



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

**“SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING
COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT
EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA,
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: CINDY ELIZABETH GUILLEN MUÑOZ

ADVISOR: LCDA. SARA GONZÁLEZ REYES, MSC.

LA LIBERTAD – ECUADOR

2016

UNIVERSIDAD ESTATAL

PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

**“SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING
COMPRENHENSION SKILLS IN STUDENTS OF NINTH GRADE AT
EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA,
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016”**

PROYECTO DE INVESTIGACIÓN

Previo a la obtención del título:

LICENCIADO EN INGLÉS

AUTORA: CINDY ELIZABETH GUILLEN MUÑOZ

TUTORA: LCDA. SARA GONZÁLEZ REYES, MSC.

LA LIBERTAD – ECUADOR

2016

La Libertad, December 2016

ADVISER'S APPROVAL

In my role as Adviser of the research paper under the **title “SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016”** prepared by Cindy Elizabeth Guillen Muñoz undergraduate student of the English Language 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 evaluation of the Board of Examiners.

Sincerely

Lcda. Sara González Reyes, MSc.

La Libertad, December 2016.

STATEMENT OF AUTHORSHIP

I, Cindy Elizabeth Guillen Muñoz with ID number 092572044-3 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 **“SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, 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.

Cindy Elizabeth Guillen Muñoz

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.

**FACULTY OF EDUCATION
AND LANGUAGES**

Lcda. Glenda Pinoargote Parra, MSc.

**ENGLISH TEACHING CAREER
DIRECTOR**

Lcda. Sara González Reyes, MSc.

ADVISOR

Lcda. Jeannette Cevallos Álcivar, MSc.

AREA PROFESSOR

Ab. Brenda Reyes Tomalá, MSc.

GENERAL SECRETARY

DEDICATION

“Satisfaction lies in the effort, not in the attainment, full effort is full victory”

-Mahatma Gandhi

To God creator of all things who with infinite love guides me during my career; to my son and my husband, Jeremy and David; to my parents, Lilia and Francisco; to my sister Eliana who supports me during this research work; and, to my best teaching teacher, my grandma Cecilia.

Cindy.

ACKNOWLEDGEMENT

To all English Teachers from School of Languages who shared their knowledge from the first day of university to the last one of my studies; to my advisor, Lcda. Sara González who guides me during this research work and to the principal at EGB “Antonio José de Sucre” who facilitated everything in order to complete this investigation.

Cindy.

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

CINDY ELIZABETH GUILLEN MUÑOZ

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA OF SANTA ELENA STATE UNIVERSITY.

CINDY ELIZABETH GUILLEN MUÑOZ

TABLE OF CONTENTS

FRONTAL PAGE	I
POST COVER OR TITTLE	II
ADVISER'S APPROVAL	III
STATEMENT OF AUTHORSHIP	IV
BOARD OF EXAMINERS	V
DEDICATION	VI
ACKNOWLEDGEMENT	VII
DECLARATION	VIII
TABLE OF CONTENTS	IX
CHARTS	XII
PICTURES	XIII
GRAPHICS	XV
APPENDIXES	XVI
ABSTRACT	XVII
INTRODUCTION	1
CHAPTER I: THE PROBLEM	
1.1 PROBLEM STATEMENT	3
1.2 CONTEXT OF THE PROBLEM	3
1.3 RESEARCH QUESTIONS	6
1.4 RATIONALE	6
1.5 RESEARCH OBJECTIVE	7
1.6 IDEA TO DEFEND	8
1.7 SCIENTIFIC TASKS	8
CHAPTER II: THEORETICAL BASIS	
2.1 PHILOSOPHICAL BASIS	9
2.1.1 THE FOUR PILLARS OF LEARNING	9
2.1.1.1 QUALITY EDUCATION	9
2.1.2 CONSTRUCTIVISM	10
2.2 EDUCATIONAL BASIS	10
2.2.1 ENGLISH TEACHING	10
2.2.1.1 IMPORTANCE OF ENGLISH	11
2.2.1.2 ENGLISH TEACHING AT GENERAL BASIC EDUCATION	12
2.2.2 ENGLISH SKILLS	13
2.2.2.1 MACRO-SKILLS IN THE ENGLISH LANGUAGE	13
2.2.3 LISTENING	14
2.2.3.1 IMPORTANCE OF LISTENING	15

2.2.3.2 PRINCIPLES OF LISTENING	15
2.2.3.3 TYPES OF LISTENING	17
2.2.3.4 LISTENING PHASES	17
2.2.3.5 TEACHING METHODS OF LISTENING	18
2.2.3.6 CLASSROOM LISTENING TECHNIQUES	19
2.2.3.7 LISTENING STRATEGIES	20
2.2.3.8 LISTENING SUGGESTIONS	20
2.2.4 INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	21
2.2.4.1 ICT IN EDUCATION	22
2.2.4.2 LISTENING WITH TECHNOLOGICAL RESOURCES	22
2.2.5 AUDIOBOOK	23
2.2.6 FOLKTALES	24
2.2.6.1 SANTA ELENA	24
2.2.6.2 SANTA ELENA’S FOLKTALES	25
2.2.6.3 FOLKTALES IN EDUCATION	25
2.2.6.3.1 FOLKTALES IN EDUCATION: PREVIOUS RESEARCH	26
2.3 LEGAL BASIS	28
2.3.1 CONSTITUCIÓN DEL ECUADOR	28
2.3.2 LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL	28
2.3.3 REGLAMENTOS DE EDUCACIÓN	29
2.3.4 CÓDIGO DE LA NIÑEZ Y ADOLESCENCIA	29
CHAPTER III: METHODOLOGY	
3.1 RESEARCH DESIGN	30
3.2 POPULATION AND SAMPLE	30
3.2.1 POPULATION	30
3.2.2 SAMPLE	32
3.3 DATA COLLECTION	32
3.3.1 METHODS	32
3.3.2 TECHNIQUES	33
3.3.2.1 INTERVIEW	33
3.3.2.2 SURVEYS	34
3.3.3 RESEARCH TOOLS	34
3.3.3.1 AUDIO RECORDER	34
3.3.3.2 QUESTIONNAIRE	35
3.4 DATA ANALYSIS	35
3.4.1 INTERVIEWS ANALYSIS	35
3.4.2 SURVEY ANALYSIS	38
3.5 CONCLUSIONS AND RECOMMENDATIONS	47
3.5.1 CONCLUSIONS	47

