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STUDENTS PORTFOLIOS AND WRITING SKILL

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TUTOR APPROVAL

I, Lcda. Mg. Sarah Jacqueline Iza Pazmiño, holder of the ID 0501741060 in my capacity as tutor of the Research Dissertation on the topic: “STUDENTS PORTFOLIOS AND WRITING SKILL” investigated by Omar Israel Moyano Martínez with ID No. 1401322027, confirm that this research meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled “STUDENTS PORTFOLIOS AND WRITING SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author’s responsibility.



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**APPROVAL OF THE DIRECTIVE COUNCIL OF THE FACULTY OF
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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “STUDENTS PORTFOLIOS AND WRITING SKILL” which is held by Omar Israel Moyano Martínez, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2021 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

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*To my beloved parents who
always believed in me, to my two
special women Pamela and Belén,
this is the result of your support.*

Omar

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ABSTRACT

UNIVERSIDAD TÉCNICA DE AMBATO
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THEME: STUDENTS PORTFOLIOS AND WRITING SKILL

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The present study titled “Students Portfolios and Writing Skill” is aimed to determine the main activities used in students’ portfolios to practice writing skill thought information comparison and data analysis during the health emergency due to the COVID-19 global pandemic. The population used to carry this research was a sample of parallels from first and second baccalaureate level of Colegio de Bachillerato 27 de Febrero during the school year 2019-2020 and a sample of classrooms from all levels of baccalaureate of the school year 2020-2021. Achieving the stated objectives was possible by gathering students’ interdisciplinary portfolios, teachers’ rubrics to assess portfolios, applying a questionnaire to students and an interview to all English language teachers at Colegio de Bachillerato 27 de Febrero. The results obtained through qualitative and quantitative analysis and comparison indicated that there wasn’t enough meaningful practice and improvement of writing skill by using interdisciplinary portfolios.

Keywords: Interdisciplinary portfolios, writing skill, writing practice, activities

RESUMEN

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: PORTAFOLIOS ESTUDIANTILES Y LA HABILIDAD DE ESCRITURA

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FECHA: Julio, 2021

El presente estudio que lleva por título “Portafolios Estudiantiles y la Habilidad de la Escritura” está dirigido a determinar las actividades principales usadas en los portafolios de los estudiantes con el fin de practicar la escritura mediante comparación de información y análisis de datos durante la emergencia sanitaria provocada por la pandemia global de COVID-19. La población en la que llevó a cabo esta investigación fue una muestra de los paralelos de primero y segundo año de bachillerato del Colegio 27 de Febrero durante el año lectivo 2019-2020 y una muestra de paralelos de todos los niveles de bachillerato del año lectivo 2020-2021. Alcanzar los objetivos planteados fue posible recolectando los portafolios interdisciplinarios de los estudiantes, las rubricas de los docentes, usadas para evaluar los portafolios y aplicando un cuestionario a los estudiantes y una entrevista a todos los docentes de Inglés del Colegio de Bachillerato 27 de Febrero. Los resultados obtenidos mediante el análisis y comparación cuali-cuantitativo indicaron que no hubo suficiente practica significativa y mejoramiento de la escritura usando los portafolios interdisciplinarios.

Palabras clave: Portafolios interdisciplinarios, habilidad de escritura, práctica de escritura, actividades.

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CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

The purpose of the investigative background is to analyze the interaction of the two variables which are, students' portfolios and writing skill, in previous studies. Besides, it is necessary to mention the usage of similar topics from many professional areas were selected.

(Tyas, 2020) in his research entitled "Promoting Students' Autonomous Learning Using Portfolio Assessment in EFL Writing Class" establishes the importance of the implementation of portfolios as an assessment tool to promote students' autonomy. This investigation was carried out with 30 participants from the third semester who were taking the Essay Writing Class. Students' portfolios were collected as an "Essay Writing Module" to gather authentic evidence of students' tasks. In addition, a checklist and a semi structured interview were used to have knowledge of students' autonomy during the classes. It is important to mention that this study was applied during the second half of the semester at Colegio de Bachillerato 27 de Febrero. In fact, the results of the study demonstrated that students' autonomous learning improved from 60% in the first part of the semester to 87% during the second half of the semester. The reason for that is learners' agreement with the clearly stated criteria that motivated them to complete the portfolio assessment and get good scores.

This study is relevant because it showed that students' autonomy and encouragement has increased in the same academic period. This information represents an important support to carry out a study in Ecuadorian high schools where interdisciplinary students' portfolios strategy has been used without precedents and the practice of productive skills is promoted. This research is valuable for the reason that the results indicated increase of students' motivation and in our context due to the pandemic students' desertion raised as consequence of demotivation.

(Baas, Vermeulen, Castelijns, Martensb, & Mien, 2019) published a research work at Open Universiteit research portal titled "Portfolios as a tool for AfL and student

motivation: are they related?”. The purpose of this study was to investigate if the usage of portfolios is useful as Assessment for Learning and develop students’ motivation. This research required the participation of children from grade four to six. Seven schools across The Netherlands were involved in this study. Five schools with a total of 419 children were part of the experimental group. It means that those five schools actually used portfolios assessment. Contrary, two schools with 117 children constituted the control group so the schools did not used portfolios strategy. The results of the research indicate the use of students’ portfolios does not guarantee increased motivation for learning but, data collected do not disconfirm the effectiveness of portfolios to promote motivation. Moreover, the research indicates that learners’ knowledge of Assessment for Learning had a crucial role because a few students who knew how this way of assessment works had positive results.

Although the results of the study are not really encouraging, there are relevant factors to consider to this current research. The methodology was explained to students and they were informed about the way of assessment and implementation of interdisciplinary portfolios as an assessment tool, information that was not shared with learners such as low teachers’ perception of portfolios as assessment for learning and difficulties to integrate this kind of assessment in the daily classroom practice could negatively affect the results and this is not the case in our context where teachers explain students those aspects at the beginning of the school year.

(Alam, 2019) led an investigation in the Kingdom of Saudi Arabia at King Khalid University, with the title “Assessment Challenges & Impact of Formative Portfolio Assessment (FPA) on EFL Learners’ Writing Performance: A Case Study on the Preparatory English Language Course.” The aim of the research was to examine the impact of formative portfolios assessment in English as Foreign Language Learners’ writing performance. The participants for this study were a total population of 40 undergraduate entry-level EFL students at King Khalid University, 20 male and 20 female. The participants took a diagnostic test that was a pre-designed essay-writing task. Then according to their results, they were placed into an experimental group and a control group with 20 participants in each group. After that, the portfolio assessment technique was applied to the experimental group. Students’ writing skill was measured using a rubric. At the end an Independent-sample T-test was used to verify differences

of students writing performance before using the portfolios assessment. In addition, an interview aimed to six students was conducted to qualitatively analyze the impact of portfolios assessment to improve writing skill. The statistical results of the study clearly refuse the null hypothesis so that portfolio assessment actually have an impact on writing skill performance. In fact, the qualitative results of the interview indicates that students consider useful the portfolios assessment to improve their writing skill for the reason that portfolios clearly demonstrate the importance of using them to improve students' writing skill.

Although the study was carried out on university students, the positive results suggest that students with a similar thinking maturity can take advantage too of the portfolios strategy. Moreover, learners' ability to produce written texts was benefited and considering that writing skill is the most practiced productive skill in our context it is important to analyze the interaction of both variables adding the interdisciplinary curriculum and effects of the global pandemic.

(Taheri & Mashhadi Heidar, 2019) conducted a study with the title "Portfolio Assessment and EFL Learners' Writing Ability: Does Self-Regulation Have a Role to Play?" with the objective of determining the effectiveness that portfolio assessment has on Bachelor for Arts students' paragraph writing ability. For this research, 60 female participants who previously took the Oxford Placement Test were selected. They were randomly assigned to an experimental group and a control group with 30 participants in each group. After that, students of each group took a questionnaire to create a high and low self-regulated learners with 15 participants in each group. A pre-test was conducted to experimental and control group. Then, the experimental group worked with portfolio assessment in twelve sessions. Then, both groups took a writing post-test. The results revealed that there is a significance in the pre-test and post-test so that, portfolio assessment has a positive effect on the writing accuracy of Iranian students.

The findings revealed positive implications of the usage of portfolios as an assessment tool to improve students writing skill. The information is relevant for this study because by using portfolios to assess students improve writing skill in terms of accuracy which a recurrent difficulty of Ecuadorian high school learners.

(Bader et al., 2019) published a research titled “Student perspectives on formative feedback as part of writing portfolios” with the aim of investigate the students’ perceptions of formative feedback as part of portfolio assessment. This research required 40 participants of English as a Foreign Language from two teacher education institutions. The participants worked with three different ways of provide feedback of their portfolios. First, the teacher will provide written feedback. Second, the feedback will be shared among students and finally a third way to give feedback was done by the teacher and students. After that, the researchers coded the learners’ reflection notes on their portfolios creating meaningful categories. The results indicated that students agree with the feedback obtained by the teacher and classmates and it is helpful to have another perspective.

The research is useful because it demonstrates students feel comfortable about being assessed on their portfolios and it is implicit that the usage of portfolios has not a negative effect on the process of learning and assessment. Considering some technological limitations in our public educative institutions, during the pandemic portfolios as assessment tool could be helpful for the public Ecuadorian the educative system.

(Toba et al., 2019) in their research titled “The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay” carried out at State Islamic Institute of Samarinda had the aim of investigate the current issues of Indonesian EFL students to produce written texts. The population involved in this research included a total of 52 students, 9 males and 43 females with age from 19 to 23 years old from fifth semester of academic essay writing course. The study used qualitative and quantitative data obtained with a writing test of comparison and contrast essay, open-ended questionnaire and an interview to students. The results indicated allowed to categorize learners writing skill as good. However, there were specific cases of students who were affected by writing dislike, low writing motivation, writing anxiety and problems related to the writing aspect such as content, organization, grammar, vocabulary and mechanics. Writing aspects should be well integrated to improve this skill and the teacher should consider solutions to solve personal and academic difficulties presented by students to practice writing.

This research contributes to the current study by considering some students' difficulties related to written text production. Most of investigations just consider academic problems of learners but, personal issues such as students' motivation acquired relevance in our context. For this reason, it is important to analyze how motivation can impact students' improvement of writing skill and if it is related with education desertion in our country.

(Balta, 2018) carried out a study in Turkey with the title "The Relationships among Writing Skills, Writing Anxiety and Metacognitive Awareness.". The aim of the research was to investigate the relation among learners' argumentative text writings, writing anxiety and metacognitive awareness. The population in this study consisted of 375 students from eight grade in six middle schools in Sivas obtained from random sample technique. The process of data gathering was done by applying a Writing Anxiety Scale, a Metacognitive Awareness Scale and an Argumentative Essay Rubric developed for this study. The researcher used descriptive statistics, Spearman Correlation and Kruskal-Wallis Test to analyze the data. The results indicated that writing anxiety negatively affected students' production of argumentative texts. Contrary, low levels of learners' anxiety produced good argumentative texts. In addition, the metacognitive levels were high and it was a weak relation between students' argumentative written texts and metacognitive awareness.

This investigation is significant for the current research for the relation established between writing anxiety and written texts production. In fact, it is clearly demonstrated that anxiety had a negative effect in students writing skill but there are some relevant aspects in our context that could impact on the results, such as the implementation of an interdisciplinarity curriculum, personalized interactions between teacher and students and levels of anxiety which did not originate just from writing but also for external educative factors that our students present.

Finally, (Saleh, 2019) published a study at Academia platform titled "Chat and Learn: Effectiveness of Using WhatsApp as Pedagogical Tool to Enhance EFL Learners' reading and Writing Skills" with the aim of examine the pedagogical role of WhatsApp as mobile-assisted language learning application to develop motivation of Yemeni EFL learners to improve reading and writing skills. The population considered in this research were twenty undergraduate students belonging to the English language

department of Radfan College of education at University of Aden. The data was gathered using a pre-test and a post-test, researchers' daily observations of students' progress and a questionnaire applied to students at the end of the investigation. The results indicated that students improved reading comprehension and writing skills by practicing natural and contextualized language which is difficult to provide in the classroom. Learners' vocabulary was expanded developing confidently, improving accuracy of writing texts and increasing students' motivation.

This research is useful for the current study because in Ecuadorian public educative context, WhatsApp application is widely used by teachers and students at the point that the creation of chat groups where both participate is promoted. Students also share activities and interact with English language teachers using this application, most of the times by written texts instead of using voice notes specially in English subject groups. It means that students are practicing writing skill using the target language in a natural way to interact with the teacher. So, teachers can take advantage of the restrictions caused by the pandemic and use this kind of technological tools to promote writing skill through similar applications practicing writing in daily casual conversations, in fact teachers can design activities which allow students to produce long texts and share with the teacher the result using WhatsApp. Those kinds of activities are helpful to keep evidence of students' tasks and add screenshots of participation in the portfolios.

1.2 Theoretical Framework

1.2.1 Independent Variable Theoretical Support

1.2.1.1 Language Teaching Approaches

According to San Jose & Bahket & Ali Alsalmi (2017) to teach does not exist the only way that fulfills all learners' needs. Learners' needs vary from one classroom to another, and it is part of the teachers' job to find out the way to suit the students' educative needs. Applying an approach that works for everyone could be perfect, but not all approaches are acceptable to all students. Fruitful and meaningful learning occurs when the teacher uses learners' preferred approaches. More than one approach works better for students in different classrooms.

The approach gives a realistic picture of what can be done to help the individual. It also recognizes that such strategies can bring about change in the individual. Such strategies will help the students perform their daily skills. (Journal & Ogbodo Adoga, 2019)

It means that every approach helps teachers to understand students' motivation and the strategies that could help learners to improve. It is also implicit that the strategies used to teach have to be adjusted according to an approach and the approach applied in the classroom covers students' needs.

According to Richards & Rodgers (2014) the approaches used to teach a language has been adjusted according to issues and circumstances that occurred in the society over the years. In fact, the born of a linguistic perspective of language acquisition contributed to create a new variety of approaches to language teaching emphasizing the theory and practice to be developed together with a specific method. As consequence, linguistic assumed a central role in many of the approaches used to teach a language and new materials took an important role in the classroom. There were new concepts of methodologies and didactics in the process of learning a foreign language.

Richards & Rodgers (2014) affirm "Communicative Language Teaching makes use of activities that involve an "information gap" and "information transfer"; that is, learners work on the same activity, but each learner has different information needed to complete the activity." (p. 32).

Richards & Rodgers (2014) states "In Task-Based Language Teaching, learners work on specially designed tasks or tasks that reflect real-world uses of language, and in text-based approaches students work with authentic texts." (p. 32)

1.2.1.2 EFL Methodology

Methodology

"...the term *method* is best replaced by the term *pedagogy*. The former implies a static set of procedures, whereas the latter suggest the dynamic interplay between teachers, learners, and instructional materials during the process of teaching and learning" (Richards & Renandya, 2008, p. 6)

Cook (2002) states that teaching methods share some characteristics that are not usually discussed such as the emphasis on the production of spoken language rather than written language. Further, most methods avoid using the first language in the classroom. Mainly these characteristics make those methods become situational teaching perspectives taking in mind general aspects of language and context about using it. Finally, some methods carry out strategies that promote teaching skills passively such as listening and reading rather than active and productive skills such as writing and speaking.

Davini (2013) states that methods and teaching strategies have the same purpose inside the classroom. The methodology is used to give general guidelines to facilitate the learning process, also the method suggests that according to the context and students' situation, some adaptations must be included.

EFL (English as Foreign Language)

Nowadays, the English language becomes a great impact on the world. "English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million" (Broughton, Brumfit, Flavell, Hill, & Pincas, 2002, p. 1).

English as Foreign Language awakes a motivation in students to learn this language. It means that there are personal reasons to learn the English language and most people are interested in the language's culture. "English tends to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers" (Broughton, Brumfit, Flavell, Hill, & Pincas, 2002, p. 7)

1.2.1.3 Students Portfolios

Students Portfolios is a strategy that helps educators during the learning-teaching process. Sambandam (2005) states: “A portfolio is a collection of written accounts of events and activities experienced by an individual, kept in the form of a journal. The portfolio is used not only as a document of evidence but also as an effective learning tool.”

It means that a portfolio is evidence of students’ activities done during the school year and can be used to measure learners’ improvement. By having a compilation of the students’ activities teachers can also use portfolios as an evaluation tool.

According to Valdez Pierce & O'Malley (1992) portfolios have been used mainly to improve students’ writing and reading skills. The usage of portfolios allows learners to develop ownership and promotes self-evaluation. In addition, the teacher can encourage the instruction because the application of portfolios allows teachers’ autonomy.

Learning activities are made by students during the creation of their portfolios. Beetham & Sharpe (2007) stated that according to a pedagogical context the learning activities include some important aspects such as the context, the pedagogy, and the task. Further, learning activities involves the completion of a series of task to reach learning outcomes previously designed.

About interdisciplinarity of education is based and the different subjects, Dewey (1994) claims stated that

We cannot establish a hierarchy of values among studies. It is futile to attempt to arrange them in order, beginning with one having least worth and going on to that of maximum value. In so far as any study has a unique and irreplaceable function in experience, in so far as it marks a characteristic enrichment of life, it’s worth is intrinsic or incomparable. Since education is not a means to living, but is identical with the operation of living a life which is fruitful and inherently significant, the only ultimate value which can be set up is just the process of

living itself. And this is not an end to which studies and activities are subordinate means; it is the whole of which they are ingredients. (p. 248)

It is important to mention the interdisciplinarity and the relation it has with the strategy of portfolios. Jones (2009) mentions that: “The definition of interdisciplinary integrates team-teaching as a technique in which teachers from multiple disciplines work with each other to design a curriculum, instruct the class, and grade teams of students for time periods that can possibly extend to more than one year”

Additionally, Royal Lybeck, (2016) claims that: “Dewey, like contemporary advocates of interdisciplinarity, appears to have a faith in the inherent good of live-and-let-live problem-solving. Yet, as Bourdieusian scholars have noted, certain disciplines do have greater power than others; so how can we hold powerful disciplines to account if there is no standard upon which one discipline is supposed to be related to another? The denial of any form of strong interdisciplinarity means: the market of ideas will run its course; science is what scientists do; no truth exists independently of the prevailing configuration within siloed, or problem-oriented, scholarly networks.”

Integrating the interdisciplinarity to students’ portfolios strategy, a collection of written tasks produced by learners including several subjects results in interdisciplinary students’ portfolios. Those types of portfolios are the ones that will be collected from learners in this research.

1.2.2 Dependent Variable Theoretical Support

1.2.2.1 Basic Language Skills

“Competence requires that the individual possesses a repertoire of communication skills, has a predisposition towards communicating with others and has the opportunity to communicate” (Hargie, 1997, p. 13)

The English language has four basic skills which are usually classified as productive and receptive skills. “The four and fundamental language skills, viz. LSRW (Listening, Speaking, Reading and Writing) may be further classified into two parts. Speaking and writing are called productive skills because while using these skills a

learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and received information either through listening or reading” (Husain, 2015)

1.2.2.2 Productive Skills

Golkova & Hubackovab (2014) states that “When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete”

“...productive language skills, also described as active skills. More energy is needed to produce any outcome of those types. Both types of language skills make an integral part of the learning process at any stage of its development.” (Golkova & Hubackovab, 2014)

When one starts learning a foreign language, he surely and subconsciously is exposed to both categories of language skills. As mentioned before, productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form” (Golkova & Hubackovab, 2014)

1.2.2.3 Writing Skill

Writing is a complex process that includes several mental processes to organize ideas about what is going to be composed. It means that writers have the option to select the topic, the tenses, and also the level of analysis that will be included in the writing. So that, writing skill is adaptable to a variety of methods and strategies to improve the result. In fact, writing is developed with a purpose and meanwhile, the purpose is achieved, our ability in this skill will improve. (Flower & Hayes, 1981)

“Writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Therefore, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end.” (Hadley Omaggio, 1993)

1.3 Objectives

1.3.1 General Objective

- To determine the main activities used in students' portfolios to practice writing skill thought information comparison and data analysis.

1.3.2 Specific Objectives

- To analyze by applying a survey, the knowledge about students' portfolios strategy to practice writing skill.
- To compare writing learning activities and the learning outcomes obtained from the students' interdisciplinary portfolios in the 2020-2021 school year.
- To describe the main learning activities compiled in students' portfolios to improve writing skill.

Description of the fulfillment of objectives

Considering the health emergency some students were not able to work in an e-portfolio so that learners had to go to the educative institution to make their portfolios in the classrooms with teachers' assistance. In fact, students' desertion increased due to health emergency. For this reason, there was an initiative of MINEDUC which consists on hire provisional teachers to help students to rejoin the classes. Those teachers were every day at the institution and also traveled to students' homes to provide support to complete the Fichas Pedagógicas (Annex 2) and create their portfolios. It is necessary to mention that students who attended those classes did not have technology access so that the researcher went to the educative institution and provide students a device with an internet connection to answer the survey.

It is important to mention that the health emergency protocol was applied during the second period of the school year 2019-2020. It means that students used interdisciplinary portfolios only in the second period and those portfolios' grades were

considered with an exam to obtain the final grade of the second partial. In addition, students from the third level of baccalaureate worked on a project that supplied the grade of interdisciplinary portfolios, so that although learners completed the portfolios, they weren't used as a final assessment.

The analysis of students' knowledge about students' portfolios strategy will be achieved through the survey aimed at students. The same is elaborated in the Google Forms platform. The researcher will send the link to the questionnaire to the teachers and they will send the link in the WhatsApp groups with students. Once students from all levels of baccalaureate completed the survey, the items will be grouped considering and three aspects related to the information obtained in each item, the context questions, questions related to the independent variable, and questions related to the dependent variable. Consequently, questions from six to nine correspond to the independent variable which is students' portfolios. It means that those questions will be helpful to gather specific information about the elaboration of students' portfolios, tasks included in the portfolio, and the elaboration of e-portfolios. On the other hand, questions from ten to fifteen are related to the independent variable that is writing skill. Those questions are essential to analyze how learners relate students' portfolios with the English language. In addition, the questions will provide data about students' awareness of the use of students' portfolios as a strategy of assessment and work evidence.

Accomplishing the objective of comparing students' learning activities and learning outcomes will be possible by collecting the students' interdisciplinary portfolios and the rubric used to assess their portfolios. To achieve this purpose, the researcher will go to the Colegio de Bachillerato 27 de Febrero on the days which English language teachers planned to attend the institution to check students' portfolios. The rubrics will be collected at the end of the school year once teachers finish "juntas de curso", so that the investigator will attend to the institution if necessary or contact English language teachers through a smartphone. As the learning outcomes are the same during the global health emergency the quality of student's activities will vary and the researcher will identify those variations reflected on the rubrics and written works. Consequently, after doing a comparative analysis of interdisciplinary portfolios and the rubric used to assess them called "Rúbrica para evaluación: Portafolio del Estudiante" by

MINEDUC. This activity will consider the criteria “Portafolio”, “Contenido” and “Presentación” for the general comparison of the portfolios from the two academic periods. Once the rubrics will be collected, an average of each indicator is going to be obtained by using Excel tables to facilitate the comparison and analysis of both school years. Finally, the criteria established for each indicator in the rubric to assess students’ interdisciplinary portfolios and fichas pedagógicas (Annex 2) will be used to compare and determine the achievement of learning outcomes.

Describing how learning activities used in the interdisciplinary portfolios improve students’ writing skill will be done by collecting the students’ portfolios used in two consecutive academic periods. The researcher is going to classify students’ written activities considering the complexity and the opportunity to practice writing that the task includes. In addition, a deep analysis of all writing tasks considering aspects such as content, communicative achievement, organization, and language will be done to establish the activities where students had better performance and improvement during the two academic periods. For this purpose, the Cambridge English Writing Assessment Scale to B1 level will be applied, using the criteria of the rubric which is mentioned before. It is important to mention that the description will be done based on the learning activities planned in the fichas pedagógicas (Annex 2) collected of three levels of baccalaureate, further individual students’ performance won’t be considered.

Once the specific objectives which are, analyze by applying a survey, the knowledge about students’ portfolios strategy that have the learners, compare learning activities and the learning outcomes obtained from the students’ interdisciplinary portfolios in the 2020-2021 school year, and describe how learning activities applied in students’ portfolios improve writing skills based on students’ results will be completed, it will be determined the main activities used in students’ portfolios that showed improvement of writing skill. The researcher will consider just activities designed to practice writing and discriminating task where students won’t make a deep analysis. In addition, the activities which indicate that students will keep their quality of writing texts and the writing activities where students demonstrate low progress will be considered too. In fact, there will be three types of main writing activities according to student’s performance showed in learners’ interdisciplinary portfolios.

CHAPTER II. METHODOLOGY

2.1 Resources

Technological

- Laptop
- Internet connection
- Smartphones
- Online platforms (Facebook, Google Forms, One Drive, Zoom)
- WhatsApp
- Facebook Messenger
- E-books

Humans

- Research Tutor
- Review Tutors
- English language teachers from Colegio de Bachillerato 27 de Febrero
- Students from Colegio de Bachillerato 27 de Febrero
- Researcher

Physic

- Classrooms of Colegio de Bachillerato 27 de Febrero
- Teachers' room of Colegio de Bachillerato 27 de Febrero

2.2 Methods

2.2.1 Basic Methods of Research

Quantitative

This research used a quantitative approach because through gathering and analyzing the numeric data of students' portfolios grades, it was possible to determine students' performance of English language writing skill. This information is essential to identify the improvement that students had in the mentioned English language skill. In addition, the grades collected allow classifying the learning activities that provide better results and students improvement.

Qualitative

Further, the present research is also qualitative because the learning activities were analyzed considering criteria about the usage of grammar and vocabulary, cohesion, coherence, and organization. Additionally, the aim of this research is to compare the students' portfolios and report the activities used by students that had better results according to the rubric used to evaluate students' interdisciplinary portfolios.

2.2.2 Research modality

Field Research

Field research is done in a realistic environment where a holistic perspective can be obtained from the researcher, gathering natural data (Xia et al., 2017). This was field research because the researcher went to the place where the natural interactions of English language teachers and students let to collect information of both variables in a non-laboratory designed educative environment.

2.2.3 Level or type of research

Descriptive research

According to, Kemp (2018) "As descriptive analysis enables objective, comprehensive and informative sensory data to be obtained, it acts as a versatile source of product

information”. This research work was descriptive for the reason that it gives the opportunity to set the context of the study and objectively report the conditions in which the variables are interacting. Since there is a new educative context without precedents affected by the health emergency caused by COVID-19.

Bibliographic research

Nowadays complete bibliographic research includes using academic search engines where the most relevant publications related to a specific topic are presented freely (Gusenbauer, 2019). This study was bibliographic because it allows the analysis of relevant academic publications about both variables, students’ portfolios and writing skill, and how they interact to improve students learning of English as a foreign language.

Exploratory research

Explanatory research opens the path to future studies about a topic that is not clear and sets the bases for investigators to consider different research techniques or methods (Stolowy & Paugam, 2018). The present study was exploratory for the reason that it was one of the first studies done in a recently educative context affected by a global pandemic and it provided some considerations to future researches.

2.2.4 Instruments

Students’ survey

In order to understand students’ knowledge of portfolios as a strategy to assess and work evidence, a survey was applied to learners of all baccalaureate levels at Colegio de Bachillerato 27 de Febrero. The aim of the survey was to gather information about student’s previous knowledge and usage of Portfolios and writing skill of students at Colegio de Bachillerato 27 de Febrero. The survey consisted of fifteen questions with multiple choice questions using a Likert scale and open text questions regarding knowledge of students’ portfolios strategy and writing skill practice and their identity as students. The survey was validated by experts from Universidad Técnica de Ambato through a validation document (Annex 8). Seven questions (6, 7, 8, 9, 13, 14, and 15) have a 4 Likert scale intended to measure frequency. Moreover, question one is just

asking for the name of the student to avoid repetition of data but questions from 2 to 5 were context questions that help to set the background of the students. Items 10, 11, and 12 were questions related to the independent variable that is students' portfolios but item 12 was designed to select more than one option to know all the types of written texts students produce.

English language teachers' interview

In order to establish the context of the current educative situation considering the global health emergency, an interview was aimed at English language teachers at Colegio de Bachillerato 27 de Febrero (Annex 9). The purpose of the interview was to collect information about the performance of the students' written work, the impact that the use of interdisciplinary portfolios has had, and the social and educational context of the Colegio de Bachillerato 27 de Febrero according to the teachers' perspective. The interview previously validated by experts from Universidad Técnica de Ambato through a validation document (Annex 11), consisted of six questions. All items from the interview were designed as open questions to have a clear explanation about the usage of interdisciplinary students' portfolios and practice of writing skill avoiding misunderstanding related to the use of the English language. The interview was designed to get relevant information on the current practice of productive English language skills, the quality of written tasks produced by students, and external educative factors that could affect the elaboration of interdisciplinary portfolios and texts production. In addition, the interview was applied face to face with all the teachers in the educative institution keeping an audio record of the interviews.

