



UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Prácticum 4.2 Trabajo de Integración Curricular - Sistematización de Prácticas

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Prácticum 4.2 Trabajo de Integración Curricular - Sistematización de Prácticas

Guía didáctica

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	VIII

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Universidad Técnica Particular de Loja

Prácticum 4.2 Trabajo de Integración Curricular - Sistematización de Prácticas

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1. Informative data

1.1. Course presentation



1.2. UTPL generic competences

- Critical and reflexive thinking
- Oral and written communication
- Orientation to research and innovation

1.3. Specific competences of the Major

Integrates pedagogical, linguistic, didactic, and curricular knowledge that allow, the updating of models, the use of learning methodologies, and the incorporation of knowledge for teaching English as a foreign language practically and systematically, based on the development of critical, reflexive, and creative thinking concerning the development of the person and its context.

1.4. Issues addressed in the course

Limited methodological and didactic knowledge, as well as little development of critical and reflective thinking.

Limited knowledge about the design, application, and evaluation of educational resources and strategies for adaptation, flexibilization, and, integration of personalized learning experiences.



2. Learning methodology

This course will be taught by using Inquiry-based Learning and self-learning which reflects students' involvement in acquiring new experience through research. According to Bartsch et al., (2021) Inquiry-based Learning is an innovative teaching strategy that helps to create an atmosphere of curiosity which contributes to developing a critical and reflective educational environment. Through this approach, learners will embark on active research and apply their previous interdisciplinary knowledge to analyze and systematize their pre-service teaching experience gained through practicum.

Additionally, the self-learning methodology will be applied to provide meaningful and autonomous activities with a variety of options where you can identify your own learning needs, set learning goals, find the necessary resources, and evaluate your knowledge. Therefore, different activities will be proposed in the syllabus and this virtual academic guide through the Self-learning methodology. Technological resources and teaching strategies (questioning, researching, constructive criticism, among others) will be introduced in the course.

Within this methodological perspective, this course, Practicum 4.2 Trabajo de Integración curricular/sistematización de prácticas pedagógicas y de investigación, will provide you all the information you need to accomplish the Trabajo de Integración curricular that you need to get your degree as an English Teacher. Being, Self-learning an independent approach, demands high commitment from you to work hard and perform efficiently to achieve

your professional goals. However, the flexibility of this methodology will expand your opportunities to work autonomously considering your learning style and pace but always accompanies and is supported by the tutor and advisor.

I invite you to read the following document which explains the structure and UTPL policy stated for students to approve the Unidad de Integración curricular: Lineamientos Unidad de Integración Curricular

All right dear students, did you identify the guidelines of the Unidad the integración Curricular? I guess you did it. As you could notice in the previous resource the Unidad the integración Curricular comprises two sequential subjects: Practicum 4.1 and Practicum 4.2. These two courses provide learners with the guidance and support to write the Trabajo de Integración Curricular (TIC), a mandatory requirement for EFL students to achieve their degree as Licenciados en Pedagogía del Idioma Inglés at UTPL.

Trabajo de Integración Curricular (TIC)



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3. Academic guidelines per learning outcome

Learning outcome 1 and 2

- Analyze critically the teaching practice experiences held in different educational contexts for strengthening the theoretical knowledge and integrating the linguistic and pedagogical skills to assure effective, responsible, and ethical professional performance.
- Systematize the pre-professional teaching experience to design and promote innovative solutions to improve the English teaching-learning process.

To successfully achieve these learning outcomes, you will start studying considering all the contents, resources, and activities included in units 1 and 2. Thus, I encourage you to consider the explanations offered in these two units, complete the tasks that are proposed, revise the resources for each topic, and participate in the synchronous or asynchronous activities through our virtual platform.

Contents, resources, and recommended learning activities



Week 1

Dear students!

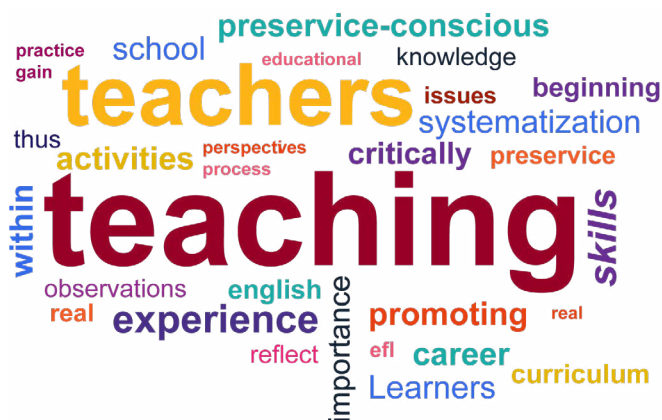
Congratulations! You are beginning one of the most exciting journeys of your professional life, writing the final report of the Trabajo de Integración curricular (TIC).

Let's start analyzing the role of practicum in EFL teaching training and the importance of systematizing the preservice teaching experience as a means

to reflect critically on the development of teaching skills, thus promoting preservice-conscious knowledge.

Unit 1. Systematization of preservice teaching experience

Research on teacher education affirms that knowledge of subject matter and pedagogical methods are essential prerequisites for the future teacher but that does not guarantee quality teaching (Wang, et.al., 2010). Besides theoretical knowledge, well-trained English teachers need to gain experience on issues about teaching and the curriculum itself in the real educational contexts before beginning their career as English teachers. This experience is achieved by learners through observations and direct involvement within the school experience and teaching practice activities.



1.1 The role of Practicum in EFL teaching training



Dear students. Let's start the study of this topic by answering these questions: What does practicum mean? And why is Practicum a key component of any EFL training program?

Were you able to answer the questions above? I am sure that yes, if not, let's review this term. Practicum is commonly known as the component of the curriculum of an EFL training program designed to give students supervised practical application of the theory studied throughout the teaching training program.

According to Martin, et.al (2021) practicum is vital in a teaching training program because it combines theory and practice, allows to advance, and consolidate professional competencies required for future teaching performance, to teach pre-service teachers to be thoughtful, as well as to learn to use reflection for constant improvement. In the same way, Merç (2015) highlights that practicum is a highly influential and central component in helping future teachers' competencies needed to teach in the real educational context.

Therefore, providing preservice teachers with experience that permits them to be immersed in real teaching contexts allows them to become highly qualified English teachers and assures their professional growth and pedagogical skills. In this sense, the primary task in practicum is to observe experienced English get familiarized with the educational context where they will perform professionally as future teachers. Then students are required to get familiarized with real teaching contexts and to design and implement lesson plans using various teaching strategies and applying all the interdisciplinary knowledge to create good learning environments according to students' needs, age, and level; all this, under the guidance and supervision of a specialized professor designed by the university.

Important!



Keep in mind that practicum is an integral part of any pre-service teacher training program; in this sense, it is viewed by teachers and students as a key component because it allows pre-service teachers to get involved in an authentic educational context, thus becoming the most relevant, satisfying, realistic, and practical component to reinforce linguistic and teaching skills.

Suggested Learning Activity

Identify the desirable characteristics of the effective student teacher who is going to teach English as a foreign language as perceived by an English language teacher trainer in the following article: [The influence of the practicum course on EFL student teachers](#).

