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"STUDENT-CENTERED AND TECH-ENHANCED PEDAGOGY FOR ENGLISH LEARNING IN A RURAL SCHOOL"

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CERTIFICADO DE DERECHO DE AUTOR

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Descripción de autoría

Este proyecto de integración curricular se desarrolló en el marco del proceso de formación profesional, mediante la aplicación de las metodologías FMU, ECRIF, PDP y PDREE. Su objetivo fue fortalecer la planificación de clases y analizar la contribución de estos enfoques a la enseñanza comunicativa del inglés. La sistematización se fundamentó en planes de clase, clases demostrativas y diarios reflexivos. La experiencia evidenció que las metodologías centradas en el estudiante favorecieron una mejor organización de las clases y una mayor participación del alumnado, mientras que la práctica reflexiva se consolidó como un elemento clave para el desarrollo profesional continuo en la enseñanza del idioma inglés.

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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante CEDEÑO MERO JESSAMY JANETH, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2026-2027(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"TEFL APPLICATION PROCESS"*

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

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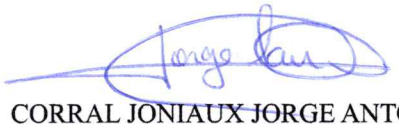

CORRAL JONIAUX JORGE ANTONIO
Docente Tutor

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I would like to express my sincere gratitude to God for granting me the strength, wisdom, and resilience to reach this milestone in my life. I am deeply grateful to my boyfriend, Anthony, for his unwavering support and companionship throughout this entire journey. My heartfelt thanks also go to my mother, my younger sister, and my older brother for being my constant source of motivation, as well as to my extended family for always checking on me and offering a helping hand whenever I needed it. Finally, I extend my appreciation to the educational institutions that shaped my knowledge, especially ULEAM University, for providing me with the tools to step confidently into the professional realm.

DEDICATION

I dedicate this work to my beloved grandfather Fausto, who was like a father to me and taught me the greatest values I carry with me every day. Thank you for always showing me through your actions the true importance of education, proving that regardless of socioeconomic background, race, or ethnicity, anyone who acts with strong values and responsibility can achieve every goal they set out to accomplish.

Student-Centered and Tech-Enhanced Pedagogy for English Learning in a Rural School

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Abstract. The present study evaluated the impact of technology integration and a student-centered pedagogy on the development of receptive English language skills (Listening and Reading) within a rural context. Under a quantitative approach and a quasi-experimental design, the research involved a sample of 11 high school students in Ecuador, divided into an experimental group and a control group. The initial baseline was established using the standardized Cambridge YLE pre-test. Subsequently, a 10-session didactic intervention was implemented based on the PDP instructional model and enhanced by digital platforms. Post-test results demonstrated a statistically significant impact (p=0.044) in the experimental group, which raised its average from an elementary level of 6.00 to a higher score of 8.00; in contrast, the control group showed a decline from 5.80 to 4.60 due to traditional dynamics and academic pressures in the school environment. The findings confirm that integrating digital tools facilitates English lessons, mitigating socio-educational gaps, reducing the affective filter and promoting collaborative work, thereby transforming students into an active builders of knowledge.

Keywords: Technology integration, active pedagogy, receptive skills, rural education, English.

1. Introduction

English is considered a universal means of connecting people and tool for communication [1]. In the context of modern Education, there are numerous methodologies designed to ensure language learning, leaving behind the traditional model in which the teacher imparted knowledge unilaterally and Students were merely recipients of that information [2]. Currently, the student-centered pedagogical approach championed by Bhardwaj, who advocates that teachers become facilitators and guides while Students become active and autonomous agents of their own learning [3]. Based on that, education ceases to be a mere transfer of knowledge and becomes a process of construction in which students build their own academic journey guiding by teachers.

At the same time, the wide of range of technological tools available today has transformed foreign language learning into an accessible educational process [4]. Such tools not only creates an attractive opportunity, but also serve as vehicles for comprehensible input (i+1), enabling both reading and listening skills to develop in a meaningful and valuable way [5]**.** Thanks to this combination, technology-enhanced education has emerged, paving the way for creativity and independence while fostering a student-centered approach that allows students to process information in a deep and lasting away [6].

