GUIDED WORK PRESENTED TO OBTAIN THE “LICENCIATURA” DEGREE

Integrating skills using online tools to enhance English language learning

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The following proposal refers to nine months process of the Guided Work carried out at Tourism Department UMSA; it also makes reference to the results found in this process of teaching English using technology to young and adult students.

In doing so, this Guided Work aimed at helping students at Tourism Department of UMSA University. Since, we proposed an innovative methodology by using what student like most, gadgets and internet. Thus, the main objective of the guided work was to design a project *enhancing English language integrating skills using online tools at the Department of Tourism UMSA*, applying the *Differentiated Instruction* and *Communicative approach*. As a result of this in intervention, a syllabus has been designed according to students’ needs, achieving the proposed objectives satisfactorily fulfilling the department of Tourism needs.

Hence, this process of the guided work and the results obtained are explained in five chapters. *The first chapter* comprises the diagnostic of the institution, the organizational chart of the Tourism Department, the SWOT analysis, objectives and the justification. *The second chapter* presents the theoretical framework. *The third chapter* consists in the project proposal, the sequence of activities, methodology and technology use in educational setting. *The next chapter* explains the project outcomes. *The last chapter* shows the conclusions and recommendations of this study which demonstrate a
significant improvement in reading, writing, listening and speaking when they used online tools as a pedagogical tool.

Dedicated to my beloved mother Ximena
for her invaluable support

With love to my dear aunt
Rosario and my fiance Omar
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CHAPTER I
DIAGNOSTIC SECTION

1.1. INTRODUCTION

The process of English language learning has evolved throughout the years, exposing learners to a variety of approaches such as: structural approach, natural approach and communicative approach this last one framed this project in using technology to learn the target language. In the last three or four years many advances in social network and in computers and internet resources, have created new possibilities for the use of technology by using on line tools like: Web publishing, Google drive, Skype, Facebook, blogging among others; in the process of teaching and learning English as a foreign language; these are the potential new tools for teaching and learning English that this study wanted to explore.

Computer-mediated communication (CMC) is one of the features of globalization and as a result, Internet has become an important linguistic medium. It has been added to every aspect of human life, including the teaching and learning of languages. However, McLuhan (1962) coined the term ‘global village’ in the 1960s of the last century to express his belief that electronic communication would unite the world because "the medium is the message". Warschauer and Healey (1998) also stated that, the message is the rise of computer-mediated communication and Internet, which has reshaped the uses of computers for language teaching and learning at the end of the 20th century. With the advent of Internet and computers, both in society and in the classroom has been transformed from a tool for information processing and display to a tool for information..
processing and communication. For the first time, learners of a language can now communicate inexpensively and quickly with other learners of speakers of the target language all over the world.

This study explored online tools and English learning skills so that, learners reach a high level of proficiency, we believe in exploring the use of Internet as a pedagogical tool to help in the appropriate instruction of learners across the English language. The special focus of this study was to inform the use various online tools that can specifically aid English language learners. For the context of this study, the integration of language skills can be best achieved through involving students in communicative language learning activities.

The present study was developed at in the Department of Tourism. The tourism career has about 150 new students each year, and in the English subject, there are about 25 students per level, there are four levels of English, regular students have 6 hours of English per week; the classes are from Monday to Thursday.

This study is explained in five chapters. *The first chapter* comprises the identity of the institution, the organizational chart of the Tourism Department and also, the SWOT analysis. *The second chapter* consists in the project proposal, the objectives, the justification and the strategy of action. *The third chapter* presents the referential framework. *The fourth chapter* explains the project, the sequence of activities, methodology and technology use in educational setting. *The last chapter* shows the conclusions and recommendations of this study.
1.1. INSTITUTIONAL CONTEXT

1.1.1. General information

- **Name of the Institution:** Universidad Mayor de San Andrés
- **Career:** Department of Tourism
- **Location:** The Department of Tourism is located in La Paz Bolivia
- **Institution address:** 16 de Julio Avenue

1.1.2. Background of the institution

The Tourism major was born on May 24 in 1979 as part of the Linguistic career. In 1986, the “Department of Tourism” was created offering teaching English language during 3 years or 5 semesters with a degree of Técnico Superior, becoming independent of Linguistic major.

In 1994 the curriculum was updated with a new one of 5 years and four levels of English language from Monday to Thursday, giving students the opportunity to have a bachelor's degree in Tourism.

The Tourism and Linguistic career worked together providing English language services with well prepared teachers in most of the cases in specialized in ESP. Actually there four levels of English, at level I there are 3 parallels each one has 40 students making a total of 120 students in this level, there are 2 parallels for level II as well as III and level IV at different times with a round of 25 students per level. It also has an exclusive room equipped with audio visual material. (Turismo)
1.1.3. Organizational figure of the institution

**Figure N°1**

- Assembly Students-Teachers
- Advisory Council
- Management Tourism Major
  - IICSTUR
  - Rural Head Office
  - EMISTUR
- Secretary’s Office
- Academic KarDEX
- Assistant Doorman Messenger
(Universidad Mayor de San Andres, 2014)
1.1.4. Vision of the institution

“The Tourism Department at San Andrés University is an accredited unit, applying leadership in Training professionals and also, generates knowledge that contributes to the definition and management of public policies”

1.1.5. Mission of the institution

“To train professionals suitable, proactive and committed to social reality; generate research in the perspective of the overall development and to empower the sustainable Tourism”

1.2. SWOT ANALYSIS

It is concerned with the identification of the Strengths, Weaknesses, Opportunities, and Threats of the learning and teaching English that can be addressed in developing goals, objectives and context in a language program. “The analysis in language serves the following purposes:

- Providing a mechanism for obtaining a wider range of input into the content, designing and implementation of a language program through involving such people as learners, teachers, employers in the planning process

- Identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program

- Providing data that can serve as the basis for reviewing and evaluating and existing program.” (Richards J. C., 2005)
According to Richards, needs analysis may focus on the either the general parameters of the language program or on the specific communicative needs of language learners might have.

In order to determine the Tourism Department needs, it was necessarily to carry out a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), so in table Nº 1 this is presented.

## USUFUL ASPECTS

<table>
<thead>
<tr>
<th>STRENGTHS (internal factors)</th>
<th>OPPORTUNITIES (external factors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good teachers staff</td>
<td>The English program can become the best program in the university (UMSA) if it is offered in courses of 2 months or month</td>
</tr>
<tr>
<td>Responsible students</td>
<td>Students have the opportunity to learn English</td>
</tr>
<tr>
<td>Support from the head of Tourism Department for making changes</td>
<td>The use of tics allow students to improve their own learning</td>
</tr>
<tr>
<td>Organized administration</td>
<td></td>
</tr>
<tr>
<td>English language syllabus is the core career</td>
<td></td>
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</tbody>
</table>

## HARMFUL ASPECTS

<table>
<thead>
<tr>
<th>WEAKNESSES (internal factors)</th>
<th></th>
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<tbody>
<tr>
<td>English is taught in a long period (1 semester for each level) so students do not develop the command of English satisfactorily</td>
<td></td>
</tr>
<tr>
<td>Equipment does not work</td>
<td></td>
</tr>
<tr>
<td>Teachers do not have a text book developed at the Tourism Department</td>
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</tbody>
</table>
1.2.1. DATA CROSS ANALYSIS

In order to determine the Department of Tourism needs, is necessary to carry out a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and also cross data to develop this project. So that, below this is presented.

1.3.1.1 RISKS: strength and threats

The Tourism Department has an agreement with San Andres University Linguistics and Language department, so students have the opportunity to study English with a good teacher’s staff and a well prepared English syllabus as a core of the career. However, not all students study English at the Tourism Department. This situation puts the Tourism Department at risk since other institutes take the responsibility of teaching English, in order to minimize this risk, they must optimize their strengths. They should change the way to teach allowing students to improve their own learning using online tools.

1.3.1.2 LIMITATIONS: Weakness and threats

The Tourism Department offers four levels of English each level for 1 semester which is taught in a long period so students do not develop the command of English satisfactorily. Other limitations, teachers do not have a text book developed at the Tourism Department, also lack of tourism specialty English teachers and lot of students per class. They should master at least one foreign language. Also those limitations can be overcome changing the program offering English in courses of 2 months or a month.
1.3.1.3 CHALLENGES: Weaknesses and opportunities

The potential challenge of the Tourism Department is to make good use of its opportunities.

Since they have an equipped classroom, but teachers’ materials are not adapted to those tools. That is why, they decided do not use them. We think that they must avoid this problem using online tools and changing the classical classroom for those virtual, more over with gadgets that students have and loved to use them.

1.3.1.4 POTENCIALITIES: Strengths and opportunities

The Tourism Department has a signed agreement with San Andres University, more specifically with the Linguistics and Language Department.

This agreement allows teachers staff to teach English in coordination and support from the head of Tourism Department for making changes. The teachers and students have an organized administration.

Students are responsible and they have the opportunity to learn English in an equipped classroom.
1.3. OBJECTIVES

1.3.1. General objective

The main objective to this work is:

- To integrate the four skills using online tools to enhance English language learning at the Tourism Department UMSA

1.3.2. Specific objectives

- To conduct a learning needs analysis in the Tourism Department
- To analyze and interpreted information take into account in needs analysis
- To determine the goals and objectives of the course based on the SWOT analysis
- To design a syllabus based on the students’ needs and requirements
- To guide learners in the use of online tools as a pedagogical tool
1.4. JUSTIFICATION

The last few decades have seen a growth in the role of the English language around the world as the lingua franca for economic, scientific, learning and political exchange. The term lingua franca means ‘any language used for communication between groups who have no other language in common’ (Matthews, 2014). Lingua Franca is related to globalization and (Alessia, 2012) defined globalization as a separation of space and time, emphasizing that with instantaneous communications, knowledge, and culture could be shared around the world simultaneously. Globalization has been viewed primarily as an economic phenomenon, involving the increasing interaction, or integration of national economic systems through the growth in international trade, investment, and capital flow. However, the definition has expended to include also cross-border social, cultural, political, and technological exchanges between nations and in particular, between people.

The Internet has also an ever growing impact on the lexical, phonetic, syntactic standards of language, and the great importance that most teachers place, or should put, on the use of ‘correct’ language. For example, (Lomicka Lara, 2003) said this global technology has led to the evolution of an abbreviated English language that emerged in chat groups and in what is referred to as the virtual world. Examples for this feature include, 2day (today), Cu (see you), b4 (before), RUOK? (Are you OK?), c%l (cool) to mention but a few. Capital letters are also given syllabic values, as in thN (then), nEd (need) in Internet communications. (Danet, 2007)

I believe in exploring online tools and English learning skills combined both to integrate them, so that learners reach a high proficiency level in L2 and they are involved in what they like the use of computers/Internet as a pedagogical tool since technology became part of our life, more over learners like using online tools and learn using them.
There is the necessity to guide learners in the use of technology, since they are native in it. The use of computers/Internet is very common and easy for them, taking this advantage we have the opportunity to change the way we teach. The Internet has important implications for linguistics, language learning and language teaching giving as the challenge to refresh the way we teach and the way students used learn.
CHAPTER II
THEORETICAL FRAMEWORK

The purpose of this chapter is to analyzed, examine and highlight the relevant issues in language teaching. It is therefore, concerned with linguistic theories and online theories of language learning and how applies them in the classroom.

2.9 COMMUNICATIVE LANGUAGE TEACHING

The Communicative Approach emerged in the early 1970s as a result of the work of the Council of Europe experts (Al-Mutawa, 1989) However, it can be traced to the work of Chomsky in the 1960s, when he advanced the two notions of 'competence' and 'performance' as a reaction against the prevalent audio-lingual method and its views. These two concepts were developed later on by (Hymes, 2001), into a 'communicative competence' which refers to the psychological, cultural and social rules which discipline the use of speech.