Strategies:

To complete this activity, you must apply the following strategies:

- Read the article and highlight the most relevant information
- Pay attention to the structure of the article as well; that would help you to easily scan the most relevant information as well as the type of information included in each section of the article.
- Identify the characteristics of pre-service teachers as explained by the author:

Note: Please complete the activities in a notebook or Word document.

How did it go? I am sure that you did a good job. As you can notice, the author highlights that pre-service teachers should have features such as self-awareness, confidence, teaching abilities and expertise, and an endorsement of their teaching style and practice. Besides that, it is important to use teaching methods, ways of testing, good language proficiency, and ways to motivate students to learn English. Aspects like the ones mentioned before will be analyzed in the systematization of the teaching experience and reported in your Trabajo de Integración Curricular.



Dear students! Keep in mind that the *Trabajo de Integración Curricular (TIC)* focused on the systematization of pedagogical experiences that you are writing as a requirement to get your degree as an English teacher is based on the teaching experience gained through practicum, that was the reason why we started reviewing issues related to preprofessional teaching. Now, we are going to study how to systematize those pedagogical experiences performed throughout the different levels of practicum.

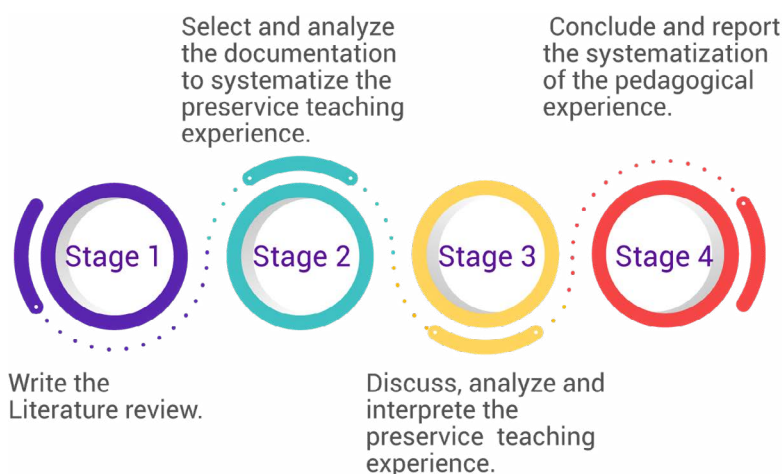


1.2. Systematization of pedagogical experiences gained through practicum

Dear students! It is time to continue writing the report of the Trabajo de Integración Curricular. Before proceeding further, it is useful to take a moment to recall the systematic stages (Figure 1) that you have come through up now:

Figure 1.

Stages that students had followed up now with the research (systematization).



Note: Writing stages that students had undergone in the process of writing the Unidad de Integración Curricular (UIC)

Congrats! up now you have already gone through stages 1 and 2. In this course you will deal with stages 3 and 4. That is, last semester you wrote the literature review (stage 1), an essential step in a research process because it allowed you to set the theoretical roots of the systematization of the teaching practice and to summarize and synthesize the arguments and ideas of the topics and issues needed to support the discussion, analysis, and interpretation of the teaching practice carried as pre-service teachers, as well as studies related to this field.

Additionally, you selected the documents and evidence needed to analyze and systematize the teaching experience gained through the different levels of practicum. Now, you will continue with the development of the research process (stages 4 and 5) which will guide you in the completion of the report of the Trabajo de Intehgración Curricular.

Time to start! Do you remember what does systematization mean? I am sure that you do remember what it is. If not, do not worry! I will refresh that for you. In this context when we refer to systematization, we talk about that reflection process aimed at analyzing and interpreting the teaching practice in educational institutions. This is achieved through a classifying and reconstruction process, which helps learners to discover or make explicit the logic of a previously experienced endeavor, including all the components involved in planning and teaching English classes.

According to UNESCO (2016), systematization has a formative function because, through shared strategies, it teaches to recover and assess teaching practices to build new knowledge. Furthermore, it is a valuable resource since it integrates reflection on one's own experience promoting professional growth and ongoing learning.

In other words, systematization is a process that allows practitioners to look at, recollect, analyze, learn, improve, enrich, and transform teaching practices. Thus, systematization is understood both as what candidate teachers live during teaching practice time and what they learned. It is very useful because it allows to determine weaknesses and strengthens not only to improve teaching but also to communicate and disseminate the lessons and knowledge acquired using an analytical reflection and interpretation of all what happened during the time candidate teachers were immersed in the educational institutions.

The systematization that we are working on in this course is analyzed from a methodological perspective, since pre-service EFL teachers are involved in a process of critical reflection that goes beyond organizing or ordering the teaching practice experience. In fact , it implies a critical reflection, starting from a reconstruction of what students observed, expericed and lived througout practicum. In other words, this process of critical reflection allow pre-service teachers to stop along the way and take the time to think about what they did during their English teaching practice, why they did it, what were the results and how that experience draw lessons that allow them to improve future teaching skills.

Dear students, it has been interesting to study this topic. I am sure that you have grasped the most important ideas and you have refresh what and why we are systhematizing the teaching experience. Now, I invite you to complete the following activity.

Suggested learning activity

Identify the purpose of systematization of teaching practice

- **Purpose:**_____
- **Strategies:**

1. Review the information and resoucer provided in the previous course or look for books and articles.
2. Identify the the purpose of systematization

Note: Please complete the activities in a class notebook or Word document

Good job!. As you could find out the major purpose of systematizing the teaching experience is to exchange knowledge or learning acquired through teaching as pre-service teachers, to reflect on and understand practice, evaluate the process, and to strengthen and consolidate the competences and EFL teaching skills to enable future teacher to become good professionals in the field.



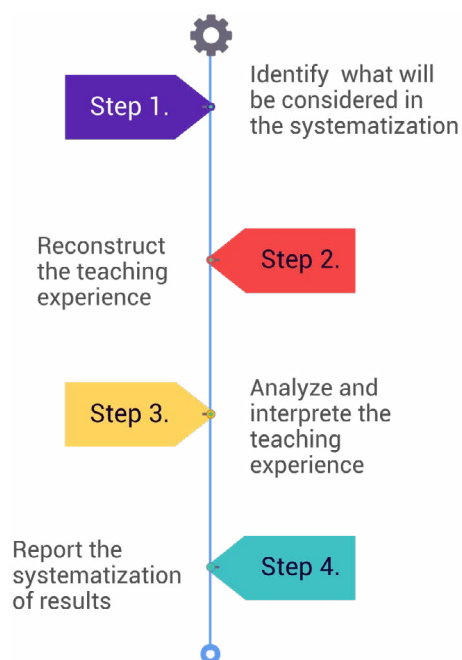
Remember that you will also find further information in the weekly announcements; furthermore, you can clear your doubts through the tutorials available every week through zoom. You can also contact me via e-mail for further help.

1.3. Steps to systematize the teaching experience

This process involves a deeper insight into how the preprofessional teaching practices were performed and what was achieved in terms of teaching skills, research, and soft skills to be applied as future teachers. As in any research study, systematization requires to follow a process. Figure 2, below summarizes the steps that will guide you to work on this process.

Figure 2.

Steps in a systematization process.



Note: Systematization implies a well-organized process comprised of four steps.

1.3.3. Step 1. Identify what will be considered in the systematization

The first step is to analyze what will be considered in the systematization of the teaching practice. For the purpose of this systematization, the reflection of the experience as pre-service teacher will include teaching practice carried in Educación General Básica (EGB) and in Bachillerato General Unificado (BGU).

