



NATIONAL UNIVERSITY OF LOJA

**AREA OF EDUCATION, ART AND
COMMUNICATION**

ENGLISH LANGUAGE CAREER

THESIS

**AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE
BASIC LEVEL OF THE ENGLISH LANGUAGE LEARNING AT “NATIONAL
UNIVERSITY OF LOJA – ENGLISH LANGUAGE CAREER”. ACADEMIC PERIOD
2010-2011**

**THESIS PREVIOUS TO OBTAIN THE
LICENTIATE'S DEGREE IN SCIENCES
OF EDUCATION, ENGLISH LANGUAGE
SPECIALIZATION**

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CERTIFICATION

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CERTIFIES:

Having revised and carried out the respective corrections of the present research work entitled: “AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE BASIC LEVEL OF THE ENGLISH LANGUAGE LEARNING AT “NATIONAL UNIVERSITY OF LOJA – ENGLISH LANGUAGE CAREER”. ACADEMIC PERIOD 2010-2011”, under the responsibility of the undergraduates: Marco Patricio Bustos Castillo and Leidy Adriana Vivanco Ríos, I authorize to continue with the legal procedures for its presentation and defense.

Loja, July 2011



Dr. Marcia Criollo V.
THESIS DIRECTOR

AUTHORSHIP

The whole criteria, analysis, ideas and concepts presented in this work, are of their authors' absolute responsibility. It can be used as bibliographic resource.

Leidy Vivanco Ríos

Marco Bustos Castillo

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Lastly, we offer our regards and blessings to all of those who supported us in any aspect during the completion of this thesis work.

DEDICATION

I dedicated this thesis to my God and Lord. To my mother Cecilia for all the things she taught me, for her support to finish this career. To my brother and sister, Dennis and Martha who motivated me to continue fighting to achieve my goals. To my aunt Dora for her generosity and her unconditional support. Finally to all my family and friends who in one way or another supported me in my student's life.

Marco Bustos Castillo

I want to dedicate this thesis to God, my family and all the people who have given me all their unconditional support to grow successfully both personal and professionally.

Leidy Vivanco Ríos

INDEX

Cover page.....	i
Certification.....	ii
Authorship.....	iii
Acknowledgment.....	iv
Dedication.....	v
Index.....	vi
Summary.....	vii
a. Theme.....	1
b. Introduction.....	2 - 4
c. Literature Review.....	5 - 11
d. Materials and methods.....	12 - 16
e. Results	
Questionnaire.....	17 - 41
Database	42 - 51
Software Design.....	52 - 63
f. Conclusions.....	64
g. Recommendations.....	65
h. Bibliographical References.....	66 - 67
i. Annexes.....	68
Installation Guide.....	69 - 71
Interviews.....	72 - 75

SUMMARY

This research work entitled **“AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE BASIC LEVEL OF THE ENGLISH LANGUAGE LEARNING”**, whose general objective was to determine whether educational software supports the learning of English Language with students of English Language Career was developed to know whether the implementation could help our career to improve the evaluation system.

The Method we used to develop this research was the “Software Development” method, which helped us to analyze the needs of the career and propose a change in the evaluation system to the applicants of the career.

The technique we used was the interview, which was applied to the students of first module; this interview helped us to support our idea of implementing a new evaluation system for the career.

After this analysis, we elaborated a software based on the contents in the twelve units in Touchstone 1 textbook. This software will test the applicants in a more effective, easily and complete way.

The usefulness of this software will let professors know what applicants have the basic knowledge in English and the ones who need to take a basic course to get the necessary knowledge to be successful during the career.

a. THEME

**“AN EDUCATIONAL SOFTWARE AS A SUPPORT
RESOURCE TO EVALUATE THE BASIC LEVEL OF THE
ENGLISH LANGUAGE LEARNING AT “NATIONAL
UNIVERSITY OF LOJA – ENGLISH LANGUAGE CAREER”.
ACADEMIC PERIOD 2010-2011”**

b. INTRODUCTION

This research work: **“AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE BASIC LEVEL OF THE ENGLISH LANGUAGE LEARNING”** is a very important tool created to help The English Language career to have a more efficient way to evaluate new applicants.

This work contains all the information about the contents needed to create this software and be able to apply it.

To start this research, we have stated a main problem: What is the influence of the educational software as a support resource to evaluate the basic level of the English language learning with students of English language career at “National University of Loja”. Academic Period 2010- 2011.

Then, according to this main problem we have stated these sub problems: What is the basic knowledge that the applicants of the “English Language Career” should have as a requisite to be successful in the English Language Learning; and how the implementation of an educational software supports the evaluation to the English Language knowledge of the applicants of the English Language Career at National University of Loja. Academic Period 2010-2011.

After defining these problems, we have determined the following main and specific objectives: To determine whether educational software supports the learning of English Language with students of English Language Career at “National University of Loja”. Academic Period 2010- 2011. As specific objectives we have: To know whether the applicants of the English Language Career have the basic knowledge to be successful in it; and to design and elaborate an educational software that evaluates easily and objectively the basic knowledge of the English Language Learning with the applicants of the career of the English Language Career at “National University of Loja”. Academic Period 2010 – 2011.

The method we have used to develop our work is the “Software Development” Method, to determine if a change in the evaluation system in our career could be useful to improve it; and then propose a new and updated way to evaluate applicants.

The interview was the technique used in order to know whether students think that a new way of evaluation would be more useful in the career; and it was applied to the students of the first module.

The present work includes the following parts:

The first part the summary, where the main aspects of our work are explained.

Then, the introduction, where we presented the work and explain every step in the research.

Literature Review, where the main topics about how to create this software are explained in a clear way.

Materials and Methods, where we describe what materials we used to develop our work and the methods and techniques used to support it.

Results - The test, where we show every step followed to create this educational software.

Finally, we have set up some conclusions about this educational software and recommendations to improve the evaluation system in the career.

c. LITERATURE REVIEW

EDUCATIONAL SOFTWARE¹

Educational software is a computer software whose primary purpose is teaching or self-learning. It is destined to the teaching and to an independent learning and also allows the development of certain cognitive abilities.

EDUCATIONAL EVALUATION

Educational evaluation² is the evaluation process of characterizing and appraising some aspect/s of an educational process.

COMPUTERIZED ADAPTIVE TESTING (CAT)³

It is a form of computer-based test that adapts to the examinee's ability level. For this reason, it has also been called *tailored testing*.

➤ ¹Macmillan Reference USA, Educational Software from Macmillan Science Library: Computer Sciences. <http://www.bookrags.com/research/educational-software-csci-03/> Copyright © 2001-2006 by, an imprint of the Gale Group.

²Wikipedia contributors, "Educational evaluation," http://en.wikipedia.org/w/index.php?title=Educational_evaluation&oldid=451171908 (accessed January 27, 2012).

³Wikipedia contributors, "Computerized adaptive testing (CAT)" http://en.wikipedia.org/w/index.php?title=Computerized_adaptive_testing&oldid=459740888 (accessed January 27, 2012).

TESTING METHODS

The methods to evaluate that we are going to use in our educational software are:

Choosing, Multiple choice and true/false test.

Choosing questions are used when there is only one correct answer.

Multiple choice

In a test that has items formatted as multiple choice questions, a candidate would be given a number of set answers for each question, and the candidate must choose which answer or group of answers is correct. There are two families of multiple choice questions. The first family is known as the True/False question and it requires a test taker to choose all answers that are appropriate. The second family is known as One-Best-Answer question and it requires a test taker to only one answer from a list of answers.

True or False⁴

A true-false item can be written in one of three forms: simple, complex, or compound. Answers can consist of only two choices (simple), more than two choices (complex), or two choices plus a conditional completion response (compound).

⁴Arizona State University and the Arizona Board of Regents. "True-False Test Items". <http://artswork.asu.edu/arts/teachers/assessment/forced2.htm> (Updated 6/21/2010)

Web Application⁵

A web application is an application that is accessed over a network such as the Internet or an intranet. The term may also mean a computer software application that is hosted in a browser-controlled environment (e.g. a Java applet) or coded in a browser-supported language (such as JavaScript, combined with a browser-rendered markup language like HTML) and reliant on a common web browser to render the application executable.

Web applications are popular due to the ubiquity of web browsers, and the convenience of using a web browser as a client, sometimes called a thin client. The ability to update and maintain web applications without distributing and installing software on potentially thousands of client computers is a key reason for their popularity, as is the inherent support for cross-platform compatibility. Common web applications include webmail, online retail sales, online auctions, wikis and many other functions.

.NET Technology⁶

Microsoft .NET or simply .NET, is considered by many to be the next step in the Internet revolution. The .NET concept dates back to 1999 when it was a part of a discussion of Next Generation Windows Services. Before the derivation of .NET, the

⁵Wikipedia contributors, "Web Application" http://en.wikipedia.org/w/index.php?title=Web_application&oldid=472719548 (accessed January 27, 2012).

⁶Paramasivam, Aruna and Gellman, Jeff. ".NET TECHNOLOGY". <http://www.liquidhub.com/docs/Horizons-dotNET.pdf>. 1999

acronym of choice by Microsoft was DNA – Distributed internet Architecture. While .NET is immersed in this notion, it has by far surpassed its initial conception. To fully exploit the potential of the Internet and the web-based applications it enables, a robust and easily integrated architecture is required. Microsoft has filled this void with the .NET vision. With successful promotion by Microsoft and widespread acceptance by companies, .NET has the potential to become the standard foundation for building powerful yet flexible Internet-centric applications.

The .NET initiative is based on an entirely new architecture in comparison to previous versions of Microsoft tools. It is intended to elevate the development environment to a new level of sophistication, capability and ease of use. .NET provides Internet users with a way of “programming the Web,” giving us a platform for the development of interoperable Web applications. In broad terms, then, .NET can be thought of as software that connects information, people, systems and devices.

A more practical way of

Explaining .NET Technology would be:

- It is a new environment for developing and running software applications
- It provides the framework for an Internet-centric industry standard that makes it possible to tie together
- applications, information and data sources using Web Services
- It enables software to become platform and device-independent.
- It employs many standard run-time services available to components written in a variety of programming
- languages

- It has inter-language and inter-machine operability.

Microsoft Visual C#⁷

Microsoft Visual C# is a programming environment used to create computer applications for the Microsoft Windows family of operating systems. It combines the C# language and the .NET Framework.

C# is the main programming language of the Microsoft .NET technology.

C# is an object-oriented language that enables programmers to develop applications. Microsoft built C# from the ground up with the .NET framework and Object Oriented Programming (OOP) in mind. However, C# expands OOP even beyond Visual C++ concepts. It is a strongly typed language in which everything is an object.

C# is a high-level language that hides much of the .NET framework details, while permitting access to system-level functions if the developer needs it. Because Microsoft created C# specifically for .NET, it inherently takes advantage of the .NET Framework features.

⁷National Instruments. "Microsoft's Latest Programming Language: Visual C#". <http://zone.ni.com/devzone/cda/tut/p/id/3645>. Sep. 6, 2006.

SQL (Structured Query Language)⁸.

SQL is short for Structured Query Language and is a widely used database language, providing means of data manipulation (store, retrieve, update, delete) and database creation.

The SQL language is usually considered to have three parts: DML or data manipulation language, DDL or data definition language, and DCL or data control language. DML consist of SELECT, UPDATE, INSERT, and DELETE statements. DDL is made up of CREATE and ALTER statements. And DCL is comprised of GRANT and REVOKE statements. In recent years DML, has been expanded to include the MERGE statement and DDL has had the APPEND statement added.

One of the most commonly-used of all SQL statements is SELECT. A SELECT is mode up of a FROM statement specifying the tables being accessed, a WHERE clause used to qualify what rows are returned, an ORDER BY that controls the order of the rows being returned, and a GROUP BY which group related rows together based on a column or columns. Not only is a SELECT probably the most common of all SQL statements, it is also probably the most challenging to code correctly

Microsoft SQL Server

Microsoft SQL Server is a database management system produced by Microsoft. It supports a dialect of SQL, the most common database language. It is commonly used

⁸GONZÁLEZ PÉREZ, Alfons. Sql Server: Programación Y Administración. ISBN 8478973281. México 1999

by governments and businesses for small to medium sized databases, and competes with other SQL databases for this market segment.

MS SQL Server uses a variant of SQL called T-SQL, or *Transact-SQL*, a superset of SQL-92 (The ISO standard for SQL, certified in 1992). T-SQL mainly adds additional syntax for use in stored procedures, and affects the syntax of transactions support. (Note that SQL standards require atomic, consistent, isolated, durable transactions.)

MS SQL Server and Sybase/ASE both communicate over networks using an application-level protocol called Tabular Data Stream (TDS). The TDS protocol has also been implemented by the Free TDS project in order to allow more kinds of client applications to communicate with MS SQL Server and Sybase databases. MS SQL Server also supports Open Database Connectivity (ODBC).

d. MATERIALS AND METHODS

Materials

Office material, books, copies, computer, printer, paper, folders and paper clips.

