



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

**“SPEECH APPLICATION TO IMPROVE THE LISTENING
COMPREHENSION SKILL IN THE STUDENTS OF SECOND
BGU AT UNIDAD EDUCATIVA SAN MARCOS,
SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL
YEAR 2015-2016”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: MARJORIE KATERINE MEREJILDO CRUZ

ADVISOR: LIC. KLEBER LOOR ZAMBRANO, MSc.

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2017



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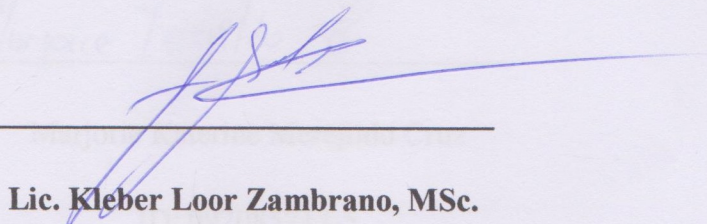
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In my role as advisor of research paper below the title "Speech Application to improve the Listening Comprehension Skill in the students of second BGU at Unidad Educativa San Marcos, Santa Elena, Province of Santa Elena School Year 2015-2016" did by Marjorie Katerine Merejildo Cruz undergraduate student of the English Teaching Career, Faculty Of Education And Languages At Peninsula De Santa Elena University, I guarantee that after having oriented, studied and reviewed the project, I confirm it in its wholeness, because it meets the requirements and is sufficient for its evaluation of the board of examiners.

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Sincerely,



Lic. Kleber Loor Zambrano, MSc.

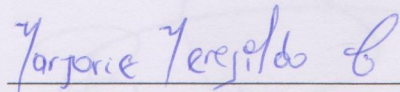
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STATEMENT OF AUTHORSHIP

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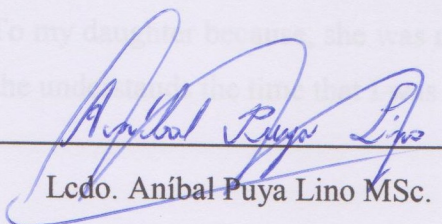


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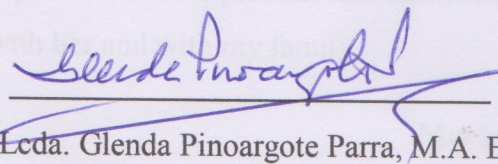
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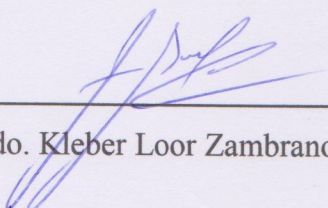
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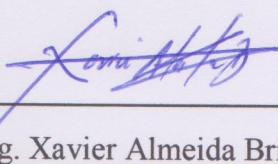
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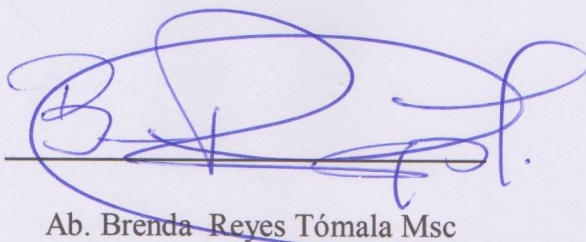
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AC DEDICATION NT

I dedicate this work to my mother who always is there for me, she is the person that gave me the support in my life and my studies.

To my daughter because, she was my inspiration to be a professional and because she understands the time that I was not with her and with my family.

Marjorie

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First of all I thank God because he gave me the value and the strength to continue but not to give up allowing me to develop and finish this project and serve the society and transmit the knowledge to my students.

A special recognition to my advisor MSc. Kleber Loor Zambrano who was my support and guide during all this process.

Marjorie

Marjorie Katherine Merajido Cruz

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El contenido del presente trabajo de titulación es de mi responsabilidad, el porcentaje del mismo pertenece a la Universidad Península de Santa Elena.

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Marjorie Merejildo Cruz
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El contenido del presente trabajo de titulación es de mi responsabilidad, el patrimonio del mismo pertenece a la Universidad Península de Santa Elena.

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FACULTY OF EDUCATION AND LANGUAGE ENGLISH TEACHING CAREER

**“SPEECH APPLICATION TO IMPROVE THE LISTENING
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UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF
SANTA ELENA SCHOOL YEAR 2015-2016”.**

Author: Marjorie Katerrine Merejildo Cruz

Advisor: Lcdo. Kléber Loor Zambrano, MSc.

ABSTRACT

This research focused on the application of multimedia resources to improve the students' listening skills; since English language is the second most spoken language around the world. Among its basic skills the listening skill is considered the first skill to be learned in the chronological order. Therefore, the problem is that the students cannot develop their listening skills as a consequence of the absence of audio resources, teachers who are not really prepared for teaching, who do not know how to teach and deal with students, lack of technological resources and uncomfortable classrooms. Once the problem was identified, the next step was to find similar problems to have an idea how to solve them. The purpose of the project is to find a way how to develop the listening skills by taking advantage of the multimedia resources. This difficult problem was solved first by collecting the information related to it. The instruments were questionnaires for students, interviews for the teachers, authorities and specialist teachers. The qualitative and quantitative method were used to process the information and once processed the data it was shown that the speech application selected improved the students' listening skill, consequently it is recommendable to use speech application to improve not only the listening skill but also the other basic skills of a language.

Keywords: Google Site, Web Sites Listening Skills, Platform

INTRODUCTION

In the schools of Ecuador, the main problem is that there are not professional teachers. It means that the teachers who are teaching in school are people who have learned English probably in some English-speaking countries. Another group has learned in institutes and they do not have the corresponding knowledge how to teach a language. Therefore, the big problem is that some English area coordinators believe that they are going to have great achievement by employing people who knows only English without the most adequate methodology. Nowadays there are graduated teachers from language careers but they are not hired because they do not have the experience or the fluency of speaking English.

Another big problem for the correct acquisition of a language is the low economic situation of the teachers and students, as a consequence it is difficult for the teachers to obtain or increase their knowledge about teaching a language by attending to training courses or workshops. The students are not able to afford the books with the corresponding audio resources and nowadays most of the books are reinforced with an online platform, which is logically expensive and the students from public educational institutions cannot afford.

Fortunately, nowadays there are teachers who are graduating in teaching a language and they are preparing projects in the province of Santa Elena, they have the corresponding knowledge to really know the problems about teaching a language and follow the corresponding process to solve them. The next is the development of this project using a speech application to improve the students' listening skill.

The first chapter describes the problem and the corresponding context. The research is based on the main need of teaching a language, which the listening

skills. Maybe the lack of audio visual material can not be solved with the application of projects. The correct development of the teaching learning process with the corresponding basic skills is going to be fulfilled by the awareness of the authorities to implement the audiovisual resources.

The second chapter emphasizes the evolution of the methodologies and also the international requirements that students have to work on taking international examinations. In this way the schools are going to have qualified teachers teaching in the school. The methodology is the greatest problem because most of people not only teachers transmit their knowledge or information in the way they were taught. It is seen that in most of the schools they use Behaviorism and an outdated methodology: grammar translation method. Besides the teachers who studied for being teachers continue using this old fashioned methodology.

The third chapter refers to the methodological process of getting information about the collection data in the field. The qualitative data that later changes into quantitative data is based on the application of a program that allows to transform.

The written texts into audible information. All the quantitative data is illustrated in statistical charts and statistical graphs with their corresponding interpretation, conclusions and recommendations.

The fourth chapter described the proposal and it is going to be very useful to understand the meaning of the words by catching the pronunciation of each one. In order to learn a foreign language it is necessary to learn from the real native speakers. It has been the problem for Latin people to learn or acquire. Fortunately nowadays we have programs which change from written texts into oral speech with the correct native accent. Another problem to face in my institution is the lack of technological equipment such as: computers, overhead projectors, speakers, etc. now with this application we can create our own platforms with all the content involving topics according to our country and own reality.

CHAPTER I

THE PROBLEM

1.1 TITLE

“SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE SCHOOL YEAR 2015-2016.”

1.2 STATEMENT OF THE PROBLEM

Public institutions have to follow the regulations involved in the National Curriculum Guidelines that is the manual from the Minister of Education to really assess the learning of English in the different school years related with the levels of the Common European Framework. Students have to accomplish international standards at the moment of graduation. The government has provided useful material such as books but without listening resources.

Nowadays the English language is taught in a very basic way as a consequence of the lack of economic resources. Another big problem is that there are not professional English teachers, most of the English teachers only have a proficiency diploma which enables them to teach English but they have not learned the correct methodology or pedagogy to teach. As a result from the low economic conditions, the students do not have adequate material to learn the four basic skills of a language. The low budgets for the educational institutions does not allow to have the corresponding equipment to prepare classes according to the students' requirements and reality.

According to the language learning, in the teach a language researcher must follow the chronological order, listening at the beginning but this job is difficult due to the practice must be done with audiovisual aids and equipment. This is the beginning of learning a language in correct way. In the writing skill there are the same difficulties with reading because they are going to write as the way they listen, and not correct form as long as the copy from readings where they can read. Finally the whole group of the skills must be taken into account in every single class adding the grammar and vocabulary but the teachers who are prepared are going to focus only in one of these skills.

Mainly it is going to be focused in the development of the listening skill due to it is the first skill that a human being acquires at the moment he or she is in the mother`s belly and listens to all the external sounds. In the learning of a language it is very important that the students acquire it by having the whole understanding with a good pronunciation. There are immigrants who are illiterate that have learned a language only by listening and repeating it the best as they can so the oral but not written language is more practical for a real and fast communication. So when the teachers are not native speakers it is compulsory to replace the native pronunciation with all the available resources like in the current time we have the ICT we can do by special kind of software where the written language can be changed into spoken one.

In the market nowadays there a lot of programs to change the written language in to spoken one. As in most of the public schools the books do not have audible material, it is a good idea from the teachers to use the speech analysis software because the students can write their ideas or sentences and later they are going to be able to listen to them and make all the changes they want. Also if the create readings they can later learn the correct pronunciation, pitch, stress, rhythm, etc. when the students learn only from the teacher`s pronunciation they are going to misunderstood.

The public institutions in the province of Santa Elena do not have material to practice the listening skills as the government provides only books, so the teachers have to research the correct pronunciation of the words from the book. As it was mentioned before the teachers are not prepared with a correct methodology and if they have problems with the pronunciation then they are going to have problems with the intonation, pitch, stress and rhythm. Another problem that the students have to face is that they are going to be used to their teachers pronunciation and they are not going to familiarize their ears with the native pronunciation. These kind of troubles must be faced by the teachers in the community of San Marcos. In this place there a lot of students who are provided with books that do not have audio Cds and the teachers have to look for audible resources and solve the way how to practice the listening skills.

According to the common European Framework, the second year students must have some communicative competences placed in the B1.2: linguistics components, sociolinguistic components and pragmatic components, which are activated by the development of the four basic skills.

According to the B1.2 level in the Common European Framework, from the National Curriculum Guidelines, del Ministerio de Educación (2014), in the listening skill: "The students will be able to understand the main points of clear standard speech on familiar matters regularly encountered in the public and vocational domains (e.g. services, work, etc.).

The students will be able to identify both messages and specific details within the public and vocational domains, provided speech is clearly articulated. The listening skill is considered the first skill to be learned in the chronological order. Unfortunately this kind of standards is not fulfilled in second baccalaureate in San Marcos Unidad Educativa.

In consequence the problem is that the students can't develop their listening skill and the most important skill for their futures lives is the listening comprehension. It is important to practice the listening skills because it is the input skill that allows knowing the pronunciation of the words and consequently the real meaning in the correct context. Unfortunately, the books from the government do not bring any material to practice listening that is the reason of this project to provide a program that allows to transform the written texts into audible information. . This is going to be very useful to understand the meaning of the words by catching the pronunciation of each one. It is going to be an important project because the students aren't going to be able to understand the texts from the English books but also they are going to make compositions by themselves and they are going to know and practice the adequate pronunciation made by a native speaker.

Most of the mistakes that students make are the pronunciation ones but as teachers know that for practiced a good pronunciation we have only to listen adequately and repeat the best as possible. And that is pronunciation. In order to learn a foreign language it is necessary to learn from the real native speakers. It has been the problem for Latin people to learn or acquire. Fortunately nowadays we have programs which change from written texts into oral speech with the correct native accent.

Another problem to face in my institution is the lack of technological equipment such as: computers, overhead projectors, speakers, etc. now with this application the researcher can create our own platforms with all the content involving topics according to our country and own reality. For the development of the project it will be necessary to use the personal computer and the only one overhead projector that the school has. At the XXI Century it is compulsory to make the students use of the current technologies like the Speech Application .the students were to write the context and later they are going to be able to listen. This kind of project is going to collaborate with the evolution of the students to be involved in

the process applying in the different levels of the Common European Framework, which is the standardized tests system around the word.

The main objective to encourage the application of the Common European Framework is to make the students more competitive and make them to be very communicative among the speakers from other countries. Once the students can be placed in the different levels of the Common European Framework our country can be taken into the international communities to increase the tourism, the worldwide business and the worldwide communication. This is an important key for the development of the countries and have more international exchanges that are going to make the country citizens be also more trained to develop their professional and personal lives.

Now it is outstanding to star with this kind of project in the public schools that lack of supportive material. Unfortunately the authorities' aren't focused in the development of the teaching learning process in the public process.

1.3 CONTEXT OF THE PROBLEM

The teaching of a second language has been set as a government policy. It has been considered in the new curriculum for all the levels in elementary schools, high schools and universities. It is really important nowadays the learning of English for the whole country development.

With the previous information, the Ministry of Education, we can assume that Learning of English has improve around the world and logically in order to have a worldwide communication it is necessary to develop the four basic skills. For these reasons it is necessary to learn this language, such is the case of the students from the Unidad Educativa San Marcos, where the students,

unfortunately, do not have the corresponding resources such as audios where to listen the best correct pronunciation

The public schools have a lot of restrictions, the resources are limited, it can be said that they only listen to their teachers since the supportive materials selected do not have listening resources. On the other hand this is a school which is far away from a big city, the teachers are professionals who aren't specialized in teaching English.

Essentially in the internal teaching process the problem is in the listening skill, mainly in the comprehension, that is the reason why this project was designed for the implementation of the synthesis speech.

1.4 RESEARCH QUESTIONS

1. How will the speech applications improve the listening comprehension skill in the students of second BGU at Unidad Educativa "San Marcos", province of Santa Elena, school year 2015-2016?
2. What are the different kinds of exercises to improve the listening comprehension skills in the students of second BGU at Unidad Educativa "San Marcos" province of Santa Elena, school year 2015-2016?

1.5 RATIONALE

The main goal of a language is to communicate among the speaker and the listener, the adequate communication involves the four basic skills: Listening,

Reading, Writing and Speaking they involve grammar and vocabulary, besides we have to consider also the morphology, syntax and semantics.

The aim of this research is to improve the listening comprehension in the students of second baccalaureate BGU at Unidad Educativa “San Marcos”, first by learning to really understand the sounds of the letters, words and sentences, later the students will be able to effectively understand the meaning of more complex structures.

The chronological order to learn a language is by listening since all human beings develop this ability first at the moment they are in the mother’s belly. Later when they are born they continue developing this skill but also they try to repeat the sounds from the people in his surrounding produce. It will be later their speaking skill. Therefore basically this project is aimed to develop by the listening skills.

According to the general criteria from the teachers the most important skill is listening because it provides not only with information or input but also with the correct practice of listening and in its pronunciation. The researcher know that the communication by oral speech is faster than in a written way.

Probably, if it is necessary to communicate by writing and reading it will be a slower process, but the oral communication is more effective. The written words can be understood by their symbols or letters but maybe they aren’t going to be pronounced correctly and with the incorrect pronunciation of any letter we can misunderstand the message. This is the basic principle to listen correctly and then transfer into the correct message.

Once again for researcher the most important basic skill of a language is listening. At the moment, the students do not like to speak, first of all because they did not listen a correct pronunciation, or the few ones that do speak with an incorrect pronunciation. It is compulsory also that after using this project for listening development the students must develop the speaking skill. This time

they are going to feel confident to talk in English because they know they are listening. At having this kind of application the students are going to be able to work by themselves, which is the objective of education that the students are going to be able to discover and study by themselves.

1.6 RESEARCH OBJECTIVE

To identify the possible causes of the low students development in the listening skills, in the second baccalaureate at Unidad Educativa San Marcos, school year 2015 – 2106.

1.7 IDEA TO DEFEND

The students of second BGU at Unidad Educativa “San Marcos”, Santa Elena, province school year 2015-2016 are going to improve the listening by using the speech application.

1.8 SCIENTIFIC TASK

1. To establish the theoretical framework from the research procedure.
2. To identify the current methodological process based on listening skills in the students of second BGU at Unidad Educativa “San Marcos”.
3. The propose the speech applications that improve the listening skill in the students of second BGU at Unidad Educativa “San Marcos”.

CHAPTER II

THEORETICAL BASIS

2.1 DEFINITION OF THE TERMS

2.1.1. SPEECH APPLICATION

A spoken expression of ideas, opinions, etc that is made by someone who is speaking in front of a group of people. According to the Merriam Webster dictionary.

The researcher can say that the written and spoken words in a group can be defined as speech, it is important to take into account this word because it is going to be the product of the process in this project.

2.1.2. LISTENING

According to the Merriam Webster dictionary, is the action to hear what someone has said and understand that it is serious, important, or true.

The listening skills, is very important because it is the first according to the chronological order of acquisition the information in a person.

2.1.3. SPEECH APPLICATION

According to Sydal A. (2004) “text to speech technology permits communication from computer to man through the natural human communication modality of speech” (p.99). It is used to translate Speech is the computer-generated simulation of human speech. It is used to translate written information into aural information where it is more convenient special for mobile.

2.1.4. LISTENING COMPREHENSION

According to Modi D. (1991), "Listening is the first basic skill, and yet researches in the listening area meagre" (p.8).

The implicit importance of listening comprehension is in the real understanding of the message and consequently to make the corresponding actions like to answer or to perform the requirements in the message.

2.2 PREVIOUS RESEARCH

These kinds of researchers have been developed around the world, so there is a couple of them but the most similar is one that I found in Indonesia called "IMPROVING LISTENING COMPREHENSION THROUGH TEXT TO TEXT SPEECH APPLICATION" in 2009, which is very similar to the project that is going to be carried out in Unidad Educativa "San Marcos".

It is outstanding to mention that this thesis was presented as a master degree requirement. Leny Magdalena is an Indonesian teacher who prepared this thesis to graduate as master, where English is very important not only for getting good and well-paid jobs but also for having a differentiated entertainment. This thesis was focused totally in the development of listening skills.