3.5.2 RECOMMENDATIONS	47
CHAPTER IV: THE PROPOSAL	
4.1 TITTLE	48
4.2 DESCRIPTION	48
4.2.1 INFORMATION DATA	48
4.2.1.1 PROPOSAL BACKGROUND	48
4.2.1.2 SIGNIFICANCE	49
4.2.1.3 OBJECTIVES	50
4.2.1.3.1 GENERAL OBJECTIVE	50
4.2.1.3.2 SPECIFIC OBJECTIVES	50
4.2.2 DESIGN AND DEVELOPMENT OF THE PROPOSAL	50
4.2.2.1 DESIGN OF THE PROPOSAL	50
4.2.2.1.1 SOFTWARE APPLIED TO THE DESIGN	51
4.2.2.1.2 AUDIOBOOK: DATA COLLECTION	53
4.2.2.1.3 DESIGN THE AUDIOBOOK	56
4.2.2.1.4 AUDIOBOOK: ILLUSTRATION PROCESS	68
4.2.2.1.5 AUDIOBOOK EXPORTATION	79
4.2.2.2 DEVELOPMENT OF THE PROPOSAL	81
4.2.2.2.1 DIAGNOSTIC	81
4.2.2.2.2 PLANNING	82
4.2.2.2.3 IMPLEMENTATION	82
4.2.2.2.4 EVALUATION	83
4.3 ACHIEVEMENTS AND RESULTS	85
4.4 CONCLUSIONS AND RECOMMENDATION	88
4.4.1 CONCLUSIONS	88
4.4.2 RECOMMENDATIONS	89
4.5 TIMETABLE	90
4.6 RESOURCES	91
4.6.1 HUMAN RESOURCE	91
4.6.2 MATERIAL RESOURCE	91
4.6.3 EQUIPMENT RESOURCE	92
4.6.4 ECONOMIC RESOURCE	92
4.6.5 TOTAL BUDGET	93
4.7 REFERENCES	94
4.7.1 IMAGES LINK	99
4.7.2 UPSE LIBRARY	101
APPENDIXES	102

CHARTS

Chart # 1: Population	31
Chart # 2: Sample	32
Chart # 3: Importance of English Class	39
Chart # 4: English Skills Performance	40
Chart # 5: Level of Listening Comprehension Skills	41
Chart # 6: Technological Resources in English Class	42
Chart # 7: Resources applied in English Class	43
Chart # 8: Kind of Folktales	44
Chart # 9: Use of Folktales to improve the Listening Skills	45
Chart # 10: Audiobook as a Teaching-Learning Tool	46
Chart # 11: Informative Data of The Proposal	48
Chart # 12: Audiobook's Font, Style and Size	58
Chart # 13: Proposal Planing	82
Chart # 14: Proposal Implementation	83
Chart # 15: Rubric applied in the Evaluation Process	84
Chart # 16: Evaluation Range	85
Chart # 17: Ninth Grade Scores	86
Chart # 18: Pre-Test Score	87
Chart # 19: Post-Test Score	87
Chart # 20: Proposal Implementation Result	88
Chart # 21: Research Project Work Timetable	90
Chart # 22: Human Resource	91
Chart # 23: Material Resource	91
Chart # 24: Equipment Resource	92
Chart # 25: Economic Resource	92
Chart # 26: Total Budget	93

PICTURES

Illustration # 1: Problem Tree Analysis	5
Illustration # 2: Adobe InDesign CS5	51
Illustration # 3: DSpeech	52
Illustration # 4: MP3 Cutter-Joinner	53
Illustration # 5: Use of DSpeech Software	55
Illustration # 6: Use of MP3 Cutter-Joinner	55
Illustration # 7: Diagraming of the Audiobook	56
Illustration # 8: Page Size of The Audiobook	57
Illustration # 9: Margins of the Audiobook	57
Illustration # 10: Typography of the Audiobook	58
Illustration # 11: Folktale - The Tintin	59
Illustration # 12: Folktale - San Agustín	59
Illustration # 13: Folktale - The Evil Comes in Taxi	60
Illustration # 14: Folktale - The Guasango's Legend	60
Illustration # 15: Folktale - The Evil Danced in Chanduy	61
Illustration # 16: Folktale - Galloping Horse	61
Illustration # 17: Folktale - The Crying Woman	62
Illustration # 18: Folktale - Magic Bells	62
Illustration # 19: Folktale - The Enchanted Hill	63
Illustration # 20: Folktale - The Candles of The Cemetery	63
Illustration # 21: Folktale - The Nocturnal Chicken	64
Illustration # 22: Folktale - The big Foot	64
Illustration # 23: Folktale - The Ghost Car	65
Illustration # 24: Folktale - The Crying Statue	65
Illustration # 25: Folktale - The Enchanted Island	66
Illustration # 26: Buttons applied in the Audiobook	66
Illustration # 27: Pictures applied in Audiobook's Sections	67
Illustration # 28: Video applied in the Audiobook	67
Illustration # 29: Audiobook Cover	69
Illustration # 30: Audiobook Presentation	69
Illustration # 31: Audiobook Objective	70
Illustration # 32: Audiobook Introduction	70
Illustration # 33: Use of the Audiobook	71
Illustration # 34: Audiobook Contents	71
Illustration # 35: Audiobook Folktales Section	72
Illustration # 36: Audiobook Folktales Transcription	72
Illustration # 37: Audiobook Listening Exercises Section	73

Illustration # 38: Audiobook Listening Exercises	74
Illustration # 39: Audiobook Answers Bank Section	74
Illustration # 40: Audiobook Answers Bank	75
Illustration # 41: Audiobook Additional Exercises Section	75
Illustration # 42: Design of the Additional Exercises Book.	76
Illustration # 43: Additional Exercises Cover	76
Illustration # 44: Additional Exercises Contents	77
Illustration # 45: Additional Exercises Questions	77
Illustration # 46: Additional Exercises Answers	78
Illustration # 47: Audiobook References	78
Illustration # 48: Audiobook Back Cover	79
Illustration # 49: Audiobook Exportation Process	80
Illustration # 50: Audiobook's Exportation Files	80
Illustration # 51: Institution's location	117
Illustration # 52: Institution's front view	117
Illustration # 53: Logo of the institution	118
Illustration # 54: Principal office	118
Illustration # 55: Building Classroom	119
Illustration # 56: Recreation zone of the institution	119
Illustration # 57: Interview to the principal.	120
Illustration # 58: Interview to the English teacher	120
Illustration # 59: Taking the Pre-test.	121
Illustration # 60: Teacher gives instructions to students.	121
Illustration # 61: Students manipulating the Audiobook	122
Illustration # 62: Students paying attention to the audio	122
Illustration # 63: Taking the Post-test	123
Illustration # 64: Students' participation	123