Network connection: Ethernet cable (UTP), 10/100 Fast Ethernet switch, Modular connector plug and punch down tool.

Methods

The best software design is one that describes a system that will include inventing, improving, selecting among alternative solutions, and then describing computer programs. For that reason we used a software methodology that describes a system that will meet all its requirements.

The procedures that we followed to design and develop this educational software were developed by six phases:

- **Phase 1**

 - Diagnostic**

- The step we followed was to make up an interview to the students of first module of the English Language Career at the National University of Loja about the new ways of evaluation that the career should implement to improve the evaluation system through an educational software to evaluate the basic level of the English language.

- Then, we did a deep analysis of each question to know the problems about the students' evaluations.
- Finally, we made the conclusion that the career need to be up-dated according to the new evaluation system, which was based on the interviews done to the students of the first module.

- **Phase 2**

- **Pre-elaboration/Design:**

- First of all, we looked for an efficient, fair, convenient and precise way to design the best model of testing.
- After, we did a deep analysis of the twelve units of the “Touchstone N° 1” textbook which includes basic contents that students should have learned already.
- The questions were about “*choosing*”, “*multiple choice*” and “*true/false*”.
- The questions were classified by units (twelve units).
- Then, we developed a data-base of 108 questions according to the “Touchstone N° 1” textbook.
- The correct answers for “*multiple choice*” items had 2 correct answers that worth 0,5 point.
- The correct answers for “*choosing*” and “*true or false*” items worth 1 point each one.
- The test was scored over 70 points (70 questions).

Phase 3:

Elaboration

- We had input the 108 questions in a excel page specifying the unit, question, option (multiple, true- false, choosing), option 1-2-3-4, answer 1-2-3-4, worth of each option, total worth of the question.
- For the development of educational software we used the development environment Visual Studio.Net in which we created a new website project also called ASP.net web application.
- Then, we proceed to create new pages in which we designed the user interface in which once completed allowed the interaction between a person and the program.
- After this phase, we created tables with the database created the ones that represent the stored information, here we used SQL Server.
- After defining the user interface and database, we encoded the inner workings of the application using a programming language that in our case is C#, it allowed us to manipulate and display information stored within the database.
- Finally, this educational software was hosted in a website where we can access using any operating system (OS) such as Microsoft Windows, Mac OS X, and GNU/Linux , and in which all computers need to be networked.

- **Phase 4:**

 - Training course**

 - On July 13th we gave the training course to the all professors of the career.
 - The tester (Administrator) is the only one person allowed to have the total control of the educational software.
 - The tester (Administrator) had to register all the tested applicants in the educational software the day before the test, adding the first name, last name, personal ID, birth date and email.
 - The tester or Administrator had to choose and add the applicants already registered to take the test (manage exam).
 - The Administrator was able to see and print the test that applicants made.
 - This educational software was enabled and showed to students and they could access to the educational software only in the moment of developing the test. (The software evaluated all the units).

- **Phase 5**

 - Execution**

 - In the day of the test, the tester explained the instructions for the test to the students. (How it works and the time they had to develop the test) (1 hour)
 - To access to the educational software, all the students had to type their ID numbers and the test code (ABC12)

- The software generated 70 questions from the data-base of 108 questions in a random way for each applicant.
- The program graded the test for each applicant.
- The software kept a copy of the applicants test.
- The applicants were able to know their test score login in again in the Applicants interface.
- The teacher handed out the results (scores) of the test through a certificate, the one that was signed by the coordinator of the career and the test supervisor.

- **Phase 6**

- Classification**

- After we checked the test results, we proceed to analyze and classify the applicants according to the scores.
- The students who got less than 7 of the score, had to take a leveling course.

e. RESULTS

After we have analyzed the interviews we concluded that the career needs to be updated about the new evaluation systems. For that reason, we considered to propose this educational software as an alternative way to evaluate students' knowledge.

QUESTIONNAIRE DATABASE USED TO TEST KNOWLEDGE OF THE APPLICANTS OF THE ENGLISH LANGUAGE CAREER OF THE NATIONAL UNIVERSITY OF LOJA.

TEXTBOOK: "Touchstone N°1"

UNIT 1 (Verb to be- Present Simple Tense)

1. Which of these greetings are used to say hello? (1 point)

0,5 pt How are you?

See you later

Good night

0,5 pt Good evening

2. Choose the correct answers.(1 point)

Which of these sentences are well used?

0,5 pt In my opinion she is one of the most successful person in this city.

My teacher congratulated me yesterday. He told me that I are the best student in his class.

I think it is a beautiful and friendly woman. I'd like to meet her better.

0,5 pt Yesterday we were really scared after watching the horror movie on the TV.

3. Tick the correct answer (1 point)

Where is your Mother from?

- 1 pt She's from Portugal
 It's from Portugal

4. Choose the best answer to this question. (1 point)

What's your teacher's name?

- 1 pt It's Mr. Williams
 It's yoyo3@cup.org
 It's Smith
 Silvia

5. Tick the correct answers. (1 point)

Which of these names are not a last names?

- 0,5 pt David
 López
 Hanson
0,5 pt Kitty

6. Choose true or false. (1 point)

- 1 pt Is *I am* more common than I'm?

T	F
	x

7. Choose the correct answer. (1 point)

We're not in different classes. ____ in the same class.

- We
1 pt We're
 We're not
 We do

8. Complete the question. Use the correct word. (1 point)

How do you _____ Gómez?

- 1 pt spell
 is
 are
 speak

9. Complete the sentence. Use the correct word. (1 point)

My e-mail _____ is jackreo@cuo.org

- number
 name
1 pt address
 nickname

UNIT 2 (Verb to be- Present Simple Tense)

10. Choose the best answer. (1 point)

Is Lisa sick today?

- Yes, it is in the hospital
 No, they aren't. They are playing on the grass
1 pt Yes, she is. She's at home
 No, you aren't. It's fine

11. Which of these school items have the correct article? (1 point)

- 0,5 pt A pencil
 A eraser
 An notebook
0,5 pt A Dictionary

12. Complete with the correct answer. Tick the correct endings for the sentence. (1 point)

They are not my...

- 0,5 pt sunglasses
- pen
- MP3 player
- 0,5 pt Children

13. Choose the best preposition to finish the sentence. (1 point)

Yesterday I bought some bags and I put them...

- in the table
- at the table
- 1 pt on the table
- above the table

14. Tick the correct questions. (1 point)

- Where Mario´s homework?
- 0,5 pt Where are the teacher´s sunglasses?
- Where´s is my pencil?
- 0,5 pt Where´s the teacher´s coat?

15. Choose true or false. (1 point)

- 1 pt All these nouns are only plural: jeans, bag, glasses, watch.

T	F
	x

16. Complete with the correct word. (1 point)

_____this?

- What
- 1 pt What´s

- Is
- It's

17. Complete with the correct word. (1 point)

_____ your scissors?

- Are
- 1 pt Are these
- Is this
- Is

18. Choose the correct answer. (1 point)

A: What's on the wall?

B: _____.

- Some chairs
- A desk
- An armchair
- 1 pt A board

UNIT 3 (Possessives and information questions)

19. Choose the correct possessive adjective. (1 point)

The William sisters are tennis players. ____ matches are always great.

- Her
- Our
- 1 pt Their
- His

20. Choose the sentences on the following dialogue which have the correct possessive adjective. (1 point)

- A: What's *you're* favorite show?
- 0,5 pt B: *My* favorite show? "Friends"
- A: Yeah. It's *her* favorite show too.
- 0,5 pt In *our* family, we're all "Friends" fans.

21. Choose the best answer. (1 point)

Where's your grandmother from?

- She's of United States
- She's at Canada
- 1 pt She's from Peru
- She's in Australia

22. Choose the correct use of "really". (1 point)

Really is used to...

- show disagreement
- emphasize an idea
- make your phrase softer
- 1 pt express you're interested or surprised

23. Which of these words is not an adjective? (1 point)

- Nice
- Friendly
- Lovely
- 1 pt Jealousy

24. Choose true or false. (1 point)

- 1 pt Do the words **isn't** and **aren't** often are follow by nouns?

T	F
x	

25. Choose the correct option to complete the answer. (1 point)

A: Is your new job hard?

B: No_____.

- he's
- isn't
- 1 pt it's not
- is not

26. Choose the correct option to complete the conversation. (1 point)

A: _____ are you?

B: I'm seventeen.

- How
- 1 pt How old
- Who
- What

27. Complete the conversation. Choose the correct answer. (1 point)

A: My classmate's name is Sandra. She's a singer.

B: _____Really? Is she famous?

- Your friend?
- 1 pt A singer?
- Your teacher?
- Famous?

UNIT 4 (Simple present statements)

28. Choose the correct way to fill the blank space. (1 point)

My brother _____ in the morning

- don't wash his teeth
- not get up early

1 pt does not have breakfast

do not listen music

29. Complete the question with the correct word. (1 point)

_____ she eat a lot of snacks everyday?

Do

Is

Has

1 pt Does

30. Use the right time expressions. (1 point)

We use *on* to write time expressions like *on...*

0,5 pt Monday

the class

0,5 pt the weekend

night

31. Use of *well* (two answers) (1 point)

We use *well* to...

emphasize our idea

0,5 pt to think before giving an answer

0,5 pt to give further information

to show politeness

32. Which of these expressions does not express a habit? (1 point)

Christine drinks about 16 cans of soda a week

Gustavo eats dinner at home four times a week

An average teenager watches TV 20 hours a week

1 pt I will take a work next week

33. Choose true or false. (1 point)

1 pt *Do not* and *does not* are more common than *don't* and *doesn't*.

T	F
	x

34. Complete the sentence choosing the correct word. (1 point)

On Wednesdays, I _____ tennis lessons.

- go
- 1 pt take
- do
- make

35. Complete the conversation. Choose the correct answer. (1 point)

A: So, do you exercise a lot?

B: _____

- Do you take a walk everyday?
- Do you play on a team?
- Well, I go out with friends.
- 1 pt Well, not every day.

36. Complete the conversation. Choose the correct answer. (1 point)

A: Do you have brothers and sisters?

B: _____.

- Well, not really.
- Really? I have two sisters.
- 1 pt Yes, I do. I have two sisters.
- Really? So do I.

UNIT 5 (Simple present information questions, frequency adverbs)

37. Choose the sentence that has a similar meaning. (1 point)

My sister plays soccer every day after school.

- She hardly ever plays soccer
1 pt She often plays soccer

38. Which of these words is not frequency adverb? (1 point)

- Always
 Never
1 pt Really
 Hardly ever

39. Which of these expressions show dislikes? (two answers) (1 point)

- I love
0,5 pt I can't stand
 I like
0,5 pt I hate

40. When do you use *I mean*? (two answers) (1 point)

- 0,5 pt To repeat your ideas
 To make your idea stronger
 To make your idea softer
0,5 pt To say more about something

41. Choose the best linking word for your ideas. (1 point)

I like movies, _____ I don't like cartoons

- 1 pt but
 and

42. Choose true or false. (1 point)

1 pt The phrase “**How often?**” is used to ask for time expressions.

T	F
x	

43. Choose the correct answer. (1 point)

My friend and I _____ TV shows in English.

- 1 pt always watch
 watch always
 always watches
 watches always

44. Choose the correct answer. (1 point)

A: Does your brother watch cartoons after school?

B: Yes, he _____ watches cartoons after school.

- 1 pt always
 never
 hardly ever
 every day

45. Choose the correct answer. (1 point)

He always watches _____. His favorite actors are in them.

- 1 pt soap operas
 the news
 cartoons
 sports

UNIT 6 (There´s/there are- Me too/me neither- Right/I know)

46. Choose the correct options. (1 point)

In my city there is a...

- 0,5 pt small park
- new restaurants
- 0,5 pt couple of movie theaters
- big pools

47. Choose the correct way to tell the time. (1 point)

It's twelve a.m.

- It's noon
- 1 pt It's midnight

48. Choose the correct way to tell the time. (1 point)

It's four fifteen

- 1 pt It's quarter after four
- It's fifteen to four

49. Complete the correct sentences. (1 point)

We use *Right* and *I know* to...

- negate something
- 0,5 pt show you agree with someone
- 0,5 pt show that you're listening
- show you disagree with someone

50. Which of these words describe places? (1 point)

- 0,5 pt expensive
- kind
- 0,5 pt comfortable
- Strong

T	F
x	

51. Choose true or false. (1 point)

1 pt The phrase “*Let’s*” is used for giving suggestions.

52. Choose the correct answer. (1 point)

A: What time does the _____ supermarket close?