2.2.5 Population and Sample

This study was carried out with students from first and second baccalaureate levels of the school year 2019-2020 at Colegio de Bachillerato 27 de Febrero. During the school year 2020-2021 students from all levels of baccalaureate were considered. The population was heterogeneous for the reason that there were some important differences to consider in English language learning such as ethnicity and age.

Table 1. Population considered for the survey

| | First Baccalaureate 20 students | Second Baccalaureate 17 students | Third Baccalaureate 26 students | TOTAL 63 students |
|---------|--|---|--|----------------------------------|
| Men | 10 | 3 | 17 | 30 |
| Women | 10 | 14 | 9 | 33 |
| Shuar | 5 | 11 | 16 | 32 |
| Mestizo | 15 | 5 | 10 | 30 |
| Other | 0 | 1 | 0 | 1 |

Source: Student's survey at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

In addition, all English language teachers at Colegio de Bachillerato 27 de Febrero were considered participants in an interview. There were three teachers who have the “Inglés” subject and one Teacher also has the “Lengua Aplicada” subject that is “Inglés” subject specialized to the professional profile of the technique baccalaureate.

Table 2. Population considered from the interview

| Participants | Levels designated |
|---------------------|---|
| Teacher A | 1 st and 3 rd Baccalaureate |
| Teacher B | 1 st , 2 nd and 3 rd Baccalaureate |
| Teacher C | 1 st , 2 nd and 3 rd Baccalaureate |

Source: Teachers' interview at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

3.1.1 Survey aimed to students

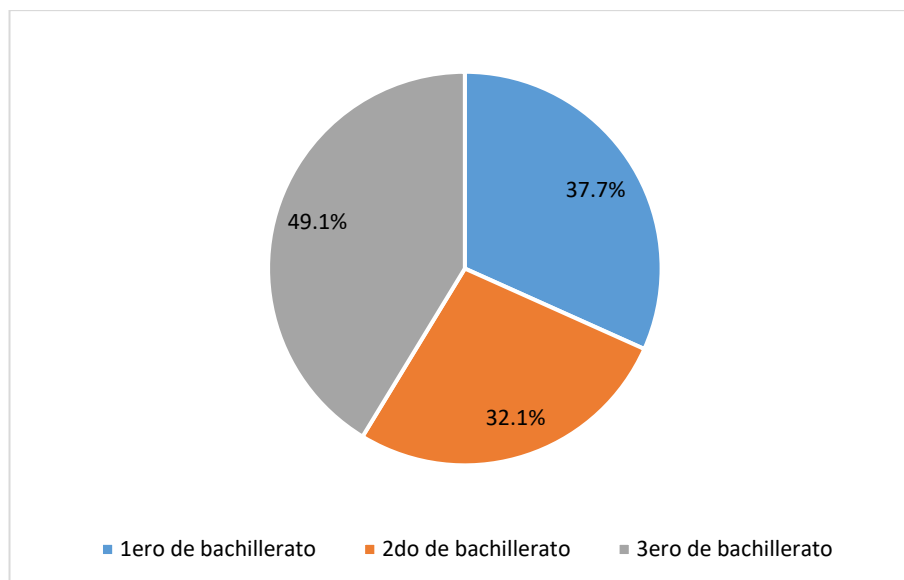
Item 2. Año de bachillerato:

Table 3. Students' baccalaureate level

| Frequency | Students | Percentage |
|----------------------|----------|------------|
| 1ero de bachillerato | 20 | 37,7% |
| 2do de bachillerato | 17 | 32,1% |
| 3ero de bachillerato | 26 | 49,1% |

Source: Student's survey at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Figure 2. Students' baccalaureate level



Source: Student's survey at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Analysis and Interpretation

The data obtained shows that 20 students that represent 37,7% were from the first baccalaureate level, 17 students that correspond 32.1% were from the second baccalaureate level and 26 students which represent 49.1% were from the third baccalaureate level.

It is evident that students from the third baccalaureate level are more engaged with the educative process due to their near obtaining of the degree. Contrary, in the first and second levels of baccalaureate students' desertion is evident during the health emergency.

Item 4. Edad:

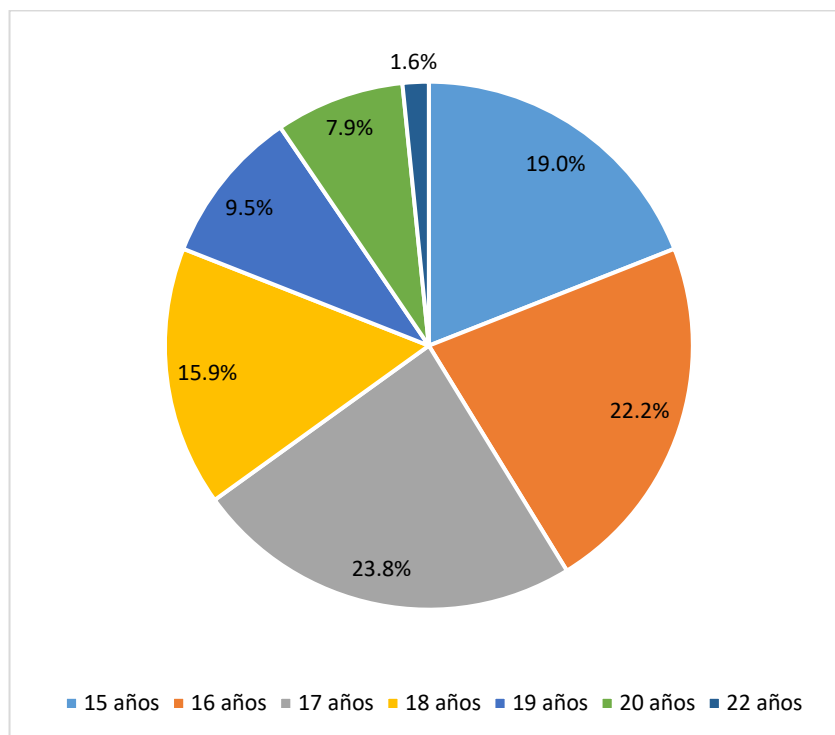
Table 4. Students' age

| Frequency | Students | Percentage |
|-----------|----------|------------|
| 15 años | 12 | 19% |
| 16 años | 14 | 22,2% |
| 17 años | 15 | 23,8% |
| 18 años | 10 | 15,9% |
| 19 años | 6 | 9,5% |
| 20 años | 5 | 7,9% |
| 22 años | 1 | 1,6% |

Source: Student's survey at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Figure 3. Students' age



Source: Student's survey at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Analysis and Interpretation

According to the data gathered, 12 students that represent 19% were 15 years old, 14 students that correspond to 22,2% were 16 years old, 15 students that represent 23,8% were 17 years old, 10 students which represent 15,9% were 18 years old, 6 students which correspond to 9,5% were 19 years old, 5 students that correspond to 7,9% were 20 years old and one student that represents 1,6% were 22 years old.

As detailed, there is a high percentage of students who are studying although according to their age they should have finished baccalaureate at least one year ago when the pandemic started or two years ago when there wasn't pandemic. It indicates that the adaptations in the educative system due to the health emergency encouraged some students to rejoin the classes. Consequently, there are 12 students that represent 19% of the total, who have rejoined the baccalaureate program and could affect the results of the research for the lack of continuity of the learning process and inexperience of the new study methodology.

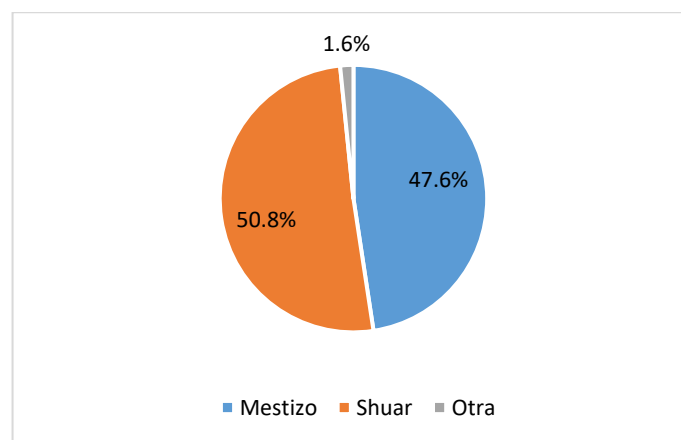
Item 5. ¿A qué etnia considera que usted pertenece?

Table 5. Students' ethnic

| Frequency | Students | Percentage |
|-----------|----------|------------|
| Mestizo | 30 | 47,6% |
| Shuar | 32 | 50,8% |
| Otra | 1 | 1,6% |

Source: Student's survey at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Figure 4. Students' ethnic



Source: Student's survey at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Analysis and Interpretation

The data collected indicates that 30 students which represent 47,6% identified themselves as mestizo, 33 students corresponding to 50,8% identified themselves as Shuar and one student corresponding to 1,6% identifies as extranjero.

The data demonstrate that most of the students at Colegio de Bachillerato 27 de Febrero are Shuar so that there is an influence of Spanish and Shuar languages and culture in English language learning. In addition, some Shuar students have a good proficiency neither Spanish nor Shuar language so it difficult the L3 learning. Hammarberg (2001) stated:

Other factors include proficiency (i.e. L2 influence is favored if the learner has a high level of competence in the L2 and if the L2 has been acquired and used in natural situations), and recency (i.e. an L2 is activated more easily if the speaker has used it recently and thus maintained easy access to it). (p. 23)

Item 10. ¿Qué habilidad del idioma inglés practica más?

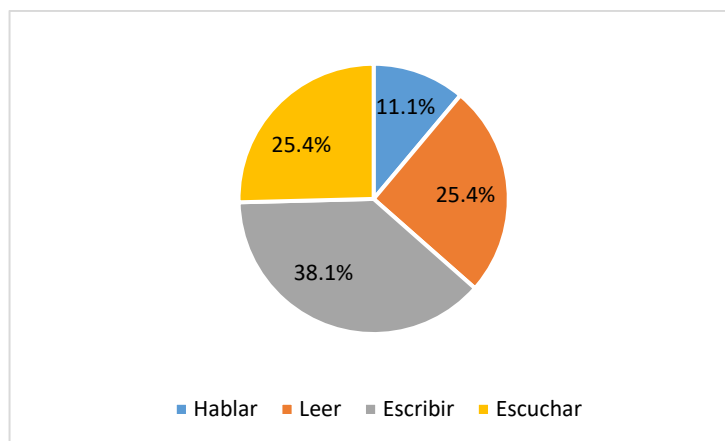
Table 6. Most practiced English language skill of students

| Frequency | Students | Percentage |
|-----------|----------|------------|
| Hablar | 7 | 11,1% |
| Leer | 16 | 25,4% |
| Escribir | 24 | 38,1% |
| Escuchar | 16 | 25,4% |

Source: Student's survey at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Figure 5. Most practiced English language skill of students



Source: Student's survey at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Analysis and Interpretation

The data gathered shows that 7 students which correspond to 11,1% claimed that the English language skill they most practice is speaking, 16 students which represent 25,4% stated that the main English language skill they practice is reading, 24 students that represent 38,1% indicates that writing is the English language skill they most practice and 16 students which represent 25,4% said that they mainly practice listening skill.

It is evident that most a great number of students consider that writing skill is more practiced because of the usage of students' portfolios no matter if they are physic or electronic. In fact, it can be stated that writing is by far the main productive skill performed during the health emergency.

Item 11. ¿Cuánto tiempo dedica a escribir en inglés cada semana?

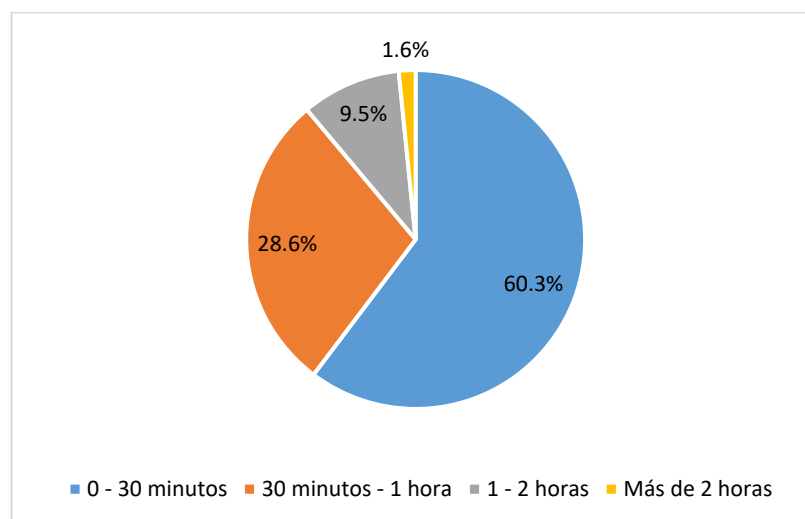
Table 7. Time spent to practice writing skill

| Frequency | Students | Percentage |
|---------------------|----------|------------|
| 0 – 30 minutos | 38 | 60,3% |
| 30 minutos – 1 hora | 18 | 28,6% |
| 1 - 2 horas | 6 | 9,5% |
| Más de 2 horas | 1 | 1,6% |

Source: Student's survey at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Figure 6. Time spent to practice writing skill



Source: Student's survey at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Analysis and interpretation

The data collected indicates that 38 students that represent 60,3% spend a maximum of 30 minutes writing in the English language, 18 students which correspond to 28,6% spend between 30 minutes and 1-hour writing in the English language, 6 students that represent 9,5% spend between 1 and 2 hours writing in English language and one student that corresponds to 1,6% spend more than two hours writing in English.

The results show that students are not practicing an adequate amount of time writing skill so that a low improvement can be expected. In addition, as the main productive skill practiced during the pandemic, writing is not properly promoted considering it gives the opportunity to students to produce the English language.

3.1.2 Interview aimed to English language teachers at Colegio de Bachillerato 27 de Febrero

Question 1. ¿De qué manera ha afectado a los estudiantes la pandemia y esta nueva forma de trabajo mayormente asincrónico, en lo emocional y en el desarrollo de los aprendizajes? (For full interview see annex 9)

Analysis and Interpretation

First, because of the pandemic, students have been emotionally affected in a negative way. Teacher A mentions that students suffer anxiety and stress due to the lack of guidance by the teacher. Further, teacher C mentions that also teachers worked unstably for the communication with students, and of course this situation affects more to learners who do not have the electronic devices to ask teachers and clear doubts. Second, teacher B claimed that the English language practice has significantly decreased and students can be exposed to the target language. Finally, all interviewed teachers could not mention positive facts in terms of emotions or learning.

Question 2. ¿Qué cambios se debieron realizar en la planificación de actividades, considerando la implementación de las fichas pedagógicas y portafolios interdisciplinarios? (For full interview see annex 9)

Analysis and interpretation

Teacher C said that although the contents were simple and general, they were related to other subjects but it wasn't a good sequence of English language contents. For that reason, the planning of Fichas Pedagógicas had to be adapted to students' technological limitations. Teacher A showed agreement adding that the planning was difficult because of the use of the same English language book for all baccalaureate levels. Not well-done portfolios were also mentioned. On the other hand, Teacher B indicated that the inclusion of audios in the planning is important but it requires internet connection and electronic devices which are tools that most students do not have.

Question 3. ¿Según su experiencia como docente de inglés, qué habilidades de este idioma han presentado mayor dificultad a la hora de incluirlas en las fichas pedagógicas y cuáles se han visto potenciadas? (For full interview see annex 9)

Analysis and interpretation

The answers of the three interviewed teachers agreed that speaking and listening skills can be practiced because of the lack of tools. In addition, teacher C mentioned that lack of interaction with students makes it difficult to improve those skills although there were attempts to motivate students to produce the target language orally. Teacher B also claimed that providing reading comprehension tracing is not possible. Teacher A and teacher C agreed that reading skill were promoted but in a limited way for the use of translation tools and English language dictionaries. Contrary, teacher A said that writing skill has been practiced together with reading but it was not a deep knowledge of those skills. Finally, teacher C stated, “no ha sido un aprendizaje en base al entendimiento como normalmente se hace en clases” (full interview links are presented in Appendix) emphasizing that students perform their tasks mechanically without an appropriate comprehension.

Question 4. ¿Cómo describiría la calidad de los trabajos escritos que se producen en estos tiempos de pandemia, en comparación con aquellos que se producían en la educación presencial? (For full interview see annex 9)

Analysis and interpretation

Teacher B and teacher C talked agreed about the aspects considered to assess written texts during the health emergency mentioning that it wasn't a deep criterion to check students' written texts. All teachers also recognized that during the presential education aspects such as redaction, grammar, orthography, and calligraphy were assessed but the quality of written texts has decreased a lot to the point that students were required to repeat tasks because of the calligraphy. In addition, there is no good connections of ideas, and teacher A stated that students also copy their tasks. Teacher A claimed that the interactions in the classroom helped to produce better works.

Question 5. ¿Según su criterio, como han aportado los portafolios interdisciplinarios en el proceso de aprendizaje del inglés en sus estudiantes? (For full interview see annex 9)

Analysis and interpretation

The input that interdisciplinary portfolios provide students in the pandemic context helped to develop punctuality, responsibility, and compliment. Further, teacher A added that using interdisciplinary portfolios in a presential way is helpful to provide adequate feedback so that students can improve their tasks. It is not the case of e-portfolios where the teacher can't properly check and explain to students how to improve their activities. Teacher C said that portfolios because of being interdisciplinary, frame students in the same perspective with all subjects. However, the English language is better benefited by learning the language together with the culture so it is not necessary to relate English learning with other subjects. So that, in this context the interdisciplinary portfolios have not had a good impact on English language learning, teacher A mentioned that students who couldn't be provided with feedback or constant monitoring due to technological limitations deserted the institution.

3.1.3 Portfolios comparison

This research did not consider students' interdisciplinary portfolios of the third baccalaureate level of the school year 2019-2020 for the reason that those portfolios were used as compilation tool, not with assessment purposes because this grade was replaced by the grade of the Proyecto de Grado. This situation was changed in the school year 2020-2021 and the grade of the Proyecto de Grado was combined with the grade obtained by assessing students' interdisciplinary portfolios.

Table 8. Comparison of portfolio indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses the presentation of the portfolio according to the institutional schedule.

Portfolio indicator

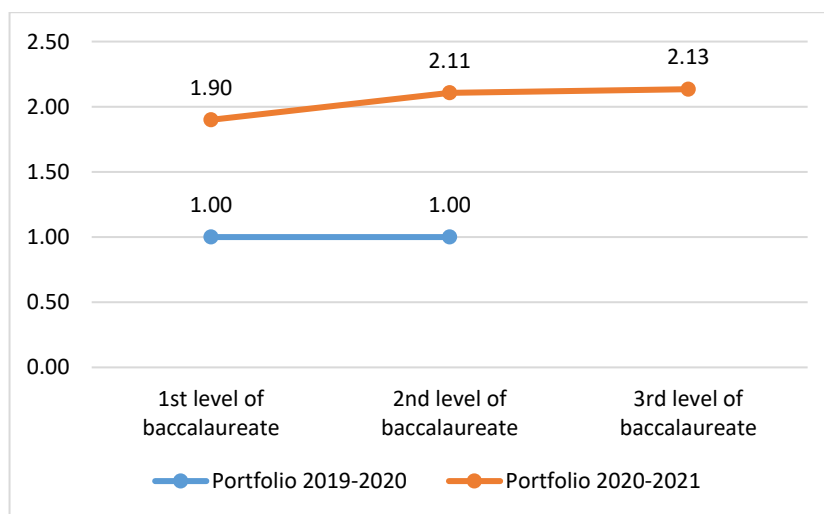
| STUDENTS' PORTFOLIOS ASSESSMENT | | |
|---------------------------------|---------------------|---------------------|
| | INDICATOR | |
| | Portfolio 2019-2020 | Portfolio 2020-2021 |
| 1st level of baccalaureate | 1.00 | 1.90 |
| 2nd level of baccalaureate | 1.00 | 2.11 |
| 3rd level of baccalaureate | | 2.13 |

Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Figure 7. Comparison of portfolio indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses the presentation of the portfolio according to the institutional schedule.

Portfolio indicator



Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Analysis and Interpretation

The results gathered indicate that all levels of the 2019-2020 sample obtained the maximum score of the portfolio indicator. The sample got an average of 1 point in this indicator. In contrast, the results obtained show that the average of score in portfolio indicator in the school year 2020-2021 was 1.90 points in the first level of baccalaureate. In the second level of baccalaureate, the average of score obtained was

2.11 points. Finally, in the third level of baccalaureate, the average of score was 2.13 points.

Portfolio was the first indicator of the rubric to assess students' interdisciplinary portfolios and it evaluated the delivery of tasks according to the planned schedule. In the academic period 2019-2020 this aspect had a maximum score of 1 point. It means that based on the results, students from the first and second levels of baccalaureate presented the portfolio in the schedule established by teachers in the fichas pedagógicas and during working hours. On the other hand, in the 2020-2021 period teachers could assess this indicator considering that some students completed and sent the activities of the fichas pedagógicas in class hours, that is from 7:00 to 13:00. Meanwhile, other students sent their activities in non-working hours or during the weekends. In fact, this is the indicator of the rubric that had more variation of score, there were a few students who got 3 points so that punctuality was better assessed in the recent school year.

Table 9. Comparison of participation indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses responsibility and enthusiasm by performing tasks.

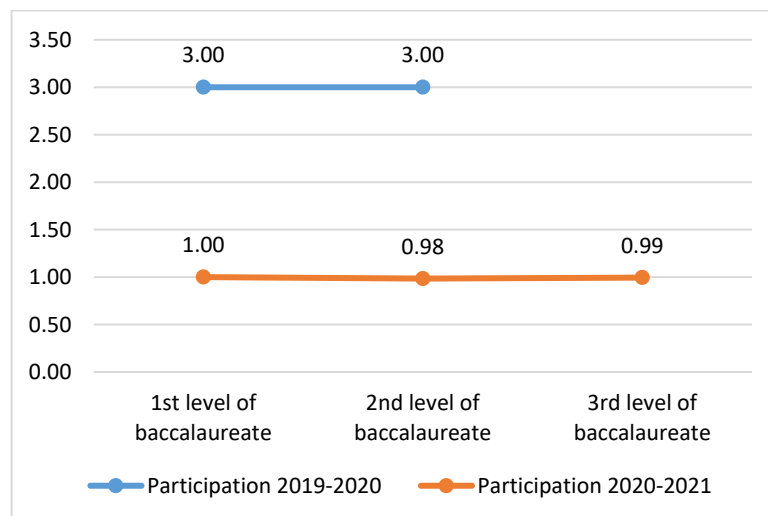
Participation indicator

| STUDENTS' PORTFOLIOS ASSESSMENT | | |
|---------------------------------|----------------------------|----------------------------|
| | INDICATOR | |
| | Participation 2019-2020 | Participation 2020-2021 |
| 1st level of baccalaureate | 3 | 1.00 |
| 2nd level of baccalaureate | 3 | 0.98 |
| 3rd level of baccalaureate | | 0.99 |

Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Figure 8. Comparison of participation indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses responsibility and enthusiasm by performing tasks.

Participation indicator



Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Analysis and Interpretation

The data collected of participation indicator demonstrate that all levels of baccalaureate considered for the sample of the school year 2019-2020, had the maximum score of 3 points in the participation indicator of the rubric. Contrary, during the school year 2020-2021 the first level of baccalaureate obtained 1 point, the average for the second level of baccalaureate was 0.98 points and the third level of baccalaureate reached an average of 0.99 points.

The participation indicator is scored by the legal representant of each student, it means that this section of the rubric has to be provided by students. This document includes the representant's signature and the table with the details of the indicator and the score. (annex 1) Once this document is delivered to teachers, they upload the rubric. During the school year 2019-2020, this indicator had 3 points as the maximum score because the learning process at home was monitored by parents or the legal representant. In the school year 2020-2021, the score of this indicator was reduced from 3 points to 1 point. But the criteria were conserved so that students could obtain 1 point, 0.75, 0.5, and 0 points as a minimum. A comparative analysis of this indicator is not suitable for this research for the reason that parents assessed students so that the data could be affected by personal interests.

Table 10. Comparison of content indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses the presentation of work evidences per week developed correctly.

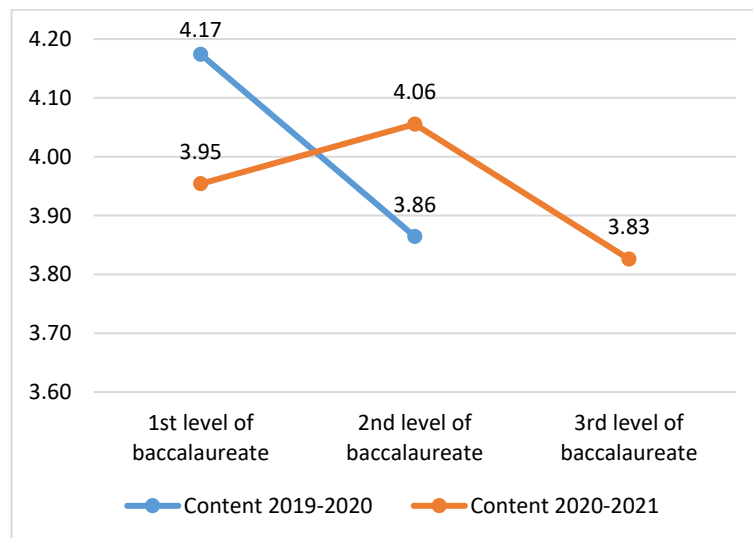
Content Indicator

| STUDENTS' PORTFOLIOS ASSESSMENT | | |
|---------------------------------|-------------------|-------------------|
| | INDICATOR | |
| | Content 2019-2020 | Content 2020-2021 |
| 1st level of baccalaureate | 4.17 | 3.95 |
| 2nd level of baccalaureate | 3.86 | 4.06 |
| 3rd level of baccalaureate | | 3.83 |

Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Figure 9. Comparison of content indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses the presentation of work evidences per week developed correctly.

Content Indicator



Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Analysis and Interpretation

The information gathered of content indicator of the school year 2019-2020 indicates that the first level of baccalaureate obtained an average of 4.17 points and the second level obtained an average of 3.86 points. However, in the school year 2020-2021, the first level of baccalaureate obtained an average of 3.95 points, the second level score average was 4.06 points and the third level had an average of 3.83 points. The maximum score for this indicator was 5 points in both school years.

This indicator assesses the evidence presentation of students' tasks. It means that the teacher had to check students' activities and provided feedback if necessary or made students improve the activities because the learning outcome of the week stated in the ficha pedagógica was not accomplished. Students' tasks difficulty was reduced considering the limited access to technology, isolation decreed by government, and complicated interaction between teacher and students. Consequently, in the school year 2019-2020, students had good scores in this indicator, presenting more than two tasks' evidence per week of English language subject. There were few cases of students who presented just one evidence per week, demonstrating constancy of the learners' commitment. Although in the school year 2020-2021 the score for this indicator did not change, the score variation of this indicator decreased at the point that some students got 2 points indicating that students are presenting just one evidence of their tasks in any week. It is clearly showed that students' motivation and commitment has been reduced in comparison with the past school year and it is reflected in the tasks' delivery and students' desertion.

Table 11. Comparison of the presentation indicator of the rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses neatness, cleanliness, cover page and information of the student and subject.

Presentation indicator

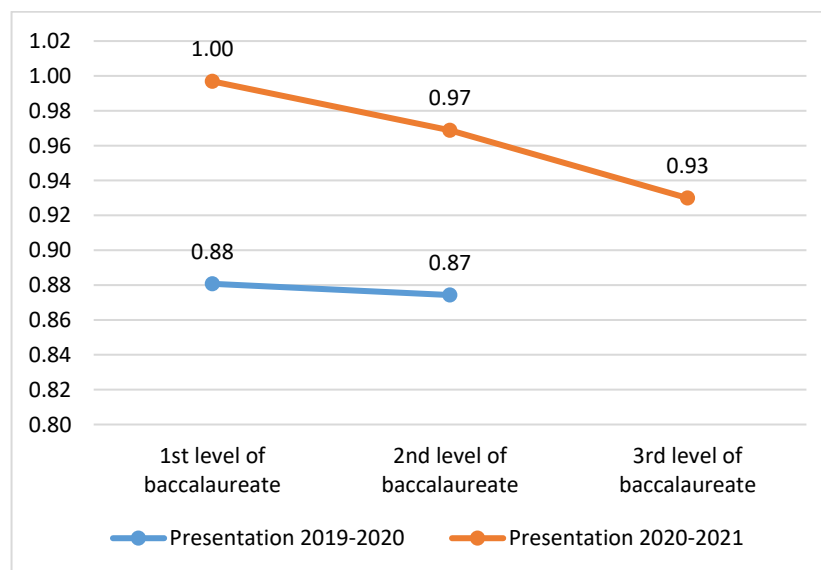
| STUDENTS' PORTFOLIOS ASSESSMENT | | |
|---------------------------------|------------------------|------------------------|
| | INDICATOR | |
| | Presentation 2019-2020 | Presentation 2020-2021 |
| 1st level of baccalaureate | 0.88 | 1.00 |
| 2nd level of baccalaureate | 0.87 | 0.97 |
| 3rd level of baccalaureate | | 0.93 |

Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Figure 10. Comparison of presentation indicator of rubric to assess students' portfolios of school years 2019-2020 and 2020-2021 which assesses neatness, cleanliness, cover page and information of the student and subject.