Receptive skills involve a fundamental role in the initial stage of language acquisition but also and language learning. As a result, recent correlation research highlight that while reading and listening skills are considerably interrelated, proficiency in one does not surely guarantee success in other [7]. This demonstrates the need to tailor instruction based on whether a student has mastered one skill more than another, highlighting the critical importance of using the PDP model, which focuses on guiding students through the lesson by building on the specific skill in question-starting with the easiest, most controlled exercises and progressing to the most difficult, open-ended ones that demonstrate their progress- which offers benefits that can only be achieved with this model. [8], [9]

Although there have been studies on the use of information and communication technologies (ICT) in rural areas of Ecuador, most of these studies focus on student motivation or institutional infrastructure [10], [11]. Therefore, there is a lack of evidence regarding what would happen if, within a rural educational setting, technological tools are available but underutilized. This, the problem identified did not stem from a lack of physical access, but rather from the persistence of traditional Methodology that limited participatory learning, making this setting the ideal context for evaluating this situation.

As a result, the study conducted in a rural area of Ecuador found that, despite having the necessary technological infrastructure to promote English language instruction – including computer labs and internet connectivity. Nevertheless, there was a marked gap in underutilization of these teaching materials due to a lack of knowledge about how to use them and their low quality; this resulted in a traditional education and less participatory learning. As a result, high school students often complete their academic training with a level of language Proficiency significantly below national and international standards [12].

It should also be noted that, due to the following demographic characteristics associated with rural areas, educational institutions often have small student populations [13]. Due to factors such as dropping out of school caused by early entry into the workforce, teenage pregnancy, and difficulties in accessing educational institutions due to long distances, among other factors [14] [15] Rather than being an obstacle, this current demographic landscape underscores the need to implement engaging educational strategies that make the most of classroom time and foster a love of learning [16] by making use of the educational resources available at the school.

Thus, this study is justified by offering potentially valuable results for multiple stakeholders in the education system. First, the results will directly Benefit the educational community of the rural school under study by providing teachers and administrators with an accurate assessment of their students' digital literacy skills and methodological framework for optimizing the use of their computer labs. Furthermore, these findings will serve as input for curriculum designers and public administrators in the education sector, who can use this data to justify teacher digital literacy training programs in rural settings [17]. Finally, this study benefits the scientific community and future researches in the field of English as foreign language (EFL) by serving as documented methodological precedent regarding the feasibility, challenges, and management of logistical constraints when implementing ICT-enhanced active teaching methods in rural settings.

Therefore, to address this need, the present study aims to evaluate the impact of technology integration and student-centered methodology on the development of english listening and reading skills in a rural area, in order to determine their pedagogical significance for high school students at a rural educational institution in Ecuador. In this regard, the first specific objective was to establish a baseline to identify the level of linguistic competence within the two groups-divided into an experimental group and a control group-by first conducting a quasi-experimental admission process, which involved administering a pre-test in accordance with the Common European Framework (CEFR) [18] using the Cambridge Young Learners Test as a standardized assessment tool [19].

Consequently, the second specific objective consisted of a 10-session intervention carried out using the PDP (Pre, During, Post) planning model. The aim was to demonstrate that it was feasible to develop meaningful and effective English language learning pathways for students, transcending the limitations of the traditional rural education setting. Finally, the third specific objective was to evaluate the students' progress following the intervention by administering a post-test, once again using the Cambridge Young Learner Test. This process enabled the realization of a comparative analysis between the results of both groups to verify the effectiveness of the pedagogical applied.

2. Methodology

2.1. Design

This study adopted a quantitative approach with a quasi-experimental design [20], using non-probabilistic purposive sampling [21] to select the sample. This design aligns with the research parameters because the sample could not be selected at random, as is the case in educational institutions where groups are already established. The research sought to determine the impact of student-centered technology-enhanced pedagogy on receptive skills in a rural area, comparing an experimental group with a control group. Both study groups were assessed using a pre-test and a post-test to measure the significance of the intervention.