(Hymes, 2001), as a sociolinguist, was concerned with the social and cultural knowledge which speakers need in order to understand and use linguistic forms. His view, therefore, encompassed not only knowledge but also ability to put that knowledge into use in communication. Dimensions of communicative competence which are identified in the literature include: linguistic or grammatical competence, sociolinguistic or pragmatic competence, discourse competence, strategic competence.

Communicative Language Teaching is best considered as an approach rather than a method (Richards J., 1986) Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom.
The theory of language teaching underlying the Communicative Approach is holistic rather than behaviorist. It starts from a theory of language as communication (Richards J., 1986) which implies knowledge of the grammatical system as well as performance. In other words, such competence includes both the usage and use of the language (Widdowson, 2003).

Unlike the audio-lingual method, the Communicative Approach gives priority to the semantic content of language learning. That is, learners learn the grammatical form through meaning not the other way around. Thus, "learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards J., 1986).

2.2. LEARNING AND MOTIVATION

Motivation is probably the most important factor that teachers can target in order to improve learning. Motivation in learning is the main part of good teaching; it drives and encourages students to achieve the internal goal.

(Gardner, 1972) said that instrumental motivation refers to the learner’s desire to learn a language for utilitarian purposes in context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community.

In later researchers Crookes and Schmidt explored for other motivational orientations:

- Reason for learning
- Desire to attain the learning goal
- Positive attitude toward the learning situation and
- Effortful behavior
2.2.1 Integrative Motivation

When a learner is motivated, he or she wants to study a language “to learn more about the cultural community, because he is interested in it” (Gardner R. C., 1972). On the contrary, instrumental motivation describes a group of factors concerned with external goals such as social benefits, financial rewards, getting a job or gaining a promotion. (Burden, 1998) Emphasize the fact that “it was originally found that integrative motivation correlates with higher achievement in the language, leading to a suggestion this is a more important form of motivation”

2.2.2 Instrumental motivation

(Burden, 1998) Found a high correlation between instrumental motivation and high language proficiency test scores. (Mackay, 2007) States that “these contradictory findings suggest that motivational factors need to be assessed within the larger social context”, further distinguishes integrative and instrumental motivation according to whether or not the motivation comes from intrinsic or extrinsic sources. Table 2 specifies this additional differentiation.
2.2.3 The distinction of intrinsic and extrinsic motivation

<table>
<thead>
<tr>
<th>Intrinsic</th>
<th>Extrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative</td>
<td>Learner wishes to integrate with the L2 culture (e.g. for immigration or marriage)</td>
</tr>
<tr>
<td>Instrumental</td>
<td>Learner wishes to achieve goals utilizing L2 (e.g. for a career)</td>
</tr>
</tbody>
</table>

Table N° 2 (Mackay, 2007)

(Mackay, 2007) These benefits of learning English contribute an important source of instrumental motivation. Such economic benefits, on one hand, can arise from intrinsic sources. In this case, individuals long to learn English because they are convinced this knowledge will lead to a better job or other kind of economic profit. On the other hand, when the motivation comes from extrinsic sources, an employer actually provides economic encouragement for learning languages. The author states that:

“Intrinsically derived instrumental motivation is based on an individual’s belief that economic rewards will accrue from learning English, while extrinsically motivated instrumental motivation is based on actual economic benefits given an individual by a corporation or government.” (Mackay, 2007)
2.3 STRATEGIES AND PEDAGOGIC LEARNING RESOURCES

Learning strategies means in this case making decisions, students can choose knowledge to complete a certain objective.

It is also, a sequence of operational activities or plans addressed to the attainment the learning goals.

According to (Genovard, 1990), learning strategies can be defined as the behavior students show during the learning process which, apparently, influences the coding process of the information they are supposed to learn.

Below, there is a list of the main characteristics of learning strategies:

- The application of learning strategies is not automatic, but controlled.
- They demand planning and control in their implementation. Also, they are related with the meta-cognition or knowledge on the own mental processes.
- Learning strategies imply the selective use of the students ‘own available resources and capacity. Thus, they can make use of different alternative resources and capacity. Thus, they can make use of different alternative resources according to the requirements of the task they are working on.
- Strategies are constituted of other simpler elements which are learning teaching and skills.
2.4 TEACHING ACTIVITIES

Classroom activities are designed to complete tasks that are mediated through language or involve negotiation of information and information sharing, (Littlewood, 2006) distinguishes between “functional communication activities” and “social interaction activities” as major activity types in communicative language Teaching. Functional communication activities include such tasks as learners comparing.

Teachers in communicative classrooms find themselves talking less and listening, they are active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however.

The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 2000).

Active learning refers to the level of academic student engagement in and out of the classroom. These teaching techniques are intended to make the students active (rather than passive) participants in learning.

Learning important health knowledge and skill is not unlike learning many new skills. Many individuals learn best and become proficient in skills by practicing them rather than merely being a spectator to the skill, such as listening to teachers talk about the skills, reading about the skill, or watching others perform the skill (Larsen-Freeman, 2000).

Active, hands-on teaching strategies and learning activities are designed to take students out their books, sometimes out of their seats, sometimes out of the classroom, sometimes out of their school, and sometimes out of their familiar ways of thinking.
Active, hands-on teaching strategies and learning activities are intended to make students active participants in their own learning (Silberman, 1996). Teaching Strategies refers to the structure, system, methods, techniques, procedures, and processes that teacher uses during instruction.

2.5 SYLLABUS DESIGN

A language-teaching syllabus involves the integration of the subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choices of syllabus can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language. To design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the language teaching method play a major role in determining what syllabus is adopted.

Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning related with cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate variety of discourse types.

The choice of syllabus is major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabus and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabus exist, and these different types may be implemented in various teaching situations.
2.6 ONLINE LEARNING

Online teaching and learning is faculty-delivered instruction via Internet. Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions.

Two parallel processes take place in an online environment:

- Students become more active, reflective learners.
- Students and teachers engage in learning through the use of technology and become more familiar with technology by using it.

Online learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is “delivered” by teachers, fully qualified and interested in teaching online in a web-based environment (Feenberg, 2002)

Asynchronous learning methods use the time-delayed capabilities of the Internet. It typically involves tools, such as:

- e-mail
- threaded discussion
- news groups and bulletin boards
- file attachments

2.6.1 Asynchronous e-learning

Asynchronous learning refers to a group of learners that are engaging in learning even when they cannot be online at the same time. (Feenberg, 2002)

The courses are still instructor-facilitated but are not conducted in real time, which means that students and teacher can engage in course-related activities at their
convenience rather than during specifically coordinated class sessions. In asynchronous courses, learning does not need to be scheduled in the same way as synchronous learning, allowing students and instructors the benefits of anytime, anywhere learning.

Asynchronous e-learning commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time. It is thus a key component of flexible e-learning. In fact, many people take online courses because of their asynchronous nature, combining educations with work, family, and other commitments. Asynchronous e-learning makes it possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers. (Asynchronous and Synchronouns E-learning, 2008)

2.6.2 Synchronous e-learning

Synchronous e-learning is related with chat and video conferencing; it has the potential to support e-learners in the development of learning communities. Learners and teachers experience synchronous e-learning as more social and avoid frustration by asking and answering question in real time. Synchronous sessions help e-learning feel like participants rather than isolates. (Hrastinski, 2008)

2.7. COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

Computer-mediated communication (CMC) is the umbrella term that refers to human interaction by means of computers. Since the early 1990s, research into CMC has examined how electronic media can be employed to enhance second language learning. (Warkschauer, 2000)

The various types of interaction that fall under CMC can be grouped into two categories: asynchronous and synchronous interaction. Asynchronous interaction involves
participants communicating over elapsed time. In this type of interaction, a time delay exists between the time the sender sends a message and when the receiver reads the message. Examples of asynchronous technologies include email, text message transmitted over the cell phones around two years ago, and bulletin boards. **Synchronous** interaction involves the participating online at the same time in order to communicate in real time. Examples of synchronous communication include telephone conversation, Skype voice and video conferencing, electronic chat, and instant texting (whatsApp).

We can say that the use of both asynchronous and synchronous technologies has intensified in all sectors of society. It is however, essential to ask why we should use CMC for learning and interaction when it can achieved just as easily in traditional classroom.

To answer this, we need to refer to researches that have been conducted. CMC suggests that, when communication occurs online, there is an increased participation on the part of students, the teacher’s role as the instructor shifts from disseminator of knowledge to a moderator, thus increasing students participation, participation is equalized among students when no one student dominates (Warkschauer, 2000) and the quality of language generated by students is favorably impacted by their participation in CMC (Levy, 2006). Additional benefits of using CMC in order to facilitated learners access to comprehensible input (Warkschauer, 2000) providing learners with opportunities for output production and giving learners opportunities to negotiate meaning (Thomas, 2010).

Negotiation of meaning is an important concept for second language learners. In effect, negotiation of meaning is the effort of two people engaged in any type of interaction when both work to maintain the flow of communication. Native speakers use communication strategies to facilitate communication. These include:
• Request for help “How do you say…?”
• Clarification checks “Did you mean…?” Did I understand correctly…?
• Self-corrections “No, no… let me explain, I mean…”
• Comprehension checks “Let me repeat that so we are on the same page…”
• Confirmation checks “I get it now…” (Warkschauer, 2000)

However, learners often fail to use these communication strategies when speaking. Often they are so cognitively over loaded in classroom, especially when they are trying to use academic English that they forgot to employ the above simple strategies to grease the flow of their own interactions with the teacher. As I mentioned above, CMC used in classroom setting greatly minimized learners’ anxiety levels so that they pay more attention to their own communication strategies.

2.8. DIFFERENTIATED INSTRUCTION

Differentiated instruction is a pedagogical strategy that allows students to work collaboratively on meaningful tasks as their own level and pace. This best practice has gained considerable attention, particularly in the area of language learning through technology. Both interactions (Long, 1996) and sociocultural (Donato, 1989) researches agrees that differentiated learning, collaboration, and communication between learners are beneficial for language learning to occur. Central to student-centered learning is equity in education, the premise that advocates that all students must be afforded a fair and equal opportunity to participate in the learning process. In student-centered learning environments, students are actively engaged in creating, understanding, and connecting to knowledge (McCombs, 1997). In student-centered classrooms, teachers share the control while students are allowed to explore, experiment, and discover on their own
(Nunan, 1988). In this setting, computer technologies provide more venues for all students to be equally and actively engaged in language learning activities. Knowing how to instructionally do this within a context of project-based learning, the one computer classroom, and using technologies is the focus of the following section.

2.8.1. What differentiated instruction is and is not

<table>
<thead>
<tr>
<th>DI is</th>
<th>DI is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Having a vision of success of our students.</td>
<td>1. Individualization. It is not a different lesson for each student each day.</td>
</tr>
<tr>
<td>2. Providing a variety of assignments within units of instruction, realizing that students do not all learn in the same way.</td>
<td>2. Giving all students the same work or even identical assessments all of the time.</td>
</tr>
<tr>
<td>3. Recognizing the variance in learning styles of our students.</td>
<td>3. Assuming that all students learn by listening.</td>
</tr>
<tr>
<td>4. Allowing students to choose, with teacher direction, the route to their learning.</td>
<td>4. Merely having centers in the classroom.</td>
</tr>
<tr>
<td>5. Providing opportunities for students to demonstrate proficiency an area they already know and allowing them to move forward.</td>
<td>5. Assigning more work to students who have demonstrated mastery in an area.</td>
</tr>
</tbody>
</table>
6. Offering tiered lessons, of varying degrees of difficulty, dealing with similar content.  