That is why it was selected as a reference to prepare and apply the project by using the speech application text to text. This kind of application really has helped to overcome the presence of a native speaker for learning a language. This application has replaced the vice of the native speakers in a class.

2.3 PHILOSOPHICAL BASIS

2.3.1. CONSTRUCTIVISM THEORY

This worldwide paradigm establishes that learning is a continuous and active process of building knowledge, people in an active way are building the proper representations from the reality. New information is getting together with previous information creating their own mental representations.

As a result from the development of Behaviorism and the programmed instruction, constructivism claims that learning is a process of building knowledge besides acquiring it. A person builds knowledge according to the personal experiences and from the environment, therefore everybody has a different kind of perception, construction and process of knowledge. Every learner is not totally a beginner in learning because he has previous experiences and different kinds of social, cultural political aspects.

In constructivism it is misunderstood that the teacher must allow the students construct their knowledge alone. Constructivism establishes that all kind of knowledge is built from students 'previous knowledge without considering how it was taught. The simplest activity contributes to build new knowledge. This kind of trend is considered in the entire project because it aims the students build their knowledge. The listening comprehension makes the students first learn the language in a chronological order and they are going to cement their learning in a permanent way. The project to be developed in the Unidad Educativa San Marcos is going to be emphasized in the constructivism trend.

2.3.2. SOCIAL DEVELOPMENT THEORY

This theory claims that the social interaction precedes the development, the final product of socialization and behavior are consciousness and cognition. The social

interaction is very fundamental in the process of development of cognition. On other hand Piaget says that development precedes learning.

According to Wertsch J. (1985) Vigotsky noted that in social speech the tendency toward productivity occurs primarily in two types of situation. In the first, the topic of conversation is equally well known to all interlocutors. The second type of situation in which predicativity occurs in external social speech is in response to a question. (p.123)

It is essential to develop the social interaction not only in the students but also in the community of San Marcos because the high school is the heart of the social development in this place.

2.3.3. THE ZONE OF PROXIMAL DEVELOPMENT

This is the distance between a student's ability guided by an adult and the students ability to solve a problem in an independent way.

According to Steward E. (2005) two broad themes can be identified in Vigotsky's work: (a) the claim that the defining property of human mental activity is its mediation by tools and signs (primarily by speech); and (b) the claim that higher mental functioning in an individual has its origins in social activity. (p.11)

The Vygotskian trend also emphasized the connections that people have with the environment where they have their actions and interactions. It establishes that humans have tools to develop from a culture to have interventions with the social environment. Children used to develop these tools only as communications tools but later Vygotsky supposed that the internalization of them aimed to more powerful thinking skills. The Unidad Educativa San Marcos' teachers applied the zone of proximal development trend in their everyday classes to solve their problems not only in the school activities but also in their personal life.

2.4 EDUCATION BASIS

2.4.1. LANGUAGE LEARNING THEORY

2.4.2. KRASHEN`S THEORY OF SECOND LANGUAGE ACQUISITION

It is mandatory to mention the Krashen`s theory since it establishes the two ways of second language performance: the acquisition of a language and the learning of a language.

According to Dorsch M.(2010) “Acquisition, which means a more or less unconscious process of absorbing language, and learning, which most of the time means a conscious process of getting the ability to perform a second language.” (p.1).

The learning of a language is made by the attendance to a formal instruction and this process is very conscious by learning and getting knowledge about the language such as their grammar rules.

Krashen establishes five main hypotheses

1. The Acquisition – Learning hypothesis, it is considered that a language is acquired in a natural and unconscious way, this the reason the acquisition is going to be permanent knowledge in the brain. On another side the learning is the prepared and conscious process, which is developed in a class but it is believed that it is a temporal knowledge in the brain.
2. The monitor hypothesis, the monitor in the learning a second language is the mother language since it is going to be the monitor or regulator of the learning of the second language. A person in the brain is going to be comparing every single word that is learned.

3. The natural order hypothesis, it is said that the human brain has a natural order to acquire the different words that a sentence contains, also the child according to his growing he acquire vocabulary that he progressively know little by little.
4. The Input hypothesis, it states that a language is acquired by understanding messages, the acquirer must be also open to the input, and it means the acquirer is ready to acquire the new information.
5. And the Affective Filter hypothesis, the affective factors are related to language learning, this is why some students learn and others do not. This filter must be weak and the learner has a positive attitude towards learning.

2.4.3. LANGUAGE TEACHING THEORIES

2.4.3.1. THE NATURAL APPROACH

According to Candlin C. (2009), says that “According to Krashen is only comprehensible input which facilitates acquisition” (p.9).

As a result of the subconscious way of getting a language it was called the Natural approach, this kind of teaching is teacher centered, the students are responsible of their learning, this theory was defended by Krashen. By teaching the listening skills first it is being applied the Natural Approach of the learning a language. The first chronological skill to be learned in a natural way is listening and its corresponding sub skills.

2.4.3.2. THE COMMUNICATIVE METHOD

It emphasizes that the teachers must teach a language not about the language, grammar is not very important, it is more important to have communication and

consequently the language fluency. This kind of method is implied in the communicative competence, which involves both the spoken and written language and all four language skills.

Some learning strategies allow learners to become self-confident and independent in learning a language and help to participate in an active way in communication. According to Littlewood W. (2010) “Just as linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms.” (p.2).

Learning a language is based on the focus of language communication. So language has its social function to reach the real meaning. Speakers communicate among them either orally or spoken. In the language development can be accepted the diversity and in the learners who uses the language as a second language and with their first languages, too.

The culture is considered a toll to shape the speaker`s communicative competence in their both language.

2.4.3.3. COMPUTER ASSISTED LANGUAGE LEARNING

This kind of learning with the assistance of a computer carries out both bidirectional learning and an individualized learning. The CALL is useful because it can help to feedback what has been learned in the classroom.

According to Davies G. (2001), “it is clear that there is ample scope for research in CALL. As the technology develops, the potential areas for research increase.”

2.4.3.4. COMMUNICATIVE CALL

It had its origins in the communicative approach that was outstanding in 1907s´, the most important is the language besides the analysis of the language and the

grammar is taught in an implicit way, the most important is to have the student can produce language in an original and flexible way.

This methodology implies three phases in the first one; computer could check the students input and feedback, even more, another computer could react to students` mistakes with remedial activities. The communicative approach is considered in the second phase to use the language more than analyzing the language, grammar is taught in an implicit way rather than explanatory way.

The third phase involves the communicative approach criticisms through projects to obtain direction and coherence. This phase coincided with the development of the multimedia technology and computer-mediated communication. This methodology is going to be more considered in the research in Unidad Educativa San Marcos.

2.4.3.5. ICT FOR TEACHING ENGLISH

Nowadays in the era of technology it is mandatory that everybody uses the technology in its work places. Education has developed the technology and information tools. Because of its helpfulness and fast performance the students and teachers can take advantage for learning a language as they can acquire not only the four basic skills but also another kind of skills creativity, critical thinking, understanding from all the basic skills of a language.

According to Voogt J. and Knezek G.(2008) “ICTs are most often used in education in LCDs to support existing teaching and learning practices with new (and, it should be noted, often quite expensive) tools.” (p.1075). It is not new about the use of ICTs can be used better in some themes, like technology mediated language learning is better when the technology is integrated in an overall activity and in across curricular activity language learning is better for independent and self-paced learning for example in games and drilled activities.

2.5 LEGAL BASIS

The Project: “SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE YEAR 2015-2016” is under protection from the Ecuadorian Political Constitution, which was approved in Montecristi, on July 23rd and 24th of 2008, that establish:

Art. 27. The education is centered in the human being and will guarantee the holistic development, based in the respect of the human rights, the surrounding environment and the democracy, it will be participative, obligatory, intercultural, democratic, inclusive, and diverse of quality and warming. It will encourage the gender equality, the justice, the solidarity and peace; it will encourage critical sense, the art and the physical culture. The group and individual entrepreneurship, and the development of competences and skills to create and work.

Education is indispensable for the knowledge, the application of rights and building a sovereign country and is the strategic axe for the national development.

2.5.1. LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (REGISTRO OFICIAL NO. 417 DEL 31 DE MARZO DEL 2011)

The next summary was made from the chapter III related about the rights and obligations from the students, articles 7 and 8. The chapter IV related about the rights and obligations from the teachers, articles 10 and 11.

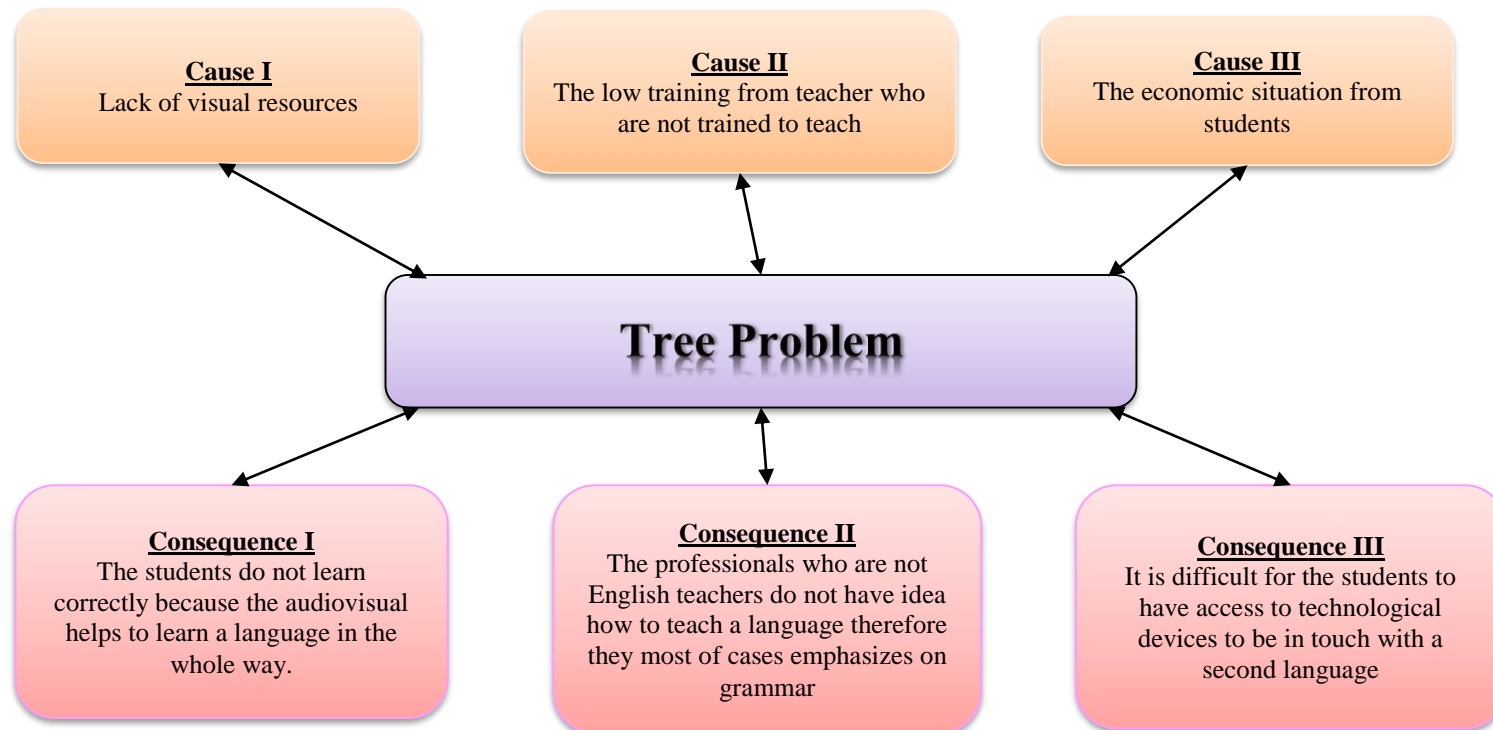
It can be understood that the government wants to really improve the level of the Ecuadorian students by pushing and encouraging their teachers to be in a continuous, permanent and sequential training.

At the moment the new generations that were born with the technology and it is compulsory to teach them with technology, Therefore the government is trying to

implement the educational institutions with the latest high tech the teachers must be ready to work with the latest high tech to properly apply the newest methodologies in order to make them understand English in the fastest, happiest and most adequate way the English language.

The articles that were mentioned from the Constitution provide legal bases to encourage the teachers in the Unidad Educativa San Marcos to develop projects that involve the application of new technologies in education. Nowadays it is mandatory to use technology in the educational centers. The project carried out in this research is really supported by the constitution that also motivates the teachers to have better classroom activities and they can do it by using the latest technology like the speech application.

2.6 TREE PLOBLEM



Source: Unidad Educativa San Marcos
Author: Marjorie Katerine Merejildo Cruz

CHAPTER III

METHODOLOGY

3.1. RESEARCH DESIGN

This project was applied at “Unidad Educativa San Marcos”, the authorities, teachers, and students gave opinions about what causes listening comprehension problems and maybe the possible solutions presented in this project.

3.1.1. KINDS AND LEVEL OF RESEARCHING

3.1.1.1. FIELD RESEARCH

The information of this research was collected in the “Unidad Educativa San Marcos”, was obtained all the information to carry out this research. After getting all the information from books, magazines, and the internet, it was analyzed, classified and processed and shown by graphics and statistical tables. This kind of way was made to collect real and evident information and was processed and shown in the next charts and graphs.

3.1.1.2. ANALYTHIC METHOD

All the information gotten from any kind of written source such as books, magazines, and the internet, it was expressed in the literature review chapter. Through this method was possible to classify the information and was shown in the charts and graphs.

3.1.1.3. OBSERVATION

Through this method was useful to express how the teacher practiced the activities related to listening comprehension. Based on the observation were prepared the corresponding questions and each one are interpreted or demonstrated in the charts and statistical data can be seen the corresponding results with the equivalent conclusions and recommendations for each question.

3.1.1.4. QUANTITATIVE

This method allowed the teacher to get information from students, authorities, parents and later process in graphics and statistical pictures. This method was selected to collect information and changed into numbers to understand and get an interpretation for its equivalent conclusion and make recommendations to solve each question difficulties.

3.1.1.5. SCIENTIFIC

Based on the listening comprehension problems, this method permitted to observe the best option to select the best hypothesis to solve the problems of this study. This method allowed making a validated way to demonstrate the results of this research.

3.1.2 QUALITATIVE METHOD

This method analyzed and interpreted data by observing what person does and says. Example: Observations to teachers and student at Colegio Mixto Particular “UPSE”.

3.1.3 INDUCTIVE- DEDUCTIVE METHOD

This research paper focused in both approaches deductive and inductive. Deductive method allowed to verify a hypothesis by using theory. Through deductive method information about how Augmented Reality was collected, analyzed and contrasted by authors, and finally to confirm or reject the hypothesis.

Unlike the inductive method the researcher began by investigating and gathering the data from different sources and by using numerous sources of evidence: interviews, direct observation and document analysis in an attempt to make conjecture about the Augmented Reality in students of second year BGU at Colegio Mixto Particular “UPSE”, La Libertad, Province of Santa Elena.

3.1.4 SCIENTIFIC METHOD

The method determined answers to questions in a logical format providing the real improvement of learning in students of second year BGU at Colegio Mixto Particular “UPSE” using Augmented Reality to improve English speaking skills.

3.1 5 OBSERVATION METHOD

Observation Method allowed to find out meticulous information about causes and effects of the problem determining how learner communicative with another, and verifying how much time is used on various activities associated to the use of the Augmented Reality for the improvement of the oral skills to students of second year BGU at Colegio Mixto Particular “UPSE”.

3.2. POPULATION

The population was considered the authorities, teachers, students and parents form the second bachelor at the “Unidad Educativa San Marcos”, in the parish of Colonche, in the province of Santa Elena. The population in these kind of projects were very small and for this reason the sample was considered all the population.

3.2.1. SAMPLE

The sample for students, was considered the second bachelor degree which have 42 students they were the experimental group. A test was applied after a didactic unit in order to measure the learning level.

CHART 1: Population

N°	Description	Quantity
01	Unidad Educativa “SAN MARCOS”	1
02	English teacher of Unidad Educativa “SAN MARCOS”	2
03	Students of second year	42
04	English language teacher	1
05	Specialist teacher	1
TOTAL INTERVIEWS		47

Source: Unidad Educativa “SAN MARCOS”
Author: Marjorie Katerine Merejildo Cruz

3.3 VARIABLES OPERATIONALIZATION

3.3.1. DEPENDENT VARIABLE: LISTENING COMPREHENSION

CHART 2: INDEPENDENT VARIABLE

CONCEPT	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Listening Comprehension: It is the skill to understand to catch information by using the audition organs</p>	<p>Listening</p> <p>Comprehension</p>	<p>The students preferred watching videos to reinforce listening skills.</p> <p>The students knew the pronunciation and the meaning from the words in the videos, songs and audios</p> <p>The students could make compositions both in written and spoken way.</p>	<p>What listening activities do you prefer to do at class?</p> <p>Would you like to know the pronunciation and the meaning from the words in the videos, songs and audios?</p> <p>Would you like to make compositions both in written and spoken way?</p>	<p>Questionnair</p> <p>Interview</p> <p>Survey</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

3.3.2. INDEPENDENT VARIABLE: SPEECH APPLICATION

CHART 3: DEPENDENT VARIABLE

CONCEPT	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Speech Application:</p> <p>It is a software, which is applied and used in the conversion of written language into spoken language.</p>	<p>Speech Application</p>	<p>Students use the speech application software to make compositions to read and listen to them.</p> <p>Students use the speech application software to make a summary from watching a video</p> <p>Students use the speech synthesis software to have a good pronunciation</p>	<p>Would you like to have a didactic unit planned with audio files that you can read and listen to them?</p> <p>Would you like to make compositions both in written and spoken way?</p> <p>Would you like to know the pronunciation and the meaning from the words in the videos, songs and audios?</p>	<p>Questionnaire</p> <p>Interview</p> <p>Survey</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

3.4 DATA COLLECTION

All the instruments and techniques were focused on the authorities, teachers and students that were aimed the development and improvement of the listening comprehension skills.

Among the instruments to be considered were the surveys, interviews, direct observation.

3.4.1. SURVEYS

The surveys were applied to the authorities in order to know their opinions about the project.

3.4.2. DIRECT METHOD

This method allowed to observe the classroom and the application of the speech application.

3.4.3. INTERVIEW

It was made to the principal of the “Unidad Educativa San Marcos” to get his opinion about the importance of improving the listening comprehension and the corresponding creation of the manual.

3.4.4. SURVEY

The survey was prepared with question for the teachers, students and parents to know their opinions about the implementation of the project based on listening comprehension.

3.4.5. INSTRUMENTS

It is necessary to mention that some technical instruments were used in the gathering of the data for instance: laptop, personal computer, smart phones, camera, they didn't only helped in the development of the synthesis speech to improve the listening comprehension but also in the use of them in collecting evidence of the use of the synthesis speech applications.

