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

"DIGITAL AUDIO EDITOR TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016".

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR:
MARIA ANGELICA TOMALA GONZALEZ

ADVISOR:
MSC.JEANNETTE CEVALLOS ALCIVAR

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La Libertad, November 23rd 2016

ADVISER´S APPROVAL

In my role as Adviser of the research paper under the title **"Digital Audio Editor to develop the speaking skill in the student of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos", Province of Santa Elena school year, 2015-2016"** Prepared by Maria Angèlica Tomalà Gonzàlez 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

………………………………….
MSc. Jeannette Cevallos Alcivar

Advisor

La Libertad, November 23rd, 2016

STATEMENT OF AUTHORSHIP

I, Marìa Angèlica Tomalà González with ID number. 0926679119 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 **"Digital Audio Editor to develop the speaking skill in the students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos", Province of Santa Elena school year, 2015-2016",** 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 God creator of all things who with infinite love guides me during my career.

To my mother, who support and understanding during the development of this research work, without them none of this long process of my academic preparation would be possible.

María

ACKNOWLEDGMENT

First GOD, spiritual father, for having lit the path of knowledge, invaluable gift giving as health and life to us; and it allows us to continue dreaming of new goals.

DECLARATION

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

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"El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece la Universidad Estatal Península de Santa Elena"

_____
Marìa Angèlica Tomalà Gonzàlez
CI: 0926679119

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ABSTRACT

Today's society integrates the use of (ICT), information and communications technology, and it is essentially in education where technological strategies must be made so students strengthen the knowledge acquired and dispute the knowledge supervising teachers guide. Spoken language is a difficult skill that could be developed with practice as a process. The use of digital audio editor "Audacity" is a part that contribute to improve the language in the classroom and it is also an opportunity to improve the ability to listen and to use this tool. The purpose is to use this tool of digital audio editor "Audacity" it is a part that contributes to improve the language in the classroom, in addition has been made observations, interview, and survey to make this tool useful and be supportive for students, thus, the cognitive method is used that allows students to build their own knowledge. However the communicative method focuses on acquiring fluency that encourage students to increase their confidence, thus develop their functions of the language and also to perform activities Focused on acquiring a good use of spoken language. Therefore, this research project has been implemented with students of sixth basic grade at Escuela Educación Basica "Roca de los Siglos" by applying the Audacity tool, as the fundamental basis of research that contribute a high benefit to students.

Keywords: Audacity, Web Sites, Speaking skill, Communicative Approach

Audio and Voice recordings.

INTRODUCTION

Technology has become an important tool for teachers. Moreover, the web tools are used for various purposes and one of them is to practice and improve the language English. These web tools support students to achieve a wide range of knowledge, communicative skills and values, which is the objective of education for sustainable development digital audio editor "Audacity" It allows students to improve their English speaking skills, allowing students to record their voices, doing jobs like: conversation and dialogues, this allows them to have better communicating development.

Technology offers valuable opportunities for connecting classrooms with the world. Researchers have found that young English language learners' engagement, achievement and motivation can be enhanced through the integration of technology in EFL classrooms. Also, technology can be a powerful way of enriching young learners' language and self- development as a whole.

This qualitative study attempts to explore how the students of sixth grade at Escuela Educación Basica "Roca de los Siglos" reacted to the implementation of a web site as an intervention to contribute them improve their speaking skills in English.

Additionally, through a series of cognitive activities, this intervention sought to motivate sixth grade students to enjoy this web tools in the classroom.

Chapter I describes the statement of the problem, Students do not develop their skills properly, thus the teacher should use innovative strategies, contextualization of the problem, research question, rationale, it will be applied this tool to develop their communicative abilities and increase their acquired knowledge. Research object, defending idea and scientific tasks.

Chapter II is talk about the Harmer, Vygotsky, Quintero, Rubiati and another literature review, it contains previous research, Philosophical basis, education constitution and legal basic.

Chapter III is based on the methodology, it is about the research approach, qualitative method, observation method, population and sample. These methods will allow to obtain specific results about the contribution of digital audio editor. Techniques, interview and analysis that has been compiled during the research process, to obtain a good final results, conclusion and recommendations.

Chapter IV is about the proposal; it is contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal. The contribution to develop speaking skill in the students and Interpretations of the results of surveys.

Finally, it contains the general resources (human, material, equipment and economic ones).

CHAPTER I

THE PROBLEM STATEMENT

1.1 TITLE

"DIGITAL AUDIO EDITOR TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016".

1.2 PROBLEM STATEMENT

English is an important language in the world; the people speak English in different fields such as the academic, scientific, and social one. The four skills of this language, speaking, reading, writing and listening are essential for communication. However, for speakers of other languages, the ability to speak in English has been the hardest to acquire. Developing the speaking skill in the English language classrooms can be a demanding task for English teachers especially in contexts like Ecuador. Factors like large classes, limited exposure to spoken language, traditional methodologies, and low motivation might have incidents in the proper development for speaking skill. This skill is a very essential one because this ability gives English language learners (ELLs) access to develop their knowledge by interacting with other using spoken English. Therefore; English language teachers play a key role in this process of acquiring knowledge acquired by ELL students through the spoken language. The teachers should prepare students to speak the English

language using innovative methods and strategies that promote speaking. (Baleghizadeh, 2014).

At Educacion Basica "Roca de los Siglos" school, the students, have some considerable inconvenience in the acquisition of the English language. At first, it was observed that the students were probably afraid of being heard in front of an audience. This provides valuable information to be considered later in order to help them overcome the barriers which interfere in the use of oral English in the classroom. Second, it is likely that the lack of vocabulary knowledge makes it difficult for the students to accomplish the speaking task. For instance, in a short presentation, students may leave notorious gaps when speaking. Third, the majority of the students have the same issue which is the accuracy of the content when interacting with each other or with the teacher. The first reason might be the misunderstanding of the question asked, and the second reason might be the irrelevance of the information in the question that makes them deviate their ideas.

Fourth, they do not understand what they listen, so they are not able to respond. Additionally, they make pronunciation mistakes. The last concern was the grammatical structure. Thus, the pronunciation, grammar and vocabulary are the main factors of students' failure in speaking a foreign language.

1.3 Context of the Problem

In 2012 the Ecuadorian government assessed the learning English in different public schools nationally through a diagnostic test, but it was found that students do not have the appropriate level of English language, therefore its language is very

poor. Since then, the government has undertaken initiatives to improve the quality of the teaching and learning of English and a workable curriculum has been designed. It is mentioned that teachers should be innovative and use the tools that technology offers. In Ecuador, English teachers have found many problems in developing the English skill even though this skill is primarily used in communicating in English, because the students are shy when talking or are afraid of the pronunciation, for this reason they neither speak nor communicate; and, as a result, students are not capable of developing their spoken language. Students who have this kind of difficulty, if they are willing to lose this fear, they must dare to talk to foreign people and develop their skills while they are rehearsing with them, they are gaining to make their skills strong to have better result in speech or communication. (Moreno, 2014).

Escuela Educación Básica "Roca de los Siglos" it is an educational institution was created in 2002 in the Cantón La Libertad. It has 7 classrooms, from first "1" seventh "7" grade of Basic Education, it has been observed that in school there are many shortcomings in the English language for that reason it has been decided to work specifically with sixth grade, when it has already been observed that there are many problems with the speaking ability, they have a high deficiency with it, besides they do not want to speak because of their mistakes or because they are afraid to communicate. In spite of that fact, that teachers have pursued as many strategies as they can employ in the class with the main purpose of motivating them, students are still afraid of speaking. Furthermore, some students are not keen on learning this language due to the variation of the grammar structure and they do not

feel comfortable with this language. Students must take an interest in the English language, must learn to study strategies in order to extract laziness and make them get used to the practice of this foreign language.

By analysis, it was determined that the application that was used was a traditional method because it was based essentially on the teaching of grammar and even students do not develop more than one skill, by the use of improper methods and the method to be used is a communicative teaching approach to avoid disinterest and low student achievement in language. On the other hand, activities aimed at developing spoken skill. They are elements that clearly establish the high value of the implementation of a communicative approach to learning, and students can participate in different activities you perform in the classroom, such as: role plays, conversations, dialogues to develop the speaking skill. (Núñez, 2014).

The digital audio editor to develop speaking skill in the students of sixth basic grade helps students to enhance the verbal-linguistic intelligence (books, lectures and audio). These materials allow them to talk more, and thus increase their vocabulary and knowledge by means of this tool. By using it, the procedure of this spoken language will be more efficient and much easier to acquire this language. Besides, the use of technology in this time, it is evolving and changing the methodology of learning, and taking into account that they are advantages for students, thus it will get a good result when speaking the English language.

Chart 1 Problem Tree Analysis

Students do not understand when they listen English words.

Develop listening and speaking skills.

Students memorize and forget words.

Students translate in Spanish.

Lack of meaninful Learning.

Deficiency in speaking skill in the students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos"

Traditional English Teaching Method.

Motivation n the classroom and environment.

Activities focus in Reading and Writing.

Not application of the principles of English Teaching Methodologies.

Author: María Angélica Tomalà González
Source: Escuela Educacion Basica Roca de los Siglos"

1.4 Research Questions

1. What strategies to teach speaking are used in EFL classroom?

2. What do speaking skills involve?

3. How do students react to the use technology to develop speaking?

4. How are speaking skills acquired?

1.5 Rationale

The purpose of this investigation is to develop the speaking skill in students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos", it is to make them speak and motivate through this digital audio, for this reason, it will be applied this tool to develop their communicative abilities and increase their acquired knowledge. These tools are useful and important to be applied in the class. New ICT tools can support students to practice speaking regularly, and become more effective speakers. This research is important because currently in Ecuador very few students have developed acceptable Oral skills (speaking) without being able to use English in an acceptable manner.

The pronunciation has been investigated to improve in the foreign language classroom, you should practice pronunciation and phonemes that are so important and it is a challenge to the speaker. Therefore time is assigned to the direct instruction of pronunciation so students can focus directly on the pronunciation of the language. Furthermore, this study suggests that students read aloud, and to listen and make appropriate corrections must then analyze and reflect for good result to speak and pronounce correctly (Añorga & Benander, 2015).

This work is also important because it serves as a tool to improve the quality of English teaching. The speaking ability is essential for students because it helps people can communicate with other people, besides to increase their general knowledge through academic topics so as to have confidence to speak and it will be much easier to learn interesting things that help students to open their mind and

enjoy the learning process. This tool will also promote the development of speaking skill, therefore, the student will have a high level of the language.

Nowadays, the students should be able to speak this language directly or indirectly. While the majority of the students are making a great effort of increasing this ability, it is important to point out this alternative system for the students that continue with this learning and of improving this ability of the English language.

This tool, the digital audio editor, will allow them to record voices and to develop the spoken language. The originality of this research proposes a transformation in the implementation of educational methodology, to achieve high levels of mastery of the English language and the information presented in this paper describes the communicative approach and its impact on the development of oral skills (speaking). This project it feasible because the researched topic was attended by human resources and bibliographic material that was available to carry out the study of the problem and there was interest in this research project to know all about it, and willingness on the part of teachers; as well as students.

1.6 Research Object

To analyze the importance of the Implementation of digital audio editor to develop speaking skill in the students of sixth basic grade at Escuela Educacion Basica Roca de los Siglos.

1.7 Idea to Defend

A digital audio with pedagogical resources and activities will contribute to the development of Speaking Skills in the students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos"

1.8 Scientific Tasks

1. To establish the theoretical framework to use a digital audio editor to develop the speaking skills on students.

2. To establish the procedure and methodological needed to conduct the present study.

3. To design, implement and evaluate activities using a digital audio editor by development of the speaking skills using a digital audio editor.

CHAPTER II

LITERATURE REVIEW

2.1 Previous research

English is the most influential foreign language around the world for this reason it has become an important part of people´s lives, especially in the educational aspects.

The digital audio editor associates and defines regarding the speaking skills:

> Students can listen to English-language and Spanish-language podcasts about current events and important issues. For example, at the Homeland Productions site 13 students can listen to audio podcasts about social, economic, legal, and environment issues from the U.S.-Mexico border. This is listening comprehension practice and integrates culture; students could prepare their own audio _les responding to the information presented online to share with their classmates (Schwenkler & Bailey, 2008, p. 1)

The use of digital audio recording in the English classroom is important to the learning of this language for all levels of students of foreign language, for example, the digital program called audio editor "Audacity" is easy to use and free of charge. This tool facilitates the practice of the English language by recording what they speak in this software, and they have the opportunity to re- hear themselves. Therefore, the students are able to reflect on their pronunciation, grammar, fluency while the listening their voice recorded.

Pronunciation: Defines a global vision of teaching pronunciation with a focus on groups thought and prominence. Groups, or how speakers use groups of words to better adapt to the communicative situation, it is important for a clearer understanding of English pronunciation. These allow teachers to provide students with opportunities to focus their energies in a direction that will really make a difference in the quality of his voice, and the degree to which listeners understand. (Murphy, 2013) Here are four aspects:

- Concepts to support teaching and learning
- What teachers have to do
- What students need to do
- Syllables and individual words; and vowels, consonants, and body language.

Grammar: English grammar provides an overview of all aspects of English grammar. The grammar shows an understanding that these issues can be useful for solving problems of language use and the development of clear writing, as well as control and spelling. These help students to speak fluently. (Nelson & Greenbaum, 2015)

Fluency: It is a very important advantage when speaking the English language, it can be achieved having a correct flow if the student practices the pronunciation of the words, they make it easy to speak without mistakes and so have a good result of language. (Hoshino, 2012)

This instrument can serve a variety of purposes, including self-evaluation, group work, discussions, and teacher assessment.

At the time of using Audacity for recording digital audio in the classroom. It should also reflect how important this tool in class, and the potential challenges that teachers must face when this tool is used in class. Through this instrument students will have their own improvement in individual speech, so you can compare their pronunciation with that of their teacher, too, can perform the task of recording digital audio, which can be on work created in class. Students can record, edit and produce their own audio files and share their information with their classmates. Audacity can be a tool that allows students to take out of class this learning. Since learning of foreign languages it is not only perfect, but to talk and interact with people who are in their social environment.

University of West London Institute for Teaching Innovation Learning, Jack was awarded a Technology-enhanced Learning (TEL) Championship in June 2012. As part of his award, he used more rich media in the materials posted on his Blackboard module site (Policing and Police Powers) in order to enhance both teaching and learning. Jack was honored for its technological learning. Jack provides short, 5 minute audio recordings (podcasts) for his students, thus improving their spoken language (Dees, 2012-2013).

Congreso Internacional de Docencia Universitaria e Innovacion, (*CIDUI*), Barcelona. Audacity was used through Maya 2011, it was developed for academic training of our students, and we try to take of all the potential advantages of the use of information and communications technology (ICT) in teaching. The new technologies enable the creation of a new - virtual social space for human

relationships, this new environment is being developed in the area of education, because it enables new learning processes and knowledge transfer through modern communication systems. (Méndez, 2012)

2.2 PHILOSOPHICAL BASIS

Clabaugh mentions that Vygotsky made great firmness on the importance of spoken language, which arguably is a very important instrument that sets us apart. Vygotsky testifies that talking is a psychological and effective tool that the basic structures of thinking in the development of oneself. He said that speaking is the first psychological tool handled by children, and communicate with other people who share the environment they inhabit. Certainly, this continues into adulthood, as we know that talking is a main tool used for teaching learning.

Vygotsky insists that humans learn a lot, when it is in cooperation with others, also Vygotsky recommends a social context in the most competent student who is flush with one less competent, so that the former can enlarge the competence of the latter. This social context begins sustained achievement in cognitive development of the least competent students. Accordingly students need to work together to build their own learning and teaching others, therefore they must have a socio-cultural environment within a class, giving opportunities for collaboration, we know that is a task very difficult, but well, they support each other and benefit (Clabaugh, 2007).

Quintero (2009) stated that development language oral is a fundamental aspect in the development of the children, as it fulfills a function not only of communication but also socialization, humanization, thought and self-control of one's behavior.

Therefore, it is very important stimulation by the family surrounding, an environment rich in stimuli, experience, contact and affection contribute to the good development of language in the children.

The family assumes therefore the first communicative and socializing environment of the children, where their first experiences take place, although this environment gradually will expand and extend to other contexts, which also will be of great importance in the development it language. This is where school appears as context of intervention, since there are many possibilities in the use and development of oral language, so the teacher must carry out a process of detention and evaluation of related language to develop an appropriate intervention (Quintero, 2009).

Hsiao (2014) says that the use of Information Technology and Communication (ICT) as podcasts in foreign language classes remains a challenge and an opportunity for many of the teachers who impart the Foreign Language. It is an opportunity because there are studies that this digital material benefits listening comprehension and oral expression of students of foreign languages. Due to its continued development and growing importance in the social and academic context, Web 2.0 has begun undoubtedly to occupy an important place in the teaching and learning of foreign languages, providing unique opportunities in the process. These digital tools such as wikis, blogs, podcasts and digital audio are gaining more ground in the classroom language, demonstrating its potential for increased interaction and participation of students, important factors in the acquisition foreign language. In the particular case of Godwin-Jones, this digital tool was seen as an

updated technology, it has also been seen as a source to spread authentic material in and out of class to practice listening comprehension and production oral (Hsiao, 2014).

Hsiao also mentions that, any emerging technology used for the purpose of language learning, there is always the risk of reproducing usual with existing technologies. This is called "old wine into new bottles" Somehow this situation could lapidarily coin the famous phrase "everything to change to stay the same," referring mainly to replicate the new with the old. The potential and effectiveness of digital audio in foreign language classes always depends on the objectives of education and advocate for building educational digital language teaching. Beare believes that providing digital access to foreign language students to authentic audio sources almost all genres and that therefore, "Teachers can take advantage of digital technology as a basis for listening comprehension and the generating conversation based on student's reaction to digital date". Furthermore, to provide students with this technological tool, it helps to increase input, interaction and participation of students, to obtain an important factor in the acquisition of a foreign language. There are also studies that point to the podcasts as an enhancer to promote listening at different levels of language, understood as a scaffold for students to a level of language may lean on something tangible and reach the next level of understanding. The production and construction of digital is ideal for intermediate students to improve their spoken language and reach their learning level.