Presentation indicator



Source: Teachers' rubric at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Analysis and Interpretation

The data collected shows that the presentation indicator during the school year 2019-2020 was 0.88 points as average for the first level of baccalaureate and an average of 0.87 points for the second level of baccalaureate. On the other hand, during school the year 2020-2021 the first level of baccalaureate obtained an average of 1 point, the second level had an average of 0.97 points and the third level of baccalaureate reached

an average of 0.93 points in the presentation indicator. The maximum score of this indicator for both school years was 1 point.

Presentation indicator assesses students' cleaning and organization of tasks and the presentation of portfolios which must include a cover page and information such as level, date, number of the project, week, subject, and teacher. All that information and organization of the interdisciplinary portfolios were not achieved at all in the school year 2019-2020. Students' portfolios missed some information required and the tasks were not easy to read and visualize so that there were a lot of scores whit 0.75 points in this indicator. Contrary, in the school year 2020-2021 about half of the students did not include at least one item of the required information but the visualization and calligraphy of portfolios improved comparing with the past school year although there were some exceptions as teacher A mentions in the question 4 during the interview.

3.1.4 Analysis of the quality of written activities

The quality of students' written activities included in the interdisciplinary portfolios in the school years 2019-2020 and 2020-2021 was analyzed considering the criteria of the Cambridge English Writing Assessment Scale of B1 level which is the level that baccalaureate students acquire according to the national curriculum established by MINEDUC. It is relevant to mention that there was not an official rubric to assess students' written tasks provided by MINEDUC or the coursebook. The rubric used included criteria corresponding to indicators of language, organization, communicative achievement, and content.

Language

The grammar usage of written works included in the interdisciplinary portfolios of the school year 2019-2020 was reduced and limited, it means that many topics included in the National Curriculum of Education were not included in the fichas pedagógicas. There were tenses and grammatical rules that students couldn't learn. Instead, reflexive activities were applied to include in students' portfolios. For this reason, vocabulary was expanded in the activities, using reading texts with specific topics and complex words to motive students to look for the meaning and use. Promoting independent learning was the main factor so that the written activities show how students use the

new vocabulary with basic grammar rules learned in previous levels when there wasn't a health emergency. On the other hand, the grammar learned in the school year 2020-2021 was focused on reinforcing the knowledge learned during presential education. The usage of first and zero conditional and practice of tenses correspondent to beginners' levels such as present simple and simple past was included in the fichas pedagógicas in an indirect way. It means that the activities usually provided readings where students have to understand the new vocabulary and usage of the tenses first. Long texts production was unusual in the fichas pedagógicas so that students couldn't improve writing skill properly. Consequently, vocabulary practice surpassed grammar learning. Finally, it was evidenced in written activities that students do not change the order between the adjective and the pronoun which is a common mistake considering the L1 and in the context of this research also L2 interference.

Organization

The cohesion of written productions was good, considering that students used simple sentences with basic connectors such as "and" and "or". The meaning of the texts was consistent, it is easy to understand students' ideas although the organization of the ideas can improve. In fact, students tend to repeat basic words and verbs to answer questions, express opinions, and argue answers. In the school year 2020-2021 usually long texts produced by students can be interpreted as a brainstorming activity where there are many ideas about a topic without and order and coherence. In addition, it is evident that some sentences are just translated because they lose meaning and there are Spanish structures in the written works.

Communicative Achievement

Considering the appropriateness of students' writings in the school year 2019-2020, the level of formality is adequate to the purpose of the activities assigned in the fichas pedagógicas. The writing style is influenced by the coursebook used so that students keep an academically formal use of the English language as a consequence of being the English language book provided by MINEDUC the main source to learn the target language. Contrary, in the school year 2020-2021, the appropriateness in the written tasks was reduced for the constant usage of translation tools. The writing style seems to be neutral and, in some cases, informal due to the inaccuracy of translation tools when using the pronoun "you".

Content

During the school year 2019-2020, students' tasks actually fully answered the questions and provided enough information to consider the questions completely answered including tenses, vocabulary, or specific information. There wasn't any presence of irrelevant information in students' written activities. In the following school year 2020-2021, students maintain the content of writings with relevant information but it was because most of the activities didn't give the opportunity to freely use the English language. There was reduced usage of the target language activities where students didn't make a major effort to discriminate relevant information from irrelevant information to include in their written tasks.

3.1.5 Categorization of writing activities

The writing activities of fichas pedagógicas (Annex 2) were categorized considering the activities which adjust to the Cambridge English Writing Assessment Scale to B1 level in at least one indicator. (See annex 6)

High improvement writing activities

Those activities include answer questions and paragraph writing for the reason that they give students the opportunity to create written texts with limited restrictions about the use of vocabulary and grammar. In means that students' grammar and vocabulary, cohesion, coherence, and organization can be easily assessed. Although these tasks are not common in the fichas pedagógicas, learners can express their ideas by creating written texts and providing arguments using previous knowledge or content provided by the teacher about a specific topic. Writing skill is properly practiced by students in these two kinds of activities.

Regular improvement writing activities

Some activities that provide learners a constant practice of writing skill considering some limitations such as usage of grammar and vocabulary and topic delimitation are transcribing activities and ordering sentences to form paragraphs. By completing these tasks students can practice specific parts of writing like the structure of sentences and organization of ideas. Transcribing long texts is helpful to identify parts of written

texts as main sentences, supporting ideas, conclusions, and introduction. Writing is practiced indirectly and analyzing deeply the transcriptions to identify the parts of the texts are part of the independent learning that usage of portfolios motive.

Low improvement writing activities

The fichas pedagógicas (Annex 2) also include activities that can be labeled as complementary writing skill practice. Completing those tasks students practice the basics of writing. Unscrambling words to form sentences is designed to reinforce the structure of English language sentences, which means do not get confused about the order that is subject, verb, and complement. Another common mistake that is tried to avoid is the confusion of the order of the noun and the adjective. For this purpose, completing sentences activities are helpful. Finally, translating activities make students improve their ability to produce long texts by translating into Spanish some texts written in the English language, this way students are exposed to examples of written texts and students can identify how to structure a text by translating it.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the data obtained for the present research the following conclusions can be stated.

- The main activities used in students' interdisciplinary portfolios to practice the writing skill of students at Colegio de Bachillerato 27 de Febrero are paragraph writing, answering questions, transcribing activities, sentence ordering to form paragraphs, unscrambling words to form sentences, completing sentences tasks, and texts translation tasks. It means that although writing skill was the most practiced English language productive skill, the activities did not allow a deep practice of written texts production. Moreover, students' texts presented a lack of organization, content, and use of language concluding that the main activities designed to improve students writing skill did not have positive results although teachers used a methodology based on students' interdisciplinary portfolios.
- The survey applied to students demonstrated that students from all levels of baccalaureate at Colegio de Bachillerato 27 de Febrero are familiarized with the use of portfolios strategy including the usage as assessment, and compilatory tool. However, learners were not conscious that students' portfolios promote motivation, autonomous learning and self-assessment to improve writing skill.
- By comparing students' written works in the interdisciplinary portfolios and fichas pedagógicas, it can be concluded that writing learning activities during the school year 2019-2020 were not fully designed to achieve the learning outcomes using the portfolios strategy. Contrary, in the school year 2020-2021, the writing learning activities of fichas pedagógicas were improved and adapted to reach the learning outcomes considering the limitation of technological resources. Unfortunately, the appropriate design was not enough

to get positive results for the reason that there were students' desertion, new students' incorporation, first language interference, and second language interference to native students who use Spanish and Shuar language.

- The learning activities designed to improve students' writing skill were useful for the reason that they gave the opportunity to practice this skill covering different aspects of writing from the basic creation of sentences to the production of long reflexive and argumentative texts. Further, writing subskills were practiced independently in simple and complex activities although complex writing activities were not frequent in the fichas pedagógicas. In addition, there is evidence of learners' improvement, corrections, and development of complex writing skill tasks in students' portfolios.

4.2 Recommendations

Considering the conclusions previously mentioned, the following recommendations can be suggested.

- It is recommended to include longer text production frequently in the fichas pedagógicas adding a variety of texts types to avoid monotony and contextualizing the use of language to the current situation due to the pandemic to ensure students' commitment to the practice of writing. Getting students' portfolios with a huge variety of written texts.
- It seems to be useful to provide to students at the beginning of the school year, an explanation about the methodology based on interdisciplinary portfolios which will be used in the school year. Emphasizing the appropriate usage of portfolios to promote self-assessment and autonomous learning through written texts production.
- It recommends teachers adapt the activities of fichas pedagógicas considering not just technological limitations but students' issues to domain Spanish

language. Designing written tasks with content that engage learners and highlighting the importance of doing the activities to complete the portfolios.

- It is recommended to use a rubric to assess written texts and include the rubric in students' interdisciplinary portfolios. This way the teacher can show students' individual improvement based on the criteria of the rubric instead of making students do significant writing activities but unknowing the importance of those tasks to practice writing skill.

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Annexes

Annex 1. Rubrics of participation indicator provided by legal representants

COLEGIO DE BACHILLERATO 27 DE FEBRERO
Macas – Morona Santiago
AÑO LECTIVO 2020-2021

PORTAFOLIO ESTUDIANTIL
(PARCIAL 1)

Nombre del estudiante : Nantip Santiak Uwi Vidal
 Nombre del Representante : Nantip Chinkias Elsa Enrique
 Curso : 3ero Especialidad: Ciencias Paralelo: B
 Docente Tutor/a : Lic. Silvia Guaman

RÚBRICA PARA LA CALIFICACIÓN DEL PADRE DE FAMILIA SOBRE 1 PUNTO

| PUNTAJE CATEGORIA | 1 | 0,75 | 0,5 | 0 |
|--|--|--|--|--|
| Participación (califica el padre de familia y/o representante) | Demostró responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. | Demostró responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo | Demostró responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo | No demostró responsabilidad y entusiasmo al realizar sus tareas en este tiempo |

Yo, Enrique Nantip padre de familia y/o representante del estudiante Vidal Nantip del 3ero curso; Especialidad Ciencias Paralelo B; después de haber leído y analizado el contenido de la rúbrica, le asigno a mi representado la nota de 1
 Macas 02 de Febrero de octubre de 2021.

Enrique Nantip
 Firma de responsabilidad
 CC: 140034785-0

B612

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)



COLEGIO DE BACHILLERATO 27 DE FEBRERO

Macas – Morona Santiago

Año lectivo 2020-2021

PORTAFOLIO ESTUDIANTIL

Nombre del estudiante: María Dolores Sacunota Tenemaza
 Nombre del Representante: Manuel de Jesús Sacunota Sisalima
 Docente Tutor: Mariela Jaramillo
 Quimestre: Primer Quimestre Parcial: Primer Parcial
 Curso: 1^o Especialidad: Ciencias Paralelo: A

RÚBRICA PARA LA CALIFICACIÓN DEL PADRE DE FAMILIA SOBRE 1 PUNTO

| PUNTAJE CATEGORIA | ① | 0,75 | 0,5 | 0 |
|--|---|--|--|--|
| Participación (califica el padre de familia y/o representante) | Demostó responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. | Demostó responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. | Demostó responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. | No demostó responsabilidad y entusiasmo al realizar sus tareas en el tiempo. |

Yo, Manuel de Jesús Sacunota Sisalima padre de familia y/o representante del estudiante María Dolores Sacunota del 1^o curso; Especialidad Ciencias, Paralelo A; después de haber leído y analizado el contenido de la rúbrica, le asigno a mi representado la nota de 1.

Macas...26... de... Mayo... de 2021

Manuel de Jesús Sacunota
 Firma de responsabilidad
 CC: _____

Source: Teachers at Colegio de Bachillerato 27 de Febrero
 Prepared by: Moyano O. (2021)

COLEGIO DE BACHILLERATO 27 DE FEBRERO
Macas – Morona Santiago

AÑO LECTIVO 2020-2021

PORTAFOLIO ESTUDIANTIL

(PARCIAL 1)

Nombre del estudiante: TZANGOLHA JENNIFER

Nombre del Representante: GRICELDA SAANT YORANK

Docente Tutora: Msc. Norma Cajamarca Durán Quimestre: Segundo

Curso: Segundo Especialidad: Ciencias Paralelo: A

RÚBRICA PARA LA CALIFICACIÓN DEL PADRE DE FAMILIA
SOBRE 1 PUNTO

| PUNTAJE CATEGORIA | 1 | 0,75 | 0,5 | 0 |
|---|---|---|--|--|
| Participación (califica el padre de familia y/o representante) | Demostró responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. | Demostró responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. | Demostró responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. | No demostró responsabilidad y entusiasmo al realizar sus tareas en este tiempo. |

Yo, Saant Yorank Gricelda padre de familia y/o
representante del estudiante Tzangolha Saant Jennifer Vanessa
del segundo curso; Especialidad Ciencias, Paralelo A; después de haber leído y
analizado el contenido de la rúbrica, le asigno a mi representado la nota de 1

Macas 25 de marzo de 2021

Saant Gricelda
Firma de responsabilidad
CC: 1400758452

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Annex 2. Fichas pedagógicas gathered at Colegio de Bachillerato 27 de Febrero

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | |
|--|---|---|--|
| 1. Datos informativos | | | |
| Provincia: Morona Santiago | Cantón: Morona | Parroquia: Macas | Año lectivo: 2020-2021 |
| DOCENTES: <ul style="list-style-type: none"> • Lengua y Literatura: Mgs. Norma Cajamarca • Ciencias Sociales: Educación para la Ciudadanía: Mgs. Rocio Jibaja J. Filosofía: Mgs. Rocio Jibaja J. y Lic. Mariela Jaramillo • Educación Cultural y Artística: Lic. José Rubio • Inglés: Lic. Elvia Salinas y Lic. Rosa Mayancela | CURSO: 1ro BGU: Ciencias A-B, Servicios Hoteleros A-B, Información Turística | PROYECTO N° 1: Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo- SEMANA N°: 1 | Desde: 05 de octubre del 2020 Hasta: 08 de octubre del 2020 |
| 2. Objetivo de aprendizaje: Los estudiantes comprenderán que, para resolver problemas de la vida cotidiana relacionada a temas sociales, ambientales, económicos, culturales, entre otros, es necesario aplicar estrategias de razonamiento lógico, creativo, crítico y complejo, y comunicar nuestras ideas de forma asertiva para actuar con autonomía e independencia | | | |
| 3. Objetivos específicos <ul style="list-style-type: none"> ➢ Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista. ➢ Plantear posturas o juicios sobre diferentes temas académicos y cotidianos, a partir de la selección crítica de recursos y el sustento científico, para resolver problemas reales e hipotéticos. ➢ Incidir en la toma de decisiones asertivas y socialmente responsables, a partir de información relacionada con lo biológico, psicológico, social, económico, etc., por medio del uso técnico y responsable de diversas fuentes confiables. ➢ Realizar trabajos artísticos en su vida personal y explicar su desempeño en los diferentes momentos de la vida cotidiana. ➢ Students will understand that to solve daily life problems related to social, environmental, economic and cultural issues, it is necessary to apply logical reasoning strategies in a critical, creative, and complex way and communicate our ideas assertively to act autonomously. | | | |
| 4. Indicadores de evaluación <ul style="list-style-type: none"> ➢ I.LL.5.6.1. Aplica el proceso de producción en la escritura de textos con estructura argumentativa, elabora argumentos (de hecho, definición, autoridad, analogía, ejemplificación, experiencia, explicación o deducción), aplica las normas de citación e identificación de fuentes con rigor y honestidad académica en diferentes soportes impresos y digitales. ➢ Compara las desigualdades de la democracia griega con las actuales (Ref. I.CS.F.5.2.1.). | | | |

| <ul style="list-style-type: none"> ➢ Investiga y expresa puntos de vista sobre las manifestaciones artísticas y culturales interpretando sus usos y funciones en la vida de las personas y sociedades. (ICE ECA 5.1.1) ➢ Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. | | | | |
|--|---|--|--|--|
| 5. Indicaciones: <ul style="list-style-type: none"> ➢ Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. ➢ Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna. • Deberás realizar una carátula general, por proyecto para cada semana. • Cada asignatura/área deberá ser desarrollada en hojas individuales, con la finalidad de que puedan ser entregadas y/o enviadas a los docentes de cada asignatura, para lo cual deberá estar especificado: nombre del estudiante, nombre de la asignatura/área, nombre del docente, fecha. • En el caso de tener dudas o inquietudes, recurrir a cada uno de los docentes de las asignaturas. | | | | |
| (Fecha) AREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | EVALUACIÓN | RECURSOS |
| Miércoles, 07 de octubre del 2020 Inglés | TOPIC: What are people doing to help the environment? | 1. What are the main problems that the world faces in terms of environmental issues? Write 5 of them and underline the 2 that need to be solved most urgently. 1.Cuál es el principal problema que afecta al mundo acerca del medio ambiente. Escriba 5 oraciones de cómo proteger el medio ambiente, de las 5 subraya las 2 que consideras más importantes). | Contenido (evidencias) Presentación (orden, limpieza, estética y creatividad) | Ficha pedagógica Texto, Pinturas Marcadores Hojas Carpeta Cuaderno |

Macas, 01 de octubre del 2020

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)


| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | |
|---|--|--|--|
| 1. Datos informativos | | | |
| Provincia: Morona Santiago | Canton: Morona | Parroquia: Macas | Año lectivo: 2020-2021 |
| DOCENTES: <ul style="list-style-type: none"> Lengua y Literatura: Mgs. Cecilia Martínez Ciencias Sociales: Educación para la Ciudadanía: Mgs. Rocío Jibaja J. Filosofía: Lic. Mariela Jaramillo Educación Cultural y Artística: Lic. José Rubio Inglés: Lic. Rosa Mayancela | CURSO: 2º BGU: Ciencias A-B, Servicios Hoteleros, Información Turística | PROYECTO Nº 1: Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo- | Desde: 05 de octubre del 2020 Hasta: 08 de octubre del 2020 |
| 2. Objetivo de aprendizaje: Los estudiantes comprenderán que, para resolver problemas de la vida cotidiana relacionada a temas sociales, ambientales, económicos, culturales, entre otros, es necesario aplicar estrategias de razonamiento lógico, creativo, crítico y complejo, y comunicar nuestras ideas de forma asertiva para actuar con autonomía e independencia | | | |
| 3. Objetivos específicos <ul style="list-style-type: none"> Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestad académica para presentar su punto de vista. Incidir en la toma de decisiones asertivas y socialmente responsables, a partir de información relacionada con lo biológico, psicológico, social, económico, etc., por medio del uso técnico y responsable de diversas fuentes confiables. Realizar trabajos artísticos en su vida personal y explicar su desempeño en los diferentes momentos de la vida cotidiana. Students will understand that to solve daily life problems related to social, environmental, economic and cultural issues, it is necessary to apply logical reasoning strategies in a critical, creative, and complex way and communicate our ideas assertively to act autonomously | | | |
| 4. Indicadores de evaluación <ul style="list-style-type: none"> I.LL.5.3.1. Identifica contradicciones, ambigüedades, falacias, distorsiones y desviaciones en el discurso, seleccionando críticamente los recursos del discurso oral y evaluando su impacto en la audiencia para valorar el contenido explícito de un texto oral.) I.4, S.4.) Argumenta que la igualdad natural de los seres humanos está dirigida a todos los grupos sociales, como generadores de igualdad de opciones y oportunidades (Ref. I.CS.EC.5.2.2.). I.EFL. 5.10.1.Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics. REF. (I.1, I.2, S.2) | | | |
| 1. Indicaciones: <ul style="list-style-type: none"> Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. | | | |

| <ul style="list-style-type: none"> Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna. Deberás realizar una carátula general, por proyecto para cada semana. Cada asignatura/área deberá ser desarrollada en hojas individuales, con la finalidad de que puedan ser entregadas y/o enviadas a los docentes de cada asignatura, para lo cual deberá estar especificado: nombre del estudiante, nombre de la asignatura/área, nombre del docente, fecha. En el caso de tener dudas o inquietudes, recurrir a cada uno de los docentes de las asignaturas. | | | | |
|--|-------------------------------------|---|--|---|
| (Fecha) AREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | EVALUACIÓN | RECURSOS |
| Miércoles, 07 de octubre del 2020 Inglés | Can we prevent climate change? How? | TASK #1 Find specific information and identify the main points of simple texts by listening to some people talk about their opinions and plans to help the Earth recover and avoid destruction in the coming years. Underline the correct statement according to what they say. (1ro BGU - Module 1, Track 8.) <i>Note: If the students don't have an internet connection, the teacher will give them the script.</i> 1. What will happen to water in the future? • There will be a lot. There will be a little. 2. What will help reduce energy consumption? • Growing your own food. • Using solar panels. 3. What will happen to the ocean in the future? • Plastic items will be more numerous than fish. • Large-scale fisheries will be all over the world 4. What are some positive effects of growing your own food? • It may reduce monocultures 5. What are some people going to do? • Take shorter showers. • Use solar panels. | Desarrollo de actividad, evidencia orden, limpieza y respuestas acertadas. | Ficha pedagógica Texto, Pinturas Marcadores Hojas Carpeta Cuaderno |

Macas, 01 de octubre del 2020

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDAMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | | | |
|--|--|---|---------------------------------|--|--|---|
| FICHA PEDAGÓGICA | | | | | | |
| Provincia: Morona Santiago | | Cantón: Morona | Parroquia: Macas | Año lectivo: 2019-2020 | | |
| DOCENTES: Mgs. Lenin Castillo, Lic. Mariela Jaramillo, Mgs. Rocio Jibaja, Mgs. Cecilia Martínez, Lic. José Rubio, Lic. Pedro Maza, Mgs. Rosa Ochoa, Lic. Silvia Guamán, Ing. Rafael León, Lic. Pablo Bernal, Lic. Rosa Mayancela, Mgs. Norma Cajamarca. | | CURSO: 2° BGU: Ciencias A-B, | PROYECTO - SEMANA 9 | Desde: 18 de mayo del 2020 Hasta: 22 de mayo del 2020 | | |
| Idea central: Información sobre el Covid-19 | | | Valor de la semana: Solidaridad | | | |
| Objetivo de aprendizaje: Los/as estudiantes comprenderán que el trabajo cooperativo, basado en una comunicación efectiva y en el ejercicio de derechos y deberes en función del bien personal y común, favorece la construcción de habilidades para una buena convivencia familiar, comunitaria, social y con el entorno natural. | | | | | | |
| Frase motivacional de la semana: Valorar a las personas, la naturaleza y los hechos a tu alrededor permite una buena convivencia con la familia, la comunidad y el entorno natural. | | | | | | |
| INDICACIONES / RECOMENDACIONES: | | | | | | |
| <ol style="list-style-type: none"> Hemos diseñado una ficha pedagógica para esta semana, que incluye varias actividades para las diferentes asignaturas y te ayudará en el aprendizaje durante el tiempo de contingencia sanitaria. Realiza las actividades diarias con la ayuda de una persona adulta. Conversa con tu familia sobre cómo te sentiste al realizar las actividades, cuéntales lo que aprendiste. Puedes guardar todo lo que construyes con tu familia: cuentos, juegos, acertijos, experimentos, obras de arte, infografías, historietas, etc., en una carpeta o un cuaderno, que denominaremos como PORTAFOLIO DEL ESTUDIANTE. Es importante que te quedes en casa todo el tiempo que sea necesario. Te acompañaremos en esta nueva forma de aprender, porque también se puede aprender en casa. | | | | | | |
| ÁREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES | | DÍA | EVALUACIÓN | RECURSOS |
| Inglés | Tema: Myths, legends and culture Subtema: What do stories say about cultures? | <ol style="list-style-type: none"> Read the following passage:  <i>Man reading about creation</i> Every culture has myths, stories, legends and folklore. They show what different communities and | | Viernes 22 de mayo de 2020 | Contenido (evidencias) Presentación (orden, limpieza, estética) | Hojas Carpeta Cuaderno Esferos Internet |

| | | | | | |
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| | | <p>groups of people think about the world and the way they perceive it. Oral arts and traditions are a way to preserve and transmit customs and values as well as to shape behavior.</p> <p>An interesting discovery about myths in cultures is that there are universal myths that are common to different cultures all around the world. These similarities relate to images, narrative structures, events and characters that created to answer the most common questions that humans usually have, such as the origin of the universe and the meaning of life.</p> <p>For example, similar myths and legends about epic cosmic battles or a Great Flood are similar in Christian and Jewish tradition, as well as in Sumerian, Greek, Hindu, Mayan, and Native American legends. The most similar belief in all cultures is the existence of a great supreme being that created everything.</p> <ol style="list-style-type: none"> Read the underlined sentences from the reading again. In the following activity, choose the expression that has the same message of the original text. 2. Lea de nuevo las frases subrayadas de la lectura. En la siguiente actividad, elija la expresión que tiene el mismo mensaje del texto original. <p>a) Oral arts and traditions are a way to preserve and transmit customs and values OPTION ONE: All the forms of traditions are one the most important ways to maintain the culture alive..</p> | | | |
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Macas. 15 de mayo del 2020

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDAMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | | | |
|--|----------------|-----------------------------|-----------------------------|---|------------|----------|
| FICHA PEDAGÓGICA | | | | | | |
| Provincia: Morona Santiago | | Cantón: Morona | Parroquia: Macas | Año lectivo: 2019-2020 | | |
| DOCENTES: Mgs. Lenin Castillo, Lic. Mariela Jaramillo, Mgs. Rocio Jibaja, Mgs. Cecilia Martínez, Lic. José Rubio, Lic. Pedro Maza, Mgs. Rosa Ochoa, Walter Guacho, Lic. Pablo Bernal, Mgs. Marco Guagua, Lic. Elvia Salinas, Mgs. Norma Cajamarca, Ing. Rafael León. | | CURSO: 2° BGU: Ciencias A-B | PROYECTO - SEMANA 13 | Desde: 8 de junio del 2020 Hasta: 12 de junio del 2020 | | |
| Idea central: La interculturalidad | | | Valor de la semana: Empatía | | | |
| Objetivo de aprendizaje: Los estudiantes comprenderán que la interculturalidad contribuye a la construcción de una sociedad diversa e inclusiva, manifestando de forma clara y vivencial un lenguaje en común y tomando en cuenta todas las expresiones existentes (plástica, literaria, musical, corporal, etc.). | | | | | | |
| Frase motivacional de la semana: La creatividad es un elemento fundamental para mejorar las relaciones en el mundo. | | | | | | |
| INDICACIONES / RECOMENDACIONES: | | | | | | |
| <ol style="list-style-type: none"> Hemos diseñado una ficha pedagógica para esta semana, que incluye varias actividades para las diferentes asignaturas y te ayudará en el aprendizaje durante el tiempo de contingencia sanitaria. Realiza las actividades diarias con la ayuda de una persona adulta. Conversa con tu familia sobre cómo te sentiste al realizar las actividades, cuéntales lo que aprendiste. Puedes guardar todo lo que construyes con tu familia: cuentos, juegos, acertijos, experimentos, obras de arte, infografías, historietas, etc., en una carpeta o un cuaderno, que denominaremos como PORTAFOLIO DEL ESTUDIANTE. Es importante que te quedes en casa todo el tiempo que sea necesario. Te acompañaremos en esta nueva forma de aprender, porque también se puede aprender en casa. | | | | | | |
| ÁREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES | | DÍA | EVALUACIÓN | RECURSOS |

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

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| Inglés | Tema: REFLECTIO N READING (LECTURA PARA REFLEXIONAR) | <p>"Interculturality": Recognizing culture shock. RECONOCIENDO EL SHOCK CULTURAL. RECONOZCA LAS ETAPAS Y ESCRIBA AL FRENTE DE CADA FRASE A CUAL DE LAS ETAPAS CORRESPONDEN.</p> <p>1. Honeymoon This is where the newly arrived individual experiences the curiosity and excitement of a tourist, but where the person's basic identity is rooted back at home.</p> <p>2. Disorientation This stage involves the disintegration of almost everything familiar. The individual is overwhelmed by the requirements of the new culture and bombarded by stimuli in the new environment</p> <p>3. Shock This stage is associated with the experience of anger and resentment towards the new culture. Stress, anxiety, irritation and hostility are common.</p> <p>4. Adaptation This involves the integration of new cues and an increased ability to function in the new culture. The individual increasingly sees the bad and the good elements in both the new culture and the home culture.</p> <p>5. Adjustment In this stage, the individual has become comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage.</p> <p>Exercise Below you will see a number of comments likely to be made by individuals in one of the five stages of culture shock. Read each comment and write down what stage of culture shock you think the individual concerned is most likely to be in.</p> | Jueves, 11 de junio del 2020 | Contenido (evidencias) Presentación (orden, limpieza, estética) | <ul style="list-style-type: none"> ● Hojas ● Carpeta ● Cuaderno ● Esferos ● Internet |
|--------|---|--|---------------------------------------|---|---|