3.4.6. DATA COLLECTION PLAN

Data collection plan was done according to the survey and interviews.

CHART 4: DATA COLLECTION PLAN

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the listening skill of students.
2. From people or objects?	Students of second bachillerato Unidad Educativa San Marcos
3. About what aspects?	Listening skill
4. Who?	Marjorie Katerine Merejildo Cruz
5. To whom?	Students, English teacher of Unidad Educativa San Marcos
6. When?	2015-2016
7. Where?	At Unidad Educativa San Marcos
8. How many times?	Once a year during the academic year 2015-2016
9. How?	Individual and by group
10. What data collection techniques?	Observation, interview,
11. With what?	Smartphone and laptop

Source: Unidad Educativa "SAN MARCOS"

Author: Marjorie Katerine Merejildo Cruz

3.8 DATA PROCESSING PLAN

CHART 5: DATA PROCESSING PLAN

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>By applying the corresponding surveys to students and teachers in the Unidad Educativa San Marcos, was established that the listening comprehension skills can be improved by using speech synthesis applications.</p>	<p>After being identified the problem it was initiated the process of searching supportive information about speech synthesis application that can be applied to improve the listening comprehension.</p>	<p>The problem was focused in the third bachelor degree because the problem is general in the high school, so the students were surveyed and the teachers were interviewed. With the data was prepared the corresponding solution to the problem by creating the proposal.</p>	<p>Once gathered the information from the statistical chapters, the proposal was created with the aim to improve the fields that the student and teachers needed to be implemented as soon as possible.</p>	<p>The use of the speech synthesis applications really are going to improve the listening skills because they are motivating, catching and useful in the learning of a language.</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

3.5.1. OBSERVATION OF SECOND BACCALAUREATE COURSE

This course was observed for 8 sessions in English class and their behavior about intervention from. I take notes on each day where I include the interpretation of students about the class and interactions between students.

CHART 6: OBSERVATION #1

Date: November 07st 2015 Time: 11:20 – 12:40	Description notes	Reflective notes
<p style="text-align: center;">One hour</p>	<p>The students made a summary about the video and they are going to record their voices in the speech. It is going to help them with the correct pronunciation.</p>	<p>The students prepared questions from the summary about healthy food, in this way every students asked and answered questions. The questions were made by using the speech synthesis in order to be very well understood.</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 7: OBSERVATIO #2

Date: November 21st 2015 Time: 11:20 – 12:40	Description notes	Reflective notes
<p style="text-align: center;">One hour</p>	<p>In this course the students made a summary about the reading and they recorded their voices in the speech. It guided them with the correct pronunciation related with places in a city.</p>	<p>The teacher asked question the students in order to feedback and really assess the students’ knowledge, the students ‘pronunciation and the student`s understanding about places in a city and reported speech.</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 8: OBSERVATION #3

Date: November 28st 2015 Time: 11:20 – 12:40	Description notes	Reflective notes
One hour	In those activities the students made a summary about the reading and they recorded their voices in the speech. It guided them with the correct pronunciation related with jobs and occupations.	This course made a feedback according to the summary of the article including the vocabulary about jobs and occupations and present simple tense.

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 9: OBSERVATION #4

Date: December 05st 2015 Time: 11:20 – 12:40	Description notes	Reflective notes
One hour	In this session, the teacher socialized the result obtained by diagnostic test based and explain about the importance of improve their listening skill.	When this process was explained, It was observed that students participated or increased different activities in the classroom and all the activities helped to improve the learning.

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 10: OBSERVATION #5

Date: December 19st 2015 Time: 11:20 – 12:40	Description notes	Reflective notes
<p align="center">One hour</p>	<p>In this class the students read and recorded their voices in the speech. It guided them with the correct pronunciation related with free time activities.</p>	<p>When I applied this platform I improved or motivated to participate in the development of the listening skill then they had to make a written summary, transfer into the speech software, then listen and present orally in the class.</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 11: OBSERVATION #6

Date: December 26st 2015 Time: 11:20 – 12:40	Description notes	Reflective notes
<p align="center">One hour</p>	<p>Based on the summary related to free time activities, in this way the students made questions to develop the critical thinking and speaking skill.</p>	<p>In this class the students prepared questions from the summary about free time activities, the students made a short paragraph using the speech synthesis in order to be very well understood about costumes and traditions.</p>

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 12: OBSERVATION #7

Date: January 05st 2016 Time: 11:20 – 12:40	Description notes	Reflective notes
One hours	In this class I explained about some definitions of the new words applied in their composition. Because of the topic was to prepare a composition about the importance of technological gadgets they use.	The students really applied the speech application to make their compositions and it is important that the students were guided by the teacher and they are asked questions about technology gadgets they use.

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

CHART 13: OBSERVATION #8

Date: January 16st 2016 Time: 11:20 – 12:40	Description notes	Reflective notes
One hours	The students repeated the best as possible the vocabulary about crime with the help of the speech synthesis software in order to major in pronunciation. The questions were asked by using the speech synthesis in order to be very well understood.	The teacher fed backed and really assessed by asking the students to summarize the article with vocabulary about crime. It was necessary and useful the speech synthesis for this activity.

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

In the last chapters it was noticeable that the students improved the development of the listening skills by using the speech application. It was remarkable that the students motivated at the moment they knew they were using new kinds of technology. Consequently with motivation at the beginning it was something predictable that the students were going to work enthusiastically in the assignments. At the end of the project it was totally different the way how the students made their activities with the speech application. In conclusion the 90 % of students could develop and improve their listening skills with the speech application.

Another important aspect to be taken into account was the students need a workshop to involve better in the use of the multimedia resources since a group of students were not able to follow the instructions the teacher pointed. It was a sensations as they acceded to internet for the first time. It is know that they have computing classes but unfortunately they do not have access to internet. The internet from the institution is not available for the students, only at the time they have computing classes.

3.6 DATA ANALYSIS

Question 1: Which skill do you think is the most important?

Objective: to identify which skill the students think are most important in English language.

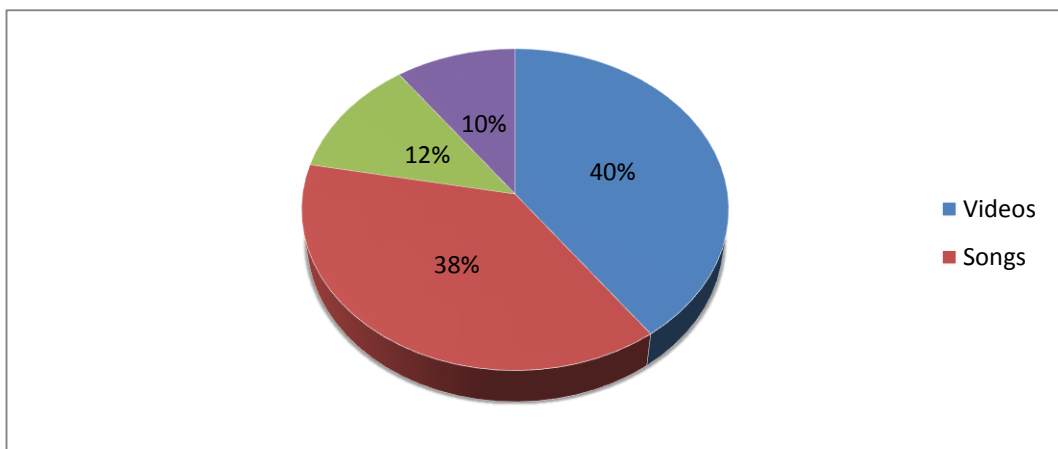
CHART 14: THE IMPORTANCE OF THE LISTENING SKILLS

SKILLS	STUDENTS	PERCENTAGE (%)
Listening	17	40%
Speaking	16	38%
Reading	5	12%
Writing	4	10%
TOTAL	42	100%

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 1: THE IMPORTANCE OF THE LISTENING SKILLS



Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

Analysis: In this question 20 students said that the most important skill is listening and it represents the 48% of this course.

Interpretation: It is clear that the students know that they must focus their learning of a language in the listening activities because they are essential in the development of the other skill.

Question 2: What listening activities do you prefer doing at class?

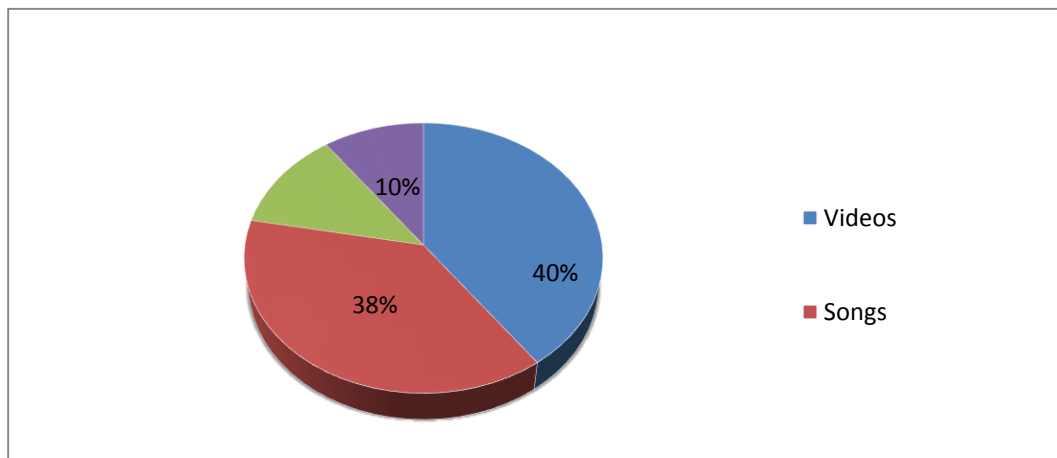
Objective: To determine the importance of different activities in the English learning.

CHART 15: IMPORTANT ACTIVITIES IN CLASS

ACTIVITIES	STUDENTS	PERCENTAGE (%)
Videos	17	40%
Songs	16	38%
Stories	5	12%
Audios	4	10%
TOTAL	42	100%

Source: Unidad Educativa “SAN MARCOS”
Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 2: IMPORTANT ACTIVITIES IN CLASS



Source: Unidad Educativa “SAN MARCOS”
Author: Marjorie Katerine Merejildo Cruz

Analysis: In this question 17 students said that they like to watch as listening activity and 16 students like to listen songs it means that the 78% of students prefer this kind of listening activities but everybody like any kind of listening activities.

Interpretation: it is outstanding to realize that everybody likes listening activities and they see that is an entertaining activity.

Questions 3: Would you like to know the pronunciation and the meaning from the words in the videos, song and audio?

Objective: To determine the pronunciation of the each word in this speech

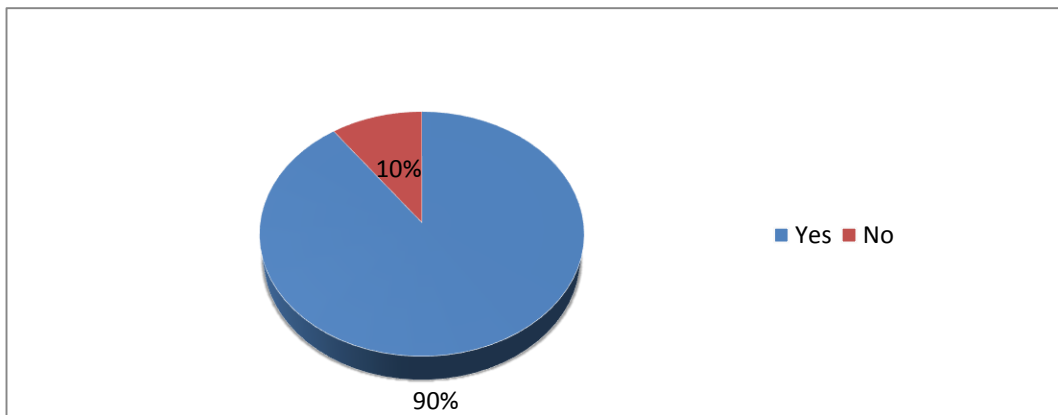
CHART 16: PRONUNCIATION AND MEANING OF THE WORDS IN VIDEOS, SONGS AND AUDIO FILES

OPTIONS	STUDENTS	PERCENTAGE (%)
Yes	38	90%
No	4	10%
Total	42	100%

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 3: PRONUNCIATION AND MEANING OF THE WORDS IN VIDEOS, SONGS AND AUDIO FILES



Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

Analysis: 90% are really eager to understand the meaning of the audio files. They really want to understand what are in the lyrics or transcripts.

Interpretation: : In this question it is amazing to see that almost all the students are interested in knowing what the words in their songs, videos or audio files mean.

Questions 4: Would you like to make compositions both in written and spoken way?

Objective: Determine how make the composition and spoken correct way.

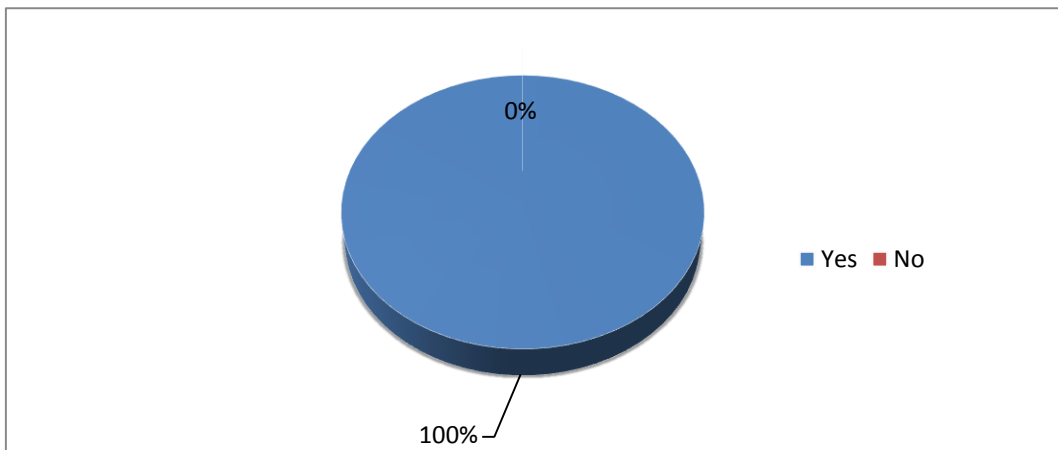
CHART 17: ORAL AND WRITTEN COMPOSITIONS

OPTIONS	STUDENTS	PERCENTAGE (%)
Yes	42	100%
No	0	0%
Total	42	100%

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 4: ORAL AND WRITTEN COMPOSITIONS



Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

Analysis: 100% of the students want to create their own compositions in written and later listen to them.

Interpretation: In this question, it is clearly understandable that students are motivated to learn the language by creating their own composition.

Questions 5: Would you like to have a didactic unit planned with audio files that you can read and listen to them?

Objective: To determine would you like using the audio file in the listening.

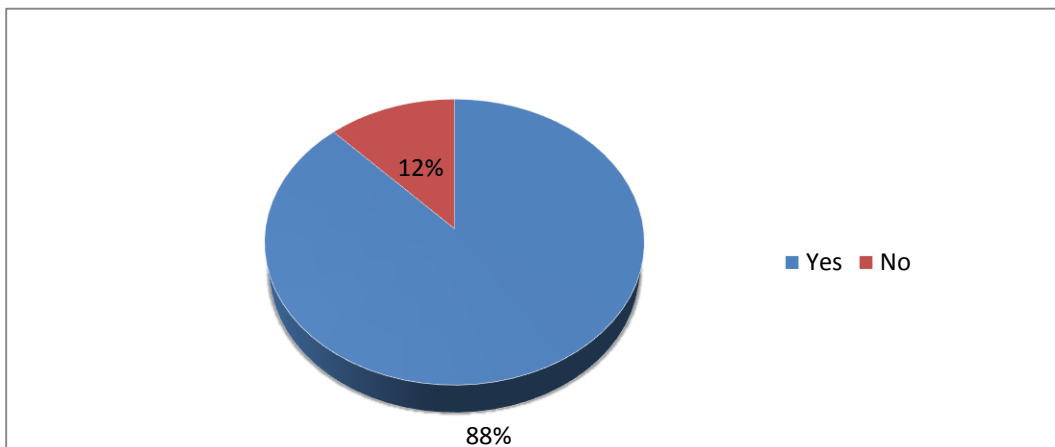
CHART 18: DIDACTIC UNITS WITH AUDIO FILES

OPTIONS	STUDENTS	PERCENTAGE (%)
Yes	37	88%
No	5	12%
Total	42	100%

Source: Unidad Educativa "SAN MARCOS"

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 5: DIDACTIC UNITS WITH AUDIO FILES



Source: Unidad Educativa "SAN MARCOS"

Author: Marjorie Katerine Merejildo Cruz

Analysis: 88% of this class of 42 students wants to really to know how to study with these audio files. 12% are not interested in the development of a didactic unit using audio files.

Interpretation: the students want to risk the challenge of working with a unit by using audio files to read and t listen them.

Questions 6: What sub skill(s) do you consider are going to improve?

Objective: To determine which skills are going to be improved.

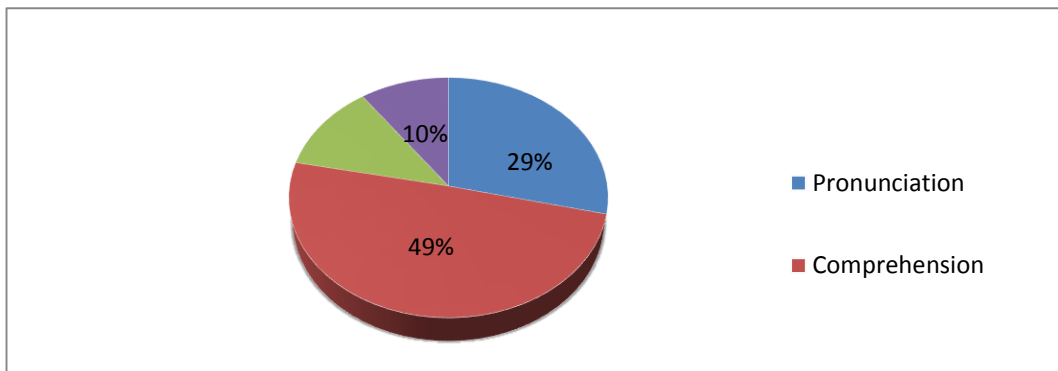
CHART 19: SUB SKILLS TO IMPROVE WITH SPEECH APPLICATIONS

OPTIONS	STUDENTS	PERCENTAGE (%)
Pronunciation	12	29%
Comprehension	21	50%
Vocabulary	5	12%
Grammar	4	10%
Total	42	100%

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 6: SUB SKILLS TO IMPROVE WITH SPEECH APPLICATIONS



Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

Analysis: 50% from this class of 42 students consider that they are going to improve listening comprehension, 29% are going to improve pronunciation, 12% are going to improve vocabulary and 9% consider they are going to improve grammar.