6. Only for students who demonstrate a need for acceleration

*Table Nº 3*  
(West bloomfield, 2013)

### 2.9. PROJECT-BASED LEARNING

“Project-based learning (PBL) is model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices” (Asan, 2005)

The major benefit of PBL is how it can allow us to create projects across curriculum areas, in other words, projects that foster interdisciplinary learning. Within the framework of PBL curriculum, teachers have many opportunities to build relationships and interact with students.

### 2.10 CONSTRUCTIVIST PEDAGOGY FOR WORKING ONLINE TOOLS

There are cognitive constructivist and social constructivism. Rather than highlighting their differences, we attempt to underscore their similarities in the light of classroom practice.

(Jonassen, 1994) Proposes eight such similarities:

1. Afford multiple truths and accounts reality.
2. Provide multiple portrayals of reality, avoid curricula dangers of stereotyping, tokenism, and over-implication, and are thus better situated to represent the complexity of the real world.
3. Generate learning environments in which students create knowledge rather than reproduce it.
4. Emphasize authentic contextualize and meaningful task participation rather than de contextualized instruction.
5. Accentuate exploratory, real-world, and/or case-based learning over predetermined and lock-step instruction.
7. Enable ”context-and context-dependent knowledge instruction.”
8. Support collaborative and cooperative learning through interaction, dialogic engagement and social negotiation rather than standardized, competitive learning.

What this means is that a student never enters a classroom as a blank slate waiting to be filled with knowledge bye the teacher. Instead, students come to each task of learning with the expertise and knowledge from prior experiences, which in turn influences the way in which s student (a) approaches each new task of learning, and (b) internalizes and constructs new knowledge from the task.

2.11. READING AND WRITING E-TOOLS
This point, focus on instructional technologies (ITs), which can be used to help students improve their literacy skills. (Meltzer, 2001) Defined Literacy as “reading and writing at level adequate for communication, or at a level that lets one understand and communicate ideas” Thus a student is literate if (s)he “can use reading, writing speaking, listening and thinking to learn what they want/need to learn and can communicate/demonstrate that learning that learning to others who need/want to know ”

Also this section illustrates the use of writing/reading facilitative online tools such as google drive, wikis, webquests, and e-books, to enhance English language learners.
Giving students many opportunities to read, to write, to listen to, and to discuss oral and written English texts expressed in a variety of ways.

Tools introduced in this section are defined below. Following these definitions, there are directions on how best install these tools for use in the classroom.

2.11.1 Google Drive

Google Drive ([www.google.com/drive](http://www.google.com/drive)) is a web-based space that can be shared in collaborative projects, or edited by individual writers. Although each document can be saved, it is also possible to return to previous documents. This tool provides a space where students can collaborate on the production of writing tasks. This permits students to feel comfortable sharing ideas, making writing mistakes, and editing their classmates’ work. In keeping with the concept of differentiated learning it is easy to organize writing projects with individual, pair work or group work students. An early research into the use of technology (Thomas, 2010), point to the fact that students who are hesitant to participate orally many times are active participants in online writing projects. Because process writing online tools save different versions of the same documents, students can edit and re-edit their work without being concerned about losing their work. This function also allows users to evaluate or self-evaluate their own writing process by looking back at previous versions of the same text. Collaboration and peer-revision is further advantage that this tool fosters.

2.11.2 Wikis

A wiki ([www.wiki.com](http://www.wiki.com)) is a collaborative website that many people can work on or edit. This idea was originally conceptualized by (Raman); he named it wiki, which is a term meaning quick in Hawai’ian. The computer program allows users to access the original postings and add or change content. The original intention of this shared writing was to
allow as many participants to contribute and make changes, therefore resulting in a webpage that could be constantly updated.

Wikis promote student-centered teaching in those students themselves have control over what is written and what stays on the wiki pages. Indeed, (Thomas, 2010) suggests that, the less control the teachers exerts, the more successful the wiki project is. Another advantage is the flexibility; students can incorporate links to other websites or use pictures and other graphics to spruce up what they have written. This is clearly appealing to the digital generation, who are not used to seeing only words on a page. (Commings, 2008) Suggest too that wikis make writing seem more of a process than a series of static drafts that are tweaked and twiddled.

Finally, the negotiation involved in the collaboration on a wiki project necessarily helps students develop successful problem-solving skills. To facilitate this, many wikis offer an optional called “Discussion” or “Comments” in which students can discuss issues with each other, give reasons for changes or disagree with someone else has written.

2.11.3 Blog

Blog are logs or journals, posted to a website where they can be seen by anyone. Unlike a wiki, they cannot be edited, unless the owner activates the “comment” feature inviting responses from lectors. As a result, both previous postings and new comments are on the site. Originating in the mid-1990s, blogs were also known as online diaries. (google, 2013). To create an account you can search for www.wordpress.com and www.blogger.com which are the most well know websites referring to blogs.
2.11.4 Web quests

A web quest is a tool used to focus learners’ attention on particular content and promote their inquiry through the World Wide Web. These activities can be carried out individually or in small groups, depending on the organization of the task. As the link to content information is provided by the creator of the activity, it permits students to access the content they need to complete the task without spending a lot of time searching. If necessary, links to content on the internet can be given to the learners instead of them searching for their own sites. In order to offer students the possibility of accessing content information in their first language, both the links and web quest instruction can be provided in the learners’ home language.

Web quests are predesigned activities for learners to use to answer questions about a specific topic. Most are designed to be grouped activities therefore enhancing interaction. Teachers can create web quest that are developmentally appropriate for their own students. In this case, technology can be use for students to manage student learn technology and strategy learning. Using web quests student research skills can be practiced through guided inquiry.

2.12 LISTENING AND SPEAKING E-TOOLS

Listening activities are especially beneficial during the early phase of language development.

At the preproduction stage of language learning, students language skills are at the receptive level, during which (s) he enters a “silent period” of listening. Student at this stage are able to comprehend more English that can produce. Once of the more fundamental strategies to facilitate second language learning, and specifically listening ability, for students is to use of a wide range authentic language resources. Authentic materials are those designed for and by native speakers of the language. These materials expose students to real language used in context and to cultural and cultural information.
In addition, these authentic materials motivate students and keep them on task. (Vandergrift, 2006) States: learners who listening to authentic oral materials exhibit greater overall listening comprehension.

In the past, a feature of part of teaching listening was to use radio and/or TV programs, with new technologies such as podcasts, video casts, audio blogs, iPods, and two-way synchronous video reading, student are now able to learn and manipulate e-tools. Listening is an active process where learners focus on certain features of the input and construct meaning.

2.12.1 Listening with Podcasts

A podcast is a digital file that is created and posted on the internet and can be played on a mobile device or on a personal computer at a time convenient to the listeners. The prefix pod comes from the expression “play on demand.” Podcast has the capability to be syndicated; it means you can subscribe to a podcast and the subscriber will receive new content once it has been added and uploaded by the author or creator of the podcast. New content is typically added on daily, weekly, or sometimes monthly basis. When you subscribe or download a podcast, you can listen to the program when, where, and how you want.

Teachers and students can subscribe to, download, and listen to exiting podcast. In addition teachers and students can create podcasts of their own. There is a wealth of podcast already online; some are specific to language learning and some are designed for native speaking audiences. The important point is that podcast designed for native speaking audiences provide learners with unlimited opportunities to listen authentic English used in variety of ways. Podcast designed for language learning include theme-based conversation, English language hints, grammar tips, culture, vocabulary, idioms and everyday conversation. Podcast for native speaking audiences include news, film
reviews, education topics, science reports, documentaries, theater, history, comedy, politics, sports, etc.

There are various ways to locate and download podcast, the most popular way to subscribe to a podcast is to use iTunes. iTunes is an apple software. Users downloaded the free iTunes software onto their computers; navigate to the iTunes store, click on podcasts, and then browse through the hundreds of educational podcasts are available.

Already exiting podcasts are excellent for English language learners at all levels of language learning. At the preproduction and early production levels, students need to be provided with the opportunity to receive meaningful and comprehensible input. Podcast can assist teachers in providing students with meaningful and understandable language.

2.12.1.1 How to use podcast in the classroom

The teacher can teach a lesson using an essay. The teacher would like to present this essay to his/her class and (s)he would like to include technology. Many essays reading are available as podcasts. People around the world read these essays, record them as podcast, and post them as podcasts, and post them online to share. The web page “Great Books” post poems essays each week; this resource can be found at www.greatbooksaudio.com/. Each essay on this site is accompanied by a short paragraph, the audio file, and a picture interpretation of the essay. The picture can act as the warm up for this lesson. Another way to use a podcast is to download the podcast to a device, based on it create tasks since it offers a plenty of audios related with English language learning.
2.12.2 Audioblogs

Audioblogs successfully combine blog and audio file technology. Users can post audio files online, instead of or in addition to text files, and share these files with an audience. The entries are catalogued by date and time and are stored as an audio portfolio.

Audioblog services include [www.audioblog.com/](http://www.audioblog.com/) and [www.audioblogger.com/](http://www.audioblogger.com/). They are an excellent place for students to post their opinions and ideas.

2.12.3 Video sharing libraries

Some years ago, several video sharing libraries have appeared on the internet. These video libraries contain short video clips uploaded and posted by viewers. Often viewers rate the videos and they are categorized by most popular, most viewed, etc, typically using a star system. A word of caution: although you can find excellent resources, many videos also contain inappropriate material. It is recommended that, if videos will be used, the teacher has to search for a specific video and provide the students with the video or the specific link. (Berger, 2005)

The most popular video library is [www.youtube.com](http://www.youtube.com), it has a search capability. The user enters any topic and several videos will be available.

In the next chapter we want to present the *project development* that specifically show the steps we follow to achieve our objectives. In doing so, we focused on the methodology and in the principles of technology use in a classroom.

2.12.4 Skype

Skype is the most popular Internet voice communication service in the world.
More than 75 million people use Skype. It is simple to use. It lets you reach out across continents, borders, countries, and time zones to make crystal-clear voice calls, send instant messages, transfer digital files, and make video calls almost anywhere in the world for free. You can also call people on their ordinary phones and cell phones for a fraction of the cost of a traditional call (Max, 2006)

Skype is also changing the way people think about communications, an also in education. Many teachers and students around the world make call and practice oral conversation avoiding shyness.
CHAPTER III
PROJECT PROPOSAL

We consider that the main purpose for teaching English at the Tourism Department has to be one that enables our students to use the language in real situations in a global world dealing with a lot of information coming from internet. So that our proposal in intended to help and guide learners to use online tools to improve, enhance English language learning on basis of the Communicative Approach for language teaching, as well as constructivist pedagogy to provide opportunities for students to learn by themselves in a meaningful way since Communicative Language Teaching and online tools make different learning strategies that motivate students active participation.

We strongly believe that if students are given clear guides on how to use online tools to learn and reinforce English, they will help themselves. Teaching can therefore be far more stimulating and challenging than those language exercises or repetition drills which concentrate only on form.