GRAPHICS

Graphic # 1: Importance of English Class	39
Graphic # 2: English Skills Performance	40
Graphic # 3: Level of Listening Comprehension Skills	41
Graphic # 4: Technological Resources in English Class	42
Graphic # 5: Resources applied in English Class	43
Graphic # 6: Kind of Folktales	44
Graphic # 7: Use of Folktales to improve the Listening Skills	45
Graphic # 8: Audiobook as a Teaching-Learning Tool	46
Graphic # 9: Students performance	116
Graphic # 10: Students Performance (Percentage)	116

APPENDIXES

Appendix A: Anti-plagiarism Report	103
Appendix B: Institution's consent letter	105
Appendix C: Institution's certificate of completion of research.	106
Appendix D: General Interview	107
Appendix E: Survey directed to students	108
Appendix F: Pre-Test	109
Appendix G: Post-Test	110
Appendix H: Specialist Interview	111
Appendix I: Folktales reviewed	114
Appendix J: Students' list	114
Appendix K: Lesson plan model	115
Appendix L: Proposal Improvement	116
Appendix M: Institution's potos	117
Appendix N: Interviews	120
Appendix O: Photos of the Proposal Implementation	121
Appendix P: Proposal "Santa Elena Folktales"	124



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

“SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016”

Author: Cindy Elizabeth Guillen Muñoz
Advisor: Lcda. Sara González Reyes, MSc.

ABSTRACT

The Listening Comprehension Skills is the most important ability at the moment of developing the other skills: Reading, Writing and Speaking. The following research had as a main objective to improve the Listening Comprehension Skills in English as a foreign language; in students of Ninth Grade at EGB “Antonio José de Sucre”, an educational institution located in Pechiche, Chanduy – Santa Elena. This research was developed qualitatively and quantitatively. In order to accomplish this goal, the researcher did a meticulous investigation about whether or not the English teachers applied a good teaching-learning tool which supports the development of Listening Comprehension Skills in the teaching-learning process. For that reason the researcher applied interviews and surveys as research tools. The researcher deducted that most of the English Teachers did not apply resources for the Listening Skills’ improvement. The researcher, with the results obtained by the research tool applied in it, decided to design an Audiobook named Santa Elena Folktales as a proposal. The Audiobook was applied as a teaching-learning tool to the sample taken by the researcher. The proposal implementation process had two weeks of execution in which twelve sessions were applied. All of them evaluated the Level of Listening Comprehension Skills in students. The result was analyzed according to scores obtained from the quizzes applied per each session. When the implementation process was completed the researcher concluded that the proposal “Santa Elena Folktales” had supported the improvement of the Listening Comprehension skills in students of Ninth Grades, students’ level skills had increased a thirty percent over the previous students’ level.

KEYWORDS: TEACHING ENGLISH LANGUAGE, LISTENING SKILLS, AUDIOBOOK, SANTA ELENA FOLKTALES.

INTRODUCTION

The following research work recognizes the big impact that “Santa Elena Folktales” had during the teaching-learning process in the improvement of the Listening Comprehension Skills in the English as a foreign language.

The research denominated SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPRENHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, establishes a relation between technology and the development of the Listening Comprehension Skills with the only one objective that supports the way English teachers teach at the present time. It means make the English classes more attractive, interactive and participative for all students, and as a final point to contribute to the development of the Listening Skills process.

In this research work the following information is found:

Chapter I: It contains the problem statement, the context of the problem, the research questions that direct to this research work, the research objective, the main idea to defend and the scientific tasks that support the problem.

Chapter II: It covers all theoretical basis: Research which support this investigation, the philosophical basis and the necessary legal basis which includes current laws in our country.

Chapter III: It explains the research method applied in this work. It describes the population and sample taken for the study. Also, it defines the techniques and research tools put on in order to collect all the information related to the research. It includes the complete analysis and interpretation about the information collected.

Chapter IV: It mentions the proposal developed by the researcher and explains the significance of it. It describes the design and development of the proposal and which were the achievements and the results that the proposal had during its implementation process. As well, it contains the conclusions and recommendations that researcher found during the proposal implementation, the timetable apply for the development of the complete research project work.

In order to conclude the research project work at the end of this there are the references and the appendixes. In which there are all the evidence that support the research project work was completed and executed.

CHAPTER I

THE PROBLEM

1.1 Problem Statement

For a long time the English language has become an international and globally spoken language, it is used for communication between people from different countries whose mother tongue is not English, that is why most of the world's population use it as their second or foreign language, which has gradually be increasingly studied and learned in developed or under developed countries.

Significantly the English language like Spanish, has many regional accents or dialects: for example, the same way of speaking Spanish in Ecuador is different between the coast and a person from the highlands, or an Ecuadorian with a Chilean or Argentinean, English is not an exception. This is why English is called as a “language of international communication”.

Countries around the world include the teaching of foreign languages, mainly English, to prepare their students. Ecuador is not the exception and this language is learned today in high school in educational public institutions and from kinder garden to universities in public or private institutions, providing it more special attention than in the past.

1.2 Context of the Problem

In Ecuador, there are institutions which have effectively trained educators for teaching this language. It is important to remember that the level of the students depends particularly of the effective use of the tools which teachers use specially in the English learning process.

The Province of Santa Elena, as a young province, with one public university has recently contributed to the community with teachers specialized in English language teaching, provided with the technological tools to face the educational problems inside of the classroom in public and private institutions.

The mission of the new English teacher is to be an expert in this field, having the unique experience as the teaching practice during their training academic at the university. This practice is not enough at the moment to teach a foreign language. Most of teachers ask them if it is necessary to get some assistance or not when they explain a new class. It is possible that using a good tool will be significant when students learn a new language inside the classroom.

