph 3 Comparison of the academic performance of the students of the Third Year of baccalaureate from the Educational Unit "10 de Enero", in the listening skill before and after the application of the method (LATE THROUGH TEMP).

Source 3 Grades up of the students from the Educational Unit "10 De Enero"

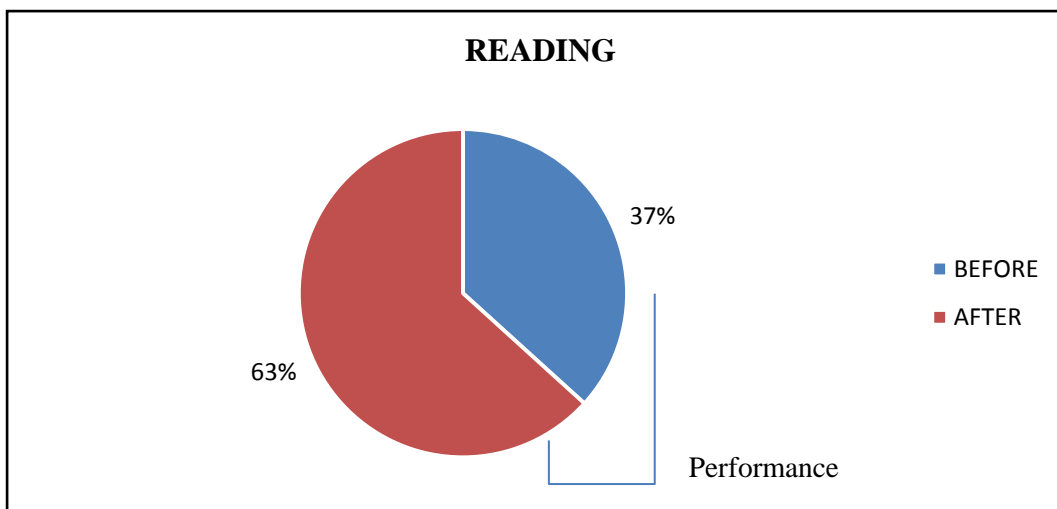
Analysis and data interpretation:: the statistical graph shows that before the application of the method (LATE THROUGH TEMP), the skill in listening is 33%, while after the application of said method, there is a 67% of increase in the development of listening, which means that there is an improvement of 4 points.

TABLE

READING	
BEFORE	5,4
AFTER	9,4

Reading Comparison: table and graph 1

Elaborated by Patricio Marcelo Yáñez Balle and Yolanda Bélgica Broncano Morales.



READING GRAPH 1

Graph 4 Comparison of the academic performance of the students of the Third Year of baccalaureate from the Educational Unit "10 de Enero", in reading skill before and after the application of the method (LATE THROUGH TEMP).

Source 4 Grades up of the students from the Educational Unit "10 De Enero"

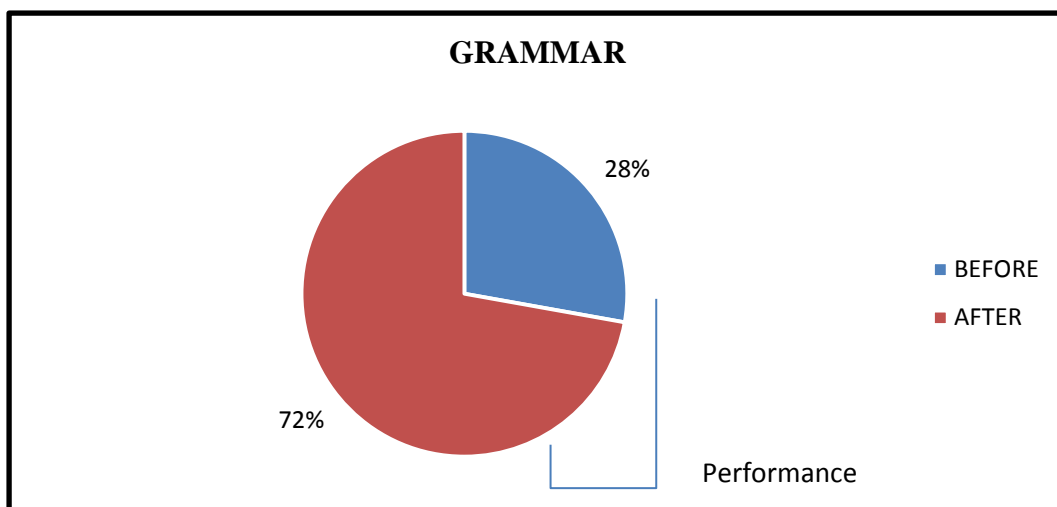
Analysis and data interpretation: how we can observe in the graph, before teaching with the method (LATE THROUGH TEMP), students had a 37% of reading proficiency and then a 67% of improvement was generated, this It means that there is an increase of 4 points in favor.

TABLE

GRAMMAR	
BEFORE	3,8
AFTER	9,9

Grammar Comparison: table and graph 1

Elaborated by Patricio Marcelo Yáñez Balle and Yolanda Bélgica Broncano Morales.



GRAMMAR GRAPH 2

Graph 5 Comparison of the academic performance of the students of the Third Year of baccalaureate from the Educational Unit "10 de Enero", in grammar skill before and after the application of the method (LATE THROUGH TEMP).

Source 5 Grades up of the students from the Educational Unit "10 De Enero"

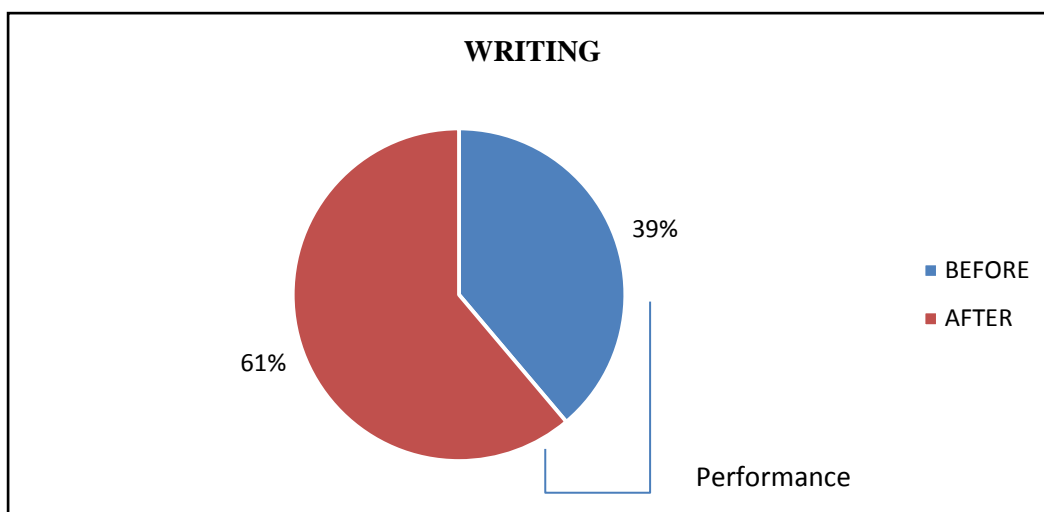
Analysis and data interpretation: Based on this graph, it is determined that with the application of the methodology (LATE THROUGH TEMP), a high performance was achieved, from a 28% to 72%, which means that there is an improvement of 6.1 points.

TABLE

WRITING	
BEFORE	5,5
AFTER	8,7

Writing Comparison: Table and graph 1

Elaborated by Patricio Marcelo Yáñez Balle and Yolanda Bélgica Broncano Morales



WRITING GRAPH 3

Graph 6 Comparison of the academic performance of the students of the Third Year of baccalaureate from the Educational Unit "10 de Enero", in writing skill before and after the application of the method (LATE THROUGH TEMP).

Source 6 Grades up of the students from the Educational Unit "10 De Enero"

Analysis and data interpretation: As shown in the graph, before the students had a 39% of profit in writing development, and after having applied the proposal (LATE THROUGH TEMP), it was possible to improve 61%, in numbers there is a difference of 3.2 points in learning achievement.