2.2.1 English Teaching at General Basic Education in Ecuador

Today in Ecuador teaching English language is important in schools. (Torres, 2014) said that the deputy minister of Ecuador Freddy Peñafiel, explained that an instructional application of the ministerial agreement provides that from this year (2014) until 2017, teaching English is compulsory for all educational institutions will be issued public and private from second year of basic general education until the third year of high school. "This an implementation should be gradual".

The education system is experiencing a very important process of recruiting and training English teachers, for teaching this subject in public institutions.

Currently, only 1,000 of the 15,000 schools have a teacher' staff for teaching English. "The idea is that until 2017 we care for (English) in all public institutions," emphasized the Deputy Minister of Education. He says also that educational institutions which already offer English from the second and third year of basic education high school, you going to keep doing things an usual, to refurbish the education system currently several programs like "Go Teacher", where about 500 Ecuadorian teachers are trained in English. "They are to return and be a mainstay for the implementation of the language".

The goal is for students studying English in public institutions at the end of his career, finished really speaking this language.

The Ecuadorian Ministry of Education (MinEduc) recognized the following three point's definitions:

1. It is important to prepare people in the English language so that they can understand people who come from other places.

2. The need to organize a curriculum to improve level studies English, learning, teaching and assessment (CEFR), which is internationally known, and conduct a frequent basis for obtaining a curriculum, and research projects in the area of English.

3. The communication process today is an accepted rule in the field of English teaching and learning languages worldwide.

On the other hand, Richards and Rodgers (2001), the Ministry of Education agree to recognize the primary objective is to help students increase English language skills through the following elements:

- Language is a system by which human beings communicate through oral expression.

- Human language is based on the ability to communicate through linguistic signs.

- The spoken language is the main tool to integrate and interact with students. (Rosero, 2012), EFL Min.Edu, 2012, p.5).

2.3 EDUCATIONAL BASIS

2.3.1 Definition of Speaking Skill

According to Rubiati (2010) English language is acquired and learned through a process of education and socialization through communication. The ability of spoken language is that several people establish a conversation in order to be a good

communicator, this language provides students with opportunities to practice, the use of verbal language with other people, too, the student must choose how to interact to express themselves and thus form social relationships through speech.

In addition, the topics are forms of language in conversation, a real-world contexts, how to teach and assess speaking effectively, and the challenges of teaching communicative speech (Rubiati, 2010).

2.3.2 Importance of Speaking a Foreign Language

Many people are interested in learning the second language. Sitaula (2012) claimed that: Language learning is one of the basic aspects of human growth and development, which allows both intrapersonal and interpersonal relationship. It has been considered that language is important for a better future for people, also is considered that spoken language is generally important, as can be understood and used by all people.

Understanding is a primary method of learning a language, although there are many support resources such as video, audio and visual cards, this will help students to use vocabulary effectively and speak properly. This allows you have a better relationship and human interaction. The English language is elementary in the social, and educational life, besides it is the capacity of the human being, that will allow him to have a strategy and techniques are essential for a good learning this language skill.

By my experience, it was mention that to develop the speaking skill, communication is important and the acquisition of the English language, Besides, students need to develop spoken language during lessons, and for its development it is required reading, writing and listening to audio found in books, such as conversations and dialogues; these allow them you to have a good hearing when listening to someone speak English.

Especially for speaking and listening they tend to be easier than acquiring other skills, because the talking and listening is only a matter of practice with music or talking to people who are fluent in English. For this reason, students must develop these skills so essential to their learning development.

2.3.3 Importance of English in Santa Elena – Ecuador

In the province of Santa Elena (Ecuador), The English language is very essential for our students, who are the future of our country, because they work in many areas where they can use English, such as Tourism, Education. Business and Commerce.

Tourism: It is one of the main tourist spots in Ecuador especially in the province of Santa Elena, where tourists can come and enjoy these beautiful landscapes, therefore, students who have learned the English language can make use of their language.

Education: Students may be English teachers in institutions, schools or university in the province Santa Elena and can also work outside the country.

Business: Students can work in several companies, where they can practice and improve their English in an easy way, and can speak without difficulty.

Commerce: It graduate student in the English language can teach this language to different people who do not speak the language, so they will have the opportunity to work outside the country.

2.3.4 The Process of Speaking in the English Language

Vilĩmec (2006), who conducted research on the University of Pardubice Faculty of Arts and Philosophy, Department of English and American Studies, says the development of speaking skills includes several aspects involved in this teaching process. It is obvious that the student with the teacher are the most important. This process is influenced by modern teaching methods of foreign languages, moreover, "Count on involving the use of different organizational forms and activities which support such a development". They say that teachers organize this activity and how they establish the individual steps involved in the organization of activities can essentially influence the efficiency of this activity and get the development of speaking skills (Vilímec, 2006-2007).

2.3.5 The Activities to develop speaking Skill

Theses speaking activities in the classroom are often used in the classroom to help students develop spoken language skills (Henrichsen, 2010).

Dialogues

The dialogues and drama are another way to get students to speak this language. Students are assigned roles and also given scripts. Then, they practice their scripts or their lines and make this dialogue when they are ready. "This is a good way to build confidence in students because they know what they are saying," Students observe structures and learn new vocabulary, which helps to develop their accuracy talking; also language Students who speak more fluently, make use of the pause and intonation in the right way.

Role-play

Role plays are like representations of dialogue, but there really is not a script. The roles of students in a situation and thus make use of language they have learned previously. This helps students to review the words and phrases they may require in the role play before they begin to act. Role playing is a way for students to practice and make use of spoken language and so they develop accuracy and fluency.

Conversation

It is to participate in discussions in the classroom, it is a usual way for students to develop their conversational skills during chat sessions, students and teachers talk about topics that are interesting to them and this at the appropriate level for their language skills. As students talk, they build language fluency.

2.3.6 Types of the Student in Learning Speaking Skill

Taous mention that Brown, use some categories that can be used by students to develop real classroom expression (Taous, 2012-2013):

Imitative speaking: This type of repetition is intensive and may include other properties of language, such as grammar and vocabulary in order to convey meaning or even interact in a conversation, helping students become more understandable (Brown, 2004, p.141).

Intensive speaking: It is defined as the production of a discourse which demonstrates its grammatical competence related, intonation, rhythm; and also it is able to answer any question that teacher makes (Brown, 2004, p. 141).

Responsive speaking: This type of speech involves brief interactions such as short conversations, small talk in order to preserve the authenticity with just one or two questions (Brown, 2004, p. 142).

> Eg:
> A. Dayanna: Excuse me, do you have the time?
> B. Ammy: Yeah. Nine- fifteen

Interactive Speaking: It speaks of interaction involving two forms of communication; transactional language and interpersonal language the first is aimed at exchanging information while the second aims to maintain social relationships with people, also it includes some assessment tasks, interviews, role playing and discussion activities (Brown, 2004, p. 142).

2.3.7 Communicative Approach to Language Teaching

According to Richards (2006), most teachers foreign from language identify which method used in their classes, and they apply the "Communicative Approach" as a method of choice because it allows them to develop communication in language teaching, or CLT, which is teaching conversation. People learn this language better when used at any time.

The communicative method accurately defined communication objectives, such as: speaking, reading, listening and writing, also it puts emphasis on helping students to use the English language with a diversity of contexts and gives importance to language learning functions (Richards, 2006).

Nordquist mention that Light (2009), talks about Communicative competence. Teachers have continued as a normal child acquires knowledge of sentences not only as grammatical, but the child becomes a competition when he speaks, or when not speaking, and as what is talking to whom, when, where, in what manner. In short, a child can achieve acts of spoken language and participate in events when they use the language (Nordquist, 2016).

2.3.8 Digital Tools for the Use of Spoken Language

Singh mentions that it is important to be aware of the digital world, due to students always live in designing experiences for learning and for cultivating basic skills for communication. Also, there are different web 2.0 tools that allow students to create digital tools such as video, podcasts, cartoons and interactive help them build

effective communication skills for students who must learn to communicate with the appropriate digital medium. This tool is essential for us as teachers also must help students build this vital skill set of the 21st century, Therefore, these digital tools can be used effectively in the development of communication language. Also the Internet is an important resource that helps in the development of student learning. Students should always be looking for a better tool to improve their language skills, therefore, the teacher will be responsible for motivating students to use tools that will help your teaching and the ability to develop spoken language (V.Chanthiramathi, 2011).

2.3.9 Digital Audio Editor (Audacity)

Audacity is an instructional tool for digital audio recording and editing. Besides, this tool allows students and teachers to record, edit and share audio files which facilitates the practice and evaluation of students, both in the spoken expression and oral comprehension the language. (Schwenkler, 2008) This program allows teachers and students to record live audio files and edit them in different ways, obviously in various editing functions that can be of the following capabilities:

- To cut unwanted sounds.
- To copy, paste and delete.
- To undo audio wrong.
- To change the order of sounds.
- To adjust the volume levels before, during and after the recording is done.

These functions, students can submit their best recording and rerecording, therefore, they are practicing the most important language and the development of self-management skills you need to improve your language skills.

2.3.10 The Importance of Audacity in the Classroom

According to Mello critical reflection is important understand different rules to get a reflection of defense and a first step to exercise the right to own communication, But from school to encourage critical thinking, reflection, debate, it is necessary to have a free flow of information and freedom of expression, and we see Audacity using the program a chance to achieve the formation of the subject, preparing for the times in a world where the voice is still the main element communicator.

We must give children the tools to light a conception of different media. A communication contribution to build a more participatory, fairer society, and if teachers talks about communication, from the time we interact with the child are implementing communication models underlying our educational practices.

This model involves the relationship between teacher and student - information, adding technological sometimes as a central factor sometimes as accessory, but in all cases with a close relationship with the pedagogical model.

This relationship between the pedagogical model and communication model, leave open the doors for a different look from the use of ICT in education (Mello, 2014).

According to Harmer (2001) say that the speaking (productive skills) is the ability to speak clearly, refers not only a knowledge of languages, but also the ability to

manage information and language in context, that is, the reason why speech is the most important English language skills. Harmer says that in many parts of the world, the economy, trade and technology need to learn the English language, which is the most important language in the world because we can get a good job or a way to communicate with different people (Harmer J. , 2001).

The oral language development in early childhood education is most important, since, it is the instrument that will allow children to carry out a successful school learning, on which all subsequent knowledge will be based. As part of the reform, educational administration gives importance to consider the content of teaching and learning objectives determine. (Salvador, 1996)

However, not always the spoken language has enjoyed this view: for many years, the written language has been the focus of attention and of greatest concern among teachers; oral language was not considered subject of scaffolding. Students are required competition naturally, simply by speaking, for various reasons, this perspective has changed over the years, leading to a review of the status and role of oral language in teaching.

One of these reasons is related to the field of linguistics and specifically with structuralism. Since the publication of the work of Saussure, oral language begins to be considered an object of study in itself; its primacy over the written language, which is seen as representing only oral defends. This work paves the way to further studies on the role and characteristics of oral language, their relationship with the written and the place it should occupy in the curriculum as learning content.

Another cause that has influenced the change of perspective is the growing democratization of educational action, which has led to higher student participation in school work, to the extent that has been valued, increasingly, the need to incorporate the learner in their own learning process; and this involvement goes through the oral presentation of the students in the school activity and interaction among all members as working cooperatively.

Finally, Shahri says that the interest of psychology under the influence of child language in cognitive development has helped to highlight the importance of oral language in the early years. The work of Vygotsky (1988) underscore this importance, especially with regard to language as an instrument for organizing thought to reflect.

These and other factors have led to a deep reflection on the importance of oral language in the initial stage of schooling, culminating in current approaches.

Teachers reflect on what the child should learn and capabilities to be developed in relation to oral language, so students will need to speak previously of the two basic functions of language: communication and representation.

The language allows communication between people so that it becomes a useful tool for socialization, while serving to meet basic needs, to express feelings, to regulate the behavior of others (Shahri, 2014).

2.3.11 The Development of Communicative Competence in the Student

The grammatical system continues to progress throughout the early school years as a result of linguistic and functional use in real situations. Each situation and activity proposed by the teacher within the classroom, school or in relationships established with external institutions, can lead to the realization of a speech or writing. The language is used for different functions and it is in the exercise of these functions as appropriate linguistic forms.

A recipe is an instructional text with a practical purpose: preparing a dish, it is necessary that instructions be transmitted correctly and accurately, but, moreover it is a text that forms this imperative or present are use; where the order in the sequence of actions is an important element and in which the specific vocabulary related to cooking utensils and actions appears.

Another example, it is the one that refers to different forms of collective discussion, motivated by the need to reach agreements and make decisions that affect the group's activity. These situations require the expression of own opinion, the argumentation of point of view and counterargument. It is not impossible to think that boys and girls ages 5 and 6 can be used although in an incipient form, the structures of argument if the situations created in class so require it. And from a grammatical point of view, this type of discourse is characterized by the intervention in the first person, using causal or end connectors and expressions and specific constructs of this discourse.

Similarly, the activity of debate or discussion has a remarkable influence on the cognitive development of children. The existence of different views including establishing a situation of cognitive conflict could be defined as "s confrontation socially heterogeneous response and logically incompatible participants" (Villepontoux, 1992). This situation, which occurs and resolves in social interaction, is extremely positive because children reveals the existence of different points of view and prove to himself that his confrontation may arise new, unanticipated responses. In short, the situation of cognitive conflict that occurs in times when we need to discuss and reach agreements causes the creation of new cognitive coordination.

Asaadinezhad (2015) mention that Harmer believes that one should speak fluently, must pronounce correctly, and make a good intonation, depending on the situation, you should also have strategies for a conversation.

Fang (2008) the school should have a good listening to speak the language, while Morley arguments that listening twice what we speak, read and write the students can relatively control their own vocabulary and idea to speak a conversation.

Teachers could bring context to the school and the student would reinforce English foreign language (EFL) in podcast that corresponds to the interests of students in order to improve the language spoken and auditory, these program is beneficial for students learn to develop the English language (Asaadinezhad, 2015) & (Harmer J. , 2001).

2.4 LEGAL BASIS

The constitution of Ecuador (Article 26, 27, 28, 29, 343 and 348) establishes that:

2.4.1 Ecuadorian Constitution

Analysis: Education is a right of all people throughout their lives and an unavoidable and inexcusable duty of the State. People in general have the right and responsibility to participate in the educational process, as long as they live Ecuadorians.

Analysis: Education will focus on the human being and ensure its holistic development, respect for human rights, the environment, democracy, gender equality, justice, solidarity and peace and development of skills and abilities to create and work.

Analysis: Education responds to the public interest and will not be serving individual and corporate interests. It ensures universal access.

Analysis: The State shall guarantee freedom of education, freedom of professorship at the higher education, and the right of people to learn in their own language and Cultural sphere. Mothers and fathers of their representatives are free to choose for their daughters and sons an education consistent with their principles, beliefs and educational options.

Analysis: The national education system shall be aimed at developing individual and collective capacities and potentialities of the population, which enable learning,

and the generation and use of knowledge, skills, knowledge, arts and culture. The system will be centered to learner, and it will work flexible and dynamic, inclusive, effective and efficient.

Analysis: Public education is free and the state's finance so timely distribution of resources for education.

2.4.2 Childhood and Adolescent Law code

Analysis: Right to Education. - Children and adolescents have the right to get an eminence education. This right of the educational systems claims to:

Literal 1. - Provide the entrance and stay from Educación Basic (children) as well as Bachillerato (adolescent).

Literal 2. - Be provided with suitable educators, didactic resources, labs, technological resources and installation so as to enjoy the comfortable environment during the learning process.

CHAPTER III

METHODOLOGY

3.1 RESEARCH DESIGN

The design of this research will be based on qualitative methodology, these methods will allow to obtain specific results about the contribution of Digital Audio Editor to develop the speaking skill in the students of sixth basic grade at Escuela Educacion Basica Roca de los Siglos?

3.1.1 Qualitative Method

Qualitative methods are an essential complement to quantitative and participatory methods in all assessments. It is also possible to make an evaluation using qualitative methods only and researchers are collected based on the following methods: interviews, direct observation, survey notes, using cameras, video and digital audio editor tools.

For example:

By the qualitative method, it's possible to gather information on the digital audio editor, giving recommendations from the director and specialist interviews.

3.1.2 Observation Method

The observation method is data collection to study the investigation results and therefore researchers use this method to observe people through video, notes, or

online applications for situations that occur by the seen (Kawulich, 2005).

For example.

This method was applied to obtain information about the causes and effects related to problems speaking Skills to improve the independent study in the students of sixth basic grade at Escuela Educacion Basica Roca de los Siglos.

3.2 POPULATION AND SAMPLE

3.2.1 Population

The population of this research is composed of 10 students of sixth grade of Escuela Educacion Basica "Roca de los Siglos".

This research project work was developed at Escuela Educacion Basica "Roca de los Siglos". People involved in this project, were English teachers and students of sixth grade. It was investigated in the school year 2015-2016, for collecting the information about teaching-learning tool.

The main objective of teachers is to impart knowledge to students in order to prepare them for the future. The role of students is to develop skills in their learning. They must feel the necessity of learning a second language, which helps them to use the right tool in the teaching-learning process.

The following chart shows the population involved in the research.

Chart 2: Population

ITEM	DETAILS	POPULATION	PERCENTAGE
01 02 03	Principle English Teachers Students of Sixth grade	1 2 10	7% 15% 77%
TOTAL		13	100 %

Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angèlica Tomalà González

3.2.2 Sample

Samples are collected in this research process is conducted with the population of Escuela Educacion Basica "Roca de los Siglos" and the population is 10 students.