2.2. Techniques and tools

A standardized test called the Cambridge Young Learner Test was administered. This exam of 15 questions divided into multiple-choice and matching sections, which made it possible to assess the students' reading and listening Proficiency levels according to the CEFR in this rural area. The test was used a pre-test and post-test to determine statistical significance based on the initial and subsequent data. In addition, 10 lesson plans were designed in accordance with the student-centered PDP model and supported by digital resources for the intervention of the experimental group.

2.3. Participants

The initial sample consisted of 23 students from the rural institution. However, the final analysis focused on 11 participants: a control group (n=5) and an experimental group (n=6). The reduction in the sample size was due to factors such as early entry into the workforce, teenage pregnancy, and difficulties in access due to the geographic dispersion of the educational institutions, a factor exacerbated by seasonal weather conditions that hinder students' commutes.

The research was conducted in accordance with ethical principles of confidentiality and anonymity, with authorization from the school authorities for data access, as well as informed consent signed by the participants' parents or legal guardians. The protections of participants 'identities were ensured through the research process by not using their real names and applying codes for the analysis of results, thereby complying with current regulations applicable to research involving minors.

2.4. Inclusion and Exclusion Criteria

The selection of participants was based specific inclusion and exclusion criteria. Regarding the inclusion criteria, students were required to meet the following requirements: (1) Be enrolled in the 11th and 12th grades at the same rural school; (2) Possess basic prior knowledge of English; (3) Be between the ages of 15 and 18. On the other hand, the following were established as exclusion criteria: (1) Not having fully completed the pre-test and post-test: (2) Having an attendance rate of less than 70% in the pedagogical intervention sessions; (3) Being under 15 years of age.

As shown in the Figure1, 72,7% of the participants in this study were female students and only 27.3% were male students; they comprised the experimental and control groups, this representing the entire sample of 11 participants in the research process.

Figure 1.

Participant Profile by Gender

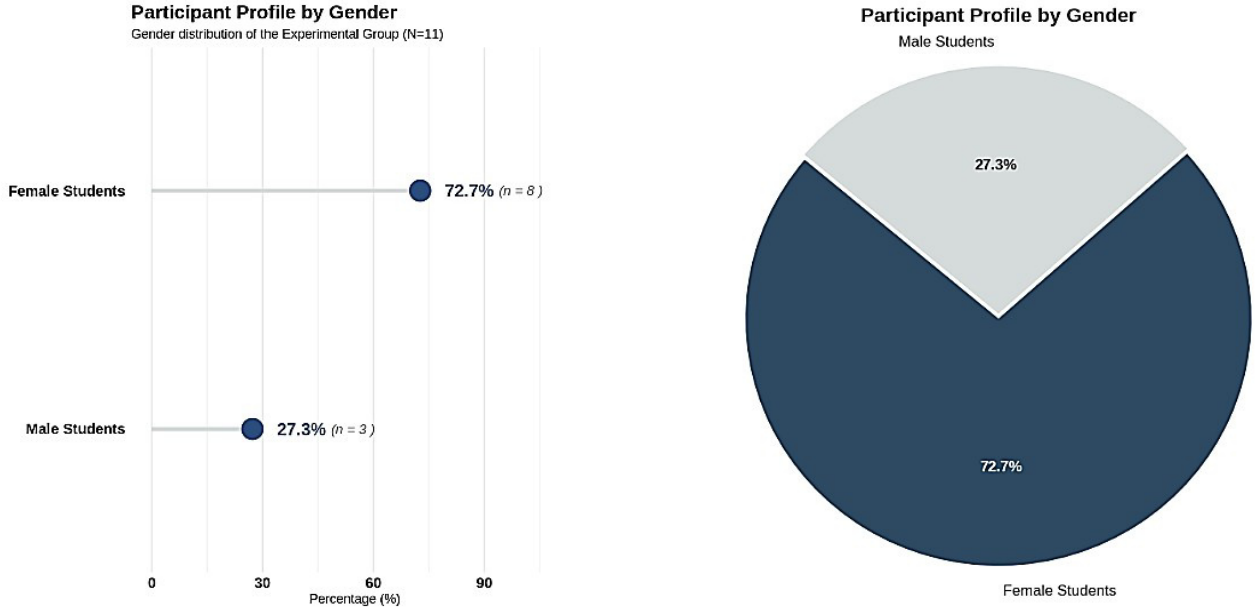
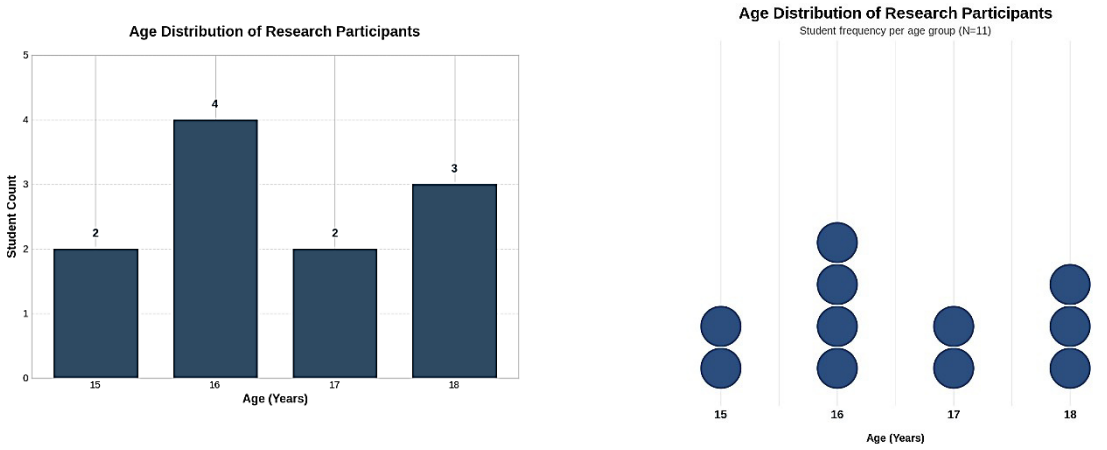


