



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI

CENTRO DE EDUCACIÓN CONTINUA

CEC-UPEC

FINAL REPORT OF ACTIVITIES, ATTENDANCE AND GRADES

1. INFORMATION DATA:

Volunteer Facilitator:		Lcda. Elisa Nato MSc.	
Head of Continuing Education		MSc. Christian Ibarra	
Training	A2 level in English language learning.		
TRAINING DURATION			
TOTAL AUTONOMOUS HOURS	40	TOTAL HOURS	80
TOTAL PRESENTIAL HOURS	40		

1. INTRODUCTION

This English course is provided entirely by the Polytechnic of Carchi - UPEC through its Continuing Education Center - CEC UPEC, seeking to eliminate barriers to accessing education, information and research work. UPEC places great value and importance on the knowledge and learning of people and hopes that this course can significantly impact the lives of our participants and humanity in general around the world, who have a natural inclination towards the search for new knowledge. In addition, to train young people in the English Language by acquiring the four skills (speaking, listening, reading, and writing, referenced in the guidelines of the Common European Framework for language learning), using innovative learning-teaching methods that allow developing and raising communication skills and strengthening the teaching-learning process, using interactive and dynamic teaching strategies that exercise, facilitate, and allow the contextual and practical use of the language.

2. OBJECTIVES

2.1. GENERAL OBJECTIVE

The main objective of the A2 level in English language learning is to provide learners with the fundamental skills and knowledge necessary to understand and use basic



English in simple, everyday situations. The A2 level serves as an introduction to the language and aims to achieve the following:

1. **Basic Communication:** The primary goal is to develop learners' ability to communicate using simple English phrases and expressions. This includes greetings, introductions, asking and answering basic questions, and engaging in short, practical conversations related to personal information, daily routines, and immediate needs.
2. **Vocabulary Acquisition:** Learners focus on acquiring a basic vocabulary repertoire, encompassing essential words and phrases used in everyday life. This includes common nouns, verbs, adjectives, and adverbs relevant to personal experiences, family, food, time, and basic activities.
3. **Grammar Foundations:** The A2 level establishes a foundation in English grammar by introducing learners to basic grammatical structures and rules. This includes verb forms (e.g., present simple), pronouns, articles, prepositions, and basic sentence patterns.
4. **Listening and Speaking Skills:** The objective is to develop learners' ability to comprehend and produce simple spoken English. They practice listening to and understanding basic spoken language in familiar contexts, such as short conversations, instructions, and announcements. Additionally, they work on speaking skills to express themselves using basic vocabulary and sentence structures.
5. **Reading Comprehension:** Learners aim to develop basic reading skills to understand simple written English. They practice reading signs, labels, short texts, and basic sentences, focusing on comprehension, identifying key information, and expanding their vocabulary.
6. **Writing Skills:** The objective is to develop learners' ability to write simple English sentences and short texts. This includes writing personal information, simple messages, filling out basic forms, and basic sentence formation.
7. **Cultural Awareness:** Learners are introduced to cultural aspects of English-speaking communities to develop an understanding of language in its cultural context. This may include cultural practices, customs, and basic social etiquette.

Overall, the main objective of the A2 level in English is to provide learners with a solid foundation in the language, enabling them to communicate effectively in everyday situations and establish a platform for further language learning and development.

2.2 SPECIFIC OBJECTIVES

Specific objectives for English proficiency at the A2 level typically include the following:

- **Grammar Knowledge:** Understanding and using grammatical structures such as past continuous tense (e.g., I was reading), present perfect tense (e.g., She has eaten), and future simple tense, Forming questions using question words (e.g., who, what, where, when, why, how), using basic conjunctions (e.g., and, but, or) to connect sentences and ideas and demonstrating understanding and appropriate use of common irregular

verbs.