Chart 3: Sample

ITEM	DETAILS	SAMPLE
01	Students of Sixth grade	10
	TOTAL	10

Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angèlica Tomalà González

3.3 DATA COLLECTION

3.3.1 Method

The deductive method is the general to the specific. Sometimes called "top-down approach" this is basically (available).

Inductive method ascend from the particular to the general, sometimes called "bottom-up" is based on assumptions (somewhat true) (Burney, 2008).

For example.

In this research inductive and deductive methods are used. For the deductive method all information was necessary and collected about the digital audio editor. The inductive method was important to make observations, record facts and evidence in classes, then it was analyzed to obtain a specific information with the students of sixth grade.

3.3.2 Techniques

The techniques are strategies that help researchers in the process of recollecting specific information in order to organize and synchronize the structure of the investigation.

The following techniques are applied during this research: observation, survey and interview. These kinds of techniques were applied in a qualitative research.

3.3.2.1 Interview

Interview is the main technique can be used to get information directly about people experts in the area of English. These interviews were applied to the principal of the institution, the English teacher and three specialists to develop a good interview, the voices were recorded. This information will be analyzed and interpreted to the research work.

3.3.2.2 Surveys

A survey is a type of close interview. This type of techniques permits to explore the public criteria about the people interviewed to a specific situation.

The survey was directed to the total of the population of the research, students of sixth grade at Escuela Educacion Basica "Roca de los Siglos". The information was gathered using a questionnaire elaborated by the researcher.

3.3.3 Research Tool

The recollecting of the information is the most important part in the research process. It determines the condition about the problem focused to study. A good research tool is a register observable data which is going to be used to analyze and interpret the results.

In order to develop this research project work, the researcher applied two tools for collecting the information about the problem. These research tools were an audio recorder and the questionnaire.

3.3.3.1 Audio Recorder

One of the principal instruments to the interview in a qualitative research work is the audio- recorder. The audio-recorder permits to take notes about the interviewers. It is a useful tool the research at the moment to start an interview.

All people involved in the research project work were agree to the investigator records their voices.

3.3.3.2 Questionnaires

The questionnaire is basic tool applied in a survey. The questionnaire is a document organized in which the only purpose is to extract specific information on the research work.

In order to apply the questionnaire the investigator designed two questionnaires, one of them was directed to the principle and the English Teacher, and the other one was focused to the students of sixth grade at Escuela Education Basica "Roca de los Siglos". This material was collected and analyzed in order to show the results.

3.4 DATA ANALYSIS

The interview was applied to the principle of the institution and the English teacher at Escuela Educacion Basica "Roca de los Siglos" The survey was conducted to the students of sixth grade.

The research tools were interviews and surveys. They were analyzed question by question.

3.4.1 Interview Analyzed

The main research tool was the interview to the principle of the institution, then, it was focused to the English teacher. Also, it was applied to three specialists.

3.4.2 Interview Directed to Principal from "Roca de los Siglos"

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

Analysis: At present the technology is advancing and education should go by hand in hand. Technology has become a tool for education proved necessary because it allows to the student to learn a different way, they are advantages that students can have a major knowledge of the subject that has being taught.

Question 2: At "Escuela Roca de los Siglos" the mission includes the use of ICT in the classrooms, how this will benefit the students of your institution?

Analysis: Students have a computer room which they practice the English classes in the virtual screen, it is necessary this attractive tool to interact and motivate for the students in the speaking skills. The benefits for the students are the use of technology and apply their knowledgements about the ICT.

Question 3: Why do you consider that the digital audio editor could be an excellent tool to develop the speaking skill?

Analysis: Because it is an excellent tool for the teacher which the use of this program allows the students listen and record their voices, specifically in the English subject, therefore the student's benefits are good in pronunciation.

Question 4: Would you support the implementation of a Digital Audio Editor to improve the speaking skills at "Roca de los Siglos" school?

Analysis: Of course the students can hear the pronunciation and they can see and correct the mistakes that they have done when they say a word, or practice a dialogue, so, this tool would help the students to better the speaking skill.

Question 5: According to your criteria why is important to develop the ability to speak English to students in sixth grade?

Analysis: The students of sixth grade are 10 to 11 years. They should have a fundamental basis of the English language, because they finished the elementary school, they go to another institution, and they will have the basic knowledge and it is easier to learn this language.

3.4.3 Interview to Specialist Lcda. Jessica Mirtha Coello Quimi

Question 1: According to your criteria how technology could improve English language teaching?

Analysis: The technology helps to improve English Language teaching with the students, the classes are not boring because students can watch videos, listen music, exercises and another topics.

Question 2: How does the use of technology enhance your English classes?

Analysis: the methods that use the teachers are videos, audios and book's cd, all these materials help to develop the activities of the book and make the exercises, so they increase their vocabulary.

Teachers must be innovative and creative when they explain their classes, so classes are more interesting and faster capture to students through the technology.

Question 3: Why do you consider that using "Digital Audio Editor" could help improve the speaking skill?

Analysis: Students have different multiple intelligences and they don't learn in the same way, therefore it must be implemented this tool to improve the speaking skill.

Question 4: According to your criteria would you advise that students use digital audio editor as a learning resource inside and outside of classroom?

Analysis: Sure, because it is very important when the students use this tool inside the classroom, students can apply what they learn and would be much easier to interact with others students the use of digital audio that permit to develop their speaking skills.

Question 5: Would you use the digital audio editor in the class to develop the learning English?

Analysis: It is possible that a new technique, applying digital audio, it wouldn't be to record lectures, it's necessary to record their experiences about any topic this is the way that students can develop the English language with this tool.

3.4.4 Interview to Specialist MSc: Kleber Walter Loor Zambrano

Question 1: According to your criteria how technology could improve English language teaching?

Analysis: Technology is an essential instrument for the teaching process that will help to improve learning for each student, besides, digital technology is ideal for the teacher who can give their classes be more interactive and so students could develop their knowledge and their language through this technology.

Question 2: How does the use of technology enhance your English classes?

Analysis: The technology is constantly evolving, therefore, this tool is easy to connect with education through virtual classrooms, videos and audios that facilitates the acquisition of new knowledge.

Question 3: Why do you consider that using "Digital Audio Editor" could help improve the speaking skill?

Analysis: This tool the digital audio editor, podomatic, Audacity, podcast helps improve the problem of fluency, pronunciation, grammar because these tools easier to hear the audio and repeatedly mistakes, so, the students have a best result when they talk or interact with different people.

Question 4: According to your criteria would you advise that students use digital audio editor as a learning resource inside and outside of classroom?

Analysis: It is recommended when students work in class, they acquire knowledge directed by the teacher because students have the opportunity to talk about different topics.

Question 5: Would you use the digital audio editor in the class to develop the learning English?

Analysis: It is a good tool that should be used in class, students learn in an efficient manner. This tool allows more practice and the students can develop a better pronunciation in the speaking skills.

3.4.5 Interview to Specialist Lcdo: Tito Rodolfo Tomalà Lino

Question 1: According to your criterio how technology could improve English language teaching?

Analysis: In many ways, the globalization allows students to access a lot of information around the world but there are many tools that help in the process, such as virtual classrooms, tutorial video and multiple tools which can be accessed easily and quickly.

Question 2: How does the use of technology enhance your English classes?

Analysis: Technology helps to improve classes using videos, podcast, Audacity, Wikis, and Duolingo that help to the students in oral language. There are other sites web that we can speak such as Duolingo, this tool helps to correct the pronunciation.

Question 3: Why do you consider that using "Digital Audio Editor" could help improve the speaking skill?

Analysis: The advantage of digital audio editor makes the page much more feasible to correct errors of spoken language that lets it permits to record audio, and capture the voice, so Web 2.0 can be the most used to the teaching of the speaking skill.

Question 4: According to your criteria would you advise that students use digital audio editor as a learning resource inside and outside of classroom?

Analysis: It is a tool that promotes student learning inside and outside the institution, because it contributes to the development of education and improving the quality of it, with a practical, real and constant learning that can be useful at any time you need.

Question 5: Would you use the digital audio editor in the class to develop the learning english?

Analysis: It is useful to develop the English learning using this technological tool that helps to improve and develop the speaking skill.

3.5 SURVEY TO STUDENTS

Question 1: Do you consider English is important?

Chart 4: Do you consider English is important?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	6	60 %
2	No	4	40 %
	Total	10	100%

Graph 1: Do you consider English is important?
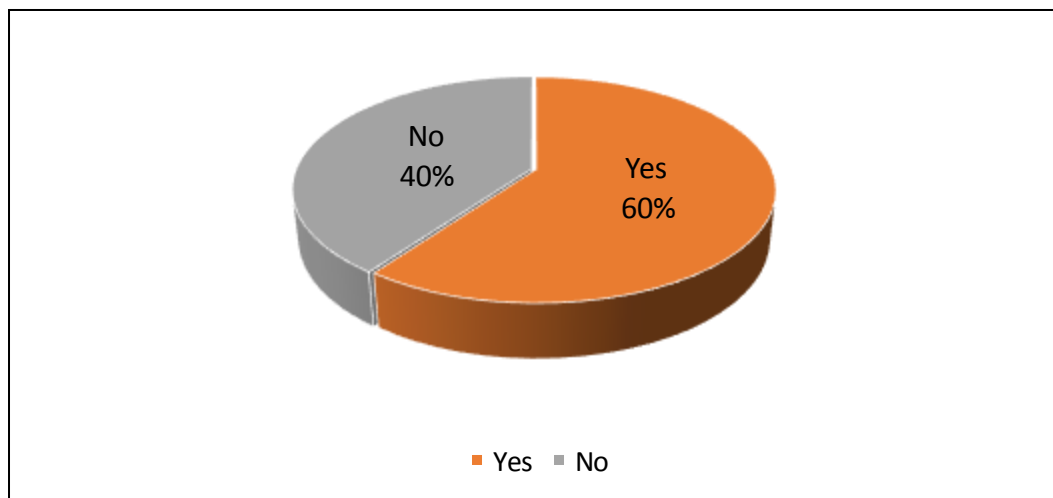
Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angèlica Tomalà

Interpretation: The graphic represents 60 % consider English opens the door to many in this life. A 40% not considers that in the country only speak Spanish.

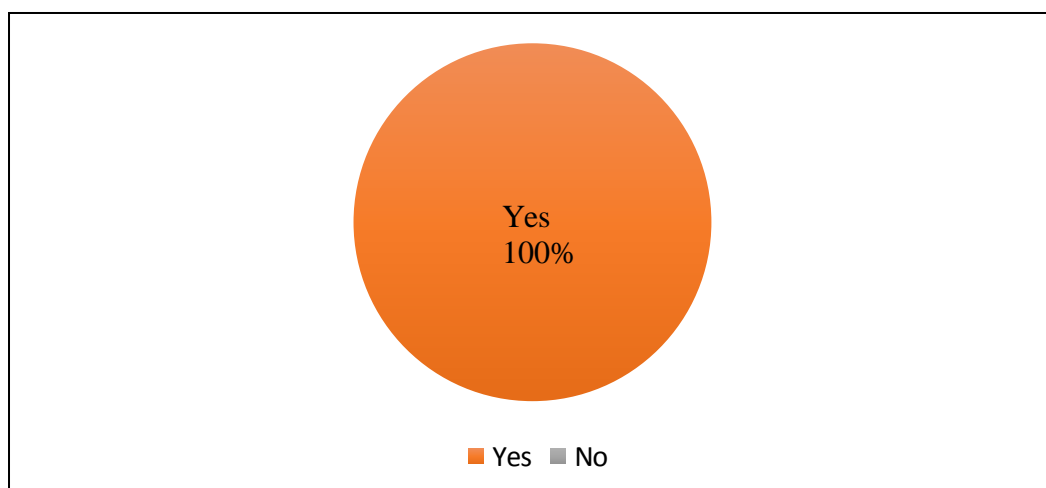**Question 2: Does your English teacher use ICT in the classroom?**

Chart 5: Does your English teacher use ICT in the classroom?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	10	100 %
2	No	0	0 %
	Total	10	100%

Graph 2: Does your English teacher use ICT in the classroom?

Source: Escuela Educacion Basica "Roca de los Siglos"
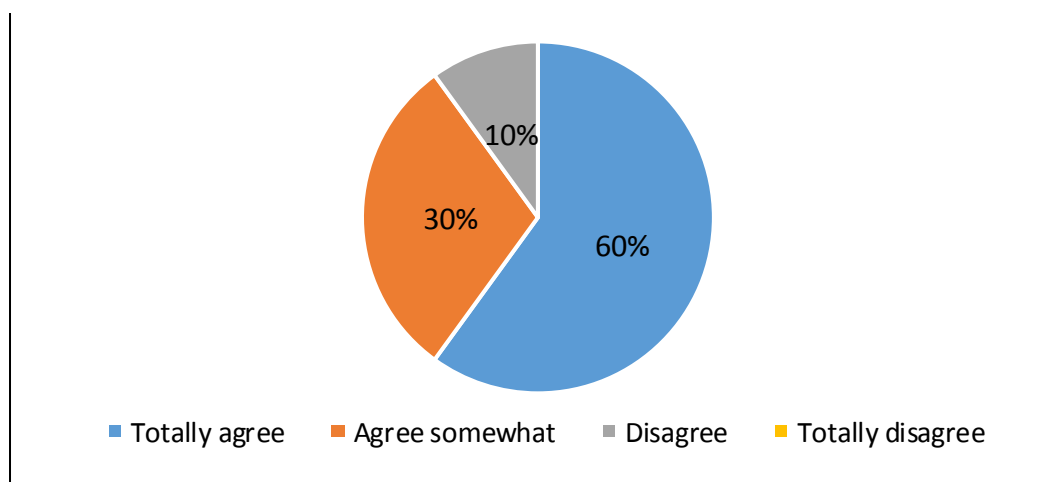**Author**: María Angèlica Tomalà

Interpretation: The graphic represents 100 % of teachers use the ICT in

classroom, to motivate students in the teaching process.

Question 3: Do you agree with recording your voice in this tool?

Chart 6: Do you agree with recording your voice in this tool?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Totally agree	6	60%
2	Agree somewhat	3	30%
3	Disagree	1	10%
4	Totally disagree	0	0%
	TOTAL	10	100%

Graph 3: Do you agree with recording your voice in this tool?

Source: Escuela Educacion Basica "Roca de los Siglos"
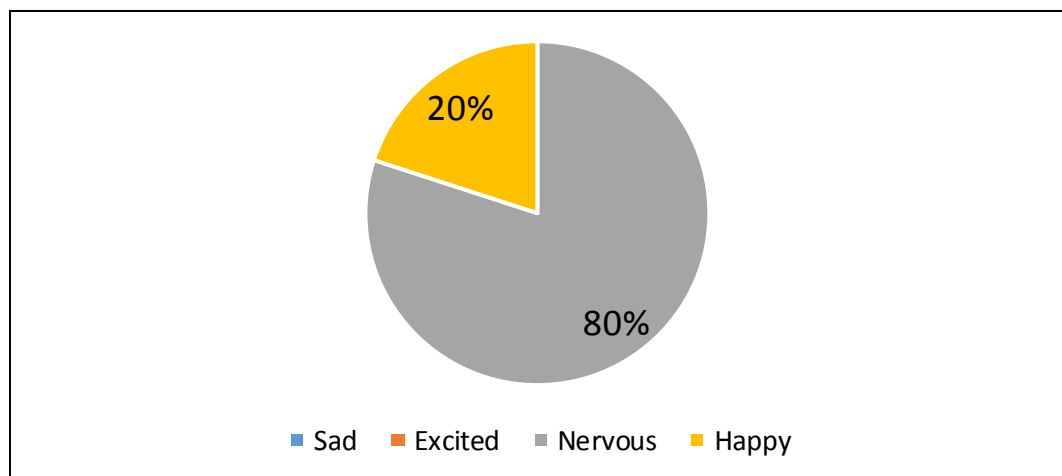**Author:** María Angèlica Tomalà

Interpretation: The chart evidences 60 % of the population totally agree to record voices using audacity tool, which help develop speaking skill. The 30 % agree somewhat to use this tool, but students do not believe that this tool will help to improve the ability of speaking skill. 10% disagree because they haven't computer at home.

Question 4: How you would you feel to hear your voice with the digital audio editor?

Chart 7: How you would you feel to hear

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Sad	0	0%
2	Excited	0	0%
3	Nervous	8	80%
4	Happy	2	20%
	TOTAL	10	100%

Graph 4: How you would you feel to hear

Source: Escuela Educacion Basica "Roca de los Siglos"
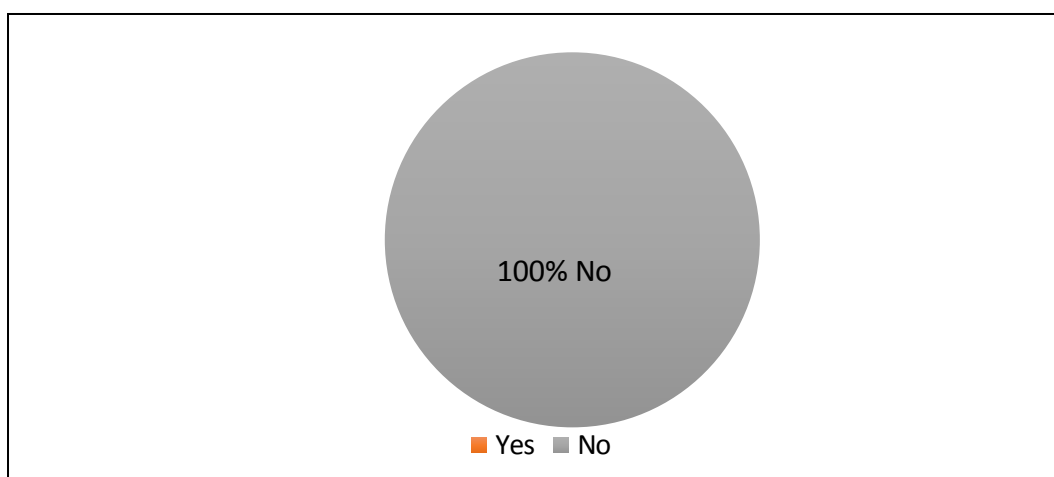**Author:** María Angélica Tomalà

Interpretation: The graphic represents 80 % students are nervous because it's the first time they hear voices in English and using this tool audacity. 20 % is happy to record voices with this website.