Figure 2 shows that the participants' ages ranged from 15 to 18, with 16 being the most common age, indicating that their participant meets the required secondary education criteria.

Figure 2.

Age Distribution of Research Participants



2.5. Procedures

Both groups took a test to determine their initial level of English and to plan the intervention phase. The experimental group participated in classes designed with a student-centered approach and supported by technology for 10 weeks, with one session per week. Activities included the use of technological tools and self-directed learning tasks through lesson plans from the professional development program (PDP) that allow students to work on these receptive skills, while the control group continued with the educational institution´s traditional English method. Following the intervention, both groups took the post-test under the same conditions as the pre-test, using the Cambridge YLE to conclude the study, in the following order.

Stage 1. Diagnostic Phase. _ Administration of the pre-test (Cambridge YLE) to both the control group and experimental group to establish a baseline for language Proficiency.

Stage 2. Intervention Design. _ Planning of 10 teaching sessions using lesson plans based on PDP model focused on receptive skills, integrating the student-centered, technology-enhanced pedagogy approach.

Stage 3. Plan Execution. _ Implementation of the planned pedagogical intervention with the experimental group over 10 weeks.

Stage 4. Permanency. _ The control group maintained the same traditional teaching pace for 10 weeks to serve as a point of comparison.

Stage 5. Final Evaluation. _ Administration of the post-test to both groups under a controlled system to measure progress and significant impact following the intervention.

Stage 6. Data Collection and Tabulation. _ Colleting of the scores obtained for subsequent statistical analysis.

2.6. Intervention

The program was conducted over a 10-week period, with each class lasting an estimated 1hour and 20 minutes. The classes were structured around the PDP (Pre, During, Post) model, incorporating a student-centered approach driven by the use of technology. Regarding the activities carried put, interactive listening and reading comprehensive activities were developed, in which students used tools such as the Cambridge English Dictionary, You Tube, Padlet, Canva, and Kahoot to independently tackle and solve language problems. To this end, the material resources used included individual computers for each student, a projector, and internet connectivity, utilizing the materials and infrastructure available at the institution. Finally, attendance was recorded, and performance was evaluated in each class session through academic activities, ensuring that students met the 70& attendance requirement stipulated for participation in the study.

