**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

"A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015".

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: LUIS GABRIEL PARRALES PICAZO

ADVISOR: MSc. KLEBER LOOR ZAMBRANO

LA LIBERTAD – ECUADOR

2015

UNIVERSIDAD ESTATAL

PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

ESCUELA DE IDIOMAS

CARRERA DE INGLÉS

"A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015".

TRABAJO DE TITULACIÓN

Previo a la obtención del Título de:

LICENCIADO EN INGLÉS

AUTOR: LUIS GABRIEL PARRALES PICAZO

TUTOR: MSc. KLEBER LOOR ZAMBRANO

LA LIBERTAD – ECUADOR

2015

La Libertad, June 25th 2015

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACION BASICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015" prepared by LUIS GABRIEL PARRALES PICAZO undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

....

Lcdo. Kléber Loor Zambrano MSc

La Libertad, June 25th 2015

STATEMENT OF AUTHORSHIP

I, LUIS GABRIEL PARRALES PICAZO with ID number. 0924687379 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACION BASICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this work to my beloved wife who encouraged me every day to finish this task.

To my children who gave me the necessary support and understanding during the development of this paper, without them none of this would have been possible.

Gabriel

ACKNOWLEDGEMENTS

First of all I thank God, who guided me throughout this process, to UPSE for all the support during these 5 years and to all my professors for their dedication and patience.

A special recognition to my ADVISOR MSc. Kléber Loor Zambrano for his support and guidance in this three-years-learning process.

Gabriel

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ABSTRACT

Today's society integrates the use of information and communication technologies (ICTS) and it is precisely in education where technological strategies should be implemented to allow students to consolidate the acquired knowledge and question such knowledge with teachers' supervision in their role of guides of the process. Listening is a hard skill which could be developed with practice because it is a process. Using web sites is one way to use the technology in the classroom and it is an opportunity to improve the listening skills using it. The present research shows the improvement of the listening skills of the fifth grade students from the "Escuela de Educación Básica EDUCA" through the creation of a web site. As the fundamental base of the research, Google Sites have been used, and additionally, a variety of tools in order to improve the skills mentioned before.

Keywords: Google Site, Web sites, Listening Skills, Audio and Video Sources.

INTRODUCTION

Technology has become an important tool for educators and the Government of Ecuador supports it. Furthermore, web sites are used for several purposes and one of them is the improvement in the English skills.

Listening is a hard skill that people need to practice in order to develop it. A strategy to practice listening for children is to watch videos because they love them.

"Listening for Us" was created to improve the listening skills and it is the opportunity to use the technology with an educational goal.

This research was structured in five chapters, which are divided in:

Chapter I, The Problem, describes the statement of the problem, significance of research, critical analysis, objectives and so on, whose purpose is to become a productive research.

Chapter II, The Theoretical Framework, gives details about preview research, philosophical and legal basis, fundamental categories, hypothesis and variables about this research.

Chapter III, Methodology, explains the methodological strategies in order to get a successful research. This chapter contains levels or type of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

The Chapter IV, The Proposal, expresses the solution to the problem, the design of the web site, the results and analyses the outcomes of this research

Chapter V, Administrative Framework, details the timetable, resources and budget of this research.

CHAPTER I

THE PROBLEM

1.1 TITLE

"A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACION BASICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

During the last twenty years there has been a huge change in the way technology has greatly influenced the teachers' lives. These changes have taken time to adapt in education, but teachers have slowly realized the need to adapt the technology to their classes.

In the past, technology was a simple dominant information; at the present time learners have to create and develop contents for a range of purposes, among them we can mention the blogs, forums and wikis. However, children and adolescents are extremely interested in the concept of creating, changing, showcase and sharing with their friends and family everything they like. For this reason the use of technology is very important.

On the other hand, Listening Comprehension plays a very important role in language acquisition. In 1970, little was known of how to develop this skill; but not long ago, listening was not considered as a separate skill. Fortunately, the role of listening in English language teaching has expanded, thus having its own characteristics, being a complex skill with an active process.

In Ecuador, public and private institutions have non-native speakers as English teachers. Most of them are being prepared for the First Certificate in English (FCE

EXAM), based on the Common European Framework, which is an important requirement for English teaching in the country. Furthermore, The Province of Santa Elena has many institutions that are applying technology to improve the teaching are learning process. They are using internet, laboratories, virtual libraries, etc., where students have access to web pages to do online exercises and develop the four language skills reading, listening, writing and speaking. Based on these premises, it is considered that at Escuela de Educación Básica "EDUCA" the use of technology can contribute to develop the English language during the teaching-learning process in the classroom.

1.2.2 Critical Analysis

There are many problems for students when they want to learn English or improve their linguistic abilities. A specific group of student was studying English two years ago at Escuela de Educación Básica "EDUCA" where teachers used different methods to teach. As a result of this research, this group has difficulties in the Listening Skill. The lack of time and proper guidance from the instructors make them unmotivated to continue with their language course and as a consequence they never learn the English language.

Escuela de Educación Básica "EDUCA", is an institution located in Salinas in working towards Bilingual Education and where its vision is aimed at the use of technology tools for the Teaching-Learning Process. In addition, students have access to technology such as ipods, ipads, tablets, laptops, including the latest video games and consoles.

This project aims to take advantage of this vision and the technological gadgets that fifth grade students possess. The research attempts to improve the listening skill by creating a web site specialized in the organization, systematization of the listening activities, according to the needs and level of the learners in this school year 2014 – 2015.

1.2.3 Problem formulation

Will the implementation of a web site help the fifth grade students of the Escuela de Educación Básica EDUCA improve their listening skills?

1.2.4 Guideline questions

- What are Information and Communication Technologies (ICTs)?

- What is the GOOGLE SITE?

- What is a web site?

- Which are listening skills?

- Is it necessary to implement a web site to improve the listening skills of the fifth grade students from the Escuela de Educación Básica "EDUCA"?

1.2.5 Problem Limitation

- **FIELD**: Education.

- **AREA**: English.
- **ASPECT:** Listening skills using a web site.

- **TITLE:** "A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACION BASICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"

- **PROBLEM:** The lack in the listening skills of the fifth grade students from the Escuela de Educacion Básica "EDUCA"

- **TIME LIMITATION:** The research will be held during the academic year 2014-2015.

- **POPULATION LIMITATION:** Fifth grade students from the Escuela de Educacion Basica "EDUCA".

- **SPACE LIMITATION:** Escuela de Educacion Basica "EDUCA".

- **CONTEXT LIMITATION:** This research will be focused on the influence of the web sites as a technological resource to improve the Listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA".

1.3 SIGNIFICANCE

The internet contains many resources where children, adolescents and the general public have access to several information, but websites do not teach by themselves. Teachers should explain how to use this tool for a specific purpose, in order to potentiate the knowledge.

Why is it that teachers are afraid of changing, especially if the environment is involved in technology? In this 21st century, many changes have affected in a positive way many fields, including EDUCATION. Most students are enrolled in at least one social network or in Facebook, Twitter, Badoo, and even use blogs where they write and share personal information.

Students know how the teacher communicates and understand when the teacher speaks; but when they find a native speaker ask themselves: "Why can't I

understand him/her?". This is one of the reasons why the creation of a Web site will allow the student to find a specific place where they can develop listening exercises with different accents like: American English, British English, and Australian English, where the pronunciation has a slight difference.

Furthermore, the Web site will have listening activities by levels. Fifth grade at Escuela de Educacion Basica "EDUCA" has 15 students, who are divided into three levels: A (High Level), B (Intermediate Level) and C (Pre-Intermediate) takes into account the standard of Common European Framework (CEF). The activities are not the same for each level because the levels of students are different. Most important is that the student will relate known videos for them, dialogues from native speakers and gradually they will develop listening skills with different dialects, accents and intonation.

1.4 OBJECTIVES

1.4.1 General Objective of the research

- To analyze the importance of the implementation of a web site to improve the listening skills of the fifth grade students from the "Escuela de Educacion Basica "EDUCA".

1.4.2 Specific Objectives of the research

- To identify advantages of using web sites in the classroom.

- To establish the theoretical and methodological framework to create a web site.

- To classify the listening activities that will be part in this web site.

- To design and implement the structure of the web site of listening skills.

EFFECTS

- Classes without technological resources
- Students can not use the technology to develop the listening skill
- Low English level

Difficulties in the Listening Skill of the fifth grade students at Escuela de Educación Básica EDUCA

CAUSES

- EDUCA does not have a web site to develop this skill
- English teachers do not have learning environments based on the use of technology
- Traditional English classes

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH
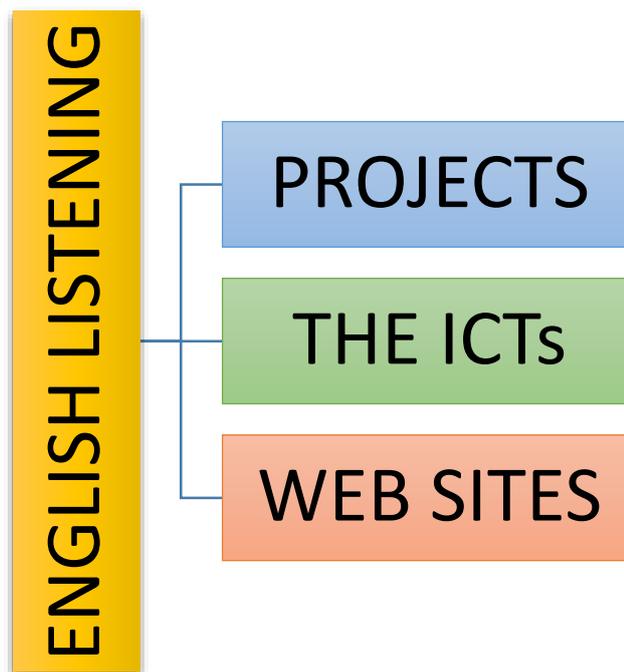
Author: Luis Gabriel Parrales Picazo

English is one of the most spoken languages around the world. For this reason some professionals in education have created projects to improve skills. Information and Communication Technologies (ICT) are helping educators to develop these projects.

Nowadays, the use of technology has facilitated the work of English teachers in order to improve language skills, and that people can appreciate what they have done in other countries. The results have been remarkably changing because the student is motivated to investigate further.

2.1.1 PROJECTS AROUND THE WORLD

There are situations in Malaysia, Colombia, and Hong Kong as examples for mentioning.

2.1.1.1 MALAYSIA

The School of Educational Studies in the University Sains Malaysia created a method to improve the listening comprehension in Preschool Children using Digital Stories. This project was developed in 2011 in a school located in Penang, Malaysia. The Internet-Based Technology was the tool to improve listening comprehension. The conclusion was focused in the results. Preschool students improved the listening comprehension because the Digital Stories promoted concentration on the oral input reception.

2.1.1.2 COLOMBIA

Colombia Government's goal is to focus on the "Plan Nacional de Bilinguismo". It expresses that each secondary school graduates will have a B1 Level by 2019. In this country some professionals are developing some projects in order to improve some English skills as listening and reading.

2.1.1.3 HONG KONG

Hong Kong, the first changes began in the classroom itself – new technologies such as overhead projectors, interactive whiteboards, laptop computers and wireless internet have opened up the classroom to the outside world. Teachers who spent their lives managing with a textbook, a tape recorder and a blackboard are now adept at using PowerPoint to present grammar, playing podcasts to practice listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most ground-breaking of all – empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts.

2.1.2 INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Educators wonder why ICT became a tool in a very short time. The answer is found by looking at the range of activities, methods, techniques that the internet provides that are adapted in the schedules of each teacher.

PERE, Marques. (2011) indicates the following:

> **"Computer programs are those created for the specific purpose of being used as a teaching tool, i.e. to facilitate the teaching and learning".** (p.4)

PERE tries to explain that what is on the internet can be very broad and often unsubstantiated things, but one teacher explores each page with the intention of using it as a teaching tool that helps in the ENGLISH LEARNING PROCESS in this case. There are many links you can access to practice listening and for that reason are chosen according to the needs, age of students, among other factors.

Ricardo, C. T. (2012), emphasizes the following in an Act of Conference:

> **"ICTs have features of a constructive learning environment as the stakes allow experimentation and problem solving, involving the student in the learning project and generate autonomous environments".** (p.286)

Autonomous environments indicate how the students without a teacher are looking for enriching their own information. This is due to the ease given to the student, the dynamism and creativity with which web pages have been created.

2.1.3 WEB SITES

Web sites direct education towards learning technology benefits considering that it is a very practical tool with great accessibility. The Ecuadorian Government has promoted the use of ICTs in the classroom, where the professor looks for tools on the internet in order to obtain material to be used as reinforcement.

The internet has a lot of tools which the teacher uses, but a Web site does not teach in isolation. Nothing gives specific instructions or how somebody has to do some exercises. Teachers must learn how to manage such resources for the student understanding and they know what they really should learn.

A Web site is a collection of files in a web page. One of them could be compared with a book where some items of study in this case be reviewed by the students there. This type of file has text, images, audio and video files, but also has links to other pages related to the same topic.

Nelson Mandela said "Education is the most powerful weapon which you can use to change the world." Our world is involved everywhere by technology. Education has changed with the use of it, and teachers have to use the tools that the Internet gives them.

2.2 PHILOSOPHICAL BASIS

David Graddol states that Technology involves several aspects as the language of social contexts, even political, business, education, and others.

As Zhang points out in his book "Computer – Assisted Foreign Language Education 3" (2006:11.1) in the Chapter 2: "The development tendency of the modern foreign language teaching and the computer assisted instruction", that "Multimedia and Network Technology can offer a friendly interface, real pictures and nice sounds that catch the students' attention while they are working".

Victor Hugo, a famous critic which his plays were relevant to develop the Romanticism, once said, "Nothing is as powerful as an idea whose time has come". Technology has come with several methods and techniques which it is involved.

Experts in a Delphi Study guided in the German Education, believe that "The new media lead to a major change in the culture of learning".

Vandergrift suggested that Listening Comprehension is the core of listening a foreign language. Even that it is a difficult skill, it is the most important to develop the other skills like reading, speaking and writing.

2.3 FUNDAMENTAL CATEGORIES

2.3.1 WEB SITE

A web site is a resource where someone will find a range of authentic content related to a specific topic. All are accessible to students seeking such information or strengthening a task at different levels.

2.3.2 ICT's

The ICT's are a set of new tools that store, process and transmit information. This information makes it easier to interact between people. Among the features of ICTs include: Formalism, Interactivity, Dynamism, Multimedia and Hypermedia.

2.3.3 ICTs IN THE EDUCATION FIELD

Nowadays, the use of technology is critical in the teaching-learning process since it has led to changes in the roles of teachers in the design and development of curriculum teaching strategies.

This type of technology in education has opened new models which allows students to develop an independent, active and dynamic work, with access to a range of activities.

The tools offered are: Weblogs, Wiki and Web quest. They are edu-communication tools that increase the skills of teachers and students, in addition to the construction of knowledge.

The youth of today are born into a digital world where you expect to be able to: create, design, consume, mix and share.

2.3.4 GOOGLE SCHOLAR AND ACADEMIC LIBRARIES

Google Scholar is a web-based scholarly search engine where people can find information in the academic libraries that it has. Google Scholar has exclusive material about projects that professionals have implemented around the world.

Google Academic restricts your search to books that have reliability, they are serious research, scientific articles, and journals on some issues and retrieve information on citations, abstracts and full text.

2.3.4.1. GOOGLE SCHOLAR AND ITS COMPONENTS

- **DATE:** If you need to restrict information or something happened recently you can tell from that date the item is needed and to obtain a more thorough search.

- **LANGUAGE:** You can set the language in which the information is needed.

- **QUOTES:** while the information is obtained you can see upcoming appointments of that particular document, which is very valuable since quotes are evidence of reliability.

- **RELATED ARTICLES:** if it is a valuable and important article, Google will recommend to relate this document that may be helpful items.

- **DOCUMENT TYPE:** you can see what kind of document is a webpage, PDF, Word, before deciding to open it.

- **FORMAT:** Google provides the formats in APA, MLA style, they can be used and in turn give credibility to the author of such appointment or document.

- **ALERT:** Is to create a search engine and associate it with a mail account to reach them by email a notice which tells any document related to the search.

- **LIBRARY:** You can collect documents in order to access them faster and more safely.

2.3.5. GOOGLE SITE

Google Site is the application of Google Apps for business that allows creating Web sites for your business. The information is stored and organized in a central location and is always available to users. Google Site works from any electronic device such

as tablets, laptops and desktop computers with Internet. Also works with any operating system either PC or MAC.

Google sites allow the creation of dynamic web pages with templates quickly and without decoding or html format. Creating a page is as easy as creating a document. This technology allows the use of different platforms where activities are views of different ways. Besides, before someone only view text files or tables individually, rather the users can share the same platform or be shared in a social network. Nowadays, with the advance of the Internet it has been left aside the traditional method where the teacher becomes a mediator in the process of student learning.

2.3.6. LISTENING SKILLS.

It is one of the most important communication skills. Having a good ear in English is something that takes time but with constant work can improve this difficult skill.

2.3.6.1. TYPES OF LISTENING

2.3.6.1.1. INFORMATIVE LISTENING

Informative Listening or Listening to Understand, is the most common because it is found in all areas. When people can listen to instructions, reports and speeches, it is informative listening. There are three keys related with Informative Listening: Vocabulary, Concentration and Memory.

2.3.6.1.2. RELATIONSHIP LISTENING

Relationship Listening is useful to improve the relationship between people. There are three key behaviors to have an effective listening: Attending, Supporting and Empathizing.

2.3.6.1.3. APPRECIATIVE LISTENING

Appreciative Listening includes Listening to music for enjoyment. The quality of this type of listening depends on three factors: Presentation, Perception and Previous Experience.

2.3.6.1.4. CRITICAL LISTENING

Critical Listening is used by Politicians, the media, salesmen. There are three factors to keep in mind: Speaker credibility, Logical Arguments and Psychological Appeals.

2.3.6.1.5. DISCRIMINATIVE LISTENING

Discriminative Listening is another relevant type. It includes some changes that involves the speaker like emphasis. There are three factors to consider: Hearing Ability, Awareness of Sound structure, and Integration of Non Verbal Clues.

2.4 LEGAL BASIS

2.4.1 CONSTITUTION OF ECUADOR

ARTICLE	DESCRIPTION
16	All persons, individually or collectively, have the right to: Literal 2: Universal access to information technology and communication.
277	To achieve the good life, are general obligations of the State: Literal 6: To promote and advance science, technology, arts. Ancestral knowledge and general community activities creative initiative, associative, cooperative and private.
340	The system consists of the fields of education, health, social security, risk management, physical culture and sport, habitat and housing, culture, communication and information, leisure, science and technology, population, human security and transportation.
347	It is the responsibility of the State: Literal 8: Incorporate information technology and communication in the educational process and promote the link education with social productive activities.

2.4.2 PLAN OF DEVELOPMENT OF TELECOMMUNICATIONS IN ECUADOR

OBJECTIVES	One of the objectives of the Plan will foster and strengthen the creation of a true information society and knowledge through a user-centered actions, and the environment in which they interact, so that makes available the following national facilities; • Electronic Government • Municipal Internet • Provincial Councils online • Basic Education and School Online • Health online • Large information systems and databases online • Digital libraries online • Digital television broadcasting and educational online • Digital Online training in higher education • Digital eCommerce online • Digital Tourism Online • Production sector online

2.4.3 ORGANIC LAW OF INTERCULTURAL EDUCATION

ART 347	Incorporate information technology and communication in the educational process and promote the link of education with productive or social activities.
CHAPTER ONE THE RIGHT TO EDUCATION **ART 6**	**J.** Ensuring digital literacy and the use of information technology and communication in the educational process, and foster the link of education to productive or social activities;
TRANSITIONAL PROVISIONS	**TWELFTH.-** **In the case of System Intercultural and Bilingual Education, a decade after the publication of this law, allocation and budget execution for schools of communities, peoples and nations will be preferential to improve educational quality in the following areas: teacher education and training, educational infrastructure, training and community participation, development and provision of teaching materials and implementation of information and communication technologies.**

2.5 HYPOTHESIS

A web site using Google Sites will improve the listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA".

2.6 VARIABLES OF STUDY

2.6.1. Dependent Variable

The listening skills.

2.6.2. Independent Variable

A web site.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The aim of this research paper will be based on qualitative methodology; these methods will allow the obtaining of specific results about the improvement of the listening skills of the Fifth Grade Students from the Escuela de Educacion Basica "EDUCA".

3.1.1 Qualitative Method

This project will use the qualitative method, in order to gather information about the uses of Web sites to teach listening, the researcher will interview several professionals and specialists: professionals, the principal, teachers and students.

This method will be used for this PROJECT in order to collect data related to the use of a Web Site by the Fifth Grade Students from the Escuela de Educacion Basica "EDUCA".

3.1.2 Inductive-deductive Method

This paper will use both approaches inductive and deductive. For the deductive method first of all the needed information about uses of Web sites to teach listening was gathered, analyzed, contrasted between authors and the results respectively, and finally simplified for the project. In contrast to the inductive method the researchers started with small observations to make assumptions about the improvement of the listening skills of the Fifth Grade Students from the Escuela de Educacion Basica "EDUCA".

3.1.3 Scientific Method

This method will show the real improvement of the listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA" using a web site.

3.1.4 Observation Method

This method will help to find detailed information about causes and effects of the problem related to the use of a web site to improve the listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA".

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 Field Research

It will be important the use of the technology in the English teaching process to improve the listening skills regarding the implementation of a web site during the next school year 2015. It will be applied in fifth grade students who show the consequences and weakness involved in the problem.

3.2.2 Bibliographic Research

It will allow for searching and selecting scientific-theoretical foundations on the subject of investigation; the key topics are related to the uses of web sites and ICT in the primary education field.

3.2.3 Correlational Research

This method will measure the degree of relationship between the stated problem (The improvement of the listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA") and the proposal (The use of a web site created).

3.2.4 Applied Research

This type of research will allow the use of a web site in order to improve the listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA".

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research is composed by all the 15 students of the fifth grade from the Escuela de Educacion Basica "EDUCA".

Chart 1: Population

Nº	Descripción	Quantity	%
01	Principal at "EDUCA"	1	3.70
02	English teachers at "EDUCA"	8	29.63
03	Professionals	3	11.11
04	Fifth grade students at "EDUCA"	15	55.56
TOTAL		27	100 %

Source: Secretary of Escuela de Educacion Basica "EDUCA".
Author: Luis Gabriel Parrales Picazo

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent Variable: A web site created for fifth grade students from Escuela de Educacion Basica "EDUCA".