Question 5: Have you done speaking homework, outside the classroom, using a digital audio editor?

Chart 8: Have you done speaking homework, outside the classroom

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	0	0 %
2	No	10	100 %
	Total	10	100%

**Graph 5**: Have you done speaking homework, outside the classroom

Interpretation: The graphic represents 100% survey of students consider that this tool should be used in class with a teacher's guide.

Question 6: Do you agree to use the digital audio editor to develop speaking skill?

Chart 9: Do you agree to use the digital audio editor

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Totally agree	7	70 %
2	Agree somewhat	2	20 %
3	Disagree	1	10%
4	Total disagree	0	0%
	Total	10	100%

Graph 6: Do you agree to use the digital audio editor
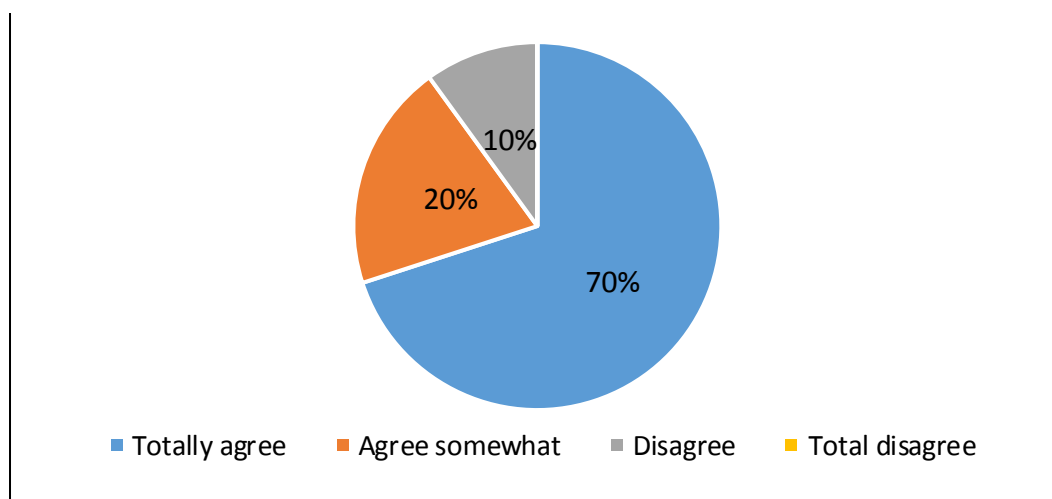
Source: Escuela Educacion Basica "Roca de los Siglos"
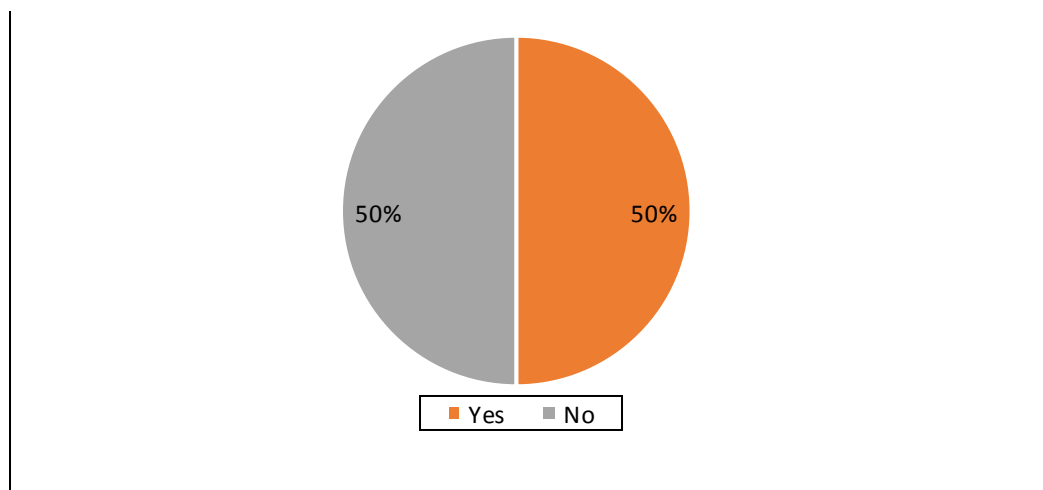**Elaborated by:** María Angélica Tomalà

Interpretation: The graphic represents 70 % students totally agree in using the digital audio because this tool facilitates to develop the knowledge acquired in class. 20 % agrees somewhat to use this tool with the condition that the teacher is with them, at the time of use. 10% disagrees because don't like the language and don't want to use this tool.

Question 7: You think that the digital audio would allow you to communicate with their classmates?

Chart 10: You think that the digital audio would allow you to communicate

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	5	50 %
2	No	5	50 %
	Total	10	100%

Graph 7: You think that the digital audio would allow you to communicate

Source: Escuela Educacion Basica "Roca de los Siglos"
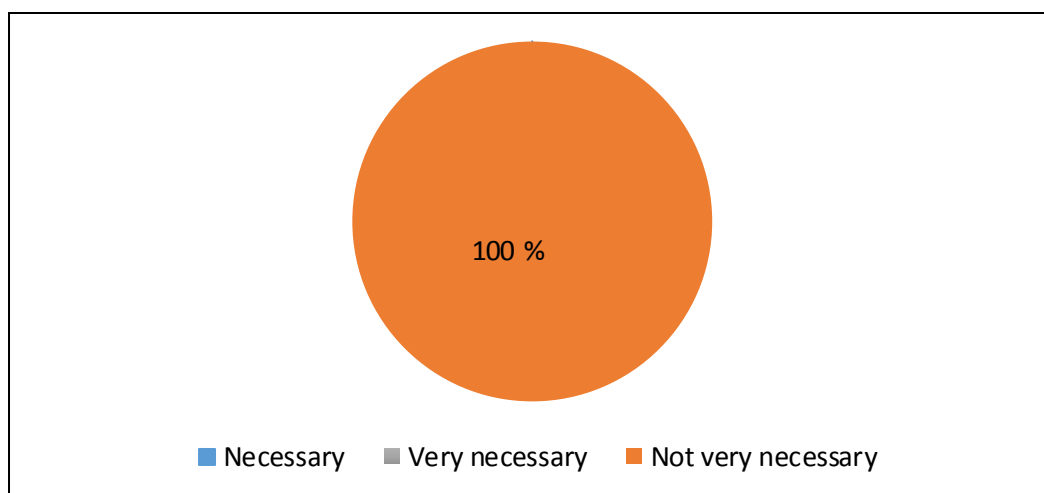**Author:** María Angélica Tomalà

Interpretation: The graphic illustrates 50% students can make a conversation with their classmates and instant record the conversation. On the other hand, 50% could not communicate because the digital audio editor is only to record voices, therefore, cannot communicate.

Question 8: You think it is necessary to use digital audio editor to develop the speaking skill?

Chart 11: You think it is necessary to use digital audio editor

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Necessary	0	0 %
2	Very necessary	0	0 %
3	Not very necessary	10	100%
	Total	10	100%

Graph 8: You think it is necessary to use digital audio editor

Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angélica Tomalà

Interpretation: The graphic indicates that 100 % not necessary because the students can communicate in different ways, without using the technology to develop of speaking skill.

3.6 Analysis of Results-Students

The results show that students consider using digital audio editor is important for speaking skills: also consider that students do not practice the language, therefore

The language was very low because students did not have time to practice dialogues or conversations, but to solve this problem of students believe that this tool will help them in their learning and develop their English-speaking skills using the digital audio editor "Audacity". Therefore, students were happy, for implementing this research project with them.

3.7 CONCLUSIONS AND RECOMMENDATIONS

3.7.1 Conclusions

The capacity to speak in English, in sixth grade of the Escuela Educación Básica "Roca de los Siglos" students are not developed satisfactorily, because teachers do not use the appropriate tool and teacher does not have enough time to implement for activities, but this language is essential, to have quality teachers and students in the English language.

- The teacher should apply the digital audio editor tool in education for students to develop the ability of the speaking skill.

- The digital audio editor contributes to the development of communication skills and English language.

- The teacher should use games or songs that contribute to the personal development of the student and to obtain new words to their vocabulary of English language.

3.7.2 Recommendations

Teachers should use the digital audio editor that will help them in the contribution in education students to develop their English-speaking skills.

- Encourage students to participate in educational activities to improve English speaking skills.

- It is necessary that the teacher provides students dialogues or conversations that would help them to learning English speaking skills.

- It is recommended that a motivation or the use of dynamic or games before class and throughout the class period, this will help keep the attention and interest of the student, thus accomplish a satisfactory progress during class.
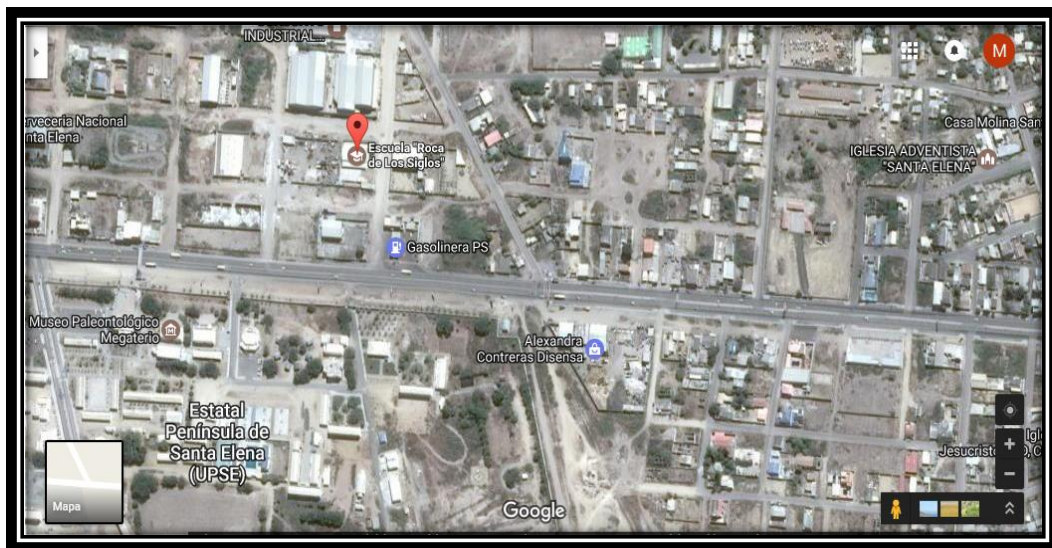
CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

Digital audio editor "Audacity" tool to develop the speaking skill in the students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos", province of Santa Elena school year, 2015-2016.

Executing Institution   Escuela Educacion Bàsica "Roca de los Siglos"

Illustration 1: Escuela Educación Bàsica "Roca de los Siglos"
Author: Marìa Tomalà Gonzàlez

Beneficiaries   Students of sixth basic grade, 2015-2016

Location   Province of Santa Elena.

Estimated time for execution   2 Months

Responsible   **Author: Marìa Tomalà González**

Advisor: MSc Jeannette Cevallos Alcivar

4.2 PROPOSAL BACKGROUND

For children and adolescents the media technology is important for the communication and part of today's culture, on the other side people of all ages are accustomed to using technology, people cannot not even imagine the world without the internet, also they say than in the field of education it is necessary the use of technology for students become interested in classes.

We know that currently, the use of technology is necessary. This technological tool is part of our daily life, such as: TV, phone, email, internet, online education, and many other things. Technology education is being used by many educational units worldwide, due to the advantages offered by the professor to the teaching-learning process.

In our country, the government is confident that the use of technological tool will achieve the purposes of learning, therefore, in different institutions in the province of Santa Elena are being implemented tools that help improve the educational quality. Today the web tool called digital audio editor "Audacity" is being used by the University of West London and International Congress of University Teaching and Innovation, allowing the creation of new learning and knowledge transfer through modern communication systems, called audacity which is a modern strategy to detect problems in fluency and pronunciation that students have for the development of English speaking skills through a digital audio editor, the students would practice with several activities, For this reason, this tool will help develop

the speaking language of each student, the students speak with great interest and joy when communicating. They will be motivated by this digital audio tool.

4.3 SIGNIFICANCE

Applying this web tool called Audacity will help improve fluency, pronunciation and to develop spoken language students, and allow them to develop new skills and capabilities during the learning process. Therefore, it is feasible to use the research proposal at school, with the support of the principal, professor and students, which will allow the socialization and implementation of the research project.

At school the digital audio editor application is needed to help in the contribution of speaking skills inside and outside the classroom. Audacity is a tool that encourages learning through open line of communication, this site is free to develop any activity that are sent by the teacher.

4.4 OBJECTIVES

General objective

To develop Speaking Skills through the digital audio editor "Audacity" in the students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos" Province of Santa Elena School Year, 2015-2016.

Specific Objectives

- To identify the appropriate activities using Audacity

- To implement motivational strategies for speaking skill on students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos".

- To evaluate to students level in the speaking skills.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.5.1 Design of the Proposal

Audacity is an audio file, where students can record any additional information. This technological tool is very easy to download on their computer, portable player, or smartphone. This audacity format is very easy to use and can use at any time and do not need internet, it after download it is possible to using it in their learning English, and thus can increase new words in their vocabulary and it makes much easier to talk English and improve their pronunciation and fluency.

The Digital Audio Editor is an element that contributes to develop the speaking skill in the students of sixth basic grade at Escuela Educacion Basica "Roca de los Siglos" province of Santa Elena. This will help the development of the educational learning, at the same time students will be interested in learning this language. This tool allows students to interact in class and also feeds back their acquired knowledge through class.

4.5.2 What is Audacity?

Audacity is a free open source application digital audio editor and recording software code also it makes available to users to download freely use and modify.

Audacity has functions like: Audiocast, record live events, such as performance and presentations, edit audio files also it provides many collaborative support options, such as forums and the Audacity Wiki.
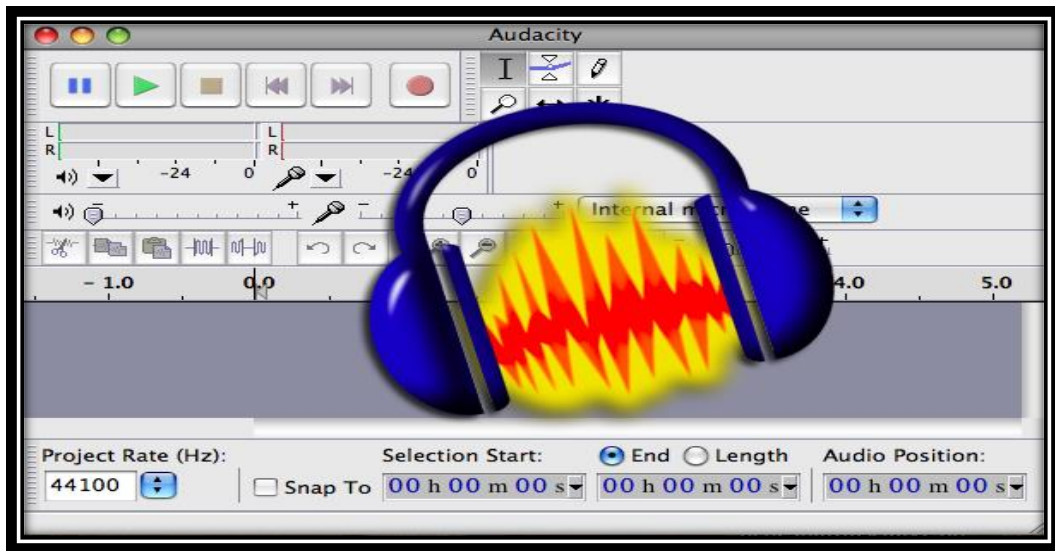
Illustration 2: Audacity Logo
Author: https://sourceforge.net/projects/audacity/
Source: Internet

4.5.3 What is Blogger?

Blogger is a blog-publishing service, free google that allows for sharing text, photos and video in addition in this blog, can have a record book online on topics of their choice, and so can show what you've done their research.

Illustration 3: Blogger Logo
Author: https://www.blogger.com/home.
Google: Internet

4.5.4 What is SoundCloud?

SoundCloud is an online platform, in which users can upload music, video or sounds created original form as well to get this soundcloud account should only have a Gmail, so you can access this application.

Illustration 4: Soundcloud Logo
Authors: Alexander Ljung, Forss
Source: Internet.

4.5.5 The blog digital audio editor "Audacity" develop speaking skill

This blog or website this will allow me to display information about my research project with photos, tests or results performed with students.