B: The supermarket around here closes at 9:00 p.m.

noisy

1 pt local

fast-food

delicious

53. Complete the conversation. Choose the correct answer. (1 point)

A: I’m hungry

B: _____. Let’s go to a restaurant.

1 pt Me too

Me neither

Really? I’m not

So do I

54. Complete the conversation. Choose the correct answer. (1 point)

A: I don’t like the stores in this neighborhood.

B: Me neither. _____.

Right

1 pt They’re too expensive

I just love this neighborhood

They are very clean

UNIT 7 (Present continuous)

55. Which of these statements are correct? (1 point)

0,5 pt I’m calling from home

- It's rain and it's cold, so we'll stay at home
- 0,5 pt I hope you're not working because I need your help
- The girl is sung a very nice song

56. Complete the blank space of the statement with the correct tense of the verb. (1 point)

The children in the school _____ soccer at the moment.

- play
- were playing
- 1 pt are playing
- played

57. What is the correct answer to this question? (1 point)

Are your parents at home?

- Yes, they do
- No, they don't
- 1 pt No, they are not
- Yes, they were

58. Which of these words is not used with *that's*?(1 point)

- too bad
- wonderful
- 1 pt liar
- cool

59. Which of these phrases is not an imperative for advice? (1 point)

- Make new friends
- Don't be shy
- 1 pt Wonderful

T	F
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Find a fun teacher

	X
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60. Choose true or false. (1 point)

1 pt The top expressions for bad news are: *great/nice/cool*.

61. Choose the correct answer. (1 point)

Anita ___ tennis.

- 1 pt not playing
 is playing
 playing
 are playing

62. Choose the correct answer. (1 point)

Let's go to the park. It's nice and ___ today.

- 1 pt sunny
 cold
 snowing
 rainy

63. Choose the correct answer. (1 point)

My father ___ running in the park every morning.

- 1 pt does
 goes
 plays
 were

**UNIT 8 (Like/want/need/have to with other verbs- how much?-expressions
Um/let's see)**

64. Complete the sentence with the phrases that better fit. (two answers) (1 point)

I like to/I don't like to...

- romantic music.
- 0,5 pt write poetry
- 0,5 pt study foreign languages
- cooking

65. Which of these items you cannot wear? (1 point)

- A belt
- A coat and boots
- A purse
- 1 pt A mobile phone

66. Complete the question. (1 point)

How much is this/that...

- gloves?
- 1 pt scarf?
- sunglasses?
- shoes?

67. Choose the correct answers. (1 point)

The expression *Oh* is used when you are....

- taking time to think
- 1 pt surprised, happy or angry
- changing opinions
- strength and emphasize you points of view

68. The expression *Uh-huh* means... (two answers) (1 point)

- 0,5 pt "Yes"
- 0,5 pt "That's right"
- "I'm not listening"
- "I don't understand"

69. Choose true or false. (1 point)

1 pt Do people say “*How much does it cost?*” and “*How much do they cost?*” to talk about prices in general?

T	F
X	

70. Choose the correct answer. (1 point)

A: Does Linda like to wear designer clothes?

B: Yes, she ____.

- 1 pt does
 likes
 wears
 is

71. Choose the correct answer. (1 point)

___ your brother like to wear suits?

- What does
1 pt Does
 Do
 Have

72. Choose the correct answer. (1 point)

William goes to the beach once a week. He needs to buy ____.

- boots
 a scarf
1 pt sunglasses
 a helmet

UNIT 9 (Use of can- like in different ways)

73. Which of these sentences make sense? (two answers) (1 point)

- My brother can fly under the sea.
0,5 pt The pets can't play baseball.
0,5 pt I can't sing rock music.
 My professors can't dance English really well.

74. Tick the questions which are well organized. (1 point)

- Can fly a bird?
- Can't swim your brother?
- 0,5 pt Can your classmates do the math homework?
- 0,5 pt Can you call tomorrow?

75. Tick the words which are not nationalities. (1 point)

- Mexican
- 0,5 pt Ireland
- 0,5 pt Spain
- Japanese

76. The word *like* is used to... (two answers) (1 point)

- express feelings
- express opinions
- 0,5 pt give examples
- 0,5 pt compare something

77. In which of these statements the word *like* is used incorrectly? (1 point)

- I like Brazilian food
- 1 pt I can't write like well like you do
- What's Thailand like?
- Sprinkles are like sugar

78. Choose true or false. (1 point)

- 1 pt The word "*you*" often mean "*only one person*".

T	F
	x

79. Choose the correct answer. (1 point)

A: Can we go to a show?

B: Yes, we ____.

- go
- 1 pt can
- do
- show

80. Choose the correct answer. (1 point)

What do you ____ in the evening?

- 1 pt like to do
- can do
- need to
- was doing

81. Choose the correct answer. (1 point)

My brother studies French. He wants to go to ____.

- Peru
- Puerto Rico
- 1 pt France
- Cuba

UNIT 10 (Simple past- regular and irregular verbs)

82. Complete the sentence with the correct tense of the verb. (1 point)

Josh _____ to music last night

- has been listening
- had listened
- 1 pt listened
- had been listening

83. Which of these verbs in past tense have the /id/ sound? (1 point)

- 0,5 pt rented
 played
 watched
0,5 pt chatted

84. Complete the sentence with the correct word. (1 point)

“I didn’t buy a sweater, but I _____ some CDs”

- buyed
 buying
1 pt bought
 buy

85. Which of these verbs is a regular verb? (1 point)

- Cut
 Sell
 Sing
1 pt Jump

86. Tick the expressions which are not referred to the past. (1 point)

- Yesterday
 Last week
1 pt After tomorrow
 Last night

87. Choose true or false. (1 point)

- 1 pt Do people use the *simple present* and *simple past* more often than any other tense?

T	F
x	

88. Choose the correct answer. (1 point)

___ a phone call this morning?

- 1 pt
- Did you
 - Did you make
 - What did you make
 - Where can

89. Choose the correct answer. (1 point)

I bought a new DVD player ___.

- 1 pt
- one week
 - last week
 - in a week
 - tomorrow

90. Choose the correct answer. (1 point)

Last night I ___ Italian food.

- 1 pt
- listened
 - cooked
 - Invited
 - killed

UNIT 11 (Past of be)

91. Complete the blank space. (1 point)

You _____ so nervous yesterday that I didn't want to ask you about your test.

- 1 pt
- are
 - was
 - were
 - weren't

92. Complete the blank space using the correct tense. (1 point)

_____ the teachers in a meeting yesterday?

- Are
- Do
- Wasn't

1 pt Were

93. Complete the blank space. (1 point)

_____ did you go with?

- Where
- Who
- When

1 pt How long

94. Complete the blank space using the correct tense. (1 point)

I went hiking with a friend in Peru, and we _____

- 1 pt got lost
- were lost
 - are lost
 - get lost

95. Tick the correct sentences using the correct punctuation marks. (1 point)

- Sammy said Alexa, this is my cousin Josh.
- 0,5 pt I said, "No, I'm not"
- 0,5 pt A guy asked, "Is this seat free?"
- You are mad! "I exclaimed"

96. Choose true or false. (1 point)

1 pt The word "**Anyway**" is used to change the topic of a conversation or to end a conversation.

T	F
X	

97. Choose the correct answer. (1 point)

We had a terrible time. It ___ awful.

- wasn't
 were
1 pt was
 does

98. Choose the correct answer. (1 point)

A: What was the weather like?

B: ___

- Yes, we did.
1 pt It was rainy.
 We didn't like it.
 Is so badly

99. Choose the correct answer. (1 point)

After they ____, my sister and her husband went on their honeymoon in Hawaii.

- got lost
 got along
1 pt got married
 got around

UNIT 12 (Many/much- countable/uncountable nouns)

100. Which foods are not countable nouns? (1 point)

- 0,5 pt Butter
 Onion
 Salmon
0,5 pt Coffee

101. Tick the correct answer to this question. (1 point)

Would you like to go out?

- No, I don't like
- Yes, I do
- Yes, I would like stay home
- 1 pt No, I'd like to stay home

102. When is *some* commonly used? (1 point)

- In negative sentences.
- 0,5 pt In questions that are offers or requests.
- In questions that ask for further information.
- 0,5 pt With both *countable* and *uncountable nouns*.

103. Choose the correct answer. (1 point)

Why do we use *Or* at the end of yes-no questions?

- To make the phrase stronger.
- 1 pt To make the question less direct.
- To get more information.
- To think of possible answers.

104. Choose the correct answer. *Or something/Or anything?* (1 point)

What do you want for lunch? I'd just like a snack_____.

- Or anything
- 1 pt Or something

105. Choose true or false. (1 point)

- 1 pt *Some* is common in questions that are offers or requests.

T	F
x	

106. Choose the correct answer. (1 point)

We don't have ____ ice cream.

many

1 pt any

some

few

107. Complete the question. Choose the correct answer. (1 point)

A: Let's eat out tonight.

B: OK. ____ you like to go?

1 pt Where would

Would

What would

When

108. Choose the correct answer. (1 point)

At lunch, I ate ____ pasta.

much

1 pt a lot of

many

some

DATABASE FOR THE SOFTWARE

This is the model of the database created in EXCEL, which is essential in the elaboration of this Educational Software.

UNIT	QUESTION	M. OPT	OPT 1	OPT 2	OPT 3	OPT 4	ANS 1	ANS 2	ANS 3	ANS 4	QUEST. W	TOTAL W
1	1. Choose the correct answers. Which of these greeting are used to say hello?	YES	How are you?	See you later	Good night	Good evening	1	0	0	1	0.5	1
1	2. Choose the correct answers. Which of these sentences are well used?	YES	In my opinion she is one of the most successful person in this city.	My teacher congratulated me yesterday. He told me that I are the best student in his class.	I think it is a beautiful and friendly woman. I'd like to meet her better.	Yesterday we were really scared after watching the horror movie on the TV.	1	0	0	1	0.5	1
1	3. Tick the correct answer. Where is your Mother from?	NO	No. She isn't	Yes, I am	She's from Portugal	It's from Portugal	0	0	1	0	1	1
1	4. Choose the best answer to this question. What's your teacher's name?	NO	It's Mr. Williams	It's yoyo3@cup.org	It's Smith	Silvia	1	0	0	0	1	1
1	5. Tick the correct answers. Which of these names are not a last names?	YES	David	López	Hanson	Kitty	1	0	0	1	0.5	1
1	6. Choose true or false. Is I am more common than I'm?	NO	True	False			0	1			1	1
1	7. Choose the correct answer. We're not in different classes. ___ in the same class.	NO	We	We're	We're not	We do	0	1	0	0	1	1
1	8. Complete the question. Use the correct word. How do you ___ Gómez?	NO	spell	is	are	speak	1	0	0	0	1	1
1	9. Complete the question. Use the correct word. My e-mail ___ is jackreo@cuo.org	NO	number	name	address	nickname	0	0	1	0	1	1
2	10. Choose the best answer. Is Lisa sick today?	NO	Yes, it is in the hospital	No, they aren't. They are	Yes, she is. She's at home	No, you aren't. It's fine	0	0	1	0	1	1

				playing on the grass								
2	11. Which of these school items have the correct article?	YES	A pencil	A eraser	An notebook	A Dictionary	1	0	0	1	0.5	1
2	12. Complete with the correct answer. Tick the correct endings for the sentence. They are not my...	YES	sunglasses	pen	MP3 player	Children	1	0	0	1	0.5	1
2	13. Choose the best preposition to finish the sentence. Yesterday I bought some bags and I put them...	NO	in the table	at the table	on the table	above the table	0	0	1	0	1	1
2	14. Tick the correct questions.	YES	Where Mario's homework?	Where are the teacher's sunglasses?	Where's is my pencil?	Where's the teacher's coat?	0	1	0	1	0.5	1
2	15. Choose true or false. All these nouns are only plural: jeans, bag, glasses, watch.	NO	True	False			0	1			1	1
2	16. Complete with the correct word. _____ this?	NO	What	What's	Is	It's	0	1	0	0	1	1
2	17. Complete with the correct word. _____ your scissors?	NO	Are	Are these	Is this	Is	0	1	0	0	1	1
2	18. Choose the correct answer. A: What's on the wall? B: _____	NO	Some chairs	A desk	An armchair	A board	0	0	0	1	1	1
3	19. Choose the correct possessive adjective. The William sisters are tennis players. ____ matches are always great.	NO	Her	Our	Their	His	0	0	1	0	1	1
3	20. Choose the sentences on the following dialogue which have the correct possessive adjective.	YES	A: What's <i>you're</i> favorite show?	B: <i>My</i> favorite show? "Friends"	A: Yeah. It's <i>her</i> favorite show too.	In <i>our</i> family, we're all "Friends" fans.	0	1	0	1	0.5	1
3	21. Choose the best answer. Where's your grandmother from?	NO	She's of United States	She's at Canada	She's from Peru	She's in Australia	0	0	1	0	1	1