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| | | | | | |
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| | | <p>Lee cada comentario y escribe a cual de las tapas del shock cultural crees que se refiere cada comentario.</p> <ol style="list-style-type: none"> 1. 'We do that too, only in a different way.' _____ <i>Lo hacemos eso tambien, solamente de forma diferente</i> 2. 'I can't wait to tell ... about this!' _____ <i>Yo no puedo esperar decirtelo</i> 3. 'You don't understand them like I do!' _____ <i>Tu no les entiendes como yo</i> 4. 'Isn't this exciting?' _____ <i>No es emocionante</i> 5. 'These people are so damn ...!' _____ <i>Estas personas so tan malvadas</i> 6. 'Actually, I am beginning to like this!' _____ <i>Cierto, yo estoy empezando a gustarlo</i> 7. 'Everything here is so difficult!' _____ <i>Todo aqui es muy dificil</i> 8. 'We would never do that where I come from' _____ <i>De donde yo provengo nunca lo haríamos</i> 9. 'On the other hand, why shouldn't they do that?' _____ <i>Por otro lado, porque ellos no deben hacerlo</i> <p>THE TRADITIONAL DANCES TO UNDERSTAND THE RICHNESS OF INTERCULTURALITY DANZAS TRADICIONALES PARA COMPRENDER LA RIQUEZA DE LA INTERCULTURALIDAD</p> <p>• Which traditional dances from your country do you know? HERE YOU HAVE SOME EXAMPLES!</p> <p>MARIMBA POLCA MONTUBIA DANZA SHUAR DANZANTE</p> <p>• We have a challenge for you. Would you like to learn how to dance any of these rhythms? LET'S TRY! Te tengo un reto. Te gustaria aprender a bailar cualquiera de estos ritmos?</p> <p>• Search the internet for one of the purposed types of traditional dance. If you don't have internet access. No problem! Call to any local radio and ask for one of these traditional dances or any other you know. Investiga cada uno de estos tipos de danza. Puedes investigar en el internet o la radio.</p> <p>• Which traditional dance did you choose?</p> | | | |
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Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)


| | | <p>Cual de las danzas tradicionales escogistes?</p> <p>• Now, Choose a family member and dance! Develop a little choreography and practice! Practice and practice again!</p> <p>Ahora. Escoge un miembro de la familia y baila. Desarrolla una pequeña coreografía y practica y practica de nuevo.</p> <p>• Finally, share a video of your choreography with us!</p> <p>Finalmente comparte un video de tu coreografía. Si no es posible envía una foto.</p> <p><i>If you don't have a video camera available. Please write down your memories about developing choreography with your family. Si no tienes una cámara disponible envía una memoria a cerca de como desarrollaste la coreografía.</i></p> | | | | | | | | | | | | |
|---|--------------|---|----------------------------------|--------------|-------------------|--|--|--|---|--|--|--|--|--|
| | | <table border="1"> <thead> <tr> <th>SELFEVALUATION AUTOEVALUACION</th> <th>YES, I DO sí</th> <th>NO, I DON'T no</th> </tr> </thead> <tbody> <tr> <td>Do you understand why interculturalily is an important aspect of our society? <i>Entiendes porque la interculturalidad es un aspect importante de nuestra sociedad</i></td> <td></td> <td></td> </tr> <tr> <td>After dancing traditional dance with any member of your family, do you think that this practice could promote community union? <i>Luego de bailar un danza tradicional con cualquier miembro de tu familia, crees que esta practica podría pomover la union comunitaria?</i></td> <td></td> <td></td> </tr> </tbody> </table> | SELFEVALUATION AUTOEVALUACION | YES, I DO sí | NO, I DON'T no | Do you understand why interculturalily is an important aspect of our society? <i>Entiendes porque la interculturalidad es un aspect importante de nuestra sociedad</i> | | | After dancing traditional dance with any member of your family, do you think that this practice could promote community union? <i>Luego de bailar un danza tradicional con cualquier miembro de tu familia, crees que esta practica podría pomover la union comunitaria?</i> | | | | | |
| SELFEVALUATION AUTOEVALUACION | YES, I DO sí | NO, I DON'T no | | | | | | | | | | | | |
| Do you understand why interculturalily is an important aspect of our society? <i>Entiendes porque la interculturalidad es un aspect importante de nuestra sociedad</i> | | | | | | | | | | | | | | |
| After dancing traditional dance with any member of your family, do you think that this practice could promote community union? <i>Luego de bailar un danza tradicional con cualquier miembro de tu familia, crees que esta practica podría pomover la union comunitaria?</i> | | | | | | | | | | | | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | |
|--|--|--|--|
| 1. Datos informativos | | | |
| Provincia: Morona Santiago | Cantón: Morona | Parroquia: Macas | Año lectivo: 2020-2021 |
| DOCENTES: | CURSO: 3º BGU: Ciencias A-B, Servicios Hoteleros, Información Turística | PROYECTO N° 1: Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo- | Desde: 05 de octubre del 2020 Hasta: 08 de octubre del 2020 |
| | | SEMANA N°: 1 | |
| <p>1. Objetivo de aprendizaje: Los estudiantes comprenderán que, para resolver problemas de la vida cotidiana relacionada a temas sociales, ambientales, económicos, culturales, entre otros, es necesario aplicar estrategias de razonamiento lógico, creativo, crítico y complejo, y comunicar nuestras ideas de forma asertiva para actuar con autonomía e independencia</p> | | | |
| <p>2. Objetivos específicos</p> <ul style="list-style-type: none"> ➤ Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista. ➤ Incidir en la toma de decisiones asertivas y socialmente responsables, a partir de información relacionada con lo biológico, psicológico, social, económico, etc., por medio del uso técnico y responsable de diversas fuentes confiables. ➤ Students will understand that to solve daily life problems related to social, environmental, economic and cultural issues, it is necessary to apply logical reasoning strategies in a critical, creative, and complex way and communicate our ideas assertively to act autonomously | | | |
| <p>3. Indicadores de evaluación</p> <ul style="list-style-type: none"> ➤ I.LL.5.6.1. Aplica el proceso de producción en la escritura de textos con estructura argumentativa, elabora argumentos (de hecho, definición, autoridad, analogía, ejemplificación, experiencia, explicación o deducción), aplica las normas de citación e identificación de fuentes con rigor y honestidad académica en diferentes soportes impresos y digitales. ➤ Analiza el rol y la influencia de la mujer en los diferentes tiempos y espacios (Ref. I.CS.H.5.4.1.). ➤ I.EFL.5.11.1. Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| | | | | | | |
|---|--|---|--|--|--|--|
| <p>4. Indicaciones:</p> <ul style="list-style-type: none"> > Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. > Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna. > Deberás realizar una carátula general, por proyecto para cada semana. > Cada asignatura/área deberá ser desarrollada en hojas individuales, con la finalidad de que puedan ser entregadas y/o enviadas a los docentes de cada asignatura, para lo cual deberá estar especificado: nombre del estudiante, nombre de la asignatura/área, nombre del docente, fecha. > En el caso de tener dudas o inquietudes, recurrir a cada uno de los docentes de las asignaturas. | | | | | | |
| (Fecha) ÁREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | | | EVALUACIÓN | RECURSOS |
| Miércoles, 07 de octubre del 2020 Inglés | What are people doing to help the environment? T TOPIC. What if? | <p>1. Read the following passage.</p> <p style="text-align: center;">From Dump to Nest</p>  <p>Versova Beach in Mombay, India recovered its beauty after two years of people cleaning up trash. Afroz Shah had gone back to his town and saw his favorite beach covered with garbage. At first, he was cleaning all alone, and then a group of volunteers joined him. He collected 13,000 kg of debris during the time of the campaign. Now, marine turtles nest and hatch there.</p> <p>2. Answer the following questions about the passage</p> <p>a) How did Versova Beach recover its beauty? b) What did Afroz Shah collect during the time of the campaign? c) What do Marine turtles do at the beach now?</p> <p>Note: From all the English tasks, get vocabulary (new words that you don't understand)</p> <p>TASK 2: Separate the elements of the sentences. Observe the use of zero and first conditionals. (see the grammar explanation below and my recordings IN THE WHATSAPP GROUP)</p> | | | Contenido (evidencias) Presentación (orden, limpieza, estética y creatividad) | Ficha pedagógica Texto, Pinturas Marcadores Hojas Carpeta Cuaderno |

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------|-----------------------------|---|---|-------------|----------------|--|---|---|----|----|-----------------------------|---|---|-------|----------------|--|----|---|---|---|---|------|---|---|----|----------------------|-----------|--------------|-------|-------------|----|---|------------------------------|
| <p>EXAMPLE</p> <p>Scientists all around the world have warned about the terrible consequences for our survival if we do not start changing the way we use natural resources</p> <table border="1"> <tr> <td>If</td> <td>S</td> <td>V</td> <td>C</td> <td>S</td> <td>WILL</td> <td>V</td> <td>C</td> </tr> <tr> <td>IF</td> <td>WE</td> <td>DO NOT START CHANGING</td> <td>THE WAY WE USE NATURAL RESOURCES</td> <td>SCIENTISTS ALL AROUND THE WORLD</td> <td>-----</td> <td>HAVE WARNED</td> <td>ABOUT THE TERRIBLE CONSEQUENCES FOR OUR SURVIVAL</td> </tr> </table> <p>a. If population <i>growth</i> continues this fast, there will not be enough food for everybody in the future.</p> <table border="1"> <tr> <td>If</td> <td>S</td> <td>V</td> <td>C</td> <td>S</td> <td>WILL</td> <td>V</td> <td>C</td> </tr> <tr> <td>If</td> <td>Population growth</td> <td>Continues</td> <td>This fast</td> <td>There</td> <td>Will not</td> <td>be</td> <td>Enough Food for everybody in the future</td> </tr> </table> <p>b. If we have high CO2 concentration levels, the sun's heat does not go back into space and stays on the planet.</p> <p>c. If the sun's heat stays, it produces a greenhouse effect and global warming.</p> <p>d. If humans destroy ecosystems, many species lose their homes forever.</p> <p>e. If farmers do not stop using toxic chemicals on <i>crops</i>, many pollinator insects will disappear. In some regions, one in ten insect species are in danger of extinction.</p> <p>f. If we do not reduce plastic use, our oceans will have more plastic items in them than animals.</p> <p>g. If the temperature of the planet <i>increases</i>, ice from the poles will melt and disappear forever.</p> | | If | S | V | C | S | WILL | V | C | IF | WE | DO NOT START CHANGING | THE WAY WE USE NATURAL RESOURCES | SCIENTISTS ALL AROUND THE WORLD | ----- | HAVE WARNED | ABOUT THE TERRIBLE CONSEQUENCES FOR OUR SURVIVAL | If | S | V | C | S | WILL | V | C | If | Population growth | Continues | This fast | There | Will not | be | Enough Food for everybody in the future | Desarrollo de actividades |
| If | S | V | C | S | WILL | V | C | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IF | WE | DO NOT START CHANGING | THE WAY WE USE NATURAL RESOURCES | SCIENTISTS ALL AROUND THE WORLD | ----- | HAVE WARNED | ABOUT THE TERRIBLE CONSEQUENCES FOR OUR SURVIVAL | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| If | S | V | C | S | WILL | V | C | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| If | Population growth | Continues | This fast | There | Will not | be | Enough Food for everybody in the future | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

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| | | <p>h. If the ice at the poles disappears, many cities on the coasts will be flooded soon</p> <p>i. If we start doing something now, we will avoid a sad future.</p> <p>Grammar Tips The zero and first conditionals are used in English to describe situations that happen or will happen in the future.</p> <p>Zero Conditional: Facts, scientific laws, habits, instructions, and rules. If the sun's heat stays, it produces a greenhouse effect and global warming. First conditional do not take the auxiliary verb WILL or WILL NOT</p> <p>First Conditional: Probable result in the future for actions in present If the temperature in the world increases, ice from the poles will melt and disappear First conditional sentences always take the auxiliary verb will or will not in the resulting clause</p> | | |
|--|--|--|--|--|

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | |
|--|--|---|--|
| 1. Datos informativos | | | |
| Provincia: Morona Santiago | Cantón: Morona | Parroquia: Macas | Año lectivo: 2020-2021 |
| DOCENTES: <ul style="list-style-type: none"> • Lengua y Literatura: Mgs. Norma Cajamarca • Matemática: Lic. Soledad Orellana, Ing. Luis Pañi • Educación Física: Lic. Pedro Maza • Inglés: Lic. Elvia Salinas y Lic. Rosa Mayancela • Emprendimiento y Gestión: Mgs. Lenín Castillo | CURSO: 1ro BGU: Servicios Hoteleros A-B, Información Turística | PROYECTO N° 4 Avances de la tecnología, la ciencia y el arte a través de herramientas visuales. SEMANA N° 2 | Desde: 17 de febrero del 2021 Hasta: 19 de febrero del 2021 |
| 2. Objetivo de aprendizaje: Los estudiantes comprenderán que la historia, la tecnología, la ciencia y el arte se entrelazan y evolucionan en forma conjunta fomentando la curiosidad del ser humano por conocer y construir un mundo mejor. | | | |
| 3. Objetivos específicos <ul style="list-style-type: none"> ➢ Producir diferentes tipos de texto, con distintos propósitos y en variadas situaciones comunicativas, en diversos so portes disponibles para comunicarse, aprender y construir conocimientos. ➢ Develop basic vocabulary related to tourism and nature ➢ Write simple words, phrases and sentences for controlled practice of language items. ➢ Conocer y explicar los requisitos y responsabilidades legales y sociales que debe cumplir un emprendedor en el momento de crear y mantener un emprendimiento, como forma de retribuir al Estado por los servicios recibidos. ➢ Proponer soluciones creativas a situaciones concretas de la realidad nacional y mundial mediante la aplicación de las operaciones básicas de los diferentes conjuntos numéricos, y el uso de modelos funcionales, algoritmos apropiados, estrategias y métodos formales y no formales de razonamiento matemático, que lleven a juzgar con responsabilidad la validez de procedimientos y los resultados en un contexto. | | | |
| 4. Indicadores de evaluación <ul style="list-style-type: none"> ➢ Reconoce las transformaciones de la cultura escrita en la era digital (usos de la lengua escrita, la lectura y la escritura) (Ref. LL.5.1.1.). ➢ Learners can build based on a simple text by reading for general idea and specific information (Ref. I.EFL.5.8.1.) ➢ Learners can write short simple phrases and sentences to show that they know how to use simple grammar or vocabulary items. (I.3, I.4) ➢ Elabora un mapeo de los requisitos legales básicos para iniciar actividades de emprendimiento que permitan formalizarlo. ➢ I.M.5.1.2. Halla la solución de una ecuación de primer grado, con valor absoluto, con una o dos variables; resuelve analíticamente una inecuación; expresa su respuesta en intervalos y la gráfica en la recta numérica; despeja una variable de una fórmula para aplicarla en diferentes contextos ➢ Mejora su condición física de manera segura, sistemática y consciente a partir de la construcción de ejercicios y planes básicos, en función de los objetivos a alcanzar. | | | |
| 5. Indicaciones: <ul style="list-style-type: none"> ➢ Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. ➢ Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

| (Fecha) AREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | EVALUACIÓN | RECURSOS |
|--|--|--|---|---|
| Viernes, 19 de febrero del 2021 Lic. Rosa Mayancela | TOPIC: ECUADOR AND TOURIST ATTRACTIONS | <p>ACTIVIDADES DE APRENDIZAJE</p> <p>TASK # 1 Make a list of 5 tourist attractions in Ecuador. TASK # 2 Match the words with the corresponding meaning.</p> <p>DORNMANT, EVOLVE, STRAW</p> <p>a. - Develop gradually _____ b. - Dried stalks of grain _____ c. - Having normal physical functions slowed down. _____</p> <p>Task # 3 Read aloud and translate the underlined words</p> <p>PANAMA HAT A Panama <u>hat</u>, also known as an Ecuadorian hat or a toquilla straw hat, is a traditional brimmed <u>straw</u> hat of Ecuadorian origin. <u>Traditionally</u>, hats were made from the plaited <u>leaves</u> of a plant, known locally as the toquilla palm or Jipijapa <u>palm</u>. Ecuadorian hats are light-colored, lightweight, and breathable, and often worn as accessories to summer-weight <u>suits</u>, such as those made of <u>linen</u> or <u>silk</u>. The tightness, the fineness of the <u>weave</u>, and the time spent in weaving a complete hat out of the toquilla straw characterize its quality. In the middle of the twentieth <u>century</u>, these hats became popular as tropical and seaside accessories.</p> | Desarrollo de actividades Presentación | RESOURCES Libros de texto de las diferentes asignaturas Cuaderno u hojas de trabajo Lápiz, esfero y borrador Lápices de color Periódico Computador Celular |

Macas, 10 de febrero del 2021

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | |
|--|---|---|--|----------|
| 1. Datos informativos | | | | |
| Provincia: Morona Santiago | Canton: Morona | Parroquia: Macas | Año lectivo: 2020-2021 | |
| DOCENTES: <ul style="list-style-type: none"> Lengua y Literatura: Mgs. Cecilia Martinez Ciencias Sociales: Educación para la Ciudadanía: Mgs. Rocío Jibaja J. Filosofía: Lic. Mariela Jaramillo Inglés: Lic. Rosa Mayancela Cultura Física: Lic. Pedro Maza | CURSO: 2º BGU: Servicios Hoteleros, Información Turística | PROYECTO N° 1: Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo- SEMANA N°: 4 | Desde: 26 de octubre del 2020 Hasta: 30 de octubre del 2020 | |
| 2. Objetivo de aprendizaje: Los estudiantes comprenderán que, para resolver problemas de la vida cotidiana relacionada a temas sociales, ambientales, económicos, culturales, entre otros, es necesario aplicar estrategias de razonamiento lógico, creativo, crítico y complejo, y comunicar nuestras ideas de forma asertiva para actuar con autonomía e independencia | | | | |
| 3. Objetivos específicos ➤ Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista. ➤ Produce well-constructed information in writing. Follow the steps below | | | | |
| 4. Indicadores de evaluación I.LL.5.6.1. Aplica el proceso de producción en la escritura de textos con estructura argumentativa, elabora argumentos (de hecho, definición, autoridad, analogía, ejemplificación, experiencia, explicación o deducción), aplica las normas de citación e identificación de fuentes con rigor y honestidad académica en diferentes soportes impresos y digitales. I.CS.EC.5.2.2. Argumenta que la igualdad natural de los seres humanos está dirigida a todos los grupos sociales, como generador de igualdad de opciones y oportunidades, considerando al sufragio universal como condición de participación igualitaria. (J.1., J.3., S.1.) I.EFL.5.15.1. (Learners can produce well-constructed informational texts by applying the writing process. Ref. I.2, I.3, I.4, S.3, J.1). | | | | |
| 1. Indicaciones: ➤ Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. ➤ Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna. ➤ Deberás realizar una carátula general, por proyecto para cada semana. ➤ Cada asignatura/área deberá ser desarrollada en hojas individuales, con la finalidad de que puedan ser entregadas y/o enviadas a los docentes de cada asignatura, para lo cual deberá estar especificado: nombre del estudiante, nombre de la asignatura/área, nombre del docente, fecha. ➤ En el caso de tener dudas o inquietudes, recurrir a cada uno de los docentes de las asignaturas. | | | | |
| (Fecha) AREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | EVALUACIÓN | RECURSOS |

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

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|---|---|--|---|
| <p>Miércoles, 28 de octubre del 2020</p> <p>Inglés</p> <p>Lic. Rosa Mayancela</p> | <p>TOPIC: ENVIRONMENT POLLUTION</p> | <p>A healthy ecosystem is utterly necessary</p> <ul style="list-style-type: none"> • If government and public action to reduce environmental is consider promptly, there will be less pollution in rivers and oceans. • If knowledge about environmental risks is published through Digital Sources, the majority of population will become more conscious. • If we encourage others to use products of recyclable materials, there will be less pollution. • If people consider the conscious use of flora, many living beings now endangered will be saved • If the use of renewable energy sources are sponsored by governments, water sources and air will be cleaner. • If food industry uses organic pesticides and fertilizers, it will help the environment keep healthy. • If we depend more on public transportation, we will have cleaner air and healthier people. <p>VOCABULARY : Connector words for cause and effect: because of, in fact, in order to, due to, as a result, as a consequence, for this reason, consequently, therefore.</p> <p>TASK # 1 Translate the transition words</p> <p>TASK # 2 TRANSLATE THE SENTENCES</p> <p>TASK # 3 Order the sentences and make up a paragraph. Incorporate the transitions to make a paragraph</p> | <p>Desarrollo de actividad, evidencia orden, limpieza y respuestas acertadas.</p> <p>Ficha pedagógica Texto, Pinturas Marcadores Hojas Carpeta Cuaderno Diccionario Libros de Ingles de los años anteriores</p> |
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Macas, 23 de octubre del 2020

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | |
|--|------------------------------------|--|--|
| 1. Datos informativos | | | |
| Provincia: Morona Santiago | Cantón: Morona | Parroquia: Macas | Año lectivo: 2020-2021 |
| DOCENTES: | CURSO: 3º BGU: Ciencias A-B | PROYECTO N° 1: Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo- | Desde: 26 de octubre del 2020 Hasta: 30 de octubre del 2020 |
| <ul style="list-style-type: none"> • Lengua y Literatura: Mgs. Cecilia Martínez • Ciencias Sociales: Historia: Mgs. Rocio Jibaja J. • Inglés: Lic. Elvia Salinas y Lic. Rosa Mayancela • Problemas del Mundo Contemporáneo: Mgs. Cecilia Martínez, Mgs. Lenin Castillo • Cultura Física: Lic. William Jaramillo | | SEMANA N°: 4 | |
| <p>1. Objetivo de aprendizaje: Los estudiantes comprenderán que, para resolver problemas de la vida cotidiana relacionada a temas sociales, ambientales, económicos, culturales, entre otros, es necesario aplicar estrategias de razonamiento lógico, creativo, crítico y complejo, y comunicar nuestras ideas de forma asertiva para actuar con autonomía e independencia</p> | | | |
| <p>2. Objetivos específicos</p> <ul style="list-style-type: none"> ➢ Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista. ➢ O.PMC. 1. Demostrar la complejidad sistémica y multicausal de los factores que intervienen en los problemas sociales, económicos y políticos actuales, así como la identificación, caracterización y responsabilidad de los actores individuales y colectivos que participan en estos procesos ➢ Produce well-constructed information in writing. Follow the steps below | | | |
| <p>3. Indicadores de evaluación</p> <p>Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista</p> <ul style="list-style-type: none"> ➢ Analiza el rol y la influencia de la mujer en los diferentes tiempos y espacios, destacando su papel y su protagonismo en diferentes culturas y época. (J.4., I.2.) I.CS.H.5.4.1. ➢ O.PMC.1. Demostrar la complejidad sistémica y multicausal de los factores que intervienen en los problemas sociales, económicos y políticos actuales, así como la identificación, caracterización y responsabilidad de los actores individuales y colectivos que participan en estos procesos ➢ I.EFL.5.15.1 (Learners can produce well-constructed informational texts by applying the writing process. Ref. I.2, I.3, I.4, S.3, J.1) | | | |
| <p>4. Indicaciones:</p> <ul style="list-style-type: none"> ➢ Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| <p>➤ Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna.</p> <p>➤ Deberás realizar una carátula general, por proyecto para cada semana.</p> <p>➤ Cada asignatura/área deberá ser desarrollada en hojas individuales, con la finalidad de que puedan ser entregadas y/o enviadas a los docentes de cada asignatura, para lo cual deberá estar especificado: nombre del estudiante, nombre de la asignatura/área, nombre del docente, fecha.</p> <p>➤ En el caso de tener dudas o inquietudes, recurrir a cada uno de los docentes de las asignaturas.</p> | | | | | | | | | | |
|---|--|---|------------|----------|---|--|------------------------------|---|--------------------------------------|---|
| (Fecha) AREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | EVALUACIÓN | RECURSOS | | | | | | |
| Miércoles, 28 de octubre del 2020 Inglés Lic. Rosa Mayancela Tercero Ciencias A | TOPIC: Let's talk about the future | <p>TERCERO CIENCIAS A- Lic. Rosa Mayancela SUBTOPIC. Men is destroying their Home (the planet earth) VOCABULARY: Connector words for cause and effect:</p> <ul style="list-style-type: none"> ✓ because of, ✓ in fact, ✓ in order to, ✓ due to, ✓ as a result, ✓ as a consequence, ✓ for this reason, ✓ consequently, ✓ therefore. <p>Grammar: Use of zero and first conditional Example:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>CAUSE</th> <th>EFFECT</th> </tr> </thead> <tbody> <tr> <td>If plastic consumption continues</td> <td>It causes an uncontrollable pollution of our rivers and seas.</td> </tr> <tr> <td>If water waste does not stop</td> <td>There will be not enough water to drink in the coming years.</td> </tr> </tbody> </table> <p>Task # 1 Write the meaning of the transitions into Spanish.</p> | CAUSE | EFFECT | If plastic consumption continues | It causes an uncontrollable pollution of our rivers and seas. | If water waste does not stop | There will be not enough water to drink in the coming years. | Presentación Desarrollo de tareas | Cuaderno u hojas de trabajo. Libros de texto de las diferentes asignaturas Láminas. Lápiz, esfero y borrador. Cell Phone (optional) Computer (optional) Dictionary: English and Spanish Google Translator Old English Books |
| CAUSE | EFFECT | | | | | | | | | |
| If plastic consumption continues | It causes an uncontrollable pollution of our rivers and seas. | | | | | | | | | |
| If water waste does not stop | There will be not enough water to drink in the coming years. | | | | | | | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

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| | | <p>Task # 2 Write a paragraph with the information in your chart. Incorporate at least TWO connector words for cause and effect listed below.</p> <p>How to do? Step 1 In the graphic organizer, brainstorm ideas about an environmental problem that already exists or might exist in the future. Step 2 Write the possible causes of the problems in the "Cause" column on the left. Step 3 Think of the effects (consequences) the problems have and write them in the column on the right called "Effect". Step 4. Read what you have written and make any necessary changes.</p> | | |
| Miércoles 28 de octubre del 2020 Inglés Lic. Elvia Salinas | | <p>ORGANIZING AN ART PROYECT WITH RECYCLE MATERIALS. This work can be done in a carboard or triple. You work of art may take some time so it will be presented as a final project. Step 1. Identity what material is most commonly thrown away in your community. Step 2. investigate how long the material takes to decompose in nature. Step 3. Determine what material you are going to use. Step 4. Choose what you want to do with the materials .</p> | Presentación (orden, limpieza y estética) Desarrollo de actividades (Contenido) | <ul style="list-style-type: none"> • Ficha pedagógica Cuaderno u hojas de trabajo. • Láminas. • Lápiz, esfero y borrador. Plastic bags • Lápices de color. • Internet Celular computador Esferos lápiz |