BEFORE

Prior to the application of "late through temp" method, the students of the third year of baccalaureate from de Educational Unit "10 De Enero" they were given a diagnostic test with the objective of knowing their strengths and weaknesses in English learning also a survey was carried out to determine the feasibility of implementing a software for teaching-English leaning; the results of the diagnostic test revealed some shortcomings in the use and development of the English fundamental skills, especially in writing, speaking and grammar, the result obtained of these applications were low performance, and disinterest for English learning.

While the data obtained from the survey revealed that the laboratories of the institution did not have any type of software for English learning, at the same time the students reported that they are in agreeing to implement a software as a new mechanism for teaching-learning the foreign language.

AFTER

It is important to emphasize the great changes and advances that were obtained after the application of the “LATE THROUGH TEMP” method.

In the first instance, were solved two specific needs planted in the main problem such as: the lack of an educational software in the laboratories of the Educational Unit for English teaching-learning and the use of new methodologies.

The solution to these problems generated an increase in the motivation and interest on the students for English learning through the use of new methodology, also significantly improved the performance scholar and the development of the Basic English language skills.

4.3. CONCLUSIONS

Based on the analyzes and observations made at the end of the methodological proposal, learning and teaching English through "tell me more" program, (LATE THROUGH TEMP), the following conclusions were reached:

- Computer-aided teaching-learning facilitates the educational action of both the teacher and the learner, while reducing the time and capturing the student's attention.
- Through the application of the method learning and teaching English through "tell me more" program, (LATE THROUGH TEMP), students made more progress in the development of listening, reading, grammar, writing and speaking.
- The use of "Tell Me More" software for teaching-learning English language is highly flexible because it adapts to the cognitive needs of the students and the pedagogical objectives proposed by the teacher in the lesson plan.
- It is concluded that at the time of the developing didactic activities proposed by "Tell Me More" software, the students showed a greater understanding and assimilation of the contents.

From surveys applied to students:

The 100% of the students in the third year of baccalaureate indicated that the teacher does not use any software or interactive platform as a teaching tool for English language learning, the same percentage of respondents said that they are in favor of implementation and use of software for the development of English classes.

4.4. RECOMMENDATIONS

- It is important that the area of English teachers use computer technology as didactic tools for teaching and learning English, while providing new methodologies and innovative strategies that generate motivation, confidence and autonomy to learn.
- The present methodological proposal can be incorporated into the curriculum design of the institution as a pedagogical alternative to promote adequately the development of the four fundamental English skills.
- The methodological proposal (LATE THROUGH TEMP) can be used as a didactic tool to encourage and promote the English learning, inside and outside of the Educational Unit, namely, students can practice individually and collectively, autonomously and in Guided form.
- Finally, it is recommended that teachers and students who are going to use "Tell Me More" software for the first time they should be trained in order to know the proper management of the contents to be studied and the pedagogical tools that facilitate the execution and Monitoring of all activities proposed by the program.

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ANNEXED


**DEVELOPMENT OF THE ACTIVITIES BY THE METHODOLOGY
(LATE THROUGH TEMP)**


Activity Development: Chart 1


Group: Third year	Date: 18/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Dialogue: comprehension without speech recognition. (reading and listening)			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and listening skills. 			
Materials: Board, projector, computer and tell me more software.			
Assessment: Oral lesson			
Homework/ Further work: watch or download a video from internet related with the weather report.			


DEVELOPMENT: Listen first, and then click in the correct answer.

Dialogue 1

 You are organizing a three-day weekend canoeing trip with a few friends. You call to find out if the weather is going to be all right.

 Is that a normal temperature?

 Could I have the weather forecast, please?

 Did you have snow?

Dialogue 2

A dialogue box with a black border containing four lines of text. Each line starts with a speaker icon (a blue circle with a white triangle and a small blue dot below it) and is followed by a horizontal line. The text is as follows:

- What exactly do you want to know?
- What does that mean?
- Yes, it was supposed to rain!
- Is it going to rain?

Dialogue 3

A dialogue box with a black border containing four lines of text. Each line starts with a speaker icon (a blue circle with a white triangle and a small blue dot below it) and is followed by a horizontal line. The text is as follows:

- Tomorrow, Friday, is going to be the same as today.
- So-so.
- Just as cold?
- Yes, see you at the tennis club, then!

Dialogue 4

A dialogue box with a black border containing four lines of text. Each line starts with a speaker icon (a blue circle with a white triangle and a small blue dot below it) and is followed by a horizontal line. The text is as follows:

- It will be cloudy and there might be a few showers.
- And what was the weather like?
- Hailstorms?
- What about the day after tomorrow?

Dialogue 5

Probably as cold, yes. But it won't be freezing!

And the drizzle melts the snow...

We'll see.

When will it get warmer?

Dialogue 6

It was 51° F today. It will get warmer on Tuesday.

We'll have to watch the canoeing on TV, then!

Did you have snow?

But that's after the weekend!

Dialogue 7

Yes, it is. It's just a very rainy season.

Was the fog that thick?

Is it going to be like this everywhere?

Still no sun?

Dialogue 8

Dialogue 8 consists of four lines of text, each preceded by a speaker icon (a blue circle with a white triangle and a right-pointing arrow). The first line is on a light gray background, while the others are on a white background.

- Speaker 1: Sunday's going to be very uncertain too. We could even have storms.
- Speaker 2: It's boring to talk about the weather anyway.
- Speaker 3: You mean with strong winds and lightning?
- Speaker 4: Is the weather going to be good?

Dialogue 9

Dialogue 9 consists of four lines of text, each preceded by a speaker icon (a blue circle with a white triangle and a right-pointing arrow). The first line is on a light gray background, while the others are on a white background.

- Speaker 1: Probably, yes.
- Speaker 2: What about Monday?
- Speaker 3: We'll see.
- Speaker 4: Oh, we had a great time!

Dialogue 10

Dialogue 10 consists of four lines of text, each preceded by a speaker icon (a blue circle with a white triangle and a right-pointing arrow). The first line is on a light gray background, while the others are on a white background.

- Speaker 1: Not much better, I'm afraid.
- Speaker 2: You mean there won't even be any sunny spells?
- Speaker 3: Was the fog that thick?
- Speaker 4: It's boring to talk about the weather anyway.

Dialogue 11

At this time of year you only get warmth and sun in countries like South Africa!

I see. And Sunday?

Yes, but it's a bit far!

Not showers!

Dialogue 12

Why don't you go canoeing next weekend?

So-so.

Why? Is the weather going to be nice and clear?

Not easy to ski, then!

Dialogue 13

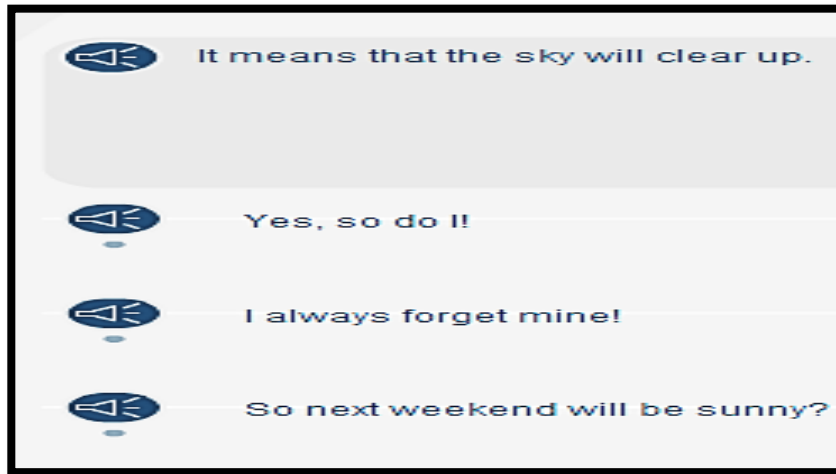
It should be much better. There will be a low pressure front.

What does that mean?

I never talk about the weather! Do you?

It felt like winter! Right in the middle of spring!