3	22. Choose the correct use of "really". Really is used to...	NO	show disagreement	emphasize an idea	make your phrase softer	express you're interested or surprised	0	0	0	1	1	1
3	23. Which of these words is not an adjective?	NO	Nice	Friendly	Lovely	Jealousy	0	0	0	1	1	1
3	24. Choose true or false. Do the words isn't and aren't often are follow by nouns?	NO	True	False			1	0			1	1
3	25. Choose the correct option to complete the answer. A: Is your new job hard? B: No_____	NO	he's	isn't	it's not	is not	0	0	1	0	1	1
3	26. Choose the correct option to complete the conversation. A: _____ are you? B: I'm seventeen.	NO	How	How old	Who	What	0	1	0	0	1	1
3	27. Complete the conversation. Choose the correct answer. A: My classmate's name is Sandra. She's a singer. B: _____ Really? Is she famous?	NO	Your friend?	A singer?	Your teacher?	Famous?	0	1	0	0	1	1
4	28. Choose the correct way to fill the blank space. My brother _____ in the morning	NO	don't wash his teeth	not get up early	does not have breakfast	do not listen music	0	0	1	0	1	1
4	29. Complete the question with the correct word. _____ she eat a lot of snacks everyday?	NO	Do	Is	Has	Does	0	0	0	1	1	1
4	30. Use the right time expressions. We use <i>on</i> to write time expressions like <i>on</i> ...	YES	Monday	the class	the weekend	night	1	0	1	0	0.5	1
4	31. Use of well (two answers) We use <i>well</i> to...	YES	emphasize our idea	to think before giving an answer	to give further information	to show politeness	0	1	1	0	0.5	1
4	32. Which of these expressions does not express a habit?	NO	Christine drinks about 16 cans of soda a week	Gustavo eats dinner at home four times a week	An average teenager watches TV 20 hours a week	I will take a work next week	0	0	0	1	1	1

4	33. Choose true or false. Do not and does not are more common than don't and doesn't.	NO	True	False			0	1			1	1
4	34. Complete the sentence choosing the correct word. On Wednesdays, I _____ tennis lessons.	NO	go	take	do	make	0	1	0	0	1	1
4	35. Complete the conversation. Choose the correct answer. A: So, do you exercise a lot? B: _____	NO	Do you take a walk everyday?	Do you play on a team?	Well, I go out with friends.	Well, not every day.	0	0	0	1	1	1
4	36. Complete the conversation. Choose the correct answer. A: Do you have brothers and sisters? B: _____	NO	Well, not really.	Really? I have two sisters.	Yes, I do. I have two sisters.	Really? So do I.	0	0	1	0	1	1
5	37. Choose the sentence that has a similar meaning. My sister plays soccer every day after school.	NO	She hardly ever plays soccer	She often plays soccer			0	1			1	1
5	38. Which of these words is not frequency adverb?	NO	Always	Never	Really	Hardly ever	0	0	1	0	1	1
5	39. Which of these expressions show dislikes? (two answers)	YES	I love	I can't stand	I like	I hate	0	1	0	1	0.5	1
5	40. When do you use I mean? (two answers)	YES	To repeat your ideas	To make your idea stronger	To make your idea softer	To say more about something	1	0	0	1	0.5	1
5	41. Choose the best linking word for your ideas. I like movies, _____ I don't like cartoons	NO	but	and			1	0			1	1
5	42. Choose true or false. The phrase "How often?" is used to ask for time expressions.	NO	True	False			1	0			1	1

5	43. Choose the correct answer. My friend and I _____TV shows in English.	NO	always watch	watch always	always watches	watches always	1	0	0	0	1	1
5	44. Choose the correct answer. A: Does your brother watch cartoons after school? B: Yes, he _____ watches cartoons after school.	NO	always	never	hardly ever	every day	1	0	0	0	1	1
5	45. Choose the correct answer. He always watches_____. His favorite actors are in them.	NO	soap operas	the news	cartoons	sports	1	0	0	0	1	1
6	46. Choose the correct options. In my city there is a...	YES	small park	new restaurants	couple of movie theaters	big pools	1	0	1	0	0.5	1
6	47. Choose the correct way to tell the time. It's twelve a.m.	NO	It's noon	It's midnight			0	1			1	1
I	48. Choose the correct way to tell the time. It's four fifteen	NO	It's quarter after four	It's fifteen to four			1	0			1	1
6	49. Complete the correct sentences. We use <i>Right</i> and <i>I know</i> to...	YES	negate something	show you agree with someone	show that you're listening	show you disagree with someone	0	1	1	0	0.5	1
6	50. Which of these words describe places?	YES	expensive	kind	comfortable	Strong	1	0	1	0	0.5	1
6	51. Choose true or false. The phrase " <i>Let's</i> " is used for giving suggestions.	NO	True	False			1	0			1	1
6	52. Choose the correct answer. A: What time does the _____ supermarket close? B: The supermarket around here closes at 9:00 p.m.	NO	noisy	local	fast-food	delicious	0	1	0	0	1	1
6	53. Complete the conversation. Choose the correct answer. A: I'm _____ hungry B: _____. Let's go to a restaurant.	NO	Me too	Me neither	Really? I'm not	So do I	1	0	0	0	1	1

6	54. Complete the conversation. Choose the correct answer. A: I don't like the stores in this neighborhood. B: Me neither. _____.	NO	Right	They're too expensive	I just love this neighborhood	They are very clean	0	1	0	0	1	1
7	55. Which of these statements are correct?	YES	I'm calling from home	It's rain and it's cold, so we'll stay at home	I hope you're not working because I need your help	The girl is sung a very nice song	1	0	1	0	0.5	1
7	56. Complete the blank space of the statement with the correct tense of the verb. The children in the school _____ soccer at the moment.	NO	play	were playing	are playing	played	0	0	1	0	1	1
7	57. What is the correct answer to this question? Are your parents at home?	NO	Yes, they do	No, they don't do	No, they are not	Yes, they were	0	0	1	0	1	1
7	58. Which of these words is not used with "that's"?	NO	too bad	wonderful	liar	cool	0	0	1	0	1	1
7	59. Which of these phrases is not an imperative for advice?	NO	Make new friends	Don't be shy	Wonderful	Find a fun teacher	0	0	1	0	1	1
7	60. Choose true or false. The top expressions for bad news are: great/nice/cool.	NO	True	False			0	1			1	1
7	61. Choose the correct answer. Anita ___ tennis.	NO	not playing	is playing	playing	are playing	0	1	0	0	1	1
7	62. Choose the correct answer. Let's go to the park. It's nice and ___ today.	NO	sunny	cold	snowing	rainy	1	0	0	0	1	1
7	63. Choose the correct answer. My father ___ running in the park every morning.	NO	does	goes	plays	were	0	1	0	0	1	1
8	64. Complete the sentence with the phrases that better fit.(two answers) I like to / I don't like to...	YES	romantic music.	write poetry	study foreign languages	cooking	0	1	1	0	0.5	1
8	65. Which of these items you cannot wear?	NO	A belt	A coat and boots	A purse	A mobile phone	0	0	0	1	1	1

8	66. Complete the question. How much is this/that...	NO	gloves?	scarf?	sunglasses?	shoes?	0	1	0	0	1	1
8	67. Choose the correct answers. The expression <i>Oh</i> is used when you are....	NO	taking time to think	surprised, happy or angry	changing opinions	strength and emphasize you points of view	0	1	0	0	1	1
8	68. The expression Uh-huh means... (two answers)	YES	“Yes”	“That’s right”	“I’m not listening”	“I don’t understand”	1	1	0	0	0.5	1
8	69. Choose true or false. Do people say “How much does it cost?” and “How much do they cost?” to talk about prices in general?	NO	True	False			1	0			1	1
8	70. Choose the correct answer. A: Does Linda like to wear designer clothes? B: Yes, she___.	NO	does	likes	wears	is	1	0	0	0	1	1
8	71. Choose the correct answer. ___ your brother like to wear suits?	NO	What does	Does	Do	Have	0	1	0	0	1	1
8	72. Choose the correct answer. William goes to the beach once a week. He needs to buy ___.	NO	boots	a scarf	sunglasses	a helmet	0	0	1	0	1	1
9	73. Which of these sentences make sense? (two answers)	YES	My brother can fly under the sea.	The pets can’t play baseball.	I can’t sing rock music.	My professors can’t dance English really well.	0	1	1	0	0.5	1
9	74. Tick the questions which are well organized.	YES	Can fly a bird?	Can’t swim your brother?	Can your classmates do the math homework?	Can you call tomorrow?	0	0	1	1	0.5	1
9	75. Tick the words which are not nationalities.	YES	Mexican	Ireland	Spain	Japanese	0	1	1	0	0.5	1
9	76. The word like is used to... (two answers)	YES	express feelings	express opinions	give examples	compare something	0	0	1	1	0.5	1
9	77. In which of these statements the word "like" is used incorrectly?	NO	I like Brazilian food	I can’t write like well like you do	What’s Thailand like?	Sprinkles are like sugar	0	1	0	0	1	1
9	78. Choose true or false. The word “you” often mean “only	NO	True	False			0	1			1	1

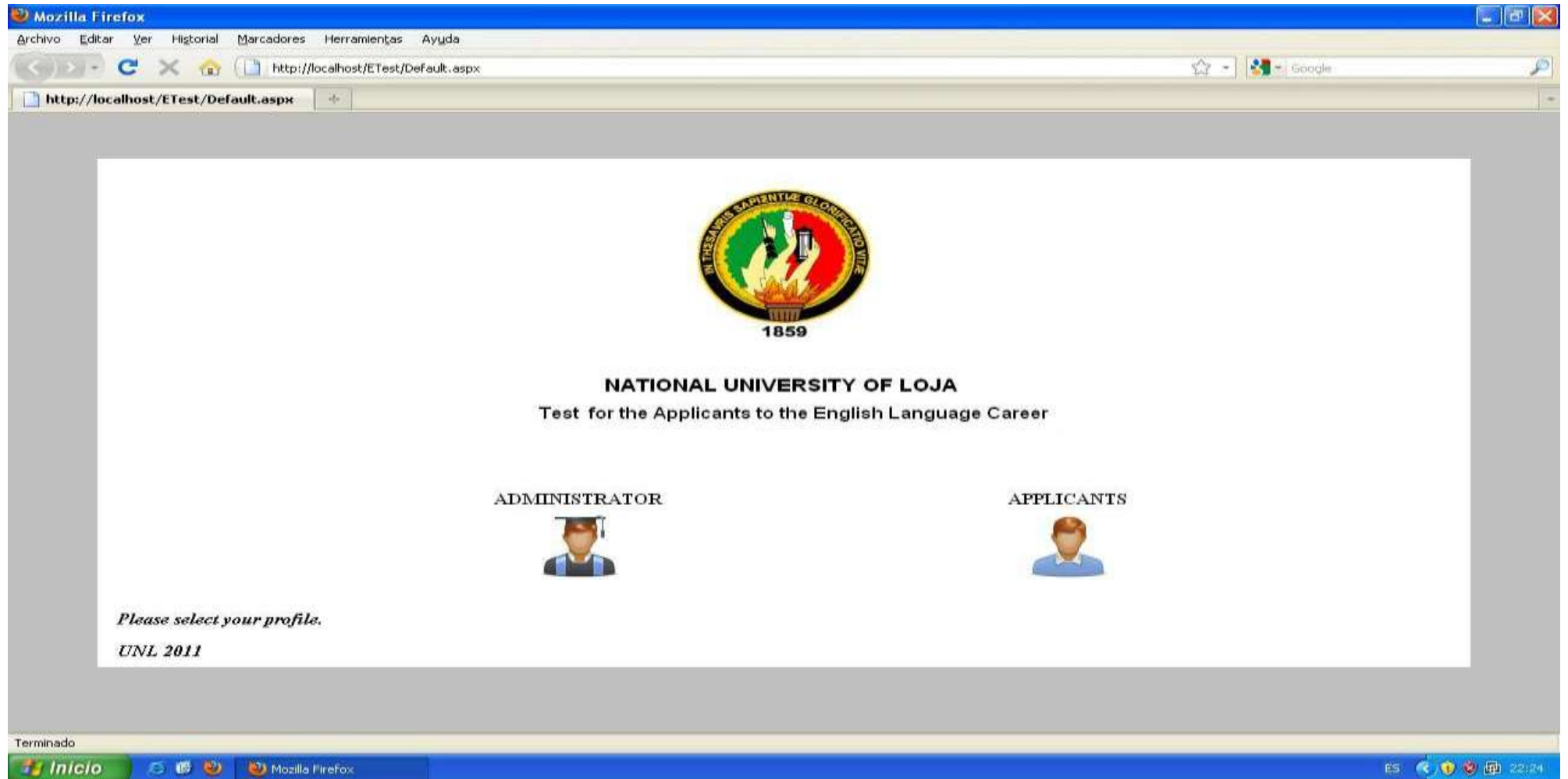
	one person”.											
9	79. Choose the correct answer. A: Can we go to a show? B: Yes, we ____.	NO	go	can	do	show	0	1	0	0	1	1
9	80. Choose the correct answer. What do you ____ in the evening?	NO	like to do	can do	need to	was doing	1	0	0	0	1	1
9	81. Choose the correct answer. My brother studies French. He wants to go to ____.	NO	Peru	Puerto Rico	France	Cuba	0	0	1	0	1	1
10	82. Complete the sentence with the correct tense of the verb. Josh_____ to music last night.	NO	has been listening	had listened	listened	had been listening	0	0	1	0	1	1
10	83. Which of these verbs in past tense have the /id/ sound?	SI	rented	played	watched	chatted	1	0	0	1	0.5	1
10	84. Complete the sentence with the correct word. “I didn’t buy a sweater, but I _____ some CDs”	NO	buyed	buying	bought	buy	0	0	1	0	1	1
10	85. Which of these verbs is a regular verb?	NO	Cut	Sell	Sing	Jump	0	0	0	1	1	1
10	86. Tick the expressions which are not referred to the past.	NO	Yesterday	Last week	After tomorrow	Last night	0	0	1	0	1	1
10	87. Choose true or false. Do people use the simple present and simple past more often than any other tense?	NO	True	False			1	0			1	1
10	88. Choose the correct answer. ____ a phone call this morning?	NO	Did you	Did you make	What did you make	Where can	0	1	0	0	1	1
10	89. Choose the correct answer. I bought a new DVD player ____.	NO	one week	last week	in a week	tomorrow	0	1	0	0	1	1
10	90. Choose the correct answer. Last night I ____ Italian food.	NO	listened	cooked	Invited	killed	0	1	0	0	1	1
11	91. Complete the blank space. You _____so nervous yesterday that I didn’t want to ask you about your test.	NO	are	was	were	weren’t	0	0	1	0	1	1