Macas, 30 de octubre del 2020

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

PLAN EDUCATIVO COVID- 19: APRENDEMOS JUNTOS EN CASA (MINEDUC 2020)

| COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | |
|---|-----------------------------|---|--|
| 1. Datos informativos | | | |
| Provincia: Morona Santiago | Cantón: Morona | Parroquia: Macas | Año lectivo: 2020-2021 |
| DOCENTES: <ul style="list-style-type: none"> • Lengua y Literatura: Mgs. Cecilia Martínez • Ciencias Sociales: Historia: Mgs. Rocio Jibaja J. • Inglés: Lic. Elvia Salinas y Lic. Rosa Mayancela • Problemas del Mundo Contemporáneo: Mgs. Cecilia Martínez, Mgs. Lenin Castillo • Cultura Física: Lic. Willam Jaramillo | CURSO: 3º BGU: Ciencias A-B | PROYECTO Nº 1: Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo– SEMANA Nº: 4 | Desde: 26 de octubre del 2020 Hasta: 30 de octubre del 2020 |
| 1. Objetivo de aprendizaje: Los estudiantes comprenderán que, para resolver problemas de la vida cotidiana relacionada a temas sociales, ambientales, económicos, culturales, entre otros, es necesario aplicar estrategias de razonamiento lógico, creativo, crítico y complejo, y comunicar nuestras ideas de forma asertiva para actuar con autonomía e independencia | | | |
| 2. Objetivos específicos <ul style="list-style-type: none"> ➢ Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista. ➢ O.PMC.1. Demostrar la complejidad sistémica y multicausal de los factores que intervienen en los problemas sociales, económicos y políticos actuales, así como la identificación, caracterización y responsabilidad de los actores individuales y colectivos que participan en estos procesos ➢ Produce well-constructed information in writing. Follow the steps below | | | |
| 3. Indicadores de evaluación <ul style="list-style-type: none"> ➢ Construir textos académicos argumentativos, seleccionando el tema, expresados en párrafos apropiados, con la aplicación de normas de citación e identificación de fuentes con rigor y honestidad académica para presentar su punto de vista ➢ Analiza el rol y la influencia de la mujer en los diferentes tiempos y espacios, destacando su papel y su protagonismo en diferentes culturas y época.. (J.4., I.2.) I.CS.H.5.4.1. ➢ O.PMC.1. Demostrar la complejidad sistémica y multicausal de los factores que intervienen en los problemas sociales, económicos y políticos actuales, así como la identificación, caracterización y responsabilidad de los actores individuales y colectivos que participan en estos procesos ➢ I.EFL.5.15.1. (Learners can produce well-constructed informational texts by applying the writing process. Ref. I.2, I.3, I.4, S.3, J.1) | | | |
| 4. Indicaciones: <ul style="list-style-type: none"> ➢ Recuerda que las actividades deben ser desarrolladas en forma ordenada, limpia, y completa. | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

| <ul style="list-style-type: none"> ➢ Todas las actividades desarrolladas deben ser organizadas en forma secuencial, semana a semana, construyendo así el Portafolio Estudiantil, recurso que deberás presentarlo en forma oportuna. ➢ Deberás realizar una carátula general, por proyecto para cada semana. ➢ Cada asignatura/área deberá ser desarrollada en hojas individuales, con la finalidad de que puedan ser entregadas y/o enviadas a los docentes de cada asignatura, para lo cual deberá estar especificado: nombre del estudiante, nombre de la asignatura/área, nombre del docente, fecha. ➢ En el caso de tener dudas o inquietudes, recurrir a cada uno de los docentes de las asignaturas. | | | | | | | | | | |
|--|--|--|------------|----------|----------------------------------|--|------------------------------|---|--------------------------------------|---|
| (Fecha) AREA/ ASIGNATURA | TEMA Y SUBTEMA | ACTIVIDADES A DESARROLLAR | EVALUACION | RECURSOS | | | | | | |
| Miércoles, 28 de octubre del 2020 Inglés Lic. Rosa Mayancela Tercero Ciencias A | TOPIC: Let's talk about the future | TERCERO CIENCIAS A- Lic. Rosa Mayancela SUBTOPIC. Men is destroying their Home (the planet earth) VOCABULARY: Connector words for cause and effect: ✓ because of, ✓ in fact, ✓ in order to, ✓ due to, ✓ as a result, ✓ as a consequence, ✓ for this reason, ✓ consequently, ✓ therefore. Grammar: Use of zero and first conditional Example: <table border="1"> <thead> <tr> <th>CAUSE</th> <th>EFFECT</th> </tr> </thead> <tbody> <tr> <td>If plastic consumption continues</td> <td>It causes an uncontrollable pollution of our rivers and seas.</td> </tr> <tr> <td>If water waste does not stop</td> <td>There will be not enough water to drink in the coming years.</td> </tr> </tbody> </table> Task # 1 Write the meaning of the transitions into Spanish. | CAUSE | EFFECT | If plastic consumption continues | It causes an uncontrollable pollution of our rivers and seas. | If water waste does not stop | There will be not enough water to drink in the coming years. | Presentacion Desarrollo de tareas | Cuaderno u hojas de trabajo. Libros de texto de las diferentes asignaturas Láminas. Lápiz, esfero y borrador. Cell Phone (optional) Computer (optional) Dictionary: English and Spanish Google Translator Old English Books |
| CAUSE | EFFECT | | | | | | | | | |
| If plastic consumption continues | It causes an uncontrollable pollution of our rivers and seas. | | | | | | | | | |
| If water waste does not stop | There will be not enough water to drink in the coming years. | | | | | | | | | |

Source: Teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

| | | | | |
|--|--|--|---|---|
| | | <p>Task # 2 Write a paragraph with the information in your chart. Incorporate at least TWO connector words for cause and effect listed below.</p> <p>How to do?</p> <p>Step 1 In the graphic organizer, brainstorm ideas about an environmental problem that already exists or might exist in the future.</p> <p>Step 2 Write the possible causes of the problems in the "Cause" column on the left.</p> <p>Step 3 Think of the effects (consequences) the problems have and write them in the column on the right called "Effect".</p> <p>Step 4. Read what you have written and make any necessary changes.</p> | | |
| <p>Miércoles 28 de octubre del 2020</p> <p>Inglés</p> <p>Lic. Elvia Salinas</p> | | <p>ORGANIZING AN ART PROYECT WITH RECYCLE MATERIALS.</p> <p>This work can be done in a carboard or triple.</p> <p>You work of art may take some time so it will be presented as a final project.</p> <p>Step 1. Identify what material is most commonly thrown away in your community.</p> <p>Step 2. investigate how long the material takes to decompose in nature.</p> <p>Step 3. Determine what material you are going to use.</p> <p>Step 4. Choose what you want to do with the materials .</p> | <p>Presentación (orden, limpieza y estética</p> <p>Desarrollo de actividades (Contenido</p> | <ul style="list-style-type: none"> • Ficha pedagógica Cuaderno u hojas de trabajo. • Láminas. • Lápiz, esfero y borrador. Plastic bags • Lápices de color. • Internet Celular computador Esferos lápiz |

Macas, 30 de octubre del 2020

Source: Teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

SECOND BACHILLERATO

PROJECT # 2

WEEK # 4

Learning Objective:

Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.

SPECIFIC OBJECTIVES

Students will be able to use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.

INDICADORES DE EVALUACION

Learners can produce well-constructed informational paragraphs by applying the writing process

DOCENTE

Lic. Rosa Mayancela

TOPIC: WRITING A PARAGRAPH

SUBTOPIC: SPACE SHIP HISTORY

TASK # 1 Write a paragraph to summarize the following passage. Work on the writing process in your notebook and write the final draft here. (70-80 words)

Include in your paragraph, a MAIN IDEA, supporting ideas, closing idea.

FIRST,

NEXT,

THEN,

FINALLY.

STEPS TO HELP YOU

1. Read the passage.
2. Determine the most important idea of the passage.
3. Highlight important details.
4. Find keywords and use them to write the topic sentence.

Source: English language teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

5.- Answer some questions in order to the idea:

“Who did what, where, and when?”

“What is the main idea of the text?”

“What are the supporting points?”

HISTORY OF SPACE EXPLORATION

Humans have always looked up into the night sky and dreamed about space. As time has passed USA and USSR, made great advances in space ship development.

The countries that started a race in space ship were USA and USSR and thus in the latter half of the 20th century space exploration became a reality and after World War II, the United States and the Soviet Union created their own missile programs.

The first U.S. satellite, Explorer 1, went into orbit on Jan. 31. Then in 1958, on April 12, 1961, Russian Lt. Yuri Gagarin became the first human to orbit Earth in Vostok 1. After that, on Feb. 20, 1962, John Glenn’s historic flight made him the first American to orbit Earth. At the end of the decade, on July 20, 1969, astronaut Neil Armstrong took “one giant leap for mankind” as he stepped onto the moon.

By the early 1970s, orbiting communications and navigation satellites were in everyday use, and they could map the surface of Mars and detailed images of Jupiter and Saturn, their rings, and their moons.

In the 1980s, satellite communications expanded to carry television programs. Astronomical satellites found new stars and gave us a new view of the center of our galaxy.

Space systems continue to become more and more integral to homeland defense, weather surveillance, communication, navigation, imaging, and remote sensing for chemicals, fires, and other disasters.

Modern space exploration is reaching areas once only dreamed about. Mars is focal point of modern space exploration. NASA is on a journey to Mars, with a goal of sending humans to the Red Planet in the 2030s.

MAIN IDEA

FIRST,

NEXT,

THEN,

FINALLY.

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

SECOND BACHILLERATO

FOURTH WEEK

OBJETIVOS DE APRENDIZAJE

Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.

Objetivos específicos

O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Docente

Lic Rosa Mayancela

Objective: Produce well-constructed information in writing. Follow the steps below

INDICADORES DE EVALUACION

I.EFL.5.15.1. (Learners can produce well-constructed informational texts by applying the writing process. Ref. I.2, I.3, I.4, S.3, J.1)

NOMBRE DEL PROYECTO

Por un mundo mejor. Reflexiones y acciones sobre problemas del mundo contemporáneo.

RECURSOS Y MATERIALES

- Cuaderno u hojas de trabajo.
- Libros de texto de las diferentes asignaturas
- Láminas.
- Lápiz, esfero y borrador.
- Cell Phone (optional)
- Computer (optional)
- Dictionary: English and Spanish
- Google Translator
- Old English Books

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

SUBTOPIC : A healthy ecosystem is utterly necessary.

- If government and public action to reduce environment pollution is considered promptly, there will be less pollution in rivers and oceans.
- If knowledge about environmental risks is published through Digital Sources, the majority of population will become more conscious.
- If we encourage others to use products of recyclable materials, there will be less pollution.
- If people consider the conscious use of flora, many living beings now endangered will be saved
- If the use of renewable energy sources are sponsored by governments, water sources and air will be cleaner.
- If food industry uses organic pesticides and fertilizers, it will help the environment keep healthy.
- If we depend more on public transportation, we will have cleaner air and healthier people.

VOCABULARY : Connector words for cause and effect:

because of,

in fact,

in order to,

due to,

as a result,

as a consequence,

for this reason,

consequently,

therefore.

TASK # 1 Translate the transition words

TASK # 2 TRANSLATE THE SENTENCES

TSK # 3 Order the sentences and make up a paragraph. Incorporate the transitions to make a paragraph

Source: English language teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

Annex 3. Students' portfolios rubrics from school year 2019-2020

| INSTITUCIÓN: Colegio de Bachillerato 27 de Febrero | | Asignatura: Inglés | | Año lectivo: 2019-2020 | | | | | | | | | | | | | |
|--|---------------------------------|--|---|--|--|---|---|--|---|---|--|--|---|---|---|----------|-------|
| Tutor/a: Mg. Lenin Castillo | | Docente: Lic. Rosa Mayanaca | | EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL | | | | | | | | | | | | | |
| CURSO/PARALELO: 2do Ventas e Información Turística | | PORTAFOLIO (2) | | CONTENIDO (5) | | | | | | | | | | | | | |
| No. | ESTUDIANTE | Presenta el portafolio según el programa institucional (1) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (2) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0,5) | 1) /a estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta. (2) | 2) /a estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | 3) /a estudiante presenta al menos una evidencia de trabajo por semana. (3) | 4) /a estudiante presenta al menos una evidencia de trabajo en alguna semana. (2) | La presentación del portafolio contiene: Garantía, información de la ocurrencia de la actividad, fecha de realización, aprendizaje (1) (1) | Para algunos de estos elementos: Garantía, información de la ocurrencia de la actividad, fecha de realización (0,75) | Para dos de estos elementos: Garantía, información de la ocurrencia de la actividad, fecha de realización (0,5) | Para uno de estos elementos: Garantía, información de la ocurrencia de la actividad, fecha de realización (0,5) | Completó uno de estos elementos: Garantía, información de la ocurrencia de la actividad, fecha de realización (0) | PROMEDIO | |
| 1 | AYLLON LEON EVELYN | 1 | 3 | 3 | | | 3 | | | | | | 0,75 | | | | 7,75 |
| 2 | CORREA SAMANIEGO MARYLIN MELISA | 1 | 3 | 3 | | | 3 | | | | | | 1 | | | | 8,00 |
| 3 | DAGUA MUCUSHIGUARUPERTA JAZMINA | 1 | 3 | 3 | | | 4 | | | | | | 1 | | | | 9,00 |
| 4 | KIAM ACACHU CLARIBEL LARISSA | 1 | 3 | 3 | | | 3 | | | | | | 0,5 | | | | 7,50 |
| 5 | MAITA MARIN EDISON PATRICIO | 1 | 3 | 3 | | | 3 | | | | | | 0,75 | | | | 7,75 |
| 6 | VILLACIS MARTINEZ CARLA DANIELA | 1 | 3 | 3 | | | 4 | | | | | | 0,75 | | | | 8,75 |
| SUMA | | 6 | 18 | 18 | | | 20 | | | | | | 4,75 | | | | 48,75 |
| PROMEDIO | | 1 | 3 | 3 | | | 3 | | | | | | 0,79 | | | | 8,13 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero

Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Mg. Cecilia Martínez | | Docente: Lic. Rosa Mayancela | | CURSO/PARALELO: 2do Ciencias B | | | | | | | |
|-------------------------------|-----------------------------------|--|---|--|--|----------|---|---|--|---|--|
| No. | ESTUDIANTE | PORTAFOLIO | PARTICIPACIÓN (3) | CONTENIDO (5) | PRESENTACIÓN (1) | PROMEDIO | | | | | |
| | | Presenta el portafolio según el programa institucional (1) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (1) | | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta. (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo en alguna semana (2) |
| 1 | BERNAL KANUS FREDY MEDARDO | 1 | 3 | 3 | 4 | 1 | 8.00 | | | | |
| 2 | CONDO MACAS JOSE ADRIAN | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 3 | GUAILLAS CHUÑIR MICHAEL MAURICIO | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 4 | JUANIK TSAKIMP EDWIN JACC | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 5 | LOJANO CUMBE NATALY TATIANA | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 6 | LOYOLA PEREZ DAYANA CAROLINA | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 7 | NAEKAT AMBAMA KAAR JASON | 1 | 3 | 3 | 3 | 1 | 8.00 | | | | |
| 8 | NANTIP SANTIAK UWI VIDAL | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 9 | OCHOG PACHECO RUTH MISHEL | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 10 | POMA PAUCAR MARTIN MAURICIO | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 11 | ROGERON QUIGUA VICTOR HUGO | 1 | 3 | 3 | 4 | 0.5 | 8.50 | | | | |
| 12 | ROMERO PEREZ ADRIAN ALEJANDRO | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 13 | SAANT KATAN CRISTIAN VINICIO | 1 | 3 | 3 | 4 | 0.5 | 8.50 | | | | |
| 14 | SANCHIMA PINCHUPA EDWIN FERNANDO | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 15 | SANGUCHO REMACHE DANY GERMAN | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 16 | SANTIAK UNKUCH YANUA GISELA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 17 | SANTOS TAISHA LUIS ADRIAN | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 18 | SERRANO PIDRU JOSE ANDRES | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 19 | SHARINIAT SANDO KEVIN MARCO | 1 | 3 | 3 | 3 | 1 | 8.00 | | | | |
| 20 | SHARUP PAPUE GARI JAISON | 1 | 3 | 3 | 5 | 1 | 10.00 | | | | |
| 21 | SHIKI SHUIR ELVIS LEDNEL | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 22 | SOLIS PARRA JOSUE RAUL | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 23 | SUAMAR CHIRIAPA MARVIN JOSE | 1 | 3 | 3 | 3 | 0.75 | 7.75 | | | | |
| 24 | SUMBA QUIMI CRISTIAN ADOLFO | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 25 | TSUINK WAMPUTSAR NUJANK JEFFERSON | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 26 | TUCUPI HUAJAY AMADOR ELIAN | 1 | 3 | 3 | 5 | 1 | 10.00 | | | | |
| 27 | UNUPI KAPITAN GILDER DANILO | 1 | 3 | 3 | 3 | 0.75 | 7.75 | | | | |
| 28 | USHPA UVJINDIA KEVIN ANDRES | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 29 | WAJARAI TSEREMP EDUARDO IVAN | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 30 | WISUM ANKUNASH YURI ALEXANDRA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 31 | WISUM NAMAJAJA YAJIIRA JASMINA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 32 | YAMPIS CHIUNT DANIELA LUCIA | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 33 | YAMPIS SUAMBRA MATEOS TADEO | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| SUMA | | 33 | 99 | 99 | 128 | 29.25 | 289.25 | | | | |
| PROMEDIO | | 1 | 3 | 3 | 4 | 0.89 | 8.77 | | | | |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Lic. Pedro Maza | | Docente: Lic. Rosa Mayancela | | CURSO/PARALELO: 2do Ciencias A | | | | | | | |
|--------------------------|----------------------------------|--|---|--|--|----------|---|---|--|---|--|
| No. | ESTUDIANTE | PORTAFOLIO | PARTICIPACIÓN (3) | CONTENIDO (5) | PRESENTACIÓN (1) | PROMEDIO | | | | | |
| | | Presenta el portafolio según el programa institucional (1) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (1) | | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta. (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo en alguna semana (2) |
| 1 | ANKUNASH ENTZACUA BLANCA THALIA | 1 | 3 | 3 | 5 | 1 | 10.00 | | | | |
| 2 | ANTUNI SUAMBRA CAROLYN LINDA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 3 | CARCHI RODRIGUEZ ROBIN ALBERTO | 1 | 3 | 3 | 5 | 0.75 | 9.75 | | | | |
| 4 | CHUINDIA NANHUITACA JORDY ELMER | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 5 | CHUII JUANGA ALEX NELSON | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 6 | FLORES ERAZO DADICIEFF JESSENYA | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 7 | JUWA TSUNKI XAVIER CELESTINO | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 8 | KASFA WISUM TANIA ALEXANDRA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 9 | MEJIA SANCHIMA KELLY ESTHELIA | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 10 | MERCHAN CHAVEZ LIZBETH KASANDRA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 11 | MORA MOYON YOSSI ADRIAN | 1 | 3 | 3 | 5 | 1 | 10.00 | | | | |
| 12 | PAPUE MEJIA JHD'N DALTON | 1 | 3 | 3 | 3 | 0.75 | 7.75 | | | | |
| 13 | PEAS MANKASH AMARU ERIC | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 14 | PELAEZ PEÑARANDA WILLIAM RIVALDO | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 15 | SAANT CUJA RAUL WILDO | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 16 | SANIMBIA BRITO LUIS DANIEL | 1 | 3 | 3 | 5 | 1 | 10.00 | | | | |
| 17 | TUCUPI HUAJAY DAMARIS YADIRA | 1 | 3 | 3 | 4 | 1 | 9.00 | | | | |
| 18 | TUCUPI PUENCHERA JIMMY KUNWI | 1 | 3 | 3 | 5 | 0.75 | 9.75 | | | | |
| 19 | UNKUCH MASHANT JANINA SOLIMAR | 1 | 3 | 3 | 4 | 0.75 | 8.75 | | | | |
| 20 | VISUJIA PITUR VILMA JADIRA | 1 | 3 | 3 | 3 | 0.75 | 7.75 | | | | |
| 21 | WARJISHA KATAN SHAKAP JOSEFINA | 1 | 3 | 3 | 3 | 0.75 | 7.75 | | | | |
| SUMA | | 21 | 63 | 63 | 86 | 18.25 | 188.25 | | | | |
| PROMEDIO | | 1 | 3 | 3 | 4 | 0.87 | 8.96 | | | | |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTEL

| Tutor/a: Tlg. Lucy Cabrera | | Docente: Lic. Rosa Mayancola | | CURSO/PARALELO: 2do Servicios Hoteleros | | | | | | | | | | | | | | |
|----------------------------|--------------------------------------|------------------------------|---|--|---|--|--|--|---|----------|---|--|---|--|--|--|--|--------|
| No. | ESTUDIANTE | PORTAFOLIO (1) | PARTICIPACIÓN (3) | | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO | | | | | | | | |
| | | | Presencia al portafolio según el cronograma institucional (1) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo (1) | No demostro responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana, desarrolladas de forma correcta. (4) | | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo en alguna semana (2) | La presentación del portafolio contiene: Cartula, información del/la estudiante, Diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio (1) | Para alguno de estos elementos: Cartula información del/la estudiante, Diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio (0.75) | Para uno de estos elementos: Cartula información del/la estudiante, Diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio (0.5) | | | |
| 1 | ANTUN TSENKUSH AU KEVIN | 1 | 3 | | | | | | | | | | | | | | | 8.00 |
| 2 | ARAUJO CERVANTES DA'NNA DE LA MERCED | 1 | 3 | | | | | | | | | | | | | | | 10.00 |
| 3 | AVILA LOZANO DANA PAOLA | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 4 | CAMUENDO TIWIRAN JAMILETH FERNANDA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 5 | CHUMPI SUAMERA JACKSON MAYCOL | 1 | 3 | | | | | | | | | | | | | | | 8.00 |
| 6 | CHUP NAJANDE JULY MERCY | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 7 | CHUQUITARCO MANCERO LUIS ANDRES | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 8 | ESPINOZA TOBAY DENNIS ISMAEL | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 9 | ESTRELLA CASTRO KEVIN ISRAEL | 1 | 3 | | | | | | | | | | | | | | | 9.75 |
| 10 | FAJARDO QUITO ROSAURA JAKELINE | 1 | 3 | | | | | | | | | | | | | | | 10.00 |
| 11 | FANACIO YADAICELA WILMAN RICARDO | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 12 | LOPEZ QUIROZ NIXON ADRIAN | 1 | 3 | | | | | | | | | | | | | | | 10.00 |
| 13 | LUZPA CHAZO BRAULIO GIOVANNI | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 14 | MARQUINA CORDOVA SONIA MARLENE | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 15 | MASHANT PUJUPAT VICENTE LEONIDAS | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 16 | MASHANT YANUPUR JANINA BELEN | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 17 | NAJANDE VISMARA JORDAN GENCARLO | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 18 | PACHECO CHIMBOBAZO JESSICA GABRIELA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 19 | PARDES HUARISHA NANCY CRISTINA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 20 | RIERA CHARLA MAYCOL ENRIQUE | 1 | 3 | | | | | | | | | | | | | | | 8.00 |
| SUMA | | 20 | 60 | | | | | | | | | | | | | | | 182.00 |
| PROMEDIO | | 1 | 3 | | | | | | | | | | | | | | | 9.10 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTEL

| Tutor/a: Soledad Orellana | | Docente: Lic. Elva Salinas | | CURSO/PARALELO: 1ro Servicios Hoteleros | | | | | | | | | | | | | | |
|---------------------------|-------------------------------------|----------------------------|---|--|---|--|--|--|---|----------|---|--|---|--|--|--|--|--------|
| No. | ESTUDIANTE | PORTAFOLIO (1) | PARTICIPACIÓN (3) | | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO | | | | | | | | |
| | | | Presencia al portafolio según el cronograma institucional (1) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo (1) | No demostro responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana, desarrolladas de forma correcta. (4) | | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo en alguna semana (2) | La presentación del portafolio contiene: Cartula, información del/la estudiante, Diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio (1) | Para alguno de estos elementos: Cartula información del/la estudiante, Diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio (0.75) | Para uno de estos elementos: Cartula información del/la estudiante, Diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio (0.5) | | | |
| 1 | ANQUASHI KASEN JAJAIRA NATALY | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 2 | ANQUASHI NAITIP DANIEL EIVANUEL | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 3 | CAJECAR VAGUECHA MARY ANGELITA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 4 | CANGUIA SANDO JOSE SEBASTIAN | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 5 | CAYAMBE OREILANA MELANY VICTORIA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 6 | CHUJI JUJANGA RENE JOEL | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 7 | CHUNGATA LASSO ROBINSON FABIAN | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 8 | COCHA MEJIA JUAN ELIAS | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 9 | JIMBICHI SHINIKU LORENA ISABEL | 1 | 3 | | | | | | | | | | | | | | | 10.00 |
| 10 | JIMBICHI SHINIKU PAMELA SIBELA | 1 | 3 | | | | | | | | | | | | | | | 9.75 |
| 11 | ORDÓÑEZ DIA YAJARA LISBEL | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 12 | OREILANA VARRANO ALFREDO FERNANDO | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 13 | PÉREZ CHULLOGALLO LUISA JHULIANA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 14 | PITUR TUNKI SINDY MARISOL | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 15 | ROJAS HUAYLASCA JENNIFER ADRIANA | 1 | 3 | | | | | | | | | | | | | | | 8.00 |
| 16 | SAANT NAIKAI MARY NAVELY | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 17 | SANCHEZ JARAMILLO JORDAN ALEJANDRO | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 18 | SHAKAI WAMBASHU ARACELY DAYANA | 1 | 3 | | | | | | | | | | | | | | | 9.00 |
| 19 | TSENKUSH KASENTI LISBETH SHIRAM | 1 | 3 | | | | | | | | | | | | | | | 7.75 |
| 20 | TSENKUSH TANKAMASHI ENTSA ELISABETH | 1 | 3 | | | | | | | | | | | | | | | 8.75 |
| 21 | UTTITAJA JIMPIKIT PANKI ANGEL | 1 | 3 | | | | | | | | | | | | | | | 8.00 |
| SUMA | | 21 | 63 | | | | | | | | | | | | | | | 185.50 |
| PROMEDIO | | 1 | 3 | | | | | | | | | | | | | | | 8.83 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| INSTITUCIÓN: Colegio de Bachillerato 27 de Febrero | | Asignatura: inglés | | Año lectivo: 2019-2020 | | | | | | | | |
|--|-----------------------------------|-----------------------------|---|--|--|---|---|--|---|---|---|----------|
| Tutor/a: Mg. Rocío Ilibaja | | Docente: Lic. Rosa Mayancla | | CURSO/PARALELO: Iro de Bachillerato Ventas e Información Turística | | | | | | | | |
| No. | ESTUDIANTE | PORTAFOLIO (1) | PARTICIPACIÓN (3) | | | CONTENIDO (5) | | | PRESENTACIÓN (1) | | | PROMEDIO |
| | | | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (1) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta. (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (2) | La presentación del portafolio contiene: Cartilla información del proceso de aprendizaje. Está ordenado y limpio. (1) | |
| 1 | ANTUN USHAP SHATIK ROBINSON | 1 | 3 | 3 | 5 | 4 | | | | | | 8.00 |
| 2 | AYUI TSAMARENDIA YURI VANESA | 1 | 3 | 3 | 5 | 5 | | | | | | 9.75 |
| 3 | CHAPUI ULIKAM WAMPIS RONALDO | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 4 | MAMATUNCH WISUM WARTHON JAIRO | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 5 | SAANT SHAKAI JULIO JESUS | 1 | 3 | 3 | 5 | 5 | | | | | | 10.00 |
| 6 | SANIMBIA MASHIEND JESSICA MARIBEL | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 7 | SHAKAI CHUMBI JUNIOR | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 8 | USHAP NAICHAPI TEIDY JHIMABEL | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 9 | ZAMBRANO CHAU SHEILA MAYTE | 1 | 3 | 3 | 5 | 5 | | | | | | 10.00 |
| SUMA | | 9 | 27 | 27 | 38 | | | | 7.75 | | | 81.75 |
| PROMEDIO | | 1 | 3 | 3 | 4 | | | | 0.86 | | | 9.08 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| INSTITUCIÓN: Colegio de Bachillerato 27 de Febrero | | Asignatura: inglés | | Año lectivo: 2019-2020 | | | | | | | | |
|--|--------------------------------|-----------------------------|---|--|--|---|---|--|---|---|--|----------|
| Tutor/a: Mg. Rosa Ochoa | | Docente: Lic. Hilda Salinas | | CURSO/PARALELO: Iro Ciencias II | | | | | | | | |
| No. | ESTUDIANTE | PORTAFOLIO (1) | PARTICIPACIÓN (3) | | | CONTENIDO (5) | | | PRESENTACIÓN (1) | | | PROMEDIO |
| | | | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (1) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta. (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (2) | La presentación del portafolio contiene: Cartilla información del/la estudiante. Diferencia evidencias del proceso de aprendizaje. Está ordenado y limpio. (1) | |
| 1 | AYUI TSAMARENDIA LINDA ANNAE | 1 | 3 | 3 | 5 | 4 | | | | | | 10.00 |
| 2 | BISAM TSAMARENDIA AMBAR GYNGER | 1 | 3 | 3 | 5 | 4 | | | | | | 9.75 |
| 3 | KATAN FUWANCHIR DAYANA NICOLE | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 4 | NANTIP UNKUSH SUANUA MARISOL | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 5 | PUGLIA ZHUMI ALEX FERNANDO | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 6 | CHOCCHO FERNANDEZ ARYTA TAMARA | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 7 | SUA NAAMDE CATHERINE LISBETH | 1 | 3 | 3 | 5 | 3 | | | | | | 8.00 |
| 8 | TSUKI WASHI KASH ANGELA DHAMAR | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 9 | JUANK NARANZA PAVELA DAMARIS | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 10 | UNUP CHIK GRETA TATIANA | 1 | 3 | 3 | 5 | 5 | | | | | | 9.75 |
| 11 | USHPA UVUNDA GABRIEL JUNIOR | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 12 | UYUNGRA AMPUSH FABIAN ALADINO | 1 | 3 | 3 | 5 | 5 | | | | | | 9.75 |
| 13 | WAIARAI TUNKI RUTH PASCUALINA | 1 | 3 | 3 | 5 | 5 | | | | | | 10.00 |
| 14 | NAEKAT AMBAMA GAAR JASON | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 15 | WAMPIS TUNTUJAW TAY A VARIBEL | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 16 | WISUM NARANZA SANDRA PAO A | 1 | 3 | 3 | 5 | 5 | | | | | | 10.00 |
| 17 | PIDRU GONZALEZ SHEIMI ABIGAIL | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| SUMA | | 17 | 51 | 51 | 72 | | | | 15.0 | | | 155.50 |
| PROMEDIO | | 1 | 3 | 3 | 4 | | | | 0.91 | | | 9.15 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| INSTITUCIÓN: Colegio de Bachillerato 27 de Febrero | | Asignatura: Inglés | | Año lectivo: 2019-2020 | | | | | | | | |
|--|-----------------------------------|-----------------------------|---|--|--|---|---|--|---|---|--|----------|
| Tutor/a: Mg. Norma Cajamarca | | Docente: Lic. Evisa Salinas | | CURSO/PARALELO: Iro Ciencias A | | | | | | | | |
| No. | ESTUDIANTE | PORTAFOLIO (1) | PARTICIPACIÓN (3) | | | CONTENIDO (5) | | | PRESENTACIÓN (1) | | | PROMEDIO |
| | | | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (1) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0.5) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta. (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (2) | La presentación del portafolio contiene: Cartilla información del/la estudiante. Diferencia evidencias del proceso de aprendizaje. Está ordenado y limpio. (1) | |
| 1 | ALVAREZ ALVAREZ XIMENA GABRIELA | 1 | 3 | 3 | 5 | 4 | | | | | | 10.00 |
| 2 | CÁRDENAS CABRERA MANUEL ABELINO | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 3 | CHUMAP TUKUP FRANKLIN DANIEL | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 4 | COUTOJUDIANA ELIZABETH | 1 | 3 | 3 | 5 | 4 | | | | | | 9.75 |
| 5 | SIANA SQUENZA LESLI GRISLAIDY | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 6 | JUANK AWAK KAREN MAILY | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 7 | JUANK ISAKIMP PAOLA MARULY | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 8 | LOZANO ZAMBRANO DELFIN DANY | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 9 | ORTEGA LEON FRANKLIN ALEXANDER | 1 | 3 | 3 | 5 | 5 | | | | | | 10.00 |
| 10 | PIDRU GONZALEZ SHEIMI ABIGAIL | 1 | 3 | 3 | 5 | 4 | | | | | | 7.75 |
| 11 | RIVERA LÓPEZ JENNIFER ALEXANDRA | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 12 | SHIKI JASAMAT JAMILEX NAKAIMP | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 13 | TAISHA ANKUASH NAYELY KELLY | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 14 | TENETS MUNINK SANDRA LASTENIA | 1 | 3 | 3 | 5 | 4 | | | | | | 8.75 |
| 15 | TZENGUZHA SAANT JENNIFER VANESSA | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 16 | UNUPI JUWA ALEX BYRON | 1 | 3 | 3 | 5 | 4 | | | | | | 9.75 |
| 17 | UWUBINTI ARIEL GABRIELI | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 18 | VASQUEZ CUSQUILLO CHARLY JEREMIAS | 1 | 3 | 3 | 5 | 4 | | | | | | 9.00 |
| 19 | VISUMA NARANZA EVELIN NICOL | 1 | 3 | 3 | 5 | 5 | | | | | | 9.75 |
| 20 | WISUM NAEKAT FELICITA SAHIRA | 1 | 3 | 3 | 5 | 5 | | | | | | 9.75 |
| 21 | YU CERDA MABELY CRISTINA | 1 | 3 | 3 | 5 | 5 | | | | | | 10.00 |
| SUMA | | 21 | 63 | 63 | 90 | | | | 18.25 | | | 192.25 |
| PROMEDIO | | 1 | 3 | 3 | 4 | | | | 0.87 | | | 9.15 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL 2019-2020 | | | | | |
|---|------------|---------------|-----------|--------------|----------|
| INDICADORES | | | | | |
| | PORTAFOLIO | PARTICIPACION | CONTENIDO | PRESENTACION | PROMEDIO |
| 1ro Ciencias A | 1 | 3 | 4.29 | 0.87 | 9.15 |
| 1ro Ciencias B | 1 | 3 | 4.24 | 0.91 | 9.15 |
| 1ro Ventas e Información Turística | 1 | 3 | 4.22 | 0.86 | 9.08 |
| 1ro Servicios Hoteleros | 1 | 3 | 3.95 | 0.88 | 8.83 |
| 2do Servicios Hoteleros | 1 | 3 | 4.15 | 0.95 | 9.10 |
| 2do Ciencias A | 1 | 3 | 4.10 | 0.87 | 8.96 |
| 2do Ciencias B | 1 | 3 | 3.88 | 0.89 | 8.77 |
| 2do Ventas e Información Turística | 1 | 3 | 3.33 | 0.79 | 8.13 |
| SUMA | 8.0 | 24.00 | 32.2 | 7.02 | 71.17 |
| PROMEDIO | 1.0 | 3.00 | 4.0 | 0.88 | 8.90 |