Illustration 5: Blog about digital audio editor "Audacity"
Author: María Angélica Tomalà
Source: http://mariatomalag1990.blogspot.com/

4.5.6 Name of students

Illustration 6: List of students for audacity project.
Author: Marìa Angélica Tomalà
Source: secretary

4.5.7 Digital audio editor "Audacity" presentation and Introduction

TEACHER MANIPULATING AUDACITY

The teacher is socializing with students to help them in implementing the contribution of teaching spoken language. The teacher takes an example of how they should use the audacity to enable students to speak in English using their own vocabulary.
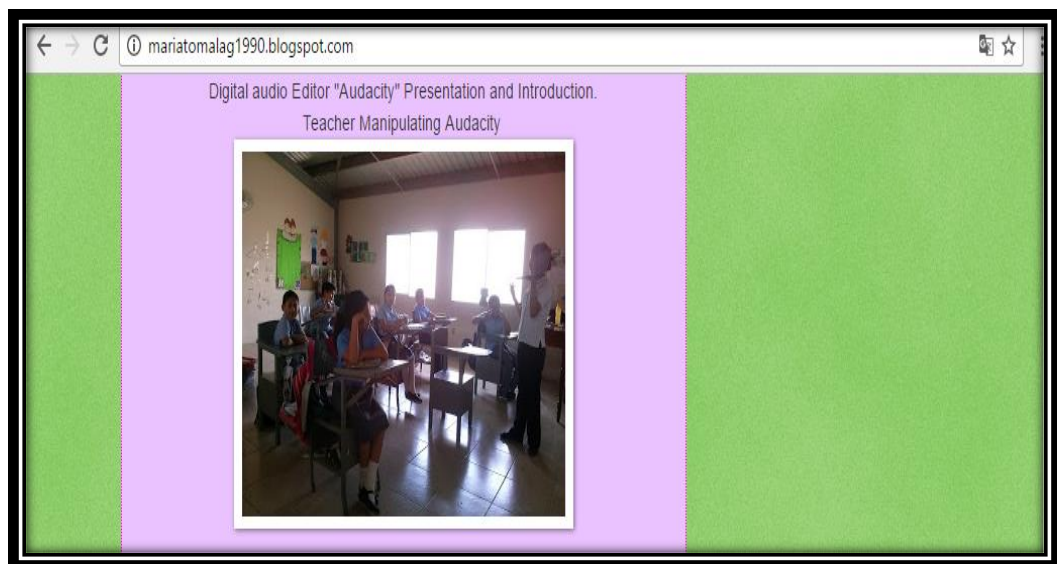
Illustration 7: Teacher showing project to students.
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Teacher showing the application to students, how to use digital audio editor "Audacity" and what the benefits, advantages of this application.

Illustration 8: Showing the application "Audacity".
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

STEPS TO DEVELOP THE AUDACITY

First it's should download the program on the computer. Then, it installed to click to open the program and pressed again click on the word ok.
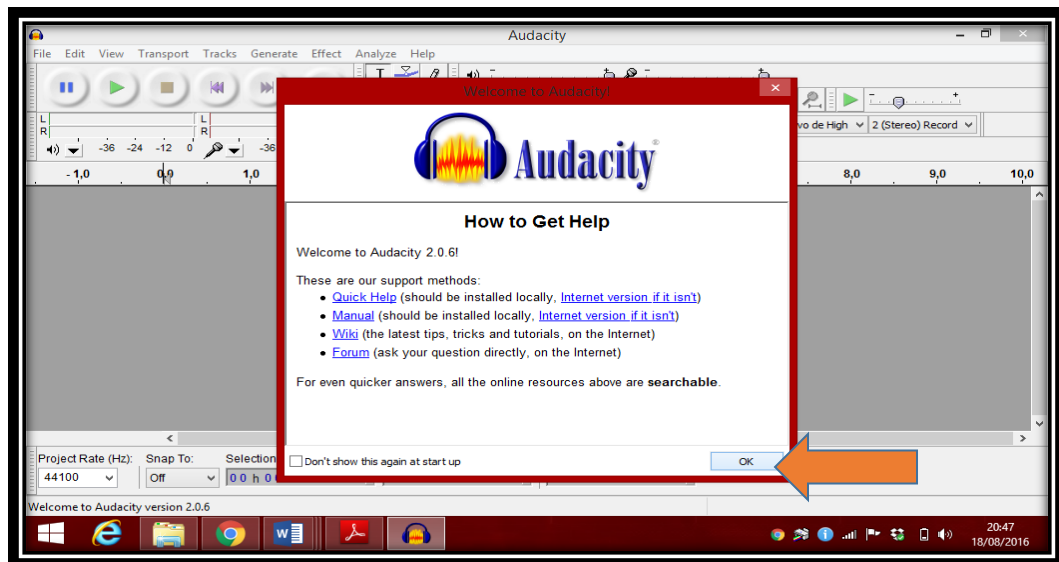
Illustration 9: Steps to enter the "Audacity".
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

It's click on the red button or look up the word effect.
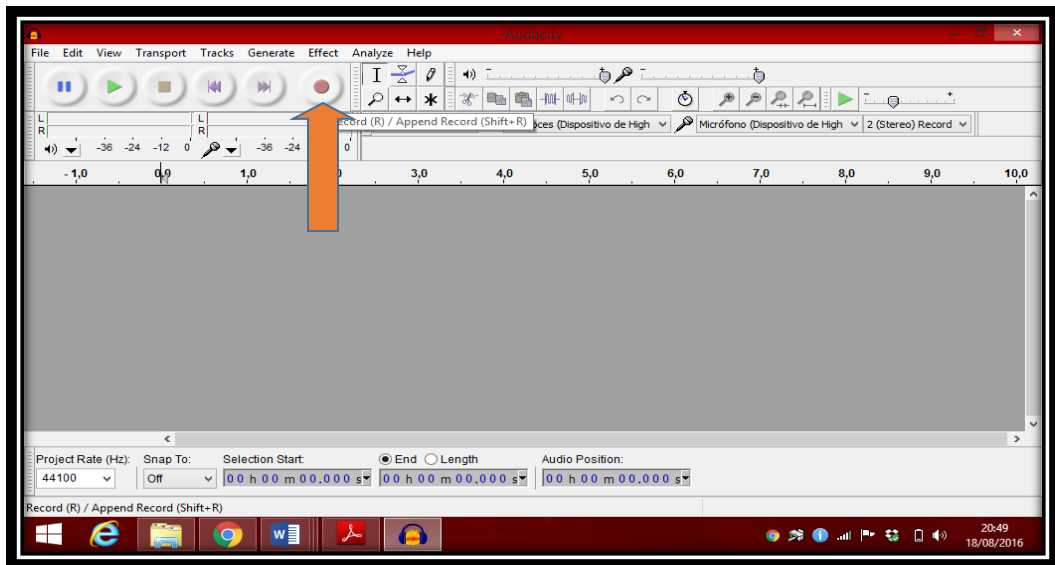
Illustration 10: Click on the effect button.
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Its click and start recording after recording finished pressed pause, which is the blue button with two hairlines.
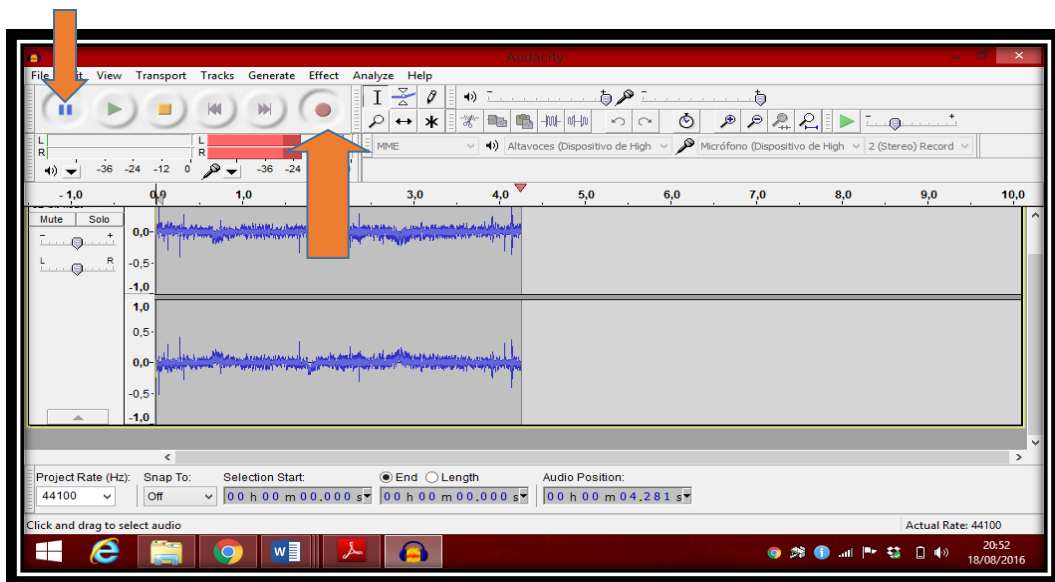
Illustration 11: Recording in the "Audacity".
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

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4.5.8 Students manipulating Audacity by First time

Some students were using the tool Audacity first time, since for them it was fun to use and it is easy to work and perform their first audios.

Illustration 12: Student is manipulating audacity
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Illustration 13: This student is practicing audacity
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

4.5.9 Activity students perform in the audacity supplied tools

Lesson # 1: Family Members

Learning outcomes:

- To identify family members.

Vocabulary:
- Father, mother, daughter, son, sister, brother, grandmother, grandfather, wife, husband, aunt, cousin, nephew and sibling.

Procedure:

- The teacher shows the family members, the students practice the pronunciation of each words.
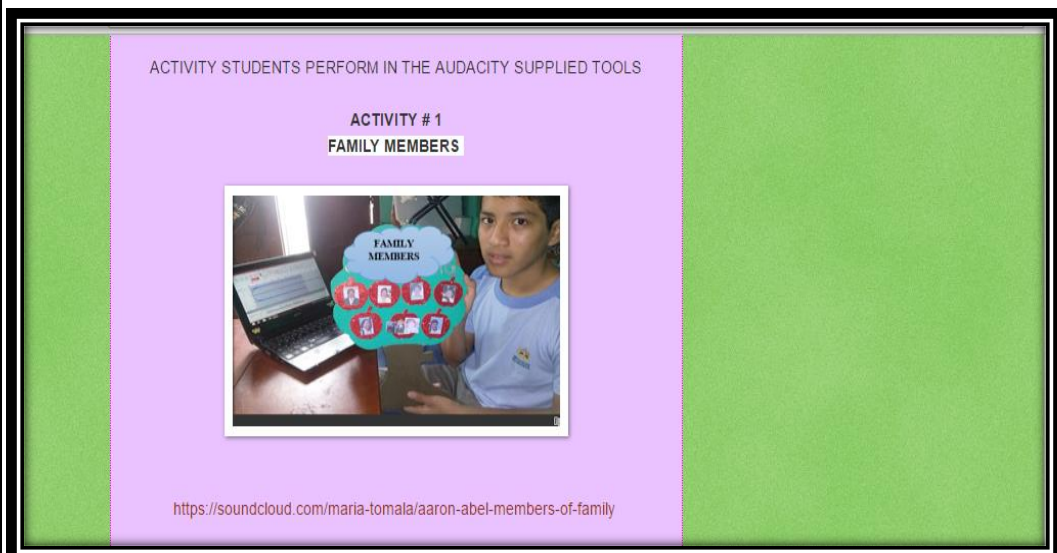
Illustration 14: This student is recording through the audacity tool
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson # 2: Fruits
Learning outcomes:

- To identify different kind of fruits.

Vocabulary:

- Apple, peach, pear, watermelon, pineapple, banana, lemon, melon, grape, orange, strawberry and papaya.

Procedure:

- First, the teacher shows the pictures about the vocabulary, students pronounce and repeat the fruits vocabulary, finally the teacher gives the instruction to record each pronunciation in digital audio editor.

Illustration 15: Recording the different kind of fruits through the audacity tool
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson # 3: Domestic Animals
Learning outcomes:

- To recognize the kind of domestic animals.

Vocabulary:

- Cat, dog, cow, goose, duck, chicken, pig, and bird

Procedure:

- Students listen the audio the animals' vocabulary, they make sentences with the vocabulary and record in audacity, after students listen their records and correct the mistakes.

Illustration 16: Making sentences using vocabulary about domestic animals
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson # 4: Personal Information
Learning outcomes:

- To be able to introduce themselves.

Vocabulary:

- Hello, my name is .., I am Ecuadorian, I live in …., I am …. years old, I have one brother and one sister, my favorite color is…, I am adventista, Thanks.

Procedure:

- Students learn vocabulary about personal information, then teacher asks some questions.
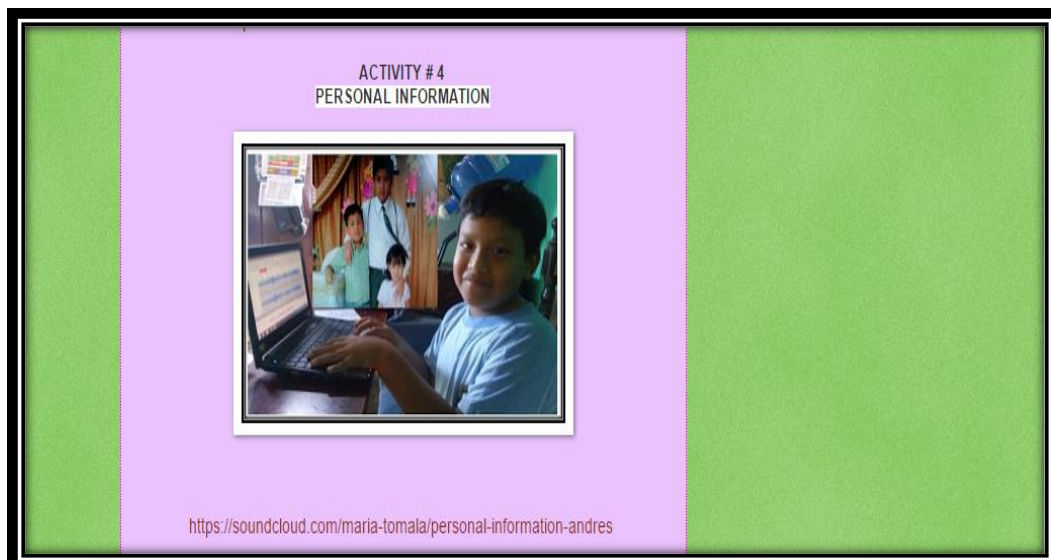
Illustration 17: This student is recording about personal Information
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson#5: Body parts
Learning outcomes:

- To recognize the body parts.

Vocabulary:

- Face, eyes, ears, nose, mouth, chin, cheeks, fingers, hands, shoulder, arm, wrist, feet, leg, knee, back, elbow, ankle, toes.

Procedure:

- Teacher engages the students with flashcards using body parts, and students repeat and pronounce the words and make the activity in class.

Illustration 18: Using a flashcard about the body parts and recording in the audacity tool
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson#6: Classroom Objects
Learning outcomes:

- To talk about the different objects in class.

Vocabulary:

- Pencil, eraser scissors, ruler, crayons, glue stick, book, rubber, file, globe, chair, pencil case, pen, sharpener, chalkboard, stapler, paper clip, school, paper, desk, pencils, notebook and bag.

Procedure:

- Teacher uses different objects in the classroom, and students pronounce and record their voices about the topic.

Illustration 19: Pronouncing and recording about the classroom objects in audacity tool
Author: María Angélica Tomalà
Source: http://mariatomalag1990.blogspot.com/

Lesson#7: Parts of the house
Learning outcomes:

- To recognize different parts of the house.

Vocabulary:

- House, kitchen, living room, bedroom, bathroom and dining room.

Procedure:

- Teacher shows flashcards the parts of the house to the students, the pupils repeats the vocabulary and record them.
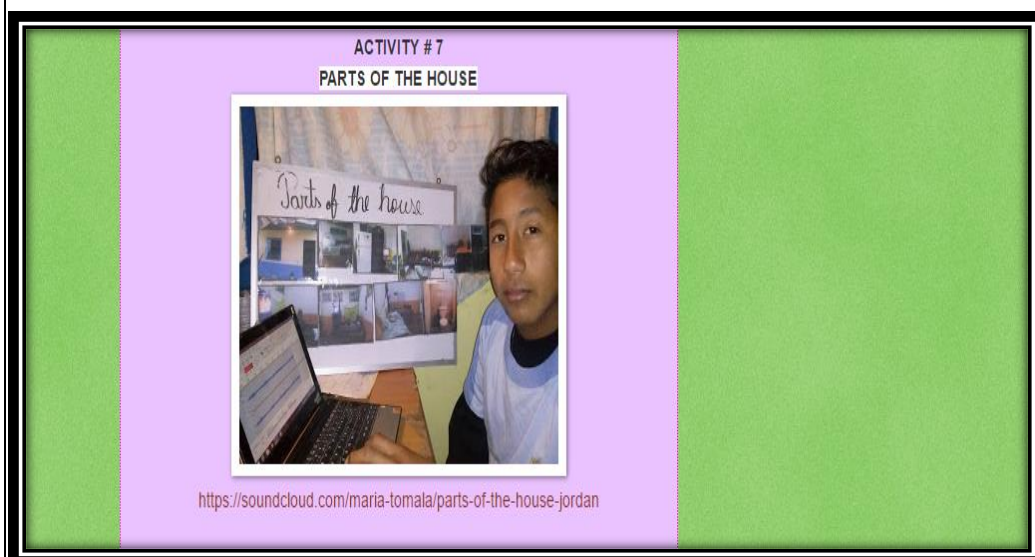
Illustration 20: Showing a picture about the parts of the house through the audacity tool
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson#8 Professions:
Learning outcomes:

- To identify the different professions.

Vocabulary:

- Doctor, police, secretary, waiter, tailor, driver, nurse, mailman, fireman, sailor, lawyer, pilot and engineer.

Procedure:

- Teacher teaches the different professions, and teacher asks the questions to students about different professions of their parents.
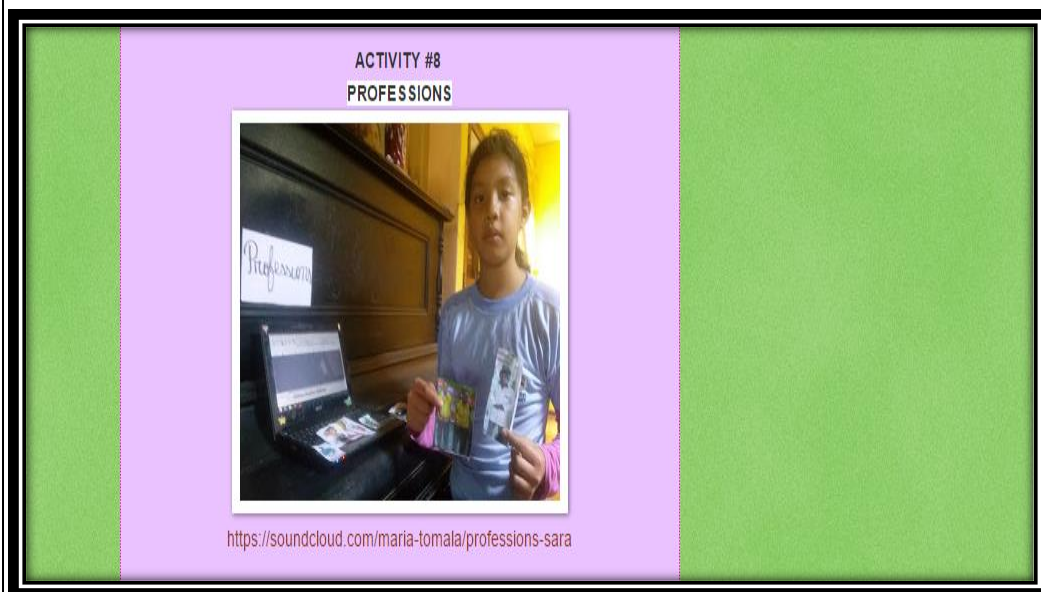
Illustration 21: This student is showing pictures about different professions
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

Lesson#9 Prepositions:
Learning outcomes:

- To recognize the different prepositions.