11	92. Complete the blank space using the correct tense. _____ the teachers in a meeting yesterday?	NO	Are	Do	Wasn't	Were	0	0	0	1	1	1
11	93. Complete the blank space. _____ did you go with?	NO	Where	Who	When	How long	0	1	0	0	1	1
11	94. Complete the blank space using the correct tense. I went hiking with a friend in Peru, and we _____	NO	got lost	were lost	are lost	get lost	1	0	0	0	1	1
11	95. Tick the correct sentences using the correct punctuation marks.	YES	Sammy said Alexa, this is my cousin Josh.	I said, "No, I'm not"	A guy asked, "Is this seat free?"	You are mad! "I exclaimed"	0	1	1	0	0.5	1
11	96. Choose true or false. The word "Anyway" is used to change the topic of a conversation or to end a conversation.	NO	True	False			1	0			1	1
11	97. Choose the correct answer. We had a terrible time. It ____ awful.	NO	wasn't	were	was	does	0	0	1	0	1	1
11	98. Choose the correct answer. A: What was the weather like? B: ____	NO	Yes, we did.	It was rainy.	We didn't like it.	Is so badly	0	1	0	0	1	1
11	99. Choose the correct answer. After they ____, my sister and her husband went on their honeymoon in Hawaii.	NO	got lost	got along	got married	got around	0	0	1	0	1	1
12	100. Which foods are not countable nouns?	YES	Butter	Onion	Salmon	Coffee	1	0	0	1	0.5	1
12	101. Tick the correct answer to this question. Would you like to go out?	NO	No, I don't like	Yes, I do	Yes, I would like stay home	No, I'd like to stay home	0	0	0	1	1	1
12	102. When is <i>some</i> commonly used?	YES	In negative sentences.	In questions that are offers or requests.	In questions that ask for further information.	With both countable and uncountable nouns.	0	1	0	1	0.5	1

12	103. Choose the correct answer. Why do we use <i>Or</i> at the end of yes-no questions?	NO	To make the phrase stronger.	To make the question less direct.	To get more information.	To think of possible answers.	0	1	0	0	1	1
12	104. Choose the correct answer. Or something/Or anything? What do you want for lunch? I'd just like a snack_____.	NO	Or anything	Or something			0	1			1	1
12	105. Choose true or false. Some is common in questions that are offers or requests.	NO	True	False			1	0			1	1
12	106. Choose the correct answer. We don't have _____ice cream.	NO	many	any	some	few	0	1	0	0	1	1
12	107. Complete the question. Choose the correct answer. A: Let's eat out tonight. B: OK. _____you like to go?	NO	Where would	Would	What would	When	1	0	0	0	1	1
12	108. Choose the correct answer. At lunch, I ate_____pasta.	NO	much	a lot of	many	some	0	1	0	0	1	1

SOFTWARE DESIGN

This is the principal page, where the administrator and applicants have to introduce their Identity numbers and passwords.




On this page, the administrator has to introduce his/her ID number and password to have access to the software.

Mozilla Firefox


Archivo Editar Ver Historial Marcadores Herramientas Ayuda

http://localhost/Etest/Inicio.aspx?Type=0

http://localhost/...nicio.aspx?Type=0


1859
NATIONAL UNIVERSITY OF LOJA
Test for the Applicants to the English Language Career

ADMINISTRATOR




SIGN UP:

ID NUMBER

PASSWORD

LOG IN


Please select your profile.
UNL 2011

Terminado

Inicio Mozilla Firefox ES 22:25

This is the page where the administrator can: **HOME.-** Return to the principal page. **MANAGE EXAM.-** To register all the tested applicants and choose and add the applicants already registered to take the test. **SEARCH STUDENTS.-** To look for the information about each registered student.



MANAGE EXAM.- To register all the tested applicants and choose and add the applicants already registered to take the test. The administrator chooses the registered applicants who will take the test.

The screenshot shows a Mozilla Firefox browser window with the address bar displaying `http://localhost/ETest/adm/enabletest.aspx`. The page content includes the National University of Loja logo and the text "NATIONAL UNIVERSITY OF LOJA" and "Test for the Applicants to the English Language Career". A green navigation bar contains links for "HOME", "Search Student", "Manage Exam", and the user name "BUSTOS CASTILLO MARCO PATRICIO". Below this, there is a search form with "PERSONAL ID:" and a "Find" button. A table displays student records with columns for ID Number, Date of Register, Date of Birth, First Name, Last Name, and e-mail. A message states "The student have a test enabled!!!. If you enabled the next test, this will be registred as fail." and an "Add" button is present. The "Students for Taking The Test" section shows "NOT FOUND". The Windows taskbar at the bottom shows the "Inicio" button, Mozilla Firefox icon, and system tray with the time 22:30.

HOME Search Student Manage Exam BUSTOS CASTILLO MARCO PATRICIO

PERSONAL ID:

ID Number	Date of Register	Date of Birth	First Name	Last Name	e-mail
1104429483	03/05/2011 23:10:04	30/10/1985 0:00:00	Marco	Bustos	bucho100@hotmail.com

The student have a test enabled!!!. If you enabled the next test, this will be registred as fail.

Students for Taking The Test

NOT FOUND

SEARCH STUDENTS.- To look for the information about each registered student. On this page, the administrator can see the Register Date (the day of the test), Personal ID, Score, the test developed by the applicant, their status (failed or approved) and print the certificate.


1859
 NATIONAL UNIVERSITY OF LOJA
 Test for the Applicants to the English Language Career

[HOME](#) [Search Student](#) [Manage Exam](#) BUSTOS CASTILLO MARCO PATRICIO

PERSONAL ID




PERSONAL INFORMATION

FIRST NAME Marco

LAST NAME Bustos

BIRTH DATE 30/10/1985

REGISTER DATE 03/05/2011

		Register Date	Personal ID	SCORE		Your Status
		03/05/2011 23:16:16	1104429483	10/10	★★★★★	CONGRATULATIONS YOU APPROVED
		16/05/2011 16:17:39	1104429483	,14/10	★☆☆☆☆	FAILED
		03/05/2011 23:16:09	1104429483	/10	★☆☆☆☆	FAILED

Terminado

On this page the administrator register the applicants before they take the test, from the main computer.

The screenshot shows a Mozilla Firefox browser window displaying a web application. The address bar shows the URL `http://localhost/ETest/internal/fmRegistroEstudiante.aspx`. The page content includes the logo of the National University of Loja, established in 1859, and the text "NATIONAL UNIVERSITY OF LOJA" and "Test for the Applicants to the English Language Career". A green navigation bar contains a "HOME" link. The main content area features a registration form titled "Unregistred Applicants" with the following fields:

FIRST NAME	<input type="text" value="Marco"/>
LAST NAME	<input type="text" value="Bustos"/>
PERSONAL ID	<input type="text" value="1104429483"/>
BIRTH DATE	<input type="text" value="1985"/> / <input type="text" value="10"/> / <input type="text" value="30"/>
E/MAIL	<input type="text" value="bucho100@hotmail.com"/>

Below the form is a "Register" button. The browser's status bar at the bottom shows "Terminado" and the system tray includes the Windows Start button, Mozilla Firefox icon, and the time 22:10.

On this page is where the applicants have to verify their personal information and take the test. (If the applicants have taken a test before, they can check the score). Also, the explanation about how to answer the questions. (The square is used for multiple choice answers and the circle for choosing only one answer).

[HOME](#)

PERSONAL INFORMATION	
FIRST NAME	Marco
LAST NAME	Bustos
BIRTH DATE	30/10/1985
REGISTER DATE	03/05/2011

ATTENTION

The question will have a box where the answer is multiple choice.

The question will have a circle if the answer is only one option "choosing"

[TAKE A QUIZ HERE](#)

Your Score

Register Date	Personal ID	SCORE	Your Status
03/05/2011 23:16:16	1104429483	10/10	★ ★ ★ ★ ★ CONGRATULATIONS YOU APPROVED


When the applicants are registered can access on the part of *APPLICANTS* where have to introduce their ID numbers and the test code, which is

Mozilla Firefox

Archivo Editar Ver Historial Marcadores Herramientas Ayuda

http://localhost/ETest/inicio.aspx?Type=1


http://localhost/...nicio.aspx?Type=1


1859

NATIONAL UNIVERSITY OF LOJA
Test for the Applicants to the English Language Career

APPLICANTS


SING UP



ID NUMBER

TEST CODE

[Unregistred Applicants](#)


Please select your profile.
UNL 2011

Terminado

Inicio Mozilla Firefox ES 22:32

This is a test example, where the applicants have to answer 70 questions. These questions will be generated in a random way for each applicant.

Elapsed Time: 22:35 Start Time: 23:35

1 Complete the sentence with the phrases that better fit. (two answers) I like to / I don't like to...

- study foreign languages
- cooking
- romantic music.
- write poetry

2 Which of these expressions show dislikes? (two answers)

- I can't stand
- I love
- I like
- I hate

3 Choose the correct answer. I bought a new DVD player ____.

- one week
- tomorrow
- in a week
- last week

4 Choose the correct answer. My father ____ running in the park every morning.

- plays
- does

Terminado

Inicio Mozilla Firefox ES 22:36

At the end of the test, there is the option *FINISH*, where the applicants click when they finish the test.

on the table

68 Which of these verbs is a regular verb?

- Sell
- Sing
- Jump
- Cut

69 Complete the conversation. Choose the correct answer. A: Do you have brothers and sisters? B:

- Really? So do I.
- Well, not really.
- Really? I have two sisters.
- Yes, I do. I have two sisters.

70 Complete the sentence with the correct word. "I didn't buy a sweater, but I _____ some CDs"

- buying
- buy
- bought
- buyed

Finish

Terminado

Inicio Mozilla Firefox ES. 22:36

This is the result of the test taken by the applicants question by question. The green color means the correct answer that the applicant chose and the red ones are the wrong ones. (To access to this page, the administrator has to access to the *SEARCH STUDENT* option)

The screenshot shows a Mozilla Firefox browser window with the following content:

Complete the blank space using the correct tense. _____ the teachers in a meeting yesterday?

- Do
- Were
- Wasn't
- Are

Choose the correct answer. We don't have _____ ice cream.

- few
- many
- some
- any

Which of these verbs in past tense have the /id/ sound?

- watched
- chatted
- played
- rented

Choose true or false. The phrase "How often?" is used to ask for time expressions.

- False
- True

Choose the correct answer. A: Can we go to a show? B: Yes, we ____.

- show
- do
- can
- go

Choose the correct answer. A: Does your brother watch cartoons after school? B: Yes, he _____ watches cartoons after school.

- never
- every day
- hardly ever
- always

Tick the questions which are well organized.

- Can you call tomorrow?
- Can fly a bird?
- Can't swim your brother?
- Can your classmates do the math homework?