Chart 2: Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
A web site created for fifth grade students from Escuela de Educacion Basica "EDUCA".	Google Sites ICTS Web sites	Methodological Strategies Tools Technology Audio Video Web sites	Does the teacher apply the right and appropriate teaching methodology in the classroom? Are the students able to use technological resources in the classroom? Will the use of technological resources improve listening skills? Are the teachers able to use the technology in class? Will the use of technological resources improve listening skills to Fifth Grade Students?	Observation Survey Interview Camera Video-Camera

Author: Luis Gabriel Parrales Picazo

3.4.2 Dependent Variable: The listening skills are improved with the web site.

Chart 3: Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The listening skills are improved by a web site.	Teaching Listening Methodology and Strategies	The Use of Technology	Are students doing Listening exercises on the internet?	A Guide
				Lesson Plans
			Does the teacher promote the practice of listening skills?	Observation sheet
	Connection Learning	Motivation		Observation
				Interview
			Will the web site improve the listening skills of the fifth grade students from the Escuela de Educacion Basica "EDUCA"?	Survey
	Receptive ability development (Listening)			

Author: Luis Gabriel Parrales Picazo

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The following techniques will be applied during this research: Survey and Interview

3.5.1.1 Survey

This technique will be applied to collect precise data through direct questions regarding the problem and the proposed solution. It will allow getting results about the advantages of the creation of a Web site to improve listening skills to fifth grade students from Escuela de Educacion Basica "EDUCA".

3.5.1.2 Interview

This technique will be used to obtain direct information from the principal of EDUCA and Professionals. From the first interviewed person it will be possible to know the use of technologies and web sites in Escuela de Educacion Basica "EDUCA" and from the professionals, it will be possible to compare the use of the Technology and web sites in the education field to teach English.

3.5.2 Instruments

3.5.2.1 Camera, video - camera

This instrument will be used to capture images and videos in order to reproduce them later and have evidence of the implementation of a web site.

3.5.2.2 Notebook

This instrument will be used to take notes of the different activities developed throughout this research. The activities are: the most relevant part from interviews, the observations from surveys, drafting of some listening activities.

3.5.2.3 Questionnaire

It is a document with several questions which was elaborated to get information about the stated problem.

3.6 DATA COLLECTION PLAN

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

Chart 4: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the Listening Skills
2. From which people or objects?	The Fifth Grade Students from Escuela de Educacion Basica "EDUCA".
3. About what aspects?	Creation of a web site
4. Who?	Undergraduate student (English Teacher: Gabriel Parrales)
5. To Whom?	Students, Teachers, Principal and Professionals
6. When?	2014 - 2015.
7. Where?	Escuela de Educacion Basica "EDUCA"

8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually
10. What data collection techniques?	Interviews and Surveys
11. With what?	Lists, an activity guide, and cameras.

Author: Luis Gabriel Parrales Picazo

3.7 DATA PROCESSING PLAN

Chart 5: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The low scores in listening practice and the use of technology was determined through surveys directed to fifth grade students and English teachers from Escuela de Educacion Basica "EDUCA". The use of a web site to improve the listening skills of students was justified.	Once the problem was discovered the investigators started looking for related information in: Books, articles, internet, among others. Also an interview with the principal of "EDUCA" and the Specialists.	Once the problem was confirmed in the Escuela de Educacion Basica "EDUCA", surveys and interviews were made (survey for students and English teachers and interviews for principal, and specialists), these were analyzed in order to develop a proposal to solve the stated problem.	Using all the collected data that proved the low scores in listening practice of fifth grade students from Escuela de Educacion Basica "EDUCA", it was important to involve the principal and English teachers in the incoming process in order to improve the listening skills in each student.	Implementing a web site for fifth grade students from Escuela de Educacion Basica "EDUCA" will improve their listening skills.

Author: Luis Gabriel Parrales Picazo

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 INTERVIEW DIRECTED TO PRINCIPAL FROM "EDUCA"

Question 1: What are the advantages of using ICTs in the Elementary Education?

INTERPRETATION

The principal said that there are several uses of ICT because teachers need to explain a specific topic with resources from Internet. Furthermore, children can use the Internet to research by themselves.

Question 2: At "EDUCA" the mission includes the use of ICTs in the classrooms, so what is your perspective on society?

INTERPRETATION

The principal said that EDUCA perspective is to implement technology in the children's lives. They can use their tablets to do some educational activities guided by their teachers.

Question 3: How could technology become an important factor in Bilingual Education?

INTERPRETATION

The principal said Internet is joined with educational information to use in class, where teacher and students share it and find new knowledge in the English learning process.

Question 4: Do you consider that a web site is an excellent tool in the English teaching process?

INTERPRETATION

The principal thought web sites are excellent tools in the English teaching process because they were created with this purpose. The education has been innovated with these advantages.

Question 5: Do you support the implementation of a web site to improve the listening skills in the "EDUCA" students?

INTERPRETATION

The principal expressed that she agrees with this implementation at EDUCA to improve the listening skills in the students.

3.8.2 INTERVIEW DIRECTED TO INTERVIEW SPECIALISTS

Question 1: How technology is used in our country?

All the specialists stated that the implementation of new and improved technology resources is providing a better quality of life for its inhabitants, because the recent features of many devices help in teaching process with some apps, one example: The long-distance communication, using the Internet can reach more remote places and the communication is immediate.

Question 2: What advantages will the students have with the implementation of technology in elementary school?

All the specialists indicated that the benefits would be a lot if it considers important the systematization using computers or other technological devices. Using ICT (Information and Communication Technologies) can develop new methods in Education that achieved to strengthen the process of teaching and learning; virtual classrooms, forums, video conferences are among many tools provided by technology and are applicable to many areas of life, especially in Education at all levels.

Question 3: Do you think the use of web sites could increase the ability or any skill in the students?

One specialist stated that web sites would become a useful tool for students. The rest of specialists indicated that web sites are designed with a specific purpose in the network and this information is taken from books, magazines, etc. Some web sites have been created for educational purposes, they have exercises, presentations, animations and examples of all sorts of topics from different areas of knowledge.

Question 4: What is your suggestion to students in the use of technology?

All specialists stated that technology is a double-edged sword and if it is not used as it should, it can become very dangerous, in this case I think that parents should control both the technological tools that students use, as well as the sources of information to which access and schedules to allocate for that, that in order to prevent students from accessing undue pages, where they receive misinformation, or they fall into the adiction of social networks.

Question 5: What are your suggestions to English teachers in the use of technology?

One specialist indicated that teachers have to continue using it, but are constantly updating and innovating. The rest of specialists stated that technology has to be used as a complementary tool, the teacher can make use of projectors and via internet link to educational sites that reinforce the topics covered in classes as an additional activity; encourage the students the correct and appropriate use of schedules.

3.8.3 SURVEY DIRECTED TO STUDENTS

Question 1: Which device do you use the most to surf the Net?

Objective: To determine which device is the most useful to surf the Net.

Chart 6: Question 1: Which device do you use the most to surf the Net?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Cell	2	13.33%
Tablet	7	46.67%
Ipod	1	6.67%
Ipad	1	6.67%
Laptop	2	13.33%
Computer	2	13.33%
TOTAL	15	100%

Graph 1: Question 1: Which device do you use the most to surf the Net?
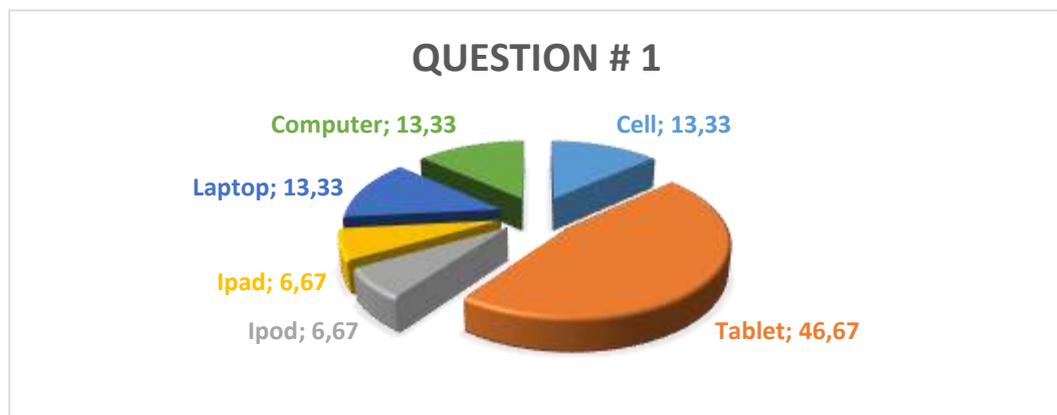
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 46,67% of Students use TABLETs, **13,33%** use Cell, **13,33%** Laptop and **13,33%** Computer; **6,67%** use Ipad and **6,67% Ipod.**

Qualitative: Tablet is the most useful device among students to surf the Net.

Question 2: Does your teacher use technology when you receive classes?

Objective: To determine if the teacher uses technology in class.

Chart 7: Question 2: Does your teacher use technology when you receive classes?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	14	93.33%
No	1	6.67%
Total	15	100%

Graph 2: Question 2: Does your teacher use technology when you receive classes?

Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 93,33% of Students said Yes, **6,67%** said No.

Qualitative: Students considered that the teacher uses technology in class, only a student expressed that the teacher doesn't use technology in class.

Question 3: Do you consider that the USE OF TECHNOLOGY is important in class?

Objective: To determine the importance of the use of technology in class.

Chart 8: Question 3: Do you consider that the use of technology is important in class?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	11	73.33%
No	4	26.67%
Total	**15**	**100%**

Graph 3: Question 3: Do you consider that the use of technology is important in class?
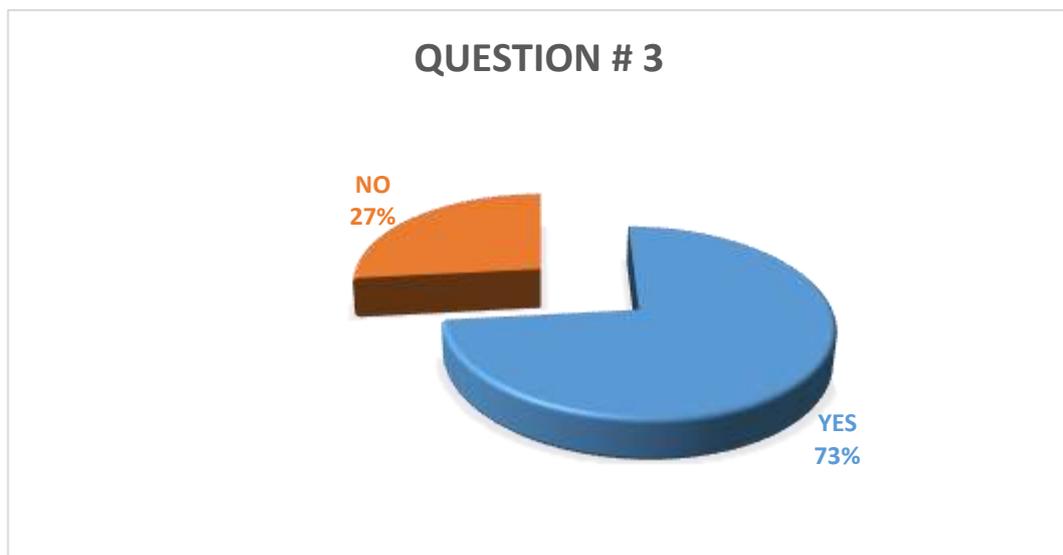
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 73,33% of Students said Yes, **26,67%** said No.

Qualitative: Students considered that is important the use of technology in class, only few students expressed technology is not important.

Question 4: How often do you use Internet?

Objective: To determine how often the students use Internet?

Chart 9: Question 4: How often do you use Internet?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Every day	7	46.67%
Three times per week	3	20%
Once per week	2	13.33%
Once per month	3	20%
Total	15	100%

Graph 4: Question 4: How often do you use Internet?
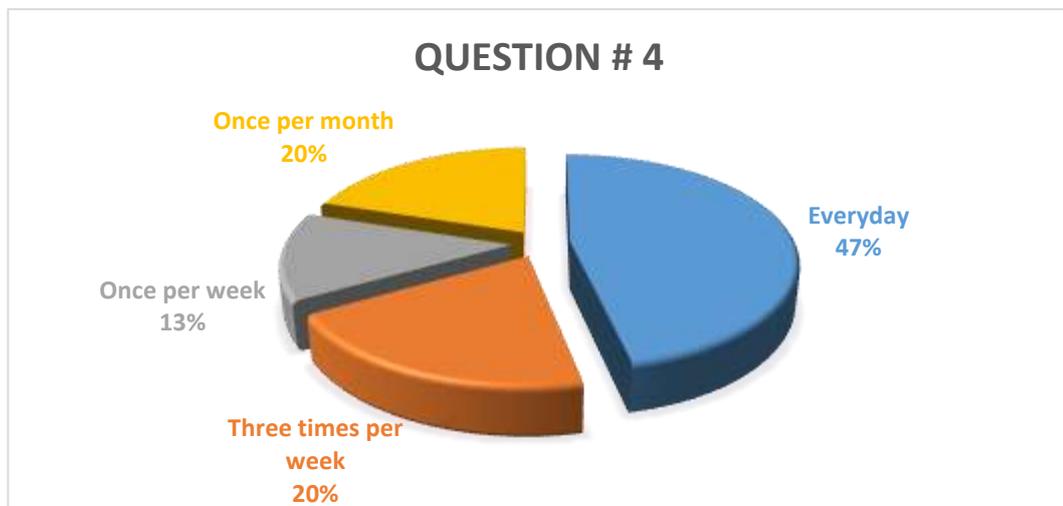
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 46,67% of Students use Internet every day, **20%** three times per week, **20%** once per month, and **13,33%** once per week.

Qualitative: Students use Internet every day with the higher percentage.

Question 5: Do you like English?

Objective: To determine if the students like the English subject.

Chart 10: Question 5: Do you like English?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	14	93.33%
No	1	6.67%
Total	15	100%

Graph 5: Question 5: Do you like English?
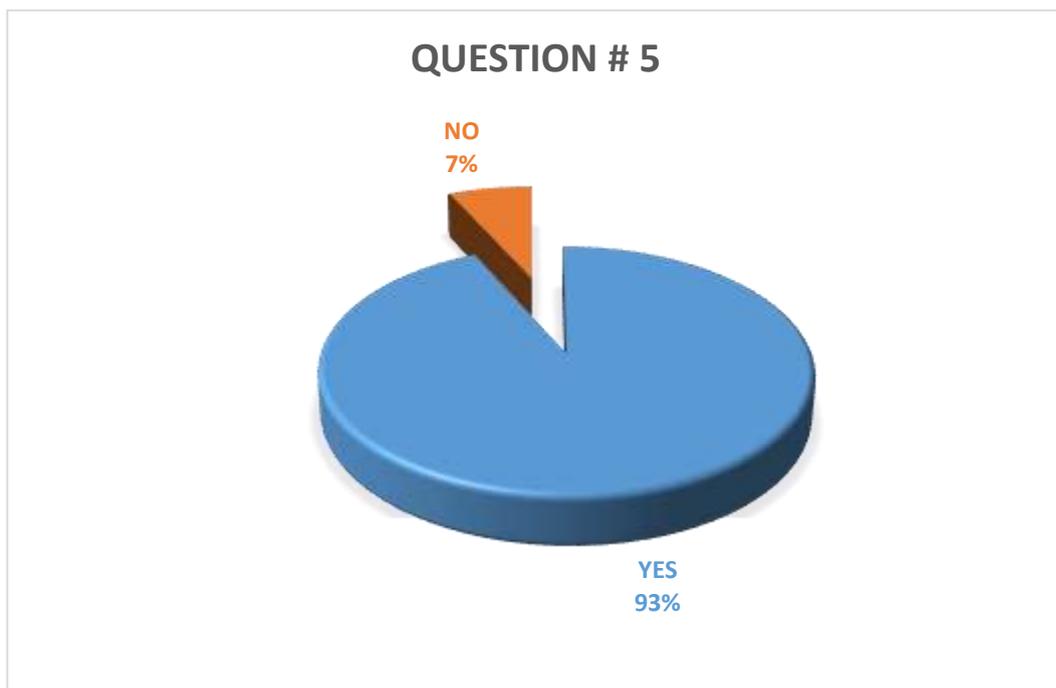
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 93,33% of Students said YES, **6,67%** said NO.

Qualitative: Students like English but just one student doesn`t like it.

Question 6: Which English Skill is the most difficult for you?

Objective: To determine the most difficult English Skill of the students.

Chart 11: Question 6: Which English skill is the most difficult for you?

ALTERNATIVES	FREQUENCY	PERCENTAGE
READING	2	13.33
LISTENING	9	60.01
SPEAKING	2	13.33
WRITING	2	13.33
Total	**15**	**100%**

Graph 6: Question 6: Which English skill is the most difficult for you?
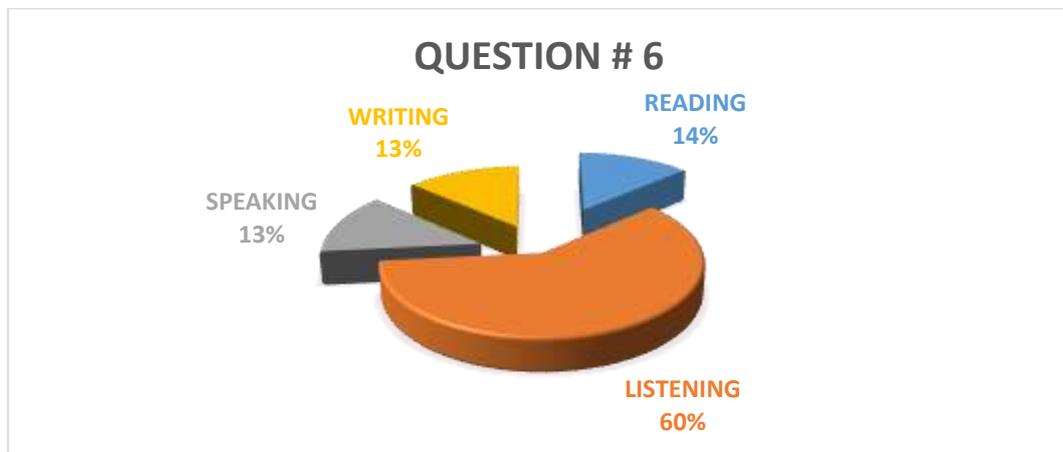
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 60,01% of students said listening, **13,33%** reading, **13,33%** speaking, and **13,33%** writing.

Qualitative: Students said listening is the most difficult skill for them.

Question 7: Do you use the Internet to study English?

Objective: To determine if the students use the Internet to study English.

Chart 12: Question 7: Do you use the Internet to study English?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	13	86.67%
No	2	13.33%
Total	15	100%

Graph 7: Question 7: Do you use the Internet to study English?
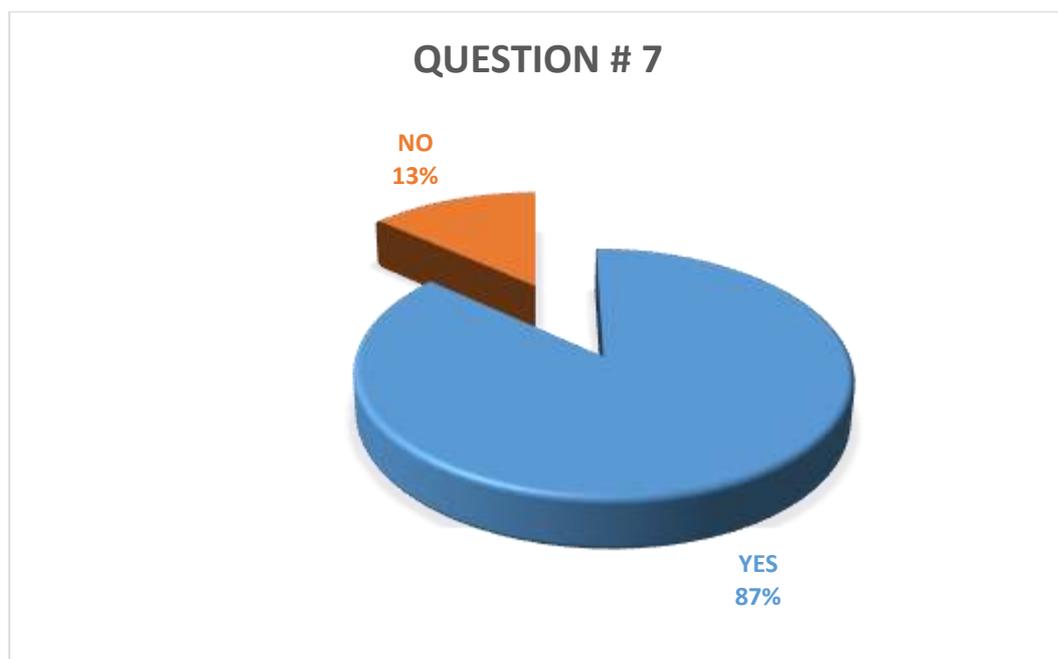
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 86,27% of Students said YES, **13,33%** said NO.

Qualitative: Most of Students use the Internet to study English but just 2 students do not use it.

Question 8: How often do you practice listening at home?

Objective: To determine how often the students dedicate to practice listening at home.

Chart 13: Question 8: How often do you practice listening at home?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Everyday	2	13.33%
Three times per week	3	20%
Once per week	7	46.67%
Once per month	3	20%
Total	**15**	**100%**

Graph 8: Question 8: How often do you practice listening at home?
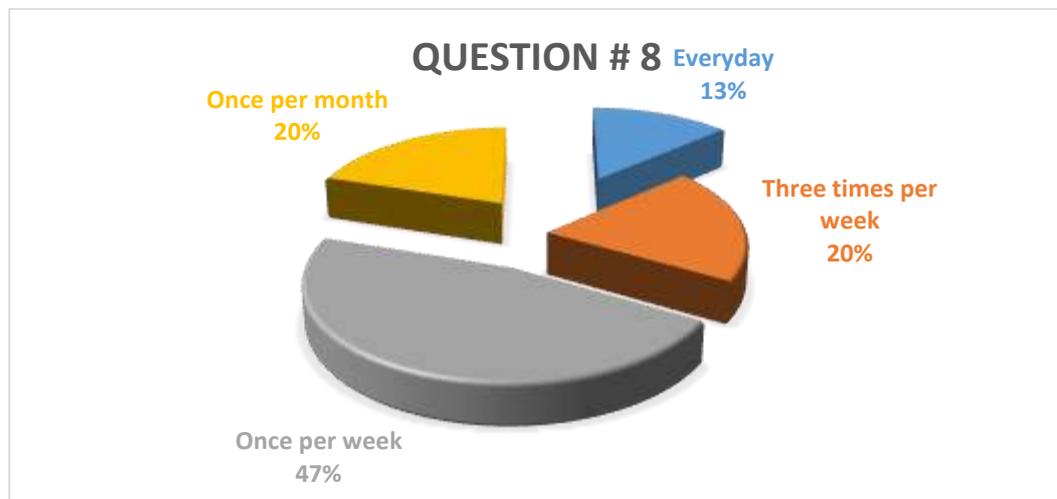
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 46,67% of students practice listening once per week, **20%** three times per week, **20%** once per month, and **13,33%** every day.