- **Listening Comprehension:** Developing the ability to understand simple spoken English in familiar contexts, such as understanding greetings, instructions, identifying main ideas, details, and specific information in spoken English, and recognizing different accents and speech patterns to improve listening comprehension skills.
- **Reading Comprehension:** Reading and understanding simple written English texts, identifying main ideas, developing scanning and skimming techniques to locate, developing scanning and skimming techniques to locate specific information efficiently such as signs, labels, short messages, and basic sentences with familiar vocabulary.
- **Writing Skills:** Developing basic writing skills, including the ability to write short sentences, express opinions, preferences, and experiences in writing fill out basic forms, and write simple messages or notes.

3. METODOLOGY

Communicative Language Teaching (CLT): This approach focuses on developing students' ability to communicate effectively in real-life situations. It emphasizes interactive activities, such as role plays, discussions, and group work, where students actively use English to convey meaning.

Task-Based Learning (TBL): TBL revolves around assigning student's meaningful tasks to complete using English. These tasks simulate real-world situations and require students to use English to achieve specific goals. The focus is on practical language use and problem-solving.

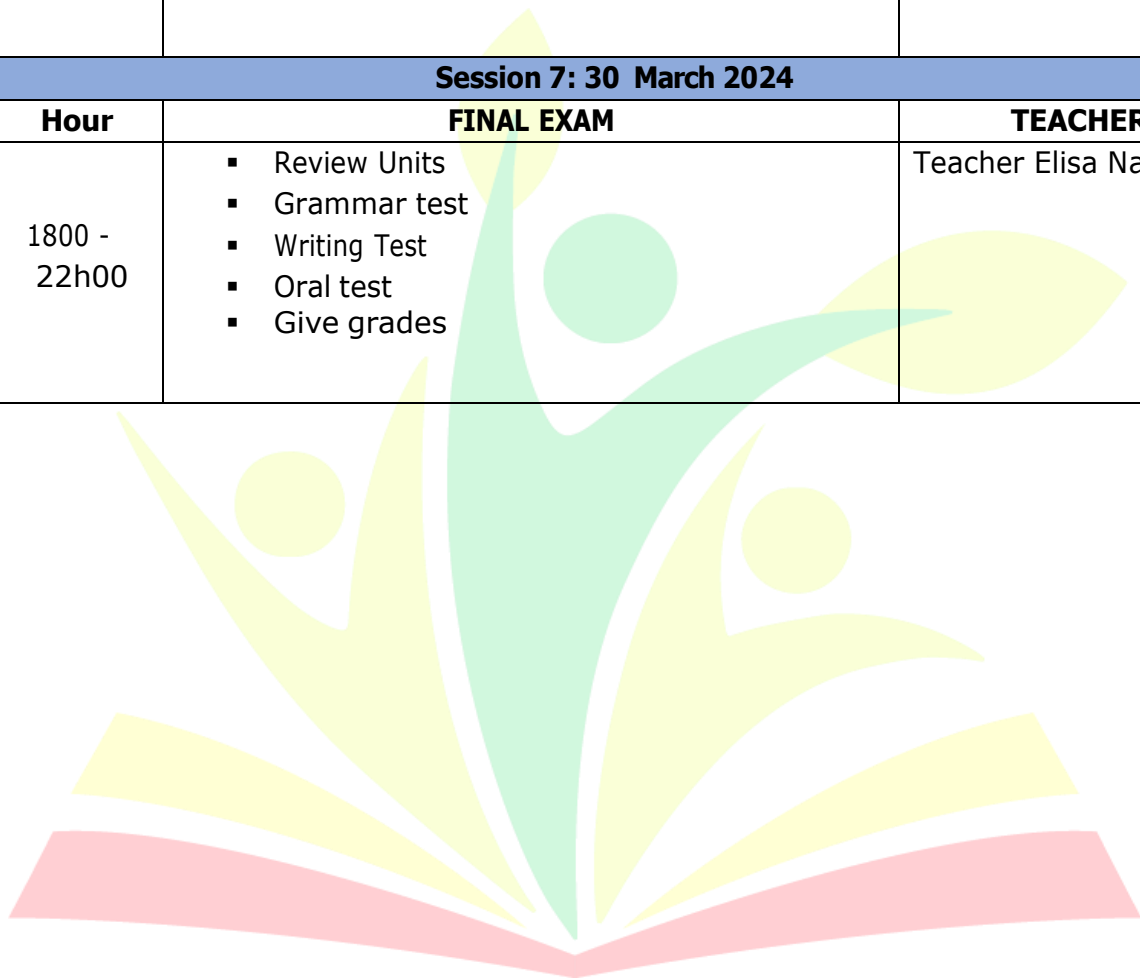
4. WORK AGENDA

Session 1: 22 March 2024		
HOUR	Unit 1-2	TEACHER
15h00 - 21h00	<ul style="list-style-type: none"> ▪ Introduction ▪ present simple, ▪ present continuous ▪ adverbs of frequency, so/neither/nor ▪ stative verbs ▪ Vocabulary ▪ Reading ▪ Speaking ▪ Writing ▪ Diagnostic test ▪ Practice ▪ Exercises on Platform ▪ Past simple ▪ Regular, irregular verbs ▪ Affirmative, negative, questions. ▪ Used to, order of adjectives, comparisons. 	Teacher Elisa Nato