Source: Statistical analysis of the researcher
Prepared by: Moyano O. (2021)

Annex 4. Students' portfolios rubrics from school year 2020-2021

INSTITUCIÓN: Colegio de Bachillerato 27 de Febrero Asignatura: Inglés Año lectivo: 2020-2021

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

Tutor/a: Ing. Braulio Avila Docente: Lic. Elvia Salinas CURSO/PARALELO: 3ro de Bachillerato Ventas e Información Turística

| No. | ESTUDIANTE | PORTAFOLIO | | PARTICIPACIÓN (1) | | | CONTENIDO (5) | | | PRESENTACIÓN (1) | | | PROMEDIO |
|-----|---------------------------------|--|--|--|---|--|--|---|---|--|---|---|----------|
| | | Presencia del portafolio según el cronograma institucional (3) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (0.2) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0.75) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0.3) | No demostro responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana. Desarrolladas de forma correcta (3) | El/la estudiante presenta al menos dos evidencias de trabajo por semana. Desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo en alguna semana (2) | La presentación del portafolio contiene: Carátula, información del/la estudiante, diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio. (1) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | |
| 1 | AYLLON LEON EVELYN JULEXI | | | 1 | | | | | | | | | 3.00 |
| 2 | CORREA SAMANIEGO MARYLIN MELISA | 2.9 | | 1 | | | | | | | | 1 | 8.90 |
| 3 | DAGUA MUCUSHIGUARUPERTA JAZMINA | 2.8 | | 1 | | | | | | | | 1 | 9.80 |
| 4 | IKIAM ACACHU CLARIBEL LARISSA | 1.7 | | 1 | | | | 2 | | | | 1 | 5.70 |
| 5 | MAITA MARIN EDISON PATRICIO | 1 | | 1 | | | | 3 | | | | 1 | 6.00 |
| 6 | VILLACIS MARTINEZ CARLA DANIELA | 2.8 | | 1 | | | | 3 | | | | 1 | 9.80 |
| | SUMA | 11.2 | | 5 | | | | 19 | | | | 5 | 40.20 |
| | PROMEDIO | 2.2 | | 1 | | | | 3.8 | | | | 1 | 8.06 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

INSTITUCIÓN: Colegio de Bachillerato 27 de Febrero Asignatura: Inglés Año lectivo: 2020-2021

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

Tutor/a: Lic. Silvia Guamán Docente: Lic. Elvia Salinas CURSO/PARALELO: 3ro Bachillerato Ciencias B

| No. | ESTUDIANTE | PORTAFOLIO | | PARTICIPACIÓN (1) | | | CONTENIDO (5) | | | PRESENTACIÓN (1) | | | PROMEDIO |
|-----|-------------------------------------|--|--|--|---|--|---|---|---|--|---|---|----------|
| | | Presencia del portafolio según el cronograma institucional (3) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (1) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0.75) | Demostro responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0.5) | No demostro responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana. Desarrolladas de forma correcta. (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana. Desarrolladas de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | El/la estudiante presenta al menos una evidencia de trabajo en alguna semana (2) | La presentación del portafolio contiene: Carátula, información del/la estudiante, diferentes evidencias del proceso de aprendizaje. Está ordenado y limpio. (1) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | |
| 1 | BERNAL KANUS FREDY MEDARDO | 3 | | 0.75 | | | | | | | | 0.5 | 9.25 |
| 2 | CARDENAS PESANTEZ BEATRIZ ESTEFANIA | 1.4 | | 1 | | | | | | | | 1 | 0.00 |
| 3 | CHIRIAPA MASHIANDA ERIKA FRANCISCA | 1.9 | | 1 | | | | | | | | 4 | 7.40 |
| 4 | CONDO MACAS JOSE ADRIAN | 1.9 | | 1 | | | | | | | | 3 | 6.65 |
| 5 | JUANK TSAKIMP EDWIN JACC | 2.3 | | 1 | | | | | | | | 4 | 8.30 |
| 6 | LOYOLA PEREZ DAYANA CAROLINA | 1.9 | | 1 | | | | | | | | 4 | 7.40 |
| 7 | NANTIP SANTIAK UWI VIDAL | 2.8 | | 1 | | | | | | | | 1 | 9.80 |
| 8 | POIMA PAUCAR MARTIN MAURICIO | 3 | | 1 | | | | | | | | 5 | 9.50 |
| 9 | ROGERON QUIGLA VICTOR HUGO | 1.9 | | 1 | | | | | | | | 4 | 7.40 |
| 10 | SAANT KATAN CRISTIAN VINICIO | 1.6 | | 1 | | | | | | | | 3 | 6.60 |
| 11 | SANGUCHO REMACHE DANY GERMAN | | | | | | | | | | | | 0.00 |
| 12 | SANTIAK UNKUCH YANUA GISELA | 2.6 | | 1 | | | | | | | | 5 | 9.60 |
| 13 | SANTOS TAI SHA LUIS ADRIAN | 1.6 | | 1 | | | | | | | | 4 | 7.60 |
| 14 | SERRANO PIDRU JOSE ANDRES | 2.6 | | 1 | | | | | | | | 5 | 9.60 |
| 15 | TSUINK WAMPUSAR NUJANK JEFFERSON | 1.2 | | 1 | | | | | | | | 4 | 7.20 |
| 16 | TUCUPI HUAJAY AMADOR ELIAN | 2.8 | | 1 | | | | | | | | 3 | 7.80 |
| 17 | USHPA UVIJINDIA KEVIN ANDRES | 2.2 | | 1 | | | | | | | | 4 | 7.70 |
| 18 | WISUM ANKUASH YURI ALEXANDRA | 2.8 | | 1 | | | | | | | | 3 | 7.80 |
| | SUMA | 35.6 | | 15.75 | | | | 65 | | | | 13.25 | 129.60 |
| | PROMEDIO | 2.2 | | 0.98 | | | | 4 | | | | 0.83 | 8.10 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Lic. Pedro Maza | | Docente: Lic. Rosa Miyacela | | CURSO/PARALELO: Zero Servicios Hoteleros | | | | | | |
|--------------------------|--------------------------------------|--|---|---|--|--|--|----------------------------------|---|----------|
| No. | ESTUDIANTE | PORTAFOLIO | | PARTICIPACIÓN (1) | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO |
| | | Presencia en el portfolio según el cronograma programado (3) | Demonstró responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (1) | Demonstró responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0.75) | Demonstró responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0.5) | No demostró responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana. (5) | Demonstró de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | |
| 1 | ANTUN TSENKUSHIA JI KEVIN | 2.8 | | 1 | | | | 1 | | 7.80 |
| 2 | ARAUJO CERVANTES DANNA DE LA MERCED | 3 | | 1 | | | | 1 | | 10.00 |
| 3 | AVILA OZANO SARA PAOLA | 3 | | 1 | | | | 1 | | 9.00 |
| 4 | CAMUENDO TIWIRAN JAMILETH FERNANDA | 1 | | 1 | | | | 1 | | 7.00 |
| 5 | CHUMPI SUJAMBRA JACKSON MAYCOL | 1 | | 1 | | | | 1 | | 0.00 |
| 6 | FANACIO YADAICELA WILMAN RICARDO | 0.5 | | 1 | | | 2 | 0.5 | | 4.00 |
| 7 | LOPEZ QUIROZ NIXON ADRIAN | 0.35 | | 1 | | | 2 | 1 | | 4.35 |
| 8 | MARQUINA CORDOVA SONIA MARLENE | 2.2 | | 1 | | | 3 | 1 | | 7.20 |
| 9 | MASHIANT PUJUPAT VICENTE LEONIDAS | 2 | | 1 | | | 4 | 1 | | 8.00 |
| 10 | MASHIANT YANKUR JANINA BELEN | 2.4 | | 1 | | | 5 | 1 | | 9.40 |
| 11 | NAJAM'DEY VISUJAMA JORDAN GEAN CARLO | 1.6 | | 1 | | | 2 | 1 | | 5.60 |
| 12 | PACHECO CHIMBORAZO JESSICA GABRIELA | 3 | | 1 | | | 5 | 1 | | 10.00 |
| 13 | PAREDES HUARISHA NANCY CRISTINA | 0.35 | | 1 | | | 5 | 1 | | 5.35 |
| 14 | SITRA CHIARA MAYCOL ENRIQUE | 1 | | 1 | | | 5 | 1 | | 0.00 |
| 15 | ZAMBRANO RIERA EUGENIA YAZMIN | 3 | | 1 | | | 5 | 1 | | 10.00 |
| SUMA | | 25.2 | | 18 | | | 47 | | 12.5 | 97.70 |
| PROMEDIO | | 1.9 | | 1 | | | 4 | | 0.96 | 7.52 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Mg. Rosa Ochoa | | Docente: Lic. Rosa Miyacela | | CURSO/PARALELO: Zero de Bachillerato en Ciencias "B" | | | | | | |
|-------------------------|---------------------------------|---|---|---|--|--|--|----------------------------------|---|----------|
| No. | ESTUDIANTE | PORTAFOLIO | | PARTICIPACIÓN (1) | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO |
| | | Presencia en el portfolio según el cronograma institucional (3) | Demonstró responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (1) | Demonstró responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0.75) | Demonstró responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0.5) | No demostró responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana. (5) | Demonstró de forma correcta. (4) | El/la estudiante presenta al menos una evidencia de trabajo por semana. (3) | |
| 1 | AREVALO CARDOZO JUNEIS JCEL | | | 1 | | | | 1 | | 0.00 |
| 2 | AVUY TZAWARENDA LINDEA ANNAE | 2.2 | | 1 | | | 4 | 1 | | 8.20 |
| 3 | CHICHO TERWAKE APITTA TAJANA | 2.4 | | 1 | | | 5 | 1 | | 9.40 |
| 4 | FALJARDO ORTEGA JOHANA MARISOL | 1.8 | | 1 | | | 4 | 1 | | 7.80 |
| 5 | LISAM TZAWARENDA AMBAR GYNER | 2.6 | | 1 | | | 5 | 1 | | 9.60 |
| 6 | LJANK NARANZA PAMELA DAMICIS | 2.7 | | 1 | | | 4 | 1 | | 8.70 |
| 7 | KATAN PUNAWOCH DAVANA NIKOLE | 1.8 | | 1 | | | 4 | 1 | | 7.80 |
| 8 | BREYAT ABEYANA HARY JESON | | | 1 | | | 5 | 1 | | 0.00 |
| 9 | NANTIP UNKUCH SUJANA MARISOL | 1.4 | | 1 | | | 5 | 1 | | 8.40 |
| 10 | PUGLIA ZHUMI ALEX FERNANDO | 1.4 | | 1 | | | 4 | 1 | | 7.40 |
| 11 | SUN NAWAVE KATERINE LEBETH | | | 1 | | | 5 | 1 | | 0.00 |
| 12 | SUCOZINNI FORTIZ THOMAS DIALI | | | 1 | | | 5 | 1 | | 0.00 |
| 13 | TORRES RIVACENIERA JUNIOR JESUS | | | 1 | | | 5 | 1 | | 0.00 |
| 14 | TSUNTI MSHININASHANSELA DHMMAR | | | 1 | | | 5 | 1 | | 0.00 |
| 15 | UNUP CHKI GRETA TATIANA | 0.4 | | 1 | | | 2 | 1 | | 4.40 |
| 16 | USHPA DZIJNEJA GABRIEL JUNIOR | 2 | | 1 | | | 3 | 1 | | 7.00 |
| 17 | YINORA WUPUSH TASHAN ALKAM | 1.6 | | 1 | | | 4 | 1 | | 7.60 |
| 18 | WAZARA TUNU RUTH PASQUINA | | | 1 | | | 4 | 1 | | 0.00 |
| 19 | YAWPIS TUNTJAV TANJA MARIBEL | 3 | | 1 | | | 4 | 1 | | 9.00 |
| 20 | ZHISPONI SUJISA SIBERIA PAOLA | 2.4 | | 1 | | | 3 | 1 | | 7.40 |
| SUMA | | 25.2 | | 13 | | | 51 | | 13 | 102.20 |
| PROMEDIO | | 1.9 | | 1 | | | 4 | | 1 | 7.86 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Mg. Norma Cajamarca | | Docente: Lic. Rosa Mayanceta | | CURSO/PARALELO: 2do de Bachillerato en Ciencias "A" | | | | | | |
|------------------------------|-----------------------------------|------------------------------|--|---|--|--|---|--|--|----------|
| No. | ESTUDIANTE | PORTAFOLIO (5) | PARTICIPACIÓN (1) | | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO |
| | | | Presenta el portafolio según el cronograma institucional (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (1) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0-2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0-3) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | |
| 1 | ALVAREZ ALVAREZ XIMENA GABRIELA | 2.4 | | 1 | | 4 | | | | 8.40 |
| 2 | CARRENAS CABRERA MANUEL ABELINO | 2 | | 1 | | 4 | | | | 8.00 |
| 3 | CHUAP TUKUP FRANKLIN DANIEL | 2.8 | | 1 | | 5 | | | | 9.80 |
| 4 | CULI CULI JULIANA ELIZABETH | 1 | | 0.5 | | 2 | | | | 4.00 |
| 5 | LARA SIGUENZA LESLI GRISLADY | 3 | | 1 | | 5 | | | | 10.00 |
| 6 | LUNIKAWAR KAREN MARILEY | | | | | | | | | 0.00 |
| 7 | LUNIK TSKIMT PAOLA MARILEY | | | | | | | | | 0.00 |
| 8 | LOZANO ZAMBRANO DELFIN DANI | 2.5 | | 1 | | 5 | | | | 9.50 |
| 9 | ORTEGA LEON FRANKLIN ALEXANDER | | | | | | | | | 0.00 |
| 10 | PIDOLI GONCALVES SHEFI ABIGAIL | 3 | | 1 | | 5 | | | | 10.00 |
| 11 | PIVERAL LOPEZ JENNIFER ALEXANDRA | 1.2 | | 1 | | 4 | | | | 7.20 |
| 12 | SHIJI ASAWAT JAWALEX NAKHAMP | | | | | | | | | 0.00 |
| 13 | TACHIRI WAKUSSIMAYEY KELLY | | | | | | | | | 0.00 |
| 14 | TENIETS NUNINK SANDRA ASYENIA | | | | | | | | | 0.00 |
| 15 | TZENGLIHA SAVANI JENNIFER VANESSA | 2.5 | | 1 | | 5 | | | | 9.50 |
| 16 | ULUPI JUMA ALEX BYRON | 3 | | 1 | | 4 | | | | 9.00 |
| 17 | UWJINTI TIARIEL GABRIEL | 1 | | 1 | | 2 | | | | 4.50 |
| 18 | VASQUEZ GUSQUILLO CHARLY JENEMAS | 2 | | 1 | | 4 | | | | 8.00 |
| 19 | SUMIJA INDRANJANA EVELIN INACIO | 3 | | 1 | | 4 | | | | 9.00 |
| 20 | WISUMI NASKATI FELICITA SHIRLA | 2 | | 1 | | 5 | | | | 9.00 |
| 21 | YLLICHEDA IMBELI CRISTINA | 1 | | 1 | | 5 | | | | 10.00 |
| 22 | ZUMBA CONDOKATHIRIN ALBA MIRA | 2 | | 1 | | 4 | | | | 8.00 |
| SUMA | | 36.4 | | 15.5 | | 67 | | | | 133.90 |
| PROMEDIO | | 2.3 | | 1.0 | | 4 | | | 0.94 | 8.37 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Mg. Marco Guagua | | Docente: Lic. Elvia Salinas | | CURSO/PARALELO: 1ro de Bachillerato Servicios Hoteleros "B" | | | | | | |
|---------------------------|---------------------------------|-----------------------------|--|---|--|--|---|--|--|----------|
| No. | ESTUDIANTE | PORTAFOLIO (5) | PARTICIPACIÓN (1) | | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO |
| | | | Presenta el portafolio según el cronograma institucional (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (1) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0-2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0-3) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | |
| 1 | BERMEO GUZMAN ADRIAN REINE | 2.6 | | 1 | | 5 | | | | 9.60 |
| 2 | CHIRIAP JIMBOTI LEONARDO ANTONY | | | | | | | | | 0.00 |
| 3 | KIRIKI CHINDIA JASON FERNANDO | 2.4 | | 1 | | 5 | | | | 9.40 |
| 4 | RIZO VERRARA ANGELICA MARILEY | 0.4 | | 1 | | 3 | | | | 5.40 |
| 5 | TENIETS PIT LIR PEPPE GABRIEL | | | | | | | | | 0.00 |
| 6 | WALUMP ANDICHA DANIELA ALIANA | 2 | | 1 | | 4 | | | | 8.00 |
| 7 | WALUMP ANDICHA JOEL ANDERSON | | | | | | | | | 0.00 |
| 8 | WISUMI TSEREMP MARTINA VIVIANA | 1.2 | | 1 | | 4 | | | | 7.20 |
| 9 | YANZA MATUTE JAVIER ADRIAN | 2.4 | | 1 | | 5 | | | | 9.60 |
| 10 | ZUNGA TSENKUSHI XIMENA MARIBEL | 2.8 | | 1 | | 5 | | | | 9.80 |
| SUMA | | 14 | | 7 | | 31 | | | | 59.00 |
| PROMEDIO | | 2 | | 1 | | 4.4 | | | | 8.43 |

Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL

| Tutor/a: Lic. Elvia Salinas | | Docente: Lic. Elvia Salinas | | CURSO/PARALELO: 1ro de Bachillerato Servicios Hoteleros "A" | | | | | | |
|-----------------------------|----------------------------------|-----------------------------|--|---|--|--|---|--|--|----------|
| No. | ESTUDIANTE | PORTAFOLIO (5) | PARTICIPACIÓN (1) | | | CONTENIDO (5) | | PRESENTACIÓN (1) | | PROMEDIO |
| | | | Presenta el portafolio según el cronograma institucional (3) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante todo el tiempo. (1) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante la mayoría del tiempo. (0-2) | Demuestra responsabilidad y entusiasmo al realizar sus tareas durante poco tiempo. (0-3) | No demuestra responsabilidad ni entusiasmo al realizar sus tareas en este tiempo. (0) | El/la estudiante presenta más de dos evidencias de trabajo por semana, desarrolladas de forma correcta (5) | El/la estudiante presenta al menos dos evidencias de trabajo por semana desarrolladas de forma correcta. (4) | |
| 1 | ANTUNI SHACAY PALL BORIS | 1.4 | | 1 | | 4 | | | | 7.40 |
| 2 | BLESTANI GILJIAN EVELYN NAYELY | 1.4 | | 1 | | 5 | | | | 8.40 |
| 3 | CAYARBE LOJANO JENIFFER VANESSA | 2.2 | | 1 | | 5 | | | | 8.20 |
| 4 | DE LA VEGA CHARRI ANABEL | 2 | | 1 | | 5 | | | | 7.00 |
| 5 | LANDY PASATO CARLA SELEN | 2.2 | | 1 | | 5 | | | | 9.20 |
| 6 | MAGUANA PARRA EDISON FERNANDO | | | | | | | | | 0.00 |
| 7 | MERA WAMFUTAR JORGE MANUEL | | | | | | | | | 0.00 |
| 8 | MIRANDA SALAZAR ALEXANDER JAR | 1.2 | | 1 | | 5 | | | | 8.20 |
| 9 | PIÑARGOTE CULLCAY CARLOS ANDRES | 3 | | 1 | | 4 | | | | 9.00 |
| 10 | PILLICANI ROSAS ESDEN NAYELY | | | | | | | | | 0.00 |
| 11 | SARON CHUMAP NAYELY GABRIELA | 2.6 | | 1 | | 5 | | | | 9.60 |
| 12 | SOLORZANO GARCIA DARLYN JUANLEIT | 2.2 | | 1 | | 3 | | | | 7.20 |
| 13 | TIGRE PONCE JEFFERSON ALEJANDRO | 1.8 | | 1 | | 4 | | | | 7.80 |
| 14 | USIPA SANGHIMA DIANNA PAOLA | 2.4 | | 1 | | 4 | | | | 8.40 |
| SUMA | | 22.4 | | 11 | | 46 | | | | 90.40 |
| PROMEDIO | | 2.0 | | 1 | | 4.2 | | | | 8.22 |

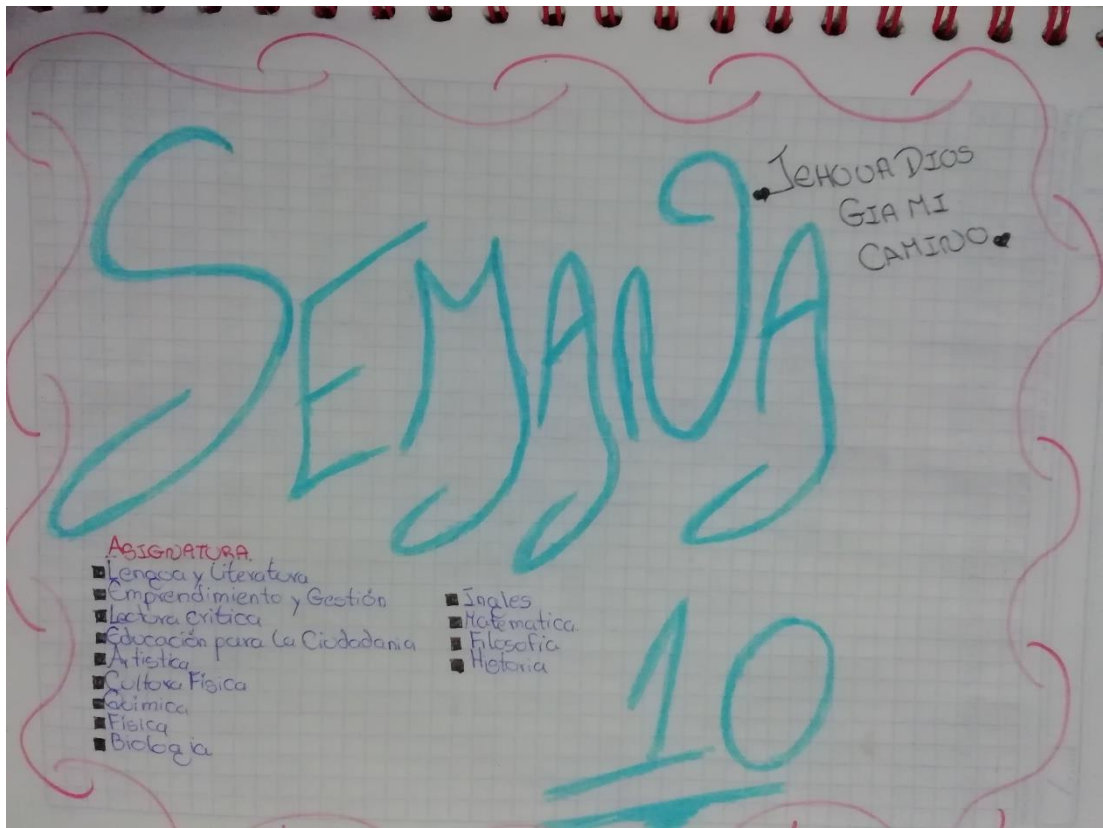
Source: English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

| EVALUACIÓN DEL PORTAFOLIO ESTUDIANTIL 2020-2021 | | | | | | |
|---|-------------|---------------|-----------|--------------|----------|----------|
| | INDICADORES | | | | | PROMEDIO |
| | PORTAFOLIO | PARTICIPACION | CONTENIDO | PRESENTACION | PROMEDIO | |
| 1ro Ciencias A | 1.8 | 1 | 3.7 | 0.99 | | 7.42 |
| 1ro Ciencias B | 1.7 | 1 | 3.6 | 1 | | 7.28 |
| 1ro Servicios Hoteleros A | 2.0 | 1 | 4.2 | 1 | | 8.22 |
| 1ro Servicios Hoteleros B | 2 | 1 | 4.4 | 1 | | 8.43 |
| 2do Ciencias A | 2.3 | 1.0 | 4 | 0.94 | | 8.37 |
| 2do Ciencias B | 1.9 | 1 | 4 | 1 | | 7.86 |
| 3ro Servicios Hoteleros | 1.9 | 1 | 4 | 0.96 | | 7.52 |
| 3ro Ciencias B | 2.2 | 0.98 | 4 | 0.83 | | 8.10 |
| 3ro Ventas e Información Turística | 2.2 | 1 | 3.8 | 1 | | 8.04 |
| SUMA | 18.2 | 8.95 | 35.4 | 8.71 | | 71.24 |
| PROMEDIO | 2.0 | 0.99 | 3.9 | 0.97 | | 7.92 |

Source: Statistical analysis of the researcher

Prepared by: Moyano O. (2021)

Annex 5. Students' Portfolios



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Mambo - Bolero Montebia - Danza.