2.7. Data Analysis

To interpret the data obtained from the pre-test and post-test, the R programming language was used, running in the Goggle Colab environment. This process allowed for an analysis divided into two phases. In the first phase, corresponding to descriptive statistics, means and standard deviations were calculated to plot the initial and final levels of both groups, using violin plots and box plots to visualize the distribution of learning. These allow us to observe not only the improvement in grades but also the homogeneity or dispersion of the results, identifying how consistent the impact of the intervention was. In the second phase, focused on inferential statistics, hypothesis tests (such as Student´s t-test for paired samples) were applied to determine whether the improvement in the experimental group was statistically significant compared to the control group, with a 95% confidence level.

3. Results

At the start of the study, it became evident that both groups had a homogeneous and basic level of linguistic Proficiency. As shown in Figure 3, the average score was 6.00 for the experimental group and 5.80 for the control group. These values made it possible to establish a clear baseline, indicating that the students shared similar limitations in their receptive skills prior to the planned intervention. During the initial sessions were found some emotional barriers that affected learning and student participation. Shyness and anxiety were prominent, as the fear of making mistakes and peer judgment or reaction caused many students to refrain to pronounce words in English language, this restricted dynamic shifted by integrating digital tools.

When comparing the final scores from the intervention, both qualitative and quantitative results suggest that the introduction of student-centered technology enhanced pedagogy not only impacts academic performance but also changes the dynamics of learning. As shown in Figure 3, the experimental group´s average score rose to 8.00, while the control group´s drooped to 4.60. This decline in the control group can be attributed to a cumulative demotivational effect resulting from the traditional teaching method, compounded by contextual factors specific to the final year of high school; specifically, the academic workload and psychological pressure associated with developing the graduation project required for graduation. These external factors caused a shift in the students' attention and cognitive effort, affecting their performance in the absence of innovative stimuli. This marked difference between the two groups is supported by a p-value of 0.044 reported by the authors, this confirming that the progress is statistically significant; however, given the small sample size, this value should be interpreted with caution. Therefore, by reducing the affective filter and significantly strengthening auditory and reading decoding though pedagogical sessions for the experimental group, it is demonstrated that the intervention achieved true pedagogical significance in the rural context studied.

To develop reading and listening comprehension skills, collaborative platforms were incorporated to make the process more engaging. Padlet was used as a space for social reading, where students shared their opinions and findings. Similarly, presentation activities were conducted on the digital platform Canva to summarize the readings, transforming the information gained into creative visual content. Additionally, Kahoot proved highly effective for running guided exercises across different stages on english lesson, streamlining real-time comprehension assessment through gamification. Since this was the first time this technology had been used-and given that access in rural areas in largely limited to mobile devices rather than computers- a notable increase in extrinsic motivation was observed. Due to all these factors, students began to proactively use technological resources with greater confidence, such as the Cambridge Dictionary, to resolve doubts about new vocabulary on their own. These activities gradually reduced anxiety, transforming the classroom into a more interactive space for participant.

Figure 3 comprehensively illustrates the performance and development of receptive skills between the experimental group and the control group using four complementary graphs. First, figure 3a (box plot) shows the overall comparison between the pre-test and post-test, demonstrating how the distribution of scores shifted significantly toward higher ranges following the intervention. This shift in score distribution is confirmed in figure 3b (violin plot), where it is observed that in the pre-test, the largest concentration of students was clustered at the lower end of the scale, while in the post-test, the distribution widens toward the top, confirming a massive shift of students toward higher levels of language proficiency.

Furthermore, when breaking down performance by group, Figure 3c (comparative violin plot) reveals the final asymmetry between the two samples: the experimental group is concentrated at high scores (8.00), while the control group has a broader distribution at lower scores (4.60). Finally, figure 3d (individual

progress trends) provides the most dynamic analysis, confirming that the trajectories of students in the experimental group how a consistent upward slope, in contrast to the lines for the control group, which reflect stagnation or downward trajectories. Taken together, the four figures show that the combination of student-centered and tech-enhanced pedagogy with the PDP model not only raised the overall average but also positively transformed individual and collective progress among the students.