Dialogue 14



Dialogue 15



Activity Development: Chart 2

Group: Third year	Date: 18/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Word searches: listen to the words. (reading and listening)			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and listening skills. 			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Find the hidden words

ACTIVITY 1

■ Sun, heat

Y	P	I	B	J	I	R	S	S	D	D	N
L	E	S	O	Q	S	A	C	C	H	L	S
G	J	Z	I	A	X	D	O	D	A	B	U
M	S	B	L	O	E	I	R	Y	Z	R	N
A	I	U	I	U	J	A	C	C	E	I	S
Y	H	D	N	V	P	N	H	W	A	G	H
S	N	R	G	N	T	T	I	B	I	H	I
I	V	O	J	O	Y	W	N	T	L	T	N
Z	C	U	H	V	G	A	G	V	T	P	E
V	G	G	S	I	O	R	N	M	G	X	W
O	R	H	D	U	H	M	G	A	M	F	R
V	L	T	H	B	N	W	A	R	M	T	H

- BOILING
- BRIGHT
- DROUGHT
- HOT
- RADIANT
- SCORCHING
- SUN
- SUNNY
- SUNSHINE
- WARM
- WARMTH

ACTIVITY 2

■ Rain, storms


DRIZZLE
DRIZZLY
FLASH
HAIL
HAILSTORM
LIGHTNING
MONSOON
RAIN
RAINFALL
RAINY
SHOWER
SHOWERY
STORM
THUNDER
THUNDERBOLT
TYPHOON

Activity Development: Chart 3

Group: Third year	Date: 18/10/2016	Time: 15 minutes	N^o. of Students: 8
Main topic work: Weather report			
Aims: Picture/word/ association: Select the word that corresponds to the image. (Reading)			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading skill. 			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Select the word that corresponds to the image. (Reading)

ACTIVITY 1




a cloud

a storm

a hurricane

rain

ACTIVITY 2




a storm

a rainbow

a tornado

a hurricane

ACTIVITY 3




lightning

a hurricane

a cloud

a rainbow

ACTIVITY 4




a star

the sun

a meteor

the moon

ACTIVITY 5



the sky

a river

a wall

a ceiling

Activity Development: Chart 4

Group: Third year	Date: 18/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Word association: match the words from the dialogue with their synonymous of the right words. (Reading)			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading skill.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Link the words together following the instructions.

ACTIVITY 1

The image shows a word association activity grid. It consists of two vertical columns of words, each with a small blue dot to its right. The words in the left column are: normal, cloudy, uncertain, clear, beautiful, freezing, and wet. The words in the right column are: ice-cold, fair, overcast, rainy, cloudless, doubtful, and usual. In the center of the grid, there is a faint, light-colored illustration of a mountain range under a cloudy sky, intended for students to draw or connect the words to the scene.

Activity Development: Chart 5

Group: Third year	Date: 18/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Keywords: review all activities words. (Reading)			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive listening reading skill.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Listen to and review the vocabulary.

ACTIVITY 1



A screenshot of a digital interface showing a list of 17 weather-related terms. The list is enclosed in a black border and has a title bar at the top that says "17 word(s)". The terms are listed in blue text with a small blue square icon to the left of each item. The terms are: chilly, to clear up (v.), cloudy, cold, to cool down (v.), Fahrenheit, fog, freezing, lightning, overcast, to rain (v.), rainbow, to snow (v.), storm, sunny, and weather.

- chilly
- to clear up (v.)
- cloudy
- cold
- to cool down (v.)
- Fahrenheit
- fog
- freezing
- lightning
- overcast
- to rain (v.)
- rainbow
- to snow (v.)
- storm
- sunny
- weather

Activity Development: Chart 6

Group: Third year	Date: 18/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Videos and questions			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading and listening skills.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Watch the video then select the correct answer.

CHAPTER 1

The image shows a video player interface. On the left, there is a video frame showing a blue sky with white and grey clouds. Below the video frame is a blue control bar with play, pause, and next buttons, and a progress indicator showing 1/18. On the right, there is a white text area with a large blue number '1' and the text: "In bars, at bus stops, there is one subject that everyone can talk about: the weather."

CHAPTER 2

2

That's right, even politicians can talk about the weather calmly! Unfortunately, like politics, a lovely, blue sky can quickly become overcast and menacing.

CHAPTER 3

3

When a thunderstorm strikes, the sky fills with light and rumblings. Flashes of light illuminate the countryside.

CHAPTER 4

4

The weathermen spend years studying the weather, but they haven't managed to explain why storms always happen on bank holidays, when everyone wants to go to the seaside or into the country. You'd think that Mother Nature never checks the date before watering her garden.

CHAPTER 5

5

Children love thunder and lightning, but they're afraid of it too. They know that lightning can be fatal and they hide under their beds.

CHAPTER 6

6

In the middle of the night you have the impression that it's the middle of the day!

CHAPTER 7

7

You can estimate the distance of the storm by counting the time between the lightning and the thunderbolt. If the time is very short, you'd better not fly your kite!

CHAPTER 8

8

Adults, however, spend half their lives waiting to fall in love, which some say is like being struck by lightning. But that doesn't have anything to do with the weather!

CHAPTER 9

9

There are some seasons when it rains more often. In spring and fall, for example, showers are very frequent. Rain can arrive suddenly and disappear ten seconds later.

CHAPTER 10

10

In certain places in the world, during the monsoon, inches and inches of warm rain fall each afternoon.

CHAPTER 11

11

The rain waters the ground and makes the soil richer, which then yields abundantly. This explains why equatorial countries are very green.

CHAPTER 12

12

However, an absence of water leads to drought and makes life difficult.

CHAPTER 13

13

When the sun and rain meet, a rainbow appears. Tradition says that you can find gold at the end of a rainbow.

CHAPTER 14

14

But hurry up and get the most from these natural phenomena because they don't last long!

CHAPTER 15

15 | Hey! It disappeared already! Never mind! Just be happy with this radiant sky.

CHAPTER 16

16 | The air is cooler and the light brighter. Quick, let's go out! It's time to take advantage of it.

CHAPTER 17

17 | Don't forget your sunglasses, suntan lotion and umbrella... just in case there's another shower.

CHAPTER 18

18 | In any case, let's rejoice since everyone knows that after the rain comes the good weather.

Select the correct answer based upon the information the information given on the video.

QUESTION 1

What is characteristic of a monsoon?

1

2

3

4

5

6

7

8

9

It snows a lot during a monsoon.

It has long horns.

It brings lots of rain.

It is unpredictable.

QUESTION 2

Tradition says that...

1

2

3

4

5

6

7

8

9

seeing a rainbow can make you rich.

rainbows are a sign from God.

you should stay inside if there is a rainbow.

rainbows mark the end of a storm.

QUESTION 3

What is 'Mother Nature's garden'?

1

2

3

4

5

6

7

8

9

The neighbor's yard

Vegetable gardens everywhere

The Garden of Eden

The Earth

QUESTION 4

What do children think about storms?

1

2

3

4

5

6

7

8

9

They know storms can kill.

They don't understand storms.

They like storms because school gets canceled.

They hate storms.

QUESTION 5

If the time is short between lightning and the sound of thunder,...

1
2
3
4
5
6
7
8
9

the storm is almost over.

then you are safe.

your kite could be carried away by the wind.

you'd better stay inside.

QUESTION 6

What makes equatorial countries very fertile?

1
2
3
4
5
6
7
8
9

The sun shines the whole year through.

The wind blows very hard.

It rains a lot.

There are lots of rainbows.

QUESTION 7

After the storm, the narrator suggests...

1
2
3
4
5
6
7
8
9

taking advantage of the rainbow to look for gold.

going outside to enjoy the weather.

taking advantage of the good weather to play golf.

going outside to take advantage of the sales.

QUESTION 8

■ Most generally, 'After the rain comes good weather' means...

1
2
3
4
5
6
7
8
9

bad luck can't continue forever.

after a bad day, the next day will be worse.

after cold weather comes hot weather.

QUESTION 9

■ According to the video, what do politics and the weather have in common?

1
2
3
4
5
6
7
8
9

They are both common subjects for discussion.

The atmosphere can change quickly.

Knowing the weather can help you understand politics.