	<ul style="list-style-type: none"> ▪ Everyday English ▪ Vocabulary ▪ Weather phenomena ▪ Feelings & sounds 	
Session 2: 25 March 2024		
HOUR	Unit 3/4	TEACHER
15h00 - 21h00	<ul style="list-style-type: none"> ▪ Past continuous ▪ When/ while ▪ Past continuous vs past simple ▪ Composition about the topic unit 2 ▪ Listening ▪ Vocabulary ▪ Exam unit 1-2 ▪ Practice ▪ Exercises on the Platform 	Teacher Elisa Nato
	<ul style="list-style-type: none"> ▪ will ▪ affirmative, negative, questions, future expressions ▪ going to ▪ present continuous (future meaning) ▪ Speaking (fortune teller) ▪ Composition (My plans) ▪ Countable/ uncountable nouns 	
Session 3: 26 March 2024		
HOUR	Unit 5/6	TEACHER
15h00 - 21h00	<ul style="list-style-type: none"> ▪ Quantifiers (some, any, no, every) ▪ conditional type 0 ▪ Exam unit 3/4 ▪ Practice ▪ Exercises on Platform ▪ Present perfect affirmative, negative ▪ Present perfect Continuous ▪ Verbs/ past participle form ▪ Vocabulary ▪ Going to the doctor ▪ Illnesses & remedies ▪ Parts of the body ▪ Injuries ▪ Modals verbs 	Teacher Elisa Nato

Session 4: 27 March 2024		
HOUR	Unit 7/8	TEACHER
15h00 - 21h00	<ul style="list-style-type: none"> ▪ Present / past modals ▪ The imperatives ▪ Exam unit 5/6 ▪ Practice ▪ Exercises on Platform ▪ The passive ▪ Vocabulary ▪ Past perfect ▪ Conditional type 2 ▪ Reflexive pronouns ▪ Everyday English ▪ Making suggestions ▪ Agreeing/ disagreeing ▪ Endangered animals ▪ Green activities 	Teacher Elisa Nato
Session 5: 28 March 2024		
HOUR	Unit 8/9/10	TEACHER
15h00 - 21h00	<ul style="list-style-type: none"> ▪ Vocabulary ▪ Exam unit 7/8 ▪ Practice ▪ Exercises on Platform ▪ Reading ▪ 	Teacher Elisa Nato
	<ul style="list-style-type: none"> ▪ Infinitives / Ing forms ▪ Relative pronouns ▪ Adverbs ▪ Defining relative clauses, the ▪ Everyday English ▪ Types of holidays ▪ Festival activities ▪ Exam unit 8/9 ▪ Practice ▪ Exercises on Platform 	