Qualitative: Students use the Internet once per week with the higher percentage.

Question 9: Do you know any web site to practice English?

Objective: To determine if the students know a web site dedicated to practice English.

Chart 14: Question 9: Do you know any web site to practice English?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	10	66,67%
NO	5	33,33%
Total	15	100%

Graph 9: Question 9: Do you know any web site to practice English?
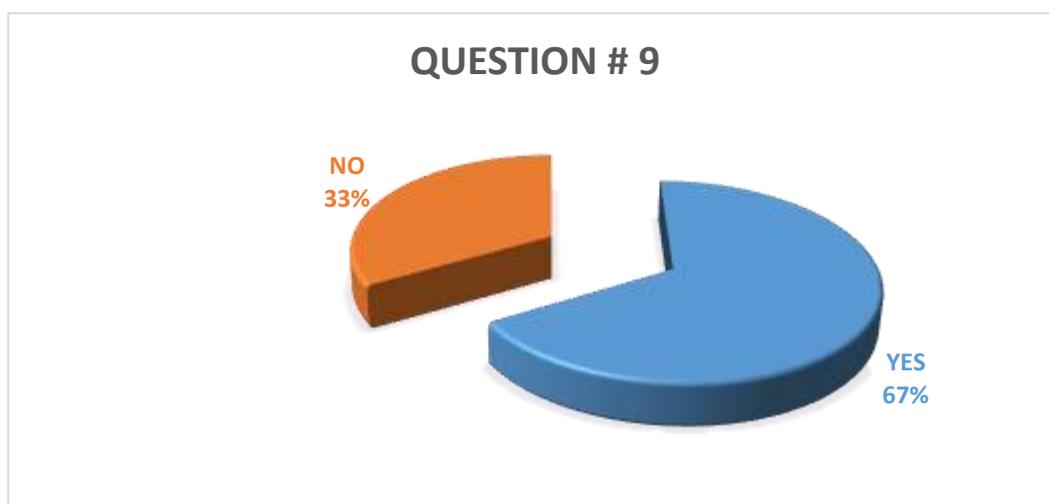
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 66,67% of Students said YES, **33,33%** said NO.

Qualitative: Most of Students know web sites to practice English, but the third part of them does not know any web site.

Question 10: Would you like to improve the listening skill?

Objective: To determine if the students would like to improve the listening skill.

Chart 15: Question 10: Would you like to improve the listening skill?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	11	73.33%
NO	4	26.67%
Total	15	100%

Graph 10: Question 10: Would you like to improve the listening skill?
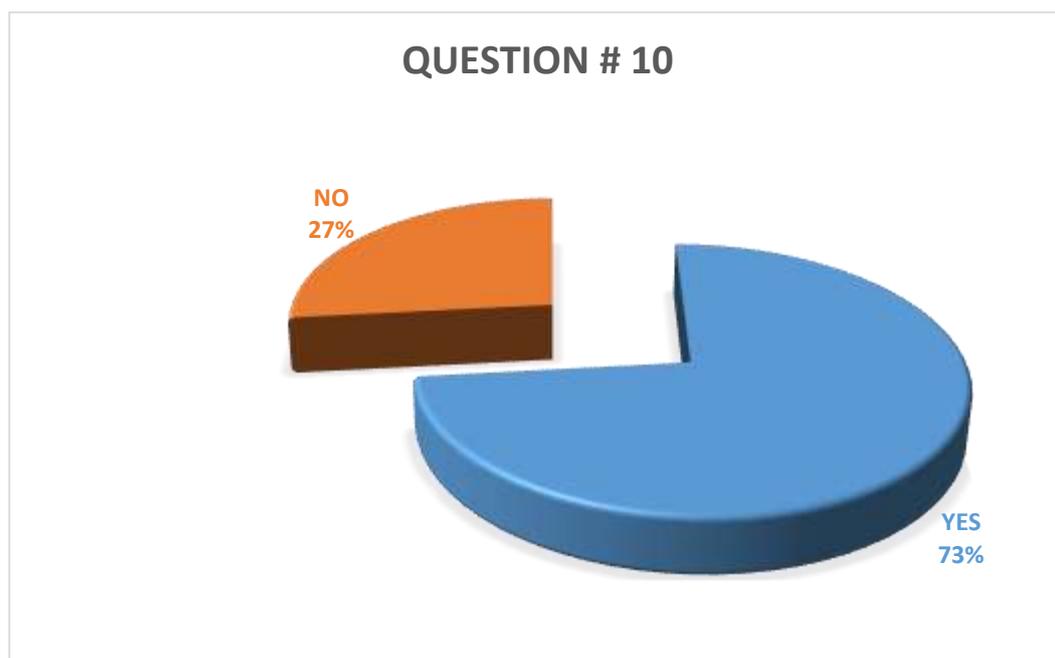
Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 73,33% of Students said YES, **26,67%** said NO.

Qualitative: Most of Students would like to improve the listening skill, but there are few students do not like.

3.8.4 SURVEY DIRECTED TO ENGLISH TEACHERS

Question 1: Are the uses of ICTs important for the teaching – learning process?

Objective: To determine the opinion of English teacher about the importance of the ICTs in the teaching – learning process.

Chart 16: Question 1: Are the uses of ICTs important for the teaching – learning process?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	8	100%

Graph 11: Question 1: Are the uses of ICTs important for the teaching – learning process?
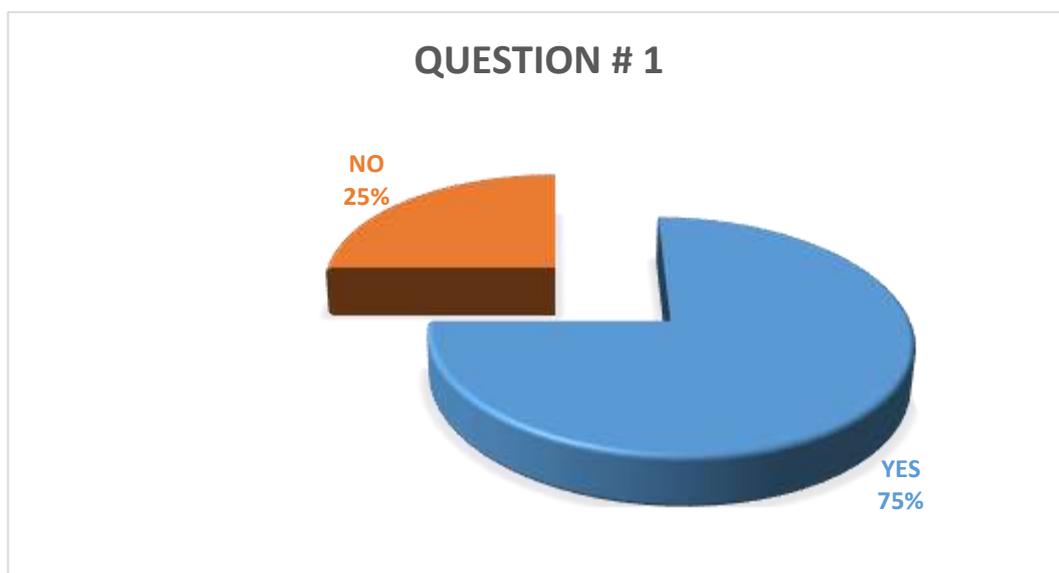
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 75% of English teachers said YES, **25%** said NO.

Qualitative: Most of English teachers considered that ICT are important in the teaching – learning process for their students, only few English teachers expressed that it is not important.

Question 2: Which technological device do you use the most? Mark your answer

Objective: To determine which technological devices they use the most.

Chart 17: Question 2: Which technological device do you use the most?

ALTERNATIVES	FREQUENCY	PERCENTAGE
CELLPHONE	2	25%
LAPTOP	3	37.5%
TABLET	1	12.5%
IPOD	0	0%
IPAD	1	12.5%
PC	1	12.5%
TOTAL	**8**	**100%**

Graph 12: Question 2: Which technological device do you use the most?
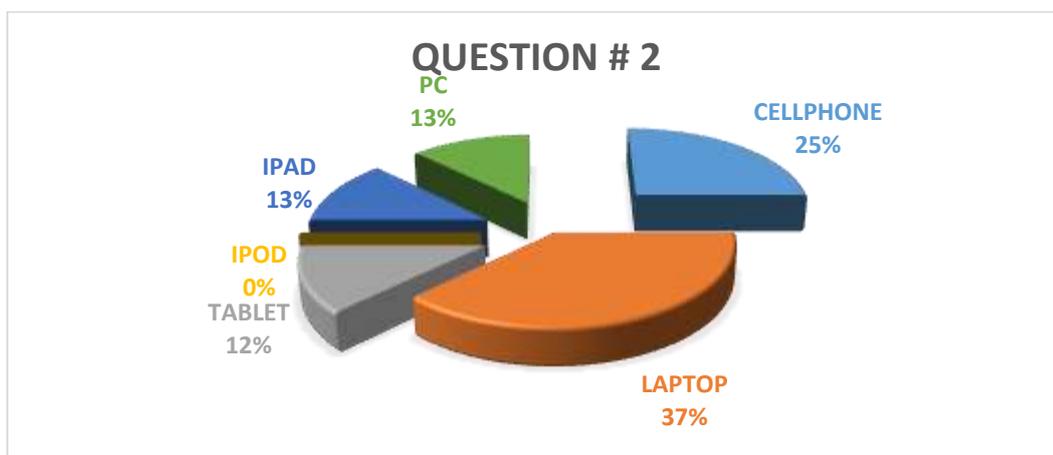
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 37,5% of English Teachers said Laptop, **25%** Cellphone, **12,5%** Tablet, **12,5%** Ipad, **12,5% PC,** and **0%** Ipod.

Qualitative: Most of the English teacher considered that the laptop and the cellphone are the most useful.

Question 3: Do you use any technological device in class?

Objective: To determine if the English Teachers use a technological device in class.

Chart 18: Question 3: Do you use any technological device in class?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	**8**	**100%**

Graph 13: Question 3: Do you use any technological device in class?
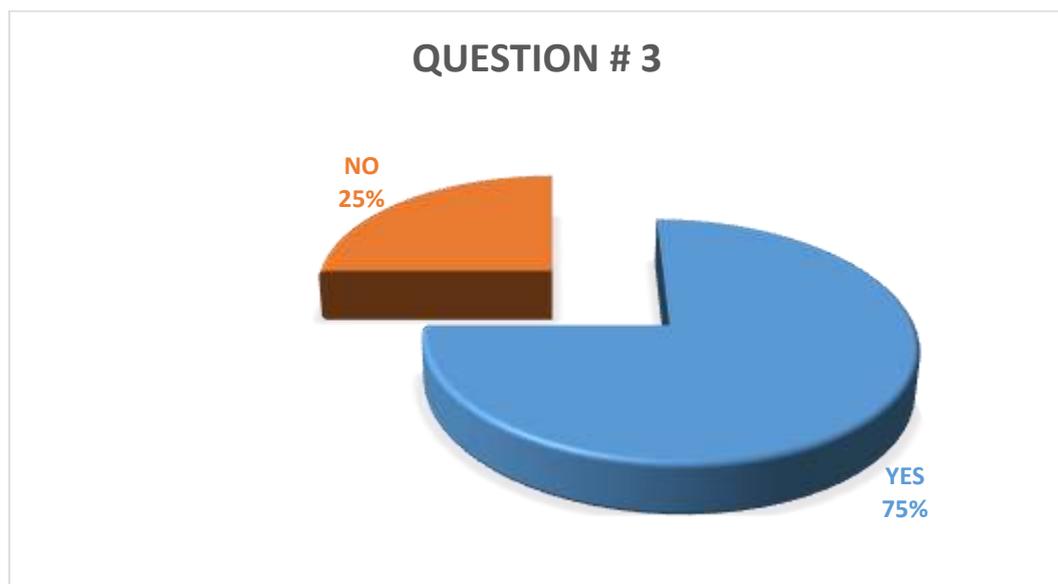
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 75% of English Teachers said YES, **25%** said NO.

Qualitative: Three quarters of English teachers use a technological device in class.

Question 4: Do you know any web site that has served in the teaching – learning process?

Objective: To determine the knowledge of English teachers about web sites in the teaching – learning process.

Chart 19: Question 4: Do you know any web site that has served in the teaching – learning process?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	4	50%
NO	4	50%
TOTAL	8	100%

Graph 14: Question 4: Do you know any web site that has served in the teaching – learning process?
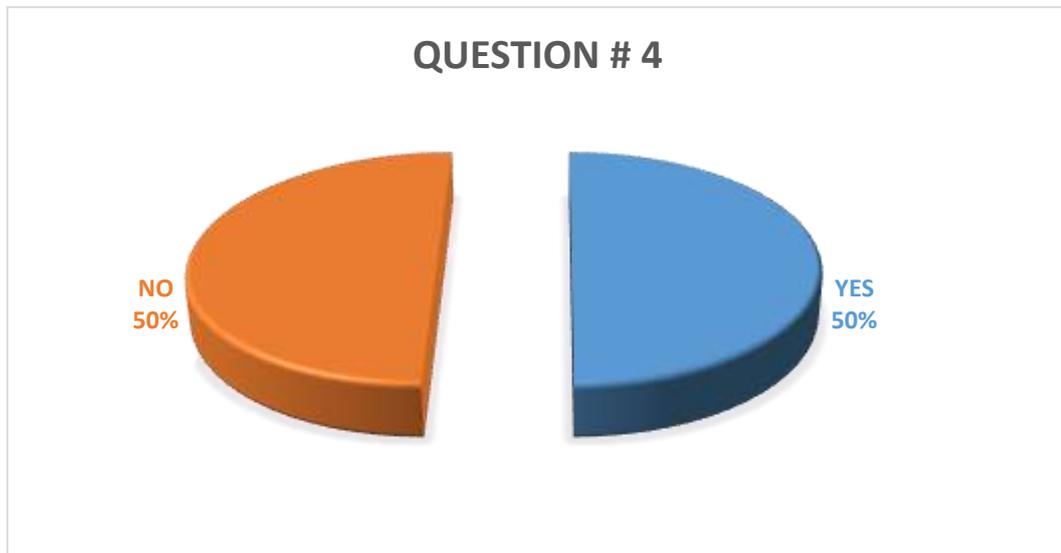
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 50% of English teachers said YES, **50%** said NO.

Qualitative: A half of English teacher are familiar with a Web Site, the rest of them don't know any.

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Question 5: Have you ever created a web site?

Objective: To determine if English teacher has ever created a web site.

Chart 20: Question 5: Have you ever created a web site?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	5	62.5%
NO	3	37.5%
TOTAL	8	100%

Graph 15: Question 5: Have you ever created a web site?
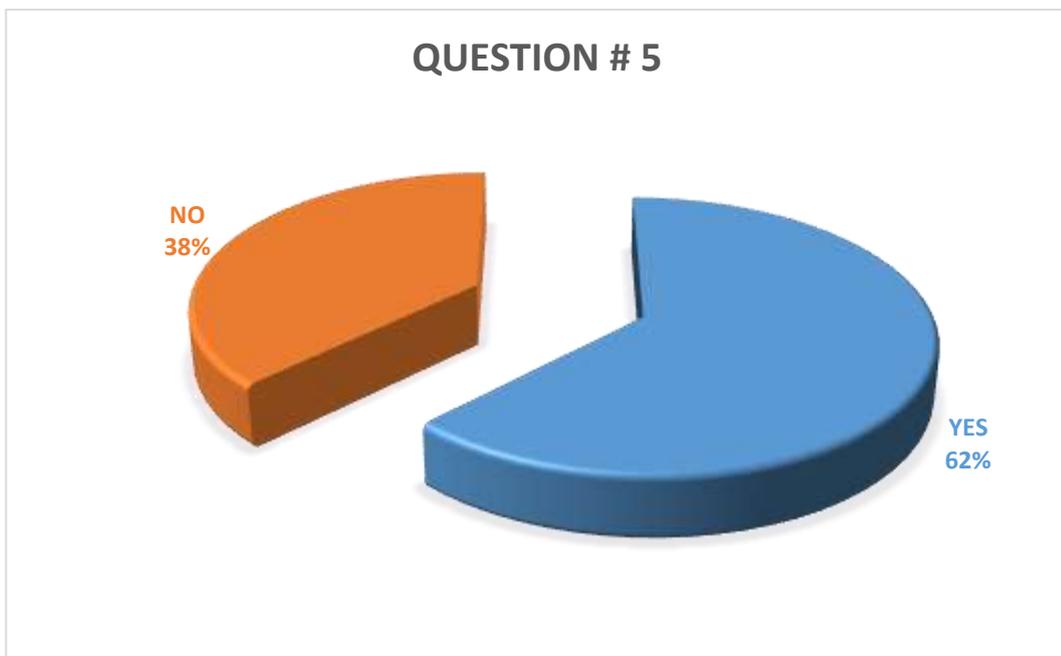
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 62,5% of English Teachers said YES, **37,5%** said NO.

Qualitative: More than half of English Teacher have created a web site.

Question 6: Have you ever used Google?

Objective: To determine the uses of Google according to the English teachers.

Chart 21: Question 6: Have you ever used Google?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	8	100 %
NO	0	0 %
TOTAL	8	100%

Graph 16: Question 6: Have you ever used Google?
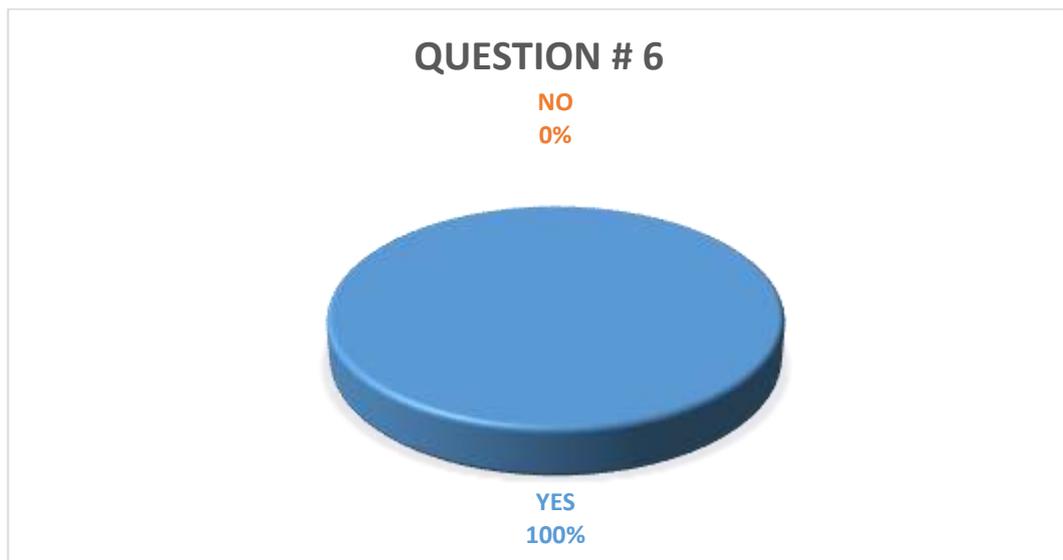
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 100% of English teachers said YES, 0**%** said NO.

Qualitative: All English teachers have used Google.

Question 7: Within Google, have you used Google Site?

Objective: To determine the uses of Google Site according to the English teachers.

Chart 22: Question 7: Within Google, have you used Google Site?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	5	62.5%
NO	3	37.5%
TOTAL	8	100%

Graph 17: Question 7: Within Google, have you used Google Site?
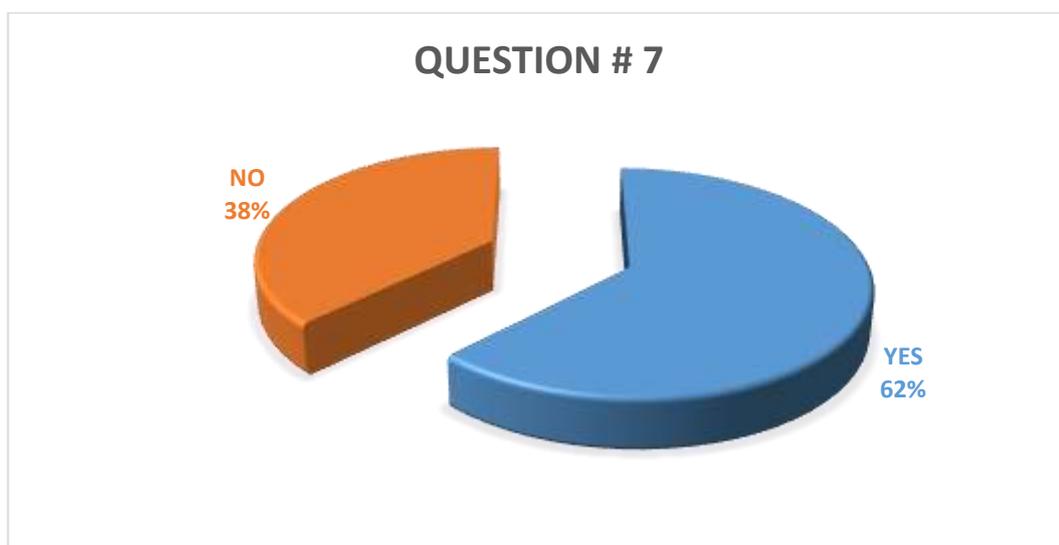
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 62,5% of English teachers said YES, **37,5%** said NO.

Qualitative: More than half of English teachers have used Google Site.

Question 8: Indicate which receptive skill (Listening or Reading) is the most relevant for you.

Objective: To determine the most relevant English skill according to the English teachers.

Chart 23: Question 8: Indicate which receptive skill (Listening or Reading) is the most relevant for you.