Activity Development: Chart 7

Group: Third year	Date: 20/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: The right word: select the correct word(s).			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading skill.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Sentences to be completed:

SENTENCE 1

You can find a _____ in your bathroom.

■ Choices:

- telephone call
- tuba
- sign from the gods
- jolly green giant
- milkshake
- shower

SENTENCE 2

_____ refers to either your body or to the outside.

■ Choices: _____

- Rheumatic
- Lawsuit
- Enigma
- Suction
- Temperature
- Figure

SENTENCE 3

I _____ all the cars, but it's the pollution that bothers me!

■ Choices: _____

- give birth to
- have to wash
- don't mind
- like to color
- produce

SENTENCE 4

A clear sky means there are no _____ .

■ Choices: _____

- satellites
- transparencies
- airplanes
- spacemen
- birds
- clouds

SENTENCE 5

Are you feeling any _____ ?

■ Choices: _____

- earthquakes
- best
- worse
- pressure front
- fine
- better

SENTENCE 6

We _____ begin the concert soon.

■ Choices: _____

- have gone to
- are in the process of going to
- haven't to
- is gone
- are going to
- went to

Activity Development: Chart 8

Group: Third year	Date: 20/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Word and topics: place the words in the corresponding boxes. (Reading)			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading skill.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Place the words in the corresponding boxes.

ACTIVITY 1

summer / sunny / canoeing / winter / hiking / fall / spring / sunshine / bright / warm

Seasons

Sun, heat

Activity 2




Activity Development: Chart 9

Group: Third year	Date: 20/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Mystery phrase: Find the words or expressions that corresponds to the definition (reading and writing)			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and writing skills. 			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Find the words or expressions that corresponds to the definition (reading and writing)

ACTIVITY 1

Water falling in drops.

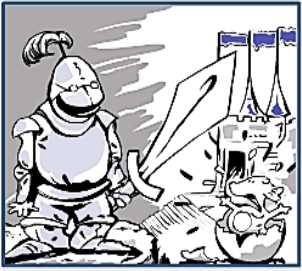


1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 2

A fall of rain of short duration.

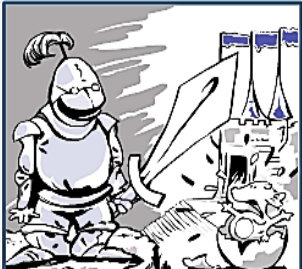


1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 3

To become intensely cold.

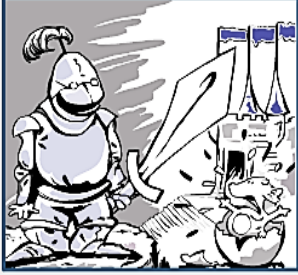


1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 4

A serious weather disturbance.




1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 5

Movement of air.




1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 6

An indeterminate period of time.



1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 7

A bright day.




1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 8

Flashes of brightness in the sky.




1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 9

Having a lot of power or force.

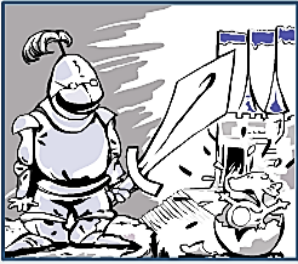


1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 10

Sky covered with a white mass.

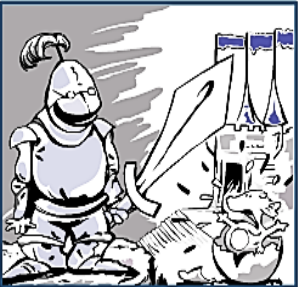


1
2
3
4
5
6
7
8

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ACTIVITY 11

Storm during which pieces of ice fall.



1
2
3
4
5
6
7
8

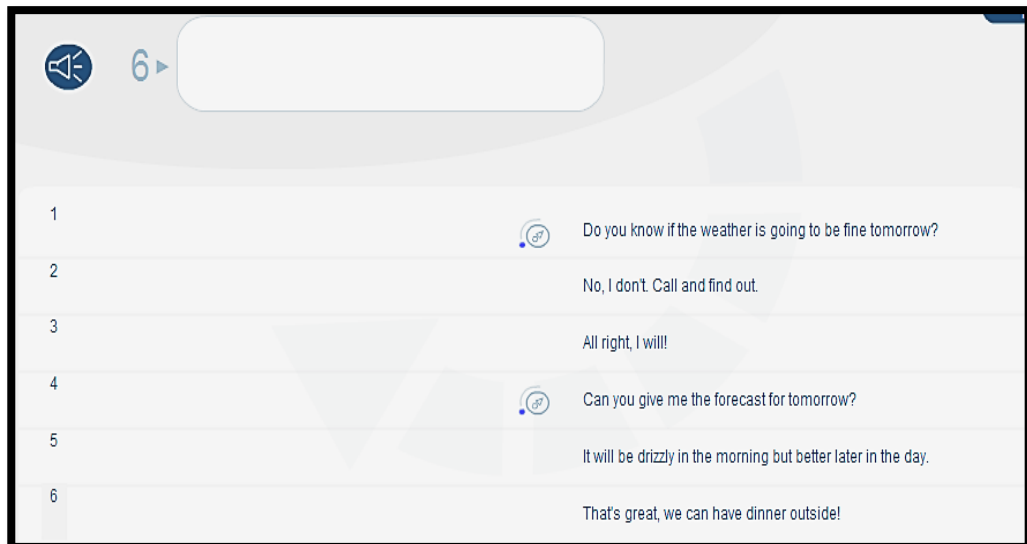
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Activity Development: Chart 10

Group: Third year	Date: 20/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Dictation			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive writing and listening skills.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Click on the loudspeaker, listen, and then write.

LISTENING 1



The screenshot shows a digital interface for a listening exercise. At the top left, there is a speaker icon and a play button next to the number '6'. Below this is a list of six numbered questions:

- 1 Do you know if the weather is going to be fine tomorrow?
- 2 No, I don't. Call and find out.
- 3 All right, I will!
- 4 Can you give me the forecast for tomorrow?
- 5 It will be drizzly in the morning but better later in the day.
- 6 That's great, we can have dinner outside!

LISTENING 2

1 It's freezing in here!

2 Why don't you turn on the heater?

3 This isn't winter!

4 You can put on your socks and a sweater.

5 What is the temperature anyway?




6 It must be at least 12!

Activity Development: Chart 11




Group: Third year	Date: 20/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: Fill in the blanks			
Objectives:			
<ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading skill. 			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Complete the sentences with the words given. (Reading)



TEXT 1

Choices:	Text to be completed:
organizing want call have know to be going canoeing is going	You are _____ a three-day weekend _____ trip with a few friends. You _____ to find out if the weather _____ to be all right. Could I _____ the weather forecast, please?  What exactly do you _____ to _____?  Is the weather _____ to be good?  Tomorrow, Friday, is going _____ the same as today.




TEXT 2

Choices:	Text to be completed:
will have it was going might be get	It _____ be cloudy and there _____ a few showers.  _____ 51°F today. It will _____ warmer on Tuesday.  Sunday's _____ to be very uncertain too. We could even _____ storms. 






TEXT 3

Choices:	Text to be completed:
few as exactly very after	What _____ do you want to know? Tomorrow is going to be the same _____ today. What about the day _____ tomorrow? There might be a _____ showers.  It's just a _____ rainy season. 

TEXT 4

Choices:	Text to be completed:
until with next even low	Why don't you go canoeing _____ weekend?  There will be a _____ pressure front. You should wait _____ then.  We could _____ have storms.  You mean _____ strong winds?

TEXT 5

Choices:	Text to be completed:
will would going to is going to will go	If it doesn't rain we _____ canoeing.  Unfortunately, it's _____ rain.  Who _____ bring the tent?  I _____ , if nobody else can.  _____ you? Thanks! 

Activity Development: Chart 12

Group: Third year	Date: 25/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: words and functions			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading skill.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Put the words from the text in the corresponding boxes.
(Reading)

TEXT 1

Text

This boy is dressed for the rain. He has an umbrella and a yellow raincoat. It sure is raining hard! According to the weather forecast, there will be a thunderstorm this evening. I hope the boy doesn't mind the rain. It certainly looks like this awful weather will continue for quite a while!