Vocabulary:

- On, at, under, in, near, and far from.

Procedure:

- Teacher teaches the different prepositions and use the correct prepositions according to the picture.

Illustration 22: This student is showing object using different prepositions
Author: María Angélica Tomalà
Source: http://mariatomalag1990.blogspot.com/

Lesson#10 Greetings:
Learning outcomes:

- To identify the different Greetings.

Vocabulary:

- Good morning, good afternoon, good evening, good night and good bye.

Procedure:

- Teacher teaches the different greetings and use a dialogue using the greetings with the students.
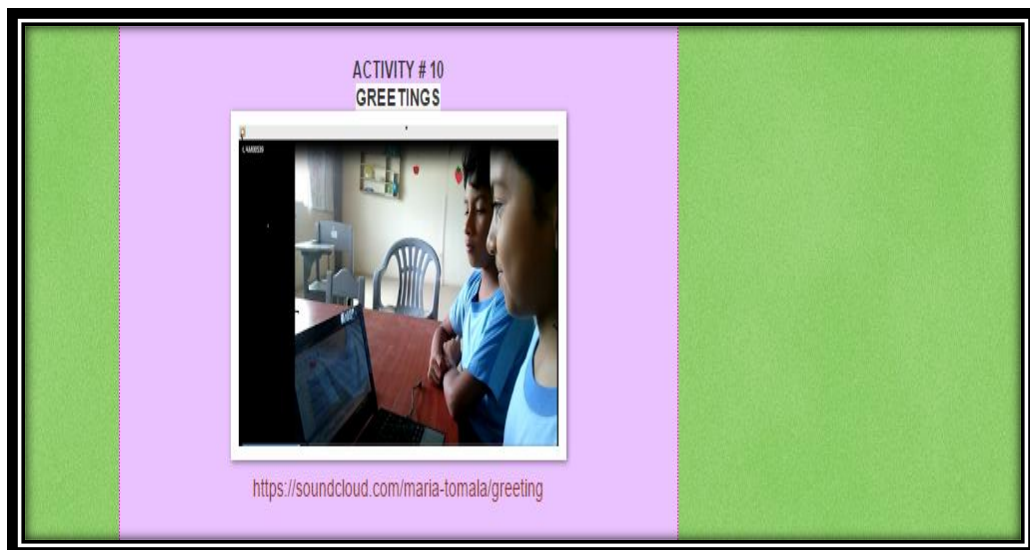
Illustration 23: These students are makes a dialogue using the greetings
Author: María Angélica Tomalà.
Source: http://mariatomalag1990.blogspot.com/

4.5.10 How to create a soundcloud account

Once installed on the computer audacity, the next step is to open the Soundcloud account, this platform will help us load the audio made audacity. Then, it's press and click on the word soundcloud.
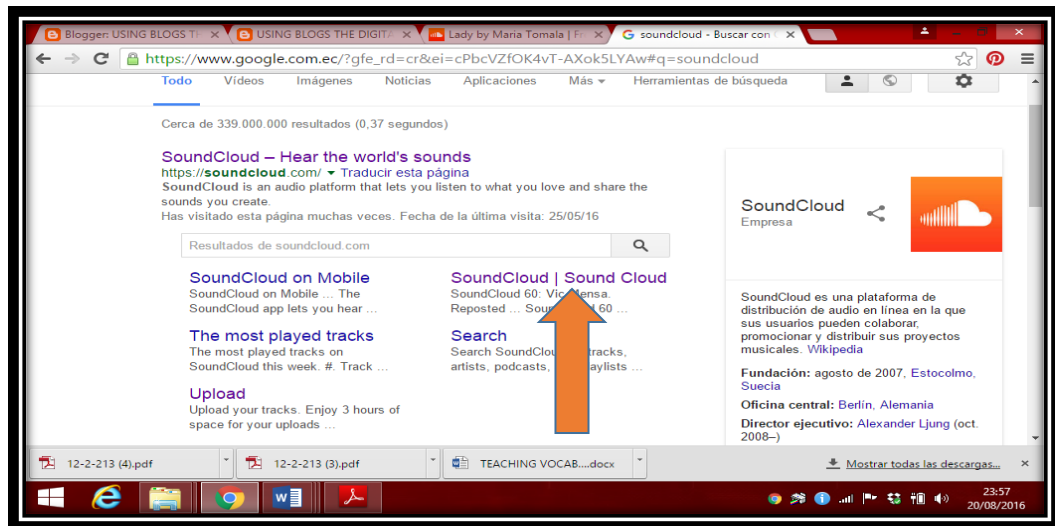
Illustration 24: Soundcloud on the web
Author: María Angélica Tomalà.
Source: Internet

The only one requirement to open a SoundCloud account is to have an Email address to access the platform.
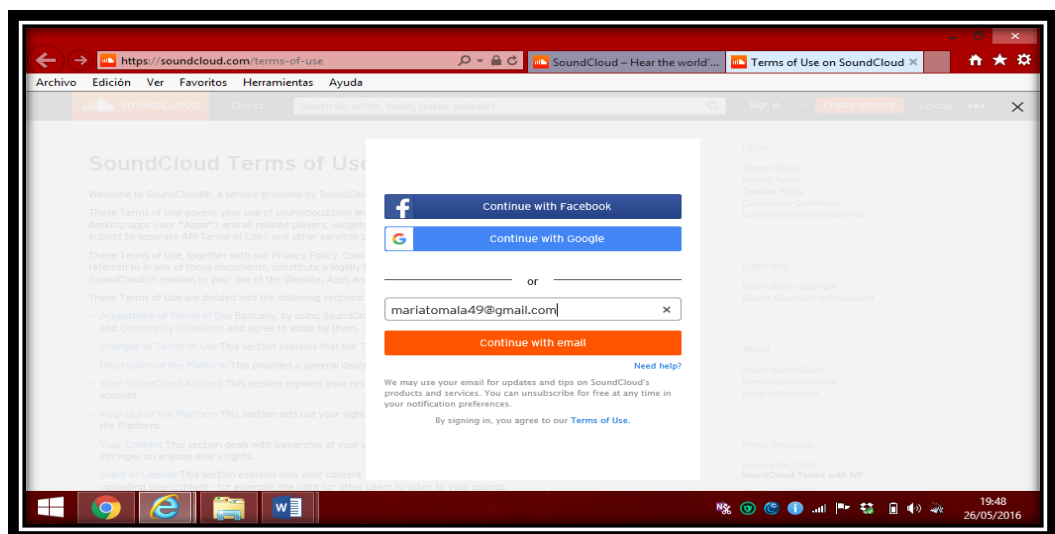
Illustration 25: Set up a soundcloud account
Author: María Angélica Tomalà.
Source: Internet

Then, having entered soundcloud, its click on the word "upload", and a new window will appear, its click to "choose a file to upload" and select audio.
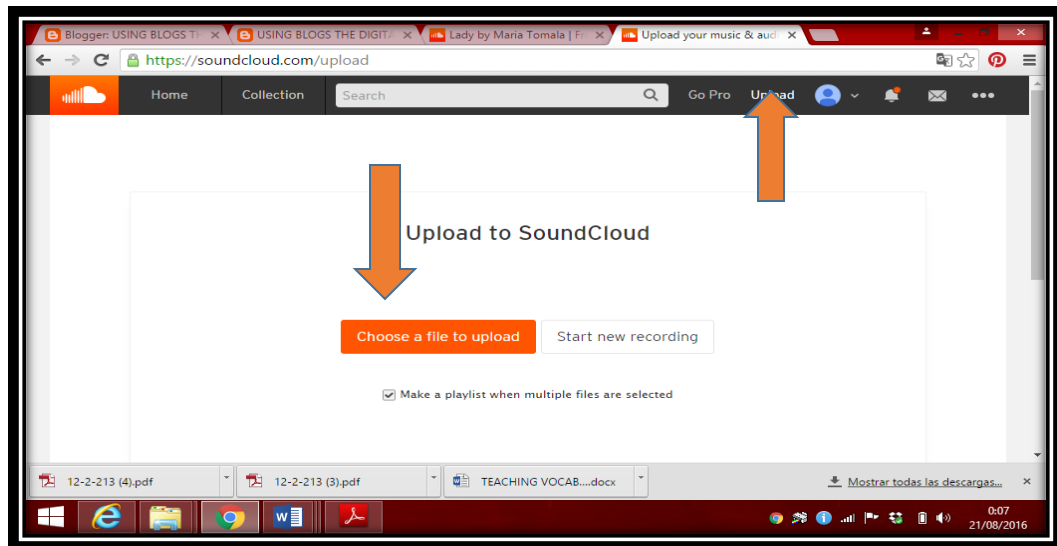
Illustration 26: Upload Soundcloud
Author: María Angélica Tomalà.
Source: Internet

Then, it finds pressed the word designated , a window will appear and have to choose the audio made in audacity but the audio already become **MP3 FILES** and it pressed the word open.
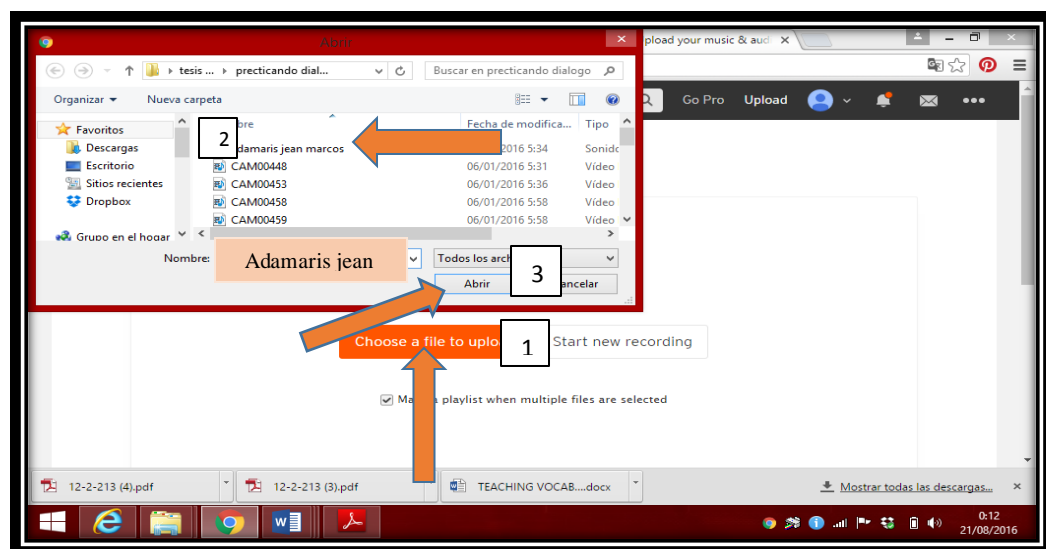
Illustration 27: Choose the audio to soundcloud
Author: María Angélica Tomalà.
Source: Internet

Then this window appears and uploaded the audio, can enter a photo where it says update image of the person who made the audio.
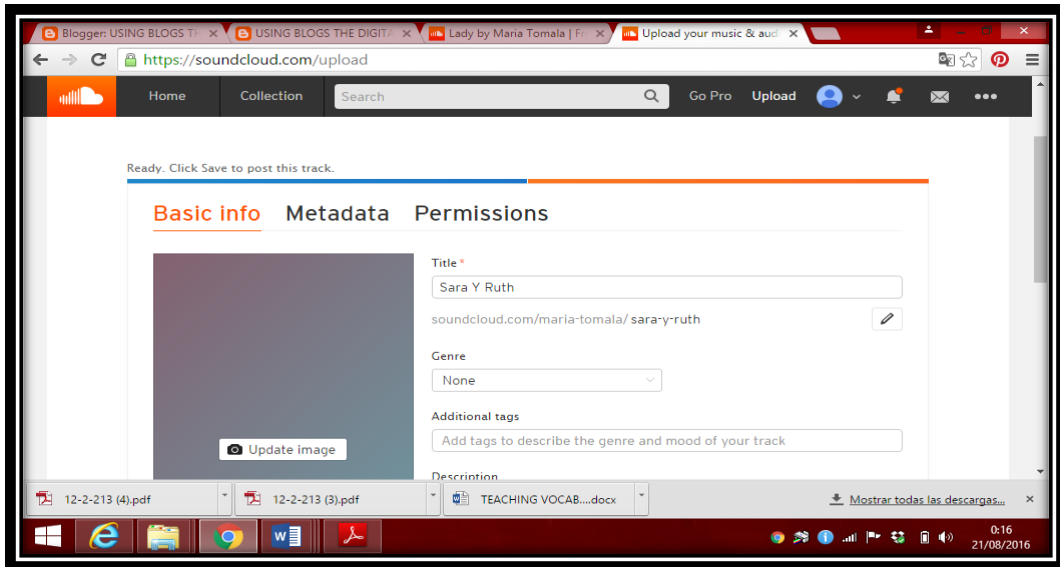
Illustration 28: Upload the audio
Author: María Angélica Tomalà.
Source: Internet

Then the photo selected photo will appear instantly on the selected person.
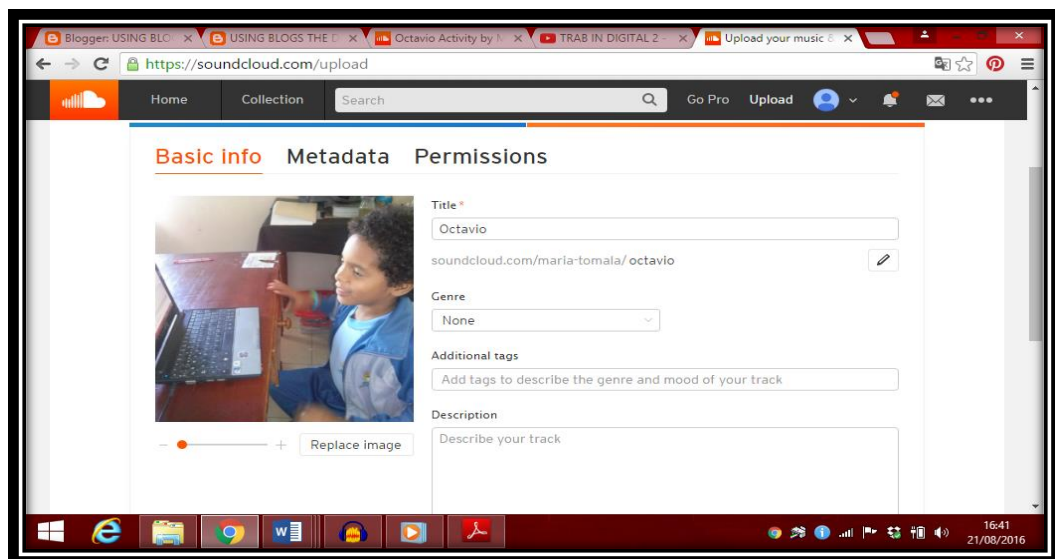
Illustration 29: Upload photo
Author: María Angélica Tomalà.
Source: Internet

Once performed these steps pressed the word save.
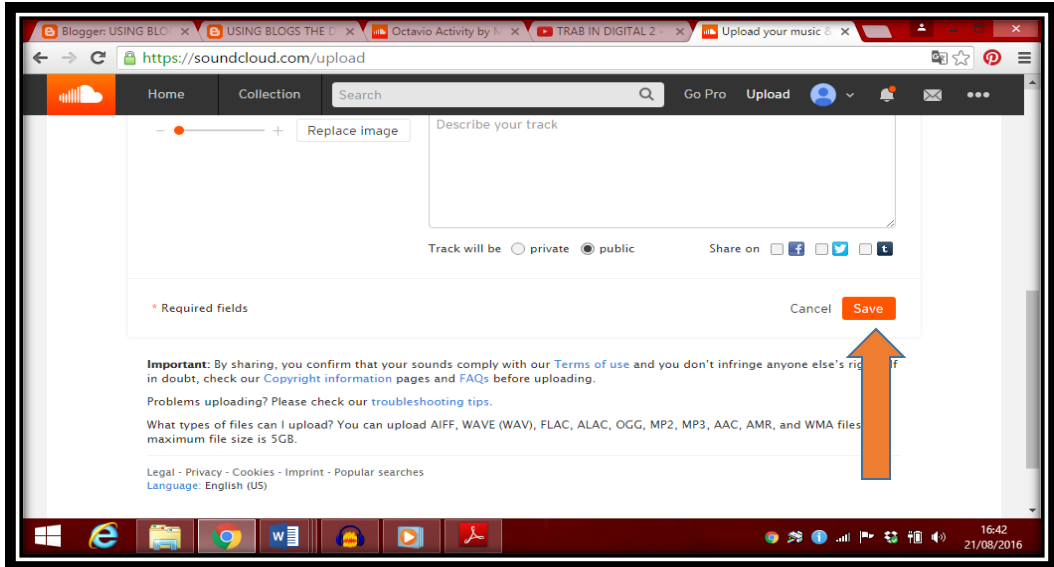
Illustration 30: Keeping audio and photo
Author: María Angélica Tomalà.
Source: Internet