Interpretation: all the students consider that they are going to improve any subskill, so this kind of project is going to be very productive.

Questions 7: How do you prefer to study English with a book or with audio files?

Objective: To determine how do you prefer to study English.

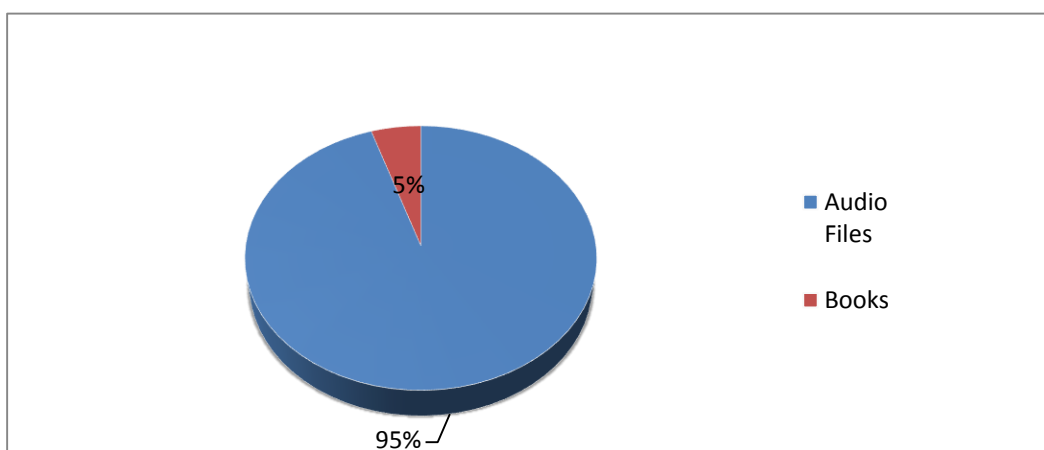
CHART 20: PREFERENCE BETWEEN A BOOK AND AN AUDIO FILE

OPTIONS	FREQUENCY	PERCENTAGE (%)
Audio Files	40	95%
Books	2	5%
Total	42	100%

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 7: PREFERENCE BETWEEN A BOOK AND AN AUDIO FILE



Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

Analysis: 95% from this class of 42 students want to really to study with these audio files. 5% are not interested in the development of English classes with audio files.

Interpretation: the students really want to work with audio files more than a book because it does not have pronunciation and it is not audible.

Questions 8: Would you like to create your own content related to your town and with audio files?

Objective: To determine how to create own content relate to you town.

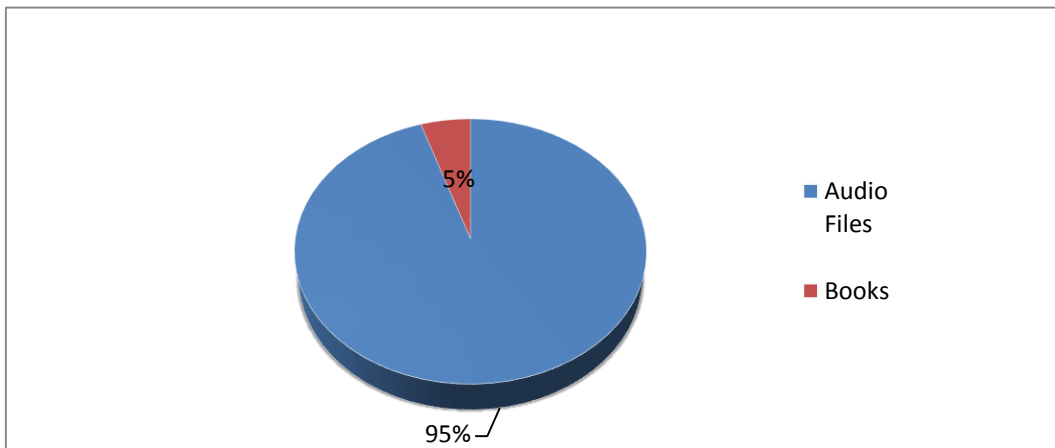
CHART 21: CREATE CONTENT AND CHANGE INTO AUDIO FILES

OPTIONS	FREQUENCY	PERCENTAGE (%)
Audio Files	40	95%
Books	2	5%
Total	42	100%

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

GRAPHIC 8: CREATE CONTENT AND CHANGE INTO AUDIO FILES



Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

Analysis: 95% from this class of 42 students want to create their content related to their town. 5% are not interested in creating their own content with audio files and written compositions.

Interpretation: the most of the students want to create their own content related to their town.

3.6.1. ANALYSIS OF RESULT CHART – STUDENTS

CHART 22: SURVEY DIRECTED TO STUDENTS

N°	QUESTIONS	YES/1		NO/2		TOTAL	
		Q	%	Q	%	ST U	%
1	Which skill do you think is the most important?	18	78,26	5	21,74	42	100
2	What listening activities do you prefer doing at class?	14	65,22	9	34,78	42	100
3	Would you like to know the pronunciation and the meaning from the words in the videos, song and audio?	19	82,61	4	17,39	42	100
4	Would you like to make compositions both in written and spoken way?	14	65,22	9	34,78	42	100
5	Would you like to have a didactic unit planned with audio files that you can read and listen to them?	18	78,26	5	21,74	42	100
6	Do you consider that the use of technology is important in class?	20	86,96	3	13,04	42	100
7	How do prefer to study English with a book or with audio files?	19	82,61	4	17,39	42	100
8	Would you like to create your own content related to your town and with audio files?	21	91,30	2	8,70	42	100

Source: Unidad Educativa “SAN MARCOS”

Author: Marjorie Katerine Merejildo Cruz

3.6.2. ANALYSIS OF THE RESULT – STUDENTS

According to the results the students demonstrate that they are really interested in applying new technologies in their teaching, they really considered that the way they study was really boring because only reading in the book do not allow them to listen and practice pronunciation.

It is outstanding to consider encouraging the teachers and the students to apply the multimedia resources because it was the best way the students don't only learn English but also they are going to use the new kinds of software and they also develop in them the cognitive and brain skills. There is a big group of students who agree to like and learn English but in the ways it is taught is what they unmotivated to do it.

CHART 23: SURVEY DIRECTED TO TEACHERS

N°	QUESTIONS	YES POSITIVE		NO NEGATIVE		TOTAL	
		Q	%	Q	%	Teacher	%
1	Do you consider that English is important nowadays on education?	2	50	0	50	2	100
2	How do you consider the English class should be?	2	50	0	50	2	100
3	Do you think that English teacher should implement the right good strategies in class?	2	50	0	50	2	100
4	Do you consider that student development their listening skill?	2	50	0	50	2	100
5	Do you consider that better strategies could help students? to improve their listening skill ?	2	50	0	50	2	100
6	Do you think that listening skill could help to improve the better pronunciation in English?	2	50	0	50	2	100
7	Do you know the software Acapela?	2	50	0	50	2	100
8	Are there advantages the acapela software have to develop listening skills?	2	50	0	50	2	100
9	How often does the Acapela software must be in class?	Most often as posible				2	100
10	Do you believe that students like the software?	2	50	0	50	2	100

Source: Unidad Educativa San Marcos

Elaborated: Marjorie Merejildo

3.6.3. ANALYSIS OF THE RESULT – TEACHERS

According to the results the teachers agree with the implementation of this project because the students are going to improve the learning of a language due to it helps a lot to have input and develop better their cognitive skills. It is recommendable to apply more projects like this to really develop the students' skills.

The teachers consider that the institution authorities must encourage the innovations in teaching. They consider that they have also be involved in training courses to access into the multimedia resources. The big problem is that they can not afford a training course and it would be recommendable that the computing teachers be kind in preparing courses that imply the information and communication technologies.

They consider that the speech application is recommendable to use in the teaching learning process. Sometimes the subjects can not be introduced or taught with the books they can be introduced by the students and the speech application can guide them as simulation to pronounce or listen the students by themselves and correct before a speech presentation.

CHART 24: SURVEY DIRECTED TO SPECIALIST

N°	QUESTIONS	YES POSITIVE		NO NEGATIVE		TOTAL	
		Q	%	Q	%	Teacher	%
1	Do you consider that English is important nowadays on education?	1	50	0	50	1	100
2	How do you consider the English class should be?	1	50	0	50	1	100
3	Do you think that English teacher should implement the right good strategies in class?	1	50	0	50	1	100
4	Do you consider that student development their listening skill?	1	50	0	50	1	100
5	Do you consider that better strategies could help students? to improve their listening	1	50	0	50	1	100
6	Do you think that listening skill could help to improve the better pronunciation in English?	1	50	0	50	1	100
7	Do you know the software Acapela?	1	50	0	50	1	100
8	Are there advantages the acapela software have to develop listening skills?	1	50	0	50	1	100
9	How often does the Acapela software must be in class?	Most often as possible				1	100
10	Do you believe that students like the software?	1	50	0	50	1	100

Source: Unidad Educativa San Marcos

Elaborated: Marjorie Merejildo

3.6.4. ANALYSIS OF THE RESULT – SPECIALIST.

The specialist to consider for this interview was bachelor in computing, who has worked with multimedia resources for a long time and she has taught the students about the use of the multimedia resources. According her point of view as are shown in the chart all the answers are affirmative and supported totally the implementation of the project about the speech application. It was really supportive to have this kind of professional next to me in the development and application of the project since she was really patient in helping and collaborating with technical support and ideas to improve the application of the project.

CHAPTER IV

TITLE OF PROPOSAL PROJECT

4.1 NAME OF THE PROPOSAL

“ACAPELA BOX TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016”

Executing institution

ILLUSTRATION 1: UNIDAD EDUCATIVA “SAN MARCOS”



Source: Picture from School

Author: Marjorie Katerine Merejildo Cruz

ILLUSTRATION 2: “SAN MARCOS” LOCATION



Source: Google Maps

Author: Marjorie Katerine Merejildo Cruz

CHART NO. 25 BENEFICIARIES

SCHOOL	BENEFICIARIES	TOTAL
UNIDAD EDUCATIVA “SAN MARCOS”	Second BGU	42
	English teacher	2
	Principal, Authorities	2
TOTAL		46

Source: Google Maps

Author: Marjorie Katerine Merejildo Cruz

4.2 DESCRIPTION OF THE PROPOSAL

The proposal covered the topics of a didactic unit plan, it means that it had six lessons. The proposal is going to cover a didactic unit, in consequence the lesson plan was for this period of classes.

The listening skills were considered, first since in the Unidad Educativa San Marcos, the students worked only with written books and they did not have any material to practice listening skills and the most important is the listening comprehension skill. On other hand the listening skills were the most important chronologically because this is the first developed by the human beings. The proposal was planned for the six first lessons from the didactic unit 6, in each lesson the four basic skills were developed and the structure of each lesson was based in the most useful way, which follows as the next sequence: warm up activities, presentation, practice and production and finally with the feedback of homework.

4.2.1. INFORMATION AND LOCATION

This project aimed to improve the listening skill by using the Acapela box was applied with the students from the second BGU, from the Unidad Educativa San Marcos, in the rural parish, Colonche in the canton of Santa Elena in the Peninsula of Santa Elena.

4.2.2 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The warm up activities were covering the topic of each unit, then in the presentation of the topic was introduced by a reading, which the students read, next by using the Acapela box they really learned how to pronounce each word, it was emphasized the rhythm, the pitch, the intonation and the rest of the pronunciation features. In the practice activities the student made a summary to practice the writing skills, this summary also was transformed from written into spoken by the Acapela box some vocabulary and grammar points took into account.

In the production activities the students presented an oral summary that they processed in the Acapela box, they applied the communicative method since

their classmates were asked questions. Besides they worked in some exercises related with the vocabulary and grammar points.

Finally the students worked on a feedback by making homework that involves a video related to Ecuador because it is important to make students to develop their cultural awareness, they watched and in this way they were practicing extra listening, then they wrote summary to practice writing, after they used the Acapela box to transform into spoken summary to practice all the pronunciation issues, finally they are going to expose orally the summary on the next day in front of their classmates and the teacher.

4.3 OBJECTIVES

4.3.1. GENERAL

To improve the listening comprehension skill of second BGU students by using speech application at “San Marcos” high school, Santa Elena, province school year 2015-2016?

4.3.2. SPECIFIC

1. To diagnose the level of the students listening skill, with a pre test.
2. To apply the speech application in the six lessons.
3. To assess the students listening skills by using the test, now as a post test.

Acapela is the computer-generated simulation of human speech. It is used specially for mobile applications or software such as voice-enable e-mail and unified messaging it changes written the language into spoken. That helps to improve the listening comprehension skill this is used when the teacher does not do all the material.

4.4.1. DESCRIPTION OF ACAPELA BOX

ILLUSTRATION 3: SUBSCRIBING ON ACAPELA BOX

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

The first step is to subscribe with all the personal and communicative information, after it is necessary to check the password in the personal email, this kind of process is necessary in most of the web pages in order to have access to them. It is going to take just a minute to complete this format. You can see at first sight the advantages that this application has.

ILLUSTRATION 4: SELECTING THE LANGUAGE



Source: <https://acapela-box.com/AcaBox/index.php>
Author: Marjorie Katerine Merejildo

The next step is to select the language which is necessary, with the corresponding speech rate, voice shaping and the automatic file name. All the alternative options on this screen allowed the students to have a holistic idea about the correct pronunciation of the words, phrases and sentences.

ILLUSTRATION 5: SELECT THE CORRESPONDING “VOICE ACCORDING”



Source: <https://acapela-box.com/AcaBox/index.php>
Author: Marjorie Katerine Merejildo

Select the corresponding voice according to the taste of the user and this is the way how the students were to feel motivated at the moment to listen the speech. There are students who feel comfortable at listening a male or female voice or any kind of speech with a definite rhythm, pitch or intonation. In consequence the students had a big variety of alternatives with men and women names.

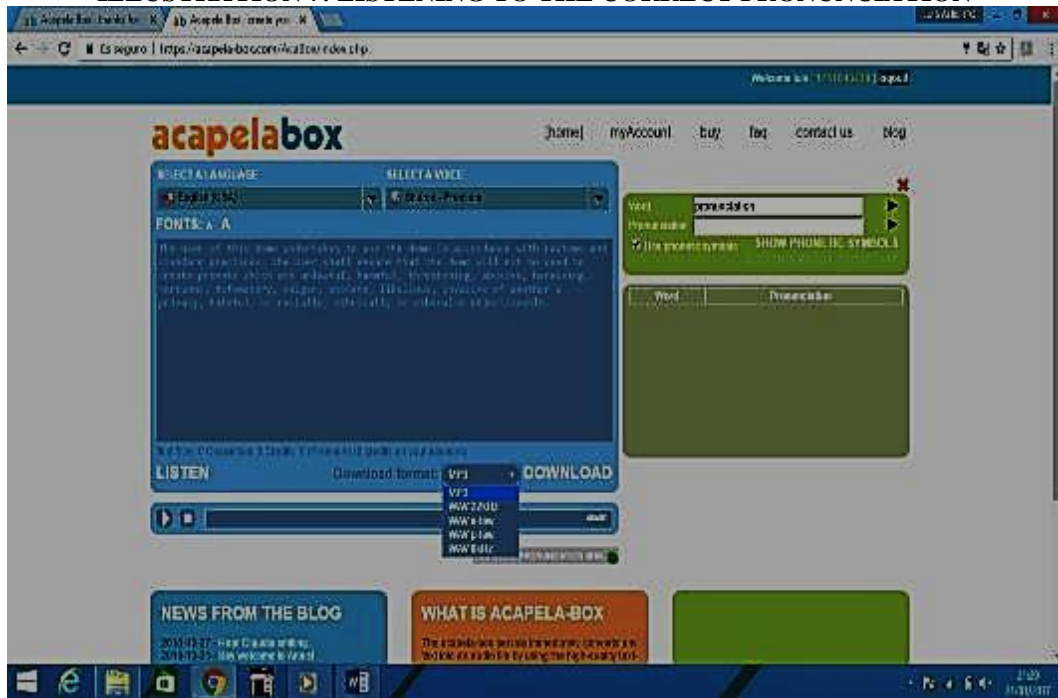
ILLUSTRATION 6: PHONETIC SYMBOLS IN ACAPELA BOX PAGE



Source: <https://acapela-box.com/AcaBox/index.php>
Author: Marjorie Katerine Merejildo

The most important advantage for the teacher is the availability to see the phonetic symbols, in consequence the teacher can guide himself or herself with the best pronunciation. This kind of help really guided the teacher in the pronunciation and this is the main reason to recommend the teachers to use this wonderful application.

ILLUSTRATION 7: LISTENING TO THE CORRECT PRONUNCIATION



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

In the case that the student has hesitations about the pronunciation of any word you can click in the option pronunciation and you can listen the perfect pronunciation. In this part the students created their compositions and they were able to listen how the correct pronunciation of their paragraphs was.

ILLUSTRATION 8: HEARING CLAUDIA SMILING



Source: https://acapela-box.com/wp/?page_id=151

Author: Marjorie Katerine Merejildo

In the option Hear Claudia Smiling the students had the option to see how the waves move at the moment of speaking and the students can realize how is the variation of the rhythm. The students have another option; they can update all the voices according to the students' needs or likes.


ILLUSTRATION 9: UPDATING VOICES



Source: <https://box.acapela-box.com/wp/?p=696>

Author: Marjorie Katerine Merejildo

Another of the most important advantages that offer this speech application is that the voices are updated very often and that allowed the students to have a different voice by using this kind of option.

ACTIVITY 1	
A COMPOSITION ABOUT HEALTHY FOOD	
Timing: 45 minutes	Values: Responsibility about themselves
Organization: group and individual	Resources: laptop, overhead projector
Topic: Healthy Food	
Objective: The students wrote a composition in Acapela box application about healthy food, they listened, then they read and finally explained their classmates.	
	
Source: https://acapela-box.com/AcaBox/acabox-user-signup.php	
Author: Marjorie Katerine Merejildo	
Procedure:	
<ul style="list-style-type: none"> ✚ First the students wrote a composition about healthy food in the Acapela box application. ✚ Then the students listened the composition about healthy food, ✚ After the students read and repeat the best as possible the composition, ✚ After that the students explain in front of the class their compositions, ✚ Finally the students shared opinions and ideas about eating healthy food. 	

Description of the Activities 1:

Creating a composition related about healthy food, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking from the students and questions about food in their town to develop the cultural awareness.

ACTIVITY 2

A COMPOSITION ABOUT MY TOWN

Timing: 45 minutes

Values: Cultural Awareness

Organization: group and individual

Resources: laptop, overhead projector

Topic: About my town

Objective: The students wrote a composition in Acapela box application about their town, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about their town in the Acapela box application.
- ✚ Then the students listened the composition about their town,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about eating their town.

