



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**

RESEARCH PAPER

**“TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO
DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA
PROVINCE, 2015”.**

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR:

JUAN CARLOS GONZÁLEZ BALDEÓN

ADVISOR:

Lcdo. JORGE CEVALLOS SALAZAR MSc.

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2016



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

TEMA:

“TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE, 2015”.

TRABAJO DE TITULACIÓN

Previo a la Obtención del Título de:

LICENCIADO EN INGLÉS

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La Libertad, June 25th 2016

ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title "TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE, 2015." prepared by Juan Carlos González Baldeón undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the board of examiners.

Sincerely

Lcdo. Jorge Cevallos Salazar MSc.

La Libertad, June 25th 2016

STATEMENT OF AUTHORSHIP

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Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this work to all the people who encouraged me to make my dream come true, I am thankful for their support and the faith they had on my project, now it is time to give and share all my experience and show that their support was worth it. To my mother, children and siblings who gave me the strength to keep on track in this long path to achieve my goal, without them this wouldn't be possible.

Juan Carlos

ACKNOWLEDGMENT

First of all, I thank God, who gave me the strength and guided me through this long process of knowledge, to my advisor and mentors, who would have never accepted any less than my best effort and never let me down for their dedication and patience, to UPSE University for all the support and effort to accomplish this dream. A special recognition to our director Lcda. Glenda Pinoargote Parra MA. for her guidance and expertise.

Juan Carlos

DECLARATION

The content of the following graduation work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University.

JUAN CARLOS GONZÁLEZ BALDEÓN
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Author: Juan Carlos González Baldeón

Advisor: Lcdo. Jorge Cevallos Salazar MSc.

ABSTRACT

This research was aimed at taxi drivers of Cooperativa “Brisa Azul” in order to improve their listening skills and learn basic expressions in English to provide a better service to tourists visiting Santa Elena Province. The study analyzes the reasons why taxi drivers have difficulties with the listening skill in the English language, the results permitted to create a resource with audios to strengthen listening on drivers, the exploratory research using qualitative methods and techniques of observation allowed to create a solution for the problem. After leaving the airport, taxi drivers are the next people that tourists meet in order to take them to the hotel. English for taxi drivers is an educational option for drivers of Cooperativa “Brisa Azul” in Salinas, Santa Elena province to enhance their listening skill in English with the tool of an audio cd and a web page, to train cab drivers at least with expressions to provide passengers a better service. This material has listening exercises with common phrases used in their professional activity, repeating and listening phrases with specific vocabulary to understand English in the workplace itself.

Key words: Audio cd, listening, taxi drivers, Cooperativa are common phrases used by tourists.

INTRODUCTION

Ecuador is a country of spectacular variety of weathers and beautiful scenery. From beaches to volcanoes, visitors can expect to find different environments. Santa Elena Province is one the most important tourist destinations and one of the most recognized in Ecuador.

Tourists arrive from all over the world to enjoy and visit beaches as Salinas, Ballenita, Montañita, which are paradises with boasting waves, a never-ending coastline, and a natural landscape ripe for exploring.

This research is of significance in the field of education as Santa Elena province is visited by foreigners daily traveling destinations that require a good service provided by taxi drivers. Every year each company who is in charge of public transportation encourage each one of the taxi drivers to treat every passenger as good as they can, but they are not prepared to communicate with visitors that cannot speak Spanish.

There are not many alternatives to train taxi drivers to learn basic English, this project constitutes an opportunity to increase an added value of a service, benefiting the taxi drivers, and in general to Santa Elena Province.

The magnitude and contribution of this work have transcended through the creation and application of audio cd and a web page causing educational, sociological and tourist impact on the way traditional instruction for learning English is taught, but also improving the apprenticeship of English on taxi drivers providing efficient service to contribute to the financial development of Santa Elena Province.

This project is organized by chapters and each one covers different aspects of this work.

Chapter One describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specific).

Chapter two is about literature review, it contains previous investigations, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology, the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four is about the proposal; it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally, chapter five describes the administrative framework; it contains the resources (institutional, human, materials, economic).

CHAPTER I

THE STATEMENT OF THE PROBLEM

1.1 TITLE

“TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE, 2015.”

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

People around the entire world have seen the importance of learning English as a second language. As a matter of fact, the English language has become the most important second language around the world; there are 7.299 million people in the world and 375 million speak it that is the 6.25% of people whose mother language is English, countries like Canada, Australia, Belize, The United States, India, and The United Kingdom are some of them, but also people from Latin America which have adopted English language due to its importance. For that fact almost one half of the world considers that English has to be spoken all over the world.

The world has many destinations and touristic attractions, every country around the world owns a diversity of climates and cultural backgrounds, that is one of the reasons why people around the world travel overseas to know about other people culture and the majority who travels speak or communicate in English.

Ecuador is one of the countries with a vast biodiversity of fauna and flora, pleasant weather, and it is considered the lungs of the world. The Ecuadorian government has invested in a tourist campaign called All you need is Ecuador with

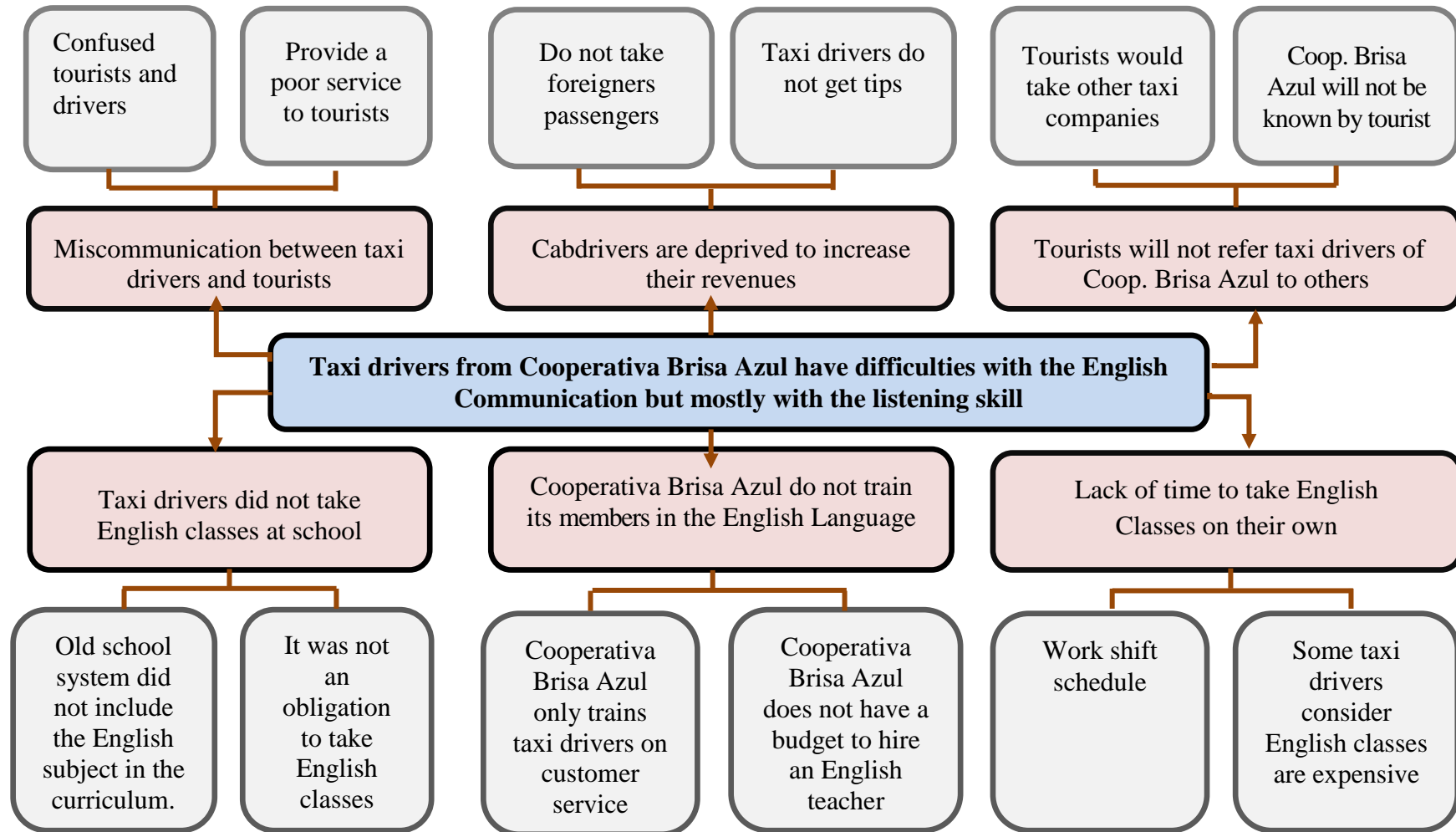
the purpose to attract more tourists to visit the country and promote local cities, traditions, culture and gastronomy making people have to be prepared to receive visitants and make feel important as they were in their own hometown.

The Peninsula of Santa Elena owns one the most beautiful shores all over the pacific coastline, an amazing weather and radiant scenery but people whose jobs depend of touristic incomes are not prepared to receive tourists because they do not speak English and most of them do not notice that the English language has an important role in the tourism industry.

One of the foremost attractions in Ecuador is Santa Elena province, where tourists arrive directly and usually rent cars and take taxis to transport from one place to another therefore, drivers and taxi drivers should make conscious of learning English to improve their abilities to serve and communicate with foreigners who come to enjoy Santa Elena's wonders, Salinas is one of the cities of Santa Elena Province, it has many taxi companies and unfortunately drivers from these companies cannot communicate or speak basic English with visitors, which cause then to be unprepared to provide an inefficient service to tourist.

One of the most accepted taxi companies in Salinas is Cooperativa "Brisa Azul" with sixty-five brand new cars equipped with technological devices that can be taken in advantage to learn English and provide a higher quality service to tourists making them know how splendid the rest of the province is. It is important to understand the benefits of technology and how technology can assist educators in supporting all learners, especially those with additional needs.

ILLUSTRATION# 1: PROBLEM TREE



1.2.2 Critical Analysis

Besides having knowledge of the surrounding areas of a city or town taxi operators should be able to communicate in English as they have a demand from visitors from different parts of the world coming mostly from English speaking countries

There are many reasons taxi drivers from Cooperativa “Brisa Azul”, Salinas have difficulties with the English listening skill making it harder to achieve communication in the English Language. Some of them did not take English classes at school, absence of training from the taxi company to its members and lack of time to take English classes on their own. The inability to communicate in English causes miscommunication between taxi driver and tourists, drivers are deprived to increase their revenues, and miss the opportunity to be referred by others to use their service. An audio resource will offer a positive alternative for those who want to improve their listening and basic English knowledge using a technological educational tool in order to provide an outstanding service to all visitors.

1.2.3 Formulation of the problem

How can a taxi audio resource strengthen listening skills to drivers of cooperative Brisa Azul, La Libertad, Santa Elena Province?

1.2.4 Guideline questions

- What is an audio resource?
- What is the listening skill?
- What is the importance of listening skill?

1.2.5 Delimitation of research object

Field: Education.

Area: English.

Aspect: A taxi audio resource to strengthen listening skills.

Title: “Taxi audio resource to strengthen listening skills to drivers of Cooperativa “Brisa Azul”, Salinas, Santa Elena province, 2015.”

Problem: Listening skill.

Time limitation: The research will be held during the year 2015.

Population limitation: Taxi drivers of Cooperativa” Brisa Azul” Salinas.

Space limitation: Cooperativa “Brisa Azul”.

Context limitation: This research will be designed on the application of a taxi audio resource to strengthen listening skills on drivers of Cooperativa “Brisa Azul”, Salinas.

1.3 SIGNIFICANCE

There are many reasons this research is of significant importance considering Santa Elena province is visited by thousands of visitors every year and a good service provided by taxi drivers is needed when working with tourist.

There have not been alternatives to train taxi drivers to learn basic English, this project constitutes an opportunity to increase an added value of their service benefiting cab drivers, and general to Santa Elena province city, promoting a more valuable impulse of the province. For many years, Santa Elena province has not only been recognized for its beaches but also for its local people who are kind, hard workers, constant and persistent, for those valuable reasons it is fundamental to encourage Santa Elena citizens and cab drivers to communicate in English.

The significance and contribution of this research will transcend to the members of “Brisa Azul” taxi company causing a sociological and financial impact on the way traditional instruction for learning English is taught, but also improving the apprenticeship of English on taxi drivers, providing them the necessary tools to supply an efficient service to contribute the touristic and monetary development of the Province of Santa Elena.

Finally, the viability of this project can be proven due to the fact that the researcher and the authorities of the Cooperativa “Brisa Azul”, Salinas have the competence and desire to conduct and participate in this research in addition, there are all the necessary tools to design, develop, execute, and evaluate this task.

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 General objective

To identify the influence of an audio resource to strengthen the listening skills on taxi drivers of Cooperativa “Brisa Azul”, Salinas, Santa Elena Province.

1.4.2 Specific objectives

- To search bibliographical information about the listening skill and audio resources for teaching English.
- To collect the information in order to analyze and present it in a statistical way
- To design an audio cd with words and phrases to strengthen the listening skill of taxi drivers.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

English language has a notable and interesting history. The global dominance of Great Britain as a world power has made English the most well-known language in the world and used by “world” as the language of business. Now as the world becomes a global society, we need English as a primary or secondary language to conduct international and local business that way. This language is most evident in nations where enormous amount of the people speak the English language, this would be U.S.A., Great Britain, Canada, Australia, New Zealand, Ireland and South Africa.

Taxi drivers of Cooperativa Brisa Azul need encouragement to learn English. Some taxi drivers do not pick up tourists as they are not comfortable interacting with them, learning English is not easy and there is not a magical solution for learning it. Miscommunication can cause real problems with angry clients missing flights, going to the wrong addresses or just not being able to make changes. That is why it is relevant that a driver, who can at least understand some basic things that are said, can be friendlier, put clients at ease and make more tips in the long run.

An audio resource to strengthen listening skills is one of the solutions to encourage taxi drivers to acquire some English basic vocabulary. It is an easy technique to motivate adult learners but it is necessary to know what are their weaknesses and their strengths in order to create a list of words that could be helpful to increase their income and provide a better assistance to all visitors.

2.1.1 What is the listening skill?

Listening is one of the four skills of the English language. It is one of the two skills used when communicating orally. According to Rost, M. (1991) during the listening process the listener is actively engaged therefore listening is not an isolated skill; people listen in order to understand what has been heard.

Listening is the ability to hear attentively and to understand what others are saying. It is necessary to consider listening components such as: understanding of the accent, the way words are pronounced, grammar rules and vocabulary which helps to understand the whole meaning.

2.1.2 Stages of the listening skill

Pre-listening, this is the first stage where the context is established. The teacher generates an activity in order to encourage the learners to do something with a specific purpose that is to prepare learners to listen.

Listening, this the second stage where learners do the tasks or find answers to teachers questions. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is when the learner learns in their classroom, through an audio c.d. and many activities like as: following a map route, taking notes etc.

Post-listening, the last stage in this part is when students have the opportunity to confirm their answers of what they have been listening to, this helps the teacher to give a feedback and associate what they have learnt. This phase aids to analyze the problems of the learner with the listening activities.

2.1.3 The importance of listening skills

Helgesen, M. (2013) states that “listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as receptive or productive. Speaking and writing are productive skills. Listening, along with reading, is a receptive skill. It requires a person to receive and understand incoming information (input).”

Listening comprehension sets a foundation for the future acquisition of speaking. Emphasis on listening comprehension training and relaxation of the requirement for oral production in the initial phase of instruction, fosters development of linguistic competence, and produces better results than those obtained through intensive oral practice.

Listening is a prerequisite to other language skills, speaking, reading, and writing, and listening should be the primary skill to be acquired in learning a new language. There are major reasons for applying the listening-first approach processing of language and motivates learners to develop "holistic" learning in other words the comprehension of a whole reference with this strategy they will learn more about it.

2.1.4 Audio lingual method to increase listening skills

According to Richards & Rodgers (2014), the audio lingual method emphasizes listening and speaking and not reading and writing. Language skills are learned more effectively if they are learned in spoken form (drills) rather than written form.

Dialogue is the primary form of presentation and the following sub-categories are most helpful in the learning process:

2.1.4.1 Repetition

The students repeat what the teacher says word-by-word.

2.1.4.2 Inflection

Students learn to change the form.

Teacher: I want to buy a car.

Student: I wanted to buy a car.

2.1.4.3 Replacement

The students replace a word in a sentence.

Teacher: I want to buy a house.

Student: I want to buy a car.

2.1.4.4 Restatement

The teacher tells a sentence and the students rephrase it.

Teacher: Tell me to shut up!

Students: Shut up!

2.1.4.5 Completion

The teacher tells a complete phrase with the exception of one word and the student is asked to complete the sentence and repeat it back.

Crows appear to have an _____ attitude but they help one another to find food.

a) Mysteriously b) Warily c) aggressive

Crows appear to have an aggressive attitude but they help one another to find food.

2.1.4.6 Transposition

When a word is added the student must learn that the sentence must be restructured.

2.1.4.7 Expansion

When a word is added it requires a certain place in the sentence.

Teacher: the boy is eating

Student: the fat boy is eating.

2.1.4.8 Contraction

A single word stands for a phrase or clause.

Is not _____ isn't

Are not _____ aren't

2.1.5 Techniques to increase listening comprehension.

McCaughey,k. (2015) states, one principle for teaching listening skills and manage better the time. It is a technique that divides listening tasks into five steps:

2.1.5.1 Students do-during

A valuable technique is to involve students with active participation during a passage or between parts of teaching. For example: In the game, "Simon Says," the teacher gives commands to the students.

2.1.5.2 See it

Not only does the do-during activity keep the student engaged, it also has a great advantage in that the teacher can immediately discern who understands and who does not understand the material being taught. Both progress and comprehension are now easily measurable by the teacher in real-time.

2.1.5.3 Keep it short

The advantages to keep it short are: less preparation time and less attention span on behalf of the student. The material can be repeated many times within a short period of time for increasing learning skills. It is best to work with short audios under a minute in duration.

2.1.5.4 Play it again

A benefit of keeping the materials short is that the student can hear the material as many times as necessary in order to succeed at the task. And because the audios are short and the student can repeat as many times as they require there is minimal time invested and better results are achieved.

2.1.5.5 Change it up

Variety is the spice of life, providing different materials ensures that students remain actively involved with the teaching process and do not get bored. Example: newspapers, music, movies, poems, puzzles, magazines, games, and others.

2.1.6 Difference between listening and hearing.

Wrench, Attias, Johnson, & Goding (2012) mention, hearing is one of our “five senses” along with sight, taste smell and touch. When sound waves or vibrations are received through ears, the sense of hearing automatically perceives sound. Therefore, hearing is a physical ability.

Hearing requires no effort; it is an automatic brain response. For example, people are surrounded by all types of sounds throughout the day. Sounds such as airplanes, buses, and cars just to name a few, those sounds people prefer to ignore. However, the more important sounds such as children screaming or a cell phone ringing have more importance.

Unlike hearing, listening is not a physical ability or one of the five senses but instead is a learned skill. Listening is one of the “four skills” of language learning along with writing, reading, and speaking. Listening is a skill whereby brain processes what it hears to understand the meaning of the sound. The skill of listening also includes understanding tone of voice and body language to better evaluate exactly what is being communicated.

The listening skill allows understanding what others are saying. Good listening skills make it possible to achieve not only better working relationships but also better personal relationships. In the instance of taxi drivers learning English, it is important to note that because listening is a learned skill, it is possible to train taxi drivers to listen to key words or phrases that will result in better customer satisfaction and repeat business. In short, a more positive experience for the customer as well as the driver.

2.1.7 Different listening techniques

2.1.7.1 Listening techniques

There are many different listening techniques to use for teaching listening. Brown, G. (1990) says that “In normal life there are reasons for listening, and interests and purposes which listening serves” If people listen with a purpose they are more interested in what is going to be said. These techniques are:

2.1.7.2 Listening for general information

Most of the time listeners pay attention to what is being said with the purpose of getting general information. They listen to get a general idea of the main points given.

2.1.7.3 Listening for specific information

When the listener is listening for specific information, he/she must discern the important details to be remembered. This means that the listener does not pay overall attention to the whole text but to specific aspects he/she is interested in. Harmer (1983) states that: “The ability or skill of listening to extract specific information is as important for listening as it is for reading.”

2.1.7.4 Listening for taking notes

When listening to take notes, the listener is not expected to write full sentences but the most important words. They are called content words and can be nouns, verbs, adjectives or adverbs.

2.1.7.5 Listening for imitation or reproduction

To listen something to imitate what has been said as correctly as possible, then listen very carefully. The listener must be efficient in listening skills to help him/her to repeat exactly words or sentences that he/she hears.

2.1.7.6 Listening to infer opinion and attitude

Sometimes a listener has to listen to a passage and be able to express a speaker's opinion or attitude. This becomes difficult when the opinion or attitude is not directly stated.

2.1.8 Technology

Technological resources are used almost every day to accomplish various tasks in daily lives, this has become very usual in daily routines , in brief; technology is used to extend abilities and is also as an application of science to solve problems. Technologies are often used for any kind of jobs, to extract materials for communication, learning, transportation, creating artifacts, manufacturing, securing data, and so much more.

According to Ertmer, P.(2010), “Teaching is not effective without the appropriate use of information and communication technologies (ICT) resources to facilitate student learning.”

There are three necessary requirements for teachers to use new technologies:

- The teacher must have confidence in that technologies can be used more effectively in a higher-level goal than what has been used long ago.

- The teacher must trust that using technologies will not cause conflicts to other higher-level goals that the students think are more relevant than the one being maintained.
- The teacher must be certain of that he or she will have enough skill and resources to use new technologies.

Nowadays, there is a contradiction in the attempt to introduce technology into education. It is obvious the evidence of educational benefits in this field, technological software abounds and the investment of hardware and software had increased, few teachers use new technological resources regularly in their teaching process and the impact of computers are still restricted.

Ertmer, P.(2010) states, “However, once the teacher knows how to use technology hardware and software (e.g., presentation tool, social networking site) is not enough to enable teachers to use the technology effectively”. In fact, if this were true, there would be little gap between teacher personal and instructional uses of technology. But knowing how to use the tools is only the groundwork, for example, when using technology as an instructional tool must know how to: design plans for teaching software to students, learning needs of their apprentices, and manage computer hardware and software.

Resources can be materials, services, knowledge, and other resources that are converted to produce advantages and in the development may be consumed or made unobtainable. One of the benefits is the raised of necessities and the proper functioning of the system. From a human perception a common resource is everything acquired from the environment to please human needs and wants.

2.1.9 English and technology

According to Knowless, G. (2014), “English has changed in the course of the present century from being the language of the British empire to the international language of communication, English language is used all over the world not only by people but also by smart machines.

According to Algeo, J. (2013), “The language gift that is innate in us is not English or indeed any specific language. It is instead the ability to learn and to use human language.” Language is simplified by the improvement of new equipment, in specific technology that has an advantage to improve communication. The increase of new technologies like computers, tablets, and cells phones; in particular technology that leads to improved communication, technologies can be used more effectively by people like teachers who might encourage students to obtain a higher-level of English.

2.1.10 Use of cds for teaching

Audio material is one way of teaching that helps students to leave the monotony, using an audio resource and not just hearing the teacher's voice make the class more interactive, recorded material has some advantages: audios can contain voices of native English speakers making students hear English language in its natural form and can be repeated it as many times the student needs; the student is not only limited to listen the audio in classes the learner can also do it outside the class.

A disadvantage of audios as Harmer states (1983) “It is not always a very good method machine and tapes are sometimes less than fully clear. People talking on audios can not be seen, and yet much of what it is heard in real life is conducted when the speaker is present. ”

2.1.11 Use of audio-visual methods in teaching.

Audiovisual materials play an important role in the classroom. Students can learn in various ways, the use of audiovisual resources improve the learning process, visual methods help students to grasp a specific message of what is being said. An audiovisual method maintains the public's attention and helps remember any particular information. Audiovisual methods broadcast information through sounds and images rather than a text. Students benefit from teaching visual and audible as it tends to focus on the subject, enhances the visual material written materials like; computers, tv, cd, dvd and projectors, they are forms of audiovisual material. All audiovisual teaching methods must be selected and must be related to what is being taught.

The use of any audiovisual teaching method to help students improve teaching faster and easier, audiovisual teaching methods are becoming more popular method of teaching in all educational institutions, there are many ways to use audiovisual methods to improve learning and create a more welcoming atmosphere.

2.1.12 The importance of a bilingual taxi driver.

Bialystok,E. (2009) states, speaking English is vital in an increasingly globalized world and even more in touristic areas where there is becoming an increasing number of English speaking expats which greatly increase to even more English speaking people during high season. Bilingual taxi drivers would have the opportunity to handle their work and offer an outstanding service speaking two languages making the tourist feel comfortable and safe.

Bhattacharjee,Y. (2012) mentions, being able to communicate ensures a high level of service to people causing customer satisfaction and welfare. English speaking taxi drivers provide a more positive experience to their English speaking passenger which turns in increased revenues for them.

2.2 PHILOSOPHICAL BASIS

Vygotsky refers that learning is constructed in social contexts and informs how teachers construct active learning communities. He also stated that learning through interactions and communications with others, promotes thinking and develops reasoning and examines how social environment influence the learning process.

Social learning theories contribute to understand learning in social contexts Vygotsky states that learning takes place through the interactions students have with their peers, teachers, and other consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. Moreover, Vygotsky (1962) argues that culture is the primary determining factor for knowledge construction.

Littlewood (1981) writes that most learners will spend considerably more time in listening to the foreign language than in producing it themselves. In order to teach English as a foreign language through listening, the teacher should provide opportunities to perform this activity.

2.3 PEDAGOGICAL BASIS

Chomsky believed that there was something called a separate cognitive module that made language possible and strictly a human function. The "cognitive module" theory raised some controversy in the psychological and scientific communities.

The existence of a cognitive module cannot be proven or disproven. It is theorized to be a section of the mind where thought process takes place. It may also be seen as a separate and independent section of the mind that can be utilized at certain times for other specific reasons.

Piaget studies on development and education have been very influential in the world, today. His cognitive theory of language learning, states that learning starts with adaptation. One can achieve that adaptation through assimilation and accommodation.

Assimilation is the way that a person takes in information and makes sense of it. This can include changing the information to make it fit. Accommodation and assimilation go hand in hand. When one accommodates, he or she is using assimilation to change his or her thought patterns. Piaget also showed that classification was also important to learning language. Certain words and sounds needed to be grouped together to better understand and use them in speech. Classification needs to be taken a step further into sets and subsets. This can lead to a better understanding and file system for the very complex structure of language.

2.3.1 Andragogy

Andragogy is a theory established by Knowles (1913-97) which distinguishes the education of adult learners from those of adolescents and uses the word andragogy to define the specific methods which should be utilized in the education of adults. Kearsley, G. (2014) said in 1967, the term "Andragogy" was used to describe his idea of adult education. The word andragogy comes from the Greek: man-leading.

As stated, without proper motivation, it will be difficult if not impossible to get good results, so this is the fundamental issue. It is very important to make it somewhat fun and interesting as well.

Kearsley, G. (2014), "Andragogy requires that adult learners be involved in the identification of their learning needs and the planning of how those needs are satisfied". Adult learning is most efficient when involved with solving problems that have significance to the learner's everyday involvement.

According to Pappas,C. (2014), the American educator, Malcolm Knowles states five assumptions about the characteristics of adult learners, and 4 principles concerning adult learning (andragogy). Despite the fact that Knowles' adult learning concept assumptions and principles were presented in the 1980's, each can be used today to help learning professionals generate more significant learning experiences for adult learners.

2.3.2 Knowles' theory about andragogy

- **Need to know:** Adults need to know the purpose for acquiring knowledge.
- **Foundation:** Knowledge offers the basis for learning accomplishments.
- **Self-concept:** Adults must be mature for their choices on education; participation in the planning and assessment of their education.
- **Readiness:** Adults are most attracted in absorbing subjects having immediate significance to their work and/or personal lives.
- **Orientation:** Adult learning is problem-centered rather than content-oriented.
- **Motivation:** Adults respond better to internal versus external motivators. These six items are very important to consider in proper education of an adult in this informal (out of school) setting.

2.3.3 Andragogy vs. Pedagogy

As Smith,M. (2010), states, pedagogy discusses the theories and techniques used in education. However, long time ago, pedagogy discussed specially to the methods used to instruct little children. Andragogy was created to center on the practices to teach adults. Teacher has complete control over a child learning

knowledge, teaching approaches used in pedagogy are very much about transferring knowledge to a learner. It is an official process, and usually grades have been involved as a signal of progress of a student. The learning knowledge of adults and which approaches work best in adult education is call Andragogy. Adults often set their own schedules for learning and are encouraged to commit to study. Adult education is also often cooperative, in that adults tend to work together and review each other work and understanding of a subject.

CHART# 1: DEFINITION OF ANDRAGOGY

ANDRAGOGY	
Definition:	The techniques and performs used in teaching adults.
Focus:	On directed and cooperative learning with other adults.
Authority:	Adults receive control over much of their learning knowledge and must be encouraged to learn with the right method.

Source: Tips to apply adult learning theory by Malcolm Knowles

Author: Juan Carlos González Baldeón

CHART# 2: DEFINITION OF PEDAGOGY

PEDAGOGY	
Definition:	The approaches and performs used in teaching, especially of children in school.
Focus:	On a teacher's techniques of transmitting acquaintance to a student, who is dependent on the teacher's methods to acquire knowledge.
Authority:	Teacher takes control of the learning involvement of children, and much of what is imparted is centered on rigid curricula for little students.

Source: Tips to apply adult learning theory by Malcolm Knowles

Author: Juan Carlos González Baldeón

2.4 PEDAGOGICAL BASIS

The importance of listening in language learning has only been recognized relatively recently. Since the role of listening comprehension in language learning was taken for granted, it merited little research and pedagogical attention. Although listening played an important role in audio-lingual methods, students only listened to repeat and develop a better pronunciation for speaking. Listening has emerged as an important component in the process of second language acquisition. Feyten, C. (1991). Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance

2.5 SOCIOLOGICAL BASIS

Sociologists and psychologists alike have expressed interest in how the individual develops the sense of self as a result of social interaction. In the early 1900s, Charles Horton Cooley advanced the belief that people learn interacting with others. The education system and technology are growing so fast, and people to become a better society.

2.6 LEGAL BASIS

The legal basis of this research is based on The Constitution of Ecuador (2008) articles 77 and the Law of Tourist Transport and Road Safety article 79 that follows:

Article 77. - It is a ground transportation operator, every establishment either is company or corporation that having complied with all the requirements of this act and its regulations has lawfully obtained the authorization certificate, to provide the ground transportation service in any of their categories.

Article 79. - As the service ground transportation, provide an economic, strategic character status, operators must have a sole object in their status, according to the service provided.

2.7 FUNDAMENTAL CATEGORIES

2.7.1 Definition of listen

According to Longman Advanced American Dictionary (2013), listen is when you hear and pay attention to what someone says or to sounds or music.

2.7.2 Definition of skill

Longman Advanced American Dictionary (2013), defines skill as the ability to do something well, especially when something is learned and practiced it, a particular ability.

2.7.3 Definition of audio

An audio is a sound, especially a comprehensive sound that is recorded, broadcast, or played on an electronic device.

2.7.4 Definition of resource

A resource is something such as a book, movie, or picture that provides information; internet supplies important new educational resources.

2.7.5 Definition of technology

Technology is the knowledge, equipment, and methods that are used in scientific or industrial work.

2.7.6 Definition of language

Algeo, J. (2013), states language is a system of conventional vocal signs by means of which human beings communicate.

2.7.7 Definition of webpage

Digital document which is designed with HTML (Hyper text Markup Language) and is accessible with a browser. Web pages are designed to support text and graphics, it allows to download data files, audio, video files, and hyperlinks sites.

2.8 HYPOTHESIS

A taxi audio resource will help to strengthen listening skills to drivers of the Cooperativa “Brisa Azul”, Salinas, Santa Elena Province.

2.9 VARIABLES OF STUDY

Independent variable: Taxi audio resource.

Dependent variable: Listening skills.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

This research is exploratory in nature using qualitative methods and techniques of observation aimed to understand the problem.

3.1.1 Exploratory research

It explores the research questions and does not intend to offer final and conclusive solutions to existing problems.

Exploratory research was developed to drivers with the aim to observe the weaknesses and strengths of taxi drivers with English communication, the survey and interviews concluded that taxi drivers were not able to provide an outstanding service to tourists who speak English and the reason is a weakness in the listening skill of Coop. “Brisa Azul” members

3.1.2 Qualitative method

It was used to gain an understanding of underlying reasons, opinions, and information about the necessities of taxi drivers with the English language and analyze how the use of an audio cd can contribute to enhance their listening skill. It provided insights into the problem and helped to develop the idea of the proposal. The interview to the specialist, the president of Cooperativa “Brisa Azul” and the survey to the members were used primarily to obtain the data.

3.2 LEVEL OR TYPE OF THE RESEARCH

3.2.1 Field research

This research was done collecting the information at Cooperativa “Brisa Azul” headquarters with a survey but also through direct observation of taxi drivers on the streets.

3.2.2 Applied research

This type of research permitted the implementation and the practical application of the audio cd that allowed to strengthen and increase the level of the listening skill on taxi drivers.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research was composed of 65 taxi drivers from Cooperativa “Brisa Azul” and the President of it.

3.3.2 Sample

Since the size of the population is manageable all the population was taken for the sample.

CHART# 3: POPULATION

N°	Description	Quantity	%
01	President of Cooperativa “Brisa Azul”	1	1.52%
02	Taxi Drivers of Cooperativa “Brisa Azul”	65	98.48%
TOTAL		66	100%

Source: President and taxi drivers of Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent variable: Taxi audio resource.

CHART# 4: INDEPENDENT VARIABLE

CONCEPTUALIZATION	SIGNIFICANCE	INDICATORS	ITEMS FOR INDICATORS	INSTRUMENTS
An audio resource is a sound that provides information especially a comprehensive sound that is recorded, broadcast, or played on an electronic device.	Audio phrases will attempt to improve the listening skills of taxi drivers at Cooperativa “Brisa Azul”.	Audio resources	Are taxi drivers learning by using audio resources?	Academic program
		Cds and pen drives	Are taxi drivers using cds and pen drives to improve their listening skills while driving?	Camcorder and camera
		Educational Website	Are taxi drivers learning with a help of a website?	Interview
		Motivational Task	Are taxi drivers encouraged to learn by motivational activities?	Survey

Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

3.4.2 Dependent variable: Listening skill

CHART# 5: DEPENDENT VARIABLE

CONCEPTUALIZATION	SIGNICANCE	INDICATORS	ITEMS FOR INDICATORS	INSTRUMENTS
Listening skill is the key to receiving messages with good results. It is a combination of hearing what another person says and it requires a desire to understand another human being.	Listening skill is relevant for taxi drivers at Cooperativa “Brisa Azul”, because they deal with international customers daily and they need to understand spoken English.	Use of correct techniques to develop the listening skills as an audio resource.	Are taxi drivers increasing their listening skills by using audio resources?	Academic program Camcorder and camera
		Use of digital resources to help taxi drivers improve their listening skills.	Are the digital resources attractive for taxi drivers?	

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

3.5.1.1 Survey

Survey was used to gather specific information about taxi operators through direct questions regarding the problem and the proposed solution. This technique allowed to obtain results about the listening skills in the taxi drivers.

3.5.1.2 Interview

The interview was used as a technique to get direct and specific information from the President of Cooperativa “Brisa Azul” and the specialist about the use of audio resources for education.

3.5.2 Instruments

3.5.2.1 Camera, video-camcorder

These instruments were used to capture images and videos in order to reproduce them later and have an evidence of the process of the investigation and implementation of the proposal.

3.5.2.2 Questionnaire

This document was elaborated with several questions to acquire information about the problem.

3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

CHART# 6: DATA COLLECTION PLAN

BASIC QUESTIONS	EXPLANATION
1. What for?	To strengthen listening skill.
2. From which people or objects?	Taxi drivers Cooperativa “Brisa Azul”
3. About what aspects?	Audio cd
4. Who?	Researcher: Juan Carlos González Baldeón
5. To Whom?	Taxi drivers
6. When?	2015
7. Where?	At Cooperativa “Brisa Azul” Salinas, Santa Elena Province
8. How many times?	Daily
9. How?	Individually
10. What data collection techniques?	Surveys and interviews
11. With what?	Questionnaires and camera

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeó

3.7 DATA PROCESSING PLAN

CHART# 7: DATA PROCESSING PLAN

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The lack of practice of English makes taxi drivers have difficulties with the listening skill.</p> <p>This situation was determined through surveys and interview directed to the president of the company and the taxi drivers of Cooperativa “Brisa Azul”.</p>	<p>Once the problem was discovered, the investigator started looking for related information at: books, articles, internet, among others.</p>	<p>Once the problem was confirmed, surveys and interview were made to taxi drivers and the president of Cooperativa “Brisa Azul” which were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected data it was important to involve the beneficiaries to use the audio cd to improve their listening skill in the English language.</p>	<p>Implementing an audio cd resource will strengthen listening skills of taxi drivers from Cooperativa “Brisa Azul”.</p>

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Survey directed to taxi drivers

Question 1: Have you ever taken a training course in English?

Objective: To determine if taxi drivers have taken English before.

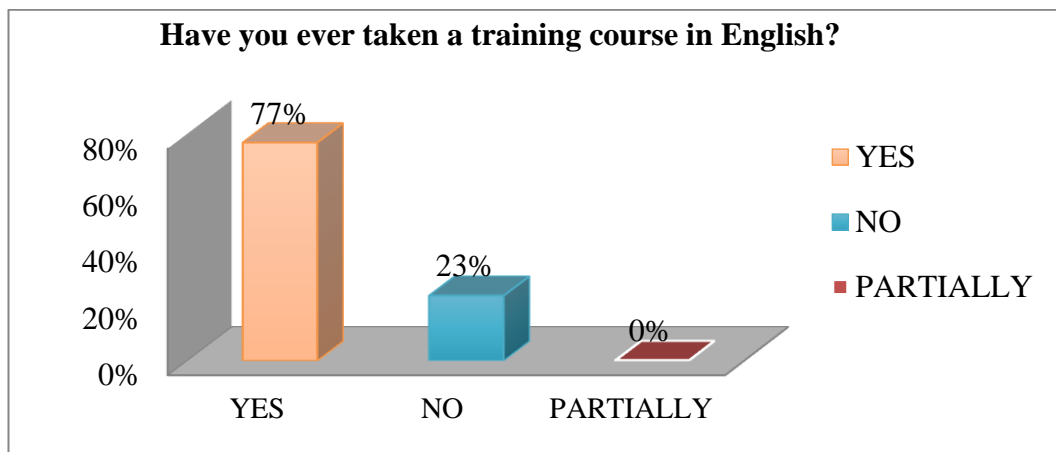
CHART# 8: PREVIOUS KNOWLEDGE OF ENGLISH

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	50	77%
NO	15	23%
PARTIALLY	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 1: PREVIOUS KNOWLEDGE OF ENGLISH



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

Interpretation: 77% of taxi drivers have taken English classes before, 23% of taxi drivers have never taken English classes before. Which means that it is a cause that affects taxi drivers to know English.

Question 2: Can you use basic expressions in English?

Objective: To establish if taxi drivers can use basic expressions in English.

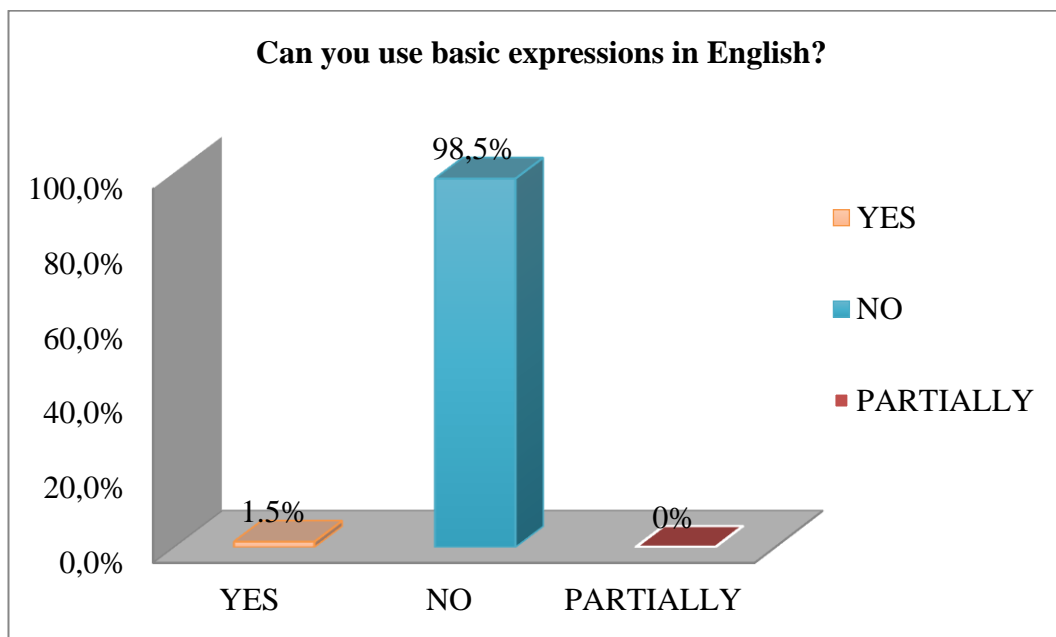
CHART# 9: USE OF BASIC EXPRESSIONS IN ENGLISH

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	1.5%
NO	64	98.5%
SOMETIMES	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 2: USE OF BASIC EXPRESSIONS IN ENGLISH



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

Interpretation: 98.5% of taxi drivers answered that they can not use basic expressions in English against 1,5 % that responded yes the results presents the necessity of drivers to learn English.

Question 3: Have you ever taken in your rounds foreigner passengers who speak English?

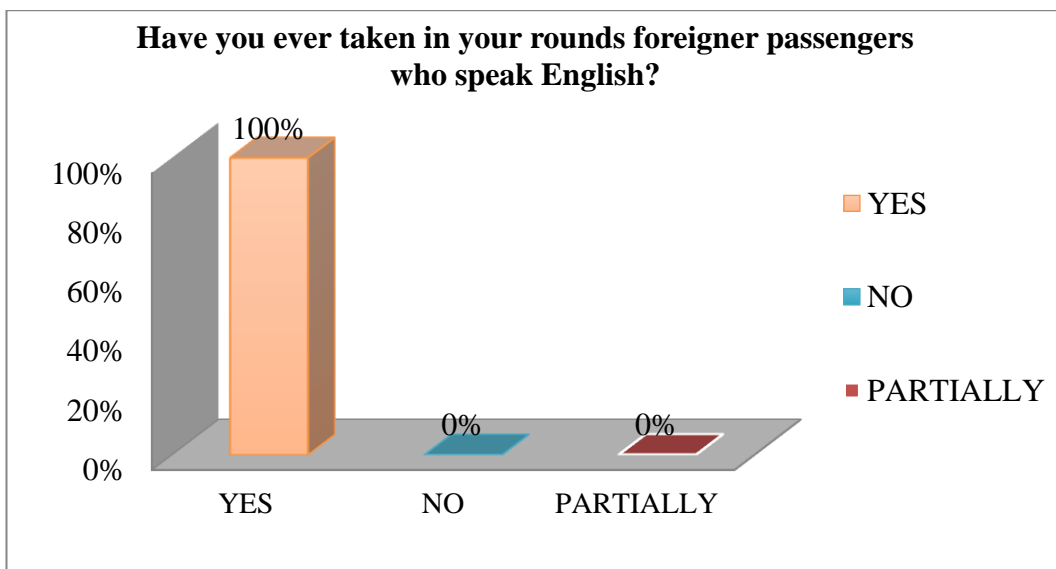
Objective: To establish that taxi drivers usually have foreigner passengers in their rounds.

CHART# 10: FOREIGNER PASSENGERS IN THEIR DAILY ROUTINE

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	65	100%
NO	0	0%
PARTIALLY	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

GRAPH# 3: FOREIGNER PASSENGERS IN THEIR DAILY ROUTINE



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

Interpretation: 100% of cabmen responded that they have taken foreigners in their rounds, this means that taxi drivers should be prepared and learn English language.

Question 4: Can you understand when a foreigner passenger speaks English to you?

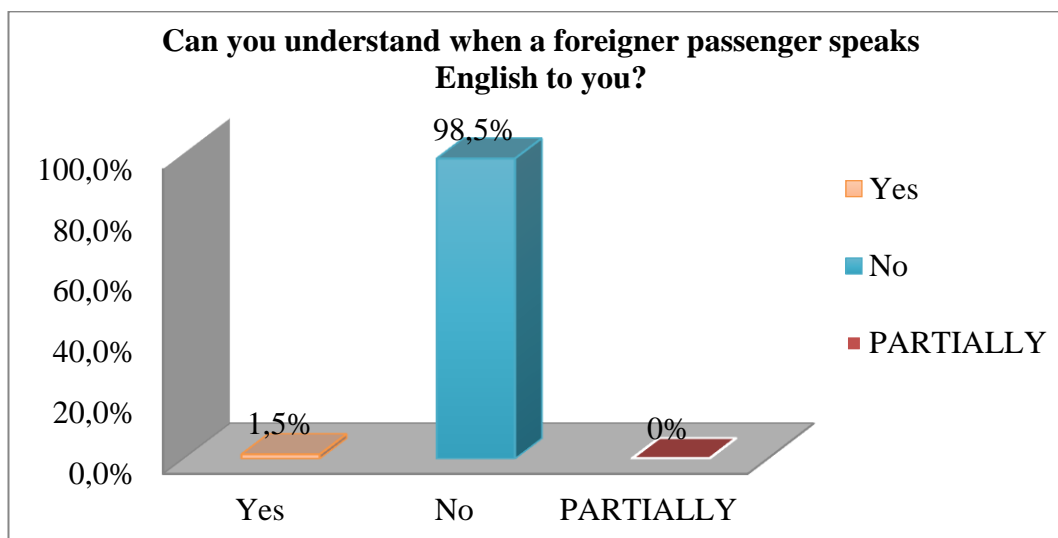
Objective: To determine if taxi drivers can understand when someone speaks English.

CHART# 11: COMPREHENSION OF ENGLISH LANGUAGE

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	1,5%
NO	64	98,5%
PARTIALLY	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

GRAPH# 4: COMPREHENSION OF ENGLISH LANGUAGE



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

Interpretation: 98.5% agreed that they cannot understand a passenger that speaks English while only 1.5% can understand English when a foreigner speaks in English.

Question 5: Do you have time to take English face to face classes?

Objective: To determine if they have time to learn English face to face.

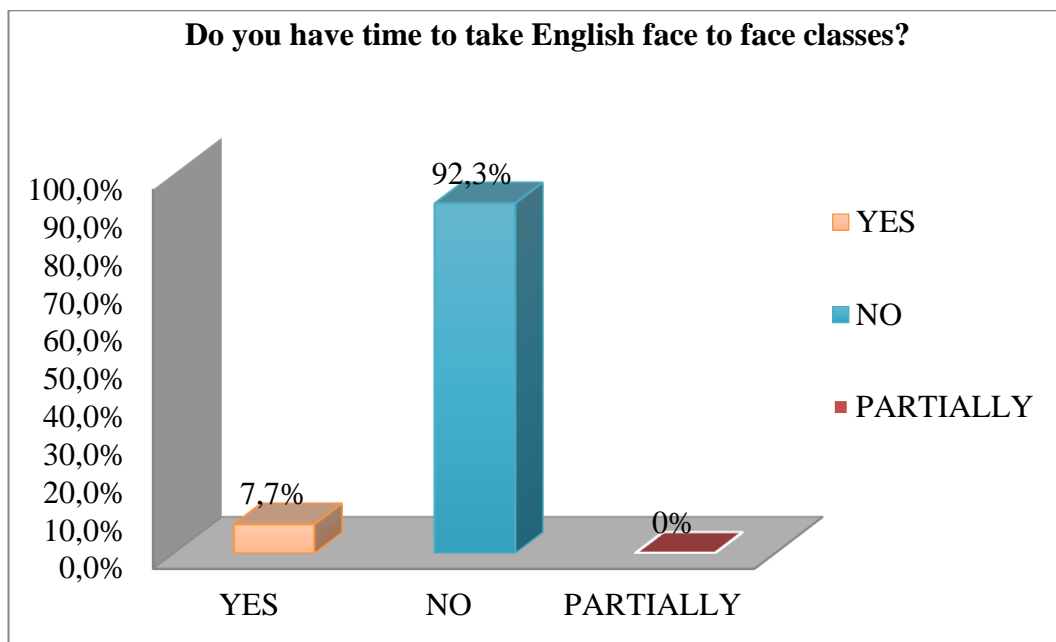
CHART# 12: TIME TO TAKE FACE TO FACE ENGLISH CLASSES

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	5	7,7%
NO	60	92,3%
PARTIALLY	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 5: TIME TO TAKE FACE TO FACE ENGLISH CLASSES



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

Interpretation: 92.3% of taxi drivers agreed that they do not have time to take English classes while the 7.7% answered yes. The majority expressed they do not have time because of their daily activities.

Question 6: Would you like to understand at least basic expressions in English to communicate with foreigner passengers?

Objective: To establish the necessity of the taxi operators to understand basic expressions to communicate with foreigner passengers.

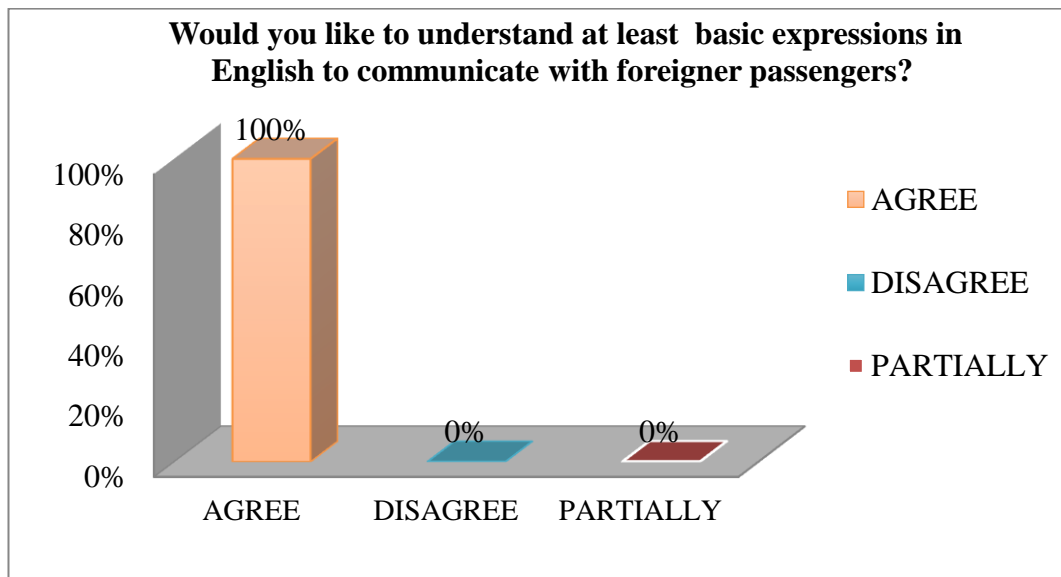
CHART# 13: WILLINGNESS TO LEARN ENGLISH

ALTERNATIVES	FREQUENCY	PERCENTEGE
AGREE	65	100%
DISAGREE	0	0%
PARTIALLY	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 6: WILLINGNESS TO LEARN ENGLISH



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

Interpretation: 100% agreed that they need to understand at least basic expressions in English in order to provide an outstanding service and increase their revenues.

Question 7: Which of these abilities of the English language do you have more difficulties?

Objective: To determine which of the English abilities taxi drivers have difficulties.

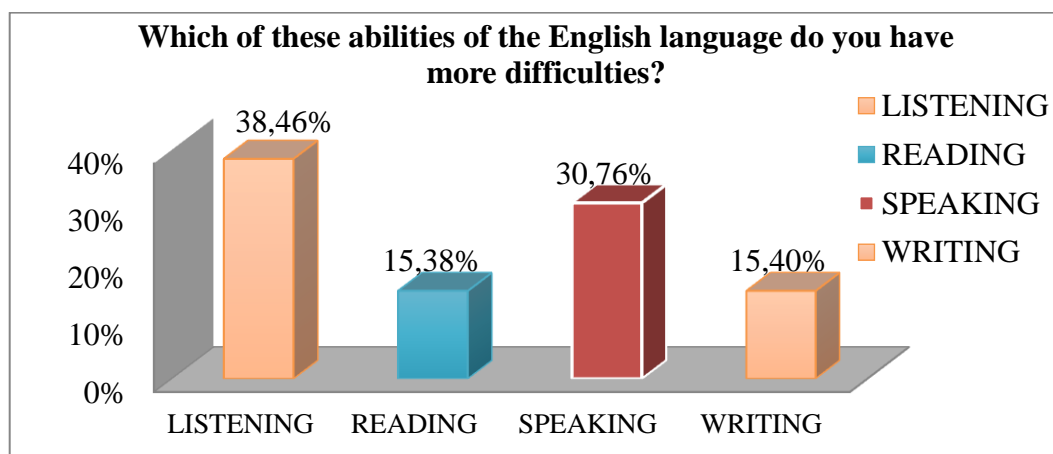
CHART# 14: DIFFICULTIES IN ENGLISH ABILITIES

ALTERNATIVES	FREQUENCY	PERCENTAGE
LISTENING	25	38.46%
READING	10	15.38%
SPEAKING	20	30.76%
WRITING	10	15.38%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 7: DIFFICULTIES IN ENGLISH ABILITIES



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

Interpretation: 38,46% of taxi drivers considered that listening is the most difficult skill along with speaking with 30,76%,. Listening contributes to develop speaking witch indicates there is a connection between them. Drivers also expressed that they have difficulties with Reading and writing but in a lower percentage.

Question 8: In a scale from 1 to 5 being with 1 the lowest and 5 the highest, how would you rate your listening comprehension in English?

Objective: To determine if taxi drivers will be willing to use an audio cd to learn English.

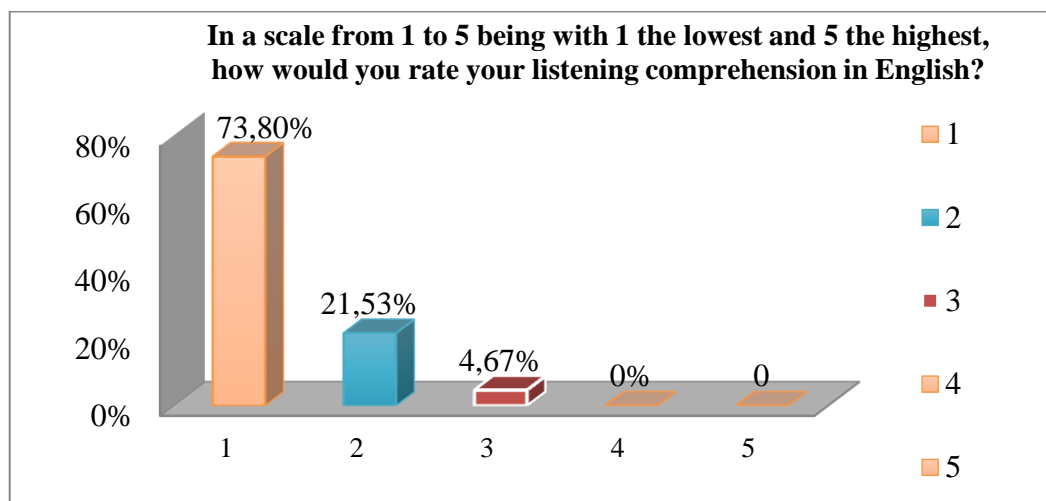
CHART# 15: LEVEL OF DIFFICULTY WITH THE LISTENING SKILL

ALTERNATIVES	FREQUENCY	PERCENTAGE
1	48	73,80%
2	14	21,53%
3	3	4,61%
4	0	0%
5	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 8: LEVEL OF DIFFICULTY WITH THE LISTENING SKILL



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

Interpretation: 73,80% of taxi drivers rated one as the lowest level of comprehension that indicates that majority of cabmen do not understand when they listen something or someone speaking in English.

Question 9: Would you like to have a free audio cd to practice and listen English expressions while working in your daily activities?

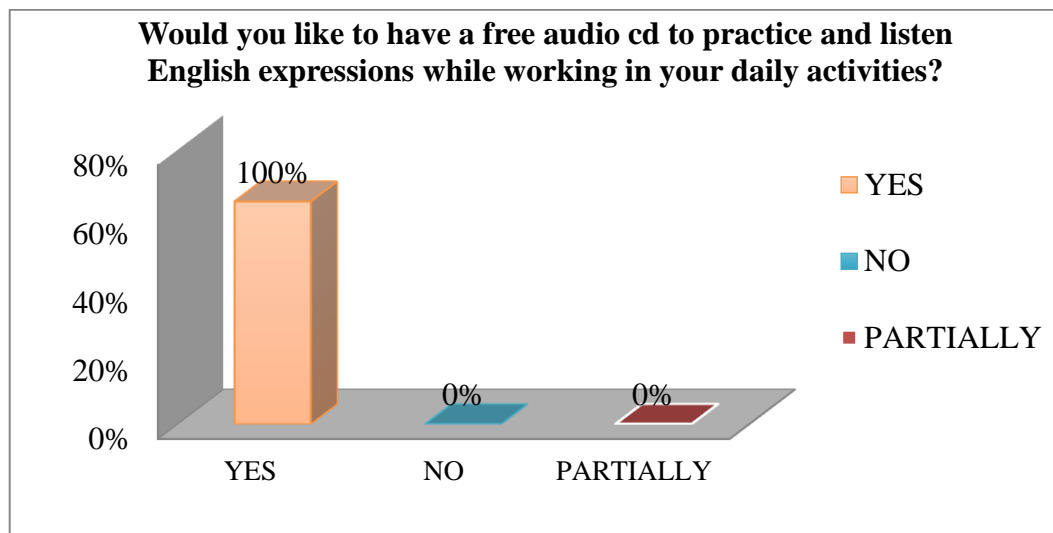
Objective: To determine if taxi drivers will be willing to use an audio cd to learn English.

CHART# 16: ACCEPTANCE OF THE PROPOSAL

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	65	100%
NO	0	0%
PARTIALLY	0	0%
TOTAL	65	100%

Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

GRAPH# 9: ACCEPTANCE OF THE PROPOSAL



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

Interpretation: 100% of taxi drivers agreed that they would like to have a free audio cd resource to practice English, this means that all the taxi drivers are willing of learn the English language.

3.9 INTERVIEW TO THE PRESIDENT OF COOPERATIVA BRISA AZUL

Name: Ing. Ana Mariuxi Salas Tigrero

Position: Manager of Coop. Brisa Azul.

Work functions: Solve internal issues of members, customer service and direct the administrative department.

Objective: to obtain inputs about previews knowledge of English in the taxi drivers and the support to the proposal from its members.

ILLUSTRATION# 2: SENESCYT CERTIFICATION

Información Personal

Nombres Completos:	SALAS TIGRERO ANA MARIUXI	Imprimir Información
Número de Identificación:	0920216892	
Nacionalidad:	ECUADOR	
Género:	FEMENINO	

TÍTULOS DE TERCER NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
INGENIERO COMERCIAL MENCION GESTION EMPRESARIAL	UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA	Nacional		1023-08-862867	2008-09-26	

Source: Senescyt official webpage

Question 1: Do you have any knowledge of English?

Answer 1: Yes, when I was in school and university, I took English classes so I have some knowledge of words in the English language.

Question 2: Do you consider that learning English is important for people but also for your cooperative members?

Answer 2: Sure, it would be good not only for the members of the company also to enhance tourism in the peninsula.

Question 3: Do you have any training program for your company members?

Answer 3: As a taxi company we always try to train our members, we have designed programs such as; improving customer service and keep our cars in good conditions, but not particularly in an English course.

Question 4: Have you or one of your company members ever lost an opportunity to take a passenger for not having English knowledge?

Answer 4: I'm sure of that, but we always try to please our users with our best service and the best we can.

Question 5: Do you think that having English knowledge can contribute to provide a better service and improve passenger satisfaction?

Answer 5: Of course, our goal has always been to improve our customer service and it will be much better if we have knowledge of the English language.

Question 6: Would you participate in a project to learn English for taxi drivers?

Answer 6: Sure, I am the manager of this company and I have to be the first to set an example to our partners.

Question 7: Would you support the free delivery and implementation of an audio cd and a webpage with English expressions to communicate with visitors for your company members?

Answer 7: Yes, we will be glad to be the first ones to receive this benefit in our company, this way we will be ready to receive foreign tourists.

Ing. Ana Mariuxi Salas Tigrero.

3.10 INTERVIEW TO THE SPECIALIST

Name: Ing. Jorge Enrique Reyes Yagual

Position: Computer system director of Santa Elena Prefectura.

Work functions: Updates software system, manage

Objective: to obtain inputs about the importance of technology and audio materials for learning English.

ILLUSTRATION# 3: SENESCYT CERTIFICATION

Información Personal	
Nombres Completos:	REYES YAGUAL JORGE ENRIQUE
Número de Identificación:	0914146055
Nacionalidad:	ECUADOR
Género:	MASCULINO

[Imprimir Información](#)

TÍTULOS DE TERCER NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
INGENIERO DE EMPRESAS	UNIVERSIDAD TECNOLÓGICA EQUINOCCIAL	Nacional		1032-15-1397537	2015-08-21	



Source: Senescyt official webpage

Question 1: Do you consider that digital resources are good tools for learning?

Answer 1: Of course, universities and schools use this type of tools to facilitate in a better way the education in our cities.

Question 2: Do you think that an audio resource as a cd and a webpage will benefit the learning process of the English language?

Answer 2: Of course, this helps to improve the speech and the understanding of any language not only in English, as a repetitive way it helps to improve the learning abilities on people.

Question 3: Have you ever done this kind of work before?

Answer 3: Yes, once we had an educational program called "Santa Elena Digital", where we implemented computers, educational software and virtual boards that helped a lot to the learning process of students and our goal was to increase the level of knowledge on English language.

Question 4: As a professional in computer systems do you think that a webpage is an outstanding way to strengthen the way we usually learn nowadays?

Answer 4: Yes, I believe that every digital tool is good today, everybody have access to internet and this way they are able to be self-educated with this technological tool.

Question 5: What is your opinion about the use of an audio cd and a webpage to teach basic expressions in English in order to improve the listening skill on cabmen?

Answer 5: I believe that both ways are excellent sources to teach, there are an outstanding way to catch learner's attention and increase their level of knowledge.

Question 6: What other idea would you apply to help people learn English by using techno resources?

Answer 6: I would increase more the vocabulary, sentences of the audio cd and the webpage so that more learners from different occupations can study English.

Ing. Jorge Enrique Reyes Yagual.

3.11 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Most of the taxi drivers are aware that they can not speak in English when taking in their rounds foreign passengers.
2. Most of taxi drivers are interested in learning English and they believe that they will have better profits by providing a higher level of service.
3. Most of the taxi drivers think that learning English on a cd would be the best way for them to learn because this methodology will not interfere with their work.

Recommendations

1. Cabdrivers should be prepared to receive and provide an outstanding service to all visitors in that way Santa Elena Province will be seen as one of the best tourist destinations.
2. Drivers should be encouraged to work together with other coworkers to practice listening in order to develop more communicative abilities in English language.
3. The “Brisa Azul” Cooperativa should encourage their taxi drivers to listen to the audio cd and work on the webpage to improve their listening skills.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title of proposal

“AN AUDIO CD TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA “BRISA AZUL”, SALINAS, SANTA ELENA PROVINCE, 2015”

4.1.2 Executing institution

Cooperativa de Taxi “Brisa Azul”, Salinas.

ILLUSTRATION# 4: COOPERATIVA “BRISA AZUL”



Source: Cooperativa “Brisa Azul”

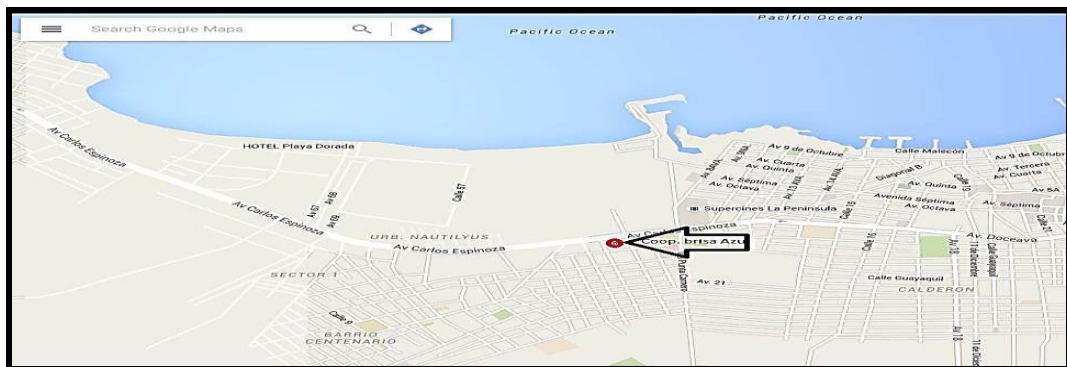
4.1.3 Beneficiaries

Taxi drivers of Cooperativa “Brisa Azul”, Salinas

4.1.4 Location

Salinas, Santa Elena Province

ILLUSTRATION# 5: COOPERATIVA BRISA AZUL LOCATION



Source: Google Maps

4.1.5 Estimated time for execution

Six months

4.1.6 Responsible

Author: Juan Carlos González Baldeón

Advisor: Lcdo. Jorge Cevallos Salazar MSc.

4.1.7 Budget

\$ 1,311.25

4.2 PROPOSAL BACKGROUND

Harmer, J. 2007 “Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.” Listening is one of the most effective ways of learning a new language. Studies have shown that one of the best methodologies is the use of audio c.d. to expand students listening skills. To achieve the goal of helping the taxi drivers learn English, an audio c.d. will be the primary focus of teaching English to the cab drivers because they can listen to the recorded material throughout the day.

After doing the survey at the Cooperativa “Brisa Azul”, it became evident that most of the taxi drivers understood that being able to communicate in English would be important for them. Most of them as well as the president considered that with the knowledge of the English language the Cooperativa would provide a higher level of service which would result in increased revenues not just for them, therefore; it would also benefit the Peninsula of Santa Elena.

4.3 SIGNIFICANCE

In today’s global world, the connotation of English can not be denied and ignored since English is the most common language spoken everywhere. With the use of technology, English has been playing a major role in many sectors including tourism, engineering, and education. As a developing province Santa Elena Province needs to make use of this world-wide spoken language in order to prove its tourism power. Consequently, English is the medium of instruction for tourists.

This project is of significance because of an overwhelming desire of the taxi drivers to learn English to provide a high quality of service to their customers and tourists which will ultimately result in considerable revenues and improved service.

An audio cd will be used to guide the taxi drivers towards increasing their listening skills to understand phrases that are required on a daily basis with their English speaking customers.

4.4 OBJECTIVES

4.4.1 General objective:

To strengthen listening skills through an audio cd to drivers of Cooperativa “Brisa Azul”, Salinas, Santa Elena Province.

4.4.2 Specific objectives:

- To diagnose the level of the English listening skill on taxi drivers from Cooperativa “Brisa Azul” through a written-listening test.
- To design an audio cd with useful English key words and phrases for communication with foreign passengers, and a webpage as an additional material to reinforce the audio cd and evaluate.
- To implement the proposal.
- To evaluate the proposal.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.5.1 What is an audio cd?

An Audio cd is a disposal that stores sounds. It can be played on any standard cd player sounds can be store in several formats acc/ wmp/ mp3 uncompressed digital data, no data is lost and quality is very high.

4.5.2 Benefits of using an audio to learn English

- It can be repeated any part as many times needed.
- There is no need to go to school especially if a person works or is busy.
- It avoids embarrassment to talk in front of people.
- Different accents can be listened (American, British, Canadian, Irish) and students can learn to their own speed.

4.5.3 Importance of audios for learning English

Listening is one of the most difficult tasks when learning a language. Moreover, in most of the cases, people do not realize the importance of listening. However, with the development of technology, it has become easier. Nowadays, different audio materials are available for providing learners with native language exposure. With different material from internet and books according to the proficiency level of the learners. As a result, the use of audio materials in teaching listening skill has increased significantly. Audio materials help the learners to have ideas about the correct pronunciation of the language, with different technology in language teaching, teachers can make learners get used to the native speakers accent. Different audios, videos, podcast and others have made the task easier for learner and teachers.

4.6 PROPOSAL

This proposal consists of an audio cd and a webpage to support the audio material and a USB flash memory as a backup of the material in case of any damage of the audio material.

CHART# 17: PROPOSAL

AUDIO CD	WEBPAGE
 PENÍNSULA OF SANTA ELENA UNIVERSITY FACULTY OF EDUCATION AND LANGUAGE TEACHING CAREER RESEARCH PAPER "TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE 2015". TAXI AUDIO C.D. FOR DRIVERS OF COOPERATIVA BRISA AZUL  www.englishfortaxidrivers/inglesparaeltaxista.site Author: <u>Juan Carlos González Baldeón</u>	englishfortaxidrivers/inglesparaeltaxista.site
	USB PENDRIVE
	

Author: Juan Carlos González Baldeón

4.7 WHAT IS AN AUDIO CD FOR TAXI DRIVERS?

English for taxi drivers is an educational option for cab drivers who have communication difficulties with their passengers with the use of the English language. The idea of this work arises from personal experience from a group of foreigner friends who experienced difficulties at the moment of requesting a taxi service.

4.7.1 Format of the audio cd

4.7.1.1 What is a MP3 format?

Mp3 (Mpeg-1 Audio Layer-3) is a standard technology and format for compressing a sound sequence into a very small file (about one-twelfth the size of the original file) while preserving the original level of sound quality when it is

played. Mp3 provides near cd quality audio. The popular mp3 format is probably the best-known example, but the aac format found on the iTunes music store is also common.

4.8 CONTENT OF THE AUDIO CD

The mp3 audio cd format has been designed with key words and phrases that taxi drivers use on a daily basis. The cd is divided into seven lessons, each lesson has duration of approximately of two minutes permitting the learner to repeat and practice without arriving to the fatigue. The word or phrase is pronounced in English and then it is translated in Spanish to provide the meaning of the words. Afterwards, the audio has in each track a lesson practice speaker, once again it pronounces the word or phrase in English and there is a pause for the student to repeat the word in English and then the Spanish phrase is again repeated.

CHART# 18: PROPOSAL PHRASES EXAMPLES

ENGLISH	PRONUNCIATION	SPANISH
Excuse me	Eks-KIÚS mi	Excúseme/ permiso
I speak a little English	Ái SPI-ik litel IN-glich	Hablo poco Inglés
I'm sorry	Áim SO-rrí	Lo siento
Early tomorrow	ÉR-li tu-MO-rou	Mañana temprano

Source: Design of the proposal

Author: Juan Carlos González Baldeón

4.9 WHY A TAXI AUDIO ON CD?

The audio cd is an efficient mode for learners to increase their vocabulary, pronounce the sounds of a language and to develop conversational skills naturally without grammar drills. The audio learning cd is especially useful for busy people because they can use them while they are working in the car or walking with a portable cd player.

4.10 LEARNING IN THE CAR

The audio cd teaches listeners pronunciation and vocabulary, without the need for a book. The seven (7) audio tracks make it convenient to learn English language while driving. Quickly build vocabulary through a memory aid system and provide short lessons with words and phrases. Users will learn to understand and communicate effectively in the target language.

4.11 EASY TO FOLLOW AUDIO CD 7 LESSONS

An English speaking instructor guides the taxi drivers through each of the seven lessons. Native English speakers provide examples of words, phrases and dialogues, simply listen and repeat after a tone coming up. To help taxi drivers to learn English based on the following principles:

- Supply tools that will help taxi drivers to learn basic expressions in English naturally.
- Aim on learning by first listening.
- Learning by repeating after native English-speakers.
- Domain the correct use of basic phrases in English used by tourists

4.12 BENEFITS OF THE PROPOSAL

- **For the customer:** A better experience.
- **For the taxi driver:** Increased pride in having a basic communication learning English and increased revenues.

- **For the Santa Elena Province:** Increased revenue resulting from the tourists having a more positive experience, because a taxi driver is one of the main contact points for foreigners, by speaking English the visitors will be satisfied.

ILLUSTRATION# 6: AUDIO CD RESOURCE



Author: Juan Carlos González Baldeón

4.13 THE WEBPAGE

englishfortaxidriviers/inglesparaeltaxista.site

4.13.1 Webpage purpose

The Website was designed to support the audio cd, the main idea of this project is not to have to read at all, just listen and repeat. However, it is important to know that when someone is learning another language one might have to look occasionally at a word in order to see the words or phrases that have being used by the speaker. On the webpage every taxi driver will find many tools and additional information to strengthen their listening skills.

The Benefits of the webpage are:

- The student will be able to navigate the same lessons included on the audio cd.
- It includes proper pronunciation of the English alphabet. Since the vowels in English are completely different from Spanish vowels, this will be a way for the student to kick-start their learning experience into a higher level.
- It also contains different videos as extra information for example the numbers that enable the student to learn how to count in English useful when asking for fares, prices, money or giving change.
- The website also has some sample dialogues that may take place between the taxi driver and the passenger.

Additionally, in each of the seven (7) lessons, the key words and phrases are written in three (3) different formats. The first being English, the second being the phonetic spelling in Spanish, and last the word or phrase is written in Spanish.

The student should remember that the words written in uppercase letters mean that should have a higher voice tone in that word and the letter z should be pronounced

as the Spanish z. The website is supported by the digital learning matrix in the way taxi driver accessed to the information.

CHART# 19: DIGITAL TECHNOLOGY MATRIX

DIGITAL TECHNOLOGY USE		
Accessing information	Accessing: Media Pictures Data and Information	Information explicitly develops conceptual understanding.
Presenting	Present information using: Sound Pictures Words Video	Presentation (or explanation of presentation) has explicit conceptual underpinning.
Processing information	Information is processed or data/	Processed data or information has clear conceptual underpinning.

Source: Adapted from digital learning matrix for the proposal

Author: Juan Carlos González Baldeón

4.14 WEBPAGE CONTENT

The colors that were used in this webpage have a specific purpose in this project, the yellow color represents taxis because it is an uncommon color for personal vehicles, it is easier to see and determine that it is a taxi and the blue color that represents the official color of the company Brisa Azul.

The webpage has five bullet points described as follows:

- Introductions
- Objective
- Table of Contents
- Extra Information
- Diagnostic test

4.14.1 Introduction

ILLUSTRATION# 7: WEBPAGE INTRODUCTION

The screenshot shows a webpage layout. On the left is a yellow sidebar with a table of contents including 'LESSON 1' through 'LESSON 7', 'INFORMATION EXTRA', and 'Mapa del sitio'. The main content area has a title 'ENGLISH FOR TAXI DRIVERS OF COOPERATIVA BRISA AZUL.' in a yellow box. Below the title are two logos: the UPSE logo (Universidad Estatal Península de Santa Elena) and the logo for 'COOPERATIVA DE TRANSPORTE DE PASAJEROS EN TAXI "BRISA AZUL"', which includes a yellow taxi. The text below the logos identifies the author as 'FACULTY OF EDUCATION AND LANGUAGES LANGUAGE SCHOOL ENGLISH TEACHING CAREER' and the institution as 'COOPERATIVA DE TAXI BRISA AZUL, LA LIBERTAD'. A photo of Juan Carlos González Baldeón is shown with the caption 'AUTHOR: JUAN CARLOS GONZÁLEZ BALDEÓN'. To the right, the 'MISIÓN' and 'VISIÓN' statements are provided. At the bottom, contact information is listed: 'Dirección: Barrio Eloy Alfaro La Libertad Av 13 y calle 11', 'Ubicación: Santa Elen, La Libertad', and 'Teléfono: 04-2785282'.

Author: Juan Carlos González Baldeón

The introduction of the webpage has a link that connects to the official website of Cooperativa “Brisa Azul” with the mission and vision of the institution.

ILLUSTRATION# 8: OBJECTIVE

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

Buscar en este sitio

INTRODUCTION
OBJECTIVE
GENERAL CONTENT
INFORMATION EXTRA
Mapa del sitio

INTRODUCTION
 ▾ OBJECTIVE
 ▾ GENERAL CONTENT
 LESSON 1
 LESSON 2
 LESSON 3
 LESSON 4
 LESSON 5
 LESSON 6
 LESSON 7
 ▾ INFORMATION EXTRA
 1. ENGLISH ALPHABET
 2. NUMBERS
 3. DIALOGUES IN ENGLISH
 4. DIAGNOSTIC TEST

COOPERATIVA DE TAXI "BRISA AZUL"



The purpose of this section of the website is to give the learner a tool to practice English language to have an effective communication with tourists. The phrases and words in English include the pronunciation and translation in Spanish.

El objetivo de esta sección del sitio web es dar al alumno una herramienta más para la práctica del idioma Inglés, de esta manera pueda tener una comunicación efectiva con los turistas. Las palabras y frases estarán escritas en Inglés con la pronunciación fonética usando español, así como el significado en español.

The student should remember that the words written in uppercase letters mean that should have a higher voice tone in that word and the letter **z** should be pronounced as the Spanish **z**.

El estudiante debe recordar que las palabras escritas en letras mayúsculas significa que debe haber un mayor tono de voz en esa palabra y la letra **z** se debe pronunciar como la **z** española.

ENGLISH	PRONUNCIATION	SPANISH
Have a good day	JAV ei gud déi	Tenga buen día
Two	Tchúu	dos
Thank you very much	Zaenk yu véni moch	Muchas gracias

Taxi drivers of Cooperativa Brisa Azul should always remember that good experiences from a trip or service are closely related to the kindness and cooperation of their agents. The relationship with the tourist is an essential element to achieve this objective that we would call success .

Los socios de Cooperativa Brisa Azul deben Tener siempre presente que las buenas experiencias de un viaje o de un servicio están muy relacionadas con la amabilidad y cooperación de sus agentes, la relación con el turista constituye un elemento imprescindible para alcanzar ese objetivo que llamariamos superación.

Author: Juan Carlos González Baldeón

The second bullet point is called objective and explains the instructions of how to use the webpage and gadgets.

ILLUSTRATION# 9: GENERAL CONTENT

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

Buscar en este sitio

INTRODUCTION OBJECTIVE **GENERAL CONTENT** INFORMATION EXTRA Mapa del sitio


INTRODUCTION **OBJECTIVE >**

▼ **GENERAL CONTENT**

- LESSON 1
- LESSON 2
- LESSON 3
- LESSON 4
- LESSON 5
- LESSON 6
- LESSON 7

▼ INFORMATION EXTRA

- 1. ENGLISH ALPHABET
- 2. NUMBERS
- 3. DIALOGUES IN ENGLISH
- 4. DIAGNOSTIC TEST


TAXI
INGLÉS PARA EL TAXISTA.

CONTENIDO GENERAL:

1. **LESSON I:** SALUDOS Y DESPEDIDAS
GREETINGS AND FAREWELLS
2. **LESSON II:** TRATAMIENTOS FORMALES
FORMALITIES
3. **LESSON III:** PALABRAS, FRASES Y PREGUNTAS MUY USUALES
WORDS, PHRASES AND QUESTIONS FREQUENTLY USED
4. **LESSON IV:** ARRIVO A LA CIUDAD FRASES MUY USUALES
CITY ARRIVAL FREQUENTLY USED PHRASES
5. **LESSON V:** PASEO POR LA CIUDAD FRASES MUY USUALES
CITY TOUR FREQUENTLY USED PHRASES
6. **LESSON VI:** CASOS DE EMERGENCIA FRASES MUY USUALES
EMERGENCY FREQUENTLY USED PHRASES
7. **LESSON VII:** DE REGRESO A CASA FRASES MUY USUALES
RETURNING HOME FREQUENTLY USED PHRASES

EXTRA INFORMATION:

8. THE ALFABET
9. ALPHABET
10. NÚMEROS
11. NUMBERS
12. DIÁLOGOS EN INGLÉS
13. DIALOGUES IN ENGLISH
14. DIAGNOSTIC TEST
15. PRUEBA DE DIAGNÓSTICO

Author : Juan Carlos González Baldeón

In this bullet point the user will find the content of the audio allowing the taxi drivers to click in each lesson which links directly to the expressions and words of each lesson.

ILLUSTRATION# 10: GREETINGS AND FAREWELLS

LESSON# 1

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

[Buscar en este sitio](#)

INTRODUCTION
OBJECTIVE
GENERAL CONTENT
INFORMATION EXTRA
Mapa del sitio

INTRODUCTION
 ▾ OBJECTIVE
 ▾ GENERAL CONTENT
 LESSON 1
 LESSON 2
 LESSON 3
 LESSON 4
 LESSON 5
 LESSON 6
 LESSON 7
 ▾ INFORMATION EXTRA
 1. ENGLISH ALPHABET
 2. NUMBERS
 3. DIALOGUES IN ENGLISH
 4. DIAGNOSTIC TEST

OBJECTIVE > GENERAL CONTENT >

LESSON 1


LESSON I: SALUDOS Y DESPEDIDAS

GREETINGS AND FAREWELLS
AUDIO C.D.

ENGLISH	PRONUNCIATION	SPANISH
Hello	Je-LÓU	Hola
Good morning	Gud MOR-nink	Buenos días
Good afternoon	Gud after-NU-un	Buenas tardes
Good night	Gud NÁIT	Buenas noches (despedida)
Good evening	Gud ÍV-nink	Buenas noches (sahdo)
How are you?	¿Jáu ar yú?	¿Cómo le va?

Audio Track Lesson 1
<https://soundcloud.com/user-96551274/1-greetings-and-contents>

Audio Track Lesson 1 Practice
<https://soundcloud.com/user-96551274/1-lesson-practice-1>



How are you doing?	¿Jáu are yu DÚ-ink?	¿Cómo la está pasando?
I await your reply	ai a-ueít yur ri-PLÁI	Espero su respuesta
It's been a pleasure	Its bin et PLE-shur	Ha sido un placer
So long	Sou LONk	Hasta luego
See you tomorrow	Sí yu tu-MÓROu	Hasta mañana
Keep me informed	Kip mi in-FORMT	Mantenme informado
See you later	Sí yu LÉI-ter	Nos vemos después
See you soon	Sí yu SU-un	Nos vemos pronto
Good-bye	Gud BÁI	Adiós

Author: Juan Carlos González Baldeón

The taxi drivers will find common expressions used for greetings and farewells.

ILLUSTRATION# 11: FORMALITIES

LESSON# 2

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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LESSON 2

LESSON II: TRATAMIENTOS FORMALES

FORMALITIES

ENGLISH	PRONUNCIATION	SPANISH
Friend	Frend	Amigo / Amiga
Gentleman	YEN-toul-MEN	Caballero
Lady	LÉI-di	Dama
Mister	MIS-ter	Don
Mrs	MIS-is	Doña
Sir	Ser	Señor
Madam	MA-dam	Señora
Miss	Miss	Señorita


AUDIO C.D

Audio Track Lesson 2

<https://soundcloud.com/user-965512742/formalities>

Audio Track Lesson 2 Practice

<https://soundcloud.com/user-965512742/lesson-practice-2>



Author : Juan Carlos González Baldeón

In this part of the lesson learners will have a description of formal titles.

ILLUSTRATION# 12: WORD, PHRASES AND FREQUENTLY

EXPRESSIONLESSON# 3

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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LESSON 3

LECCIÓN III :PALABRAS, FRASES Y PREGUNTAS MUY USUALES


WORDS, PHRASES AND FREQUENTLY USED QUESTIONS

ENGLISH	PRONUNCIATION	SPANISH
Go ahead	Gou a-JED	Adelante
Good	GU-ud	Bueno
Help	JeIp	Auxilio
Cell Phone	Sel fon	Celular
You're welcome	Yur WEL-com	De nada
Money	MO-ni	Dinero
Dollars	DA-lars	Dólares
Woman	GUo-man	Mujer
Man	Maen	Hombre
Excuse me	Eks-KIÚS mi	Excúseme
Worse	Cuórs	Peor
Please	PLI-is	Por favor
You may pass	Yu méi PA-as	Puede pasar
Have a nice day	Jav ei náis dei	Que pase un lindo día
Sit down please	Sit dáun, PLI-is	Siéntese por favor
Maybe	MÉI-bi	Tal vez
It is too late	It is tu-LÉIT	Ya es muy tarde
Would you like to sit down?	¿Gud-chu láik tu sit dáun?	¿Quiere sentarse?
What's happening?	¿Juats JA-penink?	¿Qué sucede?
What time is it?	¿Juat táim is it?	¿Qué hora es?
May I go through?	¿Me-YÁI go zru?	¿Puedo pasar?
Do you need money?	¿Du yu niid moni?	¿Necesita dinero?
Did I explain myself well?	¿Didái ekspléin maiself güel?	¿Me expliqué bien?
Where are you from?	¿Juéar ar yu from?	¿De dónde es Usted?
What is your name?	¿Juat is chur néim?	¿Cuál es su nombre?
How may I help you?	¿Jáu meyái JELP yu?	¿Cómo puedo ayudarle?

AUDIO C.D.

Audio Track Lesson 3
<https://soundcloud.com/user-56561274/3-word-phrases>

Audio Track Lesson 3 Practice
<https://soundcloud.com/user-56561274/3/lesson-practice-3>



Author : Juan Carlos González Baldeón

In this link cab drivers will practice frequently courtesy expressions.

ILLUSTRATION# 13: CITY ARRIVAL

LESSON# 4

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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LESSON 4

LECCIÓN IV: ARRIVO A LA CIUDAD FRASES MUY USUALES


CITY ARRIVAL FREQUENTLY USED PHRASES

ENGLISH	PRONUNCIATION	SPANISH
Do you need a taxi?	Du yu niid ei TAK-si?	¿Necesitan un taxi?
I'm available	Aim a-VEIL-abul	Estoy a su disposición
I will put your luggage in the trunk	A wil put yur LO-gach in zje tronk	Guardaré su equipaje
Thank you for visiting us	Zenk yu for VISI-tin-os	Gracias por visitarnos
This season is beautiful	Zdis SI-son is BIÚ-ti-ful	Esta temporada es hermosa
Where are we going?	Juéar ar güi GO-ink?	¿A dónde vamos?
Do you have the address?	Du yu jav zde AD-res?	¿Tiene la dirección?
Do you need help?	Du yu niid jelp?	¿Necesitan alguna ayuda?
Should we stop somewhere before arriving?	Shud güi stop som-juéar bi-FOR a-RRAI-vink?	¿Nos detenemos en algún lugar antes de llegar?
We'll get there in twenty minutes	Güi get zdéar in TUÉN-ti MI-nets	Llegamos en 20 minutos
We are near	Güi ar NI-er	Estamos cerca
We are far	Güi ar fáar	Estamos lejos
We are here	Güi ar jier	Hemos llegado
Thank you very much	Zenk yu veri moch	Muchas gracias
Enjoy your stay	En-JÓl yur es-TÉI	Qué disfruten la estancia

AUDIO C.D.

Audio Track Lesson 4
<https://soundcloud.com/user-96561274/4-city-arrival>

Audio Track Lesson 4 Practice
<https://soundcloud.com/user-96561274/4/lesson-practice-4>



Author : Juan Carlos González Baldeón

Clicking on this bullet point drivers will find expressions that foreigners use when arriving to a city.

ILLUSTRATION# 14: CITY TOUR

LESSON# 5

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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LESSON 5

LECCIÓN V: PASEO POR LA CIUDAD FRASES MUY USUALES


CITY TOUR FREQUENTLY USED PHRASES

ENGLISH	PRONUNCIATION	SPANISH
Do you need information?	Du yu nǐid in-for-MÉI-Shun?	¿Necesita información?
You can ask me	Yu kan ask mi	Me puede preguntar
It is a shopping center	It is ei SHOP-in SEN-ter	Es una plaza comercial
The best stores	ZDe best es-TÓARS	Las mejores tiendas
Buy cheap	Bái chiǎp	Compra barato
It's a historic plaza	It is ei jis-TO-rik PLA-sa	Es una plaza histórica
The area is traditional	ZDi éria is tra-DI-Shu-nel	La zona es tradicional
This street is commercial	ZDis strit is ko-MER-chul	Esta calle es comercial
The center of the city	ZDe SEN-ter of zde shì	El centro de la ciudad
This area is called...	ZDis érea is kolt ...	Esta zona se llama...
Here you'll find a coffee shop	Jier yul fǎind ka-Fi shap	Aquí hay cafeterías
Night life	Nàit láif	Actividad nocturna
I will play music	Ai wil plái MIÚ-sik	Le pongo música
I will take your picture	Ai wil téik yur PIK-chnr	Le tomaré su foto
Look for a guide	Luk for ei gǎid	Buscar un guía
What time I pick you up?	Juét táim ai pik yu op?	¿A qué hora lo recojo?
The weather is good	ZDe gué-der is gud	El clima es bueno
The weather is bad	ZDe gué-der is bad	El clima es malo.

AUDIO C.D.

Audio Track Lesson 5
<https://soundcloud.com/user-96551274/5-city-tour>

Audio Track Lesson 5 Practice
<https://soundcloud.com/user-96551274/5/lesson-practice-5>



Author : Juan Carlos González Baldeón

Common expressions used when a taxi driver make a city tour to foreigners.

ILLUSTRATION# 15: EMERGENCY PHRASES

LESSON# 6

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LESSON 6

LECCIÓN VI: CASOS DE EMERGENCIA FRASES MUY USUALES


EMERGENCY FREQUENTLY USED PHRASES

ENGLISH	PRONUNCIATION	SPANISH
Let's go to the hospital	Les go tu zde JOS-pi-tal	Vamos al hospital
Let's go to the police	Les go tu zde po-LÍJ	Vamos a la policía
I will take you to the pharmacy	Ai wíl téik yu tu zde FAR-ma-si	Lo llevo a la farmacia
The airline office	ZDe ÉAR-lám ófis	La oficina de su línea aérea
What time is he expected?	Juat táim is jí eks-PEK-ted?	¿A qué hora debe llegar?
Where should I pick him up?	Juéar stúd ai pik jíim op?	¿Dónde lo recojo?
What street or number?	Juat es-TRIT or NOM-ber ?	¿Qué calle o número?
Is it a building or a house?	Is it ei BIL-dink or ai jáus?	¿Es un edificio o una casa?
Name of the business.	Néim of zde BIS-nis	Nombre del negocio
Do you have a phone number?	Du yu jav ei fónun NOM-ber?	¿Tiene algún teléfono?
I will pick you up at three	Ai wíl pik yu op at zdríi	Lo recojo a las 3
Should I wait here?	Stúd ai güéit jíer?	¿Espero aquí?
Call me, so I can pick you up	Kol mí, so ai kan pik yu op	Llámemme para recogerlo
How many passengers are there?	Jau méni PA-sen-yers ar zdéar?	¿Cuántos pasajeros son?
Do they bring luggage?	Du zdei brink LO-gech?	¿Llevan equipajes?
I will take you to another hotel	Ai wíl téik yu tu a-NO-zder jou-TEL	Lo llevo a otro hotel
The time of your reservation	ZDe táim of yur re-ser-VÉI-shun	La hora de su reservación

AUDIO C.D.

Audio Track Lesson 6
<https://soundcloud.com/uses-96551274/6-emergency>

Audio Track Lesson 6 Practice
<https://soundcloud.com/uses-96551274/6-lesson-practice-6>



Author : Juan Carlos González Baldeón

In this section it is found words and expressions that can be used in emergency cases.

ILLUSTRATION# 16: RETURNING HOME

LESSON# 7

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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LECCIÓN VII: DE REGRESO A CASA FRASES MUY USUALES


AUDIO C.D.

RETURNING HOME FREQUENTLY USED PHRASES

ENGLISH	PRONUNCIATION	SPANISH
We will arrive on time	Güi wíl a-RRÁIV on táim	Llegaremos en una hora
Check your documents	Chek yur DO-kiu-ments	Verifique sus documentos
Are you missing anything?	Ar yu MI-sink ENI-zink?	¿No le falta nada?
Check everything before we leave	Chek EVRI-zing bifór güi livv	Revisen todo antes de irnos
I hope you had a good time	Ai jóup yu jad ei gud táim	Espero que la haya pasado bien
Are you going back satisfied?	Ar yu góink BA-ck SA-tis-fáid?	¿Regresa complacido?
I hope you will return	Ai jóup yu wíl ri-TORN	Espero que vuelva
Do you need anything?	Du yu naid ENI-zing?	¿Necesita algo?
Thank you for using my services	Zenk yu for YU-sink mai SER-vises	Gracias por usar mis servicios
I'm calling a porter	Aim KO-link ei POR-ter	Llamo un maletero
Have a good trip	Jav ei gud trip	Buen viaje

Audio Track Lesson 7
<https://soundcloud.com/user-96551274/7-returning-home>

Audio Track Lesson 7 Practice
<https://soundcloud.com/user-96551274/7lesson-practice-7>



Author : Juan Carlos González Baldeón

Expressions that can be said by taxi drivers and the foreigners when returning home.

ILLUSTRATION# 17: TABLE OF CONTENTS

EXTRA INFORMATION

The screenshot shows a website interface with a yellow header. The main title is "ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA". Below the title is a search bar with the text "Buscar en este sitio". There are four navigation buttons: "INTRODUCTION", "OBJECTIVE", "GENERAL CONTENT", and "INFORMATION EXTRA", along with a "Mapa del sitio" link. The "INFORMATION EXTRA" button is selected. The main content area is divided into two columns. The left column is a sidebar with a yellow background, containing a list of menu items: "INTRODUCTION", "OBJECTIVE", "GENERAL CONTENT" (with sub-items "LESSON 1" through "LESSON 7"), "INFORMATION EXTRA" (with sub-items "1. ENGLISH ALPHABET", "2. NUMBERS", "3. DIALOGUES IN ENGLISH", "4. DIAGNOSTIC TEST"), and "EXTRA". The right column has a white background and displays the "INFORMATION EXTRA" section. It contains a list of four items, each with a Spanish and an English version: "1. ALFABETO ALPHABET", "2. NÚMEROS NUMBERS", "3. DIÁLOGOS DIALOGUES", and "4. PRUEBA DE DIAGNÓSTICO DIAGNOSTIC TEST".

Spanish	English
1. ALFABETO	ALPHABET
2. NÚMEROS	NUMBERS
3. DIÁLOGOS	DIALOGUES
4. PRUEBA DE DIAGNÓSTICO	DIAGNOSTIC TEST

Author : Juan Carlos González Baldeón

More information about English vocabulary, this information is not in the audio cd.

ILLUSTRATION# 18: THE ALPHABET

EXTRA INFORMATION

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1. ENGLISH ALPHABET

ALFABETO

ALPHABET	ALFABETO	PRONUNCIACIÓN
A	A	éi
B	B	bi
C	C	sí
D	D	dí
E	E	i
F	F	ef
G	G	chí
H	H	éich
I	I	í
M	M	em
N	N	en
O	O	ou
P	P	Pi
Q	Q	kiú
R	R	ar
S	S	es
T	T	Ti
U	U	yú
V	V	vi
W	W	dábel-yu
X	X	eks
Y	Y	uái
Z	Z	Ssi

DESEA SABER MÁS INFORMACIÓN SOBRE EL ALFABETO EN INGLÉS MIRE ESTE VIDEO.

The English Alphabet (ABC) - Pronunciation



Author : Juan Carlos González Baldeón

In this section the learner will find written information and a video about the English alphabet.

ILLUSTRATION# 19: NUMBERS

EXTRA INFORMATION

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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EXTRA

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2. NÚMEROS EN INGLÉS

3. DIÁLOGOS EN INGLÉS


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2. NÚMEROS EN INGLÉS

NÚMEROS (NUMBERS)		
NÚMEROS	INGLÉS	PRONUNCIACIÓN
1	One	Guán
2	Two	Tchiú
3	Three	Zrí [Zeta española, dental]
4	Four	foar
5	Five	fáiv
6	Six	siks
7	Seven	SE-ven
8	Eight	éit
16	Sixteen	siks-Tí-in
17	Seventeen	sé'n-Tí-in
18	Eighteen	ei-Tí-in
19	Nineteen	náin-Tí-in
20	Twenty	TUÉN-ti
30	Thirty	ZER-ti [Z española, suave]
40	Forty	FOR-ti
50	Fifty	FIF-ti
60	Sixty	SIKS-ti
70	Seventy	SÉVN-ti
80	Eighty	ÉI-ti
90	Ninety	NÁIN-ti
100	One hundred	Uán jondred
1000 (MIL)	One thousand	Uán ZÁU-send
1000000 (UN MILLON)	One million	Uán MIL-yun
1000000000 (MIL MILLONES)	One billion	Uán BIL-yun

DESEA SABER MÁS INFORMACIÓN SOBRE LOS NÚMEROS EN INGLÉS MIRE ESTE VIDEO.



Author : Juan Carlos González Baldeón

In this part of the website the learner can work with numbers.

ILLUSTRATION# 20: DIALOGUES IN ENGLISH

EXTRA INFORMATION

ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA

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3. DIALOGUES IN ENGLISH


DIALOGUES IN ENGLISH

DIÁLOGOS IN INGLÉS

POSIBLE DIÁLOGO EN LA LLEGADA DE UN TOURISTA.

POSSIBLE DIALOGUE UPON WITH TOURIST ARRIVAL.

DESEA SABER MÁS INFORMACIÓN SOBRE ALGÚN DIALOGO EN INGLÉS MIRE ESTE VIDEO.



	ESPAÑOL	INGLÉS	PRONUNCIACIÓN
TAXI	Buenos días, ¿buscan un taxi?	Good morning. Looking for a taxi?	Gud MOR-nink. LU-kin k for ei TAK-si?
TOURIST	Sí	Yes	Yes
TAXI	Suban por favor. ¿Guardo su equipaje?	Get in, please. May I store your luggage?	Get on, plifs. Mái a stóar yur LO-gach?
TOURIST	Sí, gracias	Yes, please	Yes, plifs
TAXI	¿A dónde vamos?	Where to?	Juéar tú?
TAXI	¿A dónde vamos?	Where to?	Juéar tú?
TOURIST	Al hotel, aquí está la dirección	To the hotel. Here's the address.	Tu zde jou-TEL. Jíers zde ADres.
TAXI	Si necesitan algo me lo dicen. Pasaremos por el centro de la ciudad.	If you need something, tell me. We'll go through the center of the city.	If yu níid SOM-zing, tel m. GúI go zu zde SENY of zde síi. [¿española, dental]
TOURIST	Perfecto.	Perfect / Fine	PER-fekt / Fáin
TAXI	¿Nos visitan por primera vez?	Are you visiting us for the first time?	Ar yu Vi-si-ting os for zde fers-táim?
TOURIST	Sí. Son nuestras vacaciones	Yes. We're on vacation.	Yes. Gúir on va-KEI-chun.
TAXI	Esta temporada es muy agradable. Y el hotel al que van es muy céntrico	This season is very pleasant. And your hotel is right in the center of the city.	Zis Síson is veri PLE-sent. And yur jou-TEL is rák in zde sénter of zde síi.
TOURIST	¿Es fácil moverse en la ciudad?	Is it easy to move around in the city?	Is it ísi tu múf a-RRROUND in zde síi?

Author : Juan Carlos González Baldeón

The learners are able to find more dialogues to improve his/her vocabulary and strengthen their listening skill.

ILLUSTRATION# 21: DIAGNOSTIC TEST

STUDENT TEST

The screenshot shows a web application interface for a diagnostic test. The main header is yellow and contains the text "ENGLISH FOR TAXI DRIVERS/ INGLÉS PARA EL TAXISTA" and a search bar with the text "Buscar en este sitio". Below the header is a navigation menu with tabs for "INTRODUCTION", "OBJECTIVE", "GENERAL CONTENT", "INFORMATION EXTRA", and "Mapa del sitio". The left sidebar is yellow and contains a tree view with categories: "INTRODUCTION", "OBJECTIVE", "GENERAL CONTENT", "LESSON 1", "LESSON 2", "LESSON 3", "LESSON 4", "LESSON 5", "LESSON 6", "LESSON 7", "INFORMATION EXTRA", "1. ENGLISH ALPHABET", "2. NUMBERS", "3. DIALOGUES IN ENGLISH", and "4. DIAGNOSTIC TEST". The main content area is white and displays the "4. DIAGNOSTIC TEST" page. The page title is "4. DIAGNOSTIC TEST" and it includes a breadcrumb "OBJECTIVE > INFORMATION EXTRA >". The page content is divided into sections: "DIAGNOSTIC TEST" with a note "*Obligatorio", "STUDENT'S DATA" with a "NAME: *" field, "TEST QUESTIONS", and three multiple-choice questions. The first question is "HOW WOULD YOU GREET THE PASSENGER IN THE MORNING?*" with options "GOOD AFTERNOON", "GOOD MORNING", and "GOOD NIGHT". The second question is "HOW WOULD YOU GREET THE PASSENGER IN THE MORNING?*" with the same options. The third question is "WHAT EXPRESSION WOULD YOU USE TO TELL THE PRICE TO A PASSENGER?*" with options "THE PRICE IS", "THE FARE IS", and "THE COST IS". At the bottom of the page, there is a footer that reads "Abrir TEST FOR TAXI DRIVERS COOPERATIVA BRISA AZUL".

Author : Juan Carlos González Baldeón

In this last part of the lesson students can test themselves as many times they want and see their mistakes.

4.15 EVALUATION

The taxi drivers were evaluated with a post audio test to verify their improvement in the listening skill and also observations took place while taxi drivers were on duty.

4.16 RUBRIC FOR LISTENING SKILL

A rubric was necessary for the evaluation and the development of the diagnostic test, drivers were able to demonstrate what they learned during the application of this project. There were several levels for the evaluation with the purpose of clarifying what is expected from the student's work.

CHART# 20: RUBRIC

	Needs work	Good	Very good
GENERAL UNDERSTANDING	Taxi driver did not understand a lot of the phrases and words when taking a tourist.	The driver showed a good general understanding of phrases and words when listening to a foreigner.	The learner demonstrated a very good general understanding of all phrases and words.

Source: Cooperativa "Brisa Azul"

Author: Juan Carlos González Baldeón

4.17 STRATEGIES OF IMPROVEMENT

CHART# 21: STRATEGIES OF IMPROVEMENT

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Taxi drivers had difficulties to understand when listening people talking in English.	Taxi drivers can strengthened their listening skills.
Low knowledge in English expressions for taxi drivers.	Their knowledge of expressions for taxi drivers increased.
Taxi drivers complained that they did not have time to study face to face English	Now, taxi drivers have a resource and tool to learn English meanwhile they are working.
A little interest in learning English	The audio cd and the web page increased their interest to learn English

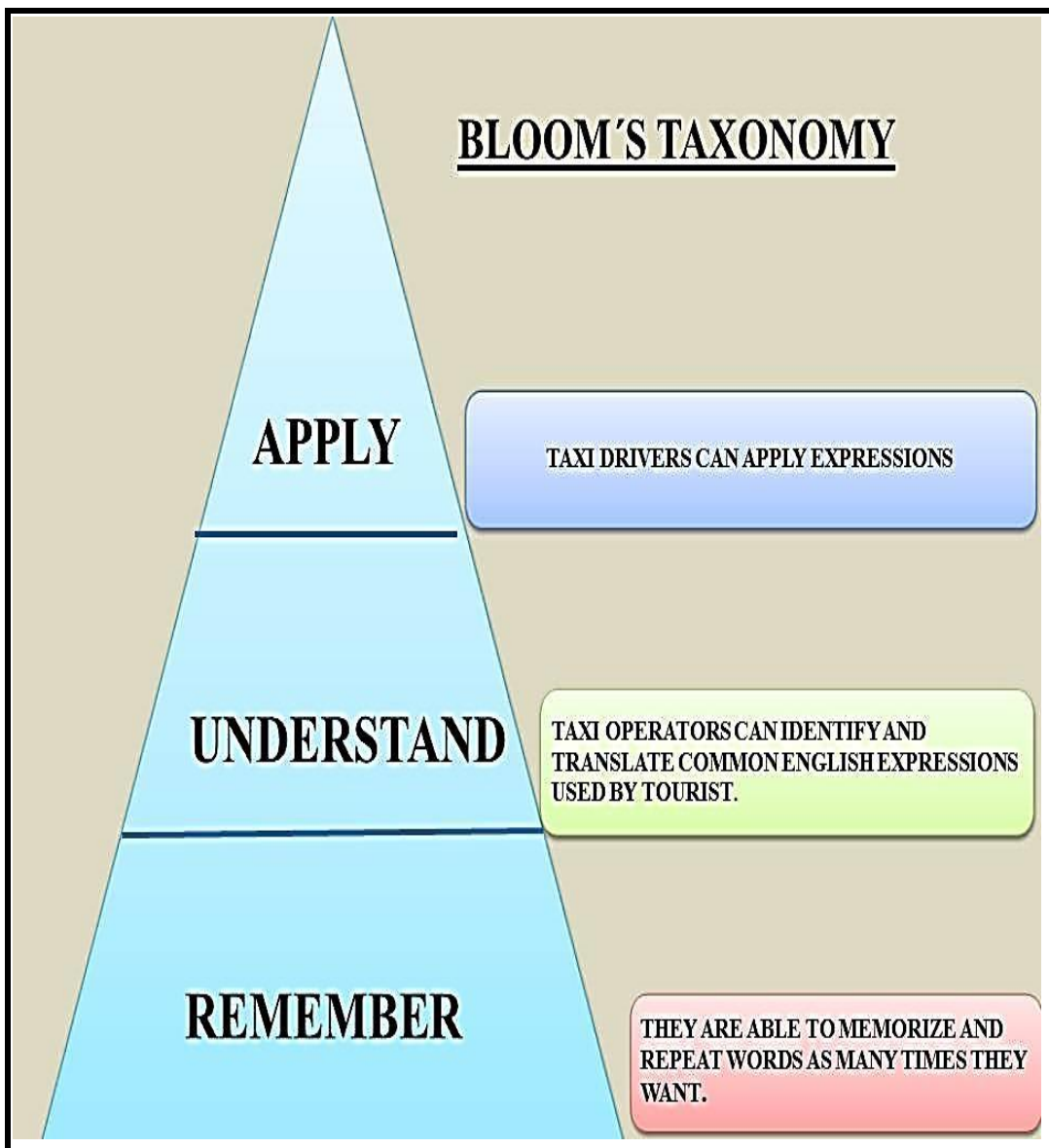
Author: Juan Carlos González Baldeón

Source: Design of the proposal

4.18 BLOOM'S TAXONOMY

Based on Bloom's taxonomy taxi drivers were able to accomplish the following educational objectives:

ILLUSTRATION# 22: BLOOM'S TAXONOMY



Author: Juan Carlos González Baldeón
Source: Adapted from Bloom's taxonomy.

4.19 RESULTS OF THE IMPLEMENTATION

CHART# 22: RESULTS OF THE PRE-TEST

PRE-TEST			
ASENCIO BAQUERIZO FRANCISCO	3	MAYORGA JACOME AZUCENA	5
BELTRAN RIVERA CONZA EFREN	6	MENDOZA ROMERO HONORATO	5
BRITO LOPEZ VERONICA	8	MUÑOZ AVILA GLADYS LOURDES	3
BUSTAMANTE FLORES REINERIO	5	NARVAEZ CAICEDO CESAR	2
BUSTAMANTE FLORES MANUEL	3	ORDOÑEZ CHAMORRO ARNOLDO	5
CANTOS SANDOYA LUIS	6	PITA VERA FERNANDO SALOMON	6
CAÑIZARES MIRANDA DANIEL	8	PIZARRO ALEJANDRO SALOMON	6
CARRERA LAICA LUIS	3	RAMOS CESAR AUGUSTO GILBERTO	8
CARVAJAL REYES AMPARITO	5	REYES SUAREZ WASHINGTON	8
CASTRO ROBLES VICHELIN	3	REYES VELEZ CHRISTIAN	3
CELLERI LASCANO LUIS	2	RIOS CELI FRANCISCO	5
CEVALLOS CHECA LORENA	6	RIOS CELI FREDDY	4
CHAMORRO NEPTALI RAMIRO	3	RIZZO GARCIA MARIA JOSE	6
CHAMORRO JARA FERNANDO	2	RODRIGUEZ MEJILLONES MARCOS	4
CHAMORRO JARA GEOVANNY	8	RODRIGUEZ QUIMI ROSAURA	6
DE LA A VELEZ JAMIL	2	ROSALES TRIVIÑO LUIS	7
DE LA ROSA RODRIGUEZ JUAN	4	SALAS TIGRERO ANA	7
FEIJOO DOMINGUEZ MERY	2	SARMIENTO RACINES JULIO	4
FERNANDEZ CRUZ LUIS	6	SISA POMAQUISA JUAN	6
GABINO JAIME FREDDY	3	SUAREZ ALEJANDRO RODDY	4
GARCIA CASTRO WALTER	2	TAIPE QUINALUISA JUAN	5
GUAMAN PACURUCU JOHN	3	TIPANTIZA CARRERA ALIPIO	3
GUEVARA MORAN FRANKLIN	4	TOMALÁ SANTOS GUILLERMO	6
JARA AGUILAR DORIS	5	TOMALA TOMALÁ HECTOR	3
JARA AGUILAR JAVIER	6	TORO FLORES GLENDA	3
JARA COBOS CESAR	3	TUMBACO LAINEZ ANGEL	5
JOSE DE LA A JUAN EDUARDO	4	UBIDIA MONTERO ROSA	4
LEITON GARCIA LUIS	3	VACA ARCOS YANINY	5
LINDAO MATEO JORGE	3	VARGAS GARCIA JULIO	3
LUCAS MATIAS JOFFRE	4	VELEZ ESPINOZA JEAN PIERRE	5
ZAMORA VERA ERNESTO	5	VELEZ ESPINOZA PATRICIO	4
ZAVALA PINCAY ANGEL	6	VILLAGOMEZ VACA KAREN	6
AVERAGE			4,6

Author: Juan Carlos González Baldeón

Source: Cooperativa "Brisa Azul"

CHART# 23: RESULTS OF THE POST TEST

POST-TEST			
ASENCIO BAQUERIZO FRANCISCO	7	MAYORGA JACOME AZUCENA	7
BELTRAN RIVERA CONZA EFREN	8	MENDOZA ROMERO HONORATO	8
BRITO LOPEZ VERONICA	9	MUÑOZ AVILA GLADYS LOURDES	7
BUSTAMANTE FLORES REINERIO	7	NARVAEZ CAICEDO CESAR	6
BUSTAMANTE FLORES MANUEL	5	ORDOÑEZ CHAMORRO ARNOLDO	8
CANTOS SANDOYA LUIS	8	PITA VERA FERNANDO SALOMON	7
CAÑIZARES MIRANDA DANIEL	9	PIZARRO ALEJANDRO SALOMON	8
CARRERA LAICA LUIS	7	RAMOS CESAR AUGUSTO GILBERTO	9
CARVAJAL REYES AMPARITO	8	REYES SUAREZ WASHINGTON	9
CASTRO ROBLES VICHELIN	6	REYES VELEZ CHRISTIAN	7
CELLERI LASCANO LUIS	7	RIOS CELI FRANCISCO	7
CEVALLOS CHECA LORENA	8	RIOS CELI FREDDY	8
CHAMORRO NEPTALI RAMIRO	7	RIZZO GARCIA MARIA JOSE	5
CHAMORRO JARA FERNANDO	6	RODRIGUEZ MEJILLONES MARCOS	4
CHAMORRO JARA GEOVANNY	9	RODRIGUEZ QUIMI ROSAURA	7
DE LA A VELEZ JAMIL	6	ROSALES TRIVIÑO LUIS	9
DE LA ROSA RODRIGUEZ JUAN	7	SALAS TIGRERO ANA	9
FEIJOO DOMINGUEZ MERY	6	SARMIENTO RACINES JULIO	8
FERNANDEZ CRUZ LUIS	8	SISA POMAQUISA JUAN	7
GABINO JAIME FREDDY	7	SUAREZ ALEJANDRO RODDY	6
GARCIA CASTRO WALTER	7	TAIPE QUINALUISA JUAN	8
GUAMAN PACURUCU JOHN	6	TIPANTIZA CARRERA ALIPIO	8
GUEVARA MORAN FRANKLIN	8	TOMALÁ SANTOS GUILLERMO	6
JARA AGUILAR DORIS	6	TOMALA TOMALÁ HECTOR	7
JARA AGUILAR JAVIER	8	TORO FLORES GLENDA	6
JARA COBOS CESAR	8	TUMBACO LAINEZ ANGEL	6
JOSE DE LA A JUAN EDUARDO	6	UBIDIA MONTERO ROSA	5
LEITON GARCIA LUIS	6	VACA ARCOS YANINY	7
LINDAO MATEO JORGE	7	VARGAS GARCIA JULIO	6
LUCAS MATIAS JOFFRE	9	VELEZ ESPINOZA JEAN PIERRE	5
ZAMORA VERA ERNESTO	8	VELEZ ESPINOZA PATRICIO	6
ZAVALA PINCAY ANGEL	8	VILLAGOMEZ VACA KAREN	7
		AVERAGE:	7,7

Author: Juan Carlos González Baldeón

Source: Cooperativa “Brisa Azul”

CHART# 24: PORCENTAGE OF IMPROVEMENT

DIAGNOSTIC TEST			
TAXI DRIVERS NAMES	PRE-TEST	POST-TEST	% OF IMPROVEMENT
ASENCIO BAQUERIZO FERNANDO	6	8	20%
ASENCIO BAQUERIZO FRANCISCO	3	7	40%
BELTRAN RIVERA CONZA EFREN	6	9	30%
BRITO LOPEZ VERONICA	8	9	10%
BUSTAMANTE FLORES REINERIO	5	7	20%
BUSTAMANTE FLORES MANUEL	3	8	50%
CANTOS SANDOYA LUIS	6	7	10%
CAÑIZARES MIRANDA DANIEL	8	9	10%
CARRERA LAICA LUIS	3	7	40%
CARVAJAL REYES AMPARITO	5	10	50%
CASTRO ROBLES VICHELIN	3	7	40%
CELLERI LASCANO LUIS	2	6	40%
CEVALLOS CHECA LORENA	6	6	0%
CHAMORRO NEPTALI RAMIRO	3	6	30%
CHAMORRO JARA FERNANDO	2	6	40%
CHAMORRO JARA GEOVANNY	8	9	10%
DE LA A VELEZ JAMIL	2	6	40%
DE LA ROSA RODRIGUEZ JUAN	4	8	40%
FEIJOO DOMINGUEZ MERY	2	7	50%
FERNANDEZ CRUZ LUIS	6	8	20%
GABINO JAIME FREDDY	3	7	40%
GARCIA CASTRO WALTER	2	8	60%
GUAMAN PACURUCU JOHN	3	6	30%
GUEVARA MORAN FRANKLIN	4	7	30%
JARA AGUILAR DORIS	5	9	40%
JARA AGUILAR JAVIER	6	8	20%
JARA COBOS CESAR	3	7	40%
JOSE DE LA A JUAN EDUARDO	4	7	30%
LEITON GARCIA LUIS	3	8	50%
LINDAO MATEO JORGE	3	7	40%
LUCAS MATIAS JOFFRE	4	7	30%
MAYORGA JACOME AZUCENA	5	9	40%
MENDOZA ROMERO HONORATO	5	7	20%

DIAGNOSTIC TEST			
TAXI DRIVERS NAMES	PRE-TEST	POST-TEST	% OF IMPROVEMENT
MUÑOZ AVILA GLADYS LOURDES	3	8	50%
NARVAEZ CAICEDO CESAR	2	9	70%
ORDOÑEZ CHAMORRO ARNOLDO	5	7	20%
PITA VERA FERNANDO SALOMON	6	8	20%
PIZARRO ALEJANDRO SALOMON	6	9	30%
RAMOS CESAR AUGUSTO GILBERTO	8	9	10%
REYES SUAREZ WASHINGTON	8	9	10%
REYES VELEZ CHRISTIAN	3	7	40%
RIOS CELI FRANCISCO	5	8	30%
RIOS CELI FREDDY	4	7	30%
RIZZO GARCIA MARIA JOSE	6	9	30%
RODRIGUEZ MEJILLONES MARCOS	4	7	30%
RODRIGUEZ QUIMI ROSAURA	6	8	20%
ROSALES TRIVIÑO LUIS	7	8	10%
SALAS TIGRERO ANA	7	7	0%
SARMIENTO RACINES JULIO	4	6	20%
SISA POMAQUISA JUAN	6	8	20%
SUAREZ ALEJANDRO RODDY	4	7	30%
TAIPE QUINALUISA JUAN	5	9	40%
TIPANTIZA CARRERA ALIPIO	3	6	30%
TOMALÁ SANTOS GUILLERMO	6	7	10%
TOMALA TOMALA HECTOR	3	9	60%
TORO FLORES GLENDA	3	9	60%
TUMBACO LAINEZ ANGEL	5	7	20%
UBIDIA MONTERO ROSA	4	8	40%
VACA ARCOS YANINY	5	9	40%
VARGAS GARCIA JULIO	3	6	30%
VELEZ ESPINOZA JEAN PIERRE	5	7	20%
VELEZ ESPINOZA PATRICIO	4	8	40%
VILLAGOMEZ VACA KAREN	6	9	30%
ZAMORA VERA ERNESTO	5	7	20%
ZAVALA PINCAY ANGEL	6	10	40%
AVERAGE	4,6	7,7	31%

Author: Juan Carlos González Baldeón

Source: Cooperativa “Brisa Azul”

4.19.1 Pre & post – test results

Results showed that before the implementation of the proposal on the pre-test 4.6% taxi drivers shown a low level of English knowledge, after the implementation of a post-test they increased their level to 7,7 %, in consequence they improved in 31%.

The information is presented in percentage in order to be able to acquire a clear view of what their scores were at the beginning and what they were at the end of the implementation.

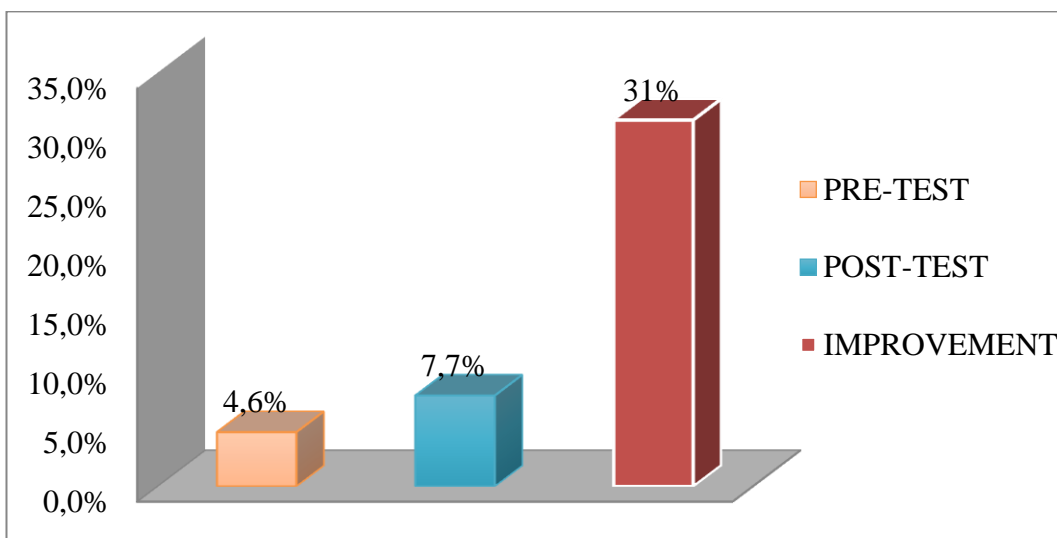
CHART# 25: TEST RESULTS

PRE-TEST	POST –TEST	% OF IMPROVEMENT
4.6	7.7	31%

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

GRAPH# 10: TEST RESULTS



Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

4.20 CONCLUSIONS AND RECOMMENDATIONS

4.20.1 Conclusions

1. English is an important language used for business, education, science but especially for tourism. It is vital for taxi drivers at the very least to manage basic words and expressions to provide a good service to visitors and the application of the audio cd resource.
2. Taxi drivers had a positive attitude and a predisposition when using the audio cd and webpage. It was evident an increase of their motivation to learn English language therefore it was a relevant and a productive tool for their daily basis.
3. The teaching learning process of English language implies to develop the four abilities and one of them is listening skill which develops better comprehension, increase vocabulary and speaking.

4.20.2 Recommendations

1. The taxi drivers need to practice and use the audio cd at least 15 minutes daily in each lesson in order to continue making progress towards learning to speak and understand the English language.
2. It is recommended to Cooperative “Brisa Azul” to expand the English training to its members to improve and increase to a higher level their English knowledge that way they might provide a better service to tourist.
3. It is recommended to taxi drivers of Cooperativa “Brisa Azul” to create more trainings courses in English to develop more abilities not only in listening skill.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Material

DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
Paper ream	2	\$ 4.00	\$ 8.00
Prints	600	\$ 0.15	\$ 90.00
Copies	150	\$ 0.05	\$ 7.25
Ink Cartridge	2	\$25.00	\$ 50.00
CD'S	70	\$ 1.00	\$ 70.00
Flash drive	1	\$15.00	\$ 15.00
		TOTAL	\$ 240.25

5.1.2 Technology

DESCRIPTION	QUANTITY	UNIT COST	TOTAL COST
Internet Service /month	6	\$ 16.00	\$ 96.00
Laptop	1	\$600.00	\$600.00
Camera	1	\$ 250.00	\$ 250.00
		TOTAL	\$ 946.00

5.1.3 Financial resources

DESCRIPTION	QUANTITY	PRICE	TOTAL COST
Transportation	5	\$20.00	\$ 100.00
Lunch and snacks	1	\$10.00	\$ 10.00
Unexpected expenses	1	\$15.00	\$ 15.00
		TOTAL	\$ 125.00
TOTAL BUDGET	\$ 1.311.25		

5.2 Timetable

N°	ACTIVITIES	2015																																							
		October				November				December				January				February				March				April				May				June				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Socialization with thesis advisor	X	X																																						
2.	Thesis Designing			X	X																																				
3.	Elaboration Chapter I				X	X																																			
4.	Chapter I Progress					X	X																																		
5.	Elaboration Chapter II						X	X	X																																
6.	Field Research at "Institution"										X	X																													
7.	Survey Implementation										X	X	X	X																											
8.	Analysis and interpretation of results												X	X	X	X																									
9.	Elaboration Chapter III														X	X	X	X																							
10.	Chapter III Progress																X	X	X	X																					
11.	Elaboration Chapter IV and V																			X	X	X	X	X	X																
12.	Implementation of activities																									X	X	X	X												
13.	Review of Thesis draft																												X	X	X										
14.	Delivery of final work																														X	X	X								
15.	Pre- defense																														X	X									
16.	Defense of Thesis at Academic Conseil																																	X							
17.	Graduation day																																		X						

Author: Juan Carlos González Baldeón

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APPENDIX SECTION

**APPENDIX# 1: INTERVIEW TO THE PRESIDENT OF
COOPERATIVA BRISA AZUL**

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**



This interview will help to obtain important input for a research paper titled “Taxi Audio Resource to Strengthen Listening Skills to Drivers of Cooperativa “Brisa Azul”, Salinas, Santa Elena Province 2015.” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you have any Knowledge of English?
2. Do you consider that learning English is important for people but also for your cooperative members?
3. Do you have any training program for your Cooperativa members?
4. Have you or one of your cooperative members ever lost an opportunity to take a passenger for not having English knowledge?
5. Do you think that having English knowledge can contribute to provide a better service and improve passengers´ satisfaction?
6. Would you participate in a project to learn English for taxi drivers?
7. Would you support the free deliver and implementation of an audio cd with English expressions to communicate with visitors for your cooperative members?

APPENDIX# 2: INTERVIEW TO THE SPECIALIST

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS



This interview will help to obtain important input for a research paper titled “Taxi Audio Resource to Strengthen Listening Skills to Drivers of Cooperativa “Brisa Azul”, Salinas, Santa Elena Province 2015.” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that digital resources are good tools for learning?
2. Do you think that an audio resource as a cd will benefit in the learning process of English language?
3. Do you have any experience doing this kind of work before?
4. As a professional in computer systems do you think that a webpage is an outstanding way to strengthen the way we usually learn?
5. What is your opinion about the use of an audio cd and a webpage to teach basic expressions in English in order to improve the listening skill on taxi drivers?
6. What other idea will you apply to help people learn English by using techno resources?

**APPENDIX# 3: SURVEY TO TAXI DRIVERS OF COOPERATIVA
BRISA AZUL**

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**



Dear taxi drivers of Cooperativa Brisa Azul, this survey will contribute to obtain important input for a research paper, please take 5 minutes to fill it out honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Have you ever taken a training course in English?

- 1.1 Yes
- 1.2 No
- 1.3 Partially

2. Can you use basic expressions in English?

- 2.1 Yes
- 2.2 No
- 2.3 Partially

3. Have you ever taken in your rounds foreigner passengers who speak English?

- 3.1 Yes
- 3.2 No
- 3.3 Partially

4. Can you understand when a foreigner passenger speaks English to you?

- 4.1 Yes
- 4.2 No
- 4.3 Partially

5. Do you have time to take English face to face classes?

5.1 Yes

5.2 No

5.3 Partially

6. Would like to understand at least basic expressions in English to communicate with foreigner passengers?

6.1 agree

6.2 disagree

6.3 Partially

7. Which of these abilities of the English language do you have more difficulties?

7.1 listening

7.2 Speaking

7.3 Reading

7.4 Writing

8. In a scale from 1 to 5 being with 1 the lowest and 5 the highest, how would you rate your listening comprehension in English?

1

2

3

4

5

9. Would you like to have a free audio cd to practice and listen English expressions while working in your daily activities?

9.1 Yes

9.2 No

9.3 Partially

APPENDIX# 4: DIAGNOSTIC TEST

**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY”
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**



NAME: _____

I Circle the correct answer. (0.50 each item).

10

1) How would you greet the passenger in the morning?

- a) Good Afternoon
- b) Good Morning
- c) Good night



2) What expression would you use to tell the price to a passenger?

- a) The price is...
- b) The fare is...
- c) The cost is...



3) What expression would you use to say good bye to a passenger?

- a) See you later
- b) Welcome
- c) Good bye



4) If your passenger use the following expression “take me to the pharmacy” He/ She is referring to , choose the correct picture.



5) How would you ask the passenger where is her or his destination?

- a) This area is called
- b) Look for a guide
- c) Where would you like to go?



II Listen to the following options. Choose the correct answer according to what you listen

6. GREETINGS AND FAREWELLS

Ex. a) Hello **b) Good night** c) Bye

- a) Good Morning
- b) How are you?
- c) It`s been a pleasure

7. WORDS AND PHRASES

- a) Excuse me
- b) You`re welcome
- c) Thank you very much

8. CITY ARRIVAL

- a) Do you need a taxi
- b) Thank you for visiting us
- c) Do you need help

9. CITY TOUR

- a) The center of the city
- b) The best stores
- c) Here you`ll find a coffee

10. NUMBERS

The fare is:

- a) 3
- b) 30
- c) 10

APPENDIX# 5: POST- TEST

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY”
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER



NAME: _____

I) Circle the correct answer . (0.50 each item).

10

1) How would you greet the passenger at noon?

- a) Good Afternoon
- b) Good Morning
- c) Good night



2) What other expression would you use instead of hello?

- a) See you soon!
- b) So long!
- c) How are you?

3) What expression would you use to express gratitude?

- a) Thank you
- b) Welcome
- c) Good bye



4) If your passenger use the following expression “take me to the bus terminal” He/ She is referring to , choose the correct picture.



5) What phrase would you use to express where he / she likes to go?

- a) Enjoy your stay
- b) Do you need a taxi?
- c) Where would you like to go?

II) Listen to the following options. Choose the correct answer according to what you listen

11. GREETINGS AND FAREWELLS

Ex. a) Hello b) Good night c) Bye

- a). See you tomorrow
- b) See you soon
- c) It`s been a pleasure

12. WORDS AND PHRASES

- a) Excuse me
- b) My name is ...
- c) Thank you very much

13. CITY ARRIVAL

- a) Where are we going?
- b) Thank you for visiting us
- c) We are near

14. CITY TOUR

- a) This area is called
- b) The weather is good
- c) I will play music

15. NUMBERS

The fare is:

- a) 5
- b) 25
- c) 15

APPENDIX# 6: MEMBERS OF COOPERATIVA “BRISA AZUL”



LISTADO DE SOCIOS

COOPERATIVA DE TRANSPORTE DE PASAJEROS EN TAXI "BRISA AZUL"

NAME	I.D.	NAME	I.D.
01 RIZZO GARCIA MARIA JOSE	2400295990	33 TOMALA TOMALÁ HECTOR	916854284
02 RIOS CELI FREDDY	1103070288	34 VELEZ ESPINOZA JEAN PIERRE	918671595
03 GUEVARA MORAN FRANKLIN	1710430040	35 CHAMORRO JARA FERNANDO	924544307
04 MUÑOZ AVILA GLADYS LOURDE	1026022247	36 LINDAO MATEO JORGE	914043013
05 TUMBACO LAINEZ ANGEL	910108620	37 UBIDIA MONTERO ROS	100264593
06 FEIJOO DOMINGUEZ MERY	907347132	38 GUAMAN PACURUCU JOHN	916247737
07 CEVALLOS CHECA LORENA	1102179304	39 GARCIA CASTRO WALTER	905651931
08 PIZARRO ALEJANDRO SALOMON	903543221	40 ORDOÑEZ CHAMORRO ARNOL	100166605
09 TAPE QUINALUISA JUAN	500886718	41 CANTOS SANDOYA LUIS	930244850
10 MENDOZA ROMERO HONORATO	707203103	42 CHAMORRO NEPTALI RAMIRO	170482128
11 PITA VERA FERNANDO SALOMON	915434419	43 CHAMORRO JARA GEOVANNY	916061880
12 SARMIENTO RACINES JULIO	91053173	44 JARA AGUILAR DORIS	908518905
13 LUCAS MATIAS JOFFRE	2123198933	45 JARA AGUILAR JAVIER	913849113
14 REYES VELEZ CHRISTIAN	2400138919	46 CAÑIZARES MIRANDA DANIEL	910374974
15 ZAMORA VERA ERNESTO	572150758	47 BUSTAMANTE FLORES REINERIO	110148168
16 DE LA ROSA RODRIGUEZ JUAN	913030656	48 DE LA A VELEZ JAMIL	245004210
17 JARA COBOS CESAR	922860655	49 SISA POMAQUISA JUAN	180458003
18 ASECIO BAQUERIZO FERNANDO	477635887	50 BRITO LOPEZ VERONICA	180337185
19 ROSALES TRIVIÑO LUIS	915629885	51 VILLAGOMEZ VACA KAREN	503714909
20 TIPANTIZA CARRERA ALIPIO	1704105467	52 VARGAS GARCIA JULIO	927080325
21 CARRERA LAICA LUIS	1704468089	53 FERNANDEZ CRUZ LUIS	170820845
22 GABINO JAIME FREDDY	916855992	54 SUAREZ ALEJANDRO RODDY	923560759
23 CASTRO ROBLES VICHÉLIN	904006376	55 CELLERI LASCANO LUIS	903821296
24 BELTRAN RIVERA CONZA EFREN	1101784921	56 ZAVALA PINCAY ANGEL	171200248
25 RODRIGUEZ QUIMI ROSAURA	902265370	57 MAYORGA JACOME AZUCENA	100180633
26 REYES SUAREZ WASHINGTON	901028324	58 VELEZ ESPINOZA PATRICIO	914870886
27 VACA ARCOS YANINY	501712152	59 SALAS TIGRERO ANA	920216892
28 RAMOS CESAR A. GILBERTO	800918748	60 CARVAJAL REYES AMPARITO	910148014
29 ASECIO BAQUERIZO FRANCISCO	1908362627	61 RIOS CELI FRANCISCO	110190240
30 NARVAEZ CAICEDO CESAR	11482552	62 LEITON GARCIA LUIS	400514626
31 JOSE DE LA A JUAN EDUARDO	921565719	63 BUSTAMANTE FLORES MANUEL	700712441
32 TOMALÁ SANTOS GUILLERMO	901316133	64 RODRIGUEZ MEJILLONES M.	902264696
33 TOMALA TOMALÁ HECTOR	1685428784	65 TORO FLORES GLENDA	909202943
34 VELEZ ESPINOZA JEAN PIERRE	967159587		

Source: Cooperativa “Brisa Azul”

Author: Juan Carlos González Baldeón

APPENDIX# 7: CERTIFICATION OF APPROVAL FROM THE TAXI COMPANY



COOPERATIVA DE TRANSPORTE
DE PASAJEROS EN TAXI
"BRISA AZUL"

Fundada el 15 de Septiembre de 1992
Acuerdo Ministerial No. 003229
R.U.C. 0991337563001



Santa Elena, 15 de Septiembre del 2015

MA
Glenda Pinoargote Parra
DIRECTORA DE LA CARRERA LICENCIATURA EN INGLÉS
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Presente

Distinguida Directora:

Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir, a la vez comunicar lo siguiente:

El Sr. Juan Carlos González Baldeón, portador de la cedula N° 0914590864, ha solicitado realizar la investigación y ejecución de la tesis en esta institución con el tema: **"TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE 2015."**, por lo que no tengo ningún inconveniente en dar mi debida aceptación.

Particular que comunico a usted, para los fines pertinentes.

Atentamente:

Ing. Ana Salas Tigrero
Gerente



APPENDIX# 8: CERTIFICATION OF APPLICATION



COOPERATIVA DE TRANSPORTE
DE PASAJEROS EN TAXI
"BRISA AZUL"

Fundada el 15 de Septiembre de 1992
Acuerdo Ministerial No. 003229
R.U.C.: 19991337963001



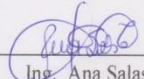
Santa Elena, 04 de Febrero del 2016

CERTIFICO

Yo, Ana Salas Tigreiro, certifico que el Sr. Juan carlos González Baldeón, con cedula de identidad N° 0914590864, Egresado de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera de Licenciatura en Inglés, ha desarrollado e implementado el tema de investigación, desde el 18 de Septiembre hasta el presente en esta Cooperativa de taxi, programa titulado: "TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE 2015."

Se expide la presente solicitud del interesado, para los fines que crea conveniente.

Atentamente:


Ing. Ana Salas Tigreiro
Gerente



Dir.: Barrio Eloy Alfaro, calle 12 y 13 diagonal al Dispensario del IESS Telf.: 2785282
LA LIBERTAD – PROVINCIA DE SANTA ELENA - ECUADOR

APPENDIX# 9: URKUND CERTIFICATION

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA



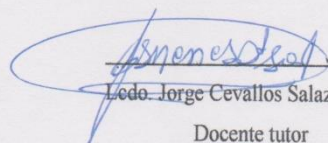
La Libertad 05 de Mayo del 2016

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación denominado **“TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE 2015”**, elaborado por el estudiante **Juan Carlos González Baldeón**, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


Ldo. Jorge Cevallos Salazar MSc.
Docente tutor

APPENDIX# 10: ADVISOR CERTIFICATION

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA



La Libertad, 05 de Mayo del 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

Lcdo. JORGE CEVALLOS SALAZAR MSc. TUTOR DEL TRABAJO DE
TITULACIÓN DEL EGRESADO JUAN CARLOS GONZÁLEZ BALDEÓN

CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del borrador del Informe Final del Trabajo de Titulación, **“TAXI AUDIO RESOURCE TO STRENGTHEN LISTENING SKILLS TO DRIVERS OF COOPERATIVA BRISA AZUL, SALINAS, SANTA ELENA PROVINCE 2015”**.

Estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

A handwritten signature in blue ink, which appears to read 'Jorge Cevallos Salazar', is written over a horizontal line. The signature is enclosed in a blue oval stamp.

Lcdo. Jorge Cevallos Salazar MSc.

DOCENTE TUTOR

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA



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URKUND

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Presentado: 2016-01-07 20:18 (+01:00)

Presentado por: nicolas19022002@hotmail.com

Recibido: jcevalloss.upse@analysis.urkund.com

Mensaje: Chapter III [Mostrar el mensaje completo](#)

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Categoría	Enlace/nombre de archivo
Fuentes alternativas	
La fuente no se usa	

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URKUND

Documento: [CHAPTER IV.doc](#) (D17634803)

Presentado: 2016-02-01 21:45 (+01:00)

Presentado por: nicolas19022002@hotmail.com

Recibido: jcevalloss.upse@analysis.urkund.com

Mensaje: CHAPTER 4 [Mostrar el mensaje completo](#)

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Lista de fuentes Bloques

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URKUND

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Presentado: 2015-12-30 00:28 (+01:00)

Presentado por: nicolas19022002@hotmail.com

Recibido: jcevalloss.upse@analysis.urkund.com

Mensaje: Chapter II [Mostrar el mensaje completo](#)

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Lista de fuentes Bloques

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	TEACHING CHILDREN BOOK texto.docx <input checked="" type="checkbox"/>
Fuentes alternativas	
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ILLUSTRATIONS SECTION

**ILLUSTRATION# 23: INTERVIEW TO THE COOPERATIVA
PRESIDENT**

**ING. ANA SALAS TIGRERO
PRESIDENT OF COOPERATIVA BRISA AZUL**



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

ILLUSTRATION# 24: DRIVERS DOING THE SURVEY



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

ILLUSTRATION# 25: DRIVERS DOING THE DIAGNOSTIC TEST



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

ILLUSTRATION# 26: DRIVERS DOING THE POST-TEST



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

**ILLUSTRATION# 27: DELIVERY OF THE AUDIO CD TO THE
PRESIDENT OF COOPERATIVA “BRISA AZUL”**



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

**ILLUSTRATION# 28: DELIVERY OF THE WEBPAGE TO THE
PRESIDENT OF
COOPERATIVA “BRISA AZUL”**



Source: Cooperativa “Brisa Azul”
Author: Juan Carlos González Baldeón

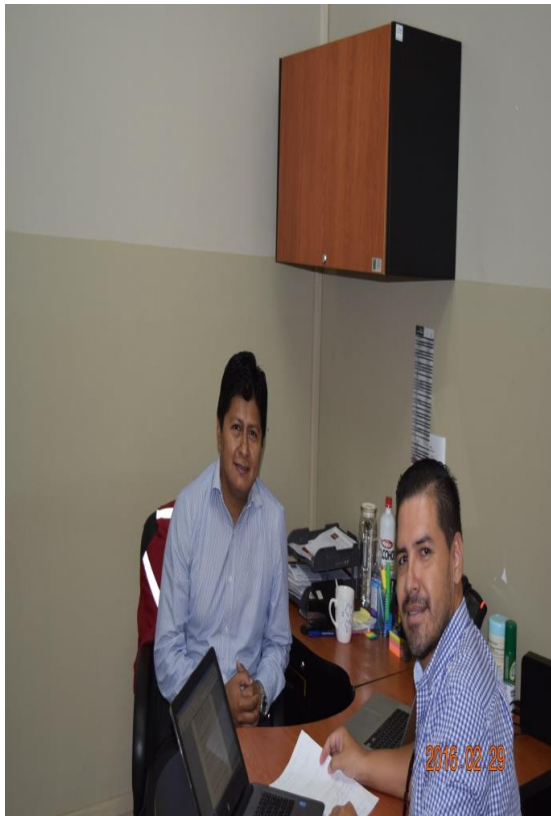
ILLUSTRATION# 29: DRIVERS TAKING A FOREIGN PASSENGER



Source: Cooperativa "Brisa Azul"
Author: Juan Carlos González Baldeón

ILLUSTRATION#30: INTERVIEW TO THE SPECIALIST

**ING. JORGE REYES MSc.
COMPUTER SYSTEM DIRECTOR
OF PREFECTURA DE SANTA ELENA**



Source: Prefectura de Santa Elena.
Author: Juan Carlos González Baldeón