Then it finds the word save appear pressed a new page, and therefore selected the word go to your track.
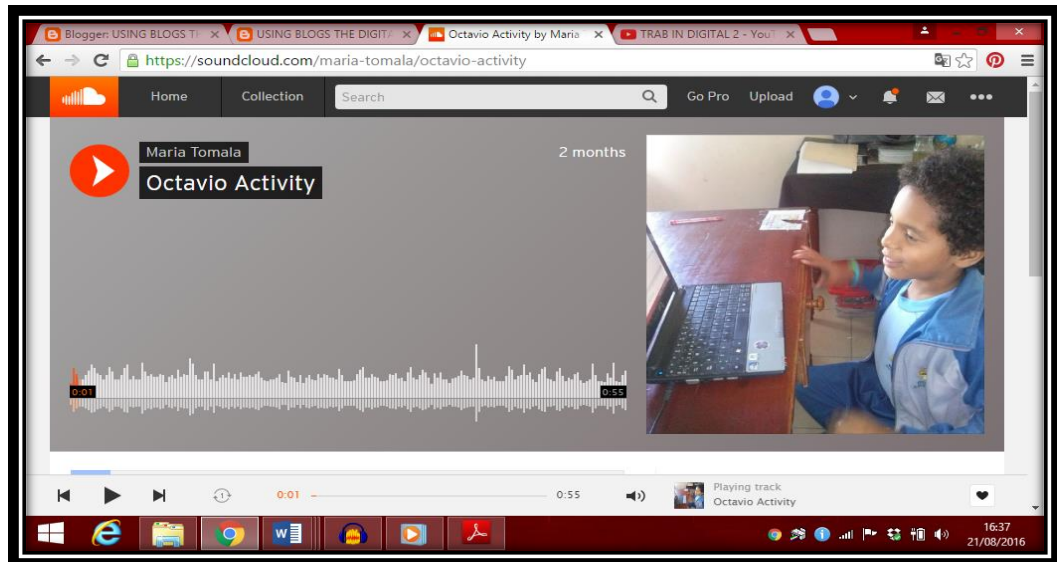
Illustration 31: Upload complete about the audio
Author: María Angélica Tomalà.
Source: Internet

In the end, its click on the word go to your track and appear the page where this audio press the indicated button and can hear the audio made in audacity.
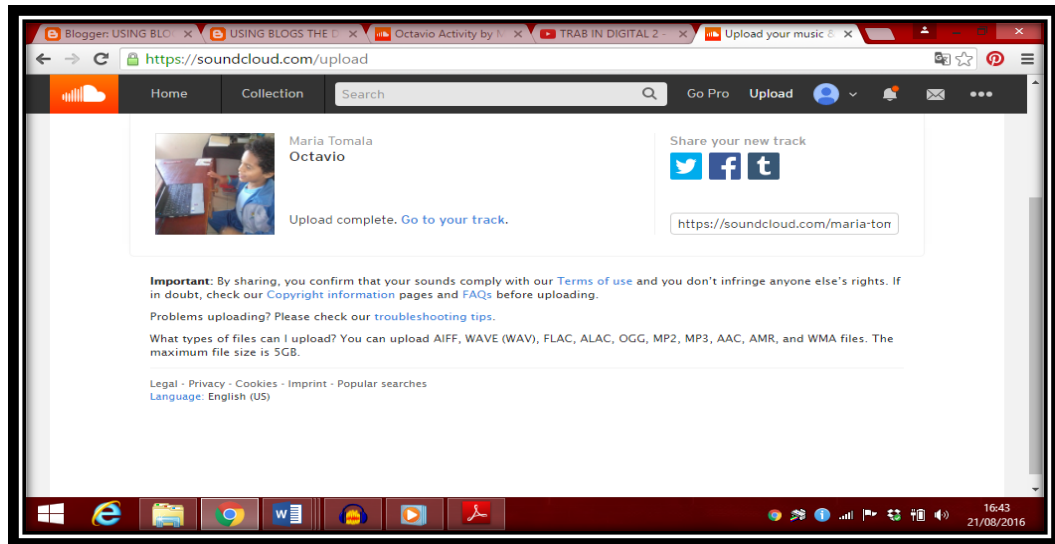
Illustration 32: Activity in soundcloud
Author: María Angélica Tomalà.
Source: https://soundcloud.com/maria-tomala/octavio

4.6 EVALUATION

4.6.1 Diagnostic Test the Students

This diagnostic test is important because through this medium we realize it is, the English language level of each student, before applying the tool that would help improve their language level.

Illustration 33: Photos of the diagnostic recordings
Author: Marìa Angélica Tomalà.
Source: https://soundcloud.com/maria-tomala

4.6.2 Speaking Rubric to Assess students' performance

Speaking Rubric to Assess student`s Performance

Descriptors	Unacceptable 1-5	Acceptable 6-10	Sastifactory 11-15	Excellent 16-20
	1	2	3	5
Task Completion	No attempt to complete the task	Minimal attempt to complete the task, responses frequently inappropriate.	Partial completion of the task, responses mostly appropriate yet undeveloped.	Superior completion of the task, responses appropriate and with elaboration.
Fluency	Long pauses	Speech halting and uneven with long pauses or incomplete thoughts	Speech choppy and/or slow with frequent pauses; little attempt to keep conversation or presentation flowing.	Speech continuous with few pauses or stumbling.
Pronunciation	Many pronunciation mistakes.	Major pronunciation errors, may prevent comprehension.	Frequent pronunciation errors, may impede comprehension.	No or almost no pronunciation errors.
Vocabulary	A little vocabulary.	Inadequate and inaccurate use of vocabulary.	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level.	Rich use of vocabulary with frequent attempts at elaboration.
Body Language: Posture, and Voice	Poor posture	Poor posture. Sometimes cannot be heard by students and the teacher.	Usually looks relaxed Can be heard by students and the Professor.	Looks relaxed and confident during the film of his //her presentation Speaks clearly and distinctly at all the times.

Author: Marìa Tomalà González

Illustration 34: Speaking Rubric to Assess students' Performance
Author: Marìa Angélica Tomalà.
Source: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1974829&

Chart 12: Diagnostic Results

Diagnostic results indicate a low level in spoken language also they have a deficiency speak.

COMUNICATIVE COMPETENCE	NAMES	DIAGNOSTIC SCORE
SPEAKING SKILL	AMMY NICOLE AGUIRRE MENENDEZ	5
	OCTAVIO ANDRES CASTRO PINE	4
	JADER JOSÉ MATAMOROS GUTIÉRREZ	3
	JORDAN ARIEL DURAN VILLALVA	5
	ELKIN JOAN RAMOS GONZALEZ	5
	LADY DANIELA ROGRIGUEZ GONZALEZ	4
	AARON ABEL ZAMBRANO BORBOR	5
	SARA ELIZABETH JUARDERA ROMERO	5
	ADAMARIS VALERIA LINO OLIVO	4
	IVANNA MENDEZ HIDALGO	4

Graph 9: Diagnostic pre-test
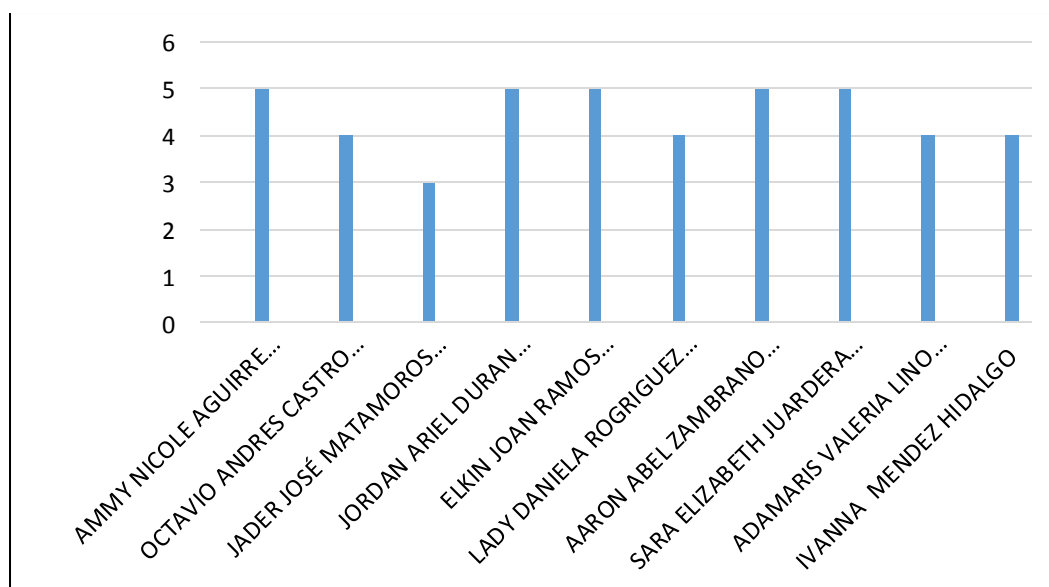
Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angélica Tomalà

4.6.3 Diagnostic test using Audacity

Illustration 35: Students making their audacity project
Author: Marìa Angélica Tomalà.
Source: https://soundcloud.com/maria-tomala

Chart 13: Results of Digital Audio Editor using Audacity

COMUNICATIVE COMPETENCE	NAMES	AUDACITY SCORE
SPEAKING SKILL	AMMY NICOLE AGUIRRE MENENDEZ	9
	OCTAVIO ANDRES CASTRO PINE	8
	JADER JOSÉ MATAMOROS GUTIÉRREZ	8
	JORDAN ARIEL DURAN VILLALVA	10
	ELKIN JOAN RAMOS GONZALEZ	9
	LADY DANIELA ROGRIGUEZ GONZALEZ	9
	AARON ABEL ZAMBRANO BORBOR	9
	SARA ELIZABETH JUARDERA ROMERO	9
	ADAMARIS VALERIA LINO OLIVO	9
	IVANNA MENDEZ HIDALGO	8

Graph 10: Diagnostic results using audacity
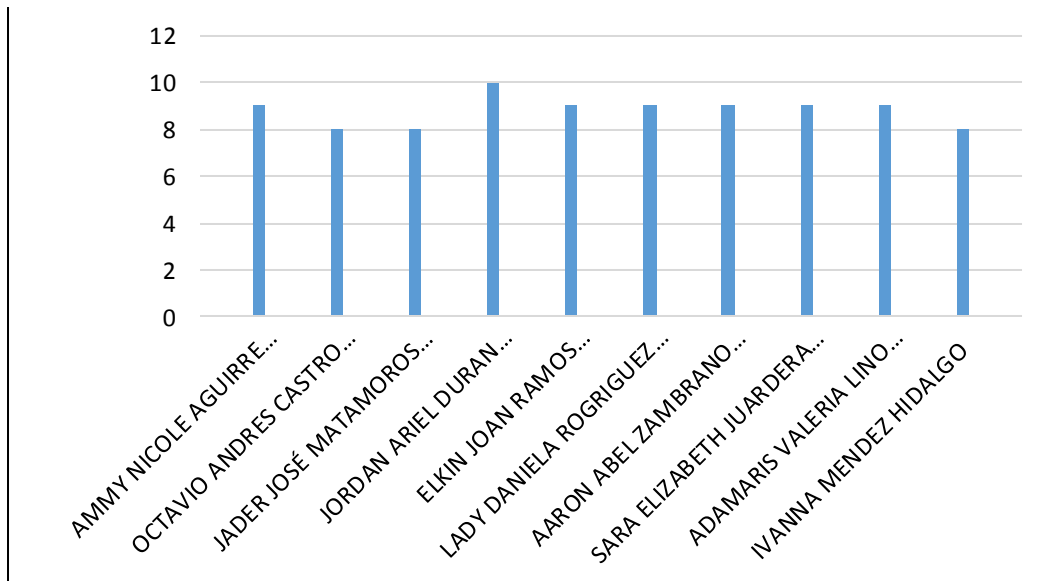
Source: Escuela Educacion Basica "Roca de los Siglos"
Elaborated by: María Angélica Tomalà

4.7 Result of Implementation

Chart 14: Results of the Improvement

COMUNICATIVE COMPETENCE	NAMES	PRE-TEST	POST-TEST	0% OF IMPROVEMENT
SPEAKING SKILL	AMMY NICOLE AGUIRRE	5	9	70%
	OCTAVIO ANDRES CASTRO PINE	4	8	60%
	JADER JOSÉ MATAMOROS	3	8	55%
	JORDAN ARIEL DURAN	5	10	75%
	ELKIN JOAN RAMOS GONZALEZ	5	9	70%
	LADY DANIELA ROGRIGUEZ	4	9	65%
	AARON ABEL ZAMBRANO	5	9	70%
	SARA ELIZABETH JUARDERA	5	9	70%
	ADAMARIS VALERIA LINO	4	9	65%
	IVANNA MENDEZ HIDALGO	4	8	60%

Graph 11: Comparative analysis of pre-test and post-test
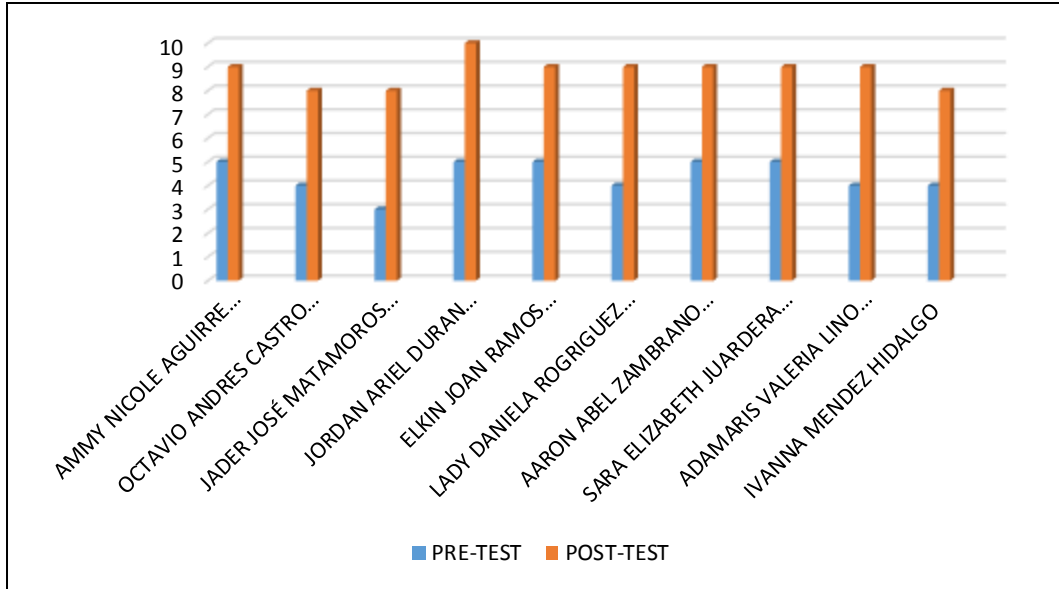
Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angélica Tomalà

Graph 12: Improvement Percentage
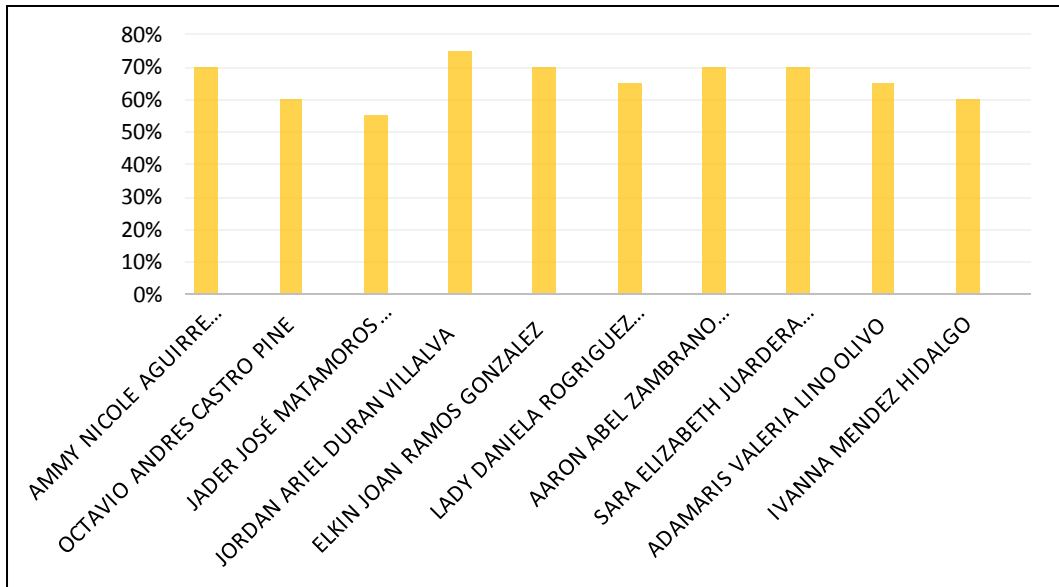
Source: Escuela Educacion Basica "Roca de los Siglos"
Author: María Angélica Tomalà

4.8. Analysis of the results

According to the analysis the result some refuse the use of technology and their classes are traditionally, but technology is essential because it helps us open minds and students are interested in learning it. The use the technological tools are essential for students, such as wikis, blogs and podcasts "Audacity" are useful for a profession, plus these additional tools are used outside the classroom.

These results of digital audio editor "Audacity" have been favorable in teaching spoken language, and this tool would help in the contribution of their students.

4.9 CONCLUSIONS AND RECOMMENDATIONS

4.9.1 Conclusions

- The Digital audio tool helps to identificate easily activities through this technological tool.

- Audacity permits students to learn by motivational strategies to develop speaking skill.

- Finally, this resource is important to use the rubric that demonstrate the level of student's improvement using activities like: role-plays, conversation and dialogues, contributed to improve the speaking skill.