3.1 PROPOSAL
3.1.1. MAIN AIM

<table>
<thead>
<tr>
<th>General Objective</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve English proficiency in EFL STUDENTS at Tourism Department through the use of online tools at UMSA University.</td>
<td>English students proficiency will be determine when students have a score higher than 70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To diagnose students in EFL STUDENTS at Tourism Department through the use of online tools at</td>
<td>The survey showed that students at the Tourism Department were interested in learning online tools.</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>To diagnose Tourism Department at UMSA University</td>
<td>The survey showed that teachers and directives approved the use of online tools as pedagogical resource for learning English.</td>
</tr>
<tr>
<td>To analysis the needs of EFL students and tourism department in order to generated a proposal for improving English proficiency of EFL students at tourism department through the use of online tools at UMSA University.</td>
<td>Students were part of the survey and gave their opinion about the use of online tools when learning English.</td>
</tr>
<tr>
<td>To generate a chronogram for developing the present guided work at the Tourism Department.</td>
<td>To generated the chronogram of the present guided work in coordination of teachers and directives.</td>
</tr>
<tr>
<td>To develop the project proposal based on the chronogram.</td>
<td>To accomplish the 100% of the project proposal.</td>
</tr>
<tr>
<td>To evaluate the results of the proposal development.</td>
<td>To evaluated the 100% of the result of this guided work.</td>
</tr>
</tbody>
</table>

**Table N° 4**

### 3.1.2 Place

This project was conducted at the Department of Tourism at Universidad Mayor de San Andrés. It is located in the urban district of the city.
3.1.3 Time

We got started on May until January, during the 2013-2014 in other words. The classes met for 6 hours twice a week.

The Tourism department offers English classes for native Spanish students and it also has technical area conformed for well prepared staffs of teachers who are committed to help students with ESP learning.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TIME</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar I &amp; II</td>
<td>14:30 – 17:30</td>
<td>04-26-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05-24-2013</td>
</tr>
<tr>
<td>Oral expression and vocabulary I</td>
<td>14:30 – 17:30</td>
<td>05-31-2013</td>
</tr>
<tr>
<td>&amp; II</td>
<td></td>
<td>06-28-2013</td>
</tr>
<tr>
<td>Winter review course</td>
<td>14:30 – 17:30</td>
<td>07-01-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>07-27-2013</td>
</tr>
<tr>
<td>Listening I &amp; II</td>
<td>14:30 – 17:30</td>
<td>08-02-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>09-13-2013</td>
</tr>
<tr>
<td>Reading</td>
<td>14:30 – 17:30</td>
<td>09-20-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-25-2013</td>
</tr>
<tr>
<td>Receptive and productive skill</td>
<td>14:30 – 17:30</td>
<td>11-01-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-29-2013</td>
</tr>
<tr>
<td>Summer review course</td>
<td>14:30 – 17:30</td>
<td>01-13-2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>01-31-2014</td>
</tr>
</tbody>
</table>

*Table Nº 5*

3.1.4 Selection of students

The present study was developed at in the Department of Tourism of Mayor de San Andres University. The tourism career has about 150 new students each year, and in the English subject, there are about 25 students per level, there are four levels of English,
regular students have 6 hours of English per week; the classes are from Monday to Thursday, where students accomplished effectively their learning objectives.

The students who I thought English were around 15, and they were selected first by a placement test, then we agreed with teachers of regular classes to invite those students which have difficulties in learning English to my classes in order to reinforce their weaknesses.

### 3.2 TEACHING TECHNIQUES

The teaching techniques to be used in this guided work were *Project-Based learning*, *Differentiated Instruction* and *Communicative approach*. These techniques based on approaches and methods helped in a meaningful way to the guided work development. These techniques were appropriate to teach English to students since its objective was to connect skills and online tools with a meaningful language use.

(Asan, 2005) Explains about PBL, saying that:

> “Project-Based learning is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and emphasizes learning activities that are long term, interdisciplinary, student-centered, and integrated with real world issues and practices”

*Differentiated Instruction* is a pedagogical strategy that allows students to work collaboratively on meaningful tasks at their own level and pace.

*Communicative Approach* in language teaching starts from a theory of language as communication. (Richards J., 1986)

### 3.3 EVALUATION

Evaluation refers whether the goals and objectives of a language are being attained. It may be concerned with how teachers and learners perceive the goal of the courses,
material and learning experiences. According to (Richards J., 1986), the information obtained from evaluation procedures is used to improve educational practices rather than simply describe them.

The methodology we take into a count for this project is cumulative; it means that we link theory and practice. Theory in this case is what online tools are and how language is learned. It might include quizzes and practices online as well as in classroom. Tests are important in order to know whether the objectives are being achieved.

These design features might include objective, syllabus specifications, types of activities teachers and students’ role. Design features in turn are linked to actual teaching and learning practices as observed in the environment where language teaching and learning take place.

### 3.4 SYLLABUS

According to Richards syllabus is concerned with the selection, sequencing and justification of the content of the course. We have also seen that the choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information possible.

<table>
<thead>
<tr>
<th>Units</th>
<th>Function</th>
<th>Grammar</th>
<th>Listening/Speaking</th>
<th>Writing/Reading</th>
</tr>
</thead>
</table>
| **1 Getting to know you** | • Talk about where are from  
• Exchange information about your family  
• Understand and complete a simple form | • Be: affirmative + subject pronouns  
• Possessive ‘s  
• Yes/no questions with be  
• Articles: a/an  
• Be negative + subject | **Speaking tasks:**  
• Describing Countries and nationalities  
• People and objects  
• Families  
• Jobs  
• Beginning and ending a conversation  
**Listening tasks:**  
• Identify the | **Reading texts:**  
• A website  
**Writing task:** fill in an employment form |
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | Free Time | - Talk about your daily routine  
- Write about a daily routine  
- Identify everyday objects | - Simple present  
Do I/you/we/they  
Does He/she/it  
Demonstrative this/that/these/those  
Plural nouns | Daily activities/routine  
- Vacations  
- Personal possessions  
- Everyday objects  
Listening tasks:  
- Identify the gist  
- Recognize key information | Reading texts:  
Advertisements  
Article about unusual jobs  
Writing task:  
Complete questionnaire |
| 3 | Food | - Talk about quantities and numbers  
- Talk about your diet and lifestyle  
- Order food in a café | - Nouns: count and non-count  
- Quantities: how much/ how many?  
- Identify quantities: a/an/some/any  
- Object pronoun | Speaking tasks:  
- Ordering in a restaurant  
- Food and drink  
- Quantities  
- Containers  
Listening tasks:  
- Identify the gist  
- Recognize key information | Reading texts:  
Article about foot around the world  
Letters in a magazine  
Writing task:  
Write and answer to a letter (email) |
| 4 | Destinations | - Make general predictions about the future  
- Give explanation for choices  
- Describe a favorite place | - Will: Predictions  
- Adverbs: too, too much/many, enough | Speaking tasks:  
- Describing natural places  
- Talking about choices  
- Label a map  
Listening tasks:  
- Understand important details  
- Check predictions  
- Geographical features  
- Machines at home | Reading texts:  
An article about La Paz Bolivia  
A brochure about a prison garden program  
Writing task:  
a description of your favorite place |
<table>
<thead>
<tr>
<th>5</th>
<th>Your free time</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Talk about your free time</td>
<td></td>
</tr>
<tr>
<td>- Talk about what you can and can’t do</td>
<td></td>
</tr>
<tr>
<td>- Take and leave a simple phone message</td>
<td></td>
</tr>
<tr>
<td>- Simple present: negative</td>
<td></td>
</tr>
<tr>
<td>- Can/can’t ability</td>
<td></td>
</tr>
<tr>
<td>- Can: request</td>
<td></td>
</tr>
<tr>
<td>Suggestions: Let’s/how about/ why don’t we...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Around the house</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Talk about your home</td>
<td></td>
</tr>
<tr>
<td>- Talk about important possessions</td>
<td></td>
</tr>
<tr>
<td>- Write and informal email about your country</td>
<td></td>
</tr>
<tr>
<td>- There is/ there are: statements and questions</td>
<td></td>
</tr>
<tr>
<td>- Have/has: possessions and features</td>
<td></td>
</tr>
<tr>
<td>- Modifiers: very/pretty/really</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>A day work</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand instructions</td>
<td></td>
</tr>
<tr>
<td>- Say how often you do something</td>
<td></td>
</tr>
<tr>
<td>- Welcome a visitor to your place of work</td>
<td></td>
</tr>
<tr>
<td>- Imperatives</td>
<td></td>
</tr>
<tr>
<td>- Adverbs of frequency</td>
<td></td>
</tr>
<tr>
<td>- Would like: preferences and offers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify the gist</td>
</tr>
<tr>
<td>- Recognize key information</td>
</tr>
<tr>
<td>- Distinguish abilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Get and give directions in a building</td>
</tr>
<tr>
<td>- Recognize key phrases</td>
</tr>
<tr>
<td>- Recognize key information</td>
</tr>
<tr>
<td>- Understand location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Write a brief task about your favorite tourist attraction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Personal Profiles</td>
</tr>
<tr>
<td>- Brief essays about tourist attraction (Blog)</td>
</tr>
<tr>
<td>- An email and a web questionnaire and key</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Write and informal email about your country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read an efriend profile (Website)</td>
</tr>
<tr>
<td>- Brief essays about important possessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Get and give directions in a building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Write an email to a hotel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Leisure activities, questions to fit answers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A quiz online</td>
</tr>
<tr>
<td>- A scoring key</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Restaurant menu</td>
</tr>
<tr>
<td>- Leisure activities, questions to fit answers</td>
</tr>
</tbody>
</table>
### Table N° 6

<table>
<thead>
<tr>
<th></th>
<th><strong>8 Lifestyles</strong></th>
<th><strong>9 Clothing</strong></th>
<th><strong>10 In the past</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Talking about frequency</strong></td>
<td><strong>Describing clothing preferences and physical appearance, talking about present activities</strong></td>
<td><strong>How to ask and talk about the past</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Answering question about activities, times and dates</strong></td>
<td><strong>Present continuous for ongoing activities</strong></td>
<td><strong>Talking about places you visited</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Adverbs of frequency with do and does</strong></td>
<td><strong>Word order in description</strong></td>
<td><strong>Simple past tense (was-were)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Listening task:</strong></td>
<td><strong>Listening task:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifying people from description given in a dialogue</td>
<td>- Listen a past information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Writing task:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Writing task:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Writing a short paragraph, describing a person</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Writing a paragraph about last vacation</td>
</tr>
</tbody>
</table>

### 3.5 LESSON PLANS

Students were able to achieve integrated skills using online tools in meaningful interaction. The lessons were taught according to a syllabus which has been developed at the beginning of the course. This syllabus covered 8 units, in which all the lessons developed online tools integrated skills, based on Communicative language teaching, and we consider that task-based would present a particular realization for this approach. The interactions between learners in transacting the tasks provide abundant opportunities
for negotiation of meaning which maybe one means by which the students’ inter-
language is driven forward.

Each lesson was subdivided in the following phases:

- **Warm-up**, its objective was to get the interest of the students and to prepare
  them for the following stage through the lesson or grammatical structure to be
  used.
- **Main-activity**, its function was to provide intensive practice of the linguistic or
  functional objectives proposed for the lesson.
- **Follow-up**, it helps to establish the level achieved by students with the new
  structure, vocabulary or function taught and gave an idea on how to reinforce
  their learning if students have any problem about the lesson learnt.
- In the following *Table Nº 5* the syllabus is described.