Terminado

The browser's taskbar at the bottom shows the 'Inicio' button, two Mozilla Firefox icons, and system icons for network, volume, and battery, along with the time 22:39.

This is the certificate which will be given to each applicant at the end of the test. It contains the name, score, status. (The administrator can generate and print in *SEARCH STUDENTS* option)

Mozilla Firefox
http://localhost/ETest/adm/firmCert.aspx?e=2CC9689F-6EFF-4C61-B0CD-4D9F72533C4C

1859
NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

Certifies that:

The applicant: **BUSTOS MARCO**
Has obtained the score of **8 /10** in the test "**Level of Knowledge**", according to the
Textbook "**Touchstone 1**".
STATUS: **APROVED**

Loja, 07/05/2011

Coordinator of the English Language Career

Test Supervisor

ID: 2CC9689F-6EFF-4C61-B0CD-4D9F72533C4C

Terminado

Inicio Mozilla Firefox Mozilla Firefox ES 22:40

f. CONCLUSIONS

Once finished our research and elaborate this Educational Software we want to present the following conclusions:

- The Educational Software can help professors to evaluate applicants to the English Language Career saving resources both human and material.
- This software can be used to evaluate students' English basic knowledge without having a specific textbook, because it has a basic level database.
- The training course, which was about how to manage the Educational Software to evaluate, attended by all professors of the Career was fulfilled successfully.
- It will let professors know the students' English knowledge level, in that way the professors could group students according to their proficiency and determine the ones who need to take the catch up classes.

g. RECOMMENDATIONS

Having finished the conclusions about this Educational Software, we recommend:

- The professors need to be updated according to the new evaluation tools and could implement this educational software to evaluate applicants to the English Language Career.
- This Software could be modified according to the professors' or the career's needs. The modifying of this Educational Software would need the help a computer programmer.
- The professors should take a basic Computer training course to help them to manage this Software and to develop their professional activities.
- The applicants to the Career should review the contents of Basic English to get a satisfactory result in the test development and the ones who fail the test will know their weaknesses and could improve themselves.

h. BIBLIOGRAPHICAL REFERENCES

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ANNEXES

INSTALLATION GUIDE

Package Contents

- **CD-ROM # 1**
 - ✓ Internet Information Server (IIS)
 - ✓ Microsoft .NET Framework 3.5
 - ✓ Windows Server 2003
 - ✓ Microsoft SQL 2005 Server Express Edition
 - ✓ SQL Server Management Studio Express

- ✓ Data base (mdf & ldf files SQL Server)

- ***INSTALLATION GUIDE***

1. Before You start

System Requirements

- *CD-ROM Drive*
- *CPU: 300MHz or above / 800MHz or above*
- *Memory: 512MB RAM or above*
- *Windows XP*

2. How to install the software

- *Insert the CD-ROM into your computer's CD-ROM Drive*
- To install Internet Information Services (IIS)

1. Close all applications that are currently running on your computer.
2. In Control Panel, double-click **Add or Remove Programs**.
3. In the left pane, click **Add/Remove Windows Components**. The Windows Components Wizard will launch.
4. Select **Internet Information Services**, and then click **Next**. If the check box is already selected, IIS is already installed on your computer.



NOTE: You may be prompted for the Windows CD. If this is the case you must put the location where the file (IIS) is copied: E:\Software\Internet Information Server (IIS)

➤ To install Microsoft .NET Framework 3.5

1. If you have installed earlier pre-release versions of .NET Framework 3.5, then you must uninstall them prior to running this installation by using Add or Remove Programs.
2. Go to the location where the file (Microsoft .NET Framework 3.5) is copied: E:\Software\ Microsoft .NET Framework 3.5
3. Double click **dotnetfx35.exe**
4. Click **Run** and it will install automatically

➤ To install Windows Server 2003

1. Go to the location where the file (Windows Server 2003) is copied: E:\Software\ Windows Server 2003 Service Pack 1
2. Double click **WindowsServer2003-KB889101-SP1-x86-ESN.exe**
3. Click **Run** and it will install automatically

➤ To install Microsoft SQL 2005 Server Express Edition

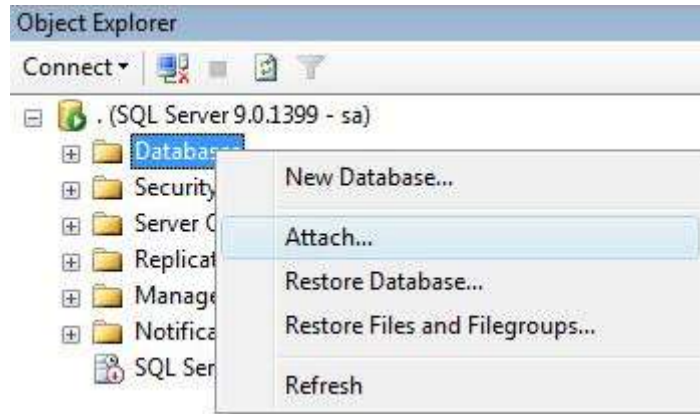
1. Go to the location where the file (Microsoft SQL 2005 Server Express Edition) is copied: E:\Software\ Microsoft SQL 2005 Server Express Edition
2. Double click **SQLEXPRESSN.EXE**
3. Click **Run** and it will install automatically

➤ To install SQL Server Management Studio Express

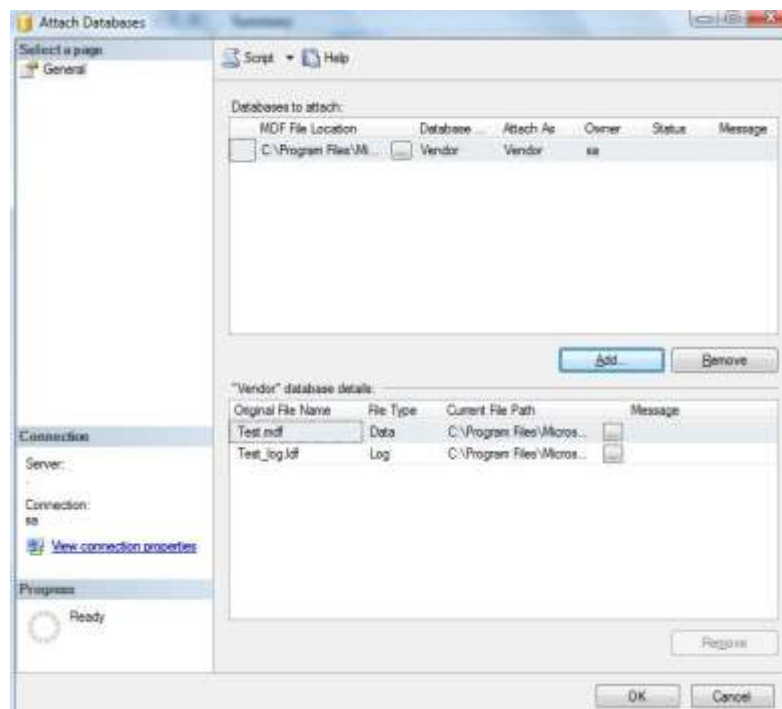
1. Go to the location where the file (SQL Server Management Studio Express) is copied: E:\Software\ SQL Server Management Studio Express
2. Double click **SQLServer2005_SSMSEE.msi**
3. Click **Run** and it will install automatically

3. How to attach a database in SQL Server 2005

1. Open SQL Server Management Studio Express and right click on **Databases** and select **Attach** as you see in the picture below.



2. Click **Add**
3. Select the .mdf and .ldf file (db_ingles.mdf / db_ingles_log.ldf) into CD-ROM (E:\Software\ Data base) to the "database" folder as you see in the picture below.



4. Click **OK**

That's it. Your database is attached now and ready to use.

Now you have to put on Mozilla Firefox Web Browser the link **<http://servidor/Etest>** to start using the Test

**NATIONAL UNIVERSITY OF LOJA
AREO OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARREER**

INTERVIEW

Addressed to the students of the First Module of the English Language Career.
(Levels of knowledge of the English Language)

1. The most of your classmates come from:

Loja City High Schools	Private ()	Public ()
Loja Province High Schools	Private ()	Public (X)

2. Do you consider that exists a lack of knowledge in English Language with the students of country side? What do you think this situation is due to?

There is a big difference between the level of knowledge of the students who had been studying in the city and the ones who come from the countryside. Maybe that's because there aren't many good teacher in Loja's provinces or they don't have a good methodology to teach. But also because the students from the country side don't work as much as students from Loja

3. Do you think that professors should use the same teaching methodology for students who have a different level of knowledge?

No, the students who have a lower level of knowledge require a special methodology- the teacher cannot use the same methodology for students that have different levels.

4. How does your English professor evaluate the acquired knowledge of her/his students)

The teacher does not evaluate as she should. During the classes she makes students fill the workbook and most of us don't understand how we have to do the tasks. She doesn't help students to understand the instructions or topics.

5. In your opinion. Should the English Language Career implement an educational software that allows to evaluate the basic level of English Language Learning?

It wouldn't be so necessary but it could help to save time and money in making copies for the tests.

**NATIONAL UNIVERSITY OF LOJA
AREO OF EDUCATION, ART AND COMMUNICATION
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INTERVIEW

Addressed to the students of the First Module of the English Language Career.
(Levels of knowledge of the English Language)

1. The most of your classmates come from:

Loja City High Schools	Private ()	Public ()
Loja Province High Schools	Private ()	Public (X)

2. Do you consider that exists a lack of knowledge in English Language with the students of country side? What do you think this situation is due to?

There is a small difference. Maybe 5 or 8 students have a lower level than the other one. I think it is because the teachers in the countryside are not adequately prepared to teach and most of them do not give the English Language the importance that it deserves.

3. Do you think that professors should use the same teaching methodology for students who have a different level of knowledge?

Yes. I consider that the methodologies that a good teacher has to apply for different levels of knowledge are completely different. They need to learn through another methodology according to their level.

4. How does your English professor evaluate the acquired knowledge of her/his students)

Sometimes, she evaluates orally but most of the time she evaluates through written tests. We don't understand what she says and we only work filling the book.

5. In your opinion. Should the English Language Career implement an educational software that allows to evaluate the basic level of English Language Learning?

Yes. It would be a great idea to use it; so the students wouldn't use tricks and it wouldn't take a long time.

**NATIONAL UNIVERSITY OF LOJA
AREO OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARREER**

INTERVIEW

Addressed to the students of the First Module of the English Language Career.
(Levels of knowledge of the English Language)

1. The most of your classmates come from:

Loja City High Schools	Private ()	Public ()
Loja Province High Schools	Private ()	Public (X)

2. Do you consider that exists a lack of knowledge in English Language with the students of country side? What do you think this situation is due to?

Yes. I think that the students who come from the provinces do not have bases of English, maybe because they didn't have good teachers. In our group there are only 8 people who are from the city; they have a better level.

3. Do you think that professors should use the same teaching methodology for students who have a different level of knowledge?

Yes. Our professor uses an especial methodology to help students who haven't a good level of knowledge applying the Cooperative Learning.

4. How does your English professor evaluate the acquired knowledge of her/his students)

She evaluates us through written tests and the activities on the workbook.

5. In your opinion. Should the English Language Career implement an educational software that allows to evaluate the basic level of English Language Learning?

Yes. It would be a good idea to use a new resource to evaluate us, because it would let us know what our level of knowledge is.

**NATIONAL UNIVERSITY OF LOJA
AREO OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CARREER**

INTERVIEW

Addressed to the students of the First Module of the English Language Career.
(Levels of knowledge of the English Language)

1. The most of your classmates come from:

Loja City High Schools	Private ()	Public ()
Loja Province High Schools	Private ()	Public (X)

2. Do you consider that exists a lack of knowledge in English Language with the students of country side? What do you think this situation is due to?

Yes. In our class there are only 4-10 students that understand the English language. Most of us are from different provinces and we can realize the big difference of English knowledge; maybe that is because they didn't have enough periods of English and the education is completely different.

3. Do you think that professors should use the same teaching methodology for students who have a different level of knowledge?

Yes. The methodology should be a quite different because in that way the students could understand and assimilate the topics easier.

4. How does your English professor evaluate the acquired knowledge of her/his students)

She evaluates trough written tests and she makes us practice few activities orally.

5. In your opinion. Should the English Language Career implement an educational software that allows to evaluate the basic level of English Language Learning?

Yes. It would be an useful tool to evaluate more easily and it would be newfangled.



