



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI
CENTRO DE EDUCACIÓN CONTINUA
CEC-UPEC

FINAL REPORT OF ACTIVITIES, ATTENDANCE AND GRADES

1. INFORMATION DATA:

Volunteer Facilitator:		Lcda. Nelly Ayala	
Head of Continuing Education		Msc. Diego Almeida	
Training	A2 level in English language learning – June 2024		
TRAINING DURATION			
Total virtual hours	40	Total hours	40
Date of the course	From July 18 th of 2024 to July 31 st of 2024		

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- June 2024" 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 learning – June 2024" 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 ill 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: 20 July 2024		
HOUR	Unit 1	TEACHER
08h00 - 13h00	<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 	Teacher Nelly Ayala.
Session 2: 20 July 2024		
HOUR	Unit 2/3	TEACHER

14h00 - 19h00	<ul style="list-style-type: none"> Past simple Regular, irregular verbs Affirmative, negative, questions. Used to, order of adjectives, comparisons. Everyday English Vocabulary Weather phenomena Feelings & sounds 	Teacher Nelly Ayala.
	<ul style="list-style-type: none"> Past continuous When/ while Past continuous vs past simple Composition about the topic unit 2 Listening Vocabulary Practice 	
Session 3: 21 July 2024		
HOUR	Unit 4/5	TEACHER
08h00 - 13h00	<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 Quantifiers (some, any, no, every) conditional type 0 Practice 	Teacher Nelly Ayala.
Session 4: 21 July 2024		
HOUR	Unit 6/7	TEACHER
14h00 - 19h00	<ul style="list-style-type: none"> 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 Present / past modals The imperatives Practice 	Teacher Nelly Ayala.
Session 5: 27 July 2024		
HOUR	Unit 8/9	TEACHER
08h00 - 13h00	<ul style="list-style-type: none"> The passive Vocabulary Past perfect Conditional type 2 	Teacher Nelly Ayala.

	<ul style="list-style-type: none"> ▪ Reflexive pronouns ▪ Everyday English ▪ Making suggestions ▪ Agreeing/ disagreeing ▪ Endangered animals ▪ Green activities 	
	<ul style="list-style-type: none"> ▪ Vocabulary ▪ Practice ▪ Reading 	
Session 6 : 27 july 2024		
Hour	Unit 10/11	Teacher
14h00 - 19h00	<ul style="list-style-type: none"> ▪ Infinitives / Ing forms ▪ Relative pronouns ▪ Adverbs ▪ Defining relative clauses, the ▪ Everyday English ▪ Checking in at a hotel ▪ Reported speech. ▪ Tenses review ▪ Vocabulary ▪ Types of holidays ▪ Festival activities ▪ Practice 	Teacher Nelly Ayala.
Session 7: 28 july 2024		
Hour	Unit 11/12	Teacher
08h00 - 13h00	<ul style="list-style-type: none"> ▪ Review unit 11 ▪ Reported orders. ▪ Instructions, commands ▪ Tag questions exclamations. ▪ Vocabulary ▪ Computer parts, using a smartphone. ▪ Practice 	Teacher Nelly Ayala.
Session 8: 28 july 2024		
Hour	Review and Final Exam	TEACHER
14h00 - 19h00	<ul style="list-style-type: none"> ▪ Review Units ▪ Grammar test ▪ Writing Test ▪ Oral test ▪ Give grades 	Teacher Nelly Ayala.

LIST OF PARTICIPANTS AND GRADES

Nº	SURNAMES - NAMES	FINAL MARK	ATTENDANCE	OBSERVATIONS
1	Barre Chimbo Anahy Meliza	8.5	100%	APPROVED
2	Cisneros Coronado Cristopher Alexander	9.5	100%	APPROVED
3	Cocha Gallardo Lisbeth Fernanda	7.5	80%	APPROVED
4	Criollo Topón Josselyn Paola	9.5	90%	APPROVED
5	Galarza Sampedro Paola Dayana	7.5	80%	APPROVED
6	González Sánchez Adal Mateo	9	90%	APPROVED
7	Guerrero Alvear Genesis Abigail	8.5	90%	APPROVED
8	Lita Codena Esteban Alejandro	8	85%	APPROVED
9	Lizalde Ramón Anthony Javier	8	90%	APPROVED
10	Llive Perez Keyslin Brigeth	8	90%	APPROVED
11	Martínez Lalvay Rodolfo Alberto	9.5	100%	APPROVED
12	Merizalde Ronquillo Alan Samyr	8,2	85%	APPROVED
13	Morales Yuquilema Andrea Virginia	9	98%	APPROVED
14	Murillo Leon Vicente Gregorio	7.5	80%	APPROVED
15	Nuñez Mejia Barbara Alejandra	7.5	90%	APPROVED
16	Olmedo Pachacama Mayra Alejandra	8	80%	APPROVED
17	Ortega Agreda Denis Nicole	9	100%	APPROVED
18	Pungil Jiménez Cristian Andrés	8	90%	APPROVED
19	Quimbata Pineda Joel Steven	8	90%	APPROVED
20	Quishpe Yanangomez Brandon Patricio	9.5	100%	APPROVED
21	Rosales Alazco Jonathan Javier	7.5	80%	APPROVED
22	Zapata Suango Marcia Maribel	7.8	85%	APPROVED