### 3.6 WORK PLAN

The work plan develops activities and stages of the action plan. So, in *table Nº 6* we
described the sequence of activities and stages developed during the application of
the guided work at the Tourism Department.
<table>
<thead>
<tr>
<th>STAGES</th>
<th>MONTHS</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| FIRST  | April  | Grammar I & II | ✓ Advertise English language course at Department of tourism.  
|        | May    |           | ✓ Have students take a placement test.  
|        | June   | Oral expression & Vocabulary I & II | ✓ Develop the basic course based on online tools.  
|        |        |           | ✓ To create good atmosphere in the classroom through individual work, pair work and group work.  
|        |        |           | ✓ Take the 1st quiz about writing and reading using photos, graphs or charts they like most.  
|        |        |           | ✓ Take the first activity online using GoogleDrive.  
|        |        |           | ✓ Take the 1st oral and written test about 7 lessons.  
<p>|        |        |           | ✓ Deliver the 1st Guided Work reports to the Department of Tourism UMSA. |</p>
<table>
<thead>
<tr>
<th>SECOND</th>
<th>July August September</th>
<th>Winter review course</th>
<th>Listening I&amp;II</th>
</tr>
</thead>
</table>
| ✓ Develop the teaching of the 7 lessons.  
✓ Implement interactive and participative activities in the classroom.  
✓ Create a skype and voxopop account.  
✓ Develop listening and speaking skills through every day dialogues. Calling by skype to a friend.  
✓ Take the second quiz about a tourist attraction in La Paz in our blog.  
✓ Take the second oral and written test about 7 lessons taught.  
✓ Deliver the 2nd Guided Work report to the Department of Tourism UMSA. |
Table Nº 7

According to the work plan proposed above, it helped accomplish the proposed objectives satisfactorily in a meaningful way. So, this information helps us to describe the next chapter.
3.7 STRATEGY OF ACTION

3.9.1 a) Preliminary stage of the project

We began the project by conducting a survey and interviews so that to get acquainting with the Department of Tourism and the areas in which they need support.

We then, developed a SWOT analysis of the current English teaching and learning situation at the Department of Tourism. After that we analyzed the SWOT analysis results to develop the first research outline to propose at the Linguistic and language department.

3.9.2 b) Design and implement activities using online tools

At this stage we focused on integrating skills using online tools. The activities have been developed according to the progress of each lesson taught, which had a different sequence taking into account the teaching stage. Therefore, we stated three stages within the syllabus designed which developed the objectives, learning outcomes, contents, methodology strategy techniques, resources, time participants and evaluation that were part in each stage of the work plan.

Let us see the stages, which are described in the following way:

- **First stage** Table Nº 8
- **Second stage** Table Nº 9
- **Third stage** Table Nº 10
## 3.8 FIRST STAGE

| Objectives | Talk about where are you from  
| Exchange information about your family  
| Understand and complete a simple form  |
| Learning outcomes | Competences  
*By the end of this stage students will be able to:*  
| Talk about where are they from  
| Exchange information about your family  
| Understand and complete a simple form  |
| Contents | To develop six lessons  
| Methodology Strategies techniques | Individually  
| Pair work  
| Small groups  
| **Podcasts, videos, overhead projector**  
Communicative approach, Differentiated Instruction  
| Resources | Internet, Laptops, Video, TV, PowerPoint, Overhead Projector, Email, Chat, Online tools, Blogs, Podcast, Social Networks Board, Markers  
| Time | April to June 2013  
| Participant in the process | Students  
| Graduate Student |
Table Nº 8

*On the first stage* students have worked individually, and then they worked in pair since they were intermediate in English vocabulary. Board, markers, Videos, Overhead Projector, photocopies and CDs helped to teach grammar and the new online tools to students. At the same time, listening activities and interactive activities helped students practice the vocabulary learned. Furthermore, students were able to talk about where are they from, exchange information about their family and understand and complete a simple form.

### 3.9 SECOND STAGE

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about your daily routine</td>
<td>By the end of this stage students will be able to:</td>
</tr>
<tr>
<td>Write about a daily routine</td>
<td>- Talk about your daily routine</td>
</tr>
<tr>
<td>Identify everyday objects</td>
<td>- Write about a daily routine</td>
</tr>
<tr>
<td></td>
<td>- Identify everyday objects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop six lessons</td>
<td></td>
</tr>
</tbody>
</table>
### Methodology

**Strategies techniques**

- Group work
- Blogs, Google Drive
- Communicative approach, Project based learning

**Resources**

- Internet, Laptops, Video, TV, PowerPoint, Overhead Projector, Email, Chat, Online tools, Blogs, Podcast, Social Networks
- Board, Markers

**Time**

- July to September 2013

**Participant in the process**

- Students
- Graduate Student
- University Tutor

**Evaluation**

- Cumulative:
  - Second Quiz
  - Practices online
  - Practices in class
  - Second oral test
  - Second written test

*Table N° 9*

*On the second stage* activities were more interactive and participative. Since students have worked mostly in pairs and group work in order to exchange their ideas and practice the tools learnt.
### 3.10 THIRD STAGE

| **Objectives** | ▪ Talk about quantities and numbers  
▪ Talk about your diet and lifestyle  
▪ Order food in a café |
| **Learning outcomes** | **Competences**  
*By the end of this stage students will be able to:*  
▪ Talk about quantities and numbers  
▪ Talk about your diet and lifestyle  
▪ Order food in a café |
| **Contents** | To develop six lessons |
| **Methodology** | ▪ Group work  
▪ Social Network |
| **Strategies techniques** | Communicative approach, Project based learning and Differentiated Instruction |
| **Resources** | Internet, Smartphone, Laptops, Video, TV, PowerPoint, Overhead Projector, Email, chat, Online tools, Blogs, Podcast, Social Networks Board, Markers |
| **Time** | October to January 2014 |
| **Participant in the process** | ▶ Students  
▶ Graduate Student  
▶ University Tutor |
| **Evaluation** | Cumulative:  
3rd Quiz  
Practices online  
Practices in class |
At the last stage students had already learnt and master the use of online tools. We have reviewed the pedagogical benefits of using online tools to help students learn more efficiently. These have included podcasts, Facebook, Google Drive, Skype, blogs and video library. We conducted the section by giving students some transferable ideas on how to use instructional technologies (ITs) in classroom.

3.11 METHODOLOGY

There are different theories as to how students learn, so there are different ideas as to what can and should be done in the classroom. In this chapter we present some basic ideas which are common in modern communicative methodology. We consider the following:

3.12 PRINCIPLES OF TECHNOLOGY USE IN A CLASSROOM

In this part, we want to highlight some best practices for using technology with students. The following do’s of technology use provides a realistic motivation for this project to steadily integrate online tools in classroom.

3.13 CHOOSING MATERIALS

Instructional technology is fantastic for accessing authentic materials as well as creating original resources. The most important is to be aware of creating tasks that fit students in terms of their learning weakness and computer level (Chapelle, 2001).
In the class, students were always listening to their MP3 players or iPods, and then we built lessons around audio and video podcast linked into something in which students are already interested.

For students at the *stage 1*, choosing online tools that support the aim with images such as photos, graphs, or charts is highly advisable since it links handouts with its visual representation and acts equally as a mnemonic device.

For students at the *stage 2*, choosing online tools that promote vocabulary, grammar, and listening acquisition such as exercise builders, as well as digital stories, audio podcast and online videos (Listening) by YouTube is recommended since all students go through a silent period when learning English.

For students at the *stage 3* in addition to those listed for level 1 and 2, it is important to use Instructional Technology that promotes speaking, reading and writing skills such as Skype, online elaborated texts and process writing tools such as Google Drive.
4.1 NEEDS ANALYSIS
In order to evaluate the needs of the institution, we analyzed students’, teachers’ and directives needs in the following way.

4.1.1 Students’ Needs Analysis
This project based its contents and methodology in the following Needs Analysis; it shows to student’s needs, teachers’ needs and directives’ needs.

The analysis to students’ needs was done in the following way. We used a questioner in order to obtain data. The questioner had six questions, the ones that we will analyze, next.

QUESTION 1
¿Por qué estás estudiando inglés?

a. Porque es necesario para la profesión que estoy estudiando
b. Porque que me gusta
c. Porque está en el plan de estudios de la carrera
d. Otro ____________________.
The purpose of question one was to see what the main reason they were studying English was. In a one hundred per cent, all of the participants said that they are studying in order to take an advantage in their occupations for knowing English.

**QUESTION 2**

2. ¿Tienes problemas al momento de aprender inglés?

   a. Sí
   b. No
Question two, measures how many of our participants had problems when learning English. In this case, the 100% of students said that all of them had problems learning English.

QUESTION 3

¿En cuál de las siguientes áreas crees que tienes más problemas? (puedes usar más de una opción)

a. Grammar  
b. Oral expression  
c. Vocabulary  
d. Listening  
e. Writing

The purpose of question three is to see, more specifically, what is the most important problem students had when they were learning English. You can see in the graphic above that the most difficult area is listening (74%). The second most difficult area to them is grammar. And in a third place of difficulty, we have, in equal percentages, oral
expression and vocabulary. Nobody said that writing was a difficult area when learning English.

QUESTION 4

¿Cómo te gustaría reforzar las áreas mencionadas en la pregunta 3?

a) Por medio del uso de libros
b) Por medio del uso de material y aplicaciones on line, como ser Facebook, Skype, Google drive, etc.
c) Medios audiovisuales
d) Todas las anteriores

Question four tries to inquire about which tools students prefer to improve their areas of difficulty. In this case, most of the students preferred to combine the use of on-line material and applications (Facebook, Skype, Google Drive, etc) with the use of books. Only a quarter of the participants opted exclusively for on-line material.
QUESTION 5

¿Dónde prefieres hacer tus tareas?

a. En clase
b. En casa
c. Vía internet
d. Todas

The purpose of question five was to examine where students prefer to do their homework. The largest part of the participants said they prefer to do them through internet. The second smaller group prefers to do homework through internet, at home and in the same class. And the smallest group said they prefer to do them only in class. Nobody preferred to do them only at home.
QUESTION 6

¿De qué modo te gustaría trabajar con tus tareas?

a. En clase
b. En casa
c. Vía internet
d. Todas

Question 6

Question six tries to inquire how students would prefer to work with their homework. More than a half of the participants said they would prefer to working class, at home and via internet. The rest said they would only work via internet. No one chose to work with homework only at home or only in class.
4.1.2 Teachers’ Needs Analysis

The analysis to teachers’ needs was done using a questioner in order to obtain data. The questioner had six questions, the ones that we will analyze, next.

QUESTION 1

¿Por qué cree usted que sus estudiantes están estudiando inglés?

a) Porque es necesario para su profesión.
   b) Porque que les gusta
   c) Porque está en el plan de estudios de la carrera
   d) Otro ___________________.

*Graphic Nº 7*

The aim of question one was to find out what teachers think about, why students study English. In this case, all of the participants said, in a hundred per cent, they believe students study English because it is necessary for their profession.
QUESTION 2

¿Usted cree que sus estudiantes tienen problemas al momento de aprender inglés?

a) Sí
b) No

Graphic Nº 8

Question two would inquire if teachers believe that their students had problems when studying English. As we see in the graphic above, all of the participants said they did believe.
QUESTION 3

¿En cuál de las siguientes áreas cree usted que sus estudiantes tienen más problemas? (puede usar más de una opción)

a. Grammar  
b. Oral expression  
c. Vocabulary  
d. Listening  
e. Writing  
f. Otro..............................