4.9.2 Recommendations

- It is important that teachers use this technological tool to identify activities that help to develop the speaking skills

- It is recommended use the digital audio editor "Audacity" the activities by develop the level of English speaking skills on students.

- Students' improvement speaking skill as result using the appropriate activities students' improvement speaking skill.

TIMETABLE

Chart 15: Research Project Work Timetable

2016

No	Activities	July				August				September				October				November				January				February			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Socialización with thesis advisor	x	x																										
2	Delivery of Proposal Project Work		x	x																									
3	Elaboration Chapter I.			x	x																								
4	Chapter I Progress.					x	x	x																					
5	Elaboration Chapter II.							x	x																				
6	Field Research at "Institution".									x	x																		
7	Survey Implementation.											x	x																
8	Analysis and interpretation of results													x	x														
9	Elaboration Chapter III.														x	x	x												
10	Chapter III Progress.																	x	x	x									
11	Elaboration Chapter IV																			x	x								
12	Implementation of activities.																			x	x								
13	Delivery of final work																					x	x	x					
14	Development of Preliminary pages																								x	x			
15	Pre defense of thesis																										x		
16	Defense of Thesis at Acadmeic Conseil.																											x	
17	Graduation day.																											x	

Author: Maria Tomalà Gonzàlez

GENERAL RESOURCES

Chart 16: Human resource

ITEM	DESCRIPTION
1	Students of sixth grade at Escuela Educacion Basica "Roca de los Siglos"
2	English Teachers
3	Principal of the Institution
4	Advisor

Author: Maria Tomalà González

Chart 17: Material resources

ITEM	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
1	Folder	3	$ 3,00	$ 12,00
2	Pencil	10	$ 0,20	$ 2,00
3	Paper	4	$ 3,00	$ 12,00
4	Photocopies	10	$ 0,05	$ 3,50
			TOTAL PRICE	**$ 29,50**

Author: Maria Tomalà González

Chart 18: Equipment resources

ITEM	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
1	Computer	2	$ 40,00	$ 80,00
2	Flash memory	1	$ 10,00	$ 10,00
3	Project	1	$ 20,00	$ 20,00
4	Speaker	1	$ 10,00	$ 10,00
5	Internet	2	$ 2,00	$ 4,00
			TOTAL PRICE	**$ 124,00**

Author: Maria Tomalà González

Chart 19: Economic resource

ITEM	DESCRIPTION	QUANTIFY	UNIT PRICE	TOTAL PRICE
1	Self-management of the research (transportation and others)	…	$ 300,00	$ 300,00
			TOTAL PRICE	**$ 300,00**

Author: Maria Tomalà González

Chart 20: Total budgets

ITEM	DESCRIPTION	TOTAL PRICE
1	Material Resources	$ 29,50
2	Equipment Resource	$ 124,00
3	Economic Resource	$ 300,00
	TOTAL BUDGET	**$ 453,50**

Author: Maria Tomalà González

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APPENDIXES

Attachment 1: Constitución del Ecuador

Artículo	Descripción
Art. 26	La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.
Art. 27	La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.
Art. 28	La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.
Art. 29	El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.

Art. 343	El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.
Art. 348	La educación pública será gratuita y el Estado la financiará de manera oportuna, regular y suficiente. La distribución de los recursos destinados a la educación se regirá por criterios de equidad social, poblacional y territorial, entre otros. El Estado financiará la educación especial y podrá apoyar financieramente a la educación fiscomisional, artesanal y comunitaria, siempre que cumplan con los principios de gratuidad, obligatoriedad e igualdad de oportunidades, rindan cuentas de sus resultados educativos y del manejo de los recursos públicos, y estén debidamente calificadas, de acuerdo con la ley. Las instituciones educativas que reciban financiamiento público no tendrán fines de lucro.

Attachment 2: Childhood and Adolescence Law Code

Artículo	Descripción
Art. 37 (numeral 1,2,3)	Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que: 1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente. 2. Respete las culturas y especificidades de cada región y lugar. 3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender.

Attachment 3: Surveys Directed to students

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA LICENCIATURA EN INGLES.

ENCUESTA A ESTUDIANTES

Estimado estudiantes, reciba un cordial saludo. La presente encuesta tiene la finalidad de obtener informaciòn para la elaboraciòn del Proyecto de Tesis con el tema **"DIGITAL AUDIO EDITOR TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016"** de la Universidad Estatal Península de Santa Elena. Presente indagaciòn depende de la objectividad y sinceridad de sus respuestas, por lo cual no es necesario el registro de su nombre. Las respuestas obtenidas seràn tratadas con caràcter confidencial y será unicamente para la contribuciòn de esta investigaciòn.

MARQUE CON UN X LA RESPUESTA

1. Do you consider English is important?
Yes _____   No _____

Why? _____

2. Does your English teacher use ICT in the classroom?
Yes _____   No _____

Why? _____

3. Do you agree with recording your voice in this tool?
Totally agree _____   Agree somewhat _____

Disagree _____   Totally disagree _____

4. How you would you feel to hear your voice with the Digital audio editor?

Sad _____ Excited _____ Nervous _____ Happy _____

5. Have you done speaking homework, outside the classroom, using a digital audio editor?

 Yes _____   No _____

Why? _____

6. Do you agree to use the digital audio editor to develop speaking skill?

Totally agree _____   Agree somewhat _____

Disagree _____   Totally disagree _____

7. You think that the digital audio would allow you to communicate with their classmates?

Yes _____   No _____

Why? _____

8. You think it is necessary to use digital audio editor to develop the speaking skill?

Necessary _____ Very Necessary _____ Not Very Necessary _____

Attachment 4: Interview to the Specialist of English Language

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA LICENCIATURA EN INGLES.

SPECIALIST`S INTERVIEW

Dear specialist, this interview will contribute to obtain important data for the research paper **"DIGITAL AUDIO EDITOR TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016"** please take 5 minute to answer the questions with confidence; all the answers will be used absolutely for this work.

1) According to your criteria how technology could improve English language teaching?

2) How does the use of technology enhance your English classes?

3) Why do you consider that using "Digital Audio Editor" could help improve the speaking skill?

4) According to your criteria would you advise that students use digital audio editor as a learning resource inside and outside of classroom?

5) Would you use the digital audio editor in the class to develop the learning English?

Thanks you for your collaboration.

Attachment 5: Interview Directed to Principal from "Roca de los Siglos"

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA LICENCIATURA EN INGLES.

PRINCIPAL`S INTERVIEW

Dear principal, this interview will help to obtain important data for the research paper title **"DIGITAL AUDIO EDITOR TO DEVELOP THE SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016"** please take 5 minute to answer the questions with confidence; all the answers will be used absolutely for this work.

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

2. At "Escuela Roca de los Siglos" the mission includes the use of ICT in the classrooms, how this will benefit the students of your institution?

3. Why do you consider that the digital audio editor could be an excellent tool to develop the speaking skill?

4. Would you support the implementation of a Digital Audio Editor to improve the speaking skills at "Roca de los Siglos" school?

5. According to your criterio why is important to develop the ability to speak English to students in sixth grade?

Thanks you for your collaboration.

Attachment 6: Speaking Rubric to Assess student`s Performance

Descriptors	Unacceptable 1-5	Acceptable 6-10	Sastifactory 11-15	Excellent 16-20
	1	2	3	5
Task Completion	No attempt to complete the task	Minimal attempt to complete the task, responses frequently inappropriate.	Partial completion of the task, responses mostly appropriate yet undeveloped.	Superior completion of the task, responses appropriate and with elaboration.
Fluency	Long pauses	Speech halting and uneven with long pauses or incomplete thoughts	Speech choppy and/or slow with frequent pauses; little attempt to keep conversation or presentation flowing.	Speech continuous with few pauses or stumbling.
Pronunciation	Many pronunciation mistakes.	Major pronunciation errors, may prevent comprehension.	Frequent pronunciation errors, may impede comprehension.	No or almost no pronunciation errors.
Vocabulary	A little vocabulary.	Inadequate and inaccurate use of vocabulary.	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level.	Rich use of vocabulary with frequent attempts at elaboration.
Body Language: Posture, and Voice	Poor posture	Poor posture. Sometimes cannot heard by students and the teacher.	Usually looks relaxed Can be heard by students and the Professor.	Looks relaxed and confident during the film of his //her presentation Speaks clearly and distinctly at all the times.

Author: Marìa Tomalà González

Attachment 7: Diagnostic Test

ESCUELA DE EDUCACIÓN BÁSICA
"ROCA DE LOS SIGLOS"

SCHOOL YEAR 2015 -2016
DIAGNOSTIC TEST OF SPEAKING SKILL

Students: _____**Course:** _____

1)   WHAT IS YOUR NAME?

2)   HOW OLD ARE YOU?

3)   WHEN IS YOUR BIRTHDAY?

4)   HOW ARE YOU?

5)   WHERE DO YOU LIVE?

6)   HOW MANY BROTHERS DO YOU HAVE?

7)   WHAT ARE YOU DOING?

8)   WHAT IS YOUR FAVORITE PERSON AND WHY?

9)   WHAT IS YOUR FAVORITE FOOD?

10)   WHAT ARE THE PLACES YOU'VE VISITED?

Author: Marìa Tomalà González

Attachment 8: Acceptance Letter

ESCUELA DE EDUACACIOM BÁSICA "ROCA DE LOS SIGLOS"

SECTOR ZONA INDUSTRIAL MZ 42 SOLAR 5 Y 6

TELEFONO 091778401 - 0985007712

LA LIBERTAD - ECUADOR

A QUIEN CORRESPONDA

A petición de la señorita **MARÍA ANGÉLICA TOMALÁ GONZÁLEZ**, con C. I. 0926679119, extiendo el presente certificado, donde se le autoriza realizar su trabajo de titulación, denominado "Digital Audio Editor to Develop the Speaking Skill in The Students of Sixth Basic grade at Escuela de Educación Básica Roca de los Siglos, año lectivo 2015 – 2016".

Es cuanto puedo certificar en honor a la verdad.

La Libertad, 10 de noviembre de 2015

Atentamente

Lic. ARACELIS LOZANO V.
DIRECTORA

vfm/archivo

Attachment 9: Culmination Letter

ESCUELA DE EDUACACIOM BÁSICA "ROCA DE LOS SIGLOS"
SECTOR ZONA INDUSTRIAL MZ 42 SOLAR 5 Y 6
TELEFONO 091778401 - 0985007712
LA LIBERTAD - ECUADOR

La Libertad, 19 de febrero de 2016

Señorita
GLENDA PINOARGORTE PARRA
DIRECTORA CARRERA DE LICENCIATURA EN INGLES – Universidad Estatal Península de Santa Elena
Presente.-

De mis consideraciones:

Dando contestación a su atento OFICIO N° CLI-UPSE-2016-028-OF, certifico que la señorita **TOMALÁ GONZÁLEZ MARÍA ANGÉLICA**, con C. I. 0926679119, culminó sus labores previo a su trabajo de titulación, DIGITAL AUDIO EDITOR TO DEVELOP THE SPEAKING SKILL IN con los estudiantes del sexto grado de educación básica durante el período lectivo 2015 – 2016 desde los meses de noviembre de 2015 a febrero de 2016.

Sin otro particular por el momento, me suscribo de usted.

Atentamente,

Lic. ARACELIS LOZANO V.
DIRECTORA.-

vfm/archivo

Attachment 10: Adviser Certification

La Libertad, 18 de Noviembre del 2016

CERTIFICACIÒN DEL DIRECTOR DE TRABAJO DE TITULACIÒN

LIC. JEANNETTE CEVALLOS ALCIVAR MSc, Tutora del Trabajo de Titulaciòn de la egresada **Maria Angelica Tomalà Gonzàlez** de la Carrera de Inglés.

CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación **"DIGITAL AUDIO EDITOR TO DEVELOP SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016"** estos guardan relación con lo estipulado en la reglamentación prevista de la Universidad, los mismos que cumplen los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

LIC. Jeannette Cevallos Alcívar MSc.
DOCENTE TUTORA

Attachment 11: Antiplagiarism Certificate

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, 18 de Noviembre del 2016

CERTIFICADO ANTIPLAGIO

005-Jeannette Cevallos Alcívar SGR-2016

En calidad de tutor del trabajo de titulación denominado **"DIGITAL AUDIO EDITOR TO DEVELOP SPEAKING SKILL IN THE STUDENTS OF SIXTH BASIC GRADE AT ESCUELA EDUCACION BASICA ROCA DE LOS SIGLOS, PROVINCE OF SANTA ELENA SCHOOL YEAR, 2015-2016".**,elaborado por la estudiante **TOMALA GONZALEZ MARIA ANGELICA**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el Sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente Proyecto ejecutado, se encuentra con el 0% de valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

MSc.Jeanette Cevallos Alcivar
CI:0907928089
DOCENTE TUTOR

Pictures

Picture 1: Interview with the First Specialist
Author: Marìa Tomalà González

Picture 2: Interview with the Second Specialist
Author: Marìa Tomalà González

Picture 3: Interview with the Third Specialist
Author: Marìa Tomalà González

Picture 4: Interview with the Principal
Author: Marìa Tomalà González

Picture 5: Teacher present the tool
Author: Marìa Tomalà González

Picture 6: Giving Instructions about the use of "Audacity" web site
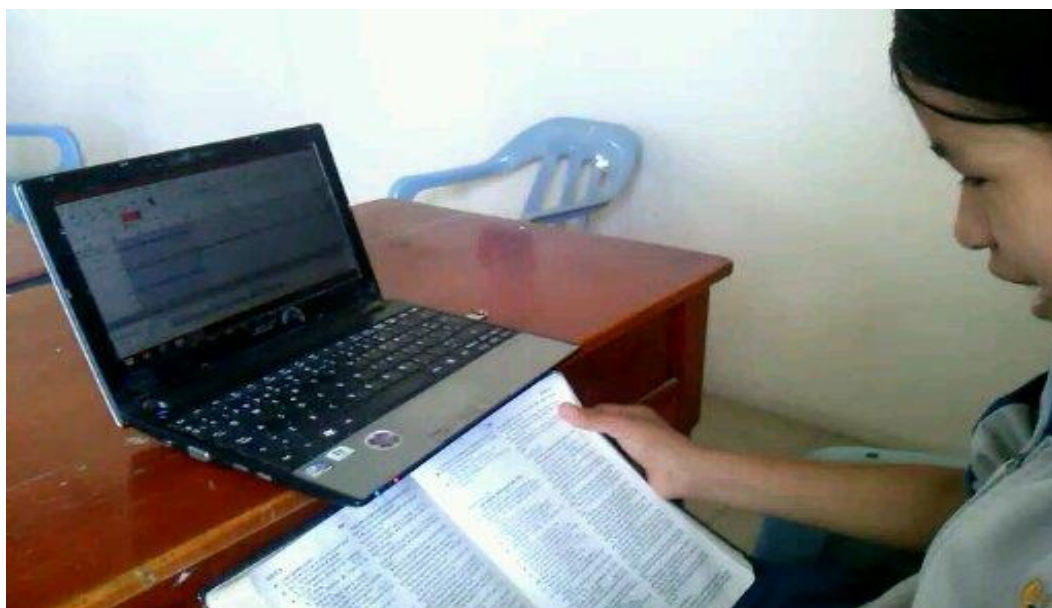**Author:** Marìa Tomalà González

Picture 7: Students is using "Audacity"
Author: Marìa Tomalà González

Picture 8: Student is practicing in "Audacity"
Author: Marìa Tomalà González

Pictures 9: Student is reading the Bible and using "Audacity"
Author: Marìa Tomalà González

Picture 10: Students are performing activities in class
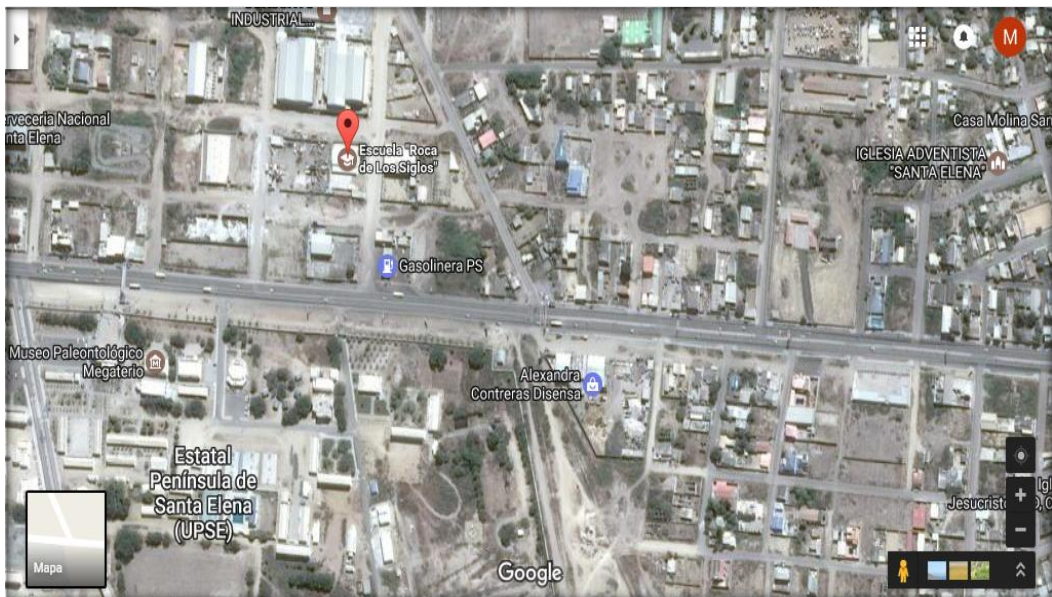**Author:** Marìa Tomalà González

Picture 11: Students are practicing conversation using "Audacity"
Author: Marìa Tomalà González

Picture 12: Institution`s Front view
Author: Marìa Tomalà González

Picture 13: Institution`s Recreation Zone of the Institution
Author: Marìa Tomalà González

Picture 14: Map of the Institution
Author: Marìa Tomalà González