Danzante.

- we have a challenge for you, would you like to learn how to dance any of these rhythms 'Let's try'.
- Search the internet. For one of the proposed types access. No problem, call to any local radio and ask for one of these traditional dances or any other, you know
- which traditional dance did you choose?
- Now, chose a family member and dance? develop a little choreography and practice! practice and practice again!
- Finally, share a video of your choreography with us.

| selfevaluation docevaluacion | yes, i do, si. | No, i dont, no. |
|--|----------------|-----------------|
| Do you understand why interculturality is an important aspect of our society? | X | |
| after dancing traditional dance why any member of your family do you think that this practice would promote community union? | X | |

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

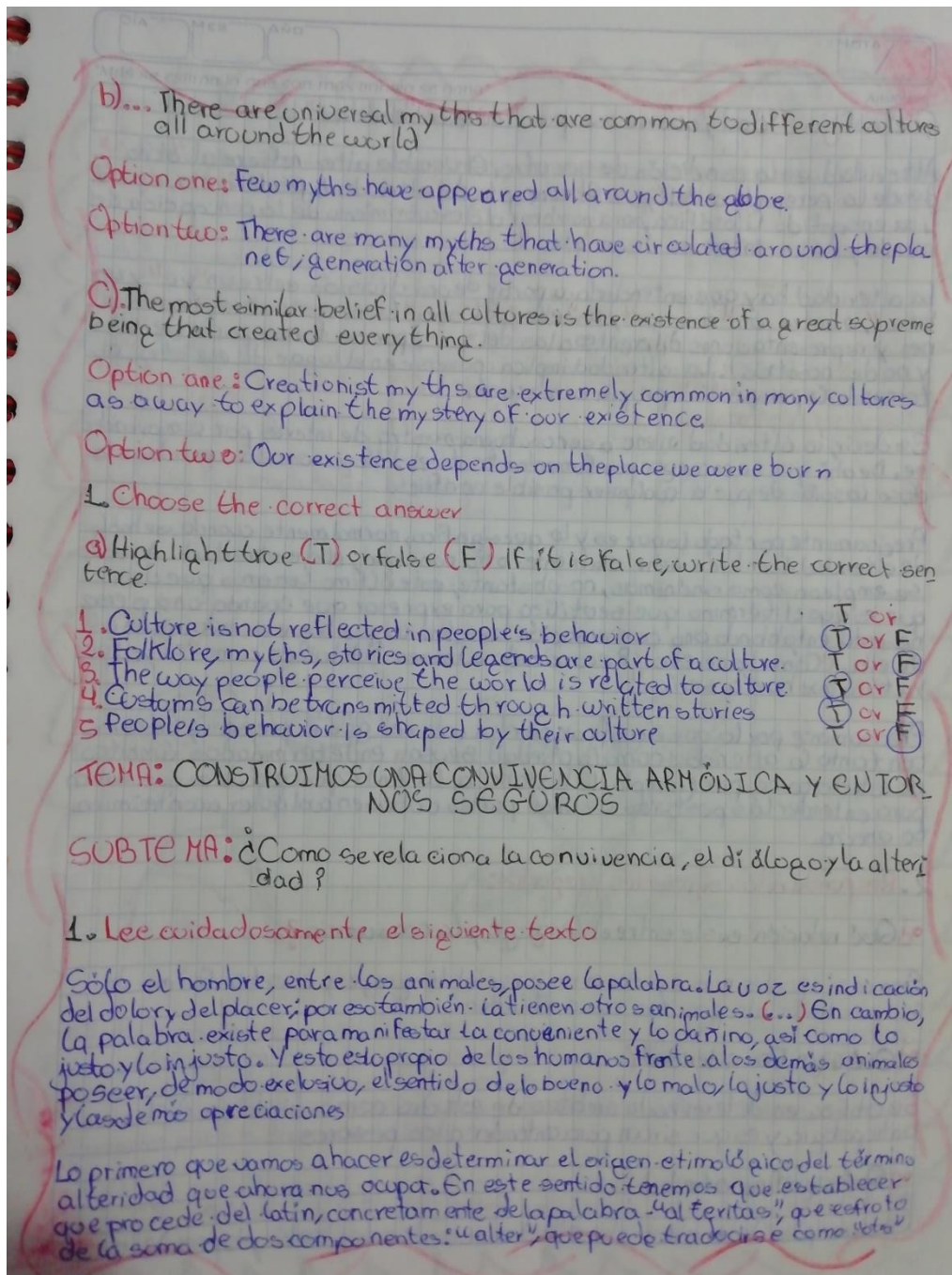
Mambo - Polka Montebia - Danza

Danzante.

- we have a challenge for you, would you like to learn how to dance any of these rhythms 'Let's try'.
- Search the internet. For any of the proposed types access. No problem, call to any local radio and ask for one of these traditional dances or any other, you know.
- which traditional dance did you choose?
- Now, chose a family member and dance? develop a little choreography and practice! practice and practice again!
- Finally, share a video of your choreography with us.

| selfevaluation autoevaluación | yes, i do, si. | no, i dont, no. |
|--|----------------|-----------------|
| Do you understand why interculturality is an important aspect of our society? | X | |
| after dancing traditional dance why any member of your family do you think that this practice would promote community union? | X | |

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
 Prepared by: Moyano O. (2021)

Libros de textos de este año o del anterior, o consulta con tus familiares y amigos/as sobre los conceptos relacionados con la democracia.

3. Elabora una lista de máximo 10 palabras y construye una sopa de letras con ellas. Agrega este recurso en tu diario como parte del proyecto semanal.

Dialogo
Indígena
Cumbia
Quedate encasa
Martina
Coronavirus
Jesus
Andrea
Jehova
Maria

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

LEARNING OBJECTIVE: Students will understand that the collective decision and participation adopted by the family and the community contributes to the security. Moreover, a well-being society lays on democratic decisions, as sensitive information and communication.

Value of THE WEEK: Empathy

Topic: Democratic and Society / Democracia y sociedad.

Subtopic: What does democracy mean? ¿Qué significa democracia?

1. Circle the expression that has the most similar meaning to the word in bold:

| | | | |
|------------|-------------------------------|-----------------|---|
| GOVERNMENT | Authority, Employee innocent. | VOTING | choosing a government investigate act |
| RULES | bear, Property, com. mand. | DICTATORSHIP | Pit, tyranny, yard |
| LAWS | Regulations, papers for ward. | REPRESENTATIVES | Individual, species person, isolated |
| RIGHTS | Pain, hurt goodness | CITIZENS | lighten, national journal |
| MONARCHIES | city Kingship downtown | CONSTITUTIONAL | fundamental laws, contradictory interesting |

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Semana 14.


Inglés

Fecha: Jueves 18 de Junio de 2020.

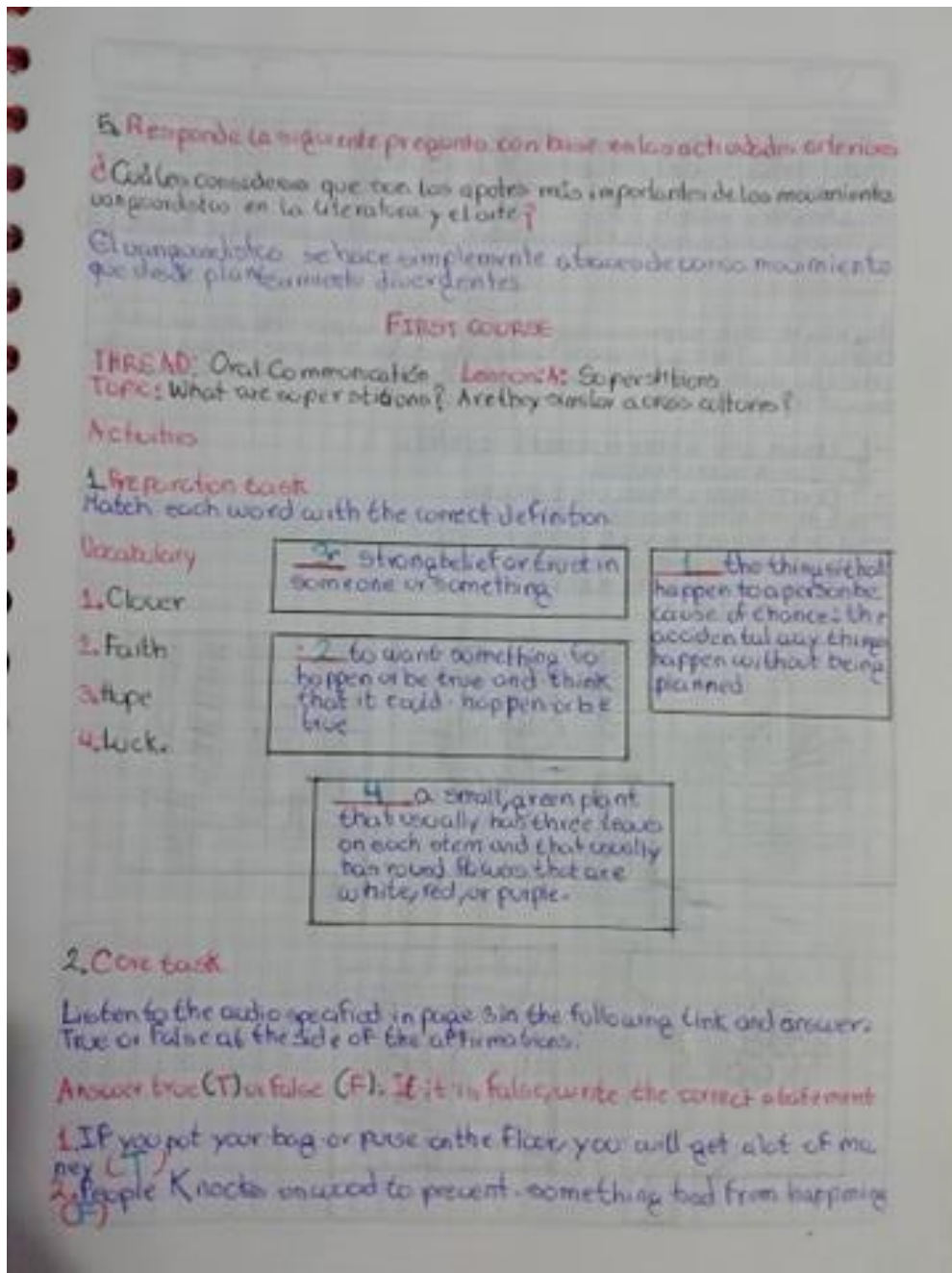
Tema: Reflexión Reading (lectura para reflexión).

| | | | | |
|-----------------------|---------------------------|--|----------------|--------------------|
| H U M A N | Definition | Human rights are standards that of law. | | |
| | Origin | Discrimination, an agreement oppression. | | |
| | Rights | Rights are fundamental norms that tell about what is a global social conversation or ethical theory. | | |
| | Importance | Human rights reflects the minimum standard. | | |
| R | Características | Universal | Interconnected | Non discrimination |
| | | Inalienable | Widely | Widely |
| I G H T S | Lack of human rights | Discrimination | Genocide | Rape |
| | | Human Trafficking | Torture | Slavery |
| S | Examples of human rights. | Freedom | Education | |
| | | Speech | Health | |
| | | Information | Association | |

2. Read the following map and make a drawing that represent the following map and add what you consider appropriate.



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
 Prepared by: Moyano O. (2021)



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Note: Help yourself by reading the meaning of the words you don't know in page 3 of your Module.

2. Read the following passage



Every culture has myths, stories, legends and folklore. They show what different communities and groups of people think about the world and the way they perceive it. Oral arts and traditions are a way to preserve and transmit customs and values as well as to shape behavior.

An interesting discovery about myths in cultures is that there are universal myths that are common to different cultures all around the world. These similarities relate to images, narrative structures, events and characters that created to answer the most common questions that humans usually have, such as the origin of the universe and meaning of life.

For example, similar myths and legends about epic cosmic battles or a Great Flood are similar in Christian and Jewish tradition, as well as in Sumerian, Greek, Hindu, Mayan, and Native American legends. The most similar belief in all cultures is the existence of a great supreme being that created everything.

3. Read the underlined sentences from the reading again. In the following activity, choose the expression that has the same message of the original text

a) Oral arts and traditions are a way to preserve and transmit customs and values

Option one: All the forms of traditions are one the most important ways to maintain the culture alive

Option two: Traditions are not important to recognize which is our culture.

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

June 11, 2020

IRUGES

Tema: Reflection reading

Reconoce el shock cultural. Reconoce las etapas y escribe al frente de cada frase o cual de las etapas corresponder.

1- Honeymoon. This is where the newly arrived individual experiences the curiosity and excitement of a tourist, but where the person's basic identity is rooted back at home.

2- Disorientation. This stage involves the disintegration of almost everything familiar. The individual is overwhelmed by the requirements of the new culture and bombarded by stimuli in the new environment.

3- Shock. This stage is associated with the experience of anger and resentment towards the new culture. Stress, anxiety, irritation and hostility are common.

4- Adaptation. This involves the integration of new cues and an increased. The individual increasingly sees the bad and the good elements in both the new culture and the home culture.

5- Adjustment. In this stage, the individual has become comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage.

Lee cada comentario y escribe en cual de las etapas del shock cultural crees que se refiere cada comentario.

1. 'We do that too, only in a different way.' Disorientation

2. 'I can't wait to tell... about this.' Shock

3. 'You don't understand them like I do.' Adaptation

4. 'Isn't this exciting?' Shock

5. 'These people are so dumb.' Disorientation

6. 'Actually, I am beginning to like this.' Adjustment

7. 'Everything here is so difficult.' Disorientation

8. 'I would never do that, what came from?' Shock

9. 'On the other hand, why shouldn't they do that?' Shock

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

DIA _____ MES _____ AÑO _____

"el deseo de escribir aumenta a medida que se escribe"

2. Read the following passage about Democracy and choose the reading for each part of the reading:

| TYPES OF DEMOCRACY | HISTORY | INTERESTING FACT ABOUT |
|---|--|--|
| <p>1. Interesting facts about</p> <p>The word democracy describes a form of government. The word comes from two Greek words that mean 'rule by the people' have a say in how the government acts. They do this by voting, though there are usually rules about who can vote. Democracies are different from dictatorships. In a dictatorship, one person called a dictator makes all the rules.</p> | <p>2. Types of democracy</p> <p>There are two main forms of democracy. In a direct democracy, all the voters come together in one place to make laws and decisions. Often there are too many people for a direct democracy to work. In those cases, the people elect representatives or other people to speak for them. This is a representative democracy. The elected representatives make the laws and decisions.</p> | <p>3. History</p> <p>The first democracies were in ancient Greece more than 2,000 years ago. Those did not last long, however. After that, kings and other rulers had all the power in their countries. In about the 1200s, however, some rulers began to allow certain citizens to be part of the government.</p> <p>By the 1600s and 1700s, some people began to think that every person had certain rights. These included the right to participate in their government. In the British colonies of North America, the colonists felt that the king did not allow them to participate enough. They fought a war to gain their freedom. When they won the war, they established the United States as a republic.</p> <p>A republic is a form of democracy in which the citizens vote for the people who make the laws. They also vote for the leader of the country, who is often a president. Many other countries became democracies. Monarchies with democracy received the name of constitutional monarchies. In such countries, the people vote for representatives. The king or queen is the head of the country, but they have little real power.</p> |

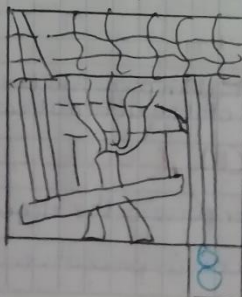
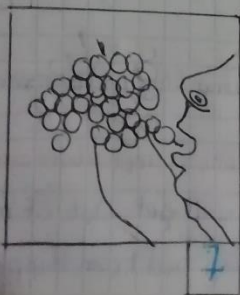
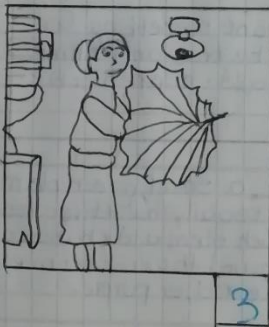
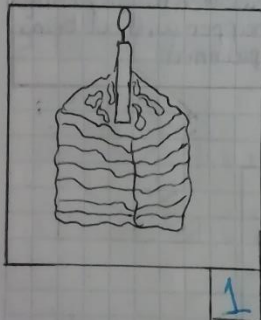
Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

- 3. Sitting at the corner of the table will bring you a husband or wife very soon. (T)
- 4. Sitting at the corner of the table will bring you a husband or wife very soon. (T)
- 5. Seeing white butterflies means you will have a new house. (F)

3. Closure:

Highlight the expressions you consider superstitions around the world. Talk with your family about each superstition to choose the right ones. Then, write the correct superstition under each one of the photos (five answers are correct)

- 1. NEVER SAY HAPPY BIRTHDAY TOO EARLY
- 2. GIVE A GOOD ADVICE
- 3. DON'T OPEN UMBRELLAS INDOORS
- 4. EAT GRAPES ON NEW YEAR'S EVE
- 5. COOKING WITH YOUR FAMILY
- 6. DON'T WALK UNDER A LADDER
- 7. AVOID BROKEN MIRRORS
- 8. EAT AT NIGHT



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
 Prepared by: Moyano O. (2021)

High school Technical College

"February 27"

Name: Ana Belén Jaska

Date: 29-Mar-2021

Course: 1st high school

Parallel: "A"

Subject: English

Specialty: Hotel Services

Teacher: Lic. Elvira Salinas

Nº draft: 6º week 4

1. Translate these instructions

Culture: Alebrijes are imaginary creatures that have elements from different animals such as dragon bodies, bat wings, wolf teeth, and dog eyes. Colorfully painted, they were originally made with papier-mâché but nowadays they are also carved from wood.

Cultura: Alebrijes son criaturas imaginarias que tiene elementos de diferentes animales como cuerpos de dragón, alas de murciélago, dientes de lobo y ojos de perro. Pintados de colores, originalmente se hicieron con papier-mâché, pero hoy en día también están tallados en madera.

Follow these instructions:

Seguir estas instrucciones:

1. **Get all the materials:** A bowl a large container, white glue, water, your base structure a paint brush, and newspaper

1. **Obtener todos los materiales:** un recipiente grande, pegamento blanco, agua, su estructura de base, un pincel y un periódico.

2. **Tear the newspaper into long strips.**

2. **desgarrar el periódico en tiras largas**

3. **Glue mixture:** Pour 2-parts white glue and 1-part water into a mixing bowl.

3. **Mezcla de pegamento:** verter 2-piezas de pegamento blanco

1-pieza de agua en un tazón de mezcla

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

4. Blend mixture with paintbrush until it forms a smooth consistency

4. Mezcla de mezcla con pincel hasta que se enciende una consistencia suave

5. Find a surface you want to paper-mache

5. Encuentre una superficie que desee en papel-mache

6. Example include a ball, cardboard, or a molded figure

6. El ejemplo incluye un balón, cartón o una figura moldeada

7. Dip a strip of newspaper into the mixture and removed any excess

7. Sumerge una tira de periódico a la mezcla y elimina cualquier exceso

8. Lay the strip over the surface and repeat

8. Coloque la tira sobre la superficie repita el objeto en la superficie y repita el objeto en la superficie para que se seque en la superficie

9. Place the object on as surface to dry

9. Coloca el objeto sobre una superficie para que se seque

10. Color it

10. Colorea.

Vocabulary

Imaginary: imaginario

Creatures: criaturas

elements: Elementos

Such: tal

wolf: lobo

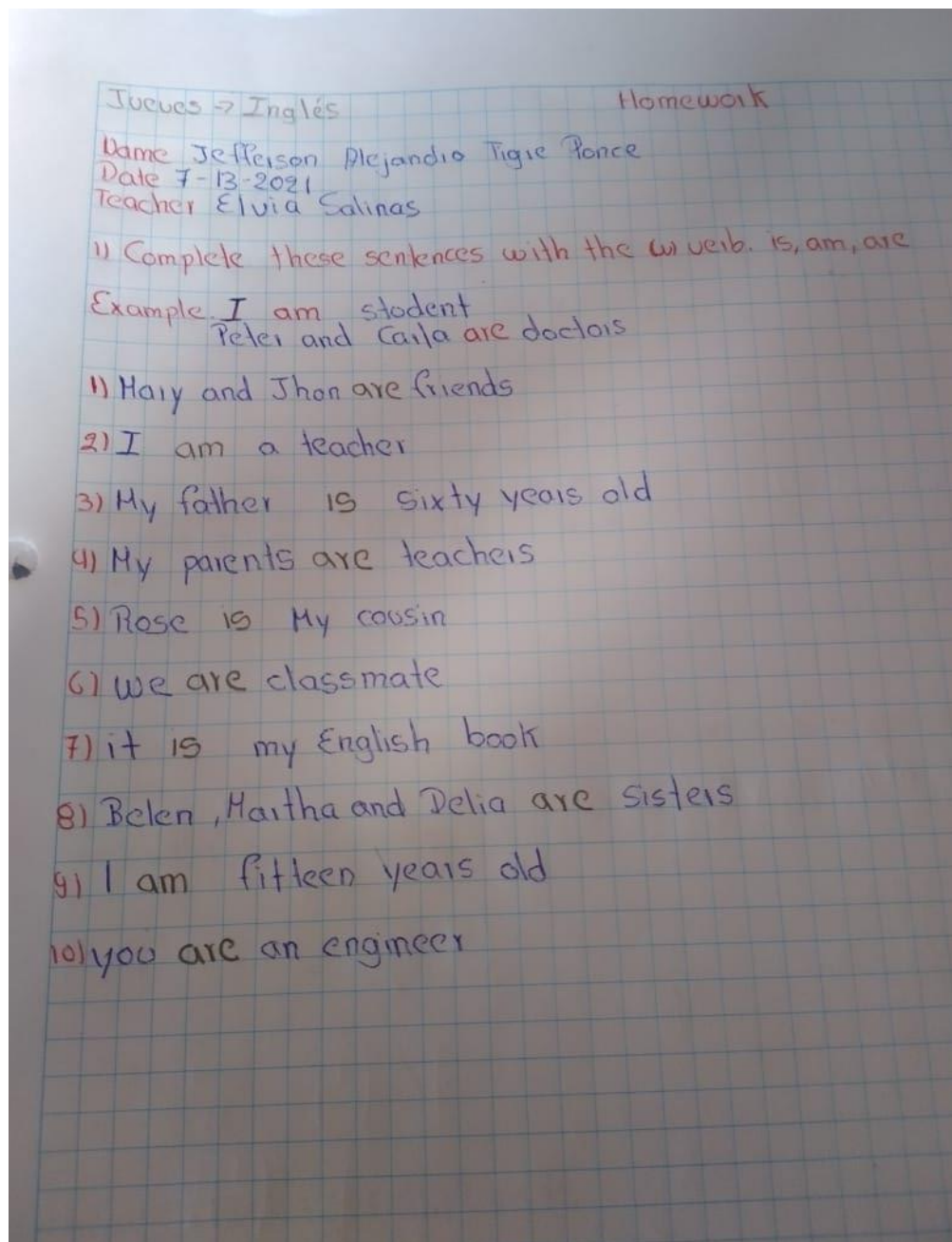
teeth: dientes

Colorfully: Colores

REDMI NOTE 8 PRO

ALQUAD CAMERA

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Año lectivo: 2020-2021
Proyecto Nro: 4
Semana Nro: 4
Parcial Nro: 1
Nombres y Apellidos: Jeniffer Vanessa Cayambe Lozano
Curso: 1.º BGV
Paralelo: "A"
Especialidad: Servicios Hoteleros
Nombre del profesor de la materia: Elvia Salinas
Nombre del tutor: Elvia Salinas

Asignatura: Inglés

Activity. Circle the correct answer

1. Where is from the tagua.

- a. Amazon Region
- b. Sierra Region
- c. Coastal Region

2. How is the tagua seed

- a. soft seed
- b. hard seed
- c. gentle seed

3. What is the tagua called

- a. vegetable ivory
- b. vegetable golden
- c. vegetable silver

4. How is the tagua tree

- a. immense
- b. large
- c. small

5. What people make the tagua jewelry

- a. craftsmen
- b. tailors
- c. housewife

Vocabulary:

Tree: árbol
called: llamada/o
seed: semilla
Craftsmen: artesanos
tailors: sastres

housewife: ama de casa
large: grande
immense: inmensa
jewelry: joyas

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Plan educativo covid-19 aprendamos juntos en Casa
Colegio de Bachillerato 27 de Febrero

Docente: Rosa Mayancla

Asignatura: Inglés

Curso: 2^{do} Ciencias "A"

Proyecto: 7

Semana: 5

Nombre: Jennifer Rivera

Fecha: 08-06-2021

Tema: Dancing as a Hobby

(1) - TASK #1 Answer the following questions at home.

a) Do you like to dance?

Sometimes I like to go when my mom is not in a bad temper.

b) What type of music do you like?

I like reggaeton a lot.

c) How often do you dance?

I dance every 2 days or every week.

d) Who do you like to dance with?

I like to dance with my whole family.

e) Where do you go dancing?

Sometimes I will go dancing at an academy or at parties.

f) What are your favorite places to dance?

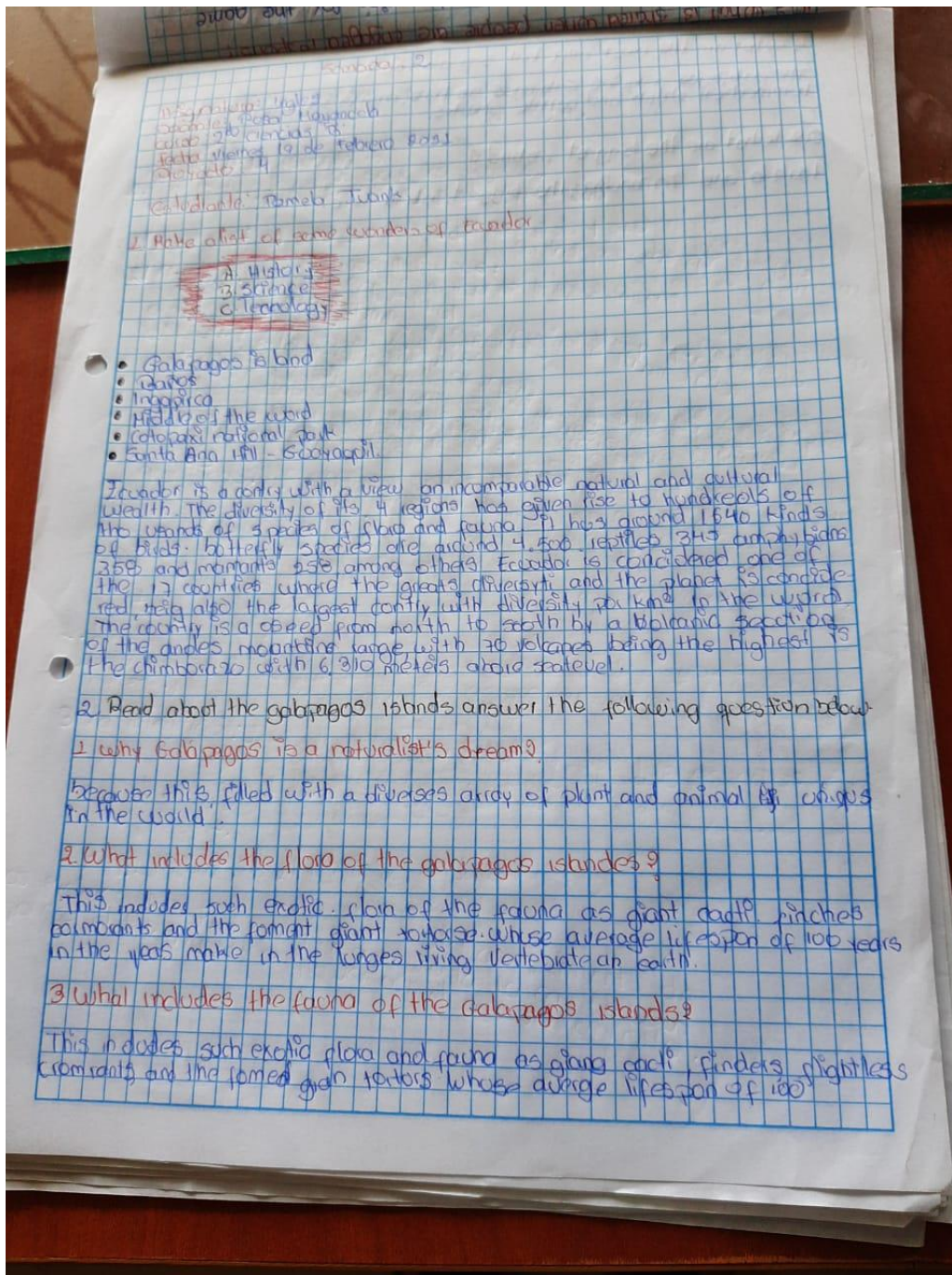
I like to dance in competitions.