ALTERNATIVES	FREQUENCY	PERCENTAGE
LISTENING	7	87.5%
READING	1	12.5%
TOTAL	8	100%

Graph 18: Question 8: Indicate which receptive skill (Listening or Reading) is the most relevant for you.
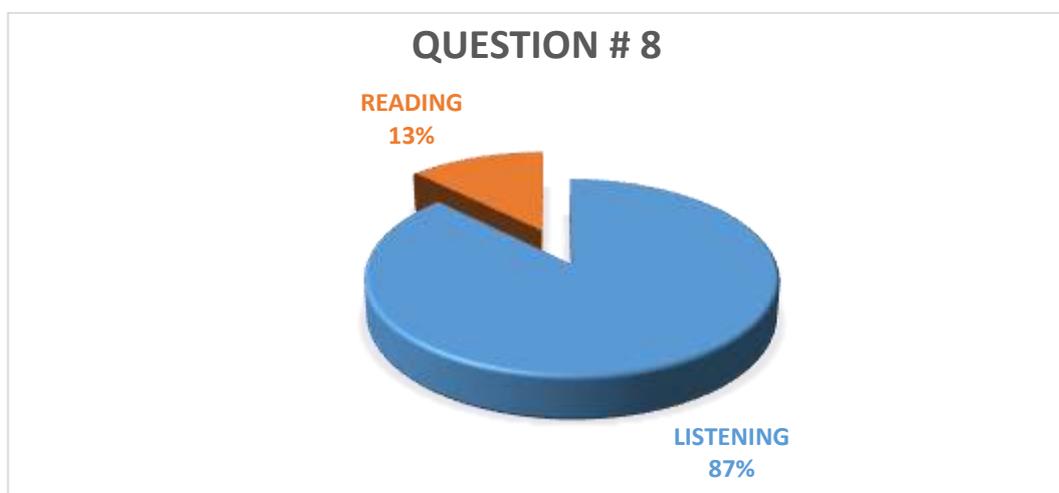
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 87,5% of English teachers said listening, and **12,5%** reading.

Qualitative: Most of the English teachers considered that listening is the most relevant receptive skill.

Question 9: Do you know a web site to improve the listening skills?

Objective: To determine if English teachers knows a web site to improve the listening skills.

Chart 24: Question 9: Do you know a web site to improve the listening skills?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	5	62.5%
NO	3	37.5%
TOTAL	8	100%

Graph 19: Question 9: Do you know a web site to improve the listening skills?
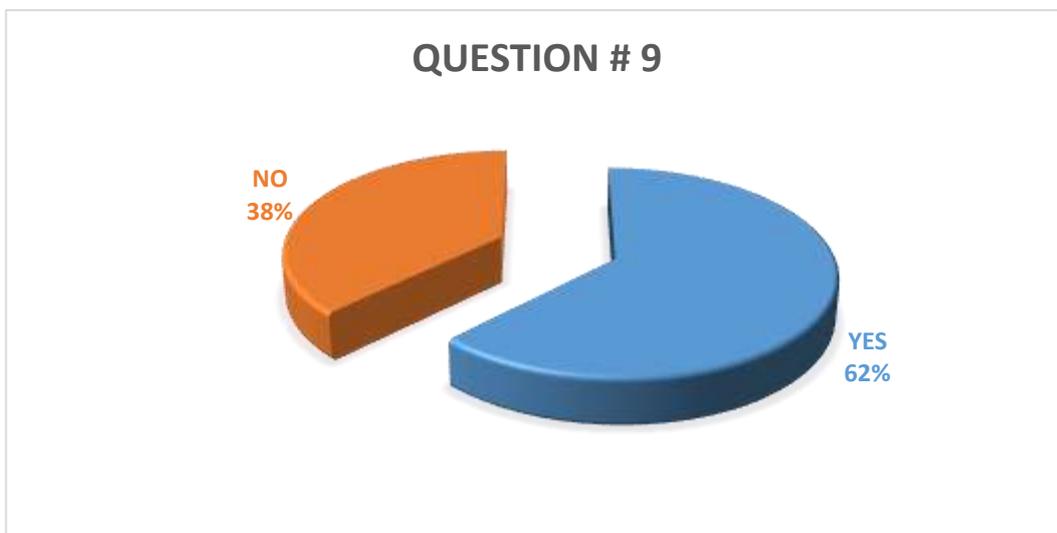
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 62,5% of English Teachers said YES, **37,5%** said NO.

Qualitative: Most of the English teachers have heard a web site to improve the listening skills.

Question 10: Do you think that listening skills could be developed through a web site?

Objective: To determine the development of listening skills through a web site.

Chart 25: Question 10: Do you think that listening skills could be developed through a web site?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	8	100 %
NO	0	0 %
TOTAL	**8**	**100%**

Graph 20: Question 10: Do you think that listening skills could be developed through a web site?
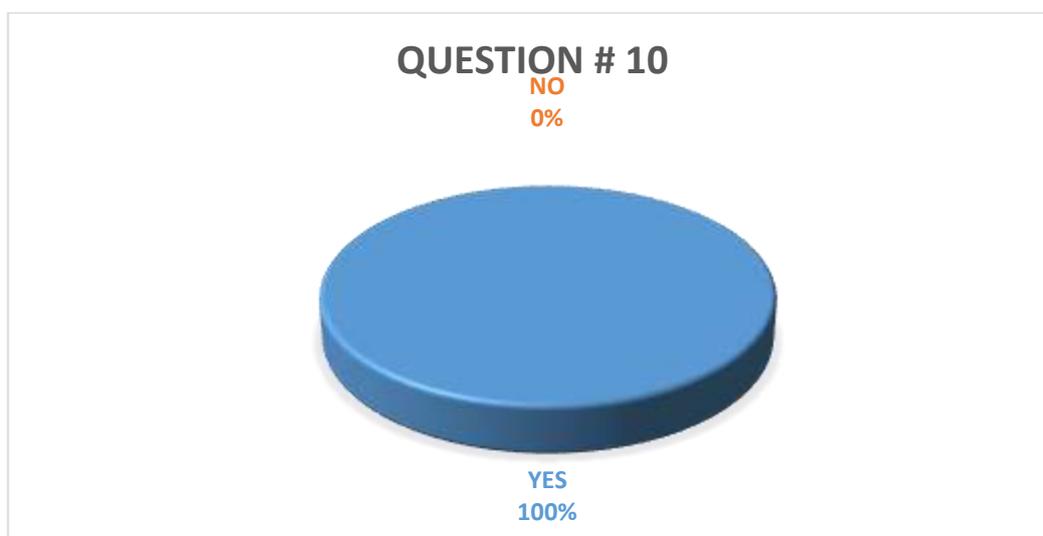
Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

Interpretation

Quantitative: 100% of English Teachers said YES, 0**%** said NO.

Qualitative: All English teachers consider that the listening skills could be developed through a web site.

3.8.5 ANALYSIS OF RESULTS CHART- STUDENTS

Chart 26: Survey directed to students

N o	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	STU	%
1	Which device do you use the most to surf the Net?	TABLET				15	100
2	Does your teacher use the technology when you receive classes?	14	93,33%	1	6,67%	15	100
3	Do you consider that the USE OF TECHNOLOGY is important in class?	11	73,33	4	26,67	15	100
4	How often do you use the Internet?	EVERY DAY				15	100
5	Do you like English?	14	93,33%	1	6,67%	15	100
6	Which English skill is the most difficult for you?	LISTENING				15	100
7	Do you use the Internet to study English?	13	86,67%	2	13,33%	15	100
8	How often do you practice listening at home?	ONCE PER WEEK				15	100
9	Do you know any web site to practice English?	10	66,67%	5	33,33%	15	100
10	Would you like to improve the listening skill?	11	73,33	4	26,67	15	100

Source: Survey Directed To Students
Author: Luis Gabriel Parrales Picazo

3.8.5.1 Analysis of results - students

Results demonstrate that students consider that English is really important for them. They love English and enjoy English classes. They use the technological devices to improve it, even they use the Internet every day. Their English teachers use the technology to give them classes.

On the other hand, they are a group that practice English exercises using tablets to surf the Net and to study English. They consider that the use a web site will improve their listening skill and finally students showed their acceptance to use the web site.

3.8.6 ANALYSIS OF RESULTS CHART- ENGLISH TEACHERS

Chart 27: Survey directed to English teachers

Nº	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	E.T.	%
1	Are the uses of ICTs important for the Teaching – Learning Process?	6	75%	2	25%	8	100
2	Which technological device do you use the most?	LAPTOP				8	100
3	Do you use any technological device in class?	6	75%	2	25%	8	100
4	Do you know any web site that has served in the Teaching – Learning process?	4	50%	4	50%	8	100
5	Have you ever created a web site?	5	62,5%	3	37,5%	8	100
6	Have you ever used Google?	8	100%	0	0%	8	100
7	Within Google, have you used the Google Site?	5	62,5%	3	37,5%	8	100
8	Indicate which receptive skill (Listening or Reading) is the most relevant for you.	LISTENING				8	100
9	Do you know a web site to improve the listening skills?	5	62,5%	3	37,5%	8	100
10	Do you think that listening skills could be developed through a web site?	8	100%	0	0%	8	100

Source: Survey Directed to English Teachers
Author: Luis Gabriel Parrales Picazo

3.8.6.1 Analysis of results – English teachers

The result demonstrates that English teachers consider that listening skills are very important during the teaching – learning process of their students. They also consider that the use of technology is an excellent tool to reach them. Some of them have knowledge of web sites and how teach with them.

On the other hand, English teachers consider that the creation of a web site will help to improve the listening skills in their students, and finally, English teachers showed their acceptance to use the web site.

3.9 CONCLUSIONS AND RECOMMENDATIONS

3.9.1 CONCLUSIONS

- Listening skills in the fifth grade students from Escuela de Educación Básica "EDUCA" have not been developed satisfactorily because English teachers have not implemented appropriate strategies.

- The uses of ICTs in the Education have become in an essential tool for English teachers, the creation of a web site appears as a good option to engage students with the use of technology.

- The implementation of a web site will be useful tool to improve the listening skills in fifth grade students from Escuela de Educación Básica "EDUCA".

3.9.2 RECOMMENDATIONS

- It is recommended to implement strategies to improve the listening skills at Escuela de Educación Básica "EDUCA".

- English teachers should use new ICTs in Education, the creation of a web site appears as a good option to engage students with the use of technology.

- It is fundamental to implement web sites where students from Escuela de Educación Básica "EDUCA" will improve the listening skills.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

"A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT "ESCUELA DE EDUCACION BASICA EDUCA", SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"

Executing Institution

Escuela de Educación Básica "EDUCA"

Beneficiaries

Fifth grade students at Escuela de Educación Básica "EDUCA"

Location

The City of Salinas, Province of Santa Elena.

Estimated time for execution

6 Months

Responsibles

Author: Luis Gabriel Parrales Picazo

Advisor: MSc. Kleber Loor Zambrano

Budget

$ 1.726.40

4.2 PROPOSAL BACKGROUND

Education has evolved so rapidly that you can now find a toddler with a tablet without having received prior training to use it; technology is very accessible in our era. Traditional libraries, where students went to check information in books of paper and ink, have changed. Virtual libraries, libraries on-line, are examples where through an application from your phone or tablet people can download all the information obtained in the Internet from the comfort of their houses. Web sites for learning languages, reinforce any subject, color pages, play games, meet people around the world, have become tools for people of all ages.

Web sites have generally been a vital tool in the teaching learning process. There are different types of web sites and one of those with the most impact is the educational web sites, because of having results in the cognitive part of learning. Nowadays, teachers are training to acquire technological knowledge to be implemented in their classrooms; one of them is the creation of web sites. In other countries like Germany, Venezuela, Switzerland, technology is the main base of learning with the support of their governments. The Ecuadorian government, in its regulations and favors the use of technology as a requirement for successful education.

Applications, programs, virtual platforms, facilitate the creation of web sites, with diverse activities directed toward students to develop a skill.

4.3 SIGNIFICANCE

This proposal is a significant goal in education in the use of a web site to improve listening skills in students. Web sites are used for multiple purposes, one of them is

the students gain excellent results in learning the English language. This project is particularly aimed at fifth grade students from Escuela de Educación Básica "EDUCA".

This proposal solves a deficit that students have in the listening skills where they will work on a web site and improve that skill through selected activities, audios aimed at understanding, among other videos activities. Notably fifth grade students work with tablets in classes and manage technology daily. The proposal is in compliance with Article 347 of the Organic Law of Intercultural Education where it holds that teachers should incorporate ICTs in the educational process.

4.4 OBJECTIVES

4.4.1. General Objective

To improve the listening skills by designing and implementing a web site for the fifth grade students from Escuela de Educación Básica "EDUCA".

4.4.2. Specific Objectives

- To identify the appropiate activities that will take part in the web site.
- To design the web site using Google Site.
- To implement the web site to the fifth grade students.
- To assess the learning results of the fifth grade students from Escuela de Educación Básica "EDUCA".

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use a web site is an important tool in the development of skills of the fifth grade students from Escuela de Educación Básica "EDUCA", city of Salinas, academic year 2014-2015, this project will help students to improve their listening skills.

This web site is based on previously selected videos to interact with the students. They will listen to audios added at the web site and will work with series of activities according to what they see or hear.

4.5.1. What is GOOGLE SITE?

GOOGLE SITE is an application of Google Apps to create free web sites without using a domain. As a requirement to create a Google Site web site is to have a Gmail account.

Illustration 1: Google Site Logo
Source: Internet

4.5.2. "LISTENING FOR US" WEB SITE

The web site called "**LISTENING FOR US**" was created by the author of this proposal. This includes some buttons where the student performs certain activities in coordination with videos and audios. This is the link: https://sites.google.com/site/listeningforkids/

Illustration 2: Final design of the "LISTENING FOR US" web site
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/home

4.5.3 DESCRIPTION OF "LISTENING FOR US" WEB SITE

When the final design of the "LISTENING FOR US" web site was ready, the author proceeds to place five commands at the top:

- Main Page
- Presentation
- Songs and Lyrics
- Video Clips
- Check your Advance!!

4.5.3.1. MAIN PAGE

In this part the students will find the introduction to the web site and it explains the purpose of this project. It has a photo, who is the author's son, and the icon of the page.

Illustration 3: MAIN PAGE of the "LISTENING FOR US" Web Site (1)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/home

Illustration 4: MAIN PAGE of the "LISTENING FOR US" web site (2)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/home

4.5.3.2. PRESENTATION

In this part, there are some photos which students are checking the web site with their tablets. Besides, below the author introduces him and gives some information about his students.

Illustration 5: PRESENTATION of the "LISTENING FOR US" web site (1)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/presentation

The most relevant part is in the last sentence, and at the end of the page. Students can check their level pressing the word **"HERE".**

Illustration 6: PRESENTATION of the "LISTENING FOR US" web site (2)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/presentation

CHECK YOUR LEVEL. (SEE ATTACHMENT 5: DIAGNOSTIC TEST)

When students press **"HERE",** appears another page where they can check their level through doing some activities. They have to download the PDF materials and the MP3 audios. They have to do these activities and give them to the teacher.

Illustration 7: CHECK YOUR LEVEL of the "LISTENING FOR US" web site
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/check-your-level

4.5.3.3. SONGS AND LYRICS

In this part students will find their favorite songs with the lyrics. They select one of them and appear a video from YouTube with the song chosen.

Illustration 8: SONGS AND LYRICS of the "LISTENING FOR US" web site
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/songs-and-lyrics

4.5.3.4. VIDEO STORIES.

In this section students will watch and listen some stories about people in different situations. They will talk about common topics like vacation, clothes, their future plans, etc. After that, they will print the pages below in order to complete them with the video.

Illustration 9: VIDEO STORIES of the "LISTENING FOR US" web site (1)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/audio-stories

Illustration 10: VIDEO STORIES of the "LISTENING FOR US" web site (2)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/audio-stories

Illustration 11: VIDEO STORIES of the "LISTENING FOR US" web site (3)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/audio-stories

4.5.3.5. VIDEO CLIPS

In this section, the author explains to students the activity with four activities that they have to do with a video clip. The activities are:

- **VOCAB QUICKVIEW:** the eight main words of the video.

- **TRIVIA:** four questions with multiple choice related to the video.

- **FILL THE SCRIPT:** the video script with missing words or sentences given as options.

- **EXERCISES:** in a paragraph that will be filled with the words from VOCAB QUICKVIEW. In the same section, students have a short Grammar Revision based on the video clip.

Illustration 12: VIDEO CLIPS of the "LISTENING FOR US" web site
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/videos

The Video Clips are divided in two levels: EASY and INTERMEDIATE.

4.5.3.5.1. EASY LEVEL

There are four video clips that they can practice with the printable activities below. The video clips are taken from YouTube and the activities are made by the author of the web site. The video clips are easy to understand and last some minutes. They are related to recent movies.

Illustration 13: EASY LEVEL of the "LISTENING FOR US" web site (1)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/easy-level
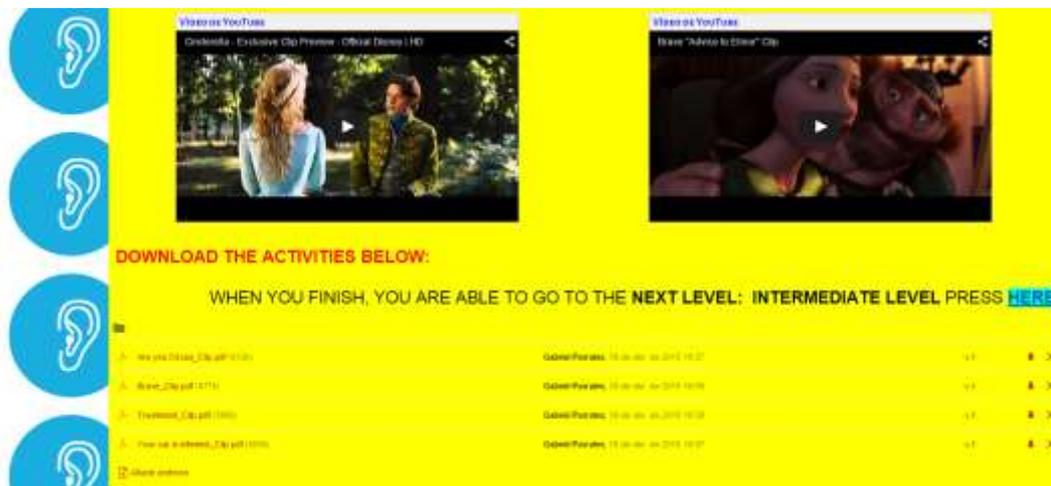
Illustration 14: EASY LEVEL of the "LISTENING FOR US" web site (2)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/easy-level

4.5.3.5.2. INTERMEDIATE LEVEL

There are seven video clips that they can practice with the printable activities below. The video clips are taken from YouTube and the activities are made by the author of the web site. The video clips are a challenge for them and last some minutes. They are related to recent movies.

Illustration 15: INTERMEDIATE LEVEL of the "LISTENING FOR US"
web site (1)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/intermediate-level
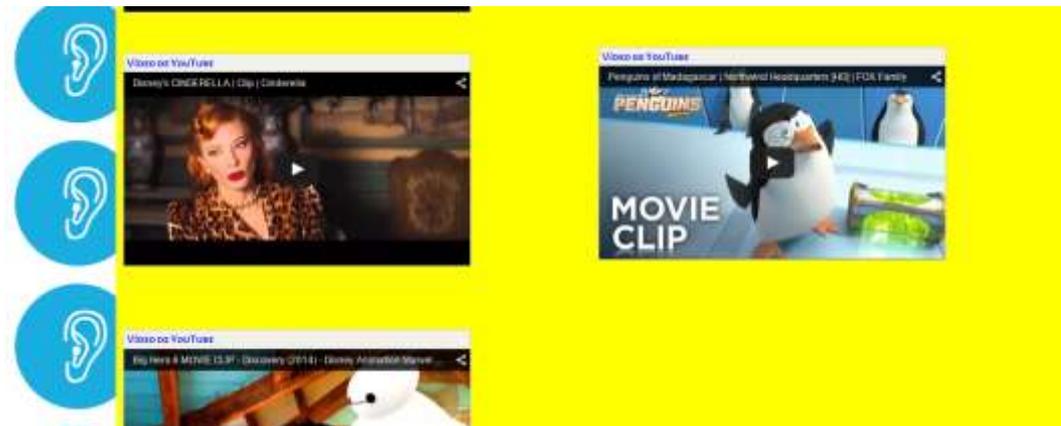
**Illustration 16: INTERMEDIATE LEVEL of the "LISTENING FOR US"
web site (2)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/intermediate-level**

**Illustration 17: INTERMEDIATE LEVEL of the "LISTENING FOR US"
web site (3)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/intermediate-level**

4.5.3.6. CHECK YOUR PROGRESS!!!

This is the last section, where the students can notice their progress by doing the same test they did at the beginning. They can compare the results and assess their own improvement after they do the test and activities.

Illustration 18: CHECK YOUR LEVEL of the "LISTENING FOR US" web site (1)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/printable-activities

Illustration 19: CHECK YOUR LEVEL of the "LISTENING FOR US" web site (2)
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/printable-activities

4.6 EVALUATION

Students started with a low level it was reflected at the beginning in the Diagnostic Test. This process began with the following steps.

Chart 28: Web activities

SECTION	ACTIVITIES	TOPIC
PRESENTATION	TEST	Diagnostic Test (15 min.)

STORIES	AUDIO/PRINTABLE PAGES	- A good place to visit - My best Vacation - Clothes - My Favorite place - Future plans - My ideal life partner
VIDEO CLIPS (EASY SECTION)	VIDEO/PRINTABLE PAGES	- Are you circus? - Brave - Treatment - Your car is infested
VIDEO CLIPS (INTERMEDIATE SECTION)	VIDEO/PRINTABLE PAGES	- Big Hero 6 - I thought breakfast was ready - Let it go - We got a situation - Penguins of Madagascar
CHECK YOUR ADVANCE!!	FINAL TEST	TEST (15 min.)

Author: Luis Gabriel Parrales Picazo
Source: Taken from LISTENING FOR US!! web site

4.7 RESULTS

4.7.1 DIAGNOSTIC TEST RESULTS

Fifth grade students participated in the project and the Diagnostic Test indicates the deficit in the listening skill in them.

Chart 29: Diagnostic test results

Nº	NAMES	SCORE
1	Isaac Alvarado Alvarado	8,5
2	María Cristina Basantes	7
3	Nicolás Bejarano Lugo	5,5
4	Ricardo Bodero Aguilar	6,5

5	Nicolás Castello Molina	9
6	Emilio Castillo Duarte	9
7	Jeshua Cedeño Ramirez	7
8	Diego Crespo Salinas	6
9	Moana Goncalvez	6
10	Santiago Jaramillo	6
11	Mathew Marchán	6,5
12	Stephanie Palfrey	7
13	Dario Pazmiño Meloni	9
14	Shantal Tomalá	7,5
15	Domenica Vacacela	7,5
	TOTAL	**7,2**

Author: Luis Gabriel Parrales Picazo
Source: Taken from LISTENING FOR US!! web site / Diagnostic test

Illustration 20: Result of the diagnostic test
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/fifth-grade-students-results

4.7.2. WEB SITE ACTIVITY RESULTS

Students printed and answered each activity in class with the appropriate video and audio. They delighted the activities created for the author of the "Listening For Us!!" web site.