Demonstrative determiners

Indefinite articles

Definite articles

TEXT 2

Text:

We have been planning this camping trip for weeks. We have been driving for hours. Finally! We have arrived at the campground, but the ground is too wet to pitch a tent! It has been raining for several days, but the storm has let up for a little while. We have decided to stay anyway, but so far we have seen no sign of sunshine.

Present perfect continuous

Present perfect





Activity Development: Chart 13

Group: Third year	Date: 25/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims:Grammar practice: Modify the words following the instructions. (Reading and writing).			
Objectives:			
<ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and writing skills. 			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Formulate as in the example

EXERCISE 1

Example:	
to cool down	→ to get cooler

to warm up		
to become wet		
to improve		
to prepare		
to get out of bed		
to dress		

EXERCISE 2

Example:	
to cool down	→ to get cooler

to become bigger		
to loosen up		
to come together		
to become cloudy		
to clear up		
to come back		

Activity Development: Chart 14

Group: Third year	Date: 25/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims:Text transformation: Modify the text following the instruction. (Reading and writing)			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading and writing skills.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Modify the text following the instruction. (Reading and writing)

TEXT 1

Subject:

Put the following text into the simple preterite.

We are very lucky to be invited to go on a canoeing trip with friends. We call to see what the weather is like. It will get chilly and turn showery. We have to go canoeing over the weekend. However, on Saturday the temperature will soar. There will then be a high pressure front.

Write here:

Solution:

We were very lucky to be invited to go on a canoeing trip with friends. We called to see what the weather was like. It got chilly and turned showery. We had to go canoeing over the weekend. However, on Saturday the temperature soared. There was then a high pressure front.

Activity Development: Chart 15

Group: Third year	Date: 25/10/2016	Time: 15 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims Key grammar explanation: Study the grammar explanations. (Reading)			
Objectives: <ul style="list-style-type: none">• Familiarize the students with the topic.• Develop intensive and extensive reading skill.			
Assessment: Oral lesson			
Materials: Board, projector, computer and tell me more software.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

DEVELOPMENT: Study the grammar explanations. (Reading)

CHAPTER 1

Construction of the preterite

3 grammar explanations

- ☑ Construction of the preterite
- ☒ Question-tags
- ☒ 'The same ... as'



1

CHAPTER 2

Construction of the preterite

3 grammar explanations

- Construction of the preterite
- Question-tags
- 'The same... as'

2

GRAMMAR EXPLANATION

Construction of the preterite

3 grammar explanations

- Construction of the preterite
- Question-tags
- 'The same... as'

- The **preterite** of **regular verbs** is constructed by adding **-ed** or **-d** to the verb in the infinitive. The verbs that end with **-y** have a preterite ending of **-ied**.
Example: Yesterday I **watched** a movie.
The baby **cried** a lot last night.
- The construction of **irregular verbs** in the **preterite** **does not have a precise rule**, they must therefore be learned by heart.
Example: When **did** (to do) you first meet him?
I first **met** (to meet) him yesterday.
I **went** (to go) to Spain 15 years ago.

REPORT OF ACTIVITIES GENERATED BY “TELL ME MORE”

Student Activities Report 1

/11/2016

TutorTools Exportation

Student: VIVIANA
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	12	9	9.00	00:16:27
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:23:39
Weather Report	Picture/Word Association	5	5	5	5.00	00:02:27
Weather Report	Word Association	1	1	1	1.00	00:11:55
Weather Report	The Right Word	6	6	5	5.00	00:13:42
Weather Report	Words and Topics	2	2	2	2.00	00:14:32
Weather Report	Mystery Phrase	11	11	11	11.00	00:16:30
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:10:07
Weather Report	Keywords	17	17	17	17.00	00:15:05
Weather Report	Words and Functions	2	2	2	2.00	00:21:41
Weather Report	Grammar Practice	12	12	12	12.00	00:25:26
Weather Report	Dictation	12	12	11	11.00	00:20:23
Weather Report	Text Transformation	6	6	5	5.00	00:21:18
Weather Report	Key grammar explanations	3	3	3	3.00	00:17:46
Weather Report	Written Expression	1	0	0	0.00	00:12:10
Weather Report	Video and Questions	9	9	9	9.00	00:15:08

Student Activities Report 2

1/11/2016

TutorTools Exportation

Student: RAFAEL
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	15	12	12.00	00:19:24
Weather Report	Word searches: listen to the words	2	2	1	1.00	00:14:33
Weather Report	Picture/Word Association	5	5	5	5.00	00:08:51
Weather Report	Word Association	1	1	1	1.00	00:15:22
Weather Report	The Right Word	6	6	6	6.00	00:14:33
Weather Report	Words and Topics	2	2	2	2.00	00:14:35
Weather Report	Mystery Phrase	11	11	11	11.00	00:15:15
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:08:31
Weather Report	Keywords	17	17	17	17.00	00:14:35
Weather Report	Words and Functions	2	2	2	2.00	00:18:33
Weather Report	Grammar Practice	12	12	11	11.00	00:26:54
Weather Report	Dictation	12	12	11	11.00	00:24:25
Weather Report	Text Transformation	6	6	6	6.00	00:26:34
Weather Report	Key grammar explanations	3	3	3	3.00	00:10:22
Weather Report	Written Expression	1	1	1	1.00	00:09:00
Weather Report	Video and Questions	9	9	9	9.00	00:14:52

Student Activities Report 3

1/11/2016

TutorTools Exportation

Student: ESTEFANIA
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	12	10	10.00	00:20:12
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:14:27
Weather Report	Picture/Word Association	5	5	5	5.00	00:08:56
Weather Report	Word Association	1	1	1	1.00	00:14:27
Weather Report	The Right Word	6	6	6	6.00	00:13:01
Weather Report	Words and Topics	2	2	2	2.00	00:15:50
Weather Report	Mystery Phrase	11	11	11	11.00	00:15:09
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:07:34
Weather Report	Keywords	17	17	17	17.00	00:14:11
Weather Report	Words and Functions	2	2	2	2.00	00:23:58
Weather Report	Grammar Practice	12	12	12	12.00	00:43:23
Weather Report	Dictation	12	12	11	11.00	00:17:43
Weather Report	Text Transformation	6	6	3	3.00	00:10:56
Weather Report	Key grammar explanations	3	3	3	3.00	00:14:58
Weather Report	Written Expression	1	1	1	1.00	00:03:56
Weather Report	Video and Questions	9	9	8	8.00	00:15:14

Student Activities Report 4

11/11/2016

TutorTools Exportation

Student: OMAR
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	15	12	12.00	00:18:51
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:21:51
Weather Report	Picture/Word Association	5	5	5	5.00	00:02:20
Weather Report	Word Association	1	1	1	1.00	00:12:08
Weather Report	The Right Word	6	6	6	6.00	00:12:10
Weather Report	Words and Topics	2	2	2	2.00	00:14:06
Weather Report	Mystery Phrase	11	11	11	11.00	00:18:06
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:10:37
Weather Report	Keywords	17	17	17	17.00	00:14:17
Weather Report	Words and Functions	2	2	2	2.00	00:24:03
Weather Report	Grammar Practice	12	12	12	12.00	00:26:10
Weather Report	Dictation	12	12	12	12.00	00:18:43
Weather Report	Text Transformation	6	6	4	4.00	00:14:46
Weather Report	Key grammar explanations	3	3	3	3.00	00:23:00
Weather Report	Written Expression	1	1	1	1.00	00:13:25
Weather Report	Video and Questions	9	9	9	9.00	00:16:20