1.3.2. Step 2. Reconstruct the teaching experience

The second step is to get ready to reconstruct the teaching experience. Start this process by identifying the main sources of information to be used in the discussion, analysis, and interpretation of the teaching practice. To reconstruct the information you can use two main sources: documentation and your memories (your own experiences).



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Now you have to collect and analyze the different sources of information used to evidence and document the teaching practice such as:

- Journals
- Checklists
- Reports
- Videos
- Reflective reports
- Feedback from tutors, mentors, or supervisors

Now, you have to continue writing the TIC. It is important that you set a schedule to work on the completion of the different sections of the TIC, that will guarantee that you meet deadlines. Here there is the activity that you have to do now:

Suggested Learning Activity

Organize the documents and reconstruct the teaching practice

Strategies:

These strategies will help you to achieve the goal:

1. Look for the journals, checklists, reports, videos, reflective reports, and feedback gotten from tutors, mentors, or supervisors which prepared for documenting the teaching practice in the different levels of practicum.
2. Organize them according to the process in which the teaching practice was performed; that is:

- Observations of classes in Educaciòn bàsica
 - Observations of classes in Bachillerato
 - Teaching practice in Educaciòn bàsica
 - Teaching practice in Bachillerato
3. Analyze them and read the feedback provided by the teachers.
 4. Start to write some notes about the teaching experience.

1.3.3. Step 3. Analyze and interpret the teaching experience

Once you have the material ready, start to systematize which is to sit down and reflect on the experience achieved through the practicum. You need to be creative, critical, evaluate each one of the components from a pedagogical perspective and support the description analysis and interpretation of the results of the teaching experience with valid and professional arguments properly grounded in theory.

It is important to highlight that the systematization is a research study that implies a **qualitative approach** because all the discussion is based on a descriptive and reflective analysis of experiences, and knowledge acquired in the real teaching context as part of the preprofessional teaching experience. According to Johnson and Christensen (2019), a qualitative approach is used to explore or understand some phenomenon experienced in a specific real context. Therefore, the data is usually collected through different techniques as the ones displayed in figure 3.

Figure 3.

Techniques used in a qualitative approach.



Note: The figure illustrates the way how data can be gathered in a qualitative study

For the purpose of the systematization of the pedagogical experiences in this TIC, you will apply the qualitative approach since the analysis will be basically descriptive.

1.3.4. Step 4. Report the systematization of results

As in any study, the last step is to put everything together and report the results and findings of the reflection of the teaching experience gained through practicum. In order to communicate the results, the researcher needs to write a report in which information about pre-service teaching practice is shared. The details about the structure and how to write the report will be explained in a detailed way in unit two.



Dear student, remember that, every week, your tutor publishes academic announcements on the virtual platform, therefore, I invite you to review the information and to attend the tutorials where the teacher will provide useful information about the topics proposed as well as individual and group feedback regarding the writing of the report of the systematization.



1.4. Writing the Results and Discussion section of the TIC

Dear students, welcome to the study of this topic whose purpose is not just to reiterate what you found but rather to discuss critically all about the pres-service teaching experience and contrast with the theoretical body of knowledge on the topic and your profession, English teaching.



Remember that it is your interest what carries you through the long days and nights of concentrated effort to complete your Trabajo de Integración Curricular. Thus to finish the thesis in a timely fashion, you must find a special place to work on it. Keep working with the same enthusiasm!!! . You can also apply the following strategies:

- Divide the whole thesis into small chunks to tackle just one at a time.
- Schedule time to work on your research and to write the report. Set some at least four hours a week.

In fact, to write the results and discussion section is the most important part in the process of writing the report of the Trabajo de Integración Curricular because you have to describe, analyze and interpret all the material that you have in order to document the lessons learned from both success and failure experienced during the teaching practice process.

Thus, once you have the material ready to analyze it is fundamental to move to the next stage 3 Discuss, analyze and interpret the preservice teaching experience. It is also useful to read articles about systematization of teaching experiences and about the influence of practicum in EFL teaching training programs. All this will help you to facilitate understand better the next topic.

To fulfill this task, you are going to consider all the activities carried out primarily in **Practicum 1** and **Practicum 2**. As you know, in the former one, you got involved in activities related to observation, exploration, and diagnosis of the educational context through observation and research, meanwhile in the second one, you were asked to take the role of an English

teacher in educational institutions. In both cases, you had the opportunity to get familiarized and put into practice all your linguistic and pedagogical knowledge in areas related to your professional field.

The chapter titled results and discussion of your TIC comprises the description, analysis and interpretation of the teaching experience. The information in this section will be based and organized around the experience earned throughout the EFL training program. Write the analysis considering the teaching practice in the following scenarios:

1. Observation of classes



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2. Teaching practice performing the role of an English teacher in educational institutions



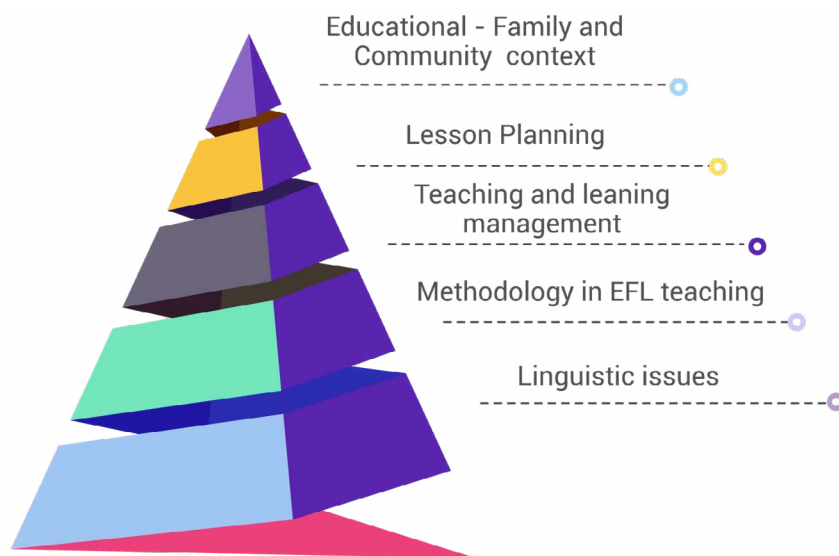
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The aspects to be addressed in the systematization are exemplified in the following figure:

Figure 4.

Dimensions addressed through teaching experience as pre-service teaches.



Note: The figure lists aspects observed and reinforced through practicum.

As you can see, systematizing means reconstructing the logic of the life process as part of your pre professional teaching practice, identifying the elements of planning, designing and performing EFL lessons, identify the factors conditioning the development of the teaching learning process in different contexts, as well as establishing the way these factors were connected to each other and the experience itself, with the purpose of interpreting it critically, extracting learning from it and improving the future practice (Jara, 2006).

It is important to bear in mind that, it is not necessary to mention every single detail that happened during the teaching experience in the different levels of practicum of the EFL training program, but the most relevant information about the aspects illustrated in the previous figure regarding the educational context and the components of the curriculum involved in lesson planning, teaching performance, classroom management and linguistic issues.