Figure 3

Receptive Skills: Pre-test vs. Post-Test Comparison

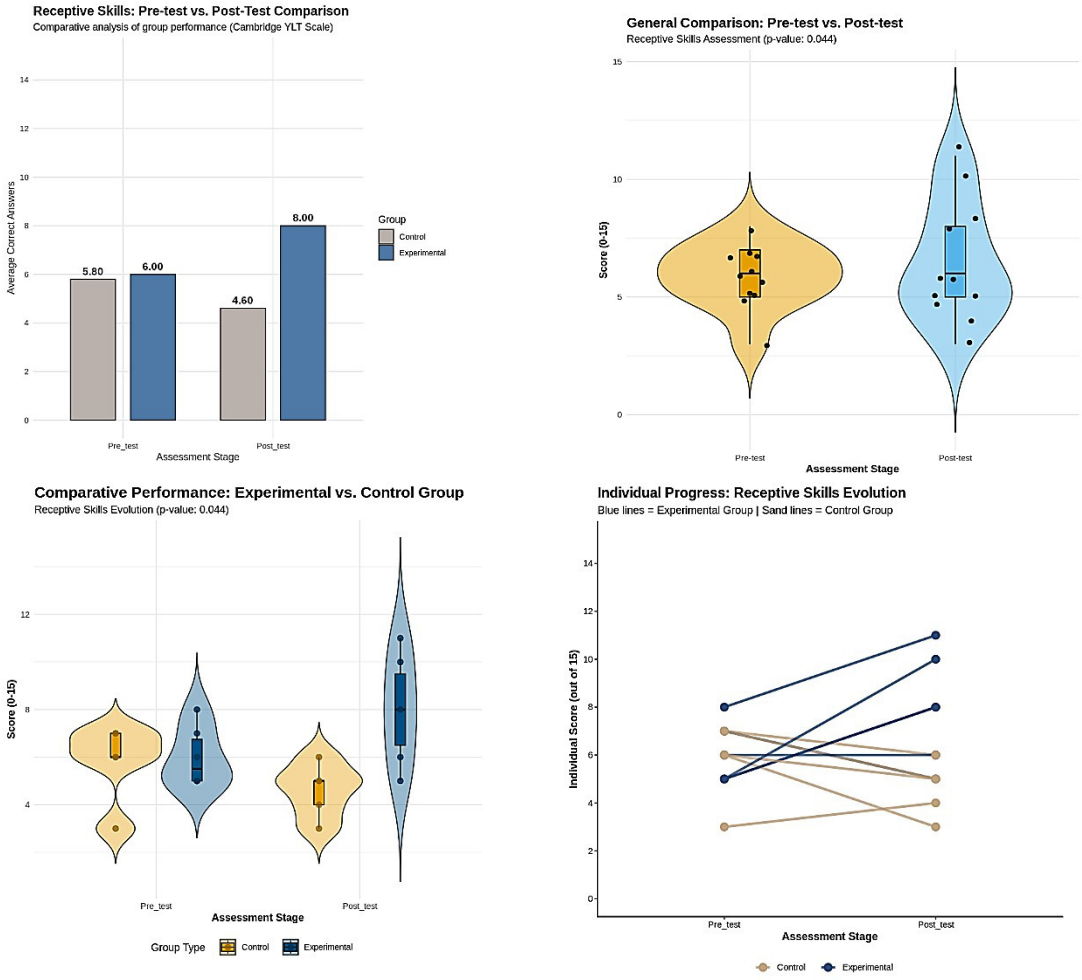
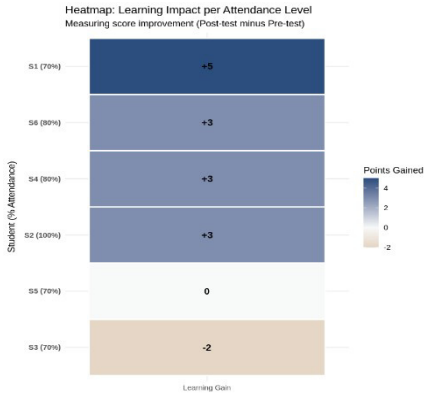
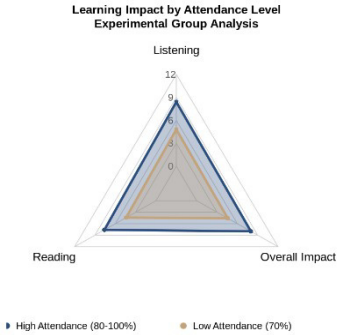