Usually, the teacher has taught students to write, read, speak and identify the words through sounds in English. Maybe the Listening Skills is the most difficult part to learn for students. All the tools that the teacher is going to use in order to get to students must be as interactive as possible. The most important part is the students can acquire the language in an immediately way.

This research is going to be executed at EGB “Antonio Jose de Sucre”. The institution is located in Chanduy, Santa Elena. This institution counts with a good environment for development of the investigation.

The problem found in the institution is completely serious. The English teacher at the moment to impart the English Classes is focused only in grammar and the Writing Skills. This is a big problem for the reason that the other skills are not developed at the same way as the Writing Skills. All the skills are too significance when a new language is learned.

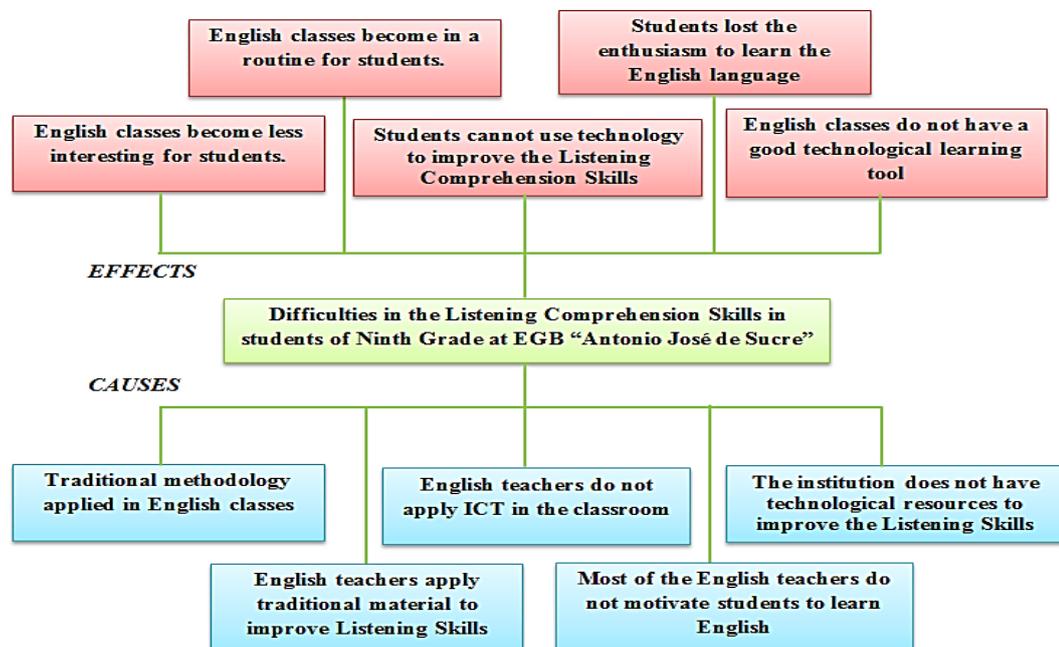
At the moment of developing any language, the Listening Skills is developed first. It is not the exception with the English Language. The English teachers at the EGB “Antonio José de Sucre” do not have a good teaching-learning tool for

improving the Skills. Teacher applies traditional methodology when the English class is taught. It means that students show a lower interest for leaning the English language.

The technique applied for the English teacher is the Live Listening. Where in students only focused the attention and the concentration in the teacher speech, or any guess. In this kind of process becomes a “Teacher Talking Time” environment. This kind of the environment is not considered a good system for the reason that the most important part in a teaching-learning process is the student.

As from this perspective the English teachers of the EGB “Antonio José de Sucre” do not apply interactive teaching-leaning tool for developing the Listening Skills. The proposal of this research project work is going to improve this problem. It is focused on improving the Listening Comprehension Skills in students of Ninth Grade, which will permit to contribute the community progress.

Illustration # 1: Problem Tree Analysis



Source: Cindy Guillen Muñoz

1.3 Research Questions

- a) Which methodology is applied by the English teacher?
- b) What kind of resources does the English teacher apply to improve the Listening Comprehension Skills?
- c) What is the level of the Listening Comprehension Skills in students of Ninth Grade?
- d) How does the implementation of ICT influence on the teaching-learning process?
- e) Which kind of technological resources support the improvement of Listening Comprehension Skills?

1.4 RATIONALE

When the English class is coming, many students often think: “it’s the English time, I want to die”, “earth swallows me...”, “so that, as I understand nothing”, “two hours of boredom” and more things that come to students mind. Today, youth do not delay to invent for describing their dissatisfactions, boredom or just because they feel impotence at the moment to learn the language. Another reason could be that they do not have enough motivation.

High school students, even the youngest, have all the willingness to learn whatever the teacher wants to teach them. The secret is the motivation, any interactive activity which for them catches the attention means to teach them something. For then, so meaningfulness is the key.

Although it is true that young people today spend their time on social networks or playing online games which for them are interactive. It provokes that they familiarize immediately with them. It shows that at the moment to learn something new the most important parts are interact, motivate, include the learner and put him fully into the subject.

Today, the English classes are developed with videos, but they are not enough interactive to include or awaken the curiosity of the student. Teacher does sketch in order to the student participate or interact with the rest of the class. When teachers tell the students what they are going to do it is possible that the given information cannot be received by the student. In cases like this, it is probable that students act according to what the other student tells them. The result is that the students probably make mistakes.

The importance of this research work is to design a good tool to develop the listening skills. A good tool can promote students to improve the listening. Students increase their listening skills when the tool is interactive. To have sounds, pictures and colors in only one tool is an important thing which help the student to catch everything in an immediately way. This research awakens a huge interest in students of the institution. It is important to apply new teaching methods. Teachers cannot continue using traditional methodology. This research work is important for the reason that it offers more pedagogical alternatives to teachers.

The present research will have a big impact in student society. The use of a technological learning tool in English classes is something new. This material improves the listening comprehension skills little by little. The purpose is to achieve the main goal. It is important to notice that the researcher counts with all the necessary resources to design and implement the technological material in the institution, and that the institution will give the opportunity to do the research work.

1.5 Research Objective

To implement a technological learning resource for the improvement of the Listening Comprehension Skills in students of Ninth Grade at EGB “Antonio José de Sucre”.