Chart 30: Web activities results

Nº	NAMES	STORIES	VIDEO CLIPS EASY	VIDEO CLIP INTERM.
1	Isaac Alvarado Alvarado	8.0	9.5	10
2	María Cristina Basantes	8.0	9.0	10
3	Nicolás Bejarano Lugo	6.0	7.5	7.5
4	Ricardo Bodero Aguilar	8.0	8.0	9.0
5	Nicolás Castello Molina	9,5	10	10
6	Emilio Castillo Duarte	9,5	10	10
7	Jeshua Cedeño Ramirez	9.0	10	9.0
8	Diego Crespo Salinas	7.0	8.0	10
9	Moana Goncalvez	8.0	8.5	10
10	Santiago Jaramillo	7.5	9.5	9.0
11	Mathew Marchán	7.0	8.5	8.5
12	Stephanie Palfrey	9.0	8.5	9.0
13	Dario Pazmiño Meloni	9.5	10	10
14	Shantal Tomalá	7.5	9.0	9.0
15	Domenica Vacacela	8.0	10	10

Author: Luis Gabriel Parrales Picazo
Source: Taken from LISTENING FOR US!! web site

Illustration 21: Web activity results
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/fifth-grade-students-results

4.7.3. GLOBAL SCORES PER ACTIVITY

Chart 31: Global scores per activity

ACTIVITIES	**GRADE SCORE**
STORIES	8,1
VIDEO CLIPS EASY	9,07
VIDEO CLIPS INTERMEDIATE	9,40
TOTAL	**8,86**

Author: Luis Gabriel Parrales Picazo
Source: Taken from LISTENING FOR US!! Web Site

4.7.4. COMPARISON BETWEEN THE DIAGNOSTIC TEST AND CHECK YOUR PROGRESS!! RESULTS

Chart 32: Diagnostic and final test results

Nº	NAMES	DIAGNOSTIC TEST SCORES	CHECK YOUR PROGRESS!! SCORES
1	Isaac Alvarado Alvarado	8,5	10
2	María Cristina Basantes	7	9,5
3	Nicolás Bejarano Lugo	5,5	8,5
4	Ricardo Bodero Aguilar	6,5	9
5	Nicolás Castello Molina	9	10
6	Emilio Castillo Duarte	9	10
7	Jeshua Cedeño Ramirez	7	9,5
8	Diego Crespo Salinas	6	9,5
9	Moana Goncalvez	6	9,5
10	Santiago Jaramillo	6	10
11	Mathew Marchán	6,5	8
12	Stephanie Palfrey	7	9
13	Dario Pazmiño Meloni	9	10
14	Shantal Tomalá	7,5	9,5
15	Domenica Vacacela	7,5	10
	TOTAL	**7,2**	**9,47**

Author: Luis Gabriel Parrales Picazo
Source: Taken from LISTENING FOR US!! Web Site

Illustration 22: Diagnostic and final test results
Author: Luis Gabriel Parrales Picazo
Source: https://sites.google.com/site/listeningforkids/fifth-grade-students-results

4.8 ANALYSIS OF THE STUDENTS' RESULTS

Chart 33: Analysis of the students' results (1)

TEST	SCORES	IMPROVEMENT
DIAGNOSTIC TEST	7,20	22,7%
FINAL TEST	9,47	

Author: Luis Gabriel Parrales Picazo

Chart 34: Analysis of the students' results (2)

Comparison between the Diagnostic Test and Check Your Advance!!
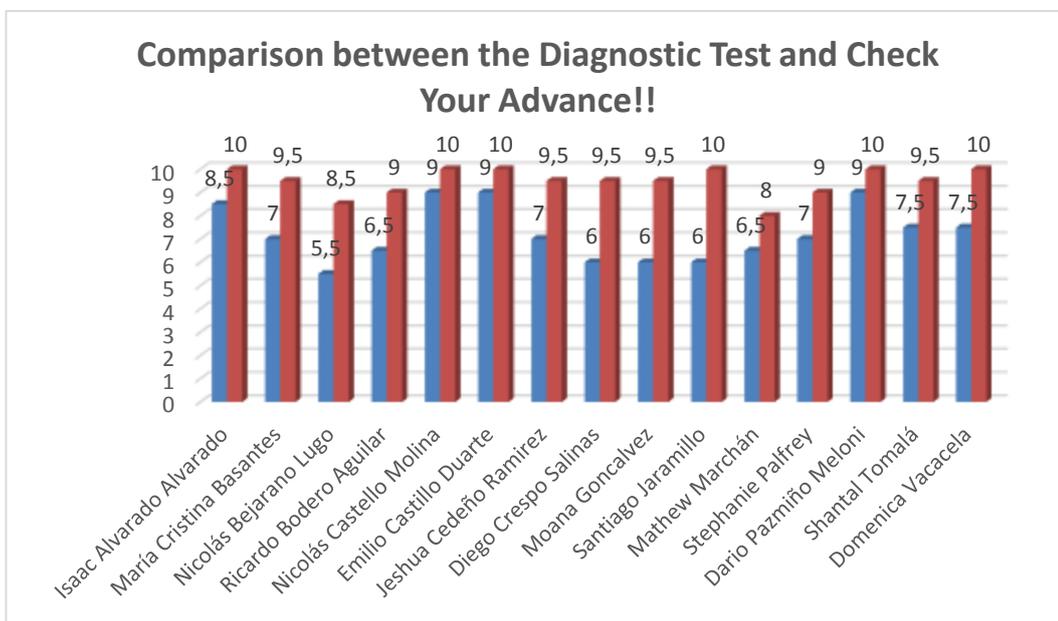
Author: Luis Gabriel Parrales Picazo

4.9 STRATEGIES OF IMPROVEMENT

Chart 35: Strategies for improvement

BEFORE THE PROPOSAL	*AFTER THE PROPOSAL*
• *Classes without technological resources.*	• Students acquire competences on the use of technological resources.
• *Traditional English classes.*	• Modern English classes using technological resources.
• *Low level of listening activities.*	• Increase level of listening activities.

Author: Luis Gabriel Parrales Picazo

4.10 CONCLUSIONS AND RECOMMENDATIONS

4.10.1 CONCLUSIONS

• Escuela de Educación Básica "EDUCA" does not have a specific web site to develop the listening skills in the classroom in spite of the fact that their own technological resources to access this educative tool.

• It is fundamental the use of the web site created for the students of fifth grade "LISTENING FOR US", considered as a significant factor in the English learning process to improve the listening skills in the classroom.

• The web tool "LISTENING FOR US" implemented in fifth grade students to improve the listening skills had an impact in the development of the cognitive process in them.

• English area colleagues do not have learning environments based on the use of technology.

4.10.2 RECOMMENDATIONS

• The web tool "LISTENING FOR US" should be implemented in higher levels to improve the listening skills in the educational community and develop the Cognitive Process in it.

• The "LISTENING FOR US" web site could be increased with the collaborative work with the rest of English teacher and keep the impact produced.

• English area colleagues should create learning environments based on the use of technology. It achieves to maximize the use of ICTs in creating web pages in English with a variety of levels with reference to the Common European Framework for the development of activities within the classroom.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1. Institutional

DESCRIPTION
Internet

5.1.2. Humans

DESCRIPTION
1 Teacher

5.1.3. Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	$3.50	$3.50
Prints	$ 0.40	$ 18.40
Copies	$ 2.30	$ 34.50
Pens	$ 10.0	$150.00
Tablets	$0.00	$0.00
TOTAL		**$ 206.40**

5.1.4 Technology

DESCRIPTION	UNIT COST	TOTAL COST
Camera	$ 300.00	$ 300.00
Computer	$ 1100.00	$1,100.00
TOTAL		**$ 1,400.00**

5.1.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	$ 20.00	$ 20.00
Other expenses	$ 100.00	$ 100.00
TOTAL		**$ 120.00**

TOTAL		**$ 1.726.40**

5.2 SOURCE MATERIALS

5.2.1 TIMETABLE

Nº	ACTIVITIES	2014-2015																																														
		AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Socializatión with thesis advisor	X	X																																														
2.	Thesis Desinging.			X	X																																												
3.	Elaboration Chapter I.					X																																											
4.	Chapter I Progress.						X	X	X	X	X																																						
5.	Elaboration Chapter II.											X	X	X																																			
6.	Field Research at "Institution"														X	X	X	X																															
7.	Survey Implementation.																		X	X	X																												
8.	Analysis and interpreation of results																					X	X	X																									
9.	Elaboration Chapter III.																								X	X	X																						
10.	Chapter III Progress.																											X	X	X	X																		
11.	Elaboration Chapter IV and V																															X	X	X	X	X	X	X	X	X	X	X							
12.	Implementation of activities.																															X	X	X	X	X	X	X	X	X	X	X							
13.	Review of Thesis draft.																																					X	X	X	X	X							
14.	Delivery of final work																																											X					
15.	Pre defense of thesis																																													X	X		
16.	Defense of Thesis at Academic Conseil																																															X	
17.	Graduation day.																																																X

Chart 36: Timetable
Author: Luis Gabriel Parrales Picazo

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5.2.3 APPENDIX
5.2.3.1. SURVEYS TO STUDENTS

<div align="center">

Attachment 1: Survey to students
Author: Luis Gabriel Parrales Picazo

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

</div>

ENCUESTAS A ESTUDIANTES

Estimado estudiante, reciba un cordial saludo. La presente encuesta tiene como finalidad obtener información para la elaboración del Proyecto de Tesis con el tema "A WEB SITE CREATED TO IMPROVE THE LISTENING SKILLS IN THE FIFTH GRADE STUDENTS FROM CENTRO DE EDUCACIÓN INICIAL Y BÁSICA PARTICULAR "EDUCA" de la Universidad Estatal Península de Santa Elena. La presente indagación depende de la objetividad y sinceridad de sus respuestas, por lo que no debe registrar su nombre. Las respuestas que consigne son de carácter confidencial y serán utilizadas exclusivamente para la culminación de esta investigación.

MARQUE CON UNA X SU RESPUESTA

1. Marca el dispositivo con el que usas Internet con mayor frecuencia:

   Celular _____   Ipod _____   Laptop _____
   Tablet _____   Ipad _____   Computadora _____

2. Cuando recibes tus clases, ¿tu profesor utiliza la tecnología?

   SI ___   NO ___

3. ¿Consideras que es importante el USO DE LA TECNOLOGÍA en la EDUCACIÓN?

   SI _____   NO _____
   ¿Por qué?_____

4. ¿Con que frecuencia utilizas el Internet?

   Todos los días _____   Tres veces a la semana _____
   Una vez a la semana _____ Una vez al mes _____

5. ¿Te gusta la asignatura INGLÉS?

SI _____   NO _____

¿Por qué?_____

6. ¿Qué destreza del idioma Inglés es la más difícil para ti? Marque su correcta:

Reading_____   Listening _____

Speaking _____   Writing _____

7. ¿Usas el Internet para estudiar Inglés?

SI _____   NO _____

8. ¿Cuánto tiempo le dedicas a practicar actividades de Listening en casa?

Todos los días _____   Tres veces a la semana_____

Una vez a la semana _____   Una vez al mes_____

9. ¿Conoces un Sitio Web donde practicas Inglés?

SI _____   NO_____

Si su respuesta fue afirmativa indique que clase de ejercicios practica:

_____

10. ¿Le gustaría mejorar la destreza del Listening?

SI _____   NO _____

¿Por qué?_____

¡¡Gracias por su colaboración!!

5.2.3.2. SURVEYS TO ENGLISH TEACHERS

Attachment 2: Survey to English teachers
Author: Luis Gabriel Parrales Picazo

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SURVEY TEACHERS

Dear teacher. This survey aims to obtain information for the drafting of the Research Paper with the topic "A WEB SITE CREATED TO IMPROVE THE LISTENING SKILLS IN THE FIFTH GRADE STUDENTS FROM ESCUELA DE EDUCACIÓN BÁSICA "EDUCA" of the Peninsula de Santa Elena State University. The recent investigation depends on the objectivity and sincerity of your responses, so you should not register your name. The answers you commit are confidential and will be used for the completion of this research exclusively.

MARK WITH AN "X" YOUR ANSWER

1. Are the uses of ICT's important for the Teaching – Learning Process?

   YES_____   NO_____
   Why?_____
   _____

2. Which technological device you use the most. Mark your answer:
   Cellphone _____   Ipod ____   Laptop _____
   Tablet _____   Ipad ____   PC _____

3. Do you use any technological device in class?

   YES_____   NO_____
   If your answer was YES, Indicate which one:
   _____

4. Do you know any website that has served in the Teaching-Learning Process?

   YES_____   NO_____
   If your answer was YES, Indicate which website:
   _____

5. Have you ever created a Web Site?

   YES_____   NO_____

6. Have you ever used Google?

   YES_____   NO_____
   If your answer was YES, indicate the purposes:

   _____

7. Within Google, have you used the Google Site

   YES_____   NO_____
   If your answer was YES, indicate the purposes:

   _____

8. Indicate which ENGLISH SKILLS is most relevant to you:
   Listening_____   Reading_____
   Speaking _____   Writing_____

9. Have you heard a website to improve the Listening Skills?

   YES_____   NO_____

10. Do you think that Listening Skills could be developed through a Web Site?

   YES_____   NO_____
   Why? _____

Thanks for your collaboration!!

5.2.3.3. INTERVIEW TO THE PRINCIPAL

Attachment 3: Interview to the principal
Author: Luis Gabriel Parrales Picazo

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

ENTREVISTA PARA LA DIRECTORA DE LA INSTITUCIÓN

Estimada Sra. Directora, reciba un cordial saludo. La presente entrevista tiene como finalidad obtener información para la elaboración del Proyecto de Tesis con el tema "A WEB SITE CREATED TO IMPROVE THE LISTENING SKILLS IN THE FIFTH GRADE STUDENTS FROM CENTRO DE EDUCACIÓN INICIAL Y BÁSICA PARTICULAR "EDUCA" de la Universidad Estatal Península de Santa Elena. La presente indagación depende de la objetividad y sinceridad de sus respuestas. Las respuestas que consigne son de carácter confidencial y serán utilizadas exclusivamente para la culminación de esta investigación.

1. ¿Cuáles son las ventajas de utilizar las TIC en la Educación Primaria?

    _____
    _____

2. En la Misión del Centro de Educación Inicial y Básica Particular "EDUCA" se destaca el Uso de la Tecnología en las Aulas de clases, ¿Qué proyecta la Institución para esta sociedad actual?

    _____
    _____

3. ¿Cómo la tecnología podría convertirse en un Factor Fundamental en una Institución Bilingüe?

    _____
    _____

4. ¿Considera usted que un Sitio Web es una excelente herramienta de enseñanza en el idioma inglés?

_____

_____

5. ¿Apoyaría usted la implementación de un Sitio Web para el mejoramiento de la destreza del Listening en los estudiantes de su institución?

_____

_____

¡¡Gracias por su colaboración!!

5.2.3.4. INTERVIEW TO THE SPECIALISTS

Attachment 4: Interview to speacialists
Author: Luis Gabriel Parrales Picazo

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

ENTREVISTA PARA LOS ESPECIALISTAS

Estimado Especialista, reciba un cordial saludo. La presente entrevista tiene como finalidad obtener información para la elaboración del Proyecto de Tesis con el tema "A WEB SITE CREATED TO IMPROVE THE LISTENING SKILLS IN THE FIFTH GRADE STUDENTS FROM CENTRO DE EDUCACIÓN INICIAL Y BÁSICA PARTICULAR "EDUCA" de la Universidad Estatal Península de Santa Elena. La presente indagación depende de la objetividad y sinceridad de sus respuestas. Las respuestas que consigne son de carácter confidencial y serán utilizadas exclusivamente para la culminación de esta investigación.

1. ¿Cómo la tecnología esta llevando al país a otro nivel?

_____

_____

2. ¿Qué beneficios para los estudiantes podría traer la Implementación Tecnología en las Instituciones Educativas?

_____

_____

3. ¿Considera usted el Uso de Web Sites podría incrementar una habilidad o destreza en un estudiante?

_____

_____

4. ¿Qué sugerencias le daría usted a los estudiantes para el Uso de la Tecnología?

_____

_____

5. ¿Qué sugerencias le daría a los docentes que usan la tecnología en el aula de clases?

_____

_____

¡¡Gracias por su colaboración!!

5.2.3.5. MATERIAL TO PRINT FROM "LISTENING FOR US" WEB SITE

Attachment 5: Diagnostic test
Author: Luis Gabriel Parrales Picazo

Listening for us!!

CHECK YOUR LEVEL

1. WHERE ARE YOU FROM?

INSTRUCCIONES: En primer lugar, escucha una o dos veces el audio que has descargado. Luego intenta realizar la actividad.

1

ACTIVITY

1. **Where is Laura from?**
   a. Costa Rica
   b. South America
   c. United States

2. **Laura's family lives in**
   a. Costa Rica
   b. United States
   c. South America

3. **Costa Rica is in**
   a. South America
   b. Central America
   c. North America

4. **Does Laura live in United States?**
   a. Yes
   b. No

5. **Marks' is bad:**
   a. In geography
   b. With geography
   c. At geography

By: Mr. Gabriel Parrales P.

Listening for us!!

2. EXCHANGING NUMBERS

INSTRUCCIONES: En primer lugar, mira una o dos veces el video que has descargado. Luego intenta realizar la actividad.

ACTIVITY

1. What is Paulo asking Terry?

   _____

2. What is Terry's phone number?

   _____

3. What is Paulo's office phone number?

   _____

4. What is Paulo's home phone number?

   _____

By: Mr. Gabriel Parrales P.

3. I'M STAYING IN BED

INSTRUCCIONES: En primer lugar, escucha una o dos veces el audio que has descargado. Luego intenta realizar la actividad.

ACTIVITY

1. "Getting dressed" means:
    a. Waking up
    b. Putting your clothes on.
    c. Buying new clothes

2. According to the dialogue, why do you think Raoul is staying in bed:
    a. Because he is tired.
    b. Because he wants to sleep more.
    c. Because he is ill.

3. Maria is going to work
    a. On Saturday mornings for two months.
    b. On Sunday mornings this month.
    c. On Saturdays mornings this month

4. Maria is coming back at
    a. 10:00 pm
    b. 12:00.
    c. 6:00 pm
    d. Night

5. Raoul is thinking of
    a. Staying in bed
    b. Stay in bed
    c. Having stayed in bed

By: Mr. Gabriel Parrales P.

5.2.3.6. VIDEOS STORIES

Attachment 6: Video stories activity # 1
Author: Luis Gabriel Parrales Picazo

Listening for us!!

AUDIO-VIDEO # 1: CLOTHES

INSTRUCTIONS

Watch the video. Choose the eight words you hear.

☐ Jacket   ☐ Jeans   ☐ Designer

☐ Scarves   ☐ Tie   ☐ Cheaper

☐ Stylish   ☐ Sneakers   ☐ Worse

☐ T – shirt   ☐ Better   ☐ Shirts

☐ Expensive   ☐ Skirts   ☐ Dress

Watch the video again. Choose the correct answers.

1. Does Tommy wear T – Shirts?
   a. Yes, he does.   b. No, he doesn't.

2. Does Andrina hate scarves?
   a. Yes, she does.   b. No, she doesn't.

3. Does Ken buy expensive clothes?
   a. Yes, he does.   b. No, he doesn't.

4. Does Sarah shop at department store?
   a. Yes, she does.   b. No, she doesn't.

5. Does Enrico always wear a tie?
   a. Yes, he does.   b. No, he doesn't.

6. Do Andrina and Enrico wear jeans and T – Shirts?
   a. Yes, they do.   b. No, they don't

By: Mr. Gabriel Parrales P.

Listening for us!!

AUDIO-VIDEO # 2: MY IDEAL LIFE PARTNER

INSTRUCTION

Watch the video. Choose the eight words you hear.

- [ ] Quiet
- [ ] Cute
- [ ] Funny
- [ ] Shy
- [ ] Tall
- [ ] Serious
- [ ] Curly
- [ ] Good-looking
- [ ] Short
- [ ] Thin
- [ ] Smart
- [ ] Friendly
- [ ] Dark
- [ ] Hardworking
- [ ] Long

Watch the video again. Choose the correct names to make true sentences.

1. _____ ideal life partner is tall and has red hair.
   a. Alan's   b. Brianna's   c. Ellie's   d. Garry's

2. _____ ideal life partner is her husband.
   a. Alan's   b. Brianna's   c. Ellie's   d. Megumi's

3. _____ ideal life partner is good-looking and tall.
   a. Brianna's   b. Ellie's   c. Garry's   d. Megumi's

4. _____ ideal life partner has dark hair and beautiful eyes.
   a. Alan's   b. Brianna's   c. Ellie's   d. Megumi's

5. _____ ideal life partner is smart, cute, and funny.
   a. Brianna's   b. Ellie's   c. Garry's   d. Megumi's

6. _____ and Ellie's ideal life partners have curly hair.
   a. Alan's   b. Brianna's   c. Garry's   d. Megumi's

By: Mr. Gabriel Parrales P.

Listening for us!!

AUDIO-VIDEO # 3: A GOOD PLACE TO VISIT

INSTRUCTION

Watch the video. Choose the eight words you hear.

- [ ] Building
- [ ] Statue
- [ ] Mountains
- [ ] Library
- [ ] Skyscraper

- [ ] Beach
- [ ] Ocean
- [ ] Zoo
- [ ] Palace
- [ ] Cathedrals

- [ ] Markets
- [ ] City
- [ ] River
- [ ] Park
- [ ] Museums

Watch the video again. Read the questions. Choose the correct answers.

1. According to Danny, what can you do in Dublin?
   a. Buy pants.   b. Climb mountains.   c. Visit museums.

2. According to Gabby, what can you do in New York City?
   a. Go skiing.   b. Ride cable cars.   c. See a show.

3. According to Julianna, what can you do in San Francisco?
   a. Climb mountains.   b. Ride cable cars.   c. Visit cathedrals

4. According to Briana, what can you buy in Switzerland?
   a. Chocolate.   b. Hats.   c. Instruments.

5. According to Briana, what can you do in Switzerland in the summer?
   a. Go skiing.   b. Go swimming.   c. Go to markets

6. According to Enrico, what can you do in Paris?
   a. Buy hats.   b. Take a boat ride.   c. Go skiing.

By: Mr. Gabriel Parrales P.

Listening for us!!

AUDIO-VIDEO # 4: MY FAVORITE PLACE

INSTRUCTION

Watch the video. Choose the eight words and expressions you hear.

☐ Library	☐ On my street	☐ Near here
☐ Coffee Shop	☐ Down the street	☐ Shoe store
☐ Corner	☐ Near my house	☐ Post office
☐ Neighborhood	☐ Movie theater	☐ Café
☐ Book store	☐ Music store	☐ Drugstore

Watch the video again. Read the questions. Choose the correct answers.