Figure 4 illustrates the correlation between attendance rates at the "Student-Centered Focus on Technology-Enhanced Learning" sessions and the impact the shad on students' learning process within the study framework, as shown by an upward trend line. The data suggest that frequent attendance contributed to improved academic performance, as reflected in students' final scores on the post-test.

Figure 4.

Correlation: Attendance vs. Learning Impact





4. Discussion

The findings of this study clearly demonstrate that the implementation of a student-centered teaching approach, enhanced by technological tools, has a beneficial and statistically significant impact (p=0.044) on the development of receptive English skills in the rural educational institution, thereby enabling the experimental group to raise its average score from an elementary level of 6.00 to a significantly higher score of 8.00. This progress aligns with the findings of Chen et al. (2024) who assert that technology-assisted learning promotes cognitive independence and enables more thorough and prolonged information processing. Similarly, the transformation of classroom dynamics through the use of digital platforms such Padlet, Canva, and Kahoot [22] corroborates the classic postulate of Krashen et al. (1984) regarding comprehensible input (i+1); This digital environment successfully lowered the student's affective filter, reducing their initial shyness and fear to make mistakes, as argued by Estévez and Camino [23]. Accordingly, interactive digital materials served as a catalyst that enabled the assimilation of English language in a safe and interactive environment that foster learning confidence [24].

A key factor warranting a thorough analysis is the decline in the control group´s score from 5.80 to 4.60. This quantitative decline reflects the recurring issues described by Hashim (2025) regarding traditional models, in which the one-way transmission of knowledge reduces students to a passive role that undermines their intrinsic motivation in the long term. Furthermore, academic stress, manifested in academic workload and assessment pressure, affects student performance and well-being. Mandatory projects shift cognitive effort, improving targeted areas but lowering grades in other subjects [25], [26]. The pressure and academic workload associated with the mandatory development of the graduation project for the degree at the rural educational institution under study generate a shift in students' cognitive effort, thereby triggering a collateral neglect of other academic areas.

On the other hand, it is essential to acknowledge the demographic and logistical limitations that resulted in the final sample size being reduced to 11 participants, which prevents the direct generalization of the results to a national scale; nevertheless, it accurately portrays the socio-educational difficulties present in rural areas. Beyond Statistical rigor, the final sample size is indirectly influenced by multifactorial phenomena characteristic of rural vulnerability, such as early entry into agricultural labor [27], [28], teenage pregnancy [14] and sociodemographic dispersion and distance from the educational institution [15]. These variables, combined with severe seasonal weather conditions, acted as exclusion factors that prevented several participants from meeting the ethical and methodological requirement of a minimum mandatory 70% attendance rate, or led to the absence of some students during the administration of the pre-test or post-test.

An unpredicted finding that is worth mentioning was the participants' level of digital literacy in this study. Although students were between the ages of 15 and 18, most of them struggled with elementary tasks including turning on desktop devices, executing basic computer operations, and web browsing. These observation aligns the reality in rural areas described by Guillen [29]. Where access to devices does not guarantee the development of digital skills.

The students' limited initial technical proficiency genuinely fostered collaborative learning, known as peer teaching [30]. This peer-to-peer dynamic not only reduced technological anxiety [31] but also created a safe environment for linguistic experimentation, as students who mastered the process before the rest

voluntarily assisted their peers, transforming the classroom into a community of practice where the values of cooperation and solidarity were as important as the linguistic objectives. This finding reinforces the idea that technology, when student-centered, does not isolate the individual but rather strengthens the social fabric and camaraderie within the rural classroom.