1.6 Idea to Defend

A technological learning resource improves the Listening Comprehension Skills in students of Ninth Grade at EGB “Antonio José de Sucre”.

1.7 Scientific Tasks

- a) Establishment of the theoretical framework about folktales for the improvement of Listening Comprehension Skills.
- b) Identification of the current methodological process focused on the Listening Comprehension Skills in students of Ninth Grade at EGB “Antonio José de Sucre”.
- c) Design and Implementation of an Audiobook to improve the Listening Comprehension Skills in students of Ninth Grade at EGB “Antonio José de Sucre”.

CHAPTER II

TEORETHICAL BASIS

2.1 Philosophical Basis

Education has had more than one change in its process. It permits to benefit from it in a satisfactory way.

2.1.1 The Four Pillars of Learning

Delors (2002) based the education through the four pillars of learning. They satisfy the educative needs. These pillars are:

- a. **Learning to know:** To acquire knowledge and develop the capacity to communicate with people around them.
- b. **Learning to do:** To put in practice their knowledge and apply them in the future.
- c. **Learning to be:** To adopt a critical thinking and be prepared for the life's circumstances.
- d. **Learning to live together:** To establish a relationship between people and to live in a community accepting and respecting their thoughts.

The main objective of the pillars is to get an education of quality education and human warmth.

2.1.1.1 Quality Education

Quality Education means to satisfy the basis teaching needs. It implies to get access to a group of learning tools, abilities, capacities, skills and values.

A quality education is expressed in a good organization inside of educational institutions. In which the welfare of people is guaranteed, to improve the work in the classroom in order to get excellent results in the students' performance. Ecuador also adopts these pillars. The purpose is to achieve a quality education.

2.1.2 Constructivism

The Constructivism Model is centered in people. The human being is who produces the capacity to acquire new knowledge and joined them with the previous knowledge. The purpose of this model in education is that students get access to upper level of the intellectual development.

According to Piaget (1970) people interact with the environment. It is possible through the stages he establishes for children.

Vigotsky (1998) states that the significant learning is when students interact with other people. Learning depends on a previous activity. Students learn more in a cooperative way.

Ausubel (1976) establishes that students learn when they are able to attribute importance to the material that they are studying. It is probable with the interaction of the teachers, contents and students. It is important to start with motivation and previous knowledge.

2.2 Educational Basis

2.2.1 English Teaching

“The first exercise in the new material should be very easy; not until later should more difficult material be introduced and practiced”

-John Amos Comenius.

Teaching is the act to teach. To teach a foreign language in an institution or to teach a particular student involves more than one method or teaching technique. Comenius states that for learning, the teachers must facilitate a good tool to their students which supports them. A teaching learning tool must be easy to manage for students and which should improve their skills. At the moment that skills develop teacher must present new tasks that students will be able to accomplish based on their knowledge.

It is required to have some rules clear at the moment of teaching a new language, these features are going to be mentioned now:

- a. Systematic Approach
- b. Predictable and friendly Environment
- c. Motivation
- d. Interventions (accommodation and modification)
- e. Clear Instructions
- f. Review

In a system all the components must work perfectly in order to work efficiently. The teaching sequence that teacher imparts should have a good environment in which the students can feel comfort and security. As the same way, students can receive from the teacher motivation and learning provision in which material that describes the correct instructions to the students. Then, to check the activity and it is necessary to make a feedback about what students learn in classes.

2.2.1.1 Importance of English

English, as a foreign language, is the most taught language in the world; in schools, high schools, universities, also in kinder gardens. It is not only for the reason that this language is spoken in a total way by the economic world, also, because the English language is used internationally for any kind of situation.

Teaching a new language is similar to teaching a boy to talk, write and to understand. Education since child in their mother tongue is important, the same way today, it is necessary to give the same importance to this second language learned.

“...Education is the bedrock of scientific, technological and economic progress... ...all nations seek genuine educational development”. (Olajide, 2012)

Education is the fundamental pillar of the progress of a nation. It should consider it in a logic mode which always looks for the right tool or the right technology to achieve the learning process in the different kind of educative levels.

2.2.1.2 English Teaching at General Basic Education

“Freddy Peñafiel, Ministro de Educación subrogante, suscribió el acuerdo ministerial N° 041-14, que aborda la obligatoriedad del idioma inglés en las escuelas y colegios del país... La norma dispone que la enseñanza del inglés, a partir del año lectivo 2016-2017 (régimen Sierra) y 2017-2018 (régimen Costa) sea obligatorio desde el segundo grado de Educación General Básica hasta tercer curso de bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país.” (DIARIO EL TELÉGRAFO, 2014)

Many years ago the Ministry of Education of Ecuador noticed the smashup in the educative program of each region in the country in terms of teaching a foreign language, specifically English, for that reason the Ministry wants to improve quality in students and professionals. The ministry accepted to sign this agreement in which establishes the responsibility to teach English as a foreign language in all the public or private institutions.

It is possible that this agreement works if all English teachers have a good training. In order to make it work, the ministry and the government work together to create the program “**GO TEACHER**”, whose principal objective is to get a determined group of teachers who are prepared to teach English in any kind of institution in Ecuador. These teachers are sent to universities with the intention of receiving an excellent training, universities like University of Kansas, in Kansas City, USA. It benefits is to obtain English Teachers with good quality.

So, it is expected that along with improving the teacher’s quality, improve technologies which they teach their classes. For the reason that it is recognized that currently lacks the quality to impart a foreign language in the country. No doubt the current government efforts to improve all areas of the country, including education, will have positive results in the near future. Since the date, the first 200 teachers who entered the program already mentioned are sharing their knowledge in the classrooms.

2.2.2 English skills

The English language has four skills. They are Reading, Writing, Speaking and Listening. These skills are fundamental for understanding the English language or any language in a correct and clear way. These skills are known as “Macro-Skills”.

2.2.2.1 Macro-Skills in the English Language

The communicative process in the English language is increased by a group of skills. These skills are known as Macro-Skills. They are: Listening, Reading, Writing and Speaking. According to Lapesa (1987) the macro-skills are the key for having a good communication between people. These macro-skills can be of reception and production.

a. Reception skills

Listening: This skill permits to perceive all sounds around us.

Reading: The purpose of this skill is to understand the content of texts.

b. Production skills

Speaking: This skill allows people to interact in an oral way with other people.