Session 6 : 29 March 2024		
our	Unit 11-12	Teacher
15h00 - 21h00	<ul style="list-style-type: none"> ▪ Review unit 11 ▪ Reported orders. ▪ Instructions, commands ▪ Tag questions exclamations. ▪ Vocabulary ▪ Computer parts, using a smartphone. ▪ Exam unit Practice ▪ Exercises on Platform 	Teacher Elisa Nato
Session 7: 30 March 2024		
Hour	FINAL EXAM	TEACHER
1800 - 22h00	<ul style="list-style-type: none"> ▪ Review Units ▪ Grammar test ▪ Writing Test ▪ Oral test ▪ Give grades 	Teacher Elisa Nato



5. LIST OF PARTICIPANTS AND GRADES

Nº	SURNAMES - NAMES	FINAL MARK	ATTENDANCE	OBSERVATIONS
1	Aguilar Montufar Jairo Leonardo	8.7	100%	APPROVED
2	Alcarraz Tovar Luis Enrique	8.5	85%	APPROVED
3	Alulema Viera Andy Steben	7	85%	APPROVED
4	Cali Saquinga Linda Abigail	7.7	88%	APPROVED
5	Cayambe Fuenmayor Jonathan Paul	8	100%	APPROVED
6	Espin Viera Kenneth Joao	7.4	80%	APPROVED
7	Espinoza Jimenez Ambar Sabrina	8,4	100%	APPROVED
8	Guamán Velásquez Victor Alfonso	7	85%	APPROVED
9	Jiménez Quishpe Paquita Nayeli	8,4	93%	APPROVED
10	Malan Cuichán Keny Maybeth	7.4	100%	APPROVED
11	Moya Montenegro María José	7.1	88%	APPROVED
12	Padilla Caiza Jonathan Javier	8,1	100%	APPROVED
13	Paez Chiriboga Ricardo Alexander	7.5	98%	APPROVED
14	Paucar Doicela Franklin David	7.7	80%	APPROVED
15	Peña Agualongo Jhonny Fabian	7.3	90%	APPROVED
16	Pilatuña Guañuna Jefferson Omar	8.8	100%	APPROVED
17	Robalino Ramírez Fernanda Anahí	8.1	88%	APPROVED
18	Ruiz Morales Robinson José	7	98%	APPROVED
19	Tandazo Capa Mateo Rafaerl	8.4	100%	APPROVED
20	Tipanluisa Morejón Jessica Paulina	8.1	100%	APPROVED
21	Valladares Bravo Erick Bladimir	8.5	80%	APPROVED

6. RESULTS OBTAINED

GENERAL OBJECTIVE	RESULT OBTAINED
<p>The main goal of the A2 level in English language learning is to achieve a solid foundation of communication skills that enable learners to interact with others in various everyday situations with increasing confidence and accuracy</p>	<p>Result Obtained: Upon completion of the A2 level in English language learning, learners are expected to have achieved the following outcomes:</p> <ul style="list-style-type: none"> ▪ Basic Communication: Learners can effectively employ simple English expressions and phrases to engage in uncomplicated conversations, covering greetings, introductions, basic inquiries, and responses. They can comfortably interact in common situations related to personal information, daily routines, and immediate needs. ▪ Vocabulary Acquisition: Learners have developed a rudimentary vocabulary encompassing crucial words and phrases essential for daily life. They can accurately identify and use common nouns, verbs, adjectives, and adverbs pertaining to personal experiences, family, food, time, and fundamental activities. ▪ Grammar Foundations: Learners have established a foundational understanding of English grammar. They can utilize elementary grammatical structures and rules, including verb forms (such as present simple, simple past, future going to and will), pronouns, articles, prepositions, and basic sentence patterns. ▪ Listening and Speaking Skills: Learners possess the ability to comprehend and generate simple spoken English. They can comprehend basic spoken language in familiar contexts, participate in brief dialogues, follow instructions, and comprehend announcements. Additionally, they can express themselves utilizing basic vocabulary and sentence structures. ▪ Reading Comprehension: Learners have cultivated basic reading skills that enable them to comprehend straightforward written English. They can understand signs, labels, short texts, and basic sentences. They can extract key information, enhance their vocabulary, and grasp the overall meaning of the text. ▪ Writing Skills: Learners can construct uncomplicated English sentences and short texts. They are capable of composing personal details, brief messages, completing basic forms, and forming elementary sentences.