Remember! That this section is one of the most important of the whole research report, that is why it is important to double-check coherence, writing style, correct use of citing. Please read the information provided in the [Manual Publication of the American Psychological Association](#), (APA 7th edition). Be careful! avoid plagiarism. Visit the following site to refresh information about [Plagiarism Overview](#). Besides that, I recommend you to consider all the guidelines provided throughout this course, as well as the feedback provided by the Advisor of your Trabajo de Integración Curricular.



The following questions will guide you to reflect of the context where te teaching experience took place, uncover theoretical assumptions and approaches, bring in new information, and access your memories to achieve a deep-rooted analysis and interpretation to write the description, analysis and interpretation of your preservice teaching experience:

- What could you learn from experienced teachers through class observation?
- What facilities and resources were used to teach English in Educación General Básica and Bachillerato in public or private institutions?
- What is knowledge learned in theory as compared to teaching practice in the Excellent job! real educational context?
- What were the main challenges faced in the preprofessional teaching practice?
- What did you learn and what skills did you reinforce across the phases of practicum?
- Which aspects of the teaching-learning process require to be improved by English teachers?
- Where all the components of a lesson planned and applied when teaching the class?.
- What aspects of the teaching learning process do you think that you have to improve?

Dear students, I hope you have achieved to learn how to write the reflection of the systematization of your teaching experience. Now lets put into practice all what you have learned to write this section.

Suggested learning activity

Write the results and discussion section of the pedagogical experiences

Strategies:

To complete this activity, I propose you the following strategies:

- Start to systematize the teaching experience earned through observation. Addressed the aspects proposed in figure 3.
- Support the analysis and discussion considering the theoretical framework introduced in the literature review. Introduce new authors if needed.
- Use APA format 7th edition to cite and reference.
- Read and research a lot. Look for information about studies related to your study (systematization of pedagogical experiences), this exercise will help you a lot.

Excellent job! You have managed to complete one of the most important chapters of the TIC. We have come to the end of unit 1 and we are ready to start unit 2 in which you will learn to write the conclusions, recommendations and organize the written report.



Week 4

Unit 2. How to conclude and report the systematization of the teaching practice

Dear students, the primary goal of research in the EFL context is to discover answers to questions to explain problems or issues to improve English language teaching and learning. For research to be useful and meaningful for humankind, the findings must be reported to an audience.

In this sense, reporting findings is a crucial element in the process of second language research because it must present a clear reflection on the systematization of the experiences lived in the teaching field as candidate teachers, thus you are ready to write conclusions and recommendations to improve the quality of EFL teaching in schools and high schools, and finally to report the results of the systematization.



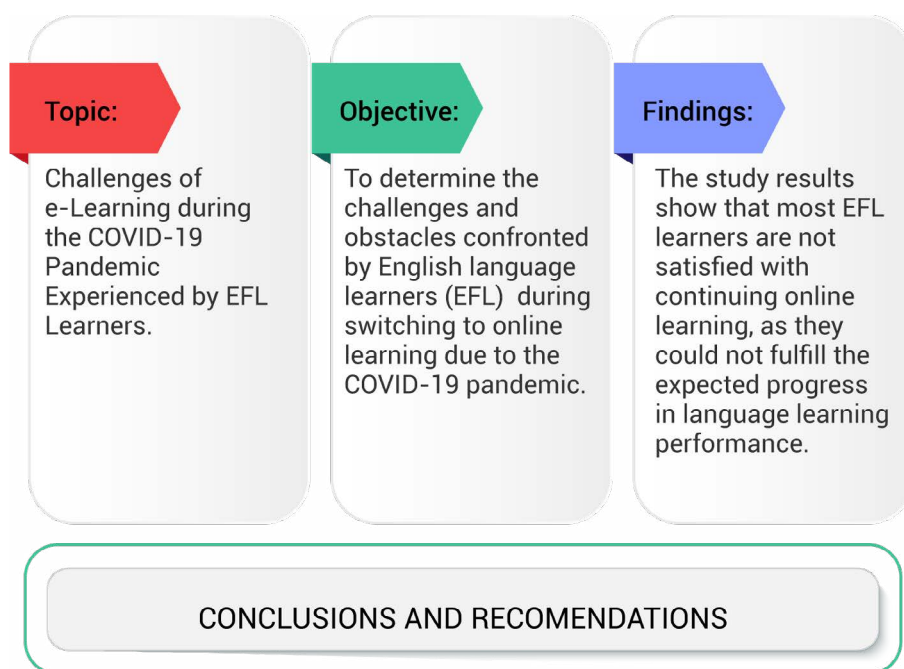
2.1. How to write the conclusions of the TIC

The conclusions are usually a short section of a study. They are usually written when you have finished the research since they summarize the content and purpose of the research without seeming too wooden or drye. The conclusions must be drawn based on the evidence presented in the whole report.

There must be a close relation among the topic, objective of the study (systematization of the pre-service teaching experience) and findings as illustrated in the Figure 5 below:

Figure 5.

Direct relation among the sections of a research report with the conclusions and recommendations.



Note: There figure above show the relation that must be considered among the major elements of a study which allow researchers to draw conclusions and recommendations at the end of the research

The conclusions must relate directly to the research questions or objectives, the example provided above can help you understand the importance of going back to the topic, purpose of the study and the finding to write the conclusions and recommendations. The conclusions need to be directly derived from the reflection and systematization of the pedagogical experiences gained throughout preservice teaching practice. They must also be specific and wrap up what you have analyzed and presented in the results and discussion section of the research study.

I invite you to deepen your knowledge about tips to write conclusions by watching the following video [How to Write a Conclusion for a Dissertation](#) which will provide you some recommendation to bear in mind when writing conclusions.

How did it go? Was the information of the video useful? I am sure that it helped you to clear your ideas and understand how to draw the conclusions for your TIC report. As you could realize in the video, the conclusion enclose thesis statements that contain all the significant points mention throughout the study; therefore, they must be clear and founded in the analysis and findings of your research. The main purposes of writing conclusions are:

- To clearly state the answer to the main research question
- To summarize and reflect on the research
- To show what new knowledge you have discovered through the study
- To make recommendations for future work on the topic

Look at the following examples of **conclusions**:

Example 1

Conclusion:



ELF teachers used a wide variety of student-centered teaching strategies, and resources considering the topic, objectives, needs, proficiency levels, ages, time management, group management, learning styles, among other aspects to enhance English learning, which motivate students to participate actively in class.

Example 2



Conclusion:

The use of the target language in English classes allows learners to be involved in an environment where they are forced to use English spontaneously, which enhances them to develop linguistic skills that motivate students to participate actively in class as well as to improve their communication in the target language.

All right, I guess you have managed to learn to write conclusions. Now work on your own TIC. Bear in mind that a conclusion ties in the initial thesis statement presented in study and investigated throughout the systematization of the pedagogical experiences. A strong conclusion wraps up your final thoughts and main points, combining all pertinent information to provide the reader clear ideas or insights about the topic addressed in the research.

Suggested learning activity

Write the conclusions of your TIC

1. _____
2. _____
3. _____
4. _____

Note: Please complete the activities in a notebook or Word document.

Strategies:

1. Use the information of the results and discussion section as a reference to write your conclusions.
2. Write the conclusions beginning with a topic sentence.
3. Restate the most relevant information to sum up the main point of the study that address the purpose or answer the research questions.
4. Use emotional or sensory language to create a powerful, lasting image in the reader's mind about the conclusion of the study.