Writing: It permits people to have in contact with other people delivering and receiving written messages.

2.2.3 Listening

“The act of concentrating on hearing something. The act of paying attention” (COLLINS, 2015)

More than one time listening can be confused with hearing, but these words are completely different. In order to establish a difference between these words let explain them with concepts about each one:

“Listening can be defined in different ways... hearing is necessary for listening, but listening is much more than processing sound” (Downs, 2008)

“Hearing is an event; it is something which happens to us as a natural process. ‘Listening’ is an action; it is something we do consciously” (CAMBRIDGE, 2015)

As you can notice, hearing, everybody practices in a kind of moment. But, listening is necessary to put all your senses and specifically concentrate in what we are listening. The purpose of Listening is to understand everything. Listening is a capacity which can be developed with concentration.

2.2.3.1 Importance of Listening

The listening Skill becomes in the fundamental component of everybody. In childhood this skill is developed first. A research published on the web site www.skillsyouneed.com, established that the listening skills occupy more time in the communicative process. Thus, it is necessary to develop this skill in students.

In academic terms, the listening skill is the ability that takes the most important position in a classroom. When students learn something new all the information received by them is in oral way. Krashen (1981) states that the listening skill plays an important role in the teaching learning process at the moment of learning a native language or a foreign language.

2.2.3.2 Principles of listening

Harmer (2007) states, in his book “How to teach English” in chapter 10: Teaching Listening, 6 Principles about Listening. With them, Harmer pretends to clarify how teachers must impart listening, they are:

- a. Encourage students to listen as often and as much as possible
- b. Help students prepare to listen
- c. Once may not be enough
- d. Encourage students to respond to the content of a listening, not just to the language
- e. Different listening stages demand different listening tasks
- f. Good teacher exploit listening texts to the full

In the first principle the author states that it is important that students practice listening as much as possible. In order to educate their ears, recognize and associate the vocabulary; students must listen all the materials in English. Teachers should motivate students to listen English songs with the only one objective to increase their listening level outside of classroom.

The second principle is about the previous listening that teacher must prepare for students. This material must have content which catch the students' attention, like pictures or posters. The purpose is that the listening becomes easier for students. The third principle is connected with the first one, it is that students must listen more than one time in order to absorb everything.

The fourth principle explains that it is not enough for students to listen the material one or million times. Teachers should ask for several questions of students in order to know what students' level of understanding is. Also, make question with the intention of obtaining their personal opinions. In the fifth principle, Harmer mentions that with only one listening teacher can prepare more than one activity for students. As a final principle, the sixth one, Harmer comments that teachers should promote to students by themselves to get the necessity to learn and practice. On the other hand, Jeremy Harmer in another book "How to Teach Listening?" specifies that at the moment to teach listening teachers must pay attention to these features: interest, cultural accessibility, speech act, discourse structure, density and language level.

In chapter 3 "How can teachers teach listening?" the author suggests different tips for teachers at the moment to teach, they are:

- a. Gives clues or incorrect answer in order to know what students' level of understanding is.
- b. Avoid the listening materials which involve students to memorize determinate tasks, because this is not a good student habit.

- c. Support students to amplify their understanding strategies.

2.2.3.3 Types of Listening

According to Wilson (2008) there are five types of listening:

- a. **Discriminative Listening**, *“it is when the listener distinguishes between the verbal and the nonverbal message”*, it explains that in some cases it is not necessary to listen textually the audio or the content, if not what students must do is to discover what the story is.
- b. **Comprehensive Listening**, *“it is listening to understand”*. In this situation all tasks which teachers sent to students, students must listen carefully what the task contents have.
- c. **Appreciative Listening**, *“it is the process of listening to appreciate what the speaker is talking about”*. This kind of listening is when students listen for pleasure, such as when they want to listen to their favorite music.
- d. **Empathetic Listening**, *“it is an ability to listen to others and feel something for the other person”*. This circumstance is similar to when someone wants to listen to any person special. Students feel a special sensation when they listen to the voice and the content of the audio.
- e. **Critical Listening**, *“it is the process of listening to understand in order to make evaluations and judgments about the content of the message”*. This kind of Listening is very developed in institutions in where teachers ask to students make an essay. In which students writes their point of views.

2.2.3.4 Listening phases

Wilson (2008) establishes that Listening enhances a process in which three stages must be accomplished. These steps are essentials for the reason that the message must be listened and understood at the same way. The phases are:

- a. **Pre-listening:** This phase trains the students before the listening activity. This activity has different goals as: the acquisition of vocabulary or predicting the content of the listening. This phase is important for the reason that it catches the student interest.
- b. **While listening:** In this part students are involved in the listening material. The aim is to understand in a clear way which the content is.
- c. **Post-listening:** The last phase is the most important part of the activity. Teacher can evaluate the listening and determines if the students understand the listening or not.

2.2.3.5 Teaching methods of listening

Listening has different kinds of methods at the moment that teacher teach it. It is important to focus that the listening is not taught, the listening is learned in a natural way. Teacher only contributes with good material for developing this skill. The importance of having a good teaching learning tool is indispensable for students. The methods for teaching listening are:

Audio-lingual method

This method emerges by the necessity to dominate in an oral and aural way a foreign language. This method is focused on the linguistically structure. Speaking was possible if the listening skills functioned in correct way.

Communicative Language Teaching (CLT)

This method is known such as an extension of the Audio-lingual method. Its principal objective is to develop grammatical structures. To get it the listening skills plays an important role for achieving it purpose.

Task-Based Language Learning (TBL)

This is a different way for teaching a new language. This method focuses the students to play a significant role in the teaching learning process. Students apply all their skills in their maximum levels to improve the language by its use.

2.2.3.6 Classroom Listening Techniques

Dictation with a difference: this technique consists in students take a dictation and the teacher controls the tape buttons. It is useful for the reason that students develop their listening and their vocabulary.

Do-it-yourself: Modifying materials to add “listening for specific information”: This is the most common technique applied in the classroom. Teacher made their own activities for each listening. The purpose of this technique is to ask more than one task for the teaching learning process.

Do-it-yourself: Adding gist Tasks: This technique is useful for listening for specific information. At the moment students listen the tape, they take some notes about the audio. In some cases students make a relationship between their notes and pictures.