1. Alan's favorite place is a café near his house?
   a. True.   b. False   c. We don't know

2. There is a movie theater near Tommy's house?
   a. True.   b. False   c. We don't know

3. Ellie's favorite place is the bookstore because she likes to read.
   a. True.   b. False   c. We don't know

4. There is a music store in Andrina's neighborhood.
   a. True.   b. False   c. We don't know

5. The café near Brianna's house doesn't have good food.
   a. True.   b. False   c. We don't know

6. People can sing karaoke at Ken's favorite place.
   a. True.   b. False   c. We don't know

By: Mr. Gabriel Parrales P.

Listening for us!!

AUDIO-VIDEO # 5: MY BEST VACATION

INSTRUCTION

Watch the video. Choose the eight words you hear.

☐ Did	☐ Forgot	☐ Climbed
☐ Had	☐ Missed	☐ Lost
☐ Got	☐ Wrote	☐ Sat
☐ Sang	☐ Went	☐ Drove
☐ Ate	☐ Stayed	☐ Visited

Watch the video again. Read the questions. Choose the correct answers.

1. Where did Sahil go on his best vacation?
   a. To the beach   b. To the city   c. To the mountains

2. What did Sahil do on vacation?
   a. He ate good food.   b. He sang   c. He went camping

3. Where did Yi-Lin go last spring?
   a. To Barcelona   b. To Chicago   c. To Minneapolis

4. When was Gabby's best vacation?
   a. In 2003   b. In 2004   c. In 2005

5. How did Gabby get to Minneapolis?
   a. By car   b. By plane   c. By train

6. Who did Garry go on vacation with?
   a. His best friend   b. His girlfriend   c. His parents

By: Mr. Gabriel Parrales P.

Listening for us!!

AUDIO-VIDEO # 6: FUTURE PLANS

INSTRUCTION

Watch the video. Choose the eight words you hear.

- Doctor
- Medical school
- Flight school
- Waiter
- Drama school
- Lawyer
- Business school
- Music school
- Art school
- Journalism
- Beauty school
- Law school
- Journalist
- Actor
- Film school

Watch the video again. Choose the correct names to make true sentences.

1. _____ is going to be a journalist.
   - a. Ellie
   - b. Enrico
   - c. Julianna

2. _____'s husband is going to go to medical school.
   - a. Ellie
   - b. Julianna
   - c. Megumi

3. Julianna and _____ are going to move to New York.
   - a. Enrico
   - b. Megumi
   - c. Tommy

4. _____ is going to be a doctor.
   - a. Julianna
   - b. Megumi
   - c. Tommy

5. _____ is going to be a lawyer.
   - a. Enrico
   - b. Julianna
   - c. Megumi

6. _____ is probably going to be a waiter.
   - a. Enrico
   - b. Tommy
   - c. Ellie's husband

By: Mr. Gabriel Parrales P.

5.2.3.7. EASY VIDEO CLIPS

Attachment 12: Easy video 1 - Are you circus? Activity # 1
Author: Luis Gabriel Parrales Picazo

Listening for us!!

VIDEO 1

MADAGASCAR 3: ARE YOU CIRCUS?
In this clip from the second sequel in the Madagascar series, in which Alex, Marty, Gloria and Melman travel through Europe in an attempt to return to New York, a travelling circus seems to be the perfect place for the animals to hide.

VOCAB QUICKVIEW	
CONCEIVABLE **VOCABULARY TYPE:** Vocabulary **DEFINITION:** thinkable, capable of being imagined **EXAMPLE:** *There's no conceivable way that she could have earned that kind of money in that short amount of a time in a legitimate way.*	**A SOLID** **VOCABULARY TYPE:** Jerga **DEFINITION:** a favor **EXAMPLE:** *Hey, I'm late for my flight and my car is out of gas. Do me a solid and drive me to the airport, will you?*
POP OFF **VOCABULARY TYPE:** Modismo **DEFINITION:** to leave quickly **EXAMPLE:** *I'm busy right now, so pop off and leave me alone.*	**AWKWARD** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** embarrassing and difficult to deal with. **EXAMPLE:** *There were definitely some awkward situations when she bumped into her ex-boyfriend at the mall the other day.*
SNEER **VOCABULARY TYPE:** Vocabulary **DEFINITION:** a facial expression indicating mockery or disrespect. **EXAMPLE:** *Seeing the sneer on the student's face prompted the teacher to go off on a very long sermon on respect and humility.*	**GLOSSY** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** shiny and smooth **EXAMPLE:** *I'll take the glossy pages of a magazine over the dirty pages of a tabloid newspaper any day.*
HEAT **VOCABULARY TYPE:** Jerga **DEFINITION:** intensive attention or investigation, such as when the police are looking for someone they suspect of a crime. **EXAMPLE:** *Following his successful raid on the jewelry store, the robber decided to go campaign until the heat died down.*	**UNWANTED** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** not wanted or desired. **EXAMPLE:** *It was already too late when they realized that their decision would bring about several unwanted consequences.*

1

By: Mr. Gabriel Parrales P.

Attachment 13: Easy video 1 - Are you circus? Activity # 2
Author: Luis Gabriel Parrales Picazo

Listening for us!!

TRIVIA: VIDEO 1

MADAGASCAR 3: ARE YOU CIRCUS?
In this clip from the second sequel in the Madagascar series, in which Alex, Marty, Gloria and Melman travel through Europe in an attempt to return to New York, a travelling circus seems to be the perfect place for the animals to hide.

CIRCLE THE CORRECT ANSWER

QUESTION 1:

WHY DO THE FOUR ANIMALS WANT TO GET INTO THE CIRCUS CARRIAGE?

a. They are looking for an old friend who works in the circus.
b. They are trying to hide from trouble.
c. They want to join the circus.
d. They are tired and need somewhere to sleep.

QUESTION 2:

WHY DOES VITALY THE TIGER REFUSE TO LET THE FOUR ANIMALS IN?

a. He knows that the carriage is already too crowded.
b. He doesn't want any trouble in the circus.
c. He is afraid of giraffes.
d. He is allergic to lions.

QUESTION 3:

WHAT DOES VITALY THE TIGER DISLIKE ABOUT ALEX THE LION?

a. His eyes.
b. His hair.
c. His feet.
d. His sneer.

QUESTION 4:

HOW DO THE FOUR ANIMALS REACT TO STEFANO AND VITALY'S DISCUSSION?

a. They are furious that the two are talking so loudly.
b. They are flattered that Stefano is defending them.
c. They don't hear anything and don't know what's happening.
d. They find it awkward as they can hear what's being said.

By: Mr. Gabriel Parrales P.

Listening for us!!

FILL THE SCRIPT: VIDEO 1

MADAGASCAR 3: ARE YOU CIRCUS?
In this clip from the second sequel in the Madagascar series, in
which Alex, Marty, Gloria and Melman travel through Europe in an
attempt to return to New York, a travelling circus seems to be the
perfect place for the animals to hide.

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

MARTY: What are we gonna do? We can't _____

- a. Hire a beggar
- b. Hire a fever
- c. Hide forever

GLORIA: And we can't _____. You know this ain't Africa.

- a. Uptrend
- b. Just bend
- c. Just blend

MELMAN: Oh, what's _____.

- a. The point?
- b. So quaint?
- c. The joint?

ALEX: Please, you gotta _____.

- a. Fight us
- b. Fide us
- c. Hide us

ALEX: Just until the _____.

- a. Heat dies down
- b. Eat my crown
- c. Beat around

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 1

MADAGASCAR 3: ARE YOU CIRCUS?
In this clip from the second sequel in the Madagascar series, in which Alex, Marty, Gloria and Melman travel through Europe in an attempt to return to New York, a travelling circus seems to be the perfect place for the animals to hide.

1. **USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.**

UNWANTED	HEAT	GLOSSY	SNEER
CONCEIVABLE	AWKWARD	POP OFF	A SOUD

4

Until the _____ dies down, there is no _____ way that she can go into town without attracting _____ attention. The best thing she can do is just to _____ to Italy for a while; otherwise it will be _____ for everyone involved.

¿Qué han dicho?
This train is for circus animals only.

¿Por qué lo han dicho así?

"This" (or "That") is used to refer to objects that are singular. For plural nouns, we usually use "These" or "Those" depending on how close or far away the objects is from the speaker.

THIS, THAT, THESE, THOSE

2. **READ THE SENTENCES AND CHOOSE IF THEY ARE CORRECT OR INCORRECT.**

		CORRECT	INCORRECT
a.	This trip is the second time I've been to Asia with them.		
b.	These candles smell too sweet for my liking.		
c.	These toy is not suitable for babies under the age of two.		
d.	This shops are too pricey for my budget.		

By: Mr. Gabriel Parrales P.

Listening for us!!

VIDEO 2

HOME: YOUR CAR IS INFESTED
In this clip from the animated film about an alien who visits Earth and becomes friends with an adventurous girl, Oh (voiced by Jim Parsons) is alarmed to meet Pig, the pet cat belonging to Tip (voice by Rihanna).

VOCAB QUICKVIEW	
VEHICLE VOCABULARY TYPE: Vocabulary DEFINITION: a machine that transports people or things from one place to another. EXAMPLE: *A bus is a wheeled vehicle that can carry many people from one place to another.*	**USEFUL** VOCABULARY TYPE: Vocabulary DEFINITION: able to help do or achieve something. EXAMPLE: *If you trying to cut paper neatly, it is useful to have some scissors.*
COMPANIONSHIP VOCABULARY TYPE: Vocabulary DEFINITION: the good feeling that comes from being with someone else that you like. EXAMPLE: *The astronauts was glad to have the companionship of two other crew members on the long journey to Mars.*	**PURRING** VOCABULARY TYPE: Vocabulary DEFINITION: the sound a cat makes when it is happy EXAMPLE: *My cat loves to sit on my lap. As soon as she sits down, she starts purring.*
EXPLODE VOCABULARY TYPE: Vocabulary DEFINITION: to suddenly break apart in a violent way, with pieces flying in all directions. EXAMPLE: *If you keep carbonated drinks in a hot place, some of them might explode.*	**VIBRATING** VOCABULARY TYPE: Vocabulary DEFINITION: shaking lightly in a very steady, regular way. EXAMPLE: *I knew that the computer's fan was working, as I could feel it vibrating from the outside of the laptop.*
PET VOCABULARY TYPE: Vocabulary DEFINITION: an animal kept by humans for companionship. EXAMPLE: *The most popular types of pet are dogs and cats, but many people keep birds as well.*	**INFESTED** VOCABULARY TYPE: Vocabulary DEFINITION: to be invaded by lots of animals or insects in an unhealthy way. EXAMPLE: *I had to burn down the kids' play house in the back garden, as it was infested by termites.*

1

By: Mr. Gabriel Parrales P.

Attachment 17: Easy video 2 - Your car is infested? Activity # 2
Author: Luis Gabriel Parrales Picazo

Listening for us!!

TRIVIA: VIDEO 2

HOME: YOUR CAR IS INFESTED
In this clip from the animated film about an alien who visits Earth and becomes friends with an adventurous girl, Oh (voiced by Jim Parsons) is alarmed to meet Pig, the pet cat belonging to Tip (voice by Rihanna)

CIRCLE THE CORRECT ANSWER

QUESTION 1:

WHAT IS THE ALIEN FIRST SURPRISED BY?

a. Another alien.
b. A cat.
c. Some milk.
d. Some hot dogs.

QUESTION 2:

WHAT DOES THE GIRL EXPLAIN TO THE ALIEN?

a. She explains that her pet is a pig.
b. She explains that her pet will soon explode.
c. He is afraid of giraffes.
d. He is allergic to lions.

QUESTION 3:

WHAT DOES THE ALIEN NOT SEEM TO UNDERSTAND?

a. He does not understand why the car will explode.
b. He does not understand the usefulness of a pet.
c. He does not understand why the hot dogs are vibrating.
d. He does not understand why the car is purring.

QUESTION 4:

ACCORDING TO THE GIRL, WHAT IS THE USEFULNESS OF A PET?

a. For profit.
b. For meat and milk
c. For infestation.
d. For fun and companionship.

By: Mr. Gabriel Parrales P.

Listening for us!!

FILL THE SCRIPT: VIDEO 2

HOME: YOUR CAR IS INFESTED
In this clip from the animated film about an alien who visits Earth and becomes friends with an adventurous girl, Oh (voiced by Jim Parsons) is alarmed to meet Pig, the pet cat belonging to Tip (voice by Rihanna)

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

OH: Huh! Your _____ ....

- a. Deep gel
- b. Vehicle
- c. Real cycle

OH: ... is _____ .

- a. Infested
- b. Ingested
- c. Digested

OH: Why do have _____ ?

- a. Big things
- b. This thing
- c. This think

OH: Is it useful? Does it _____ or milk?

- a. Big treat
- b. Give meat
- c. Give sweet

TIP: What? Ewww! No, you just have pets. _____ ... and companionship...

- a. For some
- b. Four buns
- c. For fun

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 2

HOME: YOUR CAR IS INFESTED
In this clip from the animated film about an alien who visits Earth and becomes friends with an adventurous girl, Oh (voiced by Jim Parsons) is alarmed to meet Pig, the pet cat belonging to Tip (voice by Rhanna)

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

| VEHICLE | INFESTED | PET | VIBRATING |

| COMPANIONSHIP | EXPLODE | PURRING |

4

A good car will have an engine that makes a very soft _____ sound, but if the engine starts _____ very violently, it could mean that the _____ is about to _____. That is why it is _____ to have the car maintained regularly.

¿Qué han dicho?
Why do you
have this things?

→

¿Por qué lo han dicho así?

When asking questions, "where" asks for a location or place, "why" asks for a reason, "when" asks for a time, "who" asks for the identity of a person, and "how" asks about the manner in which something was done.

WH – QUESTIONS

2. READ THE QUESTIONS AND MATCH WITH THEIR APPROPRIATE ANSWERS.

a. Where did the accident take place? _____
b. Why did the accident happen? _____
c. When did the accident happen? _____
d. Who was driving the car when it crashed? _____

1. The driver lost control of the vehicle.
2. The car was being driven by Mr. Johnson.
3. At 6:30am in this morning.
4. At the corner of Charles Street and 47th avenue.

By: Mr. Gabriel Parrales P.

Listening for us!!

VIDEO 3

CINDERELLA: TREATMENT
Cinderella (Lily James) meets Prince Charming (Richard Madden) in the woods while he is hunting. They have a conversation about their lives. Cinderella does not realize that she is talking to the Prince.

VOCAB QUICKVIEW	
TRADE **VOCABULARY TYPE:** Vocabulary **DEFINITION:** a professional skill, especially for artisans. **EXAMPLE:** *I learned my trade as a baker working in my father's bakery every day after school.*	**FEEL** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** to have an emotion about something. **EXAMPLE:** *I did not get invited to Allan's birthday party. That makes me feel bad, as I considered him my friend.*
HUNTING **VOCABULARY TYPE:** Vocabulary **DEFINITION:** the activity of chasing and killing wild animals. **EXAMPLE:** *The British aristocracy once loved to go hunting foxes with dogs, but this is now illegal.*	**HURT** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** to cause pain or injury. **EXAMPLE:** *I hurt my leg when I fell while skiing. I went to the hospital and found out it was broken.*
COURAGE **VOCABULARY TYPE:** Vocabulary **DEFINITION:** the mental strength to do something that you know is difficult or dangerous. **EXAMPLE:** *It takes a lot of courage to be a fireman: you have to enter burning buildings, knowing that you could be killed.*	**DESERVE** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** used to say that someone or something should or should not have or be given something. **EXAMPLE:** *Andy has been behaving so badly that he doesn't really deserve a birthday present, but I will buy him one anyway.*
APPRENTICE **VOCABULARY TYPE:** Vocabulary **DEFINITION:** a young person who learns a job or skill by working for a fixed period of time for someone who is very good at that job or skill. **EXAMPLE:** *The carpenter's apprentice was very happy to be learning from someone who made cabinets and other furniture for the king.*	**TREAT** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** to act towards someone in a certain way. **EXAMPLE:** *I try to treat everyone the way I would like to be treated: with respect and kindness.*

1

By: Mr. Gabriel Parrales P.

Listening for us!!

TRIVIA: VIDEO 3

CINDERELLA: TREATMENT
Cinderella (Lily James) meets Prince Charming (Richard Madden) in the woods while he is hunting. They have a conversation about their lives. Cinderella does not realize that she is talking to the Prince.

CIRCLE THE CORRECT ANSWER

QUESTION 1:

2

WHAT DOES THE GIRL ASK THE BOY?

a. She asks him where he lives.
b. She does not ask him anything.
c. She asks him how much he earns.
d. She asks him how old he is.

QUESTION 2:

WHAT DO THE BOY AND THE GIRL KNOW ABOUT EACH OTHER?

a. They know that they both like hunting
b. They know that the boy is treated well and the girl is not.
c. They know that they are the same age.
d. They know that the girl is rich and the boy is poor.

QUESTION 3:

WHY IS THE BOY IN THE WOODS?

a. He is hunting with some other people.
b. He is looking for berries to eat.
c. He is lost.
d. He is going to fight in the war.

QUESTION 4:

WHY DOES THE GIRL ASK THE BOY NOT TO ALLOW THE ANIMAL TO BE HURT?

a. Because the animal is her pet.
b. Because she does not think that people should go hunting.
c. Because hunting is illegal.
d. Because she wants to hurt it herself.

By: Mr. Gabriel Parrales P.

Listening for us!!

FILL THE SCRIPT: VIDEO 3

CINDERELLA: TREATMENT
Cinderella (Lily James) meets Prince Charming (Richard Madden) in the woods while he is hunting. They have a conversation about their lives. Cinderella does not realise that she is talking to the Prince.

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

PRINCE CHARMING: At the palace. My father's teaching me his _____.

- a. Trade
- b. Spade
- c. Grade

CINDERELLA: That's very fine. Do they, do they _____ well?

- a. Greet you
- b. Treat you
- c. Meet you

CINDERELLA: They treat me as well as _____.

- a. Their table
- b. Their stable
- c. They're able

CINDERELLA: It's not so very bad. Others, others have it worse I'm sure. You must... simply have courage and _____, mustn't we?

- a. Be kind
- b. Behind
- c. Be find

PRINCE CHARMING: Yes, you're right. That's exactly _____.

- a. Now it's real
- b. Now I steal
- c. How I feel

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 3

CINDERELLA: TREATMENT
Cinderella (Lily James) meets Prince Charming (Richard Madden) in the woods while he is hunting. They have a conversation about their lives. Cinderella does not realize that she is talking to the Prince.

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

4

| TRADE | DESERVE | COURAGE | FEEL |

| APPRENTICE | HURT | HUNTING | TREAT |

The _____ worked in with the carpenter for years, slowly mastering his, _____. The carpenter would _____ him badly sometimes, and he would _____ his hands from time to time working the wood, but he found the _____ to continue.

¿Qué han dicho?
Where do you live Mr. Kit?

¿Por qué lo han dicho así?

When asking questions, "where" asks for a location or place, "why" asks for a reason, "when" asks for a time, "who" asks for the identity of a person, and "how" asks about the manner in which something was done.

WH – QUESTIONS

2. READ THE WH – QUESTIONS AND MATCH WITH THEIR APPROPRIATE COMPLEMENT.

a. Where _____
b. When _____
c. Who _____
d. How_____

1. Did you first hear about it?
2. Did the accident take place?
3. Could it have happened?
4. Was responsible?

By: Mr. Gabriel Parrales P.

Listening for us!!

VIDEO 4

BRAVE: ADVICE TO ELINOR
Lord MacGuffin (voiced by Kevin McKidd) tries to help Queen Elinor (voiced by Emma Thompson) to figure out how she is going to talk to her daughter, Princess Merida (voiced by Kelly MacDonald).

VOCAB QUICKVIEW	
MUTTERING **VOCABULARY TYPE:** Vocabulary **DEFINITION:** to speak in a low voice or under one's breath, in a way that is difficult to understand. **EXAMPLE:** *When solving mathematics problems, I often start muttering the solution to myself, which must look strange to other people.*	**STUBBORNNESS** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** an attitude of refusing to change one's mind or position regardless of the validity of the arguments or persuasion used to get someone to change it. **EXAMPLE:** *He was a good manager, but his incredible stubbornness prevented him from changing any decision, no matter how wrong it was proving to be.*
LASS **VOCABULARY TYPE:** Cultural reference **DEFINITION:** the Scottish word for "girl". **EXAMPLE:** *She was only a lass, aged 16 at most, but she already had an adult-like sense of responsibility.*	**AYE** **VOCABULARY TYPE:** Cultural Reference **DEFINITION:** the Scottish word for "Yes" **EXAMPLE:** *"Aye," said the sergeant, a red-bearded Scott "I can confirm that we're ready for battle."*
SINGLE **VOCABULARY TYPE:** Vocabulary **DEFINITION:** not married or not involved in a romantic relationship. **EXAMPLE:** *I quite like being single; it leaves me more time to do the things I want to do.*	**SUNSET** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** the change in the sky's color when daylight start to fade. **EXAMPLE:** *We all watched the beautiful sunset in silence for a few minutes.*
GLEN **VOCABULARY TYPE:** Vocabulary **DEFINITION:** a narrow valley **EXAMPLE:** *We were all starving when we finally reached the glen, so our picnic was extremely satisfying.*	**ENTIRELY** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** completely (used as a way of adding emphasis) **EXAMPLE:** *It is entirely your fault that we missed the bus today.*

1

By: Mr. Gabriel Parrales P.

Listening for us!!

TRIVIA: VIDEO 4

BRAVE: ADVICE TO ELINOR
Lord MacGuffin (voiced by Kevin McKidd) tries to help Queen Elinor (voiced by Emma Thompson) to figure out how she is going to talk to her daughter, Princess Merida (voiced by Kelly MacDonald).

CIRCLE THE CORRECT ANSWER

QUESTION 1:

HOW DOES THE QUEEN REACT WHEN LORD MACGUFFIN SAYS SHE IS MUTTERING?

- a. She mutters some more.
- b. She does not say anything
- c. She starts to cry and accuse him of being insensitive.
- d. She says that she does not mutter.

QUESTION 2:

WHAT DOES LORD MACGUFFIN ADVISE THE QUEEN TO DO WITH THEIR DAUGHTER?

- a. Speak to her
- b. Promise her lots of presents.
- c. Ignore her.
- d. Punish her.

QUESTION 3:

BASED ON THE VIDEO, WHAT SEEMS TO BE THE QUEEN'S PROBLEM WITH MERIDA?

- a. Merida is lonely and wants to get married.
- b. Merida doesn't want to get married.
- c. Merida refuses to respect the King.
- d. Merida refuses to act like a princess.

QUESTION 4:

HOW DOES LORD MACGUFFIN TRY TO HELP THE QUEEN PRACTICE SPEAKING TO MERIDA?