Description of the Activities 2:

Creating a composition related about their town, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

ACTIVITY 3

A COMPOSITION ABOUT OCCUPATIONS.

Timing: 45 minutes

Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector

Topic: Occupations

Objective: The students wrote a composition in Acapela box application about occupations, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about occupations in the Acapela box application.
- ✚ Then the students listened the composition about occupations,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front of the class their compositions,
- ✚ Finally the students shared opinions and ideas about occupations in their town.

Description of the Activities 3:

Creating a composition related about occupations, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking from the students and questions about main occupations in their town to develop the cultural awareness.

ACTIVITY 4: ACTIVITIES IN THE CLASSROOM

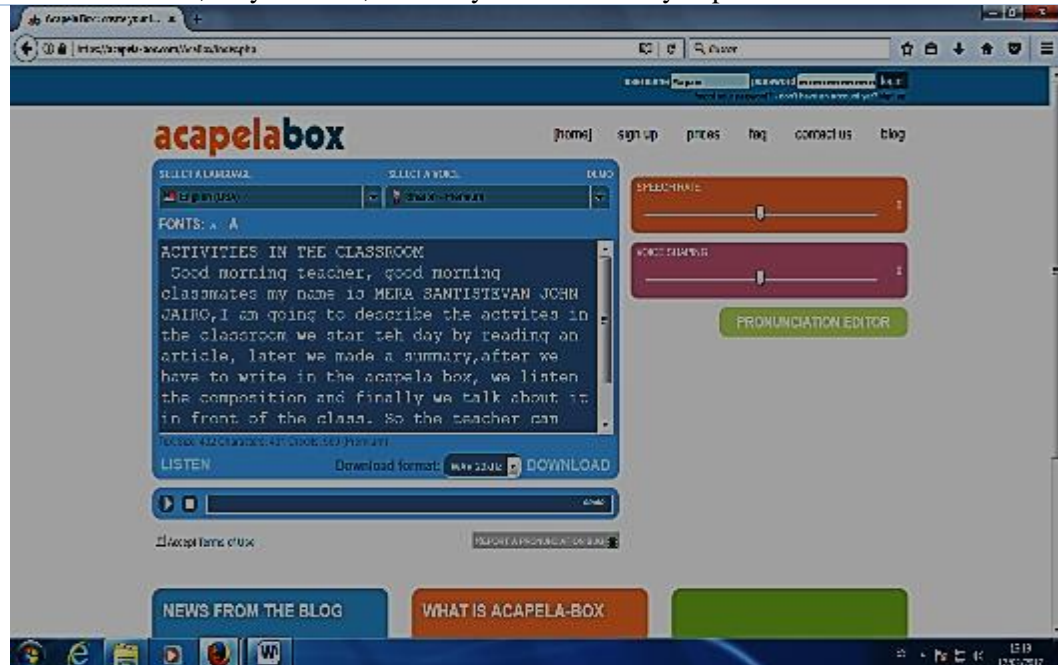
Timing: 45 minutes

Organization: group and individual

Topic: Activities in the classroom

Resources: laptop, overhead projector

Objective: The students wrote a composition in Acapela box application about activities in the classroom, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about activities in the classroom in the Acapela box application.
- ✚ Then the students listened the composition about activities in the classroom,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front of the class their compositions,
- ✚ Finally the students shared opinions and ideas about activities in the classroom in their town.

Description of the Activities 4:

Creating a composition related about activities in the classroom, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

ACTIVITY 5

ALL ABOUT YOU

Timing: 45 minutes

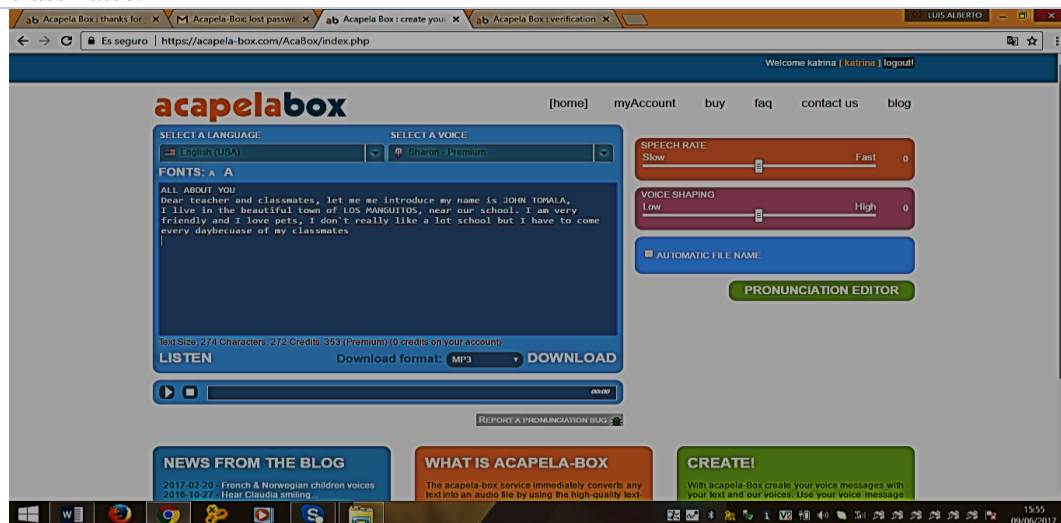
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: All about you

Objective: The students wrote a composition about their activities in free time in the Acapela box application, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about their activities in free time in the Acapela box application.
- ✚ Then the students listened the composition about their activities in free time,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about their activities in free time.

Description of the Activities 5:

Creating a composition related about their activities in free time, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about main their activities in free time in their town to develop the cultural awareness.

ACTIVITY 6

FAVORITE PEOPLE

Timing: 45 minutes

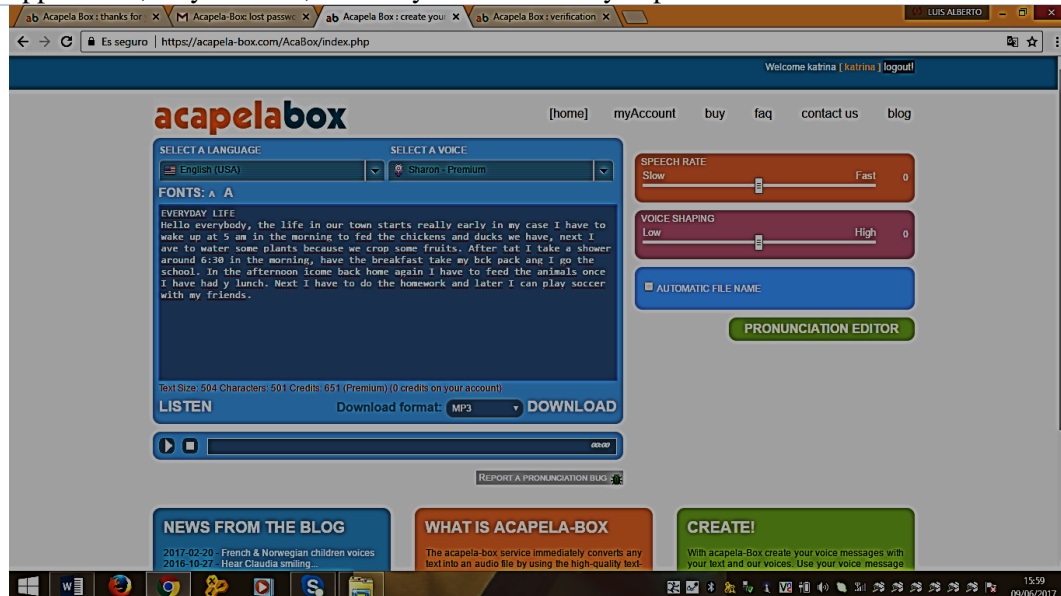
Values: To be updated

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Favorite people

Objective: The students wrote a composition about favorite people in the Acapela box application, they listened, then they read and finally explained their classmates.

The screenshot shows the AcapelaBox website interface. At the top, there's a navigation bar with links for [home], myAccount, buy, faq, contact us, and blog. Below this, there are two dropdown menus: 'SELECT A LANGUAGE' (set to English (USA)) and 'SELECT A VOICE' (set to Sharon - Premium). The main content area features a text input field with the text: 'EVERYDAY LIFE Hello everybody, the life in our town starts really early in my case I have to wake up at 5 am in the morning to feed the chickens and ducks we have, next I ave to water some plants because we crop some fruits. After tat I take a shower around 6:30 in the morning, have the breakfast take my bck pack ang I go the schools. In the afternoon itone back home again I have to feed the animals once I have had y lunch. Next I have to do the homework and later I can play soccer with my friends.' Below the text, there are controls for 'LISTEN' and 'DOWNLOAD' (format: MP3). To the right, there are sliders for 'SPEECH RATE' (Slow to Fast) and 'VOICE SHAPING' (Low to High). A 'PRONUNCIATION EDITOR' button is also visible. At the bottom, there are sections for 'NEWS FROM THE BLOG', 'WHAT IS ACAPELA-BOX', and a 'CREATE!' button.

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about favorite people in the Acapela box application.
- ✚ Then the students listened the composition v,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about favorite people.

Description of the Activities 6:

Creating a composition related about favorite people, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about favorite people in their town to develop the cultural awareness.

ACTIVITY 7

EVERY DAY LIFE

Timing: 45 minutes

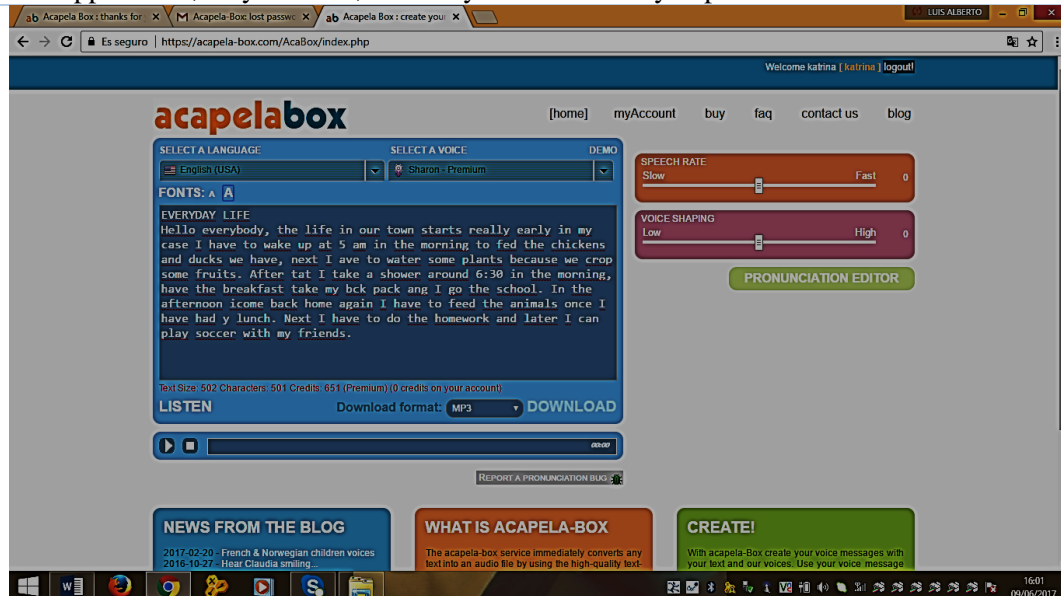
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Every day life

Objective: The students wrote a composition about their daily activities in the Acapela box application, they listened, then they read and finally explained their classmates.

The screenshot shows the AcapelaBox website interface. At the top, there's a navigation bar with links for [home], myAccount, buy, faq, contact us, and blog. Below this is a language and voice selection area with 'English (USA)' and 'Sharon - Premium' selected. The main content area features a text editor with the title 'EVERYDAY LIFE' and a paragraph of text: 'Hello everybody, the life in our town starts really early in my case I have to wake up at 5 am in the morning to feed the chickens and ducks we have, next I ave to water some plants because we crop some fruits. After tat I take a shower around 6:30 in the morning, have the breakfast take my bck pack ang I go the school. In the afternoon I come back home again I have to feed the animals once I have had y lunch. Next I have to do the homework and later I can play soccer with my friends.' To the right of the text editor are sliders for 'SPEECH RATE' (Slow to Fast) and 'VOICE SHAPING' (Low to High). Below the text editor is a 'LISTEN' button and a 'DOWNLOAD' button with a dropdown menu set to 'MP3'. At the bottom of the page, there are three promotional boxes: 'NEWS FROM THE BLOG', 'WHAT IS ACAPELA-BOX', and 'CREATE!'. The Windows taskbar is visible at the bottom of the browser window.

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- First the students wrote a composition about their daily activities in the Acapela box application.
- Then the students listened the composition about their daily activities,
- After the students read and repeat the best as possible the composition,
- After that the students explain in front if the class their compositions,
- Finally the students shred opinions and ideas about their daily activities.

Description of the Activities 7:

Creating a composition related about daily activities, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about daily activities in their town to develop the cultural awareness.

ACTIVITY 8

FREE TIME

Timing: 45 minutes

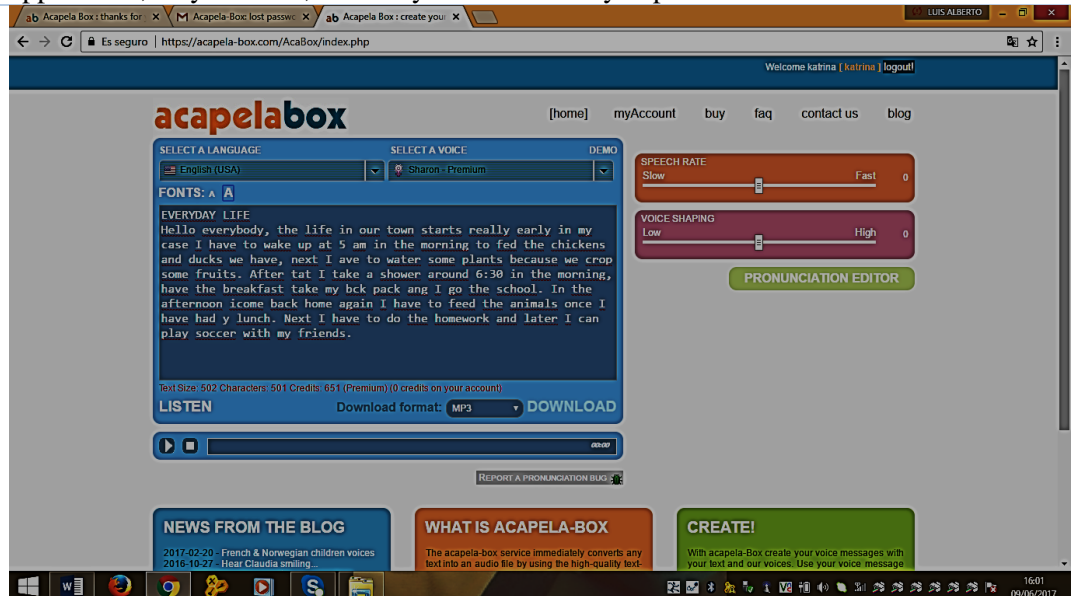
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Free time

Objective: The students wrote a composition about hobbies in the Acapela box application, they listened, then they read and finally explained their classmates.



The screenshot shows the Acapela Box website interface. At the top, there's a navigation bar with links for [home], myAccount, buy, faq, contact us, and blog. The main content area features a text-to-speech tool. On the left, there's a 'SELECT A LANGUAGE' dropdown set to 'English (USA)' and a 'SELECT A VOICE' dropdown set to 'Sharon - Premium'. Below these is a text input field containing the text: 'EVERYDAY LIFE Hello everybody, the life in our town starts really early in my case I have to wake up at 5 am in the morning to feed the chickens and ducks we have, next I ave to water some plants because we crop some fruits. After tat I take a shower around 6:30 in the morning, have the breakfast take my bck pack ang I go the school. In the afternoon ,come back home again I have to feed the animals once I have had y lunch. Next I have to do the homework and later I can play soccer with my friends.' Below the text is a 'LISTEN' button and a 'Download format: MP3' dropdown. On the right, there are two sliders: 'SPEECH RATE' ranging from 'Slow' to 'Fast' and 'VOICE SHAPING' ranging from 'Low' to 'High'. A 'PRONUNCIATION EDITOR' button is also present. At the bottom, there are three promotional boxes: 'NEWS FROM THE BLOG', 'WHAT IS ACAPELA-BOX', and 'CREATE!'. The Windows taskbar is visible at the bottom of the browser window.

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about hobbies in the Acapela box application.
- ✚ Then the students listened the composition about hobbies,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about hobbies.

Description of the Activities 8:

Creating a composition related about hobbies, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

ACTIVITY 9

NEIGHBORHOODS

Timing: 45 minutes

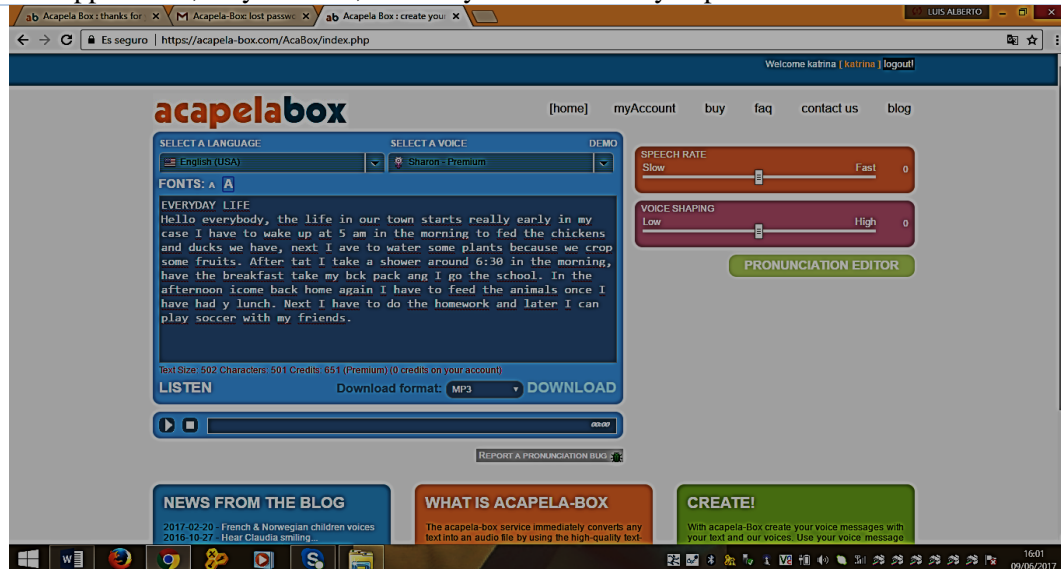
Values: Solidarity

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Neighborhoods

Objective: The students wrote a composition about living with neighbors in the Acapela box application, they listened, then they read and finally explained their classmates.