Listening between the lines: Inference Tasks: The purpose of this technique is to infer by listening to the audio and looking at a picture. Students make an interpretation for the tape according to the picture.

Do-it-yourself Inference: This technique is for listening for specific information, too. Students listen to the tape and complete a specific word on the lines.

2.2.3.7 Listening Strategies

Rost (2002) identifies the following strategies:

- a. Predicting: students predict about what they are going to listen. Teacher asks for previous ideas before the listening.
- b. Inferring: students listen and at the same time they read line by line.
- c. Monitoring: students notice by themselves what kind of information they understand and which information they do not.
- d. Clarifying: students make question in order to understand everything. They dispel their doubts.
- e. Responding: students answer the teachers' question in an immediately way.
- f. Evaluating: students value their listening level of understanding.

2.2.3.8 Listening Suggestions

According to Harmer (2007) these are the activities which can be applied in the classroom for improving the listening skills.

Jigsaw listening: in this kind of activity the students involve in the listening tape. The purpose for this activity is that they tried to solve the activity. Students take notes and share them with the other classmate.

Message-Taking: The purpose of this activity is that students listen a phone conversation or other audio which gives specific information. Students take notes about the main idea of the message.

Music and sound effects: Students receive a worksheet with a lyric. Students listen to music and complete the activity. Another activity that teacher can apply is to ask students which the message is.

News and other radio genres: Students make a relationship between news and a topic from bulletin topics. Students listen for details. Other kind of activities can be to have a relationship between pictures and audio or listen for details about a short story.

Poetry: several activities can be developed in this suggestion, for example: listen the complete audio and tell the title of the poem, to describe the mood on the poem, to say which the message is, etc.

Stories: Storytelling is famous in this listening suggestion. Pictures are presented after the audio. Teachers give pictures and say to put in order the picture according to de audio. In this kind of suggestion students improve their interest for developing their listening skills.

Monologues: Teachers can apply this suggestion when the activity consists in listening for specific information. Students listen to least five tapes then they must to make a relationship between the audios and their own opinions.

Audio and Video: This kind of material applied in the classroom is significant when a class is teaching. These resources support students to increase the listening skills in a fast way. Students associate pictures with the listening. It helps students to understand better the audio.

2.2.4 Information and Communications Technology (ICT)

According to Belloch (2006) the Information and Communications Technology is a group of technological tool. This tool permits the access, production, treatment and communication from the information presented in different kinds of codes. These codes can be texts, sounds, pictures or video. A representative element of the ICT's is the computer. This element facilitates too much our work and our learning process. With this component more than one person can improve any

skills. If people have the enough motivation to make something with this factor it is possible they do more.

2.2.4.1 ICT in Education

Singhal (1997) states that there is a relation between: technology and English language. More than one laboratory has been used in the last centuries in educational institutions. Teachers and students get access to them during any class. English classes are not the exception. With technological tools students will improve their skills.

To have an excellent technological learning tool is the main objective to increase skills. For the improvement of one of the English skills it is necessary to get students' attention. It is important for the teacher to catch the interest of the students for learning something new. With all the disposition for learning from the students teacher can do too much for increase students' skills.

2.2.4.2 Listening with Technological Resources

Saricoban (1999) states that the most important skills in English is the Listening skills. Listening implies to understand what the speaker says. It means to recognize pronunciation, grammar, vocabulary and comprehension. The most important thing is that students can do all of them at the same time without interruptions.

Hoven (1999) establishes that to solve problems for listening is a good idea to use devices with visual and voices elements. To apply audiovisual materials in the teaching learning process will increase the listening comprehension skills in students. Teacher must be careful at the moment to select didactic materials for teaching this skill.

2.2.5 Audiobook

This topic was chosen for the only one reason that humans are update with technology. The objective in the teaching learning process about to acquire a new language is to teach. To include technology when we are teaching is a good idea and it is available for everybody.

Today, educative institutions invest in technology with the unique goal to improve the teaching learning process. Principals invest time and money to improve students and teacher's knowledge. It is possible that they invest more money in tools which are not effectives for the students.

Audiobook is an excellent tool which is used in more than one institution. They are effective as an interactive tool. The main goal of an Audiobook is to facilitate the teaching learning process for learning a new language. It is important to notice that we learn to talk only listening to our parents.

“Audio Book is one of the best technological innovations and can be a good chance to improve skills of learners in foreign language classes... Audio Books provide learners opportunities to increase active listening and critical thinking skills... ” (Kartal & Şimşek, 2011)

One of the major resource applied in the teaching learning process are Audiobooks; which is considered the most important technological innovation around the world, Kartal & Şimşek (2011). This tool improves the skills when students are learning. For students is easy to associate sound to words or pictures to understand which the educative content is. On other hand, it is difficult to for them to read a book which only has words without meaning.

In order to dispel any doubt about this significant teaching learning tool, two meanings are presented:

“A book that is read out loud, usually by an actor, and recorded as an MP3 file, on a CD etc.” (CAMBRIDGE, 2015)

“A recording, on a CD or made available on the internet, of a book being read aloud.” (CAMBRIDGE, 2015)

2.2.6 Folktales

In order to get a good definition about Folktales, let's present that:

“A story that parents have passed on their children through speech over many years” (CAMBRIDGE, 2015)

“A story originating in popular culture typically passes on by word of mouth” (OXFORD, 2015)

Folktales are memories which our grandparents told to our parents when they were children. These memories are passed generation by generation in order to know our origins. It is important to notice that around the world not all people know about folktales from all places. If this is possible it is probable that folktales contain variations or customs.

2.2.6.1 Santa Elena

Santa Elena is an ancestral community. This community obtained her name per her geographical location. Many years ago Santa Elena was known as Colonchillo which was founded by the Spanish people.

In 1684 the Colonchillo adopted the name of La Punta de Santa Elena. This name was given by the Spanish people who arrived in August 18th. At this date people celebrated a Catholically Date, in honor of Elena Imperatriz. People said the Santa Elena means “Resplendent Torch”.

Time passes by and La Punta de Santa Elena had formed his own political and social administrative aspects. Nowadays is only known such as Santa Elena.

2.2.6.2 Santa Elena’s Folktales

National awareness is what defines a community. Inhabitants of the Santa Elena Province are cultivate people. They maintain their traditions and their culture. Santa Elena’s habitants consider that people cannot forget their folktales for the reason that they are their identity.