2.2. How to write recommendations of the TIC

Once you have finished writing the conclusions, you need to propose a well-thought-out set of recommendations to contribute to solving the EFL problem or issue analyzed. The recommendations should call for action or solutions to the problems based on the findings of your research. Each recommendation should trace directly to a conclusion.

A good recommendation should enclose a whole idea of providing a beneficial guide that will not only resolve certain issues but result in a beneficial outcome for the actors involved in the EFL teaching learning process. For example, if in the systematization of the pedagogical pre-service teaching you discovered that teachers spoke most of the time in Spanish when delivering their classes, thus you got to the conclusion that the EFL classes are mostly delivered in Spanish rather than in the target language; therefore, students can hardly speak English.

You can write a recommendation like this:



Teachers should deliver their lessons by using the target language and providing learners a wide range of resources, this will allow students to get comprehensible and meaningful input because learners need as much exposure as possible to the target language to be able to master it.

Dear students. The recommendations should be expressed in a succinct way, start with an action, be attainable and realistic. Now. You know how to write the recommendations in your own TIC. Go ahead!.



Remember that, every week, your tutor publishes academic announcements on the virtual platform, therefore, It is important to review and follow the instructions and the schedule to finish the Trabajo de Integración Curricular by the end of the semester, considering that this is a requirement for passing Practicum 4.2 and achieve your degree as English teacher.

Suggested learning activity

Analyze the conclusions provided in the following study [Interventions to Improve a Practicum Course for EFL Teachers in Saudi Arabia](#)

Strategies:

1. Look for the article
2. Scan the information of the article
3. Look for the section: Conclusions
4. Identify how the author wrote the conclusions

Great job dear students!. Was this activity useful for you? I think it helped you to consolidate even more what you have learned up now. As you can see in this article the author has written the conclusions closely related to the topic and purpose of the study. Furthermore the conclusions are based on the results and discussion section. I suggest you to look for more articles and analyze those examples, that will help you a lot in the writing of your report.



Dear students we have completed this week of study. Congratulations you have done a great job up now. You have managed to write most of the major sections of the TIC. The next week you are going to start to write the method chapter of your written report.



Week 7

2.3. How to write the method chapter of the TIC

The purpose of this chapter is to tell readers how the study was conducted. It explains the “HOW” of the research in a very detailed way. The readers must be informed in a detailed way about what was done in the achieve the objectives of the study. This enables readers to judge the appropriateness of the design of the study and assess the reliability and validity of the results (Johnson and Christensen, 2019). Therefore, it requires a clear and precise description of how a study was done, and the rationale for why specific data collection instruments and procedures were chosen.

The following article [The effects of teaching practicum on EFL pre-service teachers' concerns](#) has an example of the method section in which there is a detailed description of:

- **the research design:** mixed method research design
- **the participants:** the entire senior student-teacher population of an ELT department at a state university in Turkey.
- the data collection instruments with an explanation of how they were used (the procedure):
 - The Scale of Language Teachers' Concerns (SLTC),
 - Teacher Practice Concern Sheet (TPCS)
 - Narrative Reflections

The example analyzed before allows you to identify the type of information that needs to be included in the method section. I invite you to watch this video: [How To Write A Methodology Chapter For A Dissertation Or Thesis](#) there you will find a detailed explanation about:

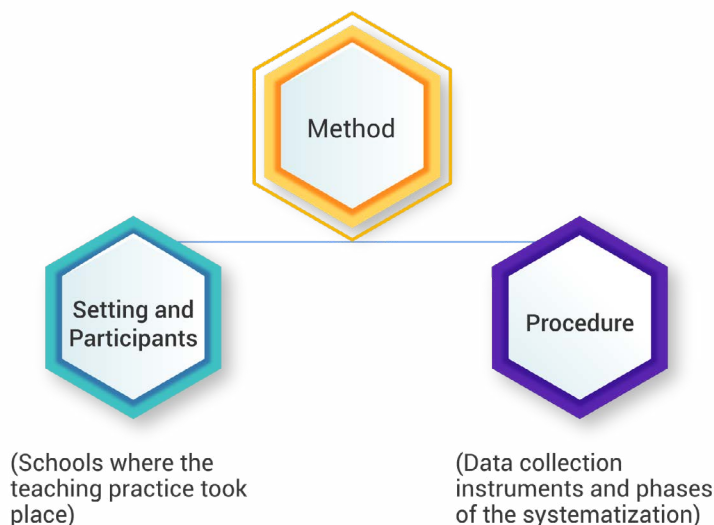
- The importance of mentioning the type of research
- The way how to collect the data
- How to analyze the data to achieve the purpose of the study
- The tools or materials used to gather the field data by using different techniques which permit the researcher to interpret the data gathered and draw conclusions about the research.

How did it go? Was the video interesting and useful. I am sure it was. In the video, the speaker unpacks and explains in practical and simple way what the methodology chapter is, why it is important, and how to write it up. As you can see, the method section should describe what was done to answer the research questions, describe how the data was gathered, justify the approach selected, and explain how the results must be analyzed.

Dear students, it is time to apply this knowledge in your own Trabajo de Integración Curricular. It is worth to notice that the structure and contents of the methodology chapter will vary depending on the field of research and the guidelines stated by the university, therefore it is necessary to check the guidelines provided by our institution to write the methodology chapter for your TIC. The chapter should be structured as shown in the figure 6:

Figure 6.

Structure of the method section.



Note. Parts of the method section of the TIC.

The method chapter of the TIC must include a detailed description of the setting and participants in which you are going to describe the schools and the context where you performed the pre-service teaching practice (practicum) as well as the group of learners and teachers of Education General Basica and Bachillerato General Unificado. Furthermore, you will describe the instruments, the approach, and the process or phases applied to systematize the pre-service teaching practice.

Suggested learning activity

Write the method chapter of the TIC

Strategies:

1. Study the information presented above.
2. Follow the guidelines and write the method section.
3. Use academic language.

Good job!. I hope you have achieved to write the method section. Remember that the structure should include a description of the setting and participants and the procedure, that is the phases you went through in the different levels of practicum and the instruments used when observing experienced

teachers and the ones used when performing the role as EFL teacher in schools and high schools.

After you have conducted a research study, you should consider preparing the research report. In the next topic you will study the guidelines to write the preliminary pages and organize the written report of the TIC.



Week 8

2.2. General Guidelines to organize the written report of the Trabajo de Integración

After all this process you need to organize the research report. I invite you to read carefully the guidelines and analyze the key components that must be taken into account to organize the final report.

Dear students! As you know, writing a research report involves a systematic journey that starts with the review of literature, revision of documentation of practicum, analysis, interpretation, and systematization of pre-service teaching experiences, and finally ends with the writing of conclusions and recommendations.

Trabajo de Integración Curricular (TIC)



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There are a lot of aspects that you have to bear in mind when writing the research report like language use and formatting.

2.2.1. Language

The language that is used to communicate the results of research must be formal and academic. Good writing is a skill that requires practice to achieve clear communication of the results. Clear communication requires an orderly presentation of ideas in a coherent way. This can be achieved by using punctuation marks and transition words to relate ideas.

Dear students, make sure you follow these recommendations:

- Write a smooth and coherent report using academic and scientific vocabulary, correct punctuation marks, and linking words.
- Be sure your ideas are clear and the paragraphs well-structured.
- Avoid ambiguity, redundancy, and colloquial expressions.
- Write the research report and then put it aside for several days before reading it again.
- Proofreading the report can help you to identify problems in clarity or communication.
- Do not write too long paragraphs. Do not justify lines; instead, use the flush-left style.
- Use correct spelling, grammar and vocabulary.
- Organization of ideas in a coherent and cohesive way.