Student Activities Report 5

1/11/2016

TutorTools Exportation

Student: XAVIER
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	12	9	9.00	00:18:55
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:21:11
Weather Report	Picture/Word Association	5	5	5	5.00	00:03:17
Weather Report	Word Association	1	1	1	1.00	00:14:14
Weather Report	The Right Word	6	6	6	6.00	00:13:24
Weather Report	Words and Topics	2	2	2	2.00	00:16:01
Weather Report	Mystery Phrase	11	11	11	11.00	00:14:17
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:09:33
Weather Report	Keywords	17	17	17	17.00	00:13:16
Weather Report	Words and Functions	2	2	2	2.00	00:30:06
Weather Report	Grammar Practice	12	12	12	12.00	00:16:05
Weather Report	Dictation	12	12	12	12.00	00:18:17
Weather Report	Text Transformation	6	6	3	3.00	00:26:37
Weather Report	Key grammar explanations	3	3	3	3.00	00:14:41
Weather Report	Written Expression	1	1	1	1.00	00:14:09
Weather Report	Video and Questions	9	9	9	9.00	00:16:43

Student Activities Report 6

11/11/2016

TutorTools Exportation

Student: MARIUXI
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	15	10	10.00	00:20:06
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:14:56
Weather Report	Picture/Word Association	5	5	5	5.00	00:08:19
Weather Report	Word Association	1	1	1	1.00	00:16:40
Weather Report	The Right Word	6	6	6	6.00	00:13:16
Weather Report	Words and Topics	2	2	2	2.00	00:15:23
Weather Report	Mystery Phrase	11	11	11	11.00	00:14:50
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:09:59
Weather Report	Keywords	17	17	17	17.00	00:14:21
Weather Report	Words and Functions	2	2	2	2.00	00:19:14
Weather Report	Grammar Practice	12	12	11	11.00	00:29:15
Weather Report	Dictation	12	12	10	10.00	00:19:26
Weather Report	Text Transformation	6	6	3	3.00	00:25:03
Weather Report	Key grammar explanations	3	3	3	3.00	00:14:46
Weather Report	Written Expression	1	1	1	1.00	00:14:02
Weather Report	Video and Questions	9	9	9	9.00	00:15:06

Student Activities Report 7

1/11/2016

TutorTools Exportation

Student: Ángel Gavilánez
Path: American English2: complete
Date: Overview

Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	15	12	12.00	00:26:58
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:16:22
Weather Report	Picture/Word Association	5	5	5	5.00	00:08:12
Weather Report	Word Association	1	1	1	1.00	00:13:09
Weather Report	The Right Word	6	6	6	6.00	00:14:24
Weather Report	Words and Topics	2	2	2	2.00	00:12:27
Weather Report	Mystery Phrase	11	11	10	10.00	00:14:50
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:11:42
Weather Report	Keywords	17	17	17	17.00	00:14:43
Weather Report	Dialogue: Expression	15	0	0	0.00	00:00:07
Weather Report	Words and Functions	2	2	2	2.00	00:27:05
Weather Report	Grammar Practice	12	12	12	12.00	00:29:32
Weather Report	Dictation	12	12	9	9.00	00:21:16
Weather Report	Text Transformation	6	6	2	2.00	00:17:59
Weather Report	Written Expression	1	1	1	1.00	00:10:23
Weather Report	Video and Questions	9	9	9	9.00	00:12:01

Student Activities Report 8

11/11/2016

TutorTools Exportation

Student: ABIGAIL
Path: American English2: complete
Date: Overview

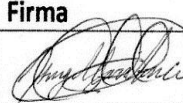
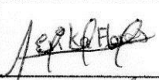

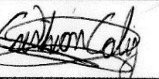
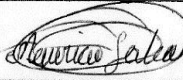
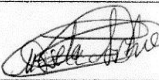
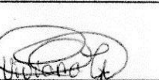
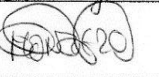
Unit	Activity	Total	Completed	Correct	Score	Duration
Weather Report	Dialogue: comprehension without speech recognition	15	15	12	12.00	00:20:30
Weather Report	Word searches: listen to the words	2	2	2	2.00	00:12:38
Weather Report	Picture/Word Association	5	5	5	5.00	00:09:30
Weather Report	Word Association	1	1	1	1.00	00:15:16
Weather Report	The Right Word	6	6	6	6.00	00:13:31
Weather Report	Words and Topics	2	2	2	2.00	00:14:01
Weather Report	Mystery Phrase	11	11	10	10.00	00:14:39
Weather Report	Fill-in-the-Blanks	5	5	5	5.00	00:07:03
Weather Report	Keywords	17	17	17	17.00	00:13:54
Weather Report	Words and Functions	2	2	2	2.00	00:24:06
Weather Report	Grammar Practice	12	12	12	12.00	00:24:03
Weather Report	Dictation	12	12	12	12.00	00:18:25
Weather Report	Text Transformation	6	6	2	2.00	00:21:08
Weather Report	Key grammar explanations	3	3	3	3.00	00:18:23
Weather Report	Written Expression	1	1	1	1.00	00:15:11
Weather Report	Video and Questions	9	9	9	9.00	00:14:29

Student Assists 1

UNIDAD EDUCATIVA 10 DE ENERO

Nómina de asistencia de los estudiantes del Tercero De Bachillerato.

Fecha: 18/10/2016

Nº	Nombres	Apellidos	C.I.	Firma
1.	Ángel Freddy	Gavilánez Bosques	0202269114	
2.	Erika Abigail	Flores Altamirano	0202267571	
3.	Byron Xavier	Paredes López	0605881446	
4.	Cristhian Omar	Cáliz Núñez	0202507398	
5.	Mauricio Rafael	Gáelas Puente	0202173709	
6.	Gissela Mariuxi	Arboleda Cajo	2100667589	
7.	Mallury Viviana	Guamán Mora	020213166-0	
8.	Mishel Estefanía	Montero García	0202444782	

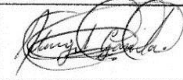
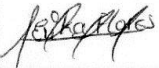

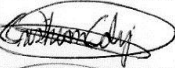

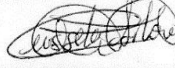



ENGLISH TEACHER

Student Assists 2

UNIDAD EDUCATIVA 10 DE ENERO

Nómina de asistencia de los estudiantes del Tercero De Bachillerato.

Fecha: 25/10/2016

Nº	Nombres	Apellidos	C.I.	Firma
1.	Ángel Freddy	Gavilánez Bosques	0202269114	
2.	Erika Abigail	Flores Altamirano	0202267541	
3.	Byron Xavier	Paredes López	0605881440	
4.	Cristhian Omar	Cáliz Núñez	0202507398	
5.	Mauricio Rafael	Gáleas Puente	0202199709	
6.	Gissela Mariuxi	Arboleda Cajo	2100667589	
7.	Mallury Viviana	Guamán Mora	020213166-0	
8.	Mishel Estefanía	Montero García	0202444782	



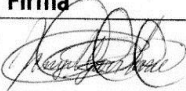
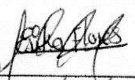


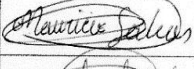
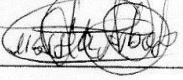
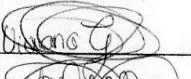

ENGLISH TEACHER


Student Assists 3

UNIDAD EDUCATIVA 10 DE ENERO

Nómina de asistencia de los estudiantes del Tercero De Bachillerato.

Fecha: 27/10/2016

Nº	Nombres	Apellidos	C.I.	Firma
1.	Ángel Freddy	Gavilánez Bosques	0202269114	
2.	Erika Abigail	Flores Altamirano	0202267541	
3.	Byron Xavier	Paredes López	0603881440	
4.	Cristhian Omar	Cáliz Núñez	0202507398	
5.	Mauricio Rafael	Gáleas Puente	0202179709	
6.	Gissela Mariuxi	Arboleda Cajo	210066758-9	
7.	Mallury Viviana	Guamán Mora	020213166-0	
8.	Mishel Estefanía	Montero García	020244428-2	

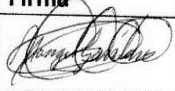
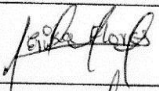


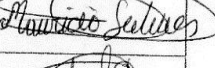
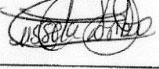
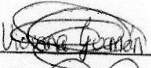


ENGLISH TEACHER

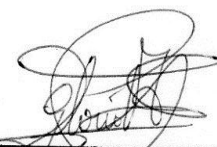
Student Assists 4

UNIDAD EDUCATIVA 10 DE ENERO

Nómina de asistencia de los estudiantes del Tercero De Bachillerato.