The screenshot shows the AcapelaBox website interface. At the top, there's a navigation bar with links for [home], myAccount, buy, faq, contact us, and blog. Below this is a main content area with a text input field containing a sample paragraph about everyday life. To the right of the text field are sliders for 'SPEECH RATE' (Slow to Fast) and 'VOICE SHAPING' (Low to High). Below the text field is a 'LISTEN' button and a 'DOWNLOAD' button. The interface also includes a 'PRONUNCIATION EDITOR' button and a 'REPORT A PRONUNCIATION BUG' link. At the bottom, there are sections for 'NEWS FROM THE BLOG', 'WHAT IS ACAPELA-BOX', and 'CREATE!'. The browser's address bar shows the URL https://acapela-box.com/AcaBox/index.php.

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about neighbors in the Acapela box application.
- ✚ Then the students listened the composition about neighbors,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front of the class their compositions,
- ✚ Finally the students shared opinions and ideas about neighbors.

Description of the Activities 9:

Creating a composition related about neighbors, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking from the students and questions about neighbors in their town to develop the cultural awareness.

ACTIVITY 10

OUT AND ABOUT

Timing: 45 minutes

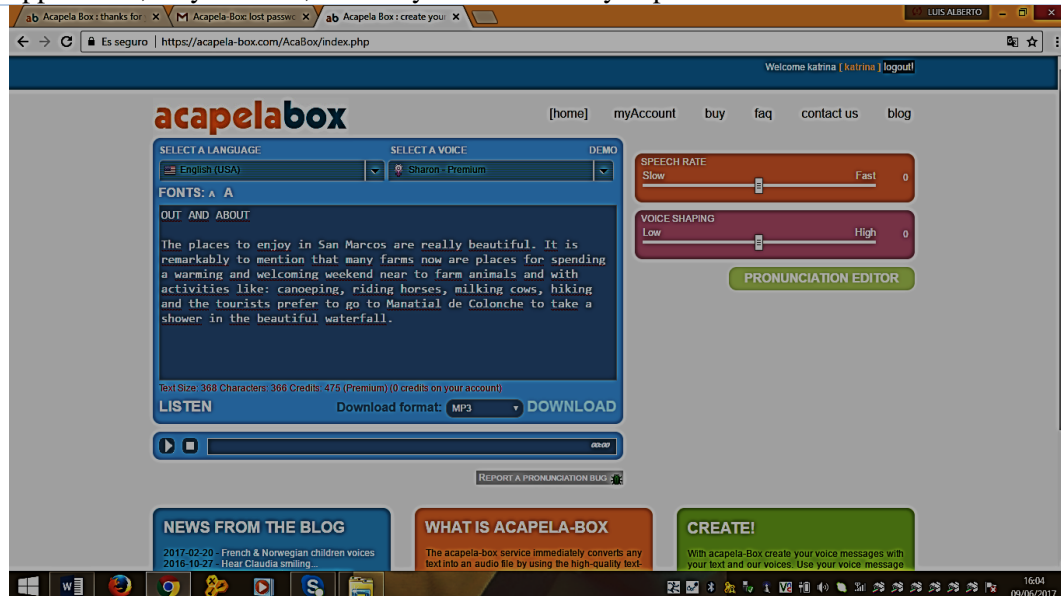
Values: Cultural Awareness

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Out and About

Objective: The students wrote a composition about walking around in the Acapela box application, they listened, then they read and finally explained their classmates.

The screenshot shows a web browser window displaying the AcapelaBox application. The page has a dark blue header with the logo and navigation links like [home], myAccount, buy, faq, contact us, and blog. Below the header, there are two dropdown menus for 'SELECT A LANGUAGE' (set to English (USA)) and 'SELECT A VOICE' (set to Sharon - Premium). A text area contains the text: 'OUT AND ABOUT The places to enjoy in San Marcos are really beautiful. It is remarkably to mention that many farms now are places for spending a warming and welcoming weekend near to farm animals and with activities like: canoeing, riding horses, milking cows, hiking and the tourists prefer to go to Manatíal de Colonche to take a shower in the beautiful waterfall.' To the right of the text area are sliders for 'SPEECH RATE' (Slow to Fast) and 'VOICE SHAPING' (Low to High). Below these are 'LISTEN' and 'DOWNLOAD' buttons. At the bottom of the page, there are three promotional boxes: 'NEWS FROM THE BLOG', 'WHAT IS ACAPELA-BOX', and 'CREATE!'.

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about walking around in the Acapela box application.
- ✚ Then the students listened the composition about walking around,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about walking around.

Description of the Activities 10:

Creating a composition related about walking around, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about walking around in their town to develop the cultural awareness.

ACTIVITY 11

SHOPPING

Timing: 45 minutes

Values: Honesty

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Shopping

Objective: The students wrote a composition about shopping in the Acapela box application, they listened, and then they read and finally explained their classmates.

The screenshot shows the Acapela Box web application. The main content area displays a text input field with the following text: "SHOPPING
We have seen in the book and in the television that the American culture and people from the big cities enjoy doing this activities but in our town we goto the neighborhood grocery store and when we need appliances we go the canton of La Libertad. I was talking with my friend about shopping and we have decided that we are going to to go the malls in Guayaquil which some peopehas told us that they are really huge." Below the text, there are controls for "LISTEN" and "DOWNLOAD" (format: MP3). To the right, there are sliders for "SPEECH RATE" (Slow to Fast) and "VOICE SHAPING" (Low to High). The interface also includes a "PRONUNCIATION EDITOR" button and a "REPORT A PRONUNCIATION BUG" link. The top navigation bar includes links for [home], myAccount, buy, faq, contact us, and blog. The bottom of the page features sections for "NEWS FROM THE BLOG", "WHAT IS ACAPELA-BOX", and "CREATE!".

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about shopping in the Acapela box application.
- ✚ Then the students listened the composition about shopping,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about shopping.

Description of the Activities 11:

Creating a composition related about shopping, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about shopping in their town to develop the cultural awareness.

ACTIVITY 12

WIDE WORLD

Timing: 45 minutes

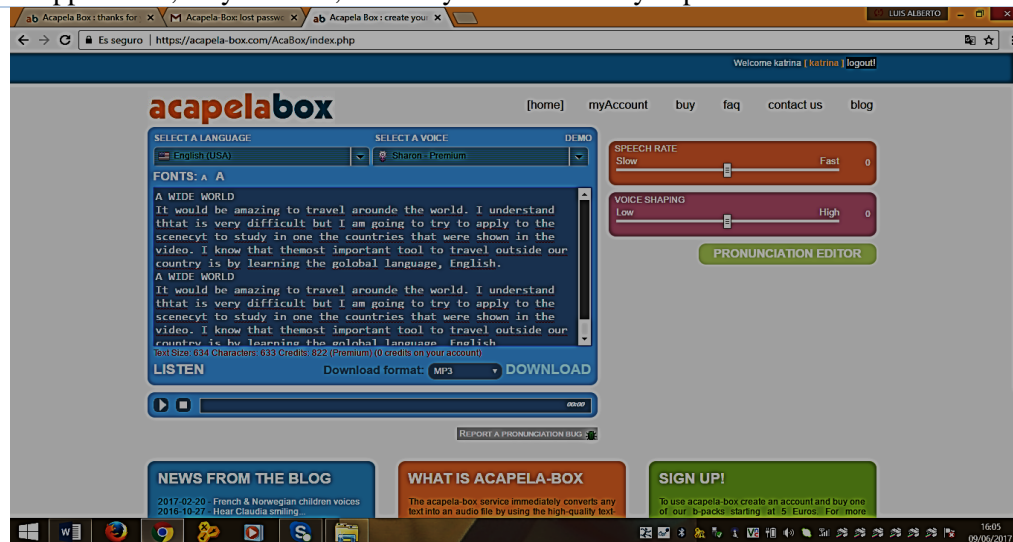
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Wide world

Objective: The students wrote a composition about traveling around the world in Acapela box application, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about traveling around the world in the Acapela box application.
- ✚ Then the students listened the composition about traveling around the world,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front of the class their compositions,
- ✚ Finally the students shared opinions and ideas about traveling around the world.

Description of the Activities 12:

Creating a composition related about traveling around the world, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

ACTIVITY 13

BUSY LIVES

Timing: 45 minutes

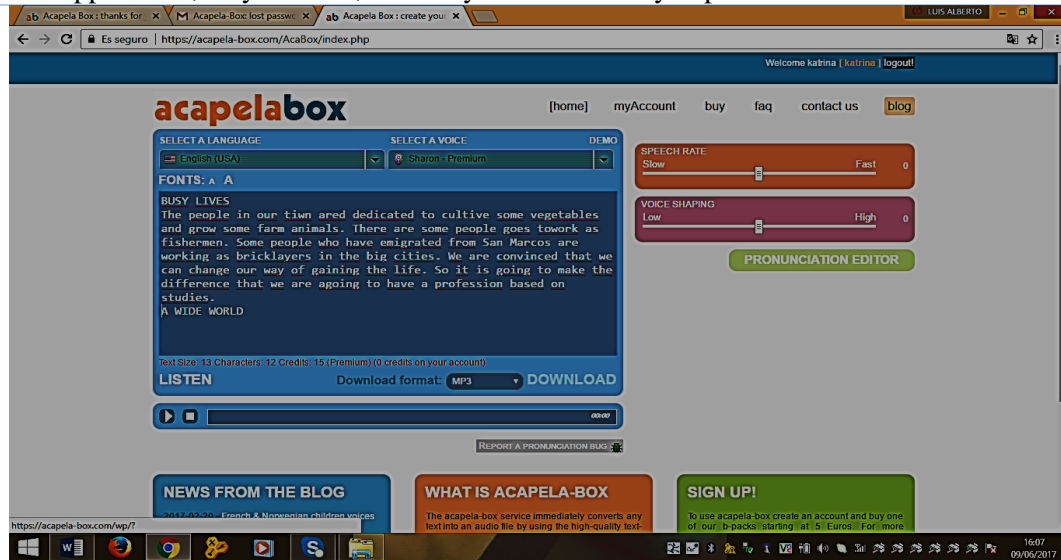
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Busy lives

Objective: The students wrote a composition about their school activities in the Acapela box application, they listened, then they read and finally explained their classmates.



The screenshot shows the AcapelaBox website interface. At the top, there is a navigation bar with links for [home], myAccount, buy, faq, contact us, and blog. The main content area features a text editor for the text "BUSY LIVES". The text reads: "The people in our town are dedicated to cultivate some vegetables and grow some farm animals. There are some people who work as fishermen. Some people who have emigrated from San Marcos are working as bricklayers in the big cities. We are convinced that we can change our way of gaining the life. So it is going to make the difference that we are going to have a profession based on studies. A WIDE WORLD". The interface includes controls for "SELECT A LANGUAGE" (English USA), "SELECT A VOICE" (Sharon - Premium), "SPEECH RATE" (Slow to Fast), and "VOICE SHAPING" (Low to High). There is a "PRONUNCIATION EDITOR" button and a "LISTEN" button. The bottom of the page has sections for "NEWS FROM THE BLOG", "WHAT IS ACAPELA-BOX", and "SIGN UP!".

Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about their school activities in the Acapela box application.
- ✚ Then the students listened the composition about their school,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front of the class their compositions,
- ✚ Finally the students shared opinions and ideas about their school.

Description of the Activities 13:

Creating a composition related about their school activities, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking from the students and questions about their school activities in their town to develop the cultural awareness.

ACTIVITY 14

LOOKING BACK

Timing: 45 minutes

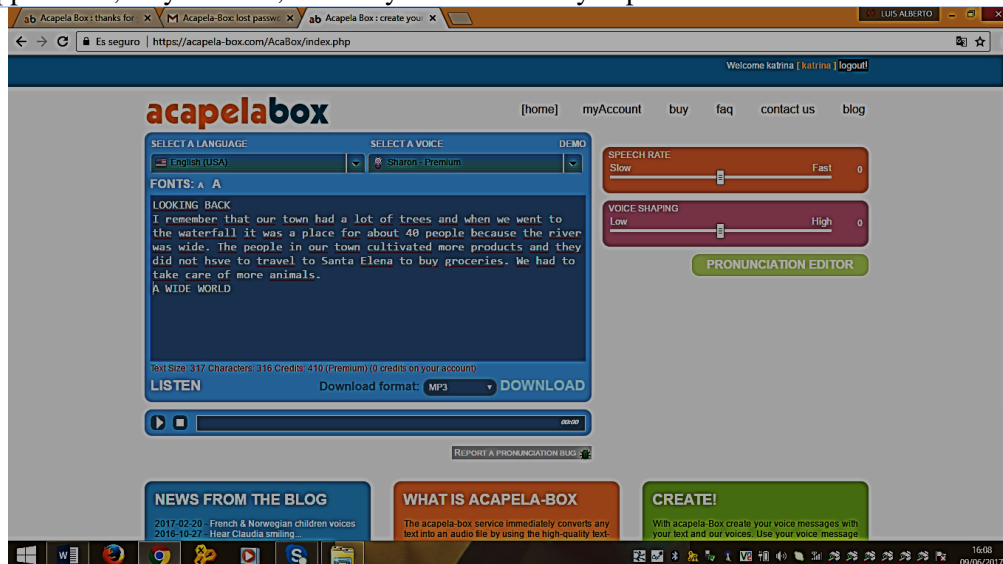
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: Looking back

Objective: The students wrote a composition about important events in the Acapela box application, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about important events in the Acapela box application.
- ✚ Then the students listened the composition about important events,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front of the class their compositions,
- ✚ Finally the students shared opinions and ideas about important events.

Description of the Activities 14:

Creating a composition related about important past events, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about important past events in their town to develop the cultural awareness.

ACTIVITY 15

IN THE NEWS

Timing: 45 minutes

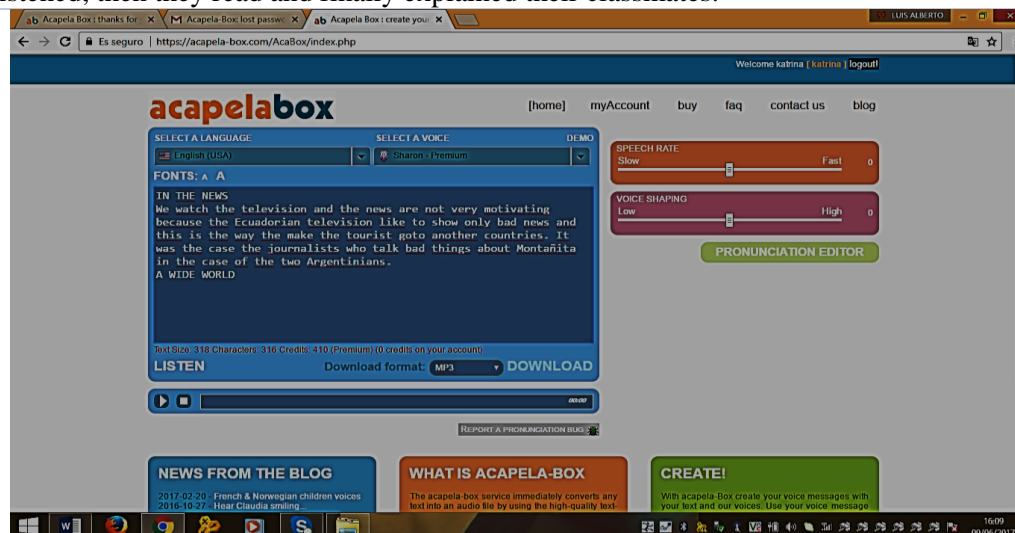
Values: Responsibility

Organization: group and individual

Resources: laptop, overhead projector, board

Topic: In the news

Objective: The students wrote a composition about news in Acapela box application, they listened, then they read and finally explained their classmates.



Source: <https://acapela-box.com/AcaBox/acabox-user-signup.php>

Author: Marjorie Katerine Merejildo

Procedure:

- ✚ First the students wrote a composition about news in the Acapela box application.
- ✚ Then the students listened the composition about news,
- ✚ After the students read and repeat the best as possible the composition,
- ✚ After that the students explain in front if the class their compositions,
- ✚ Finally the students shred opinions and ideas about news.

Description of the Activities 15:

Creating a composition related about news, this activity was aimed to develop the students' creativity.

Writing the composition in the Acapela box application to develop the basic communicative skill writing. Also, it was applied the development of Grammar and vocabulary subskills.

Listening the composition with Acapela box application to develop the listening skills like comprehension and pronunciation issues.

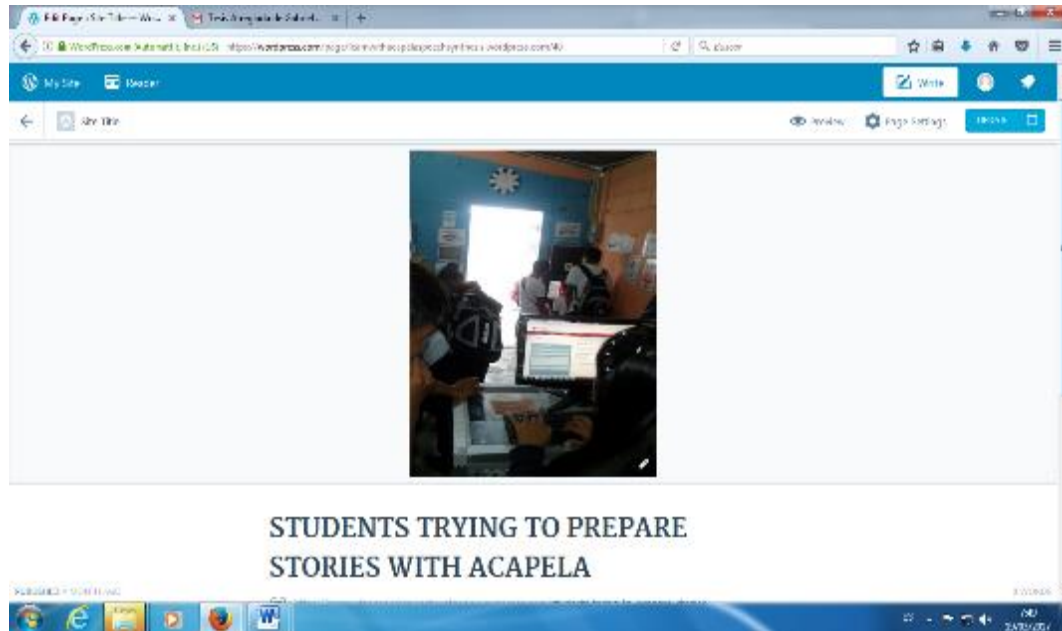
Reading the composition imitating the best as possible the pronunciation, pitch, rhythm, etc.