Dear all. Do you understand why it is important to use formal language when writing a research report. Now, pay attention to aspects related to formatting.



Week 9

2.2.2. Formatting

A very important step in the organization of the written report of the TIC is to address things like font selection, font size and presentation (like bold or italics), spacing, margins, alignment, columns, indentation, and lists. Undoubtedly, a well formatted document is consistent, correct (in terms of meeting any stated requirements), and easy to read.

Consider the following aspects to write the research report

- Use the [APA format](#) stated in the Publication Manual of the American Psychological Association, seventh edition.

- Make sure you achieve ethical issues in your work.
- Use **italics** only for words that are to appear in italics, that is items, including titles of journals or books, to introduce new technical terms, to write statistical symbols, and in very rare cases for emphasis.
- Use **abbreviations** only when they are conventional and likely to be familiar to the reader.
- **Headings** indicate the organization of the report. According to the APA format.
- **APA Style** uses a unique headings system to separate and classify paper sections. There are 5 heading levels in APA manual 7th edition. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated in the table below:

Table 1.
APA Heading levels.

Level of heading	Format of heading
Level 1	Centered, Boldface, Uppercase and Lowercase Headings
Level 2	Left-aligned, Boldface, Uppercase and Lowercase Heading
Level 3	Indented, boldface, lowercase heading with a period.
Level 4	Indented, boldface, italicized, lowercase heading with a periodg
Level 5	Indented, italicized, lowercase heading with a period.

Note. There are five levels of headings in APA Style.

- Font size. Use Arial 11-point font size.
- Use doble spaces between all text lines in the whole report. You may use a single space for tables and charts.
- Do not add extra spaced between paragraphs.
- Leave uniform margins in the whole report.

Left: 2,54 centimeters

Right: 2,54 centimeters

Top margin: 2,54 centimeters

Bottom margin: 2,54 centimeters

- Indent the first line of every paragraph (10 spaces)



Remember that you are not alone in this learning process. If there is any doubt do not hesitate to contact your teacher by phone or mail. Check the syllabus of the course which provides you a detailed guide of the content and activities (graded and non-graded) planned for each week. Besides that, you can search for further explanations and examples that will facilitate you to achieve the learning outcomes set in this course.

Once you are familiarized with the formal aspects that you have to consider when writing the research report. Now you will learn how to structure and arrange the different sections of the TIC.



Week 10

2.3. Structure and organization of the research report (TIC)

It has come to the time to organize your final report. Let's learn about the structure and organization of the written report; however this task does not need to create unneeded anxiety, it must be rather a rewarding activity.

I am sure that with diligence, organization, practice, patience, a willingness to learn you will find the best way to achieve you're the goal to write the report of the TIC. The document must be written in English and follow the structure and organization displayed in the following flow chart.

Structure and parts of the research report



Week 11

2.3.1. Preliminary pages

Dear students. The preliminary pages must be written once you have completed all the major sections of your TIC. The university has standardized a format for the Trabajo de Integración Curricular you just need to complete the specific information and attach the preliminary pages to your repor. See the resource [Formato de presentación de TIC](#)

Dear students as you can see, the resource provided here has the template for each one of the following preliminary pages, the only thing you have to do is complete the blanks with your own information. Do not change the formats or introduce new information. There are some documents that must be in Spanish, do not translate them.

- Cover
- Aprobación del Director del trabajo de titulación
- Declaración de autoría y cesión de derechos
- Dedicatio
- Acknowledgement
- Contents
- List of tables or/ and figures



Remember that you are not alone in this learning process. There will be announcements every week in the course which will guide you in this process. You are invited to attend the weekly tutorial sessions as well as to contact your teacher by phone or mail for further explanation.

Once you are familiarized and know how to prepare the preliminary pages, you have to review and organize the major parts of the written report



Week 12

2.3.2. Body of the research report

Abstract

The abstract presents a summary of the topic and the major findings of the systematization of the pedagogical experiences. The abstract must be 180 words in length.

Make sure that it includes: a brief description of past events experienced throughout practicum, what the work is about, how it fills a gap in the literature, a brief description of the purpose of the work, the major findings, and the main conclusion.



I invite you to read the following resource [A 10-step guide to make your research paper abstract more effective](#) Could you identify and summarize the 10 steps to write a well-written abstract. I am sure you did. Let me list them for you:

1. Begin writing the abstract after you have finished writing your research.
2. Pick out the major objectives/hypotheses and conclusions from your Introduction and Conclusion sections.
3. Select key sentences and phrases from your Methods section.
4. Identify the major results from your Results section.
5. Then, arrange the sentences and phrases selected in steps 2, 3, and 4 into a single paragraph in the following sequence: Introduction, Methods, Results, and Conclusions.
6. Make sure that this paragraph does not contain new information that is not present in the research.
7. Remove all extra information and then link your ideas to ensure that the information flows well, preferably in the following order: purpose; basic study design, methodology and techniques used; major findings; summary of your interpretations, conclusions, and implications.
8. Confirm that there is consistency between the information presented in the abstract and in the whole report.
9. Ask someone to review the abstract and check if the purpose, aim, methods, and conclusions of the study are clearly stated.
10. Check to see if the final abstract meets the guidelines set by the university.

Excellent job dear students. Now check again the 10 steps summarized above, this will help you to identify if there is something that is not clear or information that is missing in order to improve it and make it more attractive. I also ask you to look at the example of an abstract presented in the following article [The effects of teaching practicum on EFL pre-service teachers' concerns](#)

Did you find the example useful? I am sure that you could notice that the abstract is a short summary of a research report. It is usually a 180 word paragraph that lets readers get the gist or essence of the study. Here there are some recommendations for you to consider in order to write an abstract:

- Begin writing the abstract after you finish the whole process
- Include the general objective which matches with the topic, discussion, and conclusions.
- Briefly mention information about the method (steps followed in the systematization process).
- Identify the major reflections systematized.
- Check to see if the final abstract meets the guidelines
- After you write the abstract, you have to include the resumen.

Resumen



Here you have to include the abstract translated into the Spanish

Dear students, Time to put into practice all what you have learned.

Suggested learning activity

Write the abstract of your TIC

Strategies:

1. Read the guidelines to write an abstract.
2. Read the whole document of the research. Then write the abstract. Make sure you include all the guidelines to write a well- written abstract.
3. The abstract must be 180 words in length.



Remember to attend the weekly tutorials or contact me in case you have questions or concerns! Do not forget to check the syllabus which helps you to organize your time and guides you to complete all the activities involved in the writing of the Trabajo de Integración curricular. It needs to be finished and approved by the advisor and committee by the end of this course.