	<ul style="list-style-type: none"> ▪ Cultural Awareness: Learners have been introduced to the cultural dimensions of English-speaking communities, thereby gaining insight into language within its cultural context. They possess awareness of cultural practices, customs, and basic social etiquette associated with English-speaking environments. ▪ Overall Outcome: Upon completing the A2 level in English language learning, learners have acquired a sturdy foundation in the language. They are adept at effective communication in everyday situations and have established a strong basis for further advancement in language learning and development.
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7. CONCLUSIONS

In conclusion, the A2 level English language learning program plays a pivotal role in providing learners with a strong foundation in the language. This level provides learners with a foundation in English language skills, including grammar, vocabulary, speaking, listening, reading, and writing. These skills are essential for effective communication in various personal, academic, and professional contexts. The program's comprehensive objectives encompass developing basic communication skills, acquiring a fundamental vocabulary, establishing grammar foundations, refining listening, and speaking abilities, honing reading comprehension, nurturing writing skills, and fostering cultural awareness.

A2 level proficiency enables learners to communicate confidently in everyday situations, such as social interactions, shopping, travel, and basic workplace communication. This practical communication ability is invaluable in English-speaking environments. Additionally, learners become acquainted with foundational grammar rules and sentence structures, enabling them to construct sentences and engage in written communication.

A2 level English course is important because it equips learners with essential language skills, practical communication abilities, cultural understanding, and opportunities for personal and professional growth. It lays the groundwork for further language learning and enables individuals to thrive in today's interconnected world.