- a. He lets her talk to Merida while Merida is asleep.
- b. He pretends to be Merida.
- c. He creates a life-sized doll in Merida's image.
- d. He enlist the help of another girl who looks like Merida.

By: Mr. Gabriel Parrales P.

Listening for us!!

FILL THE SCRIPT: VIDEO 4

BRAVE: ADVICE TO ELINOR
Lord MacGuffin (voiced by Kevin McKidd) tries to help Queen Elinor (voiced by Emma Thompson) to figure out how she is going to talk to her daughter, Princess Merida (voiced by Kelly MacDonald).

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

LORD MACGUFFIN: You're _____.

- a. Muttering
- b. Stuttering
- c. Sputtering

LORD MACGUFFIN: Aye you do. You mutter, lass, when something's _____ you.

- a. Bubbling in
- b. Subtly
- c. Troubling

LORD MACGUFFIN: Oh, I take it the talk didn't go _____ then.

- a. To hell
- b. Too well
- c. Two bells

LORD MACGUFFIN: Sure you can. There, there! That's _____.

- a. My dream
- b. My queen
- c. My spleen

LORD MACGUFFIN: Right, here we go. "I don't want to get married! I want to stay single and let my hair flow in the wind as I ride through the glen, _____ into the sunset."

- a. Buying carrots
- b. Flying sparrows
- c. Firing arrows

By: Mr. Gabriel Parrales P.

Listening for us!!
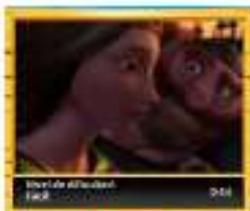
EXERCISES: VIDEO 4

BRAVE: ADVICE TO ELINOR
Lord MacGuffin (voiced by Kevin McKidd) tries to help Queen Elinor (voiced by Emma Thompson) to figure out how she is going to talk to her daughter, Princess Merida (voiced by Kelly MacDonald).

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

4

| MUTTERING | ENTIRELY | GLEN | SUNSET |
| STUBBORNNESS | SINGLE | AYE | LASS |

She's a lovely _____, but if she keeps _____ every five minutes and does not do something about her donkey-like _____, she will remain _____ all her life, and it will be _____ her fault.

¿Qué han dicho?
You're muttering

¿Por qué lo han dicho así?
There is a very big difference between "you're" and "your". The first is a contraction, a short way of saying "you are". "Your", instead, is a possessive pronoun, which is used to indicate ownership of something.

"YOU'RE" OR "YOUR"

2. READ THE SENTENCES AND CHOOSE IF THEY ARE CORRECT OR INCORRECT.

	CORRECT	INCORRECT
a. Your a liar, that's why you're reputation is so bad.		
b. You're the best friend I ever had.		
c. Your mother was looking for you a while ago.		
d. Don't forget to take your breakfast with you when you leave.		

By: Mr. Gabriel Parrales P.

5.2.3.8. INTERMEDIATE VIDEO CLIPS

Attachment 28: Intermediate video 1 - We got a situation Activity # 1
Author: Luis Gabriel Parrales Picazo

Listening for us!!

VIDEO 1

PLANES 2: WE GOT A SITUATION
In this clip from 2014 sequel to Disney's 2013 animated film about airplane racers, a group of forest firefighting vehicles is trapped by a shift in the wind, requiring former air racer Dusty – now an aerial firefighter – to rescue them with a drop of fire extinguishing chemicals from the air.

VOCAB QUICKVIEW	
PULL BACK **VOCABULARY TYPE:** Modismo **DEFINITION:** an instruction to urgently retreat from where someone or a group of people is presently. **EXAMPLE:** *If you stay here you'll be hit by the tornado! You need to pull back now!*	**COPY THAT** **VOCABULARY TYPE:** Referencia Cultural **DEFINITION:** a way of confirming that a communication has been understood, especially in radio communications. **EXAMPLE:** *Hello, this is Air India flight AIC768, requesting permission to land. Copy that, we have permission, thanks Newark.*
LOAD **VOCABULARY TYPE:** Vocabulario **DEFINITION:** to fill a container with items that usually carries. **EXAMPLE:** *We first have to load the plane with fuel, then we can get on our way to our destination.*	**TRAPPED** **VOCABULARY TYPE:** Vocabulario **DEFINITION:** placed in a dangerous position with no way of escape. **EXAMPLE:** *The game of chess did not last very long. Alfred trapped my king and declared checkmate in just 12 moves!*
ESCAPE ROUTE **VOCABULARY TYPE:** Modismo **DEFINITION:** a planned path away from danger. **EXAMPLE:** *Fire can spread very rapidly in an office building, so make sure you are familiar with the escape route towards the fire exits.*	**SAFETY ZONE** **VOCABULARY TYPE:** Modismo **DEFINITION:** a protected area. **EXAMPLE:** *When you are waiting for a train on the platform, always stay in the safety zone and do not stand too close to the track.*
SHIFTED **VOCABULARY TYPE:** Vocabulario **DEFINITION:** changed position or changed direction. **EXAMPLE:** *You used to be so liberal. Have you now shifted your political views to become more conservative?*	**A SITUATION** **VOCABULARY TYPE:** Modismo **DEFINITION:** a difficult and potentially dangerous circumstance or sequence of events. **EXAMPLE:** *If that plane lands with a full load of fuel, we could have a real situation here at the airport.*

1

By: Mr. Gabriel Parrales P.

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Listening for us!!

TRIVIA: VIDEO 1

PLANES 2: WE GOT A SITUATION
In this clip from 2014 sequel to Disney's 2013 animated film about airplane racers, a group of forest firefighting vehicles is trapped by a shift in the wind, requiring former air racer Dusty – now an aerial firefighter – to rescue them with a drop of fire extinguishing chemicals from the air.

CIRCLE THE CORRECT ANSWER

QUESTION 1:

2

WHAT IS THE SITUATION OF THE VEHICLES ON THE GROUND?

    a. They are trapped by a forest fire.
    b. They are in a lake.
    c. They have jumped the line.
    d. They are in a safety zone.

QUESTION 2:

WHAT IS THE COMMUNICATION BETWEEN THE GROUND VEHICLES AND THE AIRPLANES?

    a. The ground vehicles tell a joke to the airplane.
    b. The ground vehicles tell the airplane to load and return.
    c. The ground vehicles request a drop of chemicals on the fire.
    d. The ground vehicles tell the airplanes to go to the lake.

QUESTION 3:

WHY DON'T THE GROUND VEHICLES GO TO THE SAFETY ZONE?

    a. They don't have enough time.
    b. They don't know where the escape route is.
    c. They escape route is blocked.
    d. They do not have enough fuel.

QUESTION 4:

WHAT IS THE RESULT OF THE DROP BY THE AIRPLANE?

    a. The ground vehicles now have a situation.
    b. The ground vehicles are now all red.
    c. The ground vehicles can now load and return.
    d. The ground vehicles are now out of danger.

By: Mr. Gabriel Parrales P.

Attachment 30: Intermediate video 1 - We got a situation Activity # 3
Author: Luis Gabriel Parrales Picazo

Listening for us!!

FILL THE SCRIPT: VIDEO 1

PLANES 2: WE GOT A SITUATION

In this clip from 2014 sequel to Disney's 2013 animated film about airplane racers, a group of forest firefighting vehicles is trapped by a shift in the wind, requiring former air racer Dusty – now an aerial firefighter – to rescue them with a drop of fire extinguishing chemicals from the air.

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

SMOKEJUMPER: ...pull back, pull back! Let's go! Let's _____!

- a. Get tight now
- b. Go right now
- c. Slow sight how

SMOKEJUMPER: No, no good. Our escape route _____. We need a drop.

- a. Is locked
- b. Is rocked
- c. Is blocked

BLADE: Copy that.

DIPPER: Smokejumper's trapped. Left flank; _____.

- a. Set up a drop
- b. Set up on top
- c. Let in a drop

BLADE: Champ: _____.

- a. Mode of burn
- b. Road and rerun
- c. Load and return

BLADE: We've still got a lot of _____.

- a. Working for two
- b. Lurking into
- c. Work to do

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 1

PLANES 2: WE GOT A SITUATION
In this clip from 2014 sequel to Disney's 2013 animated film about airplane racers, a group of forest firefighting vehicles is trapped by a shift in the wind, requiring former air racer Dusty – now an aerial firefighter – to rescue them with a drop of fire extinguishing chemicals from the air.

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

PULL BACK	A SITUATION	SHIFTED	SAFETY ZONE
ESCAPE ROUTE	TRAPPED	LOAD	COPY THAT

4

The army patrol got into _____ when they were attacked and could not _____ to their _____ behind the wall. They were _____. They called their commander on the radio to ask for an alternative _____.

¿Qué han dicho?
The wind shifted. The fire jumped the line.

¿Por qué lo han dicho así?
To describe an action that takes place in the past, and has now stopped, use the Simple Past Form (add "ed" to the verb except for irregular verbs)

PAST TENSE

2. READ THE SENTENCES AND CHOOSE IF THEY ARE CORRECT OR INCORRECT.

	CORRECT	INCORRECT
a. I asked her to dance, but she said no.		
b. Last week we worked until midnight every night.		
c. In 2007 I finally learned how to play golf.		
d. Please wait, I am still talked on the telephone.		

By: Mr. Gabriel Parrales P.

Listening for us!!

VIDEO 2

FROZEN: LET IT GO

Winner of the Oscar for the Best Song of 2014, "Let It Go" – from Disney's 2013 animated feature film Frozen – is sung by Idina Menzel. She is the voice of Queen Elsa, who abandons her kingdom when her magical ability to create and control ice and snow is discovered by others.

VOCAB QUICKVIEW	
LET IT GO VOCABULARY TYPE: Modismo DEFINITION: a way of saying "Forget the Past", used to convince someone to stop being obsessed about something that happened in the past and is still troubling them. EXAMPLE: *I told Ricky to forget about his former girlfriend, Beth. "Let it go", I said. "She married someone else, time to move on and find someone new!"*	**KEEP IT IN** VOCABULARY TYPE: Modismo DEFINITION: to have a powerful feeling which you don't allow yourself to express to anyone. EXAMPLE: *I get very angry with my colleagues when they make mistakes, but I always feel I have to keep it in and not offend anyone with my comments.*
FUNNY VOCABULARY TYPE: Vocabulario DEFINITION: in this context: another way of saying "strange" EXAMPLE: *What did I say? The teacher was looking at me with a funny expression on his face. Did I offend him?*	**FEARS** VOCABULARY TYPE: Vocabulario DEFINITION: feeling of being afraid of something or someone EXAMPLE: *When I was small I had many fears about insects and snakes, but today I'm not afraid of them anymore.*
GET TO VOCABULARY TYPE: Modismo DEFINITION: to bother someone or create negative feelings in them EXAMPLE: *Don't let the cold, wet weather and long nights get to you. Soon it will be springtime, and you'll stop feeling depressed.*	**TEST THE LIMITS** VOCABULARY TYPE: Modismo DEFINITION: to see how far you can go in some direction or with some activity before you are forced to stop. EXAMPLE: *I'm going to test the limits of my new car by driving it on an empty highway as fast as it will go.*
SOUL VOCABULARY TYPE: Vocabulario DEFINITION: the spiritual part of a person EXAMPLE: *Nelson Mandela may have died, but his soul lives on in anyone who believes in peace and forgiveness.*	**ISOLATION** VOCABULARY TYPE: Modismo DEFINITION: the condition of being in a place or situation that is separate from other people or things. EXAMPLE: *In most prisons, the really violent prisoners are kept in isolation, locked up in a cell by themselves, so they cannot harm other people.*

1

By: Mr. Gabriel Parrales P.

Listening for us!!

TRIVIA: VIDEO 2

FROZEN: LET IT GO
Winner of the Oscar for the Best Song of 2014, "Let it Go" – from Disney's 2013 animated feature film Frozen – is sung by Idina Menzel. She is the voice of Queen Elsa, who abandons her kingdom when her magical ability to create and control ice and snow is discovered by others.

CIRCLE THE CORRECT ANSWER

QUESTION 1:

IN WHAT KIND OF PLACE DOES THE GIRL SINGING SEEM TO BE IN?

- a. A dangerous place full of fearsome creatures.
- b. A warm, cozy place with lots of friends.
- c. A crowded, happy place.
- d. A cold, lonely place with no one else present.

QUESTION 2:

WHAT DOES THE GIRL SEEM TO WANT TO "LET GO" OF?

- a. Her money
- b. The past
- c. Her job
- d. Her boyfriend.

QUESTION 3:

WHAT SEEMS TO HAPPEN TO THE GIRL DURING THE SONG?

- a. She starts to cry and wishes she could go back in time.
- b. She discovers a feeling of power and freedom.
- c. She discovers that she is afraid of everything.
- d. She becomes increasingly sad.

QUESTION 4:

WHAT IS THE GIRL'S ATTITUDE TOWARD OTHER PEOPLE?

- a. She wishes she had some girlfriends to keep her company.
- b. She hopes no one will find out her secret.
- c. She doesn't need them, and doesn't care what they think.
- d. She wishes she had a boy to keep her company.

By: Mr. Gabriel Parrales P.

Attachment 34: Intermediate video 2 - Let it go Activity # 3
Author: Luis Gabriel Parrales Picazo

Listening for us!!

FILL THE SCRIPT: VIDEO 2

FROZEN: LET IT GO
Winner of the Oscar for the Best Song of 2014, "Let it Go" – from Disney's 2013 animated feature film Frozen – is sung by Idina Menzel. She is the voice of Queen Elsa, who abandons her kingdom when her magical ability to create and control ice and snow is discovered by others.

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

ELSA: The snow _____ on the mountain tonight...

- a. Glows bright
- b. Grows tight
- c. Glows white

ELSA: ...Couldn't keep it in; heaven knows _____

- a. I'm tired
- b. I've tried
- c. I cried

ELSA: ...Conceal, _____ don't let them know.

- a. Don't feel
- b. Don't steal
- c. Won't kneel

ELSA: ...I don't care what they're _____

- a. Going to stay
- b. Going away
- c. Going to say

ELSA: ... Let it go, let it go, that perfect _____

- a. Girl is alone
- b. Swirl is done
- c. Girl is gone

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 2

FROZEN: LET IT GO
Winner of the Oscar for the Best Song of 2014, "Let it Go" – from Disney's 2013 animated feature film Frozen – is sung by Idina Menzel. She is the voice of Queen Elsa, who abandons her kingdom when her magical ability to create and control ice and snow is discovered by others.

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

| ISOLATION | LET IT GO | KEEP IT IN | FUNNY |

| TEST THE LIMITS | FEARS | GET TO | SOUL |

④

A long time spent alone, in total _____, can _____ of even the strongest personality. It is easy to let solitude _____ you, and it will start to create sadness in your _____. A lack of friends is one of my greatest _____.

¿Qué han dicho?
You'll never see me cry. Here I stand, and here I'll stay.

➡

¿Por qué lo han dicho así?
When talking about things set to happen in the future, use "will" or "shall" + the present tense of the verb to refer to definite future actions.

PAST TENSE

2. READ THE SENTENCES AND CHOOSE IF THEY ARE CORRECT OR INCORRECT.

	CORRECT	INCORRECT
a. Tomorrow I tell her that she is not invited.		
b. We will travel to Tokyo next month to sign the big deal.		
c. Sarah will give the letter to John when she sees him.		
d. Please wait, I play soccer tomorrow morning.		

By: Mr. Gabriel Parrales P.

Attachment 36: Intermediate video 3 - I thought breakfast was ready Activity # 1
Author: Luis Gabriel Parrales Picazo

Listening for us!!

VIDEO 3

CINDERELLA: I THOUGHT BREAKFAST WAS READY
In this scene from the live action Disney adaptation of the fairy tale, Cinderella (Lily James) is insulted by her step-sisters Drisella (Sophie McShera) and Anastasia (Holliday Grainger) and forbidden to sit at the table by her evil step-mother, Lady Tremaine (Cate Blanchett).

VOCAB QUICKVIEW	
BREAKFAST VOCABULARY TYPE: Vocabulario DEFINITION: the first meal of the day, eaten in the morning. EXAMPLE: *On weekend mornings, I like a full English breakfast, with eggs, sausages and toast.*	**DONE** VOCABULARY TYPE: Vocabulario DEFINITION: finished EXAMPLE: *I was so happy when I was finally done cleaning the garage. It was hard work!*
SERVE VOCABULARY TYPE: Vocabulario DEFINITION: to give food or drink to someone sitting at a table. EXAMPLE: *I have a restaurant, but I don't have enough waitresses to serve everyone who comes there for lunch.*	**FORGOTTEN** VOCABULARY TYPE: Vocabulario DEFINITION: having failed to remember. EXAMPLE: *I have forgotten to send Billy an invitation to the party. I'll do that right now.*
CLEVER VOCABULARY TYPE: Vocabulario DEFINITION: funny in a way that shows intelligence. EXAMPLE: *Rodney is every clever, he's always making plays on words that I have never heard before.*	**DIRTY** VOCABULARY TYPE: Vocabulario DEFINITION: not clean, full of dirt. EXAMPLE: *Mother, can you please wash my blue jeans? They're dirty and I want to wear them tonight.*
CINDERS VOCABULARY TYPE: Vocabulario DEFINITION: very small pieces of burned material, such as produced by burning wood or coal. EXAMPLE: *The book had been completely burned by the fire; all that was left of it were cinders.*	**ASH** VOCABULARY TYPE: Vocabulario DEFINITION: the powder that remains after a fire has finished burning EXAMPLE: *This morning I had to clean up all the ash left by the fire we had burning in the fireplace last night.*

1

By: Mr. Gabriel Parrales P.

Attachment 37: Intermediate video 3 - I thought breakfast was ready Activity # 2
Author: Luis Gabriel Parrales Picazo

Listening for us!!

TRIVIA: VIDEO 3

CINDERELLA: I THOUGHT BREAKFAST WAS READY
In this scene from the live action Disney adaptation of the fairy tale, Cinderella (Lily James) is insulted by her step-sisters Drisella (Sophie McShera) and Anastasia (Holliday Grainger) and forbidden to sit at the table by her evil step-mother, Lady Tremaine (Cate Blanchett).

CIRCLE THE CORRECT ANSWER

QUESTION 1:

WHAT IS CINDERELLA DOING IN THIS CLIP?

- a. Playing word games with the women at the table.
- b. Preparing breakfast.
- c. Tending the fire and serving breakfast.
- d. Eating and drinking.

QUESTION 2:

WHAT DOES THE OLDER WOMAN NOTICE ABOUT CINDERELLA'S FACE?

- a. It is beautiful.
- b. It is dirty.
- c. It is all red.
- d. It seems tired.

QUESTION 3:

WHAT DO THE TWO YOUNGER GIRLS SITTING AT THE TABLE DO DURING THIS CLIP?

- a. They talk about what they enjoy eating for eating.
- b. They think of nicknames for Cinderella.
- c. They clean up after breakfast is done.
- d. They talk about the Prince.

QUESTION 4:

HOW ARE THE WOMEN AT THE TABLE BEHAVING TOWARDS CINDERELLA?

- a. They are treating her like a sister and daughter.
- b. They do not even notice that she is there.
- c. They are showing how much they love and respect her.
- d. They are being very mean to her.

By: Mr. Gabriel Parrales P.

Attachment 38: Intermediate video 3 - I thought breakfast was ready Activity # 3
Author: Luis Gabriel Parrales Picazo

Listening for us!!

FILL THE SCRIPT: VIDEO 3

CINDERELLA: I THOUGHT BREAKFAST WAS READY
In this scene from the live action Disney adaptation of the fairy tale, Cinderella (Lily James) is insulted by her step-sisters Drisella (Sophie McShera) and Anastasia (Holliday Grainger) and forbidden to sit at the table by her evil step-mother, Lady Tremaine (Cate Blanchett).

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

LADY TREMAINE: I thought breakfast _____.

    a. Was for three
    b. Was already
    c. Was steady

CINDERELLA: Oh it is, Madam. I'm only _____ the fire.

    a. Trending
    b. Pending
    c. Tending

LADY TREMAINE: In the future, could we not be called until the _____

    a. Work for one
    b. Work is done
    c. Work is fun

DRIZELLA: I've got a _____ for her! Cinder wench!

    a. New game
    b. New shame
    c. New name

LADY TREMAINE: Oh girls... you're too clever! _____

    a. Who's this four?
    b. Who is four?
    c. Who's so poor?

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 3

CINDERELLA: I THOUGHT BREAKFAST WAS READY
In this scene from the live action Disney adaptation of the fairy tale, Cinderella (Lily James) is insulted by her step-sisters Drisella (Sophie McShera) and Anastasia (Holliday Grainger) and forbidden to sit at the table by her evil step-mother, Lady Tremaine (Cate Blanchett).

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

BREAKFAST	ASH	CINDERS	DIRTY
FORGOTTEN	SERVE	CLEVER	DONE

4

One of the jobs of a waitress is to _____ customers their _____ and clear away the _____ dishes when they are _____ eating. Of course, she should also remind customers about the bill if they have _____ to pay it!

¿Qué han dicho?
Is there...
someone we've
forgotten?

¿Por qué lo han dicho así?
Use the constructions "has" or "have" + the past participle of the verb to say that an action happened at an unspecified time before now and is still relevant today.

PRESENT PERFECT TENSE

2. READ THE SENTENCES AND CHOOSE IF THEY ARE CORRECT OR INCORRECT.

	CORRECT	INCORRECT
a. I have now finished my homework, so I can come out with you.		
b. He has finished speaking and will now take questions.		
c. William has studied Economics at Oxford in the 1980's.		
d. We have just finished breakfast. Would you like some coffee?		

By: Mr. Gabriel Parrales P.

Listening for us!!

VIDEO 4

PENGUINS OF MADAGASCAR: NORTHWIND HEADQUARTERS
In this clip from the spin-off film of the Madagascar series, Dave (voiced by John Malkovich) hacks into the North Wind headquarters just as Skipper (Tom McGrath) shows Classified (Benedict Cumberbatch) that he has the Medusa serum.