Dear students, now it is time to move to the next section of the TIC, the introduction



Week 13

Introduction

The introduction sets the scene and provides the reader with background material, as well as an outline of the purpose of the research. As in the abstract, the length depends on the requirements of each institution that sponsored the study. [How To Write A Dissertation Introduction Or Thesis Introduction](#)

The information of this resource helps you to learn about the elements that need to be included in the writing of the introduction. As it is explained the following information is vital to mention in the introduction:

- Reasons that gave rise to the study
- Indicate the topic under investigation, the importance, the purpose, and the issues addressed.
- Briefly refer to previous research you have already consulted, mention the author, year of publication, purpose, approach, and general findings.
- Indicate who the beneficiaries are of the research and the contribution it offers in the educational and EFL teaching and learning field, as well as for further future research.
- Limitations in terms of the methodological process and suggestions for future investigation (do not focus on personal problems or difficulties you face collecting bibliographic or field data).



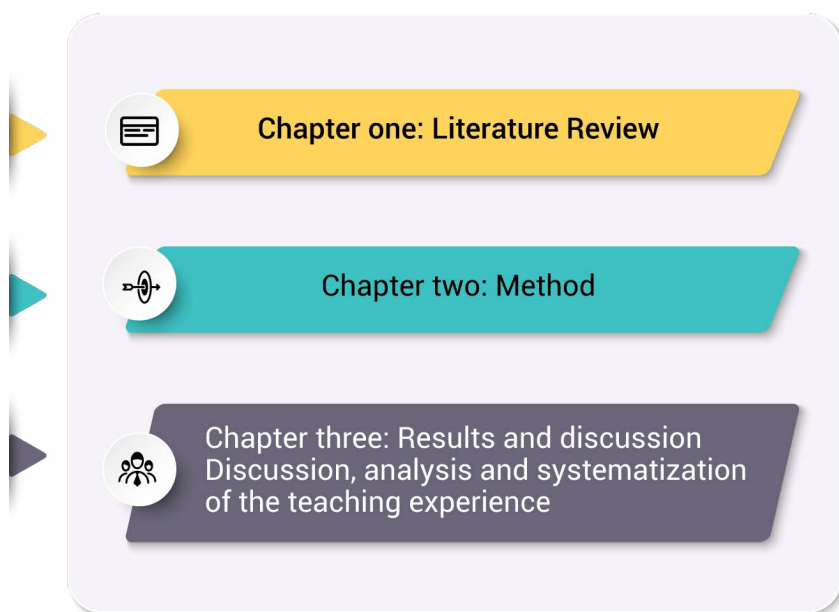
Now it is time to put into practice all what you have learned to write the sections of the introduction of your TIC. Analyze now how to organize all the parts that make up the body of the written report.

Body of the Report

The body of the Trabajo de Integración Curricular is made up of three chapters. You have already worked on them, now put everything together as follows:

Figure 7.

Chapters that make up the body of the TIC.



Note. The body of the written research report comprise three chapters: Literature review, method and results and discussion section.

You wrote chapter one: Literature Review in Practicum 4.1 . This section of the TIC was revised and approved by your advisor; now you have just to attach it to the whole report. Similarly, the chapter three: Method, was written during week 7; therefore, it is ready to be attached to the final research report. Likewise, **chapter three: Results and discussion** in which the discussion, analysis, and systematization of the Teaching Experience is widely explained is ready to include in the final report.

Dear students! You are almost done.

Finally, you have to include the **conclusions** and **recommendations** which were previously written as a result of the systematization of the pre-service teaching experience.

The last step in the organization of the TIC is to write the list of **References**. This section contains a one-to-one match between the references cited in the report and the references listed in the reference section. It must be organized alphabetically using the APA format. Please review the information you learned in Academic writing and Practicum 4.2 regarding citing and referencing.

Finally, for all the supplementary information that is fundamental to evidence and document, the systematization you should add a section titled **Appendix** that appears after the list of references in the following section. In this section you can include the formats of the data collection instruments and any other evidence that you consider may be relevant for readers or future researchers. Each appendix must be presented on a separate page.

Dear students! Congratulations!. You have come to end of the course and you have managed to finish the written report of the TIC.



Remember to attend the weekly tutorials or contact me in case you have questions or concerns! Do not forget to check the syllabus which helps you to organize your time and guides you to complete all the activities involved in the writing of the Trabajo de Integración curricular.

This is the end of the activities to prepare your TIC. Now you must be wondering what comes next. You will discover in the next guideline presented in the week 14.



Week 14

2.4. Revision and approval

Once you have completed the report of the TIC, I advise you to proofread it and make sure that all the sections are properly organized and fit the requirements set for this type of research work, hand it for revision and approval by the advisor.

Remember that, it is important that the whole document be well-written and organized in order for advisors to proceed with the corresponding review to

ensure that your ICT meets all the requirements and approve it. It is common in some cases that advisors ask students to make improvements. The TIC must be approved with a minimum of 7 points out of 10.

Congratulations!!!! I am sure that you did a good job. The next step is to hand in the written report of the TIC to be graded by the committee.



Remember that you will be informed about the results and process to follow through announcements in the virtual platform. You can also write about your concerns to your tutor or join the weekly tutorial sessions.

2.5. Grading of the TIC by the committee

Dear students, after the TIC has been approved by the advisors, the teachers who are part of the committee (two teachers of the EFL program and your advisor) will review and grade your TIC and decide if it is approved or not (minimum 7 out of 10). Finally, the last activity to approve the Unidad de Integración Curricular is the oral presentation. I invite you to analyze the information and guidelines that will help you to be ready for the defense of your TIC.

Trabajo de Integración Curricular (TIC)



Nota. mungmeestudio | [vecteezy.com](https://www.vecteezy.com)

Excellent job. You must feel proud of yourselves. You are ready to prepare the defense of the TIC.



Week 15

2.6. How to prepare for the oral presentation

Dear students. You are about to complete all this process. Once you submit the TIC to the committee, you are assigned a date to defend your work. To get ready for the defense take into account the following guidelines:

- The date will be informed through the virtual platform and via e-mail to all of you.
- The defense will last approximately 40 minutes. Additionally, there will be 10 minutes available for the committee to ask you questions related to the TIC to finally assign the corresponding grade.
- The minimum grade you need to get to approve is 7 out of 10 points.
- You need to prepare a PowerPoint (or any other resource) with 20 slides that contain only the most relevant ideas.
- Be prepared well prepared for the defense. You have to demonstrate your knowledge and command of the subject and the language through a clear and precise presentation of the content.
- You will not be allowed just to read the information displayed in the supporting material.

Great!!! You have worked hard and you are ready to share the findings of the systematization of the pedagogical experiences gained through practicum during the EFL training program at UTPL.



Week 16

2.7. Defense of the Trabajo de Integración Curricular

According to Reglamento de Régimen Académico(2021), the students must approve and defend the Trabajo de Integración Curricular (TIC) as part of the EFL training program. That is why it has been stated at UTPL that once it has been approved by the committee, the defense on the TIC must be as part of the grade needed to approve Practicum 4.2.

Therefore, the last step in this process of the approval of the **Trabajo de Integración Curricular (TIC)**, you are asked to defend your work. The oral presentation must be held in English.

"There is nothing more beautiful than finding your course as you believe you bob aimlessly in the current. Wouldn't you know that your path was there all along, waiting for you to knock, waiting for you to become. This path does not belong to your parents, your teachers, your leaders, or your lovers. Your path is your character defining itself more and more everyday like a photograph coming into focus."

—Jodie Foster

Excellent work!

2.8. Graduation

Dear students,. How do you feel? Very happy and proud of yourselves you have successfully reach your goal. You have completed all the degree requirements, the secretary of the program will inform you via utpl email about the next steps and process for receiving the diploma.