**Graphic Nº 9**

Question three seeks, in the opinion of teachers, what are the areas in which students have more difficulties. A quarter of the participants said they believed that students had more problems in grammar. Then, two largest groups (both 17%) believed that students have difficulties with writing and vocabulary. And finally, two smaller groups believed that the students had problems with oral expression and listening.
QUESTION 4

¿Cómo le gustaría que sus estudiantes refuerzen las áreas mencionadas en la pregunta 3?

a) Por medio del uso de libros
b) Por medio del uso de material y aplicaciones online, como ser Facebook, Skype, Google Drive, etc.
c) Ambos

Graphic Nº 10

The purpose of question four is how teachers would like their students to improve the difficult areas mentioned above. In this case, three quarters of the participants preferred their students improve through the use of books. Only a quarter chose a combination of books and online tools (Facebook, Skype, Google drive, etc.)
QUESTION 5

¿Dónde cree usted que sus estudiantes deben hacer sus tareas?

a) En clase  
b) En casa  
c) Vía internet  
d) Todas las anteriores

Graphic Nº 11

Question five tries to inquire the opinion of teachers about where they think students should do their homework. Over 80% of the participants said that students should do homework in the classroom, at home and via the Internet. Less than a quarter of them preferred students to do so in class.
QUESTION 6

¿De qué modo cree que a sus estudiantes les gustaría trabajar con tus tareas?

a) En clase
b) En casa
c) Vía internet
d) Todas las anteriores

Question six tries to make inquiries the opinion of teachers about how do they think their students should do their homework. Over 50% of the participants said that students should do homework by using a combination of the three ways mentioned in the question 6, in class, at home and via the Internet. Less than the 50% of them preferred students to do by internet.
Therefore, whether we analyze the needs of students, teacher and directives we have the following.

**QUESTION 1**

The answers to question one revealed that, both students and teachers in full, think that students learn English mainly because it is necessary and in order to take an advantage in their professions. So, it is a necessity to them.

**QUESTION 2**

This question reveals, in the same sense, which both students and teachers admit that students have problems when learning English.

**QUESTION 3**

Question three revealed that for students the most difficult part is listening. Nevertheless, teachers said that grammar was the most difficult one.

Students said that the next area of difficulty is grammar, but teachers said it is vocabulary and writing.

Finally only a little part of students said that oral expression and vocabulary are a matter of difficulty. And unlike them, in teachers’ point of view, it is listening and oral expression.

In short, we can say that teachers and students have different opinions about the difficulties students have when learning English, except that in the end, all they agreed that oral expression is the less difficult area.
QUESTION 4

Results of this question report that students prefer to combine the use of books and on-line tools to improve their English to overcome their difficulties. Nevertheless and once more in the opposite of the students, teachers prefer students to use mainly books to improve their English.

Then, only a small part of students bent over only by technology and, another small part of teachers, group supported the idea of the combination books and on-line tools.

So, there is a big students group who still consider the use of books and not only electronic and on-line tools as a source or support, nonetheless teachers are more rooted to the use of books than students.

QUESTION 5

Answers of question five expose that more than half students prefer to do their homework via internet. And teachers said they think students must do their homework in a combination of class, home and internet.

Another smaller student’s group combines home; class and internet, and only a small part of teachers support the fact that students must do homework in the class.

Only a few students chose only class to do homework. Although, doing homework only at home was a zero option.

So, the preference for the use of the internet in students is still prevalent and the best option for them. While, teachers prefer mainly to combine internet, home and class for students to do homework.
QUESTION 6

In the same way of the previous question, more than half students revealed that they prefer to work with homework in a combination of internet, home and class. The rest of them chose only the internet option. Working with homework only at home or only in the class were zero options. So, students are more related with technology and internet.

In short, students’ current needs to learn and improve their English are summarized in the use of internet as the main support tool.

4.2 STUDENTS BACKGROUND

In order to use Instructional technologies (ITs) on an ongoing basis in our lessons, it was important to become familiar with students’ familiarity with technology. Most students readily text message a friend on their cell phone, or know how to access a social networking site such as www.facebook.com, or download music to their iPods and MP3 players but this does not necessarily mean they are technoliterate. Students sometimes have an unhealthy aversion to anything that smacks of education, so we cannot assume students will automatically know how to make a podcast, a website even though they may have happily downloaded podcast and surfed the internet. One way to conduct students use online tools is at the beginning of the class construct a short survey or adapts one found online such as the one located at www.mccsc.edu/survey.html. The results of the needs assessment will enable a teacher to better judge how much technology to infuse learning.

However, it was very important to be aware because we could not expect students to learnt technology and English at the same time. The best is that students learn English using technology. Remember, students need to take baby steps when trying to infuse technology.
4.3 STUDENTS WORKING WITH TECHNOLOGY

Technology enhanced classroom has been found to promote discovery learning, learner autonomy, and learner-centeredness. In 2000, (Krashen, 1981) pointed out that new ITs are changing our very concept of authorship. In other words, they are creating new possibilities for students.

A further means by which teachers can promote learner autonomy through the infusion of online tools that allow students to work collaboratively in pairs or small groups where they can engage in interactive problem-solving or cooperative projects.

4.4 CHALLENGES OF TECHNOLOGY USE IN CLASSROOM

Whenever one is working with it, one needs to be aware of the potential frustrations and how to avoid them. At the most basic levels are the “technical difficulties”, which serve to frustrate us more than anything else. These “technical difficulties”, can range anywhere from a burnt out bulb on an overhead projector to the computer screen freezing on you during the middle of a PowerPoint presentation. Other potential problem situations, especially those that can create classroom management situation, are when I has students search a website and they are not connected to the Internet, or there is no Tourism Department wifi availability or visit a website to conduct research and many of the links on the website are broken or when the server that hosts the website is temporarily down. Unanticipated events such as these can easily get students upset or frustrated. Although these examples might raise.

There is also another type of limitation, in the Department of Tourism there is no a computer lab so we had the necessity to visit an Internet cafe, and sometimes there is no enough computer there was a lot of noise and of course that place was not an English lab.
4.5 WRITING SKILL BY USING GOOGLE DRIVE

The following chart describes writing indicating how the scales of the students’ scores vary between period 1 and period 2 in a 12.70%, from period 2 to period 3 in 15.20% and in period 3 in 4.43%. Obtaining a 35.18% percentage variation between period 1 to 3. It means that our students improve in a 35.18%.

Graphic Nº 13
4.6 SPEAKING SKILL BY USING SKYPE

The following chart describes speaking indicating how the scales of the students’ scores vary between period 1 and period 2 in a 10.70%, from period 2 to period 3 in 16.20% and in period 3 in 25.20%. Obtaining a 34.18% percentage variation between period 1 to 3. It means that our students improve in a 36.18%.

![Chart Nº 14](image)
4.7 READING SKILL BY USING BLOGS

The following chart describes reading indicating how the scales of the students’ scores vary between period 1 and period 2 in a 26.70%, from period 2 to period 3 in 33.20% and in period 3 in 34.43%. Obtaining a 35.18% percentage variation between period 1 to 3. It means that our students improve in a 40.10%.

![Chart No. 15](image)

*Chart No. 15*
4.8 LISTENING SKILL BY USING PODCAST

The following chart describes listening indicating how the scales of the students’ scores vary between period 1 and period 2 in a 15.70%, from period 2 to period 3 in 16.20% and in period 3 in 19.43%. Obtaining a 36.18% percentage variation between period 1 to 3. It means that our students improve in a 37.18%.

![Listening Skill by Using Podcast Chart]

*Chart N° 16*
4.9 STUDENTS’ ACHIEVEMENT EVALUATION

Results Evaluation

The following graphics show the phases in which this guided work with eleven students was divided. It had the following modules with two parts to compare: the pre-test and the post-test.

GRAMMAR I

Chart N°17

The first module was grammar I. Its results showed that student one in the pre-test phase had a score of 4 and then improved to 5. Student two obtained a 3 in his pre-test and then improved to 4 in the post-test. The third student got the same 5 score in both pre and post-tests. Student four showed an improvement from 5 to 6. The fifth student scored the same 6 in pre-test and post-test. The student six had also the same 6 score in both tests. Student seven got a 4 score in pre-test and then increased to 5 in the post-test. Student eight scored the same result with a 5 score in both pre and post-tests. The ninth
student in the pre-test got a 7 and then he upgraded to 8 in the post-test. Tenth student had the same 7 score in both tests. And student eleven also got the same 8 score in both tests.

In short, we can say that, comparing the results since the pre-test to the post-test, six students maintained their scores and five improved them.

**GRAMMAR II**

The next module was grammar II. Here the student one obtained a five in the pre-test score and then he improved it to 6. The second student got a 4 in his pre-test and then he advanced to a 6 in the post-test. The student 3 also upgraded his score from 5 in the pre-test to a 7 in the post-test. Fourth student had a 6 in the pre-test and then a 7 in the post-test. The student five had an improvement from 6 in the pre-test to 8 in the post-test. The sixth student had the same case, with an upgrading from 6 to 8. The student seven had the same improvement from 6 in the pre-test to 8 in the post-test. The student eight had the same advancement from 5 to 7 in his scores. The ninth student upgraded from 8 in the pre-test
to 9 in the post-test. Student ten showed the same 7 score in both tests. Finally, eleven students showed advancement from 8 to 9.

So, we can say that, based on this results, ten students improved their scores in the post-test and only one have maintained his score.

**ORAL EXPRESION I AND VOCABULARY**

This third module was oral expression I and vocabulary. In this module the results showed that student one got a 4 in the pre-test and the he improved to 6 in the post-test. Student two also showed an improvement from 5 to 6 in his scores. The third participant upgraded from 5 in the pre-test to 6 in the post-test. Student four showed also advancement from 4 in the pre-test to 7 in the post-test. The fifth student upgraded from 3 to 6 in his tests. Student six advanced from 4 in the pre-test to 7 in the post-test. Student eight got a 6 in the pre-test and then he improved to 8 in the post-test. Student nine also upgraded from 5 to 7. Tenth student increased from 6 in the pre-test to 8 in the post-test. And eleventh student got a 6 in the pre-test and then he improved to 8 in the post-test.
In short, the results of this module showed a general upgrading in all the students because all of them increased their scores in the post-test.

**ORAL EXPRESION II AND VOCABULARY**

The next module, oral expression II and vocabulary showed us the following results: Student one maintained the 6 score both in pre-test and post-test. Student two improved from 7 in the pre-test to 8 in the post-test. The third student also upgraded from 5 to 6. Student four did not change the scores in both tests, he maintained a 7 score. Fifth student also maintained the score in 6 in both tests. Student six had advancement from 7 to 8. Student seven kept the 8 score in both tests. Student eight also maintain the 8 score in pre and post tests. Ninth student upgraded the score from 7 to 8. Tenth student also advanced from 8 to 9. And student eleven also improved from 8 to 9.

So, based on the data, in this module five students kept their scores both in pre-test and post-test. And 6 of the participants improved their scores in the post-test.
Another part of this work was the winter review course. Here we can see that student one increased his scores from 5 in the pre-test to 7 in the post-test. Second student enhanced the 6 pre-test score to 8 post-test score. Third student upgraded from 7 to 8. Student four improved from 6 in the pre-test to 9 in the post-test. Student five had advancement from 5 in the pre-test to 8 in the post-test. Also student six had the same improvement from 5 to 8. Seventh student got a 6 in the pre-test and then he improved to 8 in the post-test. Student eight had a 5 score in the pre-test and then an 8 score in the post-test. Ninth student got a 6 in the pre-test and then an increase to 9 in the post-test. Tenth student also advanced from 7 to 9. And student eleven enhanced from 7 in the pre-test to 9 in the post-test.

In conclusion we can say that, in this module all the participants showed an improvement in their scores between pre and post tests.
LISTENING I

The next part of this work was Listening I. Here results showed that: the first student got a 4 score in the pre-test and then a 6 score in the post-test. Second student had a 5 score in the pre-test and then a 7 score in the post-test. The third student also improved from 6 to 8. Student four increased from 3 to five. Student five enhanced from 4 in the pre-test to 6 in the post-test. Sixth student upgraded from 5 to 6. Seventh student also improved from 5 to 7. Student eight got a 6 in the pre-test and then an 8 in the post-test. Ninth student enhanced from 6 to 8. Student ten got an improvement from 5 to 9. And student eleven got an enhancement from 5 to 7.