Fecha: 20/10/2016

Nº	Nombres	Apellidos	C.I.	Firma
1.	Ángel Freddy	Gavilánez Bosques	0202269114	
2.	Erika Abigail	Flores Altamirano	0202267541	
3.	Byron Xavier	Paredes López	0205881440	
4.	Cristhian Omar	Cáliz Núñez	0202507398	
5.	Mauricio Rafael	Gáleas Puente	0202179709	
6.	Gissela Mariuxi	Arboleda Cajo	2100667589	
7.	Mallury Viviana	Guamán Mora	0202131660	
8.	Mishel Estefanía	Montero García	0202444782	



ENGLISH TEACHER

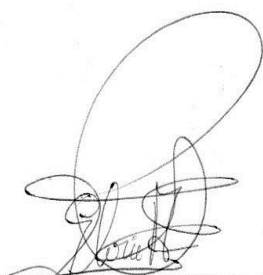
Student Assists 5

UNIDAD EDUCATIVA 10 DE ENERO

Nómina de asistencia de los estudiantes del Tercero De Bachillerato.

Fecha: 13/10/2016

Nº	Nombres	Apellidos	C.I.	Firma
1.	Ángel Freddy	Gavilánez Bosques	0202269114	
2.	Erika Abigail	Flores Altamirano	6202267571	
3.	Byron Xavier	Paredes López	0605881440	
4.	Cristhian Omar	Cáliz Núñez	0202507398	
5.	Mauricio Rafael	Gáelas Puente	0202179109	
6.	Gissela Mariuxi	Arboleda Cajo	2100667889	
7.	Mallury Viviana	Guamán Mora	020213166-0	
8.	Mishel Estefanía	Montero García	0202144782	



ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 1

Group: Third year	Date: 13/10/2016	Time: 90 minutes	N°. of Students: 8
Main topic work: Diagnostic test and capacitate			
Aims:			
<ul style="list-style-type: none"> • Listening: Hear a conversation then choose the correct answer. • Reading comprehension: read the paragraph and complete the questions. • Grammar: Irregular verbs complete the chart/ sentences with do and don't/ regular verbs to complete the sentences/ preposition of time. • Writing: Write a short paragraph about the importance of speaking English. 			
Objectives:			
<ul style="list-style-type: none"> • Get information about level English students • Create a personal account. • Familiarize the students with Tell Me More program. • Give some suggestions about the uses of Tell Me More. 			
Assessment:			
Understand phrases and expressions related to the topic of most immediate priority,			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don't understand or lack of enthusiasm			

Timing	Teacher activity	Student activity	Success Indicators
Ninety minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as students work, then elicit the answers to complete the activities.	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or topic.	Oral lesson
Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.			
Homework/ Further work: watch or download a video from internet related with the forecast of the weather.			

AREA COORDINATOR

ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 2

Group: Third year	Date: 18/10/2016	Time: 45 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: <ul style="list-style-type: none"> • Dialogue: comprehension without speech recognition. (reading and listening) • Word searches: listen to the words. (reading and listening) • Picture/word/ association: Select the word that corresponds to the image. (reading) 			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and listening skills. 			
Assessment: Understand phrases and expressions related to the topic of most immediate priority,			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don't understand or lack of enthusiasm			
Timing	Teacher activity	Student activity	Success Indicators
Forty five minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as students work,	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or topic.	Oral lesson

	then elicit the answers to complete the activities.		
Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.			
Homework/ Further work: watch or download a video from internet related with the weather report.			

AREA COORDINATOR

ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 3

Group: Third year	Date: 18/10/2016	Time: 45 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: <ul style="list-style-type: none"> • Word association: match the words from the dialogue with their synonymous of the right words. (reading) • Keywords: Listen to and review the vocabulary. (reading) • Videos and questions: Watch the video then select the correct answer.(listening and reading) 			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and listening skills; 			
Assessment: Understand phrases and expressions related to the topic of most immediate priority.			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don't understand or lack of enthusiasm			
Timing	Teacher activity	Student activity	Success Indicators
Forty five minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as students work, then elicit the	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or topic.	Oral lesson

	answers to complete the activities.		
<p>Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.</p>			
<p>Homework/ Further work: watch or download a video from internet related with the weather report.</p>			

AREA COORDINATOR

ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 4

Group: Third year	Date: 20/10/2016	Time: 45 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: <ul style="list-style-type: none"> • The right word: select the correct word(s) (reading) • Word and topics: place the words in the corresponding boxes. (reading) • Mystery phrase: Find the words or expressions that corresponds to the definition (reading and writing) 			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and writing skills. 			
Assessment: Understand phrases and expressions related to the topic of most immediate priority,			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don´t understand or lack of enthusiasm			
Timing	Teacher activity	Student activity	Success Indicators
Forty five minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as students work, then elicit the answers to	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or topic.	Oral lesson

	complete the activities.		
Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.			
Homework/ Further work: watch or download a video from internet related with the forecast of the weather			

AREA COORDINATOR

ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 5

Group: Third year	Date: 20/10/2016	Time: 45 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims:			
<ul style="list-style-type: none"> • Dictation: Click on the loudspeaker, listen, and then write. (Listening and writing) • Expression: ‘it’s raining cats and dogs‘ (idioms) • Fill in the blanks: Complete the sentences with the words given. (Reading) 			
Objectives:			
<ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and listening skills. • Explain some idioms. 			
Assessment:			
Understand phrases and expressions related to the topic of most immediate priority,			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don’t understand or lack of enthusiasm			
Timing	Teacher activity	Student activity	Success Indicators
Forty five minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as students work,	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or topic.	Oral lesson

	then elicit the answers to complete the activities.		
Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.			
Homework/ Further work: watch or download a video from internet related with the forecast of the weather.			

AREA COORDINATOR

ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 6

Group: Third year	Date: 25/10/2016	Time: 90 minutes	N°. of Students: 8
Main topic work: Diagnostic test and capacitate			
Aims:			
<ul style="list-style-type: none"> • words and functions: Put the words from the text in the corresponding boxes.(reading) • Grammar practice: Modify the words following the instructions. (Reading and writing) • Text transformation: Modify the text following the instruction. (reading and writing) • Key grammar explanation: Study the grammar explanations. (Reading) 			
Objectives:			
<ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive reading and writing skills. 			
Assessment:			
Understand phrases and expressions related to the topic of most immediate priority,			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don't understand or lack of enthusiasm			
Timing	Teacher activity	Student activity	Success Indicators
Ninety minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or	Oral lesson

	students work, then elicit the answers to complete the activities.	topic.	
<p>Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.</p>			
<p>Homework/ Further work: watch or download a video from internet related with the forecast of the weather.</p>			

AREA COORDINATOR

ENGLISH TEACHER

“10 DE ENERO” EDUCATIVE UNIT

LESSON PLAN 7

Group: Third year	Date: 27/10/2016	Time: 90 minutes	N°. of Students: 8
Main topic work: Weather report			
Aims: <ul style="list-style-type: none"> • Dramatization: the students have to maintain a conversation about the weather report 			
Objectives: <ul style="list-style-type: none"> • Familiarize the students with the topic. • Develop intensive and extensive listening and speaking skills. 			
Assessment: Understand phrases and expressions related to the topic of most immediate priority,			
Materials: Board, projector, computer and tell me more software.			
Anticipated problems: The students don't understand or lack of enthusiasm			
Timing	Teacher activity	Student activity	Success Indicators
Ninety minutes	Say: read the instructions as I read them aloud. Assign the activity and walk around the classroom as students work, then elicit the answers to complete the activities.	Have students read the instructions aloud and complete the activities. Ask the teacher about some doubts related with the activity or topic.	Oral lesson

Additional Possibilities: Assign pairs indicating which student in each pair is student A and which is student B to make dialogues about the weather.

Homework/ Further work: watch or download a video from internet related with the forecast of the weather.