Congratulations to all of you!



4. References

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5. Annexes

Anexo 1. Formato presentación TIC



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**FACULTAD DE CIENCIAS SOCIALES,
EDUCACIÓN Y HUMANIDADES**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

TRABAJO DE INTEGRACIÓN CURRICULAR

La responsabilidad social un modelo de gestión que aporta al
desarrollo sostenible

Autor: Benavides Alejandro, Jorge David

Director: Ordóñez Guamán, Mario Andrés, Mgtr.

LOJA - ECUADOR
2021

Aprobación del director del Trabajo de Integración Curricular

Loja, día, de mes, de año

Magíster.

Alba Vargas Saritama

Directora de Carrera

Ciudad.-

De mi consideración:

El presente Trabajo de Integración Curricular denominado: (nombre del trabajo) realizado por Nombres y Apellidos completos del autor (a) o autores (as), ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo. Así mismo, doy fe que dicho Trabajo de Integración Curricular ha sido revisado por la herramienta antiplagio institucional.

Particular que comunico para los fines pertinentes.

Atentamente,

Firma del Director del Trabajo de Integración Curricular

Nombres y Apellidos completos del Director del Trabajo de Integración Curricular

C.I.:

Declaración de autoría y cesión de derechos

“Yo, Nombres y Apellidos completos, declaro y acepto en forma expresa lo siguiente:

- Ser autor(a) del Trabajo de Titulación denominado: Nombre del trabajo, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, específicamente de los contenidos comprendidos en: Introducción, Capítulo 1. Marco teórico de la pobreza y las políticas públicas, Capítulo 2. Metodología de la investigación, Capítulo 3. Resultados y Discusión, Conclusiones y Recomendaciones, siendo nombres y apellidos completos, director (a) del presente trabajo; y, en tal virtud, eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones judiciales o administrativas, en relación a la propiedad intelectual. Además, ratifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.
- Que mi obra, producto de mis actividades académicas y de investigación, forma parte del patrimonio de la Universidad Técnica Particular de Loja, de conformidad con el artículo 20, literal j), de la Ley Orgánica de Educación Superior; y, artículo 91 del Estatuto Orgánico de la UTPL, que establece: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.
- Autorizo a la Universidad Técnica Particular de Loja para que pueda hacer uso de mi obra con fines netamente académicos, ya sea de forma impresa, digital y/o electrónica o por cualquier medio conocido o por conocerse, sirviendo el presente instrumento como la fe de mi completo consentimiento; y, para que sea ingresada al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública, en cumplimiento del artículo 144 de la Ley Orgánica de Educación Superior.

Firma:

Autor: Nombres y Apellidos completos

C.I.:

Dedication

[illegible]

Name

Acknowledgement

[illegible]

Name

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Abstract

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Keywords: orquídeas, Ecuador, ADN.

Resumen

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Palabras clave: orchids, Ecuador, ADN.

Introduction

Se presentará en un máximo de dos páginas y debe contener de forma resumida los siguientes puntos:

- Cómo dio respuesta al problema planteado,
- El alcance de los objetivos y su cumplimiento,
- Las facilidades u oportunidades, los inconvenientes o limitantes con los que se enfrentó en el desarrollo del trabajo,
- La metodología utilizada,
- Una breve explicación de los capítulos,
- La importancia que tiene la investigación para la institución, empresa o usuarios y la sociedad en general.

Chapter one

LITERATURE REVIEW

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XXXXXXX (Nivel 2: tema)

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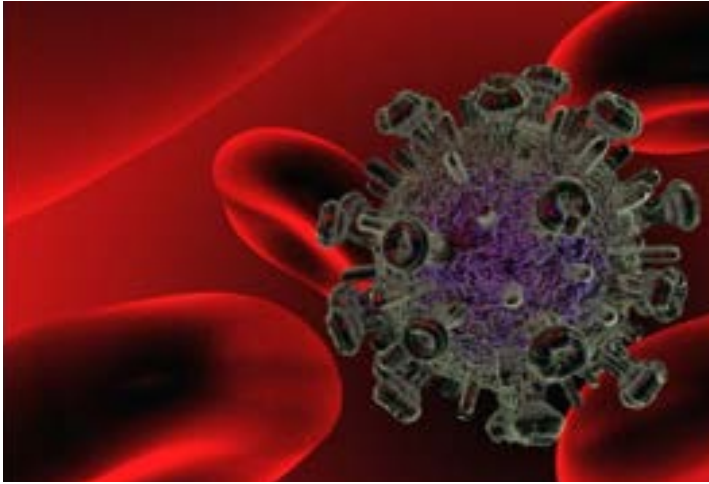
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Figure 1.
Image title.



Note. Adapted from Dr. M.A. Ansary / Photo Researchers, Inc., Science Source, Fitzpatrick's Color Atlas & Synopsis of Clinical Dermatology

Para figuras (ilustraciones, fotografías, gráficos de líneas o de barras, diagramas de flujo, dibujos, mapas, imágenes, e infografías), use Arial 10, en negrita el número de la figura, cursiva el nombre de la figura e interlineado doble en la Nota (ver ejemplo, p. 6).

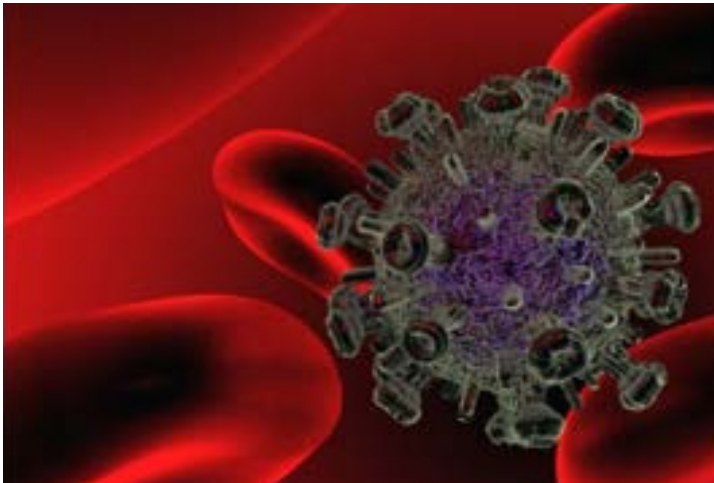
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Table 1.
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Type b	15	18	3	3
Type c	15	10	3	1
Type d	10	20	2	1
Total	50	63	10	9

Note. This table shows that children in the urban sector have greater access to the Internet.

Figure 2.
Image title.



Note. Adapted from Dr. M.A. Ansary / Photo Researchers, Inc., Science Source, Fitzpatrick’s Color Atlas & Synopsis of Clinical Dermatology

Para figuras (ilustraciones, fotografías, gráficos de líneas o de barras, diagramas de flujo, dibujos, mapas, imágenes, e infografías), use Arial 10, en

negrita el número de la figura, cursiva el nombre de la figura e interlineado doble en la Nota (ver ejemplo, p. 6).

Conclusions

Se redactan los puntos más sobresalientes, debilidades o fortalezas de la entidad, empresa, proyecto o investigación, observados o descubiertos durante la ejecución del trabajo de titulación, por cada conclusión se debe plantear una recomendación.

Recommendations

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Appendixes

Appendix 1: Student's questionnaire

Appendix 2: Teacher's interview

Appendix 3: Rubric