In this case, we can conclude that all the students achieved an improvement in the post-test compared with the pre-test.
LISTENING II

The next part was Listening II. In this part results said that: Student one had a 6 score in the pre-test and then a 7 score in the post-test. Second student improved from 7 to 8. Third student maintained both pre and post tests in a 8 score. Student four also kept the 5 score in both tests. Fifth student maintained the score in 6 in both tests. Sixth student got a 6 in the pre-test and then he improved to 7 in the post-test. Student seven only maintained a 7 score in both tests. Eighth student enhanced from 8 to 9. Student nine also increased the first-test score from 8 to 9 in the post-test. Student ten only kept the 9 score. And student eleven progressed from 7 to 8.

In short, in this part of the work we can say that 5 students maintained their scores in both pre-test and post-test and the other 6 improved their scores.
The next module was about Reading. In these results we can see that: student one in the reading pre-test got a 5 score and then he improved to 6 score in the post-test. The second student enhanced from 6 to 7. Third student only maintained the 7 score in both tests. Student four also maintained the 5 score both in pre-test and post-test. Fifth student got a 6 score in pre-test and then he improved to 7 in post-test. Student six had a 4 in the pre-test and then an enhancement to 5 in the post-test. Seventh student also showed an upgrading from 5 to 6. Student 8 got a 6 score in the pre-test and then an 8 score in the post-test. Ninth student had the same result with a 6 score in the pre-test and an 8 one in the post-test. Student 10 had also an enhancement from 6 to 8. And student 11 improved from 7 to 9.

In conclusion, only two students in the reading module maintained their scores and the rest of them nine increased their scores.
The last module was the summer review course. The results in this case showed that: the first student improved from a 5 score in the pre-test to a 7 score in the post-test. The student two enhanced from 6 to 8. Student three got a 5 score in the pre-test and then he increased it to 8 in the post-test. Fourth student progressed from a 4 score in the pre-test to 8 score in the post-test, it means he improved twice. Student five improved from 5 to 8. Student six increased the 4 pre-test score to 7 post-test score. Seventh student advanced from 5 to 8. Student eight upgraded from 6 in the pre-test to 9 in the post-test. Student nine showed an improvement from 5 to 8. Tenth student increased the 6 score in the pre-test to 8 score in the post-test. And student eleven progressed from 5 to 8.

In conclusion, in the summer review course 2014, there was a prominent progress in all the participants.

In short, all of the stages established in this project were accomplished, in addition, we can say that all the results showed that this guided work was useful for students, because
they maintained their scores in many cases or they improved them in others. In any case students decrease their scores.

### 4.10 EXPERIENCES

We attained our goal, which was to integrate skill using online tools to enhance English language learning, since the use of Instructional Technology motivate students and help us as a teachers to plan in what they are interested.

We are sure that our study helped to improve the level of our students, and help us too, because this great experience we confirm that we can change and improve the way we teach traditionally, and take the advantage of teaching using technology.

We can say with satisfaction and happiness that we attained our objectives in a good way, since we could see students’ good moon, they were motivated and happy to use their gadgets.

To conclude we can say:

“Differentially instruct me, I’ll internalize.

*Use technology with me, I’ll participate, I’ll transfer, I’ll employ and I’ll create.*”
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The following project attempted to demonstrate the value of using online tools in the process of learning English. The results we obtained were quiet interesting considering teaching English using technology and level of our students. However if futures projects will be held within this field it would be important for the teacher to successfully integrate online tools according students needs (individually) into a language lesson bearing in mind their students interests.

The following Chinese proverb used to help to motivate myself:

“Tell me, I’ll forget. Show me, I’ll remember. Involve me, I’ll understand.”

But now, using technology as a pedagogical tool, I can say the following

“Differentially instruct me, I’ll internalize. Use technology with me, I’ll participate, I’ll transfer, I’ll employ and I’ll create.”

Also, we could evidence that there is an urgent need to improve the way English is taught, and one easy and effective option is the use of some online tools such as Skype, podcasts, Google Drive, among others base on students need. Besides promoting interactivity, changes in memorization learning attitudes. Online tools can also generate production, it is a refreshing alternative, it makes learning fun and provides linguistic diversity.
We proposed ourselves to developed dynamic classes by using Internet as a pedagogical tool, thus our proposal focused mainly on online tools which were very much appreciated by the students. This, undoubtedly, increased the student’s motivation and participation in different ways e.g. online participation could be individually or group work. The online tools were also helpful in order to promote self-confidence among the students.

We accomplished our main objective, that is, to use internet based activities in English class as a strategy to enhance English language learning and to promote interaction between students, and giving solutions enhancing English Language learning, to students of the Tourism Department take the responsibility of learning English by their own.

We achieve our specifics objectives introducing interaction into the classroom, so our students became actors in the learning process. We also developed the four linguistic skills, obtaining oral production from our students and by doing evaluations which reflected the success of our proposal reflected in the students’ scores. Although we stressed the importance of internet as a pedagogical tool, taking into account different points mentioned in our review of literature, we do not have to neglect the use of regular classes and the use of the board and markers which may enrich the language learning experience.

Summing up, we can say with satisfaction that our proposal had great impact on our students and our selves. What is more, we learned that new ways of learning in this case using online tool motivated them, due to motivation is the principal factor in the teaching and learning process, especially with a large number of students and most of them are shy and do not want to participate in class.

Finally, we found out the many uses of Internet (online tools), that is why we recommended more scientific research in the field of using technology as a pedagogical
tool. If online tools have this power as well as to increase students’ learning and thinking and activate interaction, what are we waiting for? The opportunity and support are always available, so let’s give it try.

5.2 RECOMMENDATIONS

Online tools can be used in order to communication in the foreign-language class more lively, natural and stimulating experience has shown that the more senses are involved in the learning process, the better human memory works. For this reason we give the following recommendation:

✔ Online tools should be used to attract the student’s attentions, not do distract.

✔ The best way of using Internet as a pedagogical tool is to combine them with other teaching techniques in order to fulfill immediate and long-term aims.

✔ The inappropriate use of online tools may distract the students’ attention.

✔ If you have technical difficulties do not throw the technology out with the bath water. To reduce such avoidable frustrations, upfront planning is the key!

✔ With online tools we can not only elicit already known language but also increase the students need for more vocabulary, structures, spelling, speaking, etc.

✔ The type of online tool depends on the objectives, the number of students the available time and gadgets, etc. Beneficing teacher and learners.
✓ Teachers have to be trained to use technology for teaching and learning

✓ Do not feel afraid to use technology

✓ Change the way to teach and learn

✓ Be ready! Nowadays kids and young adults are digital natives

While developing this work, we discovered that the use of online tool is so wide that is why we recommended that a scientific research should be done about this issue, because the use of online tool cannot be limited to the regular teaching of English. For instance, nowadays, we found out that give students the opportunity to gain knowledge and skills by working for a period of time to investigate and respond to a complex question, problem by enrich them, so using internet as a pedagogical tool is the key. For those reason we invite people to continue working on projects like this or going further into this area.
BIBLIOGRAPHY


*El Libro del amante de la cerveza*. 2005 Barcelona: Hogar


Appendix A

QUESTIONNAIRE ON LEARNING NEEDS
STUDENTS' NEEDS ANALYSIS QUESTIONNAIRE

STUDENT'S NAME ________________________________

DIRECTION:

1. ¿Por qué estás estudiando inglés?
   e. Porque es necesario para la profesión que estoy estudiando
   f. Porque que me gusta
   g. Porque está en el plan de estudios de la carrera
   h. Otro __________________

2. ¿Tienes problemas al momento de aprender inglés?
   c. Sí
   d. No

3. ¿En cuál de las siguientes áreas crees que tienes más problemas? (puedes usar más de una opción)
   f. Grammar
   g. Oral expression
   h. Vocabulary
   i. Listening
   j. Writing

4. ¿Cómo te gustaría reforzar las áreas mencionadas en la pregunta 3?
   e) Por medio del uso de libros
   f) Por medio del uso de material y aplicaciones online. Como ser Facebook, Skype, Google drive, etc.
   g) Medios audio visuales
   h) Todas las anteriores

5. ¿Dónde prefieres hacer tus tareas?
   e. En clase
   f. En casa
   g. Vía internet
   h. Todas

6. ¿De qué modo te gustaría trabajar con tus tareas?
   e. En clase
   f. En casa
   g. Vía internet
   h. Todas
TEACHERS' NEEDS ANALYSIS

TEACHER'S NAME _______________________________________________________

1. ¿Por qué cree usted que sus estudiantes están estudiando inglés?
   e) Porque es necesario para su profesión.
   f) Porque les gusta
   g) Porque está en el plan de estudios de la carrera
   h) Otro ___________________.

2. ¿Usted cree que sus estudiantes tienen problemas al momento de aprender inglés?
   c) Sí
   d) No

3. ¿En cuál de las siguientes áreas cree usted que sus estudiantes tienen más problemas? (puedes usar más de una opción)
   g. Grammar
   h. Oral expression
   i. Vocabulary
   j. Listening
   k. Writing
   l. Otro..........................

4. ¿Cómo le gustaría que sus estudiantes refuerzen las áreas mencionadas en la pregunta 3?
   d) Por medio del uso de libros
   e) Por medio del uso de material y aplicaciones online. Como ser Facebook, Skype, Google drive, etc.
   f) Ambos

5. ¿Dónde cree usted que sus estudiantes deben hacer tus tareas?
   e) En clase
   f) En casa
   g) Vía internet
   h) Todas las anteriores

6. ¿De qué modo cree que a sus estudiantes les gustaría trabajar con tus tareas?
   e) En clase
   f) En casa
   g) Vía internet
   h) Todas las anteriores
DIRECTIVES NEEDS ANALYSIS

DIRECTIVE’S NAME ___________________________________________

POSITION __________________________________

1. ¿Por qué cree usted que los estudiantes de su carrera están estudiando inglés?
   a) Porque es necesario para su profesión.
   b) Porque les gusta
   c) Porque está en el plan de estudios de la carrera
   d) Otro ____________________

2. ¿Usted cree que los estudiantes de su carrera tienen problemas al momento de
   aprender inglés?
   a) Sí
   b) No

3. ¿En cuál de las siguientes áreas cree usted que los estudiantes de su carrera tienen
   más problemas? (puedes usar más de una opción )
   a) Grammar
   b) Oral expression
   c) Vocabulary
   d) Listening
   e) Writing

4. ¿Cómo le gustaría que los estudiantes de su carrera deberían reforzar las áreas
   mencionadas en la pregunta 3?

5. 
   a) Por medio del uso de libros
   b) Por medio del uso de material y aplicaciones online. Como ser Facebook,
      Skype, Google drive, etc.
   c) Ambos

6. ¿Dónde cree usted que dichos estudiantes deberían hacer tus tareas?
   a) En clase
   b) En casa
   c) Vía internet
d) Todas las anteriores

7. ¿De qué modo cree que los estudiantes de inglés les gustaría trabajar con tus tareas?
   a) En clase
   b) En casa
   c) Vía internet
   d) Todas
Appendix B
SAMPLE OF LESSON PLAN
LESSON PLAN
Getting to know you

LINGUISTIC OBJECTIVE
➢ To learn the verb to be and nationalities.
➢ To practice wh-questions

FUNCTIONAL OBJECTIVE
➢ Talk about personal information.
➢ Describe famous nationalities

SKILLS
➢ Integrated Skills

LEARNING STRATEGIES
➢ Integration of the background knowledge with the new one
➢ Metacognitive
➢ Planning and self evaluation
➢ Cognitive and social affective
➢ Cooperation for clarification

GRADE
➢ Intermediated

MATERIALS
➢ Projector
➢ Online tools (Google docs, facebook, skype, blogspot.com)
➢ Notebooks
➢ Journals
➢ Brochures
**WARM-UP**

Students stand in a circle or U shape. To model, introduce myself by taking a step toward the middle and saying, "*my name is Micaela, and I like Spanish food.*”

Then a student steps toward the middle, repeats my sentence and introduces himself or herself.