AREA COORDINATOR

ENGLISH TEACHER

DIAGNOSTIC TEST 1

LISTENING

1) Listening the conversation, then choose the correct answer

1. Where did Randall probably grow up?

A. in Indiana

B. in Venezuela

C. in Utah

2. What was his undergraduate major?

A. English

B. Spanish

C. Japanese

3. How many children does he have?

A. two

B. three

C. four

4. What does Randall do on his hikes with his children?

A. He points out the wildlife and plants along the way.

B. He enjoys telling them stories about his life.

C. He teaches them how to survive in emergency situations.

5. What point does Randall make about raising children?
- A. Enroll kids into schools early to help them learn better.
 - B. Be consistent in the way you administer discipline in the home.
 - C. Talk with your kids about problems so they learn how to solve them.

1) **READING COMPREHENSION TESTS**

Dear mom and dad, well I want to tell you about my first week of classes at the University. I get up at 6:00 every morning. That is really early for me. I don't like to get up early you know. I usually eat breakfast in the school cafeteria. The food here is pretty good.

I have German class every morning at 7:30. After German class I have Business and Economics on Monday, Wednesday, and Friday at 10:00. I have a lot of homework in that class but I really like it. I also have English Composition on Monday, Wednesday, and Friday. On Tuesdays and Thursdays I have United States History.

The campus here is really big. After some problems during the first days, I now know where all the buildings and classrooms are. My dormitory is close so I walk to all my classes.

My roommate's name is Eric. He is from Los Angeles. We are good friends now. He is quiet and doesn't make a lot of noise. Sometimes Eric and I have dinner together. We don't see each other much because our school programmers are really different.

During the evening I study. Sometimes I study in the library and sometimes in the dormitory. I usually go to bed around eleven.

Mom, I sure miss your cooking. Could you send me some of your homemade chocolate cookies? Well, I have to go. Take care.

Love, Jerry

A. Are the following statements TRUE or FALSE? (2 points)

1. Jerry lives with his parents. (.....)
2. Eric is American. (.....)

B. Complete the sentences from the text? (2 points)

1. Jerry wants his mother to
2. Jerry goes to to prepare for his lessons.

C. Answer the following questions from the text: (3 points)

1. Where does Jerry have breakfast?
2. Do Jerry and his roommate see each other much?
.....
3. Is Jerry's room far from the classrooms?

Explain

D. Complete the table: (3 points, ½ pt each)

Subjects \ Days	German	Business & Economics	English Composition	US History
Monday	√			
Tuesday			√	√
Wednesday	√	√		
Thursday	√			
Friday		√		

2) **GRAMMAR TEST**

1) **Irregular verbs: complete the chart.**

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
16 TO BEGIN	BEGAN	
17 TO COST		COST
18 TO DO		
19 TO BUY		BOUGHT
20 TO EAT	ATE	
21 TO GIVE		GIVEN
22 TO TAKE	TOOK	
23 TO GO		GONE
24 TO SEE		SEEN
25 TO SPEAK		

2) **COMPLETE THE SENTENCES WITH THE RIGHT WORD.**

DO / YOU / ME / HER / DON'T / IT / YOU / HIM

I like big cars.

..... you like modern art?

Do like ice tea?

Kate Winslet ? Yes I like

Rap Music? No, I dont like

Elton John? No, I dont like

Who is it?' ' It's

I love !

3)REGULAR VERBS. USE ONE THE VERBS BELOW AND COMPLETE THE SENTENCES.

TO PLAY / TO COOK / TO STAY / TO WORK / TO LISTEN / TO WATCH

I at home yesterday evening and I read the newspaper.

She to the radio yesterday afternoon.

The children television from five o'clock until 8 o'clock.

My mother a delicious meal for us on Sunday!

John cricket last weekend with his friends.

My boss at his computer all morning

3) PREPOSITIONS OF TIME. FILL IN THE BLANKS.

IN / ON / AT

96. 1999.

97. the morning.

98. Thursday.

99. the 1st of July.

100. the summer.

4) WRITING TEST

Write a short paragraph about the importance of speaking English.

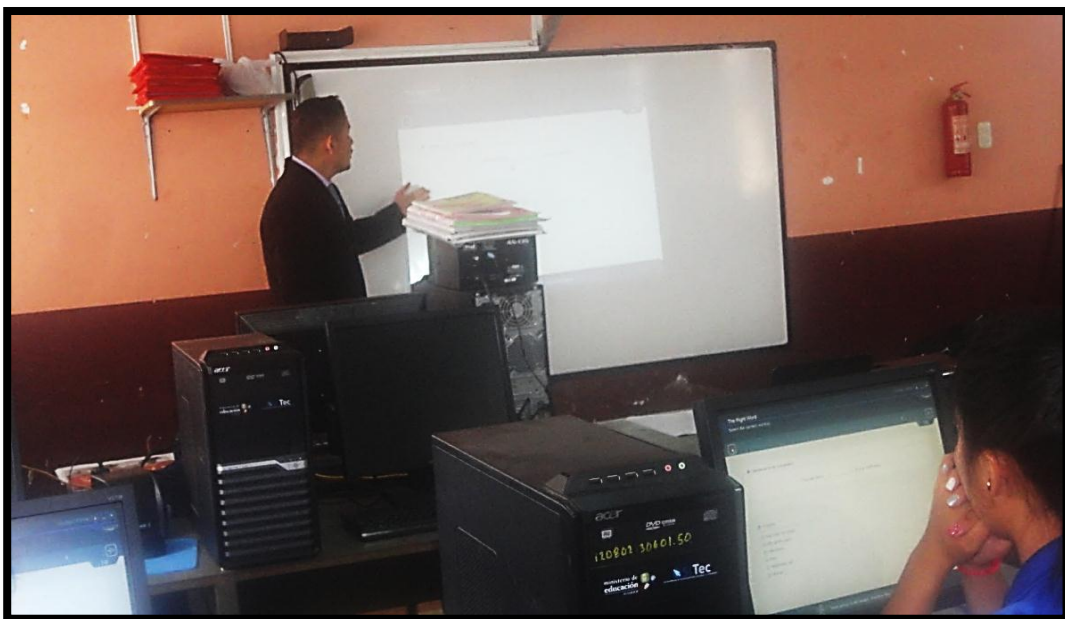
**PHOTOGRAPHS TAKEN DURING THE DEVELOPMENT OF THE
METHODOLOGICAL PROPOSAL (LATE THROUGH TEMP)**

Photograph 1



Source: Training to the students on the proper management of the "tell me more" software.

Photograph 2



Source: explanation and development of the activities proposed by, "tell me more".

Photograph 3



Source: The students watch a video about the weather report

Photograph 4



Source: monitoring activities proposed by "tell me more".

Photograph 5



Source: Group of students who participated in the development of the methodological proposal.



UNIDAD EDUCATIVA "10 DE ENERO"

SAN MIGUEL - PROV. BOLÍVAR - ECUADOR

Apdo. Postal 023 Email: cdiezdenero@yahoo.es Tel. 2989036 Fax. 2650716 Av. Velasco Ibarra 0965 y Sucre

San Miguel de Bolívar, 11 de noviembre de 2016

MGS. RUGERO AGUIAR CAÑAS, RECTOR DE LA UNIDAD EDUCATIVA "10 DE ENERO" DE SAN MIGUEL DE BOLÍVAR, A PETICIÓN VERBAL DE PARTE INTERESADA,

CERTIFICO:

Que los Señores: BÉLGICA YOLANDA MORALES BRONCANO Y PATRICIO MARCELO YÁNEZ BALLE, Egresados de la Facultad de Ciencias de la Educación, Sociales, Filosóficas y Humanísticas, Carrera de Inglés, realizaron la aplicación de la propuesta metodológica sobre el USO DEL SOFTWARE "TELL ME MORE" COMO ESTRATEGIA METODOLÓGICA PARA FORTALECER EL APRENDIZAJE DEL IDIOMA INGLES DE LOS ESTUDIANTES DEL TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA "10 DE ENERO" del 13 al 27 de octubre de 2016.

Es todo cuanto puedo certificar en honor a la verdad.

Rugero Aguilar C.

RECTOR DEL PLANTEL