5. 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 A1 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), 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 A1 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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6. CONCLUSIONS

In conclusion, the "A2 level English language learning -June 2024" 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.

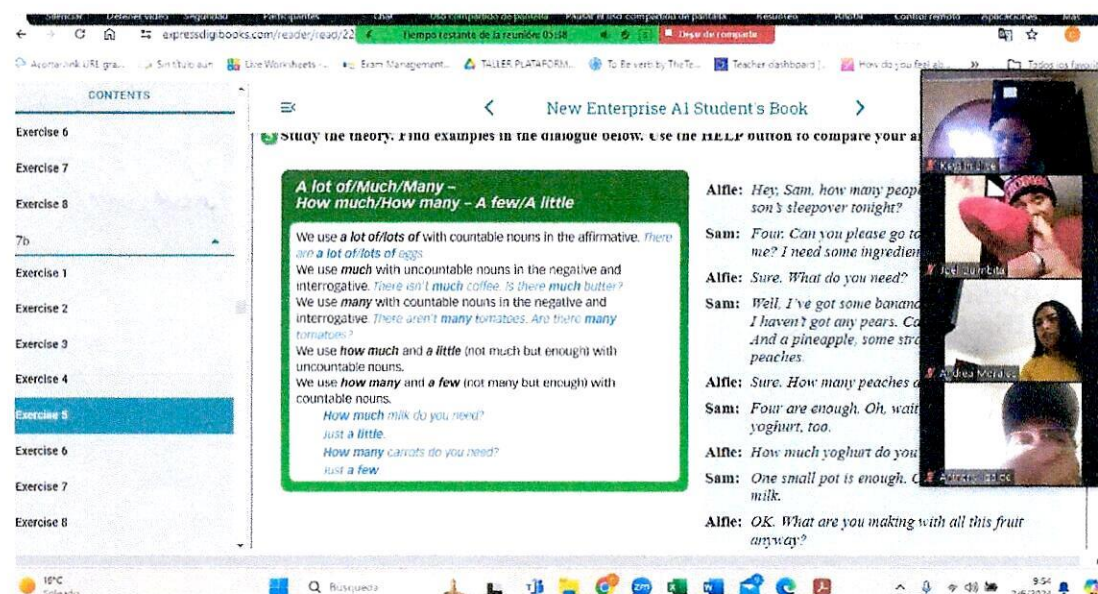
A2 level English course is important because it equips learners with essential language skills, practical communication abilities, cultural understanding, and opportunities for personal and professional growth. It lays the groundwork for further language learning and enables individuals to thrive in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

7. RECOMENDACIONES

7.1. 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



The screenshot displays a digital English textbook interface. On the left, a 'CONTENTS' sidebar lists exercises 6 through 8. The main content area is titled 'New Enterprise AI Student's Book' and features a lesson on quantifiers: 'A lot of/Much/Many - How much/How many - A few/A little'. The lesson includes rules for using 'a lot of', 'much', 'many', 'how much', and 'a few' with countable and uncountable nouns, followed by example sentences. To the right of the text is a video chat window showing three participants: a person with a red heart on their forehead, a person with long dark hair, and a person with short dark hair. The bottom of the screen shows a Windows taskbar with various application icons and a system clock indicating 9:54 on 2/6/2024.



live worksheets.com/workbooks/2416916/preview/cfKdUwY4J

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What are they doing?

Click to listen. Then match the sentences with the pictures
(write the numbers)

19°C May 11, 2024

Q Búsqueda

11:28 26/5/2024

2 notificaciones nuevas

Jonathan Rosales
Nicola Gregu
Alan Mergado
Joselyn C.

FIRMA DE RESPONSABILIDAD Y APROBACIÓN		
POSITION	NAMES AND SURNAMES	SIGNATURES
FACILITATOR:	Lcda. Gloria Nelly Ayala	
	CI: 0401237516	
REVIEW AND APPROVAL: SOCIETY LINK COORDINATOR	MSc. Diego Almeida Burbano	