The next student repeats both sentences

**MAIN-ACTIVITY**

1. Explain students verb be

2. Students look at the picture then describe them. Then, students look at the dialogs and use the words from the box to complete the sentences. Emphasize students the importance of using the contracted form in order to sound natural and start using English speech patterns and rhythms.

3. Students work in pairs and look at the map and find the countries, then students write the nationality

4. Explain students the endings –*(i)an, ish, and ese.* Put out the France and French do not follow these rules. Other examples: Greece/Greek; Denmark/Dane; Turkey/Turks; Netherlands/Dutch; Switzerland/Swiss.

5. Students listen and repeat the nationality words. Students listen and write words, underlining the stressed syllables.

6. Students make a list of famous people in order to practice nationalities and singular and plural subject pronouns then, students make questions where those famous are from.

7. Practice saying the dialog with each other, finally, clarify students doubts.
FOLLOW UP

- Have students to work in pair and write a paragraph to describe theirselves.
- Students have to upload the paragraph to Google docs and sent them to me to correct it.

EVALUATION

Dictate some sentences using verb be from the activity showed in the projector, have ss write them individually. Once students have finished, they have to exchange their papers to correct and comment about the mistakes they made.

PROJECT

Have Ss to work in pair and write a paragraph to describe theirselves.

Then, they have to upload the paragraph that have written to Google docs and sent them to me to correct it.
LESSON PLAN

PLACE: Tourism Department
LEVEL: II & III intermediated
DATE: May 10th, 2013
TIME: 100’
SKILLS: Integrated Skills
UNIT: Unit 1 getting to know you

LINGUISTIC OBJECTIVE:
➤ To learn the verb to be

FUNCTIONAL OBJECTIVE:
➤ Talk about personal information
<table>
<thead>
<tr>
<th>TIME</th>
<th>SKILL</th>
<th>STAGE</th>
<th>ACTIVITY DESCRIPTION</th>
<th>ROLE INTERACTIONS</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td>Speaking</td>
<td>Warm up</td>
<td>Students stand in a circle or U shape. To model, introduce myself by taking a step</td>
<td>T-Ss</td>
<td>Projector</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>toward the middle and saying, “my name is Micaela, and I like Spanish food.” Then a</td>
<td>Ss-Ss</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>student steps toward the middle, repeats my sentence and introduces himself or herself.</td>
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<td></td>
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<td></td>
<td>The next student repeats both sentences.</td>
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<td></td>
</tr>
<tr>
<td>10’</td>
<td>Speaking</td>
<td>Main</td>
<td>1. Explain students the verb be</td>
<td>T- CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>activity</td>
<td>2. Students look at the picture then describe them. Then, students look at the</td>
<td>Ss-Ss</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>dialogs and use the words from the box to complete the sentences.</td>
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<td></td>
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<td></td>
<td>Emphasize students the importance of using the contracted form in order to sound</td>
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<td>natural and start using English speech patterns and rhythms.</td>
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<tr>
<td>10’</td>
<td>Writing</td>
<td></td>
<td>3. Students work in pairs and look at the map and find the countries, then students</td>
<td>T- CLASS</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>write the nationality</td>
<td>Ss-Ss</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Reading</td>
<td></td>
<td>4. Explain the endings –(i)an, ish, and ese.</td>
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<td></td>
<td></td>
<td></td>
<td>Put out the France and French do not follow these rules. Other examples:</td>
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<td></td>
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<td></td>
<td>Greece/Greek; Denmark/Dane; Turkey/Turks; Netherlands/Dutch; Switzerland/Swiss.</td>
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<td></td>
</tr>
<tr>
<td>10’</td>
<td>Listening</td>
<td></td>
<td>5. Students listen and repeat the nationality words. Students listen and write</td>
<td>Group work</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>words, underlining the stressed syllables.</td>
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<tr>
<td>10’</td>
<td>Writing</td>
<td></td>
<td>6. Students make a list of famous people in order to practice nationalities and</td>
<td>Ss-Ss</td>
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<td>singular and plural subject pronouns then, students make questions where those</td>
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<td></td>
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<td>famous are from.</td>
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</tr>
<tr>
<td>15’</td>
<td>Speaking</td>
<td>Follow up</td>
<td>7. Practice saying the dialog with each other</td>
<td>T- CLASS</td>
<td>Notebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Clarify students doubts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td>Listening</td>
<td>Evaluation</td>
<td>Students complete the sentences using verb Be (affirmative, negative and question),</td>
<td>Individual</td>
<td>Notebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>then practice with a partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dictate some sentences from the reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
activity. Once Ss have finished have Ss exchange their notebooks to correct it.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>Pair group</th>
<th>Individual</th>
<th>Notebook</th>
<th>Google docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have Ss to work in pair and write a paragraph to describe themselves.</td>
<td></td>
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<td></td>
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<tr>
<td>Ss have to upload the paragraph that have written to google docs and sent them to me to correct it.</td>
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</tr>
</tbody>
</table>
APPENDIX C

Unit 1 Hello!

1. Complete the dialogs. Use the words in the box.

<table>
<thead>
<tr>
<th>My name’s</th>
<th>Hi</th>
<th>What’s your</th>
<th>I’m</th>
<th>It’s</th>
<th>meet</th>
</tr>
</thead>
</table>

1. A: Hi. _______________ Jana. _______________ name?
   B: _______________, Jana. _______________ Dominik.

2. A: _______________ name, please?
   B: _______________ Patrícia Pérez.

3. A: Hello. _______________ Dan Cooper.
   B: Hello. _______________ Lisa Chen. Nice to _______________ you.

SPEAKING

2. Speaking. Practice the dialogs with a partner

3. Play Listen and complete the chart
4. Writing. Choose 5 countries and write sentences

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Australian</td>
<td>-ian</td>
</tr>
<tr>
<td>Brazil</td>
<td>Canadian</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>Colombian</td>
<td></td>
</tr>
<tr>
<td>Colombia</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td>Spanish</td>
<td>-ish</td>
</tr>
<tr>
<td>Mexico</td>
<td>Japanese</td>
<td>-ese</td>
</tr>
<tr>
<td>United States of America</td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>Great Britain</td>
<td>French</td>
<td></td>
</tr>
</tbody>
</table>

Found at: www.pearsonlongman.com/englishincommon
The present of Be

Practice with a partner

1. Where are you from?
   I'm from ............

2. What's your nationality?
   I'm .................

Found at: www.google.com
5. Complete the sentences with verb be.
   1. I _______________ from Paris.
   2. _______________ your friend Canadian?
   3. They _______________ married. They are single.
   4. Our teacher _______________ Australian.
   5. _______________ they Japanese?

6. Write a or an.
   6. _______________ brother
   7. _______________ house
   8. _______________ uncle
   9. _______________ Korean
   10. _______________ email

7. Complete the sentences with I’m or You’re.
   11. A: Good morning. _______________ Matias Salmi.
   12. B: Good morning, Mr. Salmi. _______________ in room 121.

14. B: Nice to meet you. _______________ Martin Kolls.

15. A: Welcome to the Moon Hotel, Mr. Green. _______________ in room 229.

    B: Thank you.

8. Complete the sentences with He’s, She’s, or It’s.

16. _______________ from the US. (Mr. Jones)

17. _______________ from Argentina. (Mrs. Sanchez)

18. _______________ in Italy. (Milan)

19. _______________ in La Paz. (Mr. Perez)

20. _______________ in China. (Shanghai)

Unit 2 Free Time

1. 🎧 Susy is a Hotel rep. Listen and check the activities she mentions.

    ___ 1. get up   ___ 6. go to the office
    ___ 2. have breakfast   ___ 7. organize games at the pool
    ___ 3. go to the hotel   ___ 8. take guests to a restaurant
    ___ 4. tell guests about parties   ___ 9. go to a nightclub
    ___ 5. have lunch   ___ 10. get home
2. Write a datebook about your daily

Found at: www.google.com

Simple present

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>Do</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>you</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>we</td>
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<tr>
<td>They</td>
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<td>She</td>
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<td>she</td>
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<tr>
<td>It</td>
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<td>it</td>
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<tr>
<td>go</td>
<td>don’t go</td>
<td>go</td>
</tr>
<tr>
<td>goes</td>
<td>doesn’t go</td>
<td>go</td>
</tr>
</tbody>
</table>
3. Complete the sentences with the verbs in parentheses and the simple present tense.
   I _________________ (get up) at 7 o’clock.
   We _________________ (take) clients to the office.
   She _________________ (listen to) music all day.
   They _________________ (work) in a museum.
   Juan _________________ (speak) English and Spanish.

4. Complete the questions with Do or Does.
   __________ you speak Spanish?
   __________ she work in Mexico?
   __________ they play tennis?
   __________ you like your job?
   __________ he have a sister?

Unit 3 food!

Warm up

1. Which foods in the word box can you see in the pictures
2. Complete the chart below with the food from exercise 1, and other foods you know.

<table>
<thead>
<tr>
<th>Meat/Fish</th>
<th>Drinks</th>
<th>Fruit</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR
Found at: Grammar express basic. Longman Pearson

3. Mark each noun as count (C) or non-count (N).

1. cheese _____
2. hamburger _____
3. banana _____
4. rice _____
5. coffee _____
4. Complete the questions with *How much* or *How many*.

6. _________ money do you have?

7. _________ cookies do you want?

8. _________ cartons of milk did you buy?

9. _________ ice cream is there?

10. _________ sandwiches did she bring?

5. Complete the sentences with *a*, *an*, *some*, or *any*

11. Do you have _________ butter?

12. We don’t have _________ carrots.

13. We have _________ vegetables in the refrigerator.

14. I eat _________ apple every day.

15. We have _________ tomato.

APPENDIX D
HOW TO USE ONLINE RESOURCES
Appendix D

My podcast

Once you subscribe to a podcast, it'll appear in My Podcasts in the Podcasts app. Different parts and features of My Podcasts are described below.
Bolivia

La Paz, the beautiful city, that touches the sky. Located high above sea level, La Paz sits in a bowl surrounded by the high altiplano. La Paz as it grows climbs the hills resulting in varying elevations from 3000 to 4100 m. Overlooking the city is towering triple-peaked Illimani, always snow covered and majestic.

THE WONDER BOLIVIA

Bolivia is the most wonder place that you might visit in your life. Bolivia is part of Andes range and there are many places to visit like the biggest salt. Second, in the middle of the country is valley where there are prehistoric places and sweat draws. Finally, in the west part of Bolivia is扁平, and we can find Jesuits’ mission village. In summary, Bolivia has many unimaginary places to visit.

In Andes range there are many places to visit we are going to talk some of them. In the first place is Titicaca lake, it is the biggest lake around the world. Where we can find Calvucha and Suso, a Giant. Furthermore, Oruro, a Capital is one of the most famous of the world. To illustrate, the Bolivia’s culture is very variety.
APPENDIX E
IN THE CLASSROOM
APPENDIX F
PROJECT CERTIFICATION