UNIVERSITY OF LOJA

**AREA OF EDUCATION, ART AND
COMMUNICATION**

ENGLISH LANGUAGE CAREER

PROJECT

**AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE BASIC
LEVEL OF THE ENGLISH LANGUAGE LEARNING AT “NATIONAL UNIVERSITY OF LOJA
– ENGLISH LANGUAGE CAREER”. ACADEMIC PERIOD 2010-2011**

AUTHORS:

Leidy Adriana Vivanco Rios
Marco Patricio Bustos Castillo

ASSESSOR:

MG SC: MARCIA CRIOLLO

**LOJA - ECUADOR
2011**

1. THEME

**“AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE
TO EVALUATE THE BASIC LEVEL OF THE ENGLISH
LANGUAGE LEARNING AT “NATIONAL UNIVERSITY OF
LOJA – ENGLISH LANGUAGE CAREER”. ACADEMIC PERIOD
2010-2011”**

2. PROBLEM STATEMENT

2.1 BACKGROUND

English Language Career

The career of Licentiate of Science in Education, Mention: English Language is an Academic subunit of the Undergraduate Level that belongs to The “Education, Art and Communication” Area of the National University of Loja, which has trained up very good professionals in English language teaching for about 48 years.

It was created at the beginning of the year 1961, and it started working out with a curricular organizational model based on a subjects design. Since 1990, this traditional model of teaching was substituted by a pedagogical model named “Modular Academic System for Transformation Objects. In agreement with this curricular reform, in the year of 1991, the English teaching career elaborated the modular curricular programming design for the first time. This programming was put into effect in 2005 with the purpose of responding all the new pedagogical model demands in the best conditions. In June 2007, the university members started working on a new design encouraged by the Curricular Planning Sub – project of all the careers. Since then, the modular programming is oriented by the problems of the reality that constitute themselves in transformation objects, the ones that formulate alternatives of solution.

This career is training up professionals with scientific and technical knowledge in the English Language proficiency in order to take the responsibilities in the work of the teachers in the different levels of

education. This career encourages the development of professional skills such as: The use of language as a mean of communication with an emphasis and focusing on the oral expression, development of reading comprehension and written production; phonological, morphological, syntactic, semantic and pragmatic knowledge; innovative methodologies for the teaching and learning assessment of the English language. On the other hand, the career involves a humanistic, critical and creative education which is able to propose alternatives of solution to the problems of the social reality.

Our mission is to train up competitive professionals in English Language teaching as a foreign language with a high level of Academic quality in order to respond all the educative needs in all levels and to the community in general, assisting at the same time to the great amount of students coming from the different regions of the southern part of Ecuador.

Our vision is to create a career with an excellent academic and administrative quality which can satisfy all needs of the English language learning, these in turn allowing opportunities of national and international student exchange promoting the interactive participation of the current world.

The English career offers its academic start in the onsite modality fulfilling a daily journey from Monday through Friday from 4 to 9pm, with a lapse of 500 hours per module in accordance to the Academic calendar approved by the Administrative- Academic Council of the university.

For the training up of good professionals, the English career has an efficient teachers' staff which has the participation of native English teachers and foreign linguists.

Besides that, the infrastructure is well equipped with audio-visual means, as it has a language laboratory for the permanent practice of the language.

All the academic activities that the career offers are carried out in its building located in "La Argelia" Citadel Block N° 5.

2.2 CURRENT SITUATION OF THE RESEARCHED OBJECT

In recent years the humanity has managed to expand scientific, technical and economic experiments in the global international context. This expansion has created a unified world communicational through ICT (information and communication), but all dominated by two powerful forces: technology and global trade. These two forces or social factors have generated both a great need to use the standard international language, English, language of communication that all the world's population is learning and using, not just for pleasure or to gain prestige when we learn a language, but because it is presented as a key tool to monitor and be part of the advances of technology, science, commerce and global communication.

As we know there are problems related to the English Language Learning, one of the main problems is the lack of students' knowledge. Many students do not have a good level of English, the same that has to be according to the career requisites; maybe that situation is due to many students come from different cantons or institutions where the English is not considered as important as other subjects.

The educational software is an important tool in the English learning to get a better academic an intellectual achievement due to it can be a requirement to enter to the English Language Career.

It is necessary to implement it in our career because applicants should worry about their linguistic abilities and pre-requisites before studying the English as a foreign language.

Therefore, the reason of this research is to develop an educational software that will let teachers evaluate students' knowledge by using the technological tools that our career has.

It will let teachers to know the students' background in the English Language so that they can demand a kind of catching-up system or they can choose the ones that have linguistic abilities who will be better students in the English Language Career.

2.3 RESEARCH PROBLEM

WHAT IS THE USEFULNESS OF THE EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE KNOWLEDGE OF THE ENGLISH LANGUAGE LEARNING OF THE “ENGLISH LANGUAGE CAREER” APPLICANTS AT “NATIONAL UNIVERSITY OF LOJA” ACADEMIC PERIOD 2010- 2011.

2.4 DELIMITATION OF THE RESEARCH

a. TEMPORAL

The research project will be done during the period 2010 and 2011.

b. SPATIAL

The project will be carried out at “National University of Loja - English Language Career”

c. OBSERVATION UNITS

- Coordinators
- English teachers
- Students of “English Language Career”

d. SUBPROBLEMS

- How the applicants background knowledge affects their learning process in the English Language Learning. Academic Period 2010-2011.
- How the implementation of an educational software supports the evaluation of the English Language knowledge at the English applicants of the English Language Career at National University of Loja. Academic Period 2010-2011.
- How a training course can help testers to use appropriately the educational software to be applied to evaluate the applicants of the English Language Career at National University of Loja. Academic Period 2010-2011.
- What is the basic knowledge that the applicants of the “English Language Career” should have as a requisite to be successful in the English Language Learning. Academic Period 2010-2011.
- What students can be admitted to the career and who need to catch up in the English knowledge.

3. JUSTIFICATION

The group has chosen to develop an **educational software** as a support resource to evaluate the basic level of the English Language Learning “National University of Loja - English Language Career”, because it is a motivating educational theme that has not been researched before.

The present research project is justified if we consider that there are problems in the public education in what refers to the difficulties of most students that do not have the basic knowledge of the foreign language. This situation requires specific training and guidelines for carrying out this work with the best possible strategies to achieve learning and exchanging ideas.

The development of computer technology expands the range of alternatives for learning English language. For this reason we are interested in developing this project, and use this software which can help with educational activities that we will allow students a dynamic learning. Since the scientific point of view, it is so important to carry out this research project because we will get enough information to give some theoretical elements that will let us state some alternatives of solution in the use of the educational software as a support resource to evaluate the basic level of the English Language.

Since the educational point of view, it is very important to develop the present project because studies have shown that students respond more readily and eagerly to interactive media, rather than the written lesson. For

this reason, incorporating an educational software in any curriculum is an excellent way to increase a student's interest in learning English language, and obtain better results.

The project is also possible because, we as undergraduates of the National University of Loja from the English language Career, have the capacity to carry it out, if we consider that we have the enough knowledge which have been offered by the University to develop it in an efficient way.

4. OBJECTIVES

4.1 GENERAL

To design an educational software to evaluate the English Language knowledge of applicants of the English Language Career at “National University of Loja” academic period 2010- 2011.

4.2 SPECIFICS

- To diagnose and analyze the background knowledge of the applicants of the English Language Career needed to be successful in the English Language Learning. Academic Period 2010-2011.

- To design and elaborate an educational software that evaluates easily and objectively the basic knowledge of the English Language Learning with the applicants of the English Language Career at “National University of Loja”. Academic Period 2010 – 2011.

- To organize a training course where testers will learn how to use the software that will be applied to evaluate the applicants of the English Language Career at “National University of Loja”. Academic Period 2010 – 2011.

- To know whether the applicants of the English Language Career have the basic knowledge to be successful in the English Language Learning. Academic Period 2010-2011.

- To determine the students who can be admitted to the career and the ones who need to catch up in the English language knowledge.

5. THEORETICAL FRAME

CHAPTER I

5.1 EDUCATIONAL SOFTWARE⁹

Educational software is computer software whose primary purpose is teaching or self-learning.

It is destined to teaching and independent learning and also allows the development of certain cognitive abilities. Just as there are profound differences between the philosophies of teaching, so there is a wide range of approaches to the creation of educational software, according to the different types of interaction that should exist between the actors of the teaching- learning: teacher, learner, knowledge, computer.

5.1.1 THE BASIC FEATURES OF EDUCATIONAL SOFTWARE

Educational programs can address different subjects (language, math, geography, art), in very different ways (from questionnaires, providing structured information to students through the simulation of phenomena) and provide a work environment or less sensitive to the circumstances of students and more or less rich in possibilities for interactivity, but they all share five essential characteristics:

1. These materials are manufactured with a didactic purpose, as is clear from the definition.

➤ ⁹Macmillan Reference USA, *Educational Software from Macmillan Science Library: Computer Sciences*. <http://www.bookrags.com/research/educational-software-csci-03/> Copyright © 2001-2006 by, an imprint of the Gale Group

2. They use the computer as a medium in which students carry out the activities they propose.
3. Are interactive, immediately answered students' actions and allow for dialogue and exchange of information between the computer and students.
4. Individualized student work, as they adapt to the pace of work each and can adapt their activities according to the actions of the students.
5. They are easy to use. Computer skills needed to use most of these programs are similar to electronic knowledge required to use a video, although each program has different rules of operation that is necessary to know.

5.2 EDUCATIONAL EVALUATION

Educational evaluation¹⁰ is the evaluation process of characterizing and appraising some aspect/s of an educational process.

There are two common purposes in educational evaluation. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate.

¹⁰Wikipedia contributors, "Educational evaluation," http://en.wikipedia.org/w/index.php?title=Educational_evaluation&oldid=451171908 (accessed January 27, 2012).

5.3 COMPUTERIZED ADAPTIVE TESTING (CAT)¹¹

It is a form of computer-based test that adapts to the examinee's ability level. For this reason, it has also been called *tailored testing*.

5.3.1 What are the advantages of CAT?

In addition to the issues of cost and efficiency addressed above, advantages of CAT include:

- Compared to paper-and-pencil tests, CAT technology requires **fewer test items** to arrive at a more accurate estimate of test takers' language proficiency.
- The test taker is continuously faced with a realistic challenge-- items are not too difficult or too easy.
- Because each test taker is potentially administered a different set of test items, test security is enhanced.
- Like any computer-based test, adaptive tests may show results immediately after testing.

5.3.2 A computerized classification test (CCT) refers to, as its name would suggest, a test that is administered by computer for the purpose of classifying examinees. The most common CCT is a mastery test where the test classifies examinees as "Pass" or "Fail,"

¹¹ Wikipedia contributors, "Computerized adaptive testing (CAT)" http://en.wikipedia.org/w/index.php?title=Computerized_adaptive_testing&oldid=459740888 (accessed January 27, 2012).

but the term also includes tests that classify examinees into more than two categories.

5.3.3 TYPES OF TEST

The types of tests we are going to use in our educational software are: Choosing, Multiple choice and true/false test items.

5.3.3.1 Choosing

Choosing questions are used when there is only one correct answer.

5.3.3.2 Multiple choice

In a test that has items formatted as multiple choice questions, a candidate would be given a number of set answers for each question, and the candidate must choose which answer or group of answers is correct. There are two families of multiple choice questions. The first family is known as the True/False question and it requires a test taker to choose all answers that are appropriate. The second family is known as One-Best-Answer question and it requires a test taker to only one answer from a list of answers.

Multiple-choice exercises test learners' ability to recognize and select the correct or acceptable item in a context. The options (usually four or five) include the correct or most appropriate word or phrase and other incorrect or inappropriate words (called

distracters). One of the greatest advantages of multiple-choice is in the marking and scoring; it provides greater coverage of material, allows for a wide range of difficulty, and can easily diagnose a test taker's difficulty with certain concepts; this kind of test is reliable and can be done quickly and economically. No special knowledge is required for the marker or scorer. Furthermore, as the candidate only has to underline or mark a number or letter, many items can be included and tested in a relatively short period, which tends to result in increased test reliability. Multiple-choice testing has been so popular with professional testers that for some time its limitations were disregarded.

5.3.3.2 True or False¹²

A true-false item can be written in one of three forms: simple, complex, or compound. Answers can consist of only two choices (simple), more than two choices (complex), or two choices plus a conditional completion response (compound).

Advantages in using true-false items

True-false items can provide:

¹² Arizona State University and the Arizona Board of Regents. “[True-False Test Items](http://artswork.asu.edu/arts/teachers/assessment/forced2.htm)”. <http://artswork.asu.edu/arts/teachers/assessment/forced2.htm> (Updated 6/21/2010)

- The widest sampling of content or objects per unit of testing time.
- Scoring efficiency and accuracy.
- Versatility in measuring all levels of cognitive ability.
- Highly reliable test scores.
- An objective measurement of student achievement or ability.

CHAPTER II

5.4 Web Application¹³

A web application is an application that is accessed over a network such as the Internet or an intranet. The term may also mean a computer software application that is hosted in a browser-controlled environment (e.g. a Java applet) or coded in a browser-supported language (such as JavaScript, combined with a browser-rendered markup language like HTML) and reliant on a common web browser to render the application executable.