Explanation of the topic in front of the classmates to improve the speaking skills.

Sharing and discussion of the topic to develop the critical thinking form the students and questions about local news in their town to develop the cultural awareness.

4.4.2. BLOG OF SPEECH APPLICATION ACTIVITIES

ILLUSTRATION 10: STUDENTS PREPARING STORIES WITH ACAPELA



Source: <https://wordpress.com/page/learnwithacapelaspeechsynthesis.wordpress.com/40>

Author: Marjorie Katerine Merejildo

The picture shows the students working very motivated at creating their compositions. It was really rewarding to observe the enthusiasm the students to listen to their creations and repeat them. The most important aspect to outstand was the solidary to work in groups.

ILLUSTRATION 11: STUDENTS PRESENTING SPEECHES PREPARED WITH ACAPELA



Source: <https://wordpress.com/page/learnwithacapelaspechs.wordpress.com/39>
Author: Marjorie Katerine Merejildo

In the illustration 15 is noticeable the students are really proud explaining their compositions. It is amazing how the students like to work on new kinds of projects or in this case a new tool to learn and consequently a new way to teach.

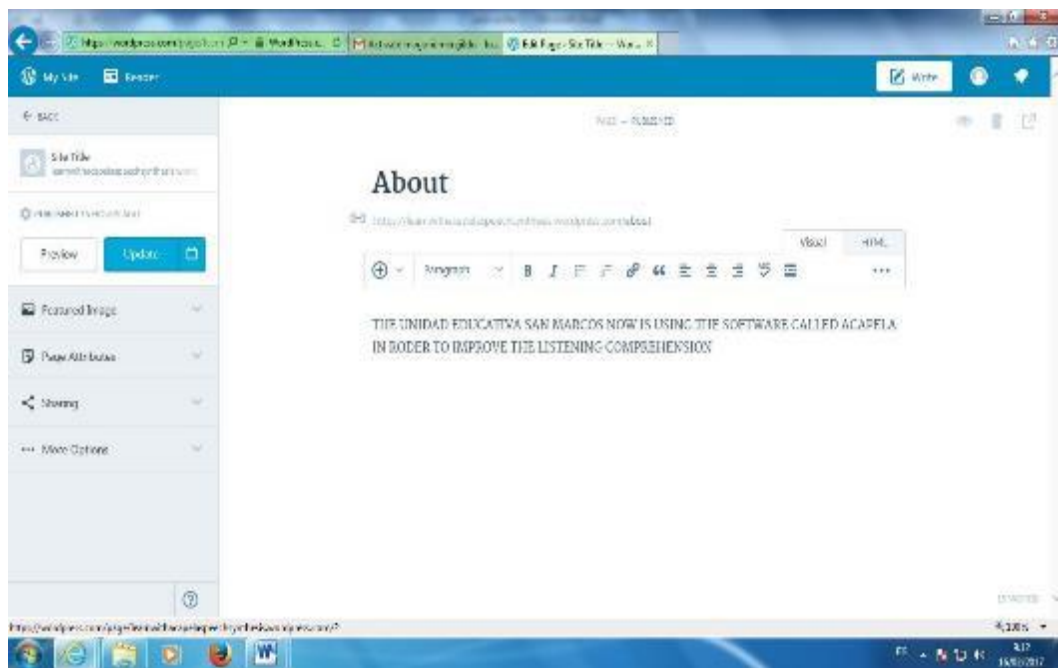
ILLUSTRATION 12: EXPOSITION WITH ACAPELA



Source: <https://wordpress.com/page/learnwithacapelaspechsynthesis.wordpress.com/37>
Author: Marjorie Katerine Merejildo

The next picture is the evidence from the students work on Acapela box, and showing the teacher and their classmates. The way to work multimedia tolls is not only to work with the technology but also develop the student's creativity and the interpersonal intelligence since the students liked to work groups, it was really pleasing to realize the some of them developed the leadership skills.

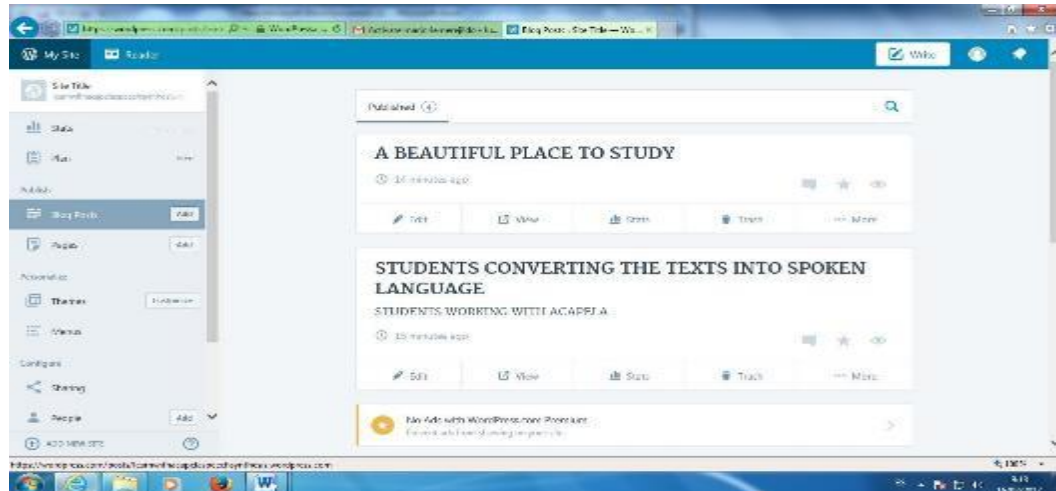
ILLUSTRATION 13: ACAPELA BOX



Source:<https://wordpress.com/page/learnwithacapelaspheechsynthesis.wordpress.com/2>
Author: Marjorie Katerine Merejildo

On the picture it is clear to see the evidence of the first steps that the students did in order to major in the speech application. The blog was the instrument to keep all the evidences worked with the Acapela box speech application.

ILLUSTRATION 14: SHORT SENTENCES



Source: <https://wordpress.com/posts/learnwithacapelasphechsynthesis.wordpress.com>
Author: Marjorie Katerine Merejildo

It was rewarding to evidence the students were giving the first steps in writing with Acapela Box speech application. All of the students by turns made sentences and short phrases and they were kept in the next blog.

ILLUSTRATION 15: LEARNING WITH ACAPELA



Source: <https://wordpress.com/posts/learnwithacapelasphechsynthesis.wordpress.com>
Author: Marjorie Katerine Merejildo

The big group of the students had the idea to keep the evidence and also the remembrance when they worked together, created paragraphs related to their lives, occupations, their towns, and learned to use an speech application that was useful to change text speech into spoken speech.

4.4.3. THE RESULTS OF THE DIAGNOSTIC TEST INDICATED A LOW LEVEL IN LISTENING COMPREHENSION IN ENGLISH

CHART 26: RESULTS OF THE PRE-TEST RECORDING OF LISTENING

		Names	Score
LISTENING	1	CAGUA QUIÑONEZ AURA MARILYN	4
	2	CATUTO POZO ANTHONY MILTON	6
	3	CATUTO TOMALA VALERIA VANESSA	5
	4	DE LA O JOSE CARLOS AGUSTIN	6
	5	FIGUEROA QUINDE BRYAN ALFREDO	6
	6	FLORES TOMALA ESTEFANIA CAROLINA	6
	7	GONZABAY MAGALLAN TATIANA VANESSA	5
	8	LIMON JOSE JUAN ANTONIO	4
	9	LIMONES MENOSCAL KEVIN LENIN	6
Source: Unidad Educativa San Marcos files Tuthor: Marjorie Katerine	10	LOPEZ ARROYO SHIRLEY ROXANA	4
	11	MAGALLAN DE LA A JULEXY SUGEIDY	5
	12	MAGALLAN MAGALLAN MADELINE CAROLINA	5
	13	MAGALLAN POZO KERLY JAZMIN	6
	14	MALAVE BELTRAN DAYSI MELISSA	5
	15	MALAVE DE LA O JOFREE DANIEL	4
	16	MALAVE MALAVE DONNY JOEL	5
	17	MALAVE PILAY GLORIA ALEXANDRA	6
	18	MALAVE SUAREZ RICARDO PAUL	6
	19	MERA SANTISTEVAN JHON JAIRÓ	6
	20	MUÑOZ POZO EDISON JACINTO	4
	21	ORTEGA JOSE HECTOR JAVIER	4
	22	PILAY BORBOR ROMINA MARJORIE	5
	23	POZO BORBOR MARLON STEVEN	6
	24	POZO CATUTO ROXANNA ANABEL	5
	25	POZO LIMA JULIO SAMUEL	6
	26	POZO POZO LENIN JHON	7
	27	PRUDENTE FLORES CARLOS ALFREDO	6
	28	PRUDENTE GONZABAY KERLY JULEYNI	4
	29	QUIMI FIGUEROA EVELYN ISABEL	5
	30	QUINDE TOMALA EDWIN JOSE	4
	31	RAMIREZ RODRIGUEZ BRYAN RONALDO	7
	32	RODRIGUEZ GONZABAY MIGUEL ANGEL	5
	33	RODRIGUEZ POZO KEVIN ANTHONY	5
	34	RODRIGUEZ TOMALA WASHINGTON JOEL	7
	35	ROSALES ROMERO ALEX GEOVANNY	6
	36	ROSALES ROMERO ALVARO LEONEL	4
	37	TOMALA CATUTO NAIDA LILIBETH	5
	38	TOMALA LIRIANO AMELIA KATHERINE	6
	39	TOMALA MALAVE GISSELLA YAMILEX	7
	40	TOMALA POZO DAIRA MARISOL	6
	41	TOMALA TOMALA TATIANA MARIUXI	7
	42	TOMALA TOMALA YARITZA KATHERINE	7

Source: Unidad Educativa San Marcos files

Author: Marjorie Katerine

**CHART 27: RESULTS OF POST-TEST APPLIED ACAPELA SPEECH
COMMUNICATIVE AND COMPETENCE**

		Names	Score
LISTENING	1	CAGUA QUIÑONEZ AURA MARILYN	8
	2	CATUTO POZO ANTHONY MILTON	8
	3	CATUTO TOMALA VALERIA VANESSA	8
	4	DE LA O JOSE CARLOS AGUSTIN	7
	5	FIGUEROA QUINDE BRYAN ALFREDO	6
	6	FLORES TOMALA ESTEFANIA CAROLINA	8
	7	GONZABAY MAGALLAN TATIANA VANESSA	8
	8	LIMON JOSE JUAN ANTONIO	7
	9	LIMONES MENOSCAL KEVIN LENIN	7
	10	LOPEZ ARROYO SHIRLEY ROXANA	7
	11	MAGALLAN DE LA A JULEXY SUGEIDY	8
	12	MAGALLAN MAGALLAN MADELINE CAROLINA	7
	13	MAGALLAN POZO KERLY JAZMIN	8
	14	MALAVE BELTRAN DAYSI MELISSA	7
	15	MALAVE DE LA O JOFREE DANIEL	8
	16	MALAVE MALAVE DONNY JOEL	7
	17	MALAVE PILAY GLORIA ALEXANDRA	8
	18	MALAVE SUAREZ RICARDO PAUL	7
	19	MERA SANTISTEVAN JHON JAIRO	8
	20	MUÑOZ POZO EDISON JACINTO	8
	21	ORTEGA JOSE HECTOR JAVIER	7
	22	PILAY BORBOR ROMINA MARJORIE	7
	23	POZO BORBOR MARLON STEVEN	7
	24	POZO CATUTO ROXANNA ANABEL	8
	25	POZO LIMA JULIO SAMUEL	7
	26	POZO POZO LENIN JHON	8
	27	PRUDENTE FLORES CARLOS ALFREDO	7
	28	PRUDENTE GONZABAY KERLY JULEYNI	7
	29	QUIMI FIGUEROA EVELYN ISABEL	8
	30	QUINDE TOMALA EDWIN JOSE	8
	31	RAMIREZ RODRIGUEZ BRYAN RONALDO	7
	32	RODRIGUEZ GONZABAY MIGUEL ANGEL	8
	33	RODRIGUEZ POZO KEVIN ANTHONY	8
	34	RODRIGUEZ TOMALA WASHINGTON JOEL	7
	35	ROSALES ROMERO ALEX GEOVANNY	8
	36	ROSALES ROMERO ALVARO LEONEL	8
	37	TOMALA CATUTO NAIDA LILIBETH	7
	38	TOMALA LIRIANO AMELIA KATHERINE	8
	39	TOMALA MALAVE GISSELLA YAMILEX	7
	40	TOMALA POZO DAIRA MARISOL	8
	41	TOMALA TOMALA TATIANA MARIUXI	7
	42	TOMALA TOMALA YARITZA KATHERINE	8

Source: Unidad Educativa San Marcos files

Author: Marjorie Katherine Merejildo

4.4.4. RESULTS

CHART 28: COMPARISSON BETWEEN PRE-TEST AND POST-TEST

COMUNICATIVE NAMES						
COMPETENCE PRE TEST – POST TEST						
LISTENING	1	CAGUA QUIÑONEZ AURA MARILYN	7	70%	8	80%
	2	CATUTO POZO ANTHONY MILTON	6	60%	8	80%
	3	CATUTO TOMALA VALERIA VANESSA	8	80%	8	80%
	4	DE LA O JOSE CARLOS AGUSTIN	6	60%	7	70%
	5	FIGUEROA QUINDE BRYAN ALFREDO	6	60%	6	60%
	6	FLORES TOMALA ESTEFANIA CAROLINA	8	80%	8	80%
	7	GONZABAY MAGALLAN TATIANA VANESSA	8	80%	8	80%
	8	LIMON JOSE JUAN ANTONIO	7	70%	7	70%
	9	LIMONES MENOSCAL KEVIN LENIN	6	60%	7	70%
	10	LOPEZ ARROYO SHIRLEY ROXANA	4	40%	7	70%
	11	MAGALLAN DE LA A JULEXY SUGEIDY	5	50%	8	80%
	12	MAGALLAN MAGALLAN MADELINE CAROLINA	7	70%	7	70%
	13	MAGALLAN POZO KERLY JAZMIN	8	80%	8	80%
	14	MALAVE BELTRAN DAYSI MELISSA	7	70%	7	70%
	15	MALAVE DE LA O JOFREE DANIEL	8	80%	8	80%
	16	MALAVE MALAVE DONNY JOEL	7	70%	7	70%
	17	MALAVE PILAY GLORIA ALEXANDRA	8	80%	8	80%
	18	MALAVE SUAREZ RICARDO PAUL	7	70%	7	70%
	19	MERA SANTISTEVAN JHON JAIRO	6	60%	8	80%
	20	MUÑOZ POZO EDISON JACINTO	8	80%	8	80%
	21	ORTEGA JOSE HECTOR JAVIER	7	70%	7	70%
	22	PILAY BORBOR ROMINA MARJORIE	7	70%	7	70%
	23	POZO BORBOR MARLON STEVEN	7	70%	7	70%
	24	POZO CATUTO ROXANNA ANABEL	8	80%	8	80%
	25	POZO LIMA JULIO SAMUEL	7	70%	7	70%
	26	POZO POZO LENIN JHON	8	80%	8	80%
	27	PRUDENTE FLORES CARLOS ALFREDO	7	70%	7	70%
	28	PRUDENTE GONZABAY KERLY JULEYNI	7	70%	7	70%
	29	QUIMI FIGUEROA EVELYN ISABEL	5	50%	8	80%
	30	QUINDE TOMALA EDWIN JOSE	8	80%	8	80%
	31	RAMIREZ RODRIGUEZ BRYAN RONALDO	7	70%	7	70%
	32	RODRIGUEZ GONZABAY MIGUEL ANGEL	8	80%	8	80%
	33	RODRIGUEZ POZO KEVIN ANTHONY	8	80%	8	80%
	34	RODRIGUEZ TOMALA WASHINGTON JOEL	7	70%	7	70%
	35	ROSALES ROMERO ALEX GEOVANNY	8	80%	8	80%
	36	ROSALES ROMERO ALVARO LEONEL	8	80%	8	80%
	37	TOMALA CATUTO NAIDA LILIBETH	7	70%	7	70%
	38	TOMALA LIRIANO AMELIA KATHERINE	8	80%	8	80%
	39	TOMALA MALAVE GISSELLA YAMILEX	7	70%	7	70%
	40	TOMALA POZO DAIRA MARISOL	8	80%	8	80%
	41	TOMALA TOMALA TATIANA MARIUXI	7	70%	7	70%
	42	TOMALA TOMALA YARITZA KATHERINE	8	80%	8	80%

Source: Unidad Educativa San Marcos files

Author: Marjorie Katherine Merejildo

4.4.5. PRE-TEST AND POST-TEST

It was necessary to prepare according to the level of the students, considering that they were going to understand clearly and the topic was about their daily activities at school and vocabulary they knew. The pre test was considered also as post test since in his way it was possible to notice the improvement.

The students are going to listen to the conversation, and are going to select the most appropriate answer.



Ministerio
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**UNIDAD EDUCATIVA
"SAN MARCOS"**



SAN MARCOS-COLONCHE-SANTA ELENA

1. How does Joshua go to school in Japan?
 - A. He takes a school bus every morning
 - B. He goes the subway at 8:00 AM.
 - C. He walks with a group of students.
2. Which item did Joshua not mention when talking about the thing he takes to school?
 - A. Backpack
 - B. Gym clothes
 - C. School hat
3. What is one of the first thing Joshua does when he arrives at school?
 - A. He practices his reading and writing
 - B. He stands and bows to the teacher.
 - C. He puts on his gym clothes for class.
4. Where does Joshua eat lunch at school?
 - A. In his lunchroom
 - B. In the lunchroom
 - C. In the gymnasium
5. What time does Joshua probably get home from school most days?
 - A. Between 1:00 and 2:00 pm
 - B. Between 2:00 and 3:00 pm
 - C. Between 3:00 and 4:00 pm

4.4.6. ANALYSIS OF THE RESULTS

Some teachers worked their classes with technological tools and the evidences helped to open their minds about the use of technological tools. Web tools such as Acapela, and blogs Acapela were useful for their profession because they were using additional tools outside the classroom.

The results of Acapela speech synthesis were much better than in comparison to the traditional teaching. Acapela speech helped the student to improve the listening comprehension and to get the best pronunciation in the foreign language.

4.5 CONCLUSIONS AND RECOMMENDATIONS.

CONCLUSIONS

1. The application of the ICT in the teaching learning process was really motivating, and the students developed their researching skills since they continued learning how to use other kind or multimedia resources.
2. The focus of the research was in the listening skill but it was necessary to work in other skills and sub skills. It was noticeable that the most important skill to develop the others was necessary to begin with listening because of the chronological order to be learned in a language. This is an advantage of the Acapela box.
3. It was outstanding to realize the better listening from the students with the use of the speech application Acapela box. Another aspect developed was the confidence to talk in front of the public.