The decision to devote part of the first session exclusively to technical instruction was not viewed as an unproductive use of time, but rather as necessary allocation of time for the student-centered technology-enhanced model. Without this preliminary groundwork, the self-directed learning required by the methodology would have been ineffective. The transition from a traditional model [2] to a digital one fostered an openness to learning that mitigated the initial sense of technical inadequacy, thereby allowing the process of "learning the language"

The shift in students' perceptions-from viewing education as a passive, one-sided process to an active construction of knowledge-underscores the importance of an effective approach in the classroom. By reducing academic stress through a desire for knowledge and mutual support, the learning environment became conducive and motivating, facilitating language learning despite infrastructure limitations-such as the use of obsolete equipment or outdated software. This demonstrated that by making good use of technological tools and avoiding their underutilization, it is possible to create an autonomous and sustainable learning environment.

5. Conclusion

It is concluded that the administration of the standardized Cambridge YLE pre-test made it possible to establish a completely homogeneous and basic baseline of language proficiency among the two groups of high school students in the rural context under evaluation. This assessment revealed that limitations in reading and Listening skills were a common factor among all participants. Thus, it is demonstrated to some extent that the traditional models prevalent in rural areas cause students to fall short of language proficiency standards.

Furthermore, research shows that teaching languages through the use of ICT is highly feasible in rural settings with a significant digital divide, provided that a preliminary phase of technological literacy is implemented. The lack of basic computer skills is not an insurmountable obstacle, but rather a variable that, when properly integrated into instructional design, enhances student interest and engagement throughout the learning process. The statistical results indicate a significant improvement in participants' performance, although this cannot be generalized due to the sample size. Thus, it can be concluded that the use of diverse digital tools, the proposed pedagogy, and the PDP model proposed for the intervention sessions facilitated dynamic and autonomous learning, enabling high school students to effectively achieve the intended learning objectives. This progress is not limited to an academic context but also demonstrates the adaptability of rural students to innovate technological resources.

On the other hand, statistical analyses and results show a significant and positive improvement in the performance of the experimental group that was exposed to the proposed methodology, achieving a higher final average compared to the decline observed in the control group, Although thus progress cannot be generalized by the same reason of the sample, it is reasonably concluded that the implementation of diverse dynamic digital resources fostered the independent development of the targeted language skills, thereby demonstrating students' ability to adapt to innovate learning environments.

Finally, the overall conclusion is that the technology-driven methodology plays a key role in engaging students. The consistent enthusiasm and commitment observed suggest that, by giving students an active role and providing them with up-to-date-tools, this approach reduces methodological limitations and reinforces the relevance of English as a useful and attainable language skill for their professional and personal development.

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Reviewer B:
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PROPIEDAD INTELECTUAL

Título de Trabajo de Investigación: Teaching English as a Foreing Language Application Process

Autor: Cedeño Mero Jessamy Janeth

Fecha de Finalización: 21 de julio de 2026

Descripción de autoría

Este proyecto de integración curricular se desarrolló en el marco del proceso de formación profesional, mediante la aplicación de las metodologías FMU, ECRIF, PDP y PDREE. Su objetivo fue fortalecer la planificación de clases y analizar la contribución de estos enfoques a la enseñanza comunicativa del inglés. La sistematización se fundamentó en planes de clase, clases demostrativas y diarios reflexivos. La experiencia evidenció que las metodologías centradas en el estudiante favorecieron una mejor organización de las clases y una mayor participación del alumnado, mientras que la práctica reflexiva se consolidó como un elemento clave para el desarrollo profesional continuo en la enseñanza del idioma inglés.

Declaración de Autoría:

Yo, **Cedeño Mero Jessamy Janeth**, con documento de identidad **080336339-09**, declaro que soy autor original y **Lic. Jorge Corral, Mg.,** con documento de identidad **1304020108**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulación "Teaching English as a Foreign Language Application Process". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría del estudiante CEDEÑO MERO JESSAMY JANETH, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2026-2027(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"TEFL APPLICATION PROCESS"*

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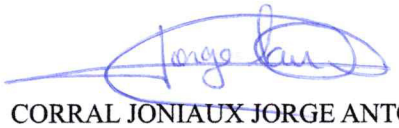

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