Time passes by and ancestor people have passed their memories to the new generation. Young people must consider that it is essential to know more about their province. Especially in be familiar with traditions and culture.

2.2.6.3 Folktales in Education

In his work Harmer (2007) in the section “More Listening Suggestions” mentions about “stories” such as an interactive method which catch the student’s attention and motivate them to want learning.

“Digital stories, if appropriately selected, can develop children’s listening skills, as they tend to be visual, interactive and reiterative... (Digital tales) develop foreign language listening in an enjoyable context; they associated it with feelings and memories” (Mahfoudha, 2011)

More than one parents before leave their children in their beds they tell them stories. When they listen to their parent's voice or watch pictures they retain the information the information for more time in their minds. Parents practice this in their mother tongue; this technique is useful in the teaching learning process at the moment to acquire a new language.

Also, children love stories and in some cases parents love them, too. It is necessary to let know that they can awake the interest for the vocabulary. Stories are important in the teaching learning process as they become more interactive and funny.

2.2.6.3.1 Folktales in Education: Previous Research

“... Students usually can comprehend more of what they hear than what they read” (Baskin & Harris, 1995)

After studying cases and to know that they can improve the Listening Comprehension Skills in students from lower grades, it is importance to realize that Listening Skills not receives the real importance. This research papers is supported by the following previous studies:

Improving Listening Comprehension among Malay Preschool Children Using Digital Stories.

This study was elaborated by Zainol, et al. (2011) of the School of Educational Studies – University Sains Malaysia – Penang, Malaysia; who in this study about the effects on digital stories or Audiobooks on English understanding. They conclude that digital books are useful teaching learning tool when a new language is taught. It was proven by the results obtained and that all children involved in the study increased their listening comprehension skills.

They consider that the use of this animated tool caught the students' attention and concentration. This way they improved their knowledge and specific skills. On other hand, they indicate that for students it was difficult to get access to the digital book for first time. Time pass by, they admitted that such as this tool was frequently visited students immediately familiarized them with it. It was possible for all the instruction given by the teacher and knowledge acquired by the previous sessions.

The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State – Nigeria.

This study was established by Ashaver & Mwuese (2013) they show that the use of audiovisual materials in the teaching learning process is useful and effective. Also, they state that the material is significant at the moment to impart knowledge to students. The authors emphasize that as technology is changing, the teaching learning tool changes, too. The audiovisual materials which teacher has in their hands are not enough for teaching. The authors think the available tools are not good because it is possible teachers do not how to use it. Teachers must know how to use the tool this way they will obtain good results.

Effect of storytelling on Listening Skills of Primary One Pupil in Ibadan North, Local Government Area of Oyo State, Nigeria.

This study was made by Oduolowu & Oluwakemi (2014) who on their research states that Listening is the first one and the most important skills developed by children. This skill is applied during all day in any place, in any time.

According to the authors, childhood is the best way to learn. In this phase children can develop more their skills. In their study they establish that the best way to catch attention is using animation. It is the best way to teach something new for students. This way they can associate pictures with the audio. Students not only

develop the listening skills, they can develop the other skills like writing and speaking.

2.3 Legal Basis

This research paper is supported for the following laws:

2.3.1 Constitución Del Ecuador

The article 26 states that “...Persons, families and society have the right and responsibility to participate in education”. (PDBA, 2011)

The article 347, numeral 11 establishes that “To guarantee the active participation of students, families and teachers in education processes”. (PDBA, 2011)

These articles show that Education is not only a right; it is a responsibility for everybody around the world. It includes the society, the family, teachers and students. All of them must look for new ways which improve the students’ education. It means that everybody take part of the teaching learning process.

The article 27 says that Education is focused on the development of skills. Students must be able to apply all their skills in a social context.

2.3.2 Ley Orgánica de Educación Intercultural

The article 6, literal J indicates that students must get access to ICT. In the teaching learning process teachers should include technological resources for improving the students’ skills. Teachers must apply good technological resources for obtaining an excellent result. The use of technological tools promises an exceptional acquirement in students.

2.3.3 Reglamentos de Educación

In the article 82, literal 1 from the Technical Council's duties and authority explains that the didactic material applied in the teaching learning process must be applied in a specific time during classes.

2.3.4 Código de la Niñez y Adolescencia

In his article 37, numeral 3 expresses that Educational System must add more than one ideas for the enrichment of learning process. These ideas must attend the students' needs. In the same article on numeral four states that children and teenagers should count on excellent teachers, didactic material and the place they study must have an excellent infrastructure. With these attributes students will receive a great education.

CHAPTER III

METHODOLOGY

3.1 Research Design

A research design involves a general plan at the moment that the researcher decides to start solving a determined problem; it permits to classify all phases which involve for studying it. This study is focused on a Qualitative Research. A qualitative research is centered on a natural appreciation of the situation; it means that the investigator must be implied in the real context for collecting the evidence. The research design taken for this investigation was the Grounded Theory which consists in that the theory of the investigation is developed before the collected data.

In order to analyze determined research the information was recollected among interviews, a technique of qualitative research; surveys, a type of close interview, and the results submitted to the statistical evaluation. These techniques were applied to the principal of the institution, the two English teachers and the students of Ninth Grade at EGB “Antonio José de Sucre”. On the other hand, this research is focused on the Inductive Method. The investigation was studied in the same fieldwork. It means that the researcher worked directly with population located at EGB “Antonio José de Sucre”.

3.2 Population and Sample

3.2.1 Population

The population is all people that the researcher selected at the moment to study a phenomenon, situation or problem. Population is a group of people with a common characteristic to be studied and analyzed during the research.

This research project work was developed at EGB “Antonio José de Sucre”, people involved in it were the principle, teachers from the English area and students of the Ninth Grade. It was studied in the school year 2015-2016, for collecting the respective information about which teaching-learning tool they used for improving the Listening Comprehension Skills in Ninth Grade.

The major goal of the principal is to direct the institution. The principal must be sure that teacher involved in it should be prepared. It means that the principle must control and evaluate what teachers impart to students.

The main objective of teachers is to impart knowledge to students in order to prepare them for the future. They must teach them skills allow them to unwrap in the present and future society.

The role of the students is to develop skills with responsibility. They must feel the necessity of learning a new language applying the correct tool in the teaching-learning process.

The following