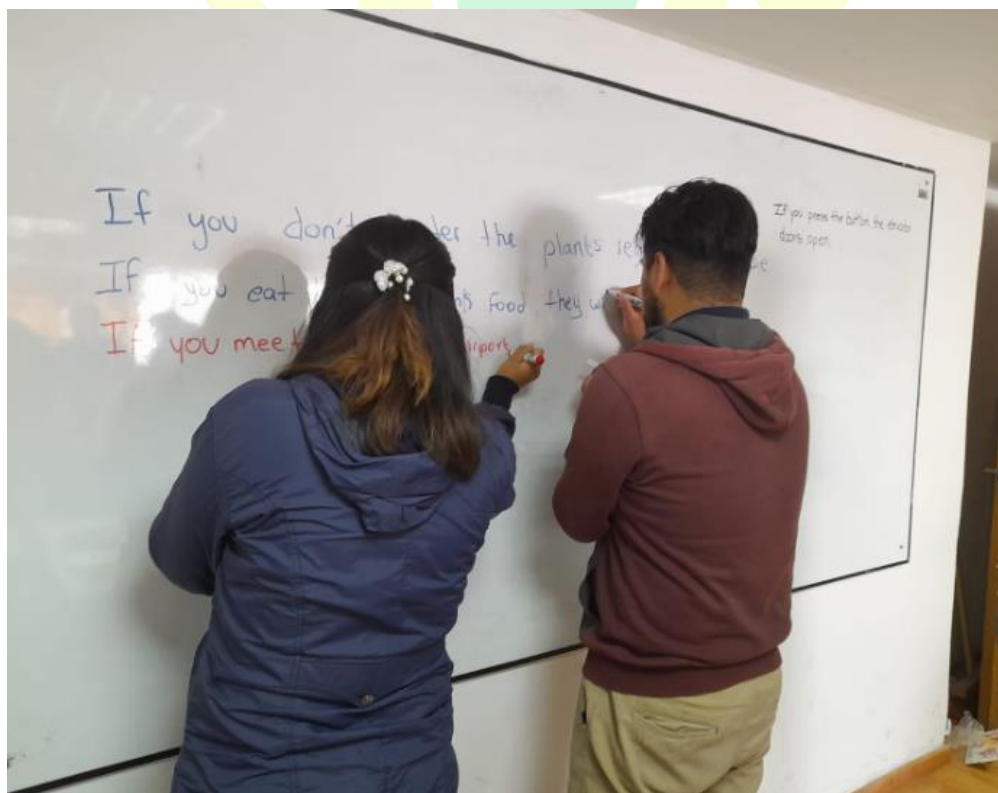
8. RECOMENDACIONES

8.1. The recommendations for enhancing an A2 level English language learning program are well-considered and practical. Incorporating interactive materials and real-life scenarios can significantly engage learners and make the learning process more relevant. Personalized learning paths acknowledge individual needs, fostering a supportive environment for diverse learners. Encouraging the use of real-world resources like movies and podcasts adds an element of fun and variety. Additionally, the emphasis on cultural sensitivity and reflective practice showcases a holistic approach to language learning. Overall, these recommendations have the potential to create a dynamic and effective A2 level program that benefits learners in multiple ways.

11. ANNEXES

11.1 images














Classroom > LEVEL A2

	Tablón	Trabajo de clase	Personas	Calificaciones				
	Ordenar por apellidos		Calificación general	Ayer plataforma	Ayer Final exam	10 mar WRITING FINAL...	Ayer Speaking final exam	3 m we Ref
				PLATFORM de 10	FINAL EXAM de 10	FINAL EXAM de 10	FINAL EXAM de 10	CLA de 1
	fernanda robalino		81,83 %	8,2	8,6	6	8	9,1
	Robinson José Ruiz Morales		70,6 %	8	5,6	7	6	9,1
	Mateo Tandazo		84,53 %	7,3	9,6	8	7,25	10
	Jessica Tipanluisa		81,46 %	7,8	6,8	6	7,25	9,1
	Erick Valladares		85,56 %	8 Sin entregar	9,4	9/10	9	30



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Classroom > LEVEL A2

Inicio

Calendar

Clases impartidas

Para revisar

A2

LEVEL A2

LEVEL A1

Cursos en los que te has insc...

Tareas pendientes

LEVEL A1

Clases archivadas

Ajustes

Tablón

Trabajo de clase

Personas

Calificaciones

ELISA NATO

20 ene (Última modificación: 4 feb)

COURSE POLICIES

GRADING:

In order to pass this course and continue to the next level you must achieve a grade of at least 70%. You overall final grade consists of the following:

FINAL EXAM

20%

QUIZZES

15%

WRITING

5%

HOMEWORK

10%

SPEAKING

15%

GROUP WORK

10%

PLATFORM

15%

CLASSWORK

10%

100%

ATTENDANCE & TARDINESS

There are no Excused Absence. Therefore, There is no reason to bring in any certificate from employers. There are no exception to this policy.

<https://docs.google.com/spreadsheets/d/1JJQ-ux0Q3Hbe1HHQ2LEHr77OQrxYyID4Gk6BceHfgE/edit?usp=sharing>

Añade un comentario de clase...





FIRMA DE RESPONSABILIDAD Y APROBACIÓN		
POSITION	NAMES AND SURNAMES	SIGNATURES
FACILITATOR:	Elisa Nato Sierra	
	CI: 0703971895	
REVIEW AND APPROVAL RESPONSIBLE OF CONTINUING EDUCATION	MSc. Christian Ibarra Rosero	
REVIEW AND APPROVAL SOCIETY LINK COORDINATOR	MSc. Diego Almeida Burbano	