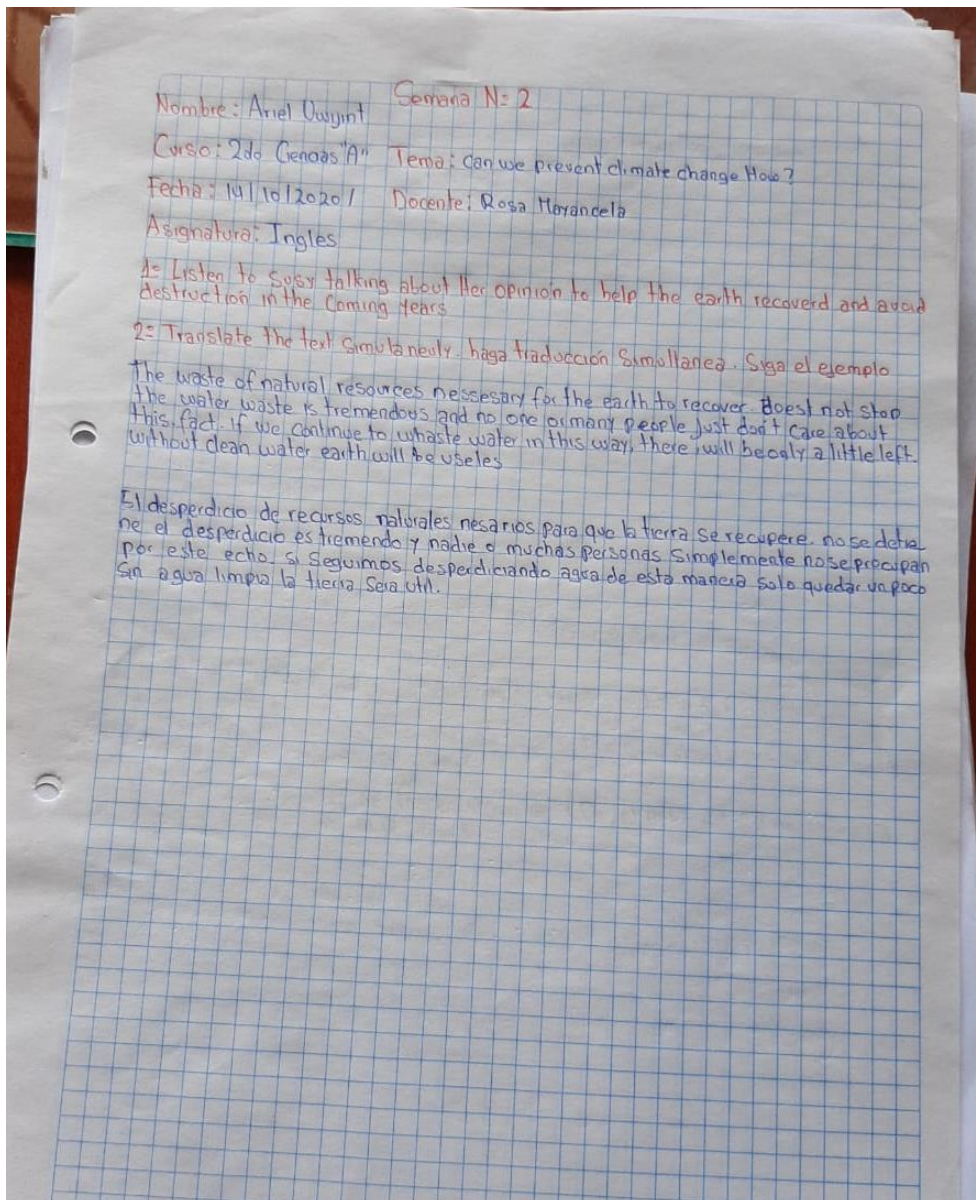
g) When was the first time you went dancing outside home?

When I was 10 years old I went out dancing in a school contest.

OFFISOT

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)





Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

1

PLAN EDUCATIVO COVID-19: APRENDAMOS JUNTOS EN CASA
COLEGIO DE BACHILLERATO "27 DE FEBRERO"

Informative data

Name: Nantip Vidal

Course: 3^{er} Ciencias "B"

Project: N=3 WEEK N=3

Date: 07-01-2021

Teacher: Lic. Elvia Salinas

Asignatur: English

Topic: PRESENT CONTINUO

ACTIVITY

Write these sentences using the present Continuo.

Example.

Juan / Play Volleyball

Juan is playing Volleyball

We / dance in the party.

We are dancing in the party.

1: John and Karen / Play monopoly

John and Karen is playing monopoly

2: Margaret / make a cake

Margaret are making a cake

3: I / do my homework

I are ding my homework

4: She / Learn the Lesson

She is learning the lesson

5: My parents / work very hard

My parents are working very hard

6: We / take a test right now

We are taking a test right now

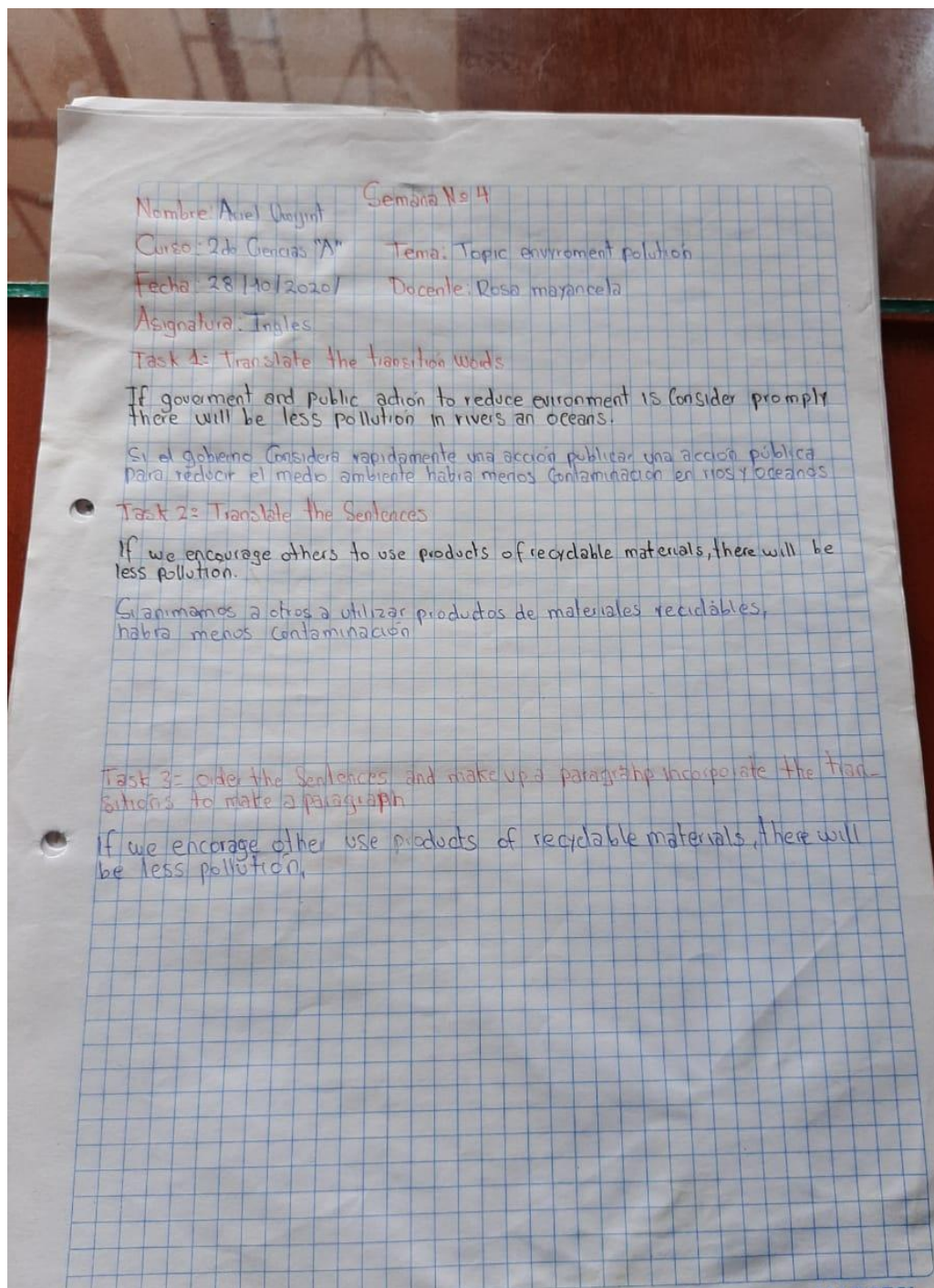
7: My friend / wait for me at the mall

My friend is waiting for me at the mall

8: I / walk at school

I are walking at school

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Inglés

Name: Marilyn Correia S.
Date: 10-05-2021

Course: 3^{ro} Bachillerato
Teacher: Lic. Elvia Salinas

Read this text about dance therapy

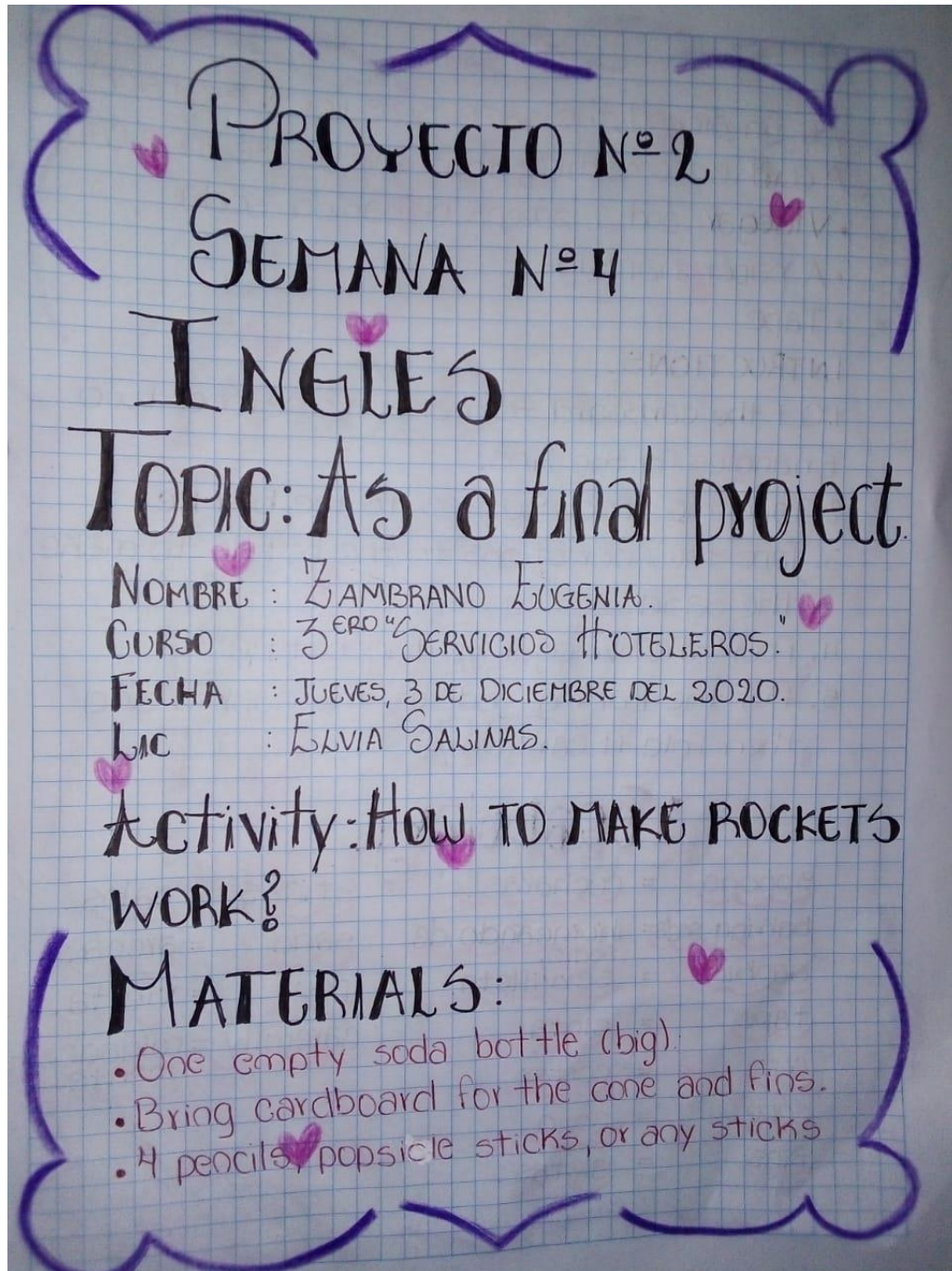
Dance therapy has become quite popular since the start of the new millennium, even though its roots go back to the 19th century. Not only is it fun, but it also has a lot of physical and mental health benefits. It is based on the idea that motion and emotion are interconnected. It can help to treat various physical ailments like cancer, arthritis, hypertension, obesity, chronic pain, and cardiovascular disease. It also is effective in treating mental health issues such as depression, anxiety, dementia, and low self-esteem. It can even help with social disorders such as autism and trauma caused by aggression or domestic violence.

How do we know it is effective? Because there have been several studies on the topic. In a study from the Arts in Psychotherapy, researchers found that dance therapy helped decrease aggression and improve social behavior among teens. And there are dozens more studies that show the benefits of dance therapy. Dance therapy is different than regular dancing.

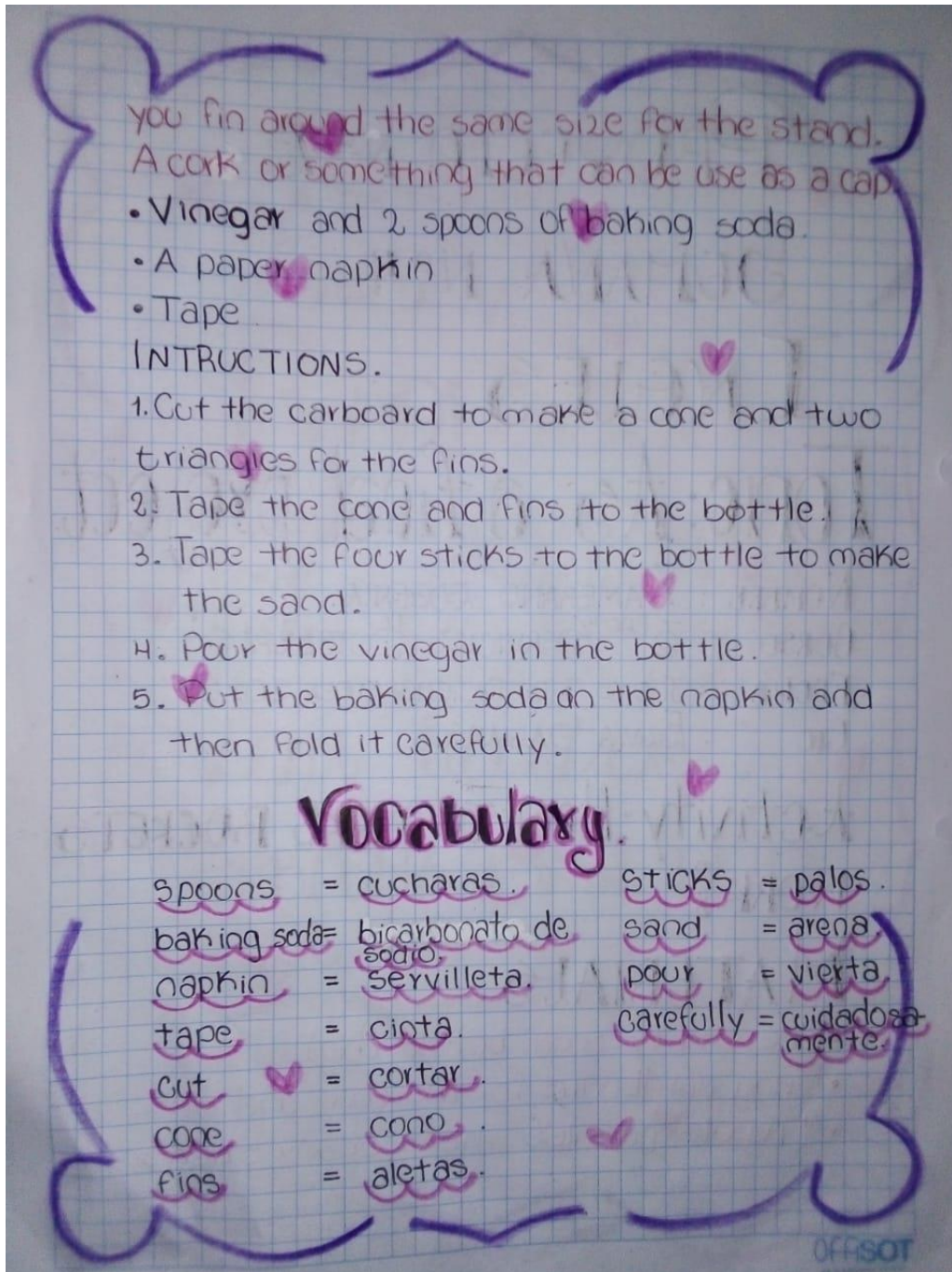
Activity: write (T) or (F) these sentence

1. There are a lot studies that show the benefit about dance therapy (T)
2. Dance therapy had a positive impact on people with depression (T)
3. Dance therapy isn't health (F)
4. Dance therapy became popular in different places (T)
5. Dance therapy started since the new millennium (T)
6. It can help to treat various physical ailments (T)
7. Such as cancer, arthritis, hypertension, and obesity (T)
8. Dance therapy decrease aggression among teens (T)
9. It also different in treating mental health (T)

Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)



Source: Students and English language teachers at Colegio de Bachillerato 27 de Febrero
Prepared by: Moyano O. (2021)

Annex 6. Cambridge English Writing Assessment Scale to B1 level

Cambridge English examiners consider these points when marking a piece of work:

| | |
|----------------------------------|--|
| Content | ✓ The candidate answered the task. They done what they were asked to do. |
| | ✗ The candidate did not include everything they were asked to. They have written something irrelevant. |
| Communicative Achievement | ✓ The writing is appropriate for the task. The candidate used a style which is appropriate for the specific communicative context. |
| | ✓ The writing is appropriate for the target reader. |
| Organisation | ✗ They have written in a way that is not suitable – for example, using a very formal style in an email to a friend or ending an article with 'Love'. |
| | ✓ The writing is put together well. It is logical and ordered. |
| Language | ✗ It is difficult for the reader to follow. It uses elements of organisation which are not appropriate for the genre, like beginning an email with a title or starting every sentence in an article on a new line instead of using paragraphs. |
| | ✓ There is a good range of vocabulary and grammar. They are used accurately. |
| | ✗ Check the mistakes. How serious are they? Do the mistakes make it difficult for the reader to understand? |

Source: Cambridge B1 Preliminary for schools

Prepared by: Moyano O. (2021)

Annex 7. Students' online questionnaire

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Encuesta dirigida a los estudiantes de bachillerato del Colegio de Bachillerato 27 de Febrero

Título: Portafolios y destreza de escritura de los estudiantes

Objetivo: Recoger información sobre el conocimiento previo y el uso de Portfolios por parte de los estudiantes y la habilidad de escritura de los estudiantes del Colegio de Bachillerato 27 de Febrero.

Instrucciones: Lea atentamente cada pregunta, complete y elija la mejor opción según su experiencia. Una vez que termine, haga clic en el botón enviar. Todas las respuestas deben ser lo más genuinas posible.

1. Nombre completo *

Texto de respuesta corta

2. Año de bachillerato: *

1er de Bachillerato

2do de Bachillerato

3ro de Bachillerato

3. Género: *

Masculino

Femenino

4. Edad: *

Texto de respuesta corta

5. ¿A qué etnia considera que usted pertenece? *

Shuar

Mestizo

Otra...

6. ¿Con qué frecuencia sus profesores proporcionan pautas o modelos sobre la creación de portafolios estudiantiles? *

Siempre

A veces

Casi nunca

Nunca

7. ¿Con qué frecuencia su profesor usa portafolios físicos o electrónicos? *

- Siempre
- A veces
- Casi nunca
- Nunca

8. ¿Usa portafolios en todas sus asignaturas? Si selecciona "otra" escriba las asignaturas en las que si usa los portafolios. *

- Siempre
- A veces
- Casi Nunca
- Nunca

9. ¿Con qué frecuencia hace una compilación de todas sus tareas? *

- Siempre
- A veces
- Casi nunca
- Nunca

10. ¿Qué habilidad del idioma inglés practica más? *

- Hablar
- Leer
- Escribir
- Escuchar

11. ¿Cuánto tiempo dedica a escribir en inglés cada semana? *

- 0 - 30 minutos
- 30 minutos - 1 hora
- 1 - 2 horas
- Más de 2 horas
- Otra...

12. ¿Qué tipo de textos escribe en idioma inglés? Puede seleccionar más de una respuesta. *

- Ensayos, cartas
- Comentarios, opiniones personales
- Apuntes de la clase
- Resúmenes

13. ¿Con qué frecuencia usa una estructura (introducción, cuerpo y conclusión) en sus textos escritos? *

- Siempre
- A veces
- Casi nunca
- Nunca

14. ¿Con qué frecuencia su profesor usa una rúbrica para evaluar sus textos escritos? *

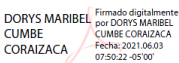
- Siempre
- A veces
- Casi nunca
- Nunca
- No sé lo que es una rúbrica

15. ¿Con qué frecuencia usted practica la escritura en idioma inglés en clases para la realización de las fichas pedagógicas? *

- Siempre
- A veces
- Casi nunca
- Nunca

Source: Google Forms Platform
Prepared by: Moyano O. (2021)

| VALIDATION TABLE FOR SURVEY TO STUDENTS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | | | | | | |
|--|--|------------|-------------|---|------------|-------------|---|------------|-------------|
| Items | a. Correspondence of the instrument questions with the objectives. | | Observation | b. Correspondence of the instrument questions with the dimensions | | Observation | c. Correspondence of the instrument questions with the indicators | | Observation |
| | Relevant | Irrelevant | | Relevant | Irrelevant | | Relevant | Irrelevant | |
| 1 | X | | | X | | | X | | |
| 2 | X | | | X | | | X | | |
| 3 | X | | | X | | | X | | |
| 4 | X | | | X | | | X | | |
| 5 | X | | | X | | | X | | |
| 6 | X | | | X | | | X | | |
| 7 | X | | | X | | | X | | |
| 8 | X | | | X | | | X | | |
| 9 | X | | | X | | | X | | |
| 10 | X | | | X | | | X | | |
| 11 | X | | | X | | | X | | |
| 12 | X | | | X | | | X | | |
| 13 | X | | | X | | | X | | |
| 14 | X | | | X | | | X | | |
| 15 | X | | | X | | | X | | |

| | | | |
|-------------------------|-------------------------------|--------------|--|
| Validator's Information | Dorys Maribel Cumbe Coraizaca | 1803694569 |  Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA Fecha: 2021.06.03 07:50:22 -05'00' |
| | FULL NAME | ID NUMBER | |
| | Teacher at UTA | May, 21 2021 | |
| | PROFESSION | DATE | |


Source: Teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career
Prepared by: Moyano O. (2021)

Annex 9. Link to interview of English language teachers at Colegio de Bachillerato 27 de Febrero.

https://utaedu-my.sharepoint.com/:f:/g/personal/omoyano2027_uta_edu_ec/Et9_Tyhf6pxImtcVqbdyQcQBKrsWOIbIHU5rcKZUmx9R3g?e=beRNIT

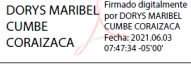
Annex 10. Validation documents of English language teachers' interview

| VALIDATION TABLE FOR INTERVIEW TO ENGLISH LANGUAGE TEACHERS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | | | | | |
|--|--|------------|-------------|---|------------|-------------|---|------------|
| Items | a. Correspondence of the instrument questions with the objectives. | | Observation | b. Correspondence of the instrument questions with the dimensions | | Observation | c. Correspondence of the instrument questions with the indicators | |
| | Relevant | Irrelevant | | Relevant | Irrelevant | | Relevant | Irrelevant |
| # | | | | | | | | |
| 1 | X | | | X | | | X | |
| 2 | X | | | X | | | X | |
| 3 | X | | | X | | | X | |
| 4 | X | | | X | | | X | |
| 5 | X | | | X | | | X | |
| 6 | X | | | X | | | X | |

| | | | |
|-------------------------|-----------------------------------|--------------|---|
| Validator's Information | Sarah Jacqueline Iza Pazmiño | 0501741060 |  |
| | FULL NAME | ID NUMBER | |
| | Coordinator of PINE career at UTA | May, 21 2021 | |
| | PROFESSION | DATE | |

Source: Teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career
Prepared by: Moyano O. (2021)

| VALIDATION TABLE FOR INTERVIEW TO ENGLISH LANGUAGE TEACHERS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | | | | | |
|--|--|------------|-------------|---|------------|-------------|---|------------|
| Items | a. Correspondence of the instrument questions with the objectives. | | Observation | b. Correspondence of the instrument questions with the dimensions | | Observation | c. Correspondence of the instrument questions with the indicators | |
| | Relevant | Irrelevant | | Relevant | Irrelevant | | Relevant | Irrelevant |
| # | | | | | | | | |
| 1 | X | | | X | | | X | |
| 2 | X | | | X | | | X | |
| 3 | X | | | X | | | X | |
| 4 | X | | | X | | | X | |
| 5 | X | | | X | | | X | |
| 6 | X | | | X | | | X | |

| | | | |
|-------------------------|-------------------------------|--------------|---|
| Validator's Information | Dorys Maribel Cumbe Coraizaca | 1803694569 |  |
| | FULL NAME | ID NUMBER | |
| | Teacher at UTA | May, 21 2021 | |
| | PROFESSION | DATE | |

Source: Teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career
Prepared by: Moyano O. (2021)

| VALIDATION TABLE FOR INTERVIEW TO ENGLISH LANGUAGE TEACHERS AT COLEGIO DE BACHILLERATO 27 DE FEBRERO | | | | | | | | |
|--|--|------------|-------------|---|------------|-------------|---|------------|
| Items | a. Correspondence of the instrument questions with the objectives. | | Observation | b. Correspondence of the instrument questions with the dimensions | | Observation | c. Correspondence of the instrument questions with the indicators | |
| | Relevant | Irrelevant | | Relevant | Irrelevant | | Relevant | Irrelevant |
| # | | | | | | | | |
| 1 | X | | | X | | | X | |
| 2 | X | | | X | | | X | |
| 3 | X | | | X | | | X | |
| 4 | X | | | X | | | X | |
| 5 | X | | | X | | | X | |
| 6 | X | | | X | | | X | |

| | | | |
|-------------------------|-----------------------------------|--------------|---|
| Validator's Information | Verónica Elizabeth Chicaiza Redin | 1715106322 |  |
| | FULL NAME | ID NUMBER | |
| | English Teacher at UTA | May, 21 2021 | |
| | PROFESSION | DATE | |

Source: Teachers from Pedagogía de los Idiomas Nacionales y Extranjeros career
Prepared by: Moyano O. (2021)




Annex 11. Urkund analysis



Document Information

| | |
|--------------------------|---|
| Analyzed document | Students Portfolios and Writing Skill u.docx (D110532244) |
| Submitted | 7/17/2021 1:24:00 AM |
| Submitted by | |
| Submitter email | omoyano2027@uta.edu.ec |
| Similarity | 4% |
| Analysis address | sj.iza.uta@analysis.arkund.com |

Sources included in the report

| | | |
|-----------|---|--|
| SA | UNIVERSIDAD TECNICA DE AMBATO / Moyano guia 4.pdf Document Moyano guia 4.pdf (D93328700) Submitted by: omoyano2027@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.arkund.com |  2 |
| SA | UNIVERSIDAD TECNICA DE AMBATO / moyano element 4.pdf Document moyano element 4.pdf (D93328694) Submitted by: omoyano2027@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.arkund.com |  4 |
| SA | UNIVERSIDAD TECNICA DE AMBATO / Tesis-report urkund.pdf Document Tesis-report urkund.pdf (D94956790) Submitted by: etopa4832@uta.edu.ec Receiver: eg.encalada.uta@analysis.arkund.com |  1 |



Source: Urkund
Prepared by: Moyano O. (2021)