Web applications are popular due to the ubiquity of web browsers, and the convenience of using a web browser as a client, sometimes called a thin client. The ability to update and maintain web applications without distributing and installing software on potentially thousands of client computers is a key reason for their popularity, as is the inherent support for cross-platform compatibility. Common web applications include webmail, online retail sales, online auctions, wikis and many other functions.

5.5.NET Technology¹⁴

Microsoft .NET or simply .NET, is considered by many to be the next step in the Internet revolution. The .NET concept dates back to 1999 when it was a part of a discussion of Next Generation Windows Services. Before the derivation of .NET, the acronym of choice by

¹³Wikipedia contributors, "Web Application" http://en.wikipedia.org/w/index.php?title=Web_application&oldid=472719548 (accessed January 27, 2012).

¹⁴ Paramasivam, Aruna and Gellman, Jeff. ".NET TECHNOLOGY". <http://www.liquidhub.com/docs/Horizons-dotNET.pdf>. 1999

Microsoft was DNA – Distributed internet Architecture. While .NET is immersed in this notion, it has by far surpassed its initial conception. To fully exploit the potential of the Internet and the web-based applications it enables, a robust and easily integrated architecture is required. Microsoft has filled this void with the .NET vision. With successful promotion by Microsoft and widespread acceptance by companies, .NET has the potential to become the standard foundation for building powerful yet flexible Internet-centric applications.

The .NET initiative is based on an entirely new architecture in comparison to previous versions of Microsoft tools. It is intended to elevate the development environment to a new level of sophistication, capability and ease of use. .NET provides Internet users with a way of “programming the Web,” giving us a platform for the development of interoperable Web applications. In broad terms, then, .NET can be thought of as software that connects information, people, systems and devices. A more practical way of

Explaining .NET Technology would be:

- It is a new environment for developing and running software applications
- It provides the framework for an Internet-centric industry standard that makes it possible to tie together
- applications, information and data sources using Web Services
- It enables software to become platform and device-independent.

- It employs many standard run-time services available to components written in a variety of programming languages
- It has inter-language and inter-machine operability.

5.6 Microsoft Visual C#¹⁵

Microsoft Visual C# is a programming environment used to create computer applications for the Microsoft Windows family of operating systems. It combines the C# language and the .NET Framework.

C# is the main programming language of the Microsoft .NET technology.

C# is an object-oriented language that enables programmers to develop applications. Microsoft built C# from the ground up with the .NET framework and Object Oriented Programming (OOP) in mind. However, C# expands OOP even beyond Visual C++ concepts. It is a strongly typed language in which everything is an object.

C# is a high-level language that hides much of the .NET framework details, while permitting access to system-level functions if the developer needs it. Because Microsoft created C# specifically for .NET, it inherently takes advantage of the .NET Framework features.

¹⁵ National Instruments. "Microsoft's Latest Programming Language: Visual C#". <http://zone.ni.com/devzone/cda/tut/p/id/3645>. Sep 6, 2006.

5.7 SQL (Structured Query Language)¹⁶.

SQL is short for Structured Query Language and is a widely used database language, providing means of data manipulation (store, retrieve, update, delete) and database creation.

The SQL language is usually considered to have three parts: DML or data manipulation language, DDL or data definition language, and DCL or data control language. DML consist of SELECT, UPDATE, INSERT, and DELETE statements. DDL is made up of CREATE and ALTER statements. And DCL is comprised of GRANT and REVOKE statements. In recent years DML, has been expanded to include the MERGE statement and DDL has had the APPEND statement added.

One of the most commonly-used of all SQL statements is SELECT. A SELECT is mode up of a FROM statement specifying the tables being accessed, a WHERE clause used to qualify what rows are returned, an ORDER BY that controls the order of the rows being returned, and a GROUP BY which group related rows together based on a column or columns. Not only is a SELECT probably the most common of all SQL statements, it is also probably the most challenging to code correctly.

5.8. Microsoft SQL Server

¹⁶ GONZÁLEZ PÉREZ, Alfons. Sql Server: Programación Y Administración. ISBN 8478973281. México 1999

Microsoft SQL Server is a database management system produced by Microsoft. It supports a dialect of SQL, the most common database language. It is commonly used by governments and businesses for small to medium sized databases, and competes with other SQL databases for this market segment.

MS SQL Server uses a variant of SQL called T-SQL, or Transact-SQL, a superset of SQL-92 (The ISO standard for SQL, certified in 1992). T-SQL mainly adds additional syntax for use in stored procedures, and affects the syntax of transactions support. (Note that SQL standards require atomic, consistent, isolated, durable transactions.) MS SQL Server and Sybase/ASE both communicate over networks using an application-level protocol called Tabular Data Stream (TDS). The TDS protocol has also been implemented by the Free TDS project in order to allow more kinds of client applications to communicate with MS SQL Server and Sybase databases. MS SQL Server also supports Open Database Connectivity (ODBC).

6. METHODOLOGY

Our group is going to develop an action-research work. For this project we will design an educational software that will be applied to classify the applicants of the English Language Career of the National University of Loja into two groups: the first will be for the students who will approve the test and the second group will be for the students who need the catch up classes.

The procedures that we will follow to design and develop this educational software will be developed by six phases:

- **Phase 1**

 - Diagnostic**

 - To make up an interview to know the students' level and the best way to evaluate them.
 - To do a deep analysis of each question to know the problems about the students' evaluations.
 - To make a conclusion based on the interviews done to the students of the first module.

- **Phase 2**

 - Pre-elaboration/Design:**

 - To look for an efficient, fair, convenient and precise way to design the best model of testing.
 - To do a deep analysis of the twelve units of the "Touchstone N° 1" textbook which includes basic contents that students should have learned already.

- The questions will be about “*choosing*”, “*multiple choice*” and “*true/false*”.
- The questions will be classified by units (twelve units).
- Develop a data-base of 108 questions according to the “Touchstone N° 1” textbook.
- The correct answers for “*multiple choice*” items will have 2 correct answers that will worth 0, 5 point.
- The correct answers for “*choosing*” and “*true or false*” items will worth 1 point each one.
- The test will be scored over 70 points (70 questions).

- **Phase 3:**

Elaboration

- We will input the 108 questions in a excel page specifying the unit, question, option (multiple, true- false, choosing), option 1-2-3-4, answer 1-2-3-4, worth of each option, total worth of the question.
- For the development of educational software we will use the development environment Visual Studio.Net in which we will create a new website project also called ASP.net web application.
- Then, we will proceed to create new pages in which we will design the user interface in which once completed will allow the interaction between a person and the program.
- After this phase, we will create tables with the database created the ones that will represent the stored information; here we will use SQL Server.

- After defining the user interface and database, we will encode the inner workings of the application using a programming language that in our case is C#, it will allow us to manipulate and display information stored within the database.
- Finally, this educational software will be hosted in a website where we can access using any operating system (OS) such as Microsoft Windows, Mac OS X, and GNU/Linux , and in which all computers will need to be networked.

- **Phase 4:**

Training course

- We will give the training course to the professors who will be in charge of testing applicants of the career.
- The tester (Administrator) will be the only one person allowed to have the total control of the educational software.
- The tester (Administrator) will have to register all the tested applicants in the educational software the day before the test, adding the first name, last name, personal id, birth date and email.
- The tester or Administrator will choose and add the students already registered to take the test.
- This educational software will be enabled and showed to students and they could access to the educational software only in the moment of developing the test. (The tester will evaluate all the units).

- **Phase 5**

Execution

- In the day of the test, the tester will explain the instructions for the test to the students. (How it works and the time they have to develop the test) (1 hour)
- To access to the educational software, all the students will have to type their ID numbers and the test code (ABC12)
- The software will generate 70 questions from the data-base of 108 questions in a random way.
- The program will be in charge of grading the test for each student.
- The software will keep a copy of the student test.
- The students will be able to know their test score login in again in the Applicants part.
- The teacher will hand out the results (scores) of the test through a certificate, the one that will have to be signed by the tester.

- **Phase 6**

Classification

- After we have seen the test results, we will proceed to analyze and classify the applicants according to the scores.
- The students who get less than 7 of the score, will have to take a leveling course.

7. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

7.1. RESOURCES

7.1.1. HUMAN

- The research group: Leidy Adriana Vivanco Ríos and Marco Patricio Bustos Castillo.
- Teachers of the “English Language Career - “National University of Loja”
- Students of the first module of the English Language Career - “National University of Loja”.

7.1.2. MATERIAL

Office material, books, CD’S, copies, paper, folders and paper clips.

Network connection: Ethernet cable (UTP), 10/100 Fast Ethernet switch, Modular connector plug and punch down tool.

7.1.3. TECHNOLOGICAL

Internet, computer, Visual Studio.Net (Software), printer.

7.2. BUDGET

MATERIAL	VALUE
Project elaboration	400
Thesis report	200
Copies and Reproduction	200
Unforeseen	200
TOTAL	\$ 1,000

7.3 FINANCING

All the expenses from the present research work will be assumed by the group.

8. CHRONOGRAM

ACTIVITIES	MONTHS																																	
	May- 2010	July- 2010	Sep- 2010	Oct- 2010	Nov- 2010	Dic-2011			Jan-2011			Feb-2011			March- 2011		April 2011			May 2011			July 2011			February 2012								
	4	5	2	1	2	4	5	1	2	3	1	2	3	3	1	2	3	3	1 - 5		1	2	3	4	1	2	3	1	2	3	1	2	3	
Approbation of the Thesis Project Theme	x																																	
Presentation of the Project		x																																
Designation of the project advisors			x																															
Write the recommendations to the project (1 st review)				x																														
Presentation of the project (corrected)					x																													
Write the recommendations to the project (2 nd review)						x																												
Presentation of the project (corrected)								x																										
Write the recommendations to the project (3 rd review)											x																							
Presentation of the project (corrected)																x																		
Declaration of the pertinence of the thesis project																					x													

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CONSISTENCY MATRIX

THEME:“AN EDUCATIONAL SOFTWARE AS A SUPPORT RESOURCE TO EVALUATE THE BASIC LEVEL OF THE ENGLISH LANGUAGE LEARNING AT “NATIONAL UNIVERSITY OF LOJA – ENGLISH LANGUAGE CAREER”. ACADEMIC PERIOD 2010-2011”

PROBLEMS	OBJECTIVES	VARIABLES
<p>GENERAL What is the influence of the educational software as a support resource to evaluate the basic level of the English language learning with students of English language career at “national university of Loja” academic period 2010- 2011.</p> <p>SPECIFICS</p> <ul style="list-style-type: none"> ➤ How the applicants background knowledge affects their learning process in the English Language Learning. Academic Period 2010-2011. ➤ How the implementation of an educational software supports the evaluation of the English Language knowledge at the English applicants of the English Language Career at National University of Loja. Academic Period 2010-2011. ➤ How a training course can help testers to use appropriately the educational software to be applied to evaluate the applicants of the English Language Career at National University of Loja. Academic Period 2010-2011. ➤ What is the basic knowledge that the applicants of the “English Language Career” should have as a requisite to be successful in the English Language Learning. Academic Period 2010-2011. ➤ What students can be admitted to the career and who need to catch up in the English knowledge. 	<p>GENERAL To determine whether educational programs supports the learning of English Language with students of English Language Career at “National University of Loja” academic period 2010- 2011.</p> <p>SPECIFICS</p> <ul style="list-style-type: none"> ➤ To diagnose and analyze the background knowledge of the applicants of the English Language Career needed to be successful in the English Language Learning. Academic Period 2010-2011. ➤ To design and elaborate an educational software that evaluates easily and objectively the basic knowledge of the English Language Learning with the applicants of the English Language Career at “National University of Loja”. Academic Period 2010 – 2011. ➤ To organize a training course where testers will learn how to use the software that will be applied to evaluate the applicants of the English Language Career at “National University of Loja”. Academic Period 2010 – 2011. ➤ To know whether the applicants of the English Language Career have the basic knowledge to be successful in the English Language Learning. Academic Period 2010-2011. ➤ To determine the students who can be admitted to the career and the ones who need to catch up in the English language knowledge. 	<ul style="list-style-type: none"> • Educational Evaluation • Educational Software • Web Application

INDEX

Cover Page

Page

1. Theme.....	2
2. Problem Statement.....	3 - 9
3. Justification.....	10 - 11
4. Objectives	12 - 13
5. Theoretical Frame	
Chapter I: Educational Software.....	14 - 20
Chapter II: Web Application.....	21 - 26
6. Methodology.....	27 - 30
7. Resources.....	31 - 32
8. Chronogram.....	33 - 34
9. Bibliography.....	35 - 36
10. Consistency Matrix.....	37
11. Index.....	38