VOCAB QUICKVIEW	
SERUM **VOCABULARY TYPE:** Vocabulary **DEFINITION:** a clear, watery fluid, often obtained from human or animal blood, that an influence human biological reactions. **EXAMPLE:** *The researcher administered the truth serum by injecting it into the arm of the volunteer. Soon his words started flowing.*	**MICROPHONE** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** an instrument that changes sound waves into electric currents, used in recording or transmitting sound. **EXAMPLE:** *These days, even the simplest earphones incorporate a microphone so that you can speak as well as hear you are using your smartphone.*
MATES **VOCABULARY TYPE:** Slang **DEFINITION:** friends **EXAMPLE:** I could not wait to get off work and join my mates waiting for me down at the pub.	**ACCURATE** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** precise, correct **EXAMPLE:** *If you work in a bank, you really need to be accurate with the numbers... otherwise you won't keep your job for long!*
VILLAIN **VOCABULARY TYPE:** Vocabulary **DEFINITION:** a cruel or evil person who is involved in wickedness or crime. **EXAMPLE:** *At the end of Peter Pan, Captain Hook —the villain of the book — is eaten by a giant crocodile.*	**OVER** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** finished, done **EXAMPLE:** *The concert is now over, so we should find our car and go home.*
STOLE **VOCABULARY TYPE:** Vocabulary **DEFINITION:** having taken something without its owner's permission **EXAMPLE:** *When I was a child I once stole a pen from a shop, but my mother found out and made me return it and apologize to the shopkeeper.*	**REVENGE** **VOCABULARY TYPE:** Vocabulary **DEFINITION:** the act of retaliating for wrongs or injury received. **EXAMPLE:** *Sally swore to get revenge on Judy, whom she accused of stealing her boyfriend away from her.*

1

By: Mr. Gabriel Parrales P.

Listening for us!!

TRIVIA: VIDEO 4

PENGUINS OF MADAGASCAR: NORTHWIND HEADQUARTERS
In this clip from the spin-off film of the Madagascar series, Dave (voiced by John Malkovich) hacks into the North Wind headquarters just as Skipper (Tom McGrath) shows Classified (Benedict Cumberbatch) that he has the Medusa serum.

CIRCLE THE CORRECT ANSWER

QUESTION 1:

AT THE BEGINNING OF THIS SCENE, WHY DOES THE WOLF CHARACTER SEEM SURPRISED?

a. Because he did not expect this form of revenge.
b. Because there are only four penguins.
c. Because he did not expect to get a call from his parents.
d. Because he learns that the penguins have stolen the serum.

QUESTION 2:

WHAT IS THE PROBLEM WHEN DAVE CALLS THE HEADQUARTERS?

a. He has lost all his serum.
b. He cannot hear the penguins.
c. He cannot see anything.
d. He cannot get his microphone to work.

QUESTION 3:

WHAT DOES DAVE TELL THE GROUP?

a. He tells them that he misses the zoo.
b. He tells them that he was talking to his parents.
c. He tells them that his microphone is broken.
d. He tells them that he has much more Medusa serum.

QUESTION 4:

WHAT IS THE TECHNICAL PROBLEM AT THE END OF THE CLIP?

a. Dave has run out of Medusa serum.
b. Dave does not have enough money to go shopping.
c. Dave's microphone is still not working.
d. Dave does not know how to end the video call.

By: Mr. Gabriel Parrales P.

Listening for us!!

FILL THE SCRIPT: VIDEO 4

PENGUINS OF MADAGASCAR: NORTHWIND HEADQUARTERS
In this clip from the spin-off film of the Madagascar series, Dave (voiced by John Malkovich) hacks into the North Wind headquarters just as Skipper (Tom McGrath) shows Classified (Benedict Cumberbatch) that he has the Medusa serum.

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

CLASSIFIED: What you of course _____ is that Doctor Brian's laboratory in Venice is secretly developing a Doomsday weapon called "The Medusa Serum"

- a. Should not go
- b. Could not know
- c. Would not show

SKIPPER: ... Medusa serum _____.

- a. On Amy's body
- b. On everybody
- c. On anybody

SKIPPER: Well, stole the serum, _____

- a. Shaved today
- b. Saved the day
- c. Saved the play

SKIPPER: Did your job for you... call it _____, Debby!

- a. What it kills
- b. What you will
- c. What it's still

DAVE: _____?

- a. How is the cow
- b. How do you know
- c. How about now

By: Mr. Gabriel Parrales P.

Attachment 43: Intermediate video 4 - Northwind Headquarters Activity # 4
Author: Luis Gabriel Parrales Picazo

Listening for us!!

VIDEO 4

PENGUINS OF MADAGASCAR: NORTHWIND HEADQUARTERS
In this clip from the spin-off film of the Madagascar series, Dave (voiced by John Malkovich) hacks into the North Wind headquarters just as Skipper (Tom McGrath) shows Classified (Benedict Cumberbatch) that he has the Medusa serum.

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

4

| SERUM | ACCURATE | STOLE | VILLAIN |
| MICROPHONE | MATES | OVER | REVENGE |

The evil _____ made an announcement via webcam, speaking into his _____ about getting _____ on the people who _____ his idea for a powerful _____ that would make him very rich.

¿Qué han dicho?
Every time a villain calls in, in this happens!

¿Por qué lo han dicho así?
To describe something that is always or generally true, use the Simple Present Form.

SIMPLE PRESENT TENSE

2. READ THE SENTENCES AND CHOOSE IF THEY ARE CORRECT OR INCORRECT.

	CORRECT	INCORRECT
a. The sun always sets in the west.		
b. We have pancakes for breakfast every Sunday.		
c. Today the 4:40 train from Glasgow arrives 15 minutes late.		
d. Alfred always brings his dog a big bone from the butcher's		

By: Mr. Gabriel Parrales P.

Attachment 44: Intermediate video 5 - Discovery Activity # 1
Author: Luis Gabriel Parrales Picazo

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VIDEO 5

BIG HERO 6: DISCOVERY
In this clip from the Disney animated film about a group of friends who team up to form a band of high-tech heroes, Hiro (Ryan Potter) accidentally activates Baymax, a personal Health Care Companion.

VOCAB QUICKVIEW	
SCALE VOCABULARY TYPE: Vocabulary DEFINITION: a range of numbers that is used to show the size, strength, or quality of something EXAMPLE: *On a scale of one to ten, I would rate the beauty of the Grand Canyon as a nine.*	**RESPONSE** VOCABULARY TYPE: Vocabulary DEFINITION: something that is done in reaction to something else EXAMPLE: *I tried calling him, texting him, and leaving him a voicemail, but so far I have gotten no response.*
INDICATE VOCABULARY TYPE: Vocabulary DEFINITION: to show or begin to prove something. EXAMPLE: *The results of our survey indicate that people prefer chocolate to broccoli.*	**ADOLESCENT** VOCABULARY TYPE: Vocabulary DEFINITION: the period of life where a child matures and starts to develop into an adult. EXAMPLE: *The years of adolescence are usually between the ages of 13 and 18.*
PUBERTY VOCABULARY TYPE: Vocabulary DEFINITION: the period of life when a person's sexual organs mature and he or she becomes able to have children. EXAMPLE: *It is usual to reach puberty around age 13, which is when your body begins to change and develop into its adult form.*	**DIAGNOSIS** VOCABULARY TYPE: Vocabulary DEFINITION: the act of defending a sickness EXAMPLE: *The doctors could not agree on the correct diagnosis of Susan's illness: one said it was a flu; the other said it was tuberculosis!*
INJURIES VOCABULARY TYPE: Vocabulary DEFINITION: when there is harm or damage to parts of the body. EXAMPLE: *He sustained many injuries in the car crash, including a broken leg and cut to the forehead.*	**PAIN** VOCABULARY TYPE: Vocabulary DEFINITION: an unpleasant physical feeling caused by injury. EXAMPLE: *He tried to keep his hand in the boiling water, but he could not stand the pain more than two seconds.*

1

By: Mr. Gabriel Parrales P.

Listening for us!!

TRIVIA: VIDEO 5

BIG HERO 6: DISCOVERY

In this clip from the Disney animated film about a group of friends who team up to form a band of high-tech heroes, Hiro (Ryan Potter) accidentally activates Baymax, a personal Health Care Companion.

CIRCLE THE CORRECT ANSWER

QUESTION 1:

WHY DOES BAYMAX ACTIVATE?

a. He heard the sound of distress.
b. He wanted to attack Hiro.
c. He had finished sleeping.
d. He was hungry.

QUESTION 2:

WHAT IS BAYMAX'S JOB?

a. To cook dinner for the boy.
b. To help the boy with his mathematics homework.
c. To protect the boy from the enemies.
d. To monitor the boy's health.

QUESTION 3:

WHY DOES BAYMAX SCAN THE BOY?

a. To see if he has any weapons.
b. To see what he is thinking.
c. To check for signs of life.
d. To check for injuries.

QUESTION 4:

WHAT IS THE BOY'S ATTITUDE TOWARDS BAYMAX?

a. He thinks Baymax should do more to help him.
b. He does not want Baymax to take care of him.
c. He is angry that Baymax cannot understand his pain.
d. He wishes Baymax were thinner.

By: Mr. Gabriel Parrales P.

Listening for us!!

FILL THE SCRIPT: VIDEO 5

BIG HERO 6: DISCOVERY
In this clip from the Disney animated film about a group of friends who team up to form a band of high-tech heroes, Hiro (Ryan Potter) accidentally activates Baymax, a personal Health Care Companion.

3

WATCH THE VIDEO AGAIN AND CHOOSE THE CORRECT ANSWER

BAYMAX: I heard a sound of _____. What seems to be the trouble?

- a. Distress
- b. This dress
- c. It's stress

HIRO: Oh... I just _____ my toe a little. I'm fine.

- a. Rubbed
- b. Clubbed
- c. Stubbed

HIRO: A zero? I'm Ok, really. Thanks. You can _____.

- a. Blink now
- b. Shrink now
- c. Think now

BAYMAX: Crying is a natural response to _____.

- a. Gain
- b. Frame
- c. Pain

HIRO: I'm _____!

- a. Not dying
- b. Not crying
- c. Not buying

By: Mr. Gabriel Parrales P.

Listening for us!!

EXERCISES: VIDEO 5

BIG HERO 6: DISCOVERY
In this clip from the Disney animated film about a group of friends who team up to form a band of high-tech heroes, Hiro (Ryan Potter) accidentally activates Baymax, a personal Health Care Companion.

Nivel de dificultad
Intermedio

1. USE THE WORDS FROM THE VOCAB QUICKVIEW AND COMPLETE THE PARAGRAPH. THERE ARE THREE ADDITIONAL ANSWERS.

RESPONSE	DIAGNOSIS	SCALE	PAIN
ADOLESCENCE	INDICATE	PUBERTY	INJURIES

4

During _____, a teen's body goes through changes known collectively as _____ puberty. Recent studies _____ that teens become clumsy during this period, which could lead to _____ resulting in _____.

¿Qué han dicho?
Baymax! I didn't know you were still active.

¿Por qué lo han dicho así?
Use the word "still" to describe a condition that was normally expected to end, but which continues.

"STILL"

2. READ THE SENTENCES AND MATCH WITH THEIR APPROPRIATE COMPLEMENT.

a. I thought that she would have given up by now, _____
b. I asked them several times to please turn down the music, _____
c. Mary ordered her books online over a month ago, _____
d. Slavery was formally abolished a long time ago, _____

1. But it is still playing as loudly as it was before.
2. But millions of people are still kept illegally as slaves.
3. But instead Laura is still working on that math problem.
4. And they still have not been delivered to her house.

By: Mr. Gabriel Parrales P.

5.2.3.9. OTHER DOCUMENTS
Attachment 48: Advisor certification
Author: Luis Gabriel Parrales Picazo

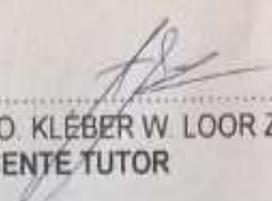La Libertad 8 de mayo de 2015

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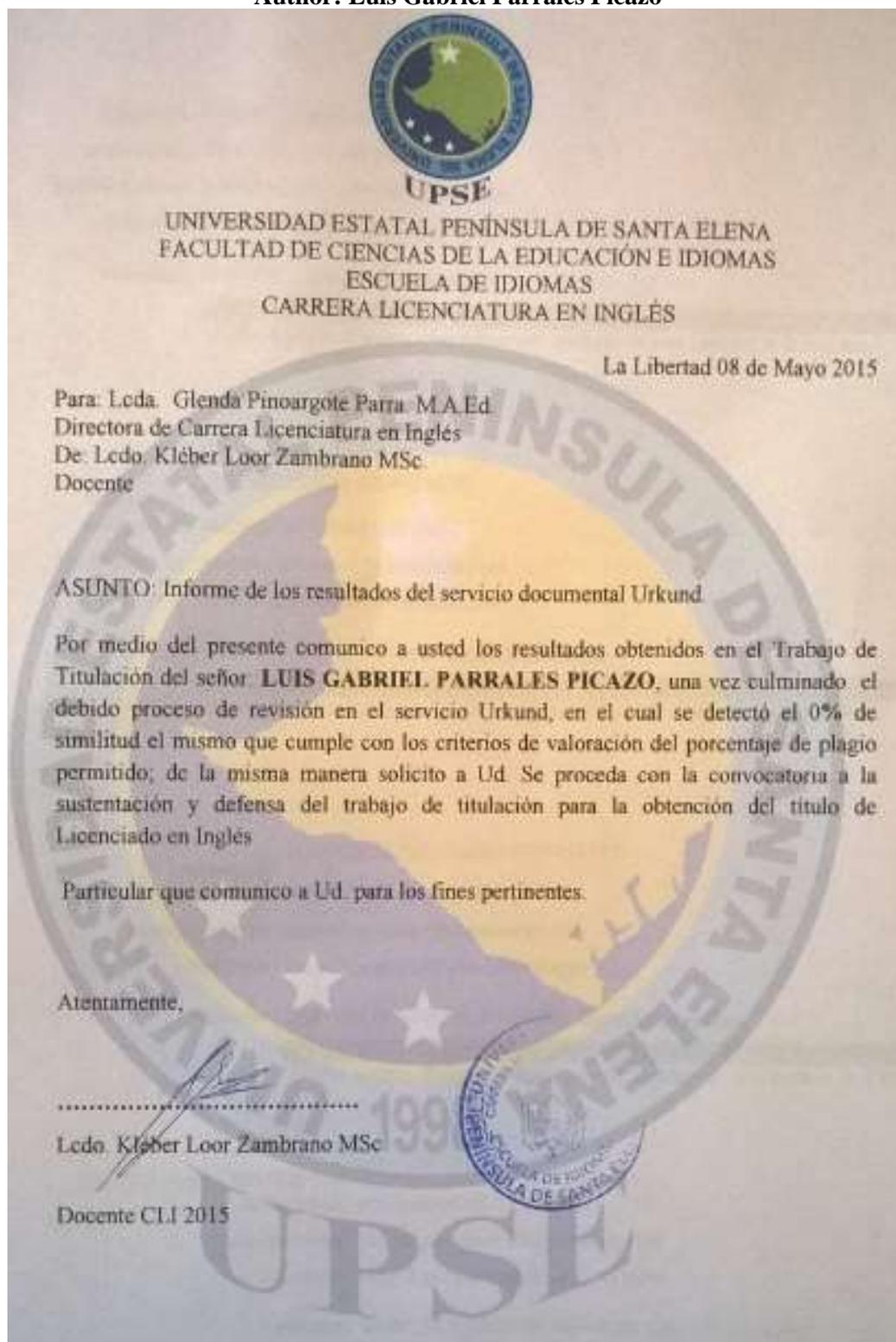
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LCDO. KLÉBER W. LOOR ZAMBRANO. MSc.
DOCENTE TUTOR

UPSE

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

La Libertad 08 de Mayo 2015

Para: Lcda. Glenda Pinoargote Parra M.A.Ed
Directora de Carrera Licenciatura en Inglés
De: Lcdo. Kléber Loor Zambrano MSc
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund

Por medio del presente comunico a usted los resultados obtenidos en el Trabajo de Titulación del señor **LUIS GABRIEL PARRALES PICAZO**, una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que cumple con los criterios de valoración del porcentaje de plagio permitido; de la misma manera solicito a Ud. Se proceda con la convocatoria a la sustentación y defensa del trabajo de titulación para la obtención del título de Licenciado en Inglés

Particular que comunico a Ud. para los fines pertinentes.

Atentamente,

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Lcdo. Kléber Loor Zambrano MSc

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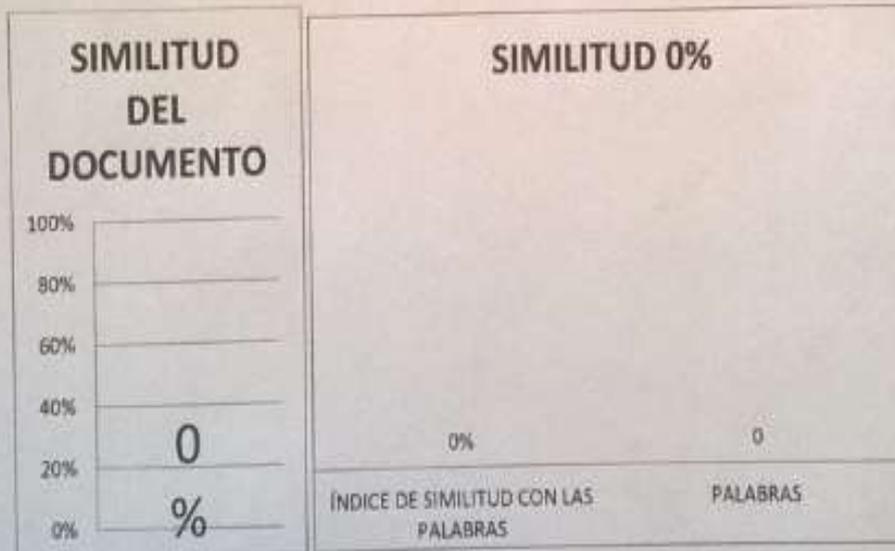Submitted by gabriel.parrales1984@hotmail.com

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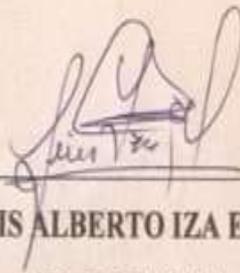
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Salinas, 11th of May 2015

GRAMMAR REVISION CERTIFICATE

This is to certify that the grammatical composition of graduate work with the theme "A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT "ESCUELA DE EDUCACION BASICA EDUCA", SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015" belonging to LUIS GABRIEL PARRALES PICAZO, was completely revised and corrected, so I authorize the aforementioned to use this certificate according to his judgment.
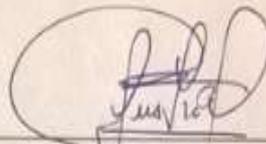
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ID: 1711043438

Salinas, 11 de Mayo 2015

CERTIFICADO DE REVISIÓN GRAMATICAL

Se certifica que la composición gramatical del Trabajo de Graduación con el tema: "A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT "ESCUELA DE EDUCACION BASICA EDUCA", SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015" perteneciente a LUIS GABRIEL PARRALES PICAZO, fue completamente revisado y corregido, por lo que autorizo a que la mencionada persona utilice este documento acorde su mejor criterio.

MSc. LUIS ALBERTO IZA ESPINOZA

ID: 1711043438

145

5.2.3.10. PHOTOS

Picture 1: Videochat with a specialist
Author: Luis Gabriel Parrales Picazo

Picture 2: A group of fifth grade students
Author: Luis Gabriel Parrales Picazo

Picture 3: Students work in "Listening for Us" web site
Author: Luis Gabriel Parrales Picazo

Picture 4: Students watch videos from "Listening for Us" web site
Author: Luis Gabriel Parrales Picazo

Picture 5: A fifth grade student is using his tablet
Author: Luis Gabriel Parrales Picazo

Picture 6: Students are watching the results (1)
Author: Luis Gabriel Parrales Picazo

Picture 7: Students are watching the results (2)
Author: Luis Gabriel Parrales Picazo

La Libertad 8 de mayo de 2015

CERTIFICACIÓN DEL DIRECTOR DE TESIS

EL suscrito Lcdo. KLÉBER W. LOOR ZAMBRANO tutor del Trabajo de Titulación del egresado **LUIS GABRIEL PARRALES PICAZO**

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación" *a web site to improve the listening skills at "centro de educación inicial y básica particular educa"* *for fifth grade students in the school year 2014 – 2015"*. estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

LCDO. KLÉBER W. LOOR ZAMBRANO, MSc.
DOCENTE TUTOR

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

La Libertad 08 de Mayo 2015

Para: Lcda. Glenda Pinoargote Parra. M.A.Ed.
Directora de Carrera Licenciatura en Inglés
De: Lcdo. Kléber Loor Zambrano MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio del presente comunico a usted los resultados obtenidos en el Trabajo de Titulación del señor: **LUIS GABRIEL PARRALES PICAZO**, una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que cumple con los criterios de valoración del porcentaje de plagio permitido; de la misma manera solicito a Ud. Se proceda con la convocatoria a la sustentación y defensa del trabajo de titulación para la obtención del título de Licenciado en Inglés.

Particular que comunico a Ud. para los fines pertinentes.

Atentamente,

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Lcdo. Kléber Loor Zambrano MSc

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La Libertad, Agosto 29 del 2014

Sr
Luis Daniel Paredes Pluas
EGRESADO DE LA CARRERA DE INGLÉS
Universidad Peninsula de Santa Elena

Ciudad.-

De mis consideraciones:

En contestación a su oficio de fecha, agosto 20 del 2014 debo comunicar que cuenta con nuestra aceptación para la ejecución de su PROYECTO DE TITULACIÓN cuyo tema es **"A WEB SITE TO IMPROVE THE LISTENING SKILLS FOR FIFTH GRADE STUDENTS AT ESCUELA DE EDUCACION BASICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015".** Por lo que brindaremos las facilidades a fin que pueda cumplir con vuestro objetivo.
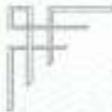
Particular que llevo a su conocimiento para los fines consiguientes.

Atentamente,

Lcda. Dahiana Barzola Chávez MSr.
0919402487

REPUBLICA DEL ECUADOR
MINISTERIO DE EDUCACION Y CULTURA

COLEGIO FISCAL "PENINSULA DE SANTA ELENA"

CONFIERE

A

PARRALES PICAZO LUIS GABRIEL

EL

TITULO DE BACHILLER

TECNICO EN COMERCIO Y ADMINISTRACION
ESPECIALIZACION: INFORMATICA

POR HABER CUMPLIDO CON LOS REQUISITOS LEGALES Y REGLAMENTARIOS

CON LA CALIFICACION DE _____ 19 _____ EQUIVALENTE A _____ Sobresaliente _____

La Libertad, febrero 07 de 2003

Rector(a)

Secretario(a)

MINISTERIO DE EDUCACION Y CULTURA

Refrendación N° 2287⁴ Pág. 458

Lugar y fecha: _____ 30/05/2003

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DMF LOM

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Luis Gabriel Parrales Picazo

Por su participación y aprobación del módulo "**Dominio de Competencias Genéricas de Lenguaje y Razonamiento Lógico**", con una duración de 40 horas.

La Libertad, 17 de Febrero / 2015

Ing. Jimmy Candell Soto, MSc.
Rector

MGT. Victor Emilio Saenors Rodríguez
Facilitador