RECOMMENDATIONS

1. It is recommendable to continue developing more researches that involve the communication and information technologies to motivate and encourage the students learning and the researching skills. It is recommendable to continue applying other uses from Acapela box in another subjects.
2. It is really advisable to gather all the skills and sub skills in the development of the projects because the students have to learn in a holistic way a language. The learning of a language cannot be learned by separating the skills in isolation. The students developed all the skills with Acapela box. The development of the listening skill was the beginning.
3. It was worthwhile to implement projects that helped to develop all the basic skills of a language. Nowadays at using the multimedia resources like the application of Acapela box.

4.6 ACHIEVEMENT AND EXPECTED RESULTS

The students really appreciated to have worked with the speech synthesis applications because it was something really new. They didn't supposed to work in a motivating way, with technology that could help them to guide in the English pronunciation and in the listening comprehension. It was outstanding to notice that they in fact improved their listening comprehension and consequently in another skills like reading, writing and speaking because the listening skill guide to develop another skills and the sub skills such as: grammar and vocabulary.

It was remarkable to realize that they increase their creativity because they created some stories and changed into spoken stories by using the speech synthesis applications. Another important skill properly developed was the cultural awareness by watching videos, making the summaries and talking about them.

4.7 TIMETABLE

CHART 29: TIMETABLE

ACTIVITIES	2015-2016																																			
	June				July				August				September				October				November				December				January				February			
	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
Approval of topic																																				
Appoiment of tutors	X	x																																		
Starting deliver of chapter I			x	x																																
Development of charter II					x																															
Starting deliver of chapter III						x																														
Development of charter II							x																													
Starting deliver of chapter IV								x																												
Development of charter IV									x																											
Deliver of chapter IV										x	x																									
Implementation of proposal											x	x																								
Development of preliminary pages														x																						
Deliver of proposal project work																		x	x							x										
Pre- defense of thesis																																				
Defence of thesis at. Academic Council																																				
Graduation Day																																				

Source: Unidad Educativa San Marcos

Author: Marjorie

Katerine

Merejildo

4.8 RESOURCES

a) Institutional

DESCRIPTION

INTERNET		
DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$30.00	\$30.00
Other expenses	\$150.00	\$150.00
TOTAL	\$180.00	\$180.00

b) Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$ 3.00	\$ 3.00
Prints	\$ 0. 50	\$ 11.00
Copies	\$ 0.20	\$ 4.50
Other	\$ 1.00	\$ 24.00
TOTAL		\$ 42.50

c) Technology

DESCRIPTION	UNIT COST	TOTAL COST
Lapto	\$ 450.00	\$ 450.00
Smartphone	\$ 250.00	\$ 250.00
TOTAL		\$ 700.00

d) Economic

TOTAL	\$922.50
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Source: Unidad Educativa San Marcos files

Author: Marjorie Katerine Merejildo

4.9. REFERENCES

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APPENDIX

ATTACHMENT 1: OBSERVATION PROTOCOL

OBSERVATION PROTOCOL	
School: _____	
Class : _____	
Observation: _____	
Observe involvement: _____	
Date: _____	
Duration of observation from _____ to _____	
Observation: _____	
Things I will expect to observe: _____	
How engaged students are while working in groups _____	
Students social skills to provide some material listening, writing, speaking	
Describe Notes	Reflect Notes

ATTACHMENT 2: SURVEY DIRECTED TO STUDENTS



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA LICENCIATURA EN INGLÈS

ENCUESTA A ESTUDIANTES

Dear students, have a warm greeting. The next interview has the objective to get information to elaborate the project with the title: “SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016” from the State University Peninsula de Santa Elena. The researching depends of the answers objectivity and sincerity that is the reason to write the corresponding names. The answers are going to be confident and are going to be only with researching purposes.

SELECT WITH AN X THE ANSWER

1. Which skill do you think is the most important?

Listening ___ Speaking ___ Reading ___ Writing ___

2. What listening activities do you prefer doing at class?

Videos ___ Songs ___ Stories ___ Audios ___

3. Would you like to know the pronunciation and the meaning from the words in the videos, song and audio?

Yes ___ No___

4. Would you like to make compositions both in written and spoken way?

Yes ___ No ___

5. Would you like to have a didactic unit planned with audio files that you can read and listen to them?

Yes ___ No___

6. What skills do you consider are going to improve?

Grammar ___ Vocabulary___

7. How do prefer to study English with a book or with audio files?

Audio files ___ Books___

8. Would you like to create your own content related to your town and with audio files?

Audio files ___ Books___

Thanks you for your collaboration

ATTACHMENT 3: SPECIAL INTERVIEW



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA**

LICENCIATURA EN INGLÈS

SPECIALIST'S INTERVIEW

Dear specialist, this interview will contribute to obtain important data for the research paper “SPEECH APPLICATIONS TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016” please take a 5 minutes to answer the questions with confidence; all the answer will be used absolutely for this work. Thanks in advance.

1. Do you consider that English is important nowadays on education?
2. How do you consider the English class should be?
3. Do you think that English teacher implement the right good strategies in class?
4. Do you consider that student development their listening skill?
5. Do you consider that better strategies could help students to improve their listening skill?
6. Do you think that listening skill could help to improve the better pronunciation in English?
7. How can you define a software Acapela?
8. What are advantage of using a software with listening skills?
9. How many frequency do you believe that could be use Acapela software in class?
10. Do you believe that students like the Application?

ATTACHMENT 4: TEACHER INTERVIEW



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA**

LICENCIATURA EN INGLÈS

SPECIALIST'S INTERVIEW

Dear specialist, this interview will contribute to obtain important data for the research paper "SPEECH APPLICATIONS TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016" please take a 5 minutes to answer the questions with confidence; all the answer will be used absolutely for this work. Thanks in advance.

1. Do you consider that English is important nowadays on education?
2. Do you think that English teacher implement the right good strategies in class?
3. Do you consider that student from this institution have development their listening skill effectively?
4. Do you think that listening skill could help to improve the better pronunciation in English?
5. How can you define a software Acapela?
6. What are advantage of using a software with listening skills?
7. How many frequency do you believe that could be use Acapela software in class?
8. Do you believe that students like the software by applied in differents activities into the class?

Thanks you for your collaboration

2.5 LEGAL BASIS

The Project: “SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE SANTA ELENA YEAR 2015-2016” is under protection from the Ecuadorian Political Constitution, which was approved in Montecristi, on July 23rd and 24th of 2008, that established:

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (Registro Oficial No. 417 del 31 de Marzo del 2011)

SECOND CHAPTER

State obligations about the Education right:

Art. 5. The education is a state obligation, an academic excellent formation, will form citizens with qualifications, virtues, skills and different abilities that guarantee the progress and development of the country.

Art. 6. A, The state must guarantee justice, equality, no discrimination and freedom, where are respected the traditional customs, beliefs, economical conditions.

E, the principals have to help in the quality of education, motivating the teachers and continuous training and update with the technological advance.

Segundo Suplemento – Registro Oficial No. 417 – Jueves 31 de marzo del 2011 (LOEI)

Art. 6, J. It must be promoted the teaching with productive activities applying techniques and strategies to satisfy the students promoting an interactive and interactive class with technology.

Art 11, K. The teachers have the obligation to improve an academic education during all their lives, to participate in opposition and promotion contests, placing in the corresponding categories, as an example for the new teachers.

PICTURE No. 1 students working with Acapela



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PICTURE No. 2 Students read the composition written in the Acapela box



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PICTURE No. 3 students listen a summary from Acapela box



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PICTURE No. 4 students creating a summary in Acapela box



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PICTURE No. 5 Students work in group with acapele box



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PICTURE 6 the class finished working with Acapela box



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PICTURE No. 7 Student talking about his town prepared with Acapela box



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 8 Student reading an article to make a summary in Acapela box



Author: Marjorie Katerine Merejildo Cruz

**CRUZ UNIDAD EDUCATIVA
“SAN MARCOS”
SAN MARCOS-COLONCHE-SANTA ELENA
2016-2017**



RUBRIC

Apellidos y Nombres:				CALIFICACIÓN
Docente:	MARJORIE MEREJILDO CRUZ			10
Fecha:				
Grado:		Paralelo:		
Quimestre:		Examen:		

LISTENING AND WATCH A VIDEO (10 POINT)



ATTACHMENT 5: RUBRIC

SPEAKING	They are going to watch a video and them to talk about this	Score
Fluency	2 points	
Grammar	2 points	
Written summary	2 points	
Pronunciation	2 points	
Vocabulary	2 points	
Total score	10 points	

Author: Marjorie Merejildo



**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22



FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS

Memorando n°: UPSE-FCEI-2016-215-M

La Libertad, mayo 30 de 2016

PARA: MEREJILDO CRUZ MARJORIE KATHERINE
ESTUDIANTE DE LA CARRERA DE LICENCIATURA EN INGLÉS

Asunto: Asignación de Tutor

En cumplimiento al Art. 9 del Reglamento de Graduación y Titulación y analizada la solicitud presentado por la estudiante, el Consejo Académico RCA-SO-009-2016 en sesión ordinaria del 28 de abril del año en curso, **RESUELVE** designar como nuevo **TUTOR** del tema SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016 a la **MSC. KLÉBER LOOR ZAMBRANO.**

Atentamente,

Nelly Panchana Rodríguez
Dra. Nelly Panchana Rodríguez

DECANA

NPR/lq



RECIBIDO

APELLIDOS Y NOMBRES:

FECHA: 30/05/2016

HORA: 4:00 pm.

Kléber Loor Zambrano
FIRMA



UNIDAD EDUCATIVA
"SAN MARCOS"
SAN MARCOS-COLONCHE-SANTA ELENA
unidadeducativasanmarcos@hotmail.com



SAN MARCOS-COLONCHE

La Libertad, Febrero 14 de 2017

San marcos-colonche 29 de Enero DEL 2016

En uso de mis atribuciones

CERTIFICO

Que Marjorie katerine Merejildo cruz CI: 0920857125, realizo en nuestra institucion su trabajo de investigacion previo a la obtencion del titulo de licenciado en ingles con el tema " **SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUACTIVA SAN MARCOS. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016**"

Es todo lo que puedo informar en honor a la verdad y autorizo al egresado Marjorie katerine Merejildo cruz, dar al presente documento el uso que estime conveniente.

Atentamente



MSc. WASHINGTON ROSALES

RECTOR

PENÍNSULA DE SANTA ELENA



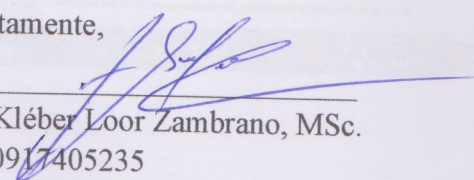
La Libertad, Febrero 14 de 2017.

CERTIFICADO ANTIPLAGIO 003 -TUTOR KWLZ-2017

En calidad de tutor del trabajo de titulación “ SPEECH APPLICATION TO IMPROVE THE LISTENING COMPRENHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016” elaborado por la estudiante **MARJORIE KATERINE MEREJILDO CRUZ**, egresada de la Carrera 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 Licenciada 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 6 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


Lic. Kléber Loor Zambrano, MSc.

C.I.:0917405235

DOCENTE TUTOR CLI 2017.

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Aplicaciones | Header image repre: | Nueva pestaña

URKUND

Dokument [esta manda el urkun MAP ODF.docx](#) (D25693268)

Inskickat: 2017-02-13 21:38 (-05:00)

Mottagare: klor.2.upse@analysts.orkund.com

Meddelande: Marjorie Harejido [Visa hela meddelandet](#)

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Örnämda källor

Autor: Marjorie Katarine Harejido URKUND: KLEBER LOOR

ABSTRACT

This work was investigated in English language using the technological resource. English around the world is the most important because is the second language that all the people speak. The listening skill is considered the first skill to be learned in the chronological order. So the problem is that the students can't develop their listening skills because is considered the skill most difficult the students, however this skill is the base to be practiced in the classroom to get the best results in the learners the listening comprehension. To practice the listening skills allows at the student to get and know the best pronunciation of the words and consequently the real meaning in the correct context. For this reason I considered that the teacher could be motivated at the students and provide any material or program that allows to transform the written texts into audible information.

This is going to be a very useful to understand the meaning of the words by catching the pronunciation of each one. It is going to be an important project because the students aren't going to be able to understand the texts from the English books but also they are going to make compositions by themselves and they are going to know and practice the adequate pronunciation made by a native speaker. Most of the mistakes that students make are the pronunciation ones but as teachers know that to practice a good pronunciation we have only to listen adequately and repeat the best as possible. And that is pronunciation.

Keywords: Google Site, Web Sites Listening Skills, Platform. INTRODUCTION

In the schools of Ecuador the main problem is that there aren't professional teachers. It means that the teachers who are teaching in school are people who have learned English in school in some English schools.

Windows taskbar: Home, Internet Explorer, VLC, HP, Firefox, Chrome, Skype, Word, PowerPoint, OneDrive, File Explorer, Task Manager, System Tray (Volume, Network, Power, Date/Time: 8:55 14/02/2017)

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It is outstanding to mention the researches based on teaching English are outdated and there are a lot of resources and modernizing methods, techniques, strategies and tasks. It is a shame to mention also that besides of all these advantages in our country most of the schools specially the public ones the teaching of English lack from the resources. The teachers who are teaching are not prepared at using Tics. In their teaching performance or in the feedback stage.

For this reason my project to provide a program that allows to transform the written texts into audible information. This is going to be a very useful to understand the meaning of the words by catching the pronunciation of each one. In order to learn a foreign language it is necessary to learn from the real native speakers. It has been the problem for Latin people to learn or acquire. Fortunately nowadays we have programs which can change from written texts into oral speech with the correct native accent. Another problem to face in my institution is the lack of technological equipment such as: computers, overhead projector, speakers, etc. Now with this kind of software we can create our own platforms with all the content involving topics according to our country and own reality.

For the development of the project I am going to use my personal computer and the only one overhead projector that the school has.

CHAPTER I

THE PROBLEM

SPEECH SYNTHESIS APPLICATIONS TO INCREASE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA

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La Libertad, 26 junio 2017

La Libertad 14 de Febrero 2017

Licenciado

Aníbal Puya Lino. MSc

DECANO FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS

Presente.

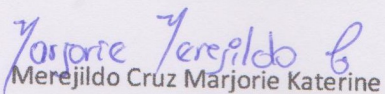
De mi consideración:

CERTIFICA:
Yo, MEREJILDO CRUZ MARJORIE KATERINE, portado de la Cédula de Ciudadanía N° 092085712-5, estudiante de la Carrera de Licenciatura en Ingles, en cumplimiento a los que dispone el Art. 20 del Reglamento de Graduación y Titulación, me permito solicitar a Usted, y por su intermedio al Consejo Académico de la Facultad de Ciencias de la Educación e Idiomas, se establezca **FECHA DE SUSTENTACIÓN DEL TRABAJO DE GRADUACIÓN**, previo a la obtención del Título de LICENCIADA EN EL IDIOMA INGLES.

Adjunto los requisitos establecidos.

Por la gentil atención a la presente quedo de usted agradecido.

Atentamente.


Merejildo Cruz Marjorie Katherine

CARRERA LICENCIATURA EN INGLES

N| Celular: 0997329932

Correo: shikita.doll82@gmail.com

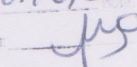


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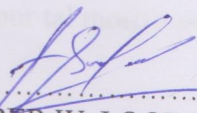
La Libertad 14 de Febrero 2017.

CERTIFICACIÓN DEL DIRECTOR DE TESIS

EL suscrito Lcdo. KLÉBER W. LOOR ZAMBRANO, MSc. tutor del Trabajo de Titulación de la egresada: **MARJORIE KATERINE MEREJILDO CRUZ**

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado "SPEECH APPLICATION TO IMPROVE THE LISTENING COMPRENHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016" 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.


.....
LCDO. KLÉBER W. LOOR ZAMBRANO. MSc.
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CARRERA DE LICENCIATURA EN INGLÉS

La Libertad, Marzo 22, de 2017

La Libertad, Marzo 22, de 2017.

CERTIFICADO DE REVISIÓN DE DIAPOSITIVAS

003 - TUTOR KWLZ-2017

CERTIFICADO DE PRE-DEFENSA

003 -TUTOR KWLZ-2017

El suscrito del presente documento certifica que la estudiante **MARJORIE KATERINE MEREJILDO CRUZ** egresada la Carrera Licenciatura en Inglés realizó la **PRE-DEFENSA** de su Trabajo de Titulación denominado " SPEECH APPLICATION TO IMPROVE THE LISTENING COMPREHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016" por tal motivo se autoriza que continúe con su trámite correspondiente.

Atentamente


.....
LIC. KLÉBER W. LOOR ZAMBRANO, MSc.
DOCENTE CARRERA LICENCIATURA EN INGLÉS 2017



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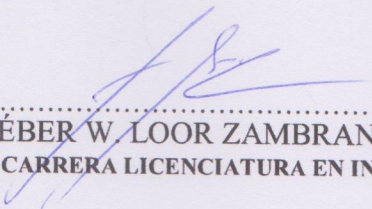
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La Libertad, Marzo 22, de 2017

CERTIFICADO DE REVISIÓN DE DIAPOSITIVAS
003 -TUTOR KWLZ-2017

En mi calidad de tutor del trabajo de investigación " SPEECH APPLICATION TO IMPROVE THE LISTENING COMPRENHENSION SKILL IN THE STUDENTS OF SECOND BGU AT UNIDAD EDUCATIVA SAN MARCOS, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016" elaborado por la estudiante **MARJORIE KATERINE MEREJILDO CRUZ** , egresada de la carrera Licenciatura en Inglés, Facultad de ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que luego de haber orientado, y revisado la presentación de las diapositivas en **PREZI**.las apruebo en todas sus partes, por cuanto reúne los requisitos y méritos suficientes para ser presentado en la pre-defensa y defensa final de su trabajo de titulación ante el tribunal de grado.

Atentamente


.....
LIC. KLÉBER W. LOOR ZAMBRANO, MSc.
DOCENTE CARRERA LICENCIATURA EN INGLÉS 2017

PICTURE No. 9 Open hose, students talked about food, summaries made with Acapela box



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 10 Students reading a story with Acapela box



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 11. Students used Acapela box to write some story



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 12 Students talked about story about own community, made with Acapela box



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 13 Interview with the teacher



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 14 Interview with the teacher



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 15 Interview to the principal



Author: Marjorie Katerine Merejildo Cruz

PICTURE No. 16 Interview to the principal



Author: Marjorie Katerine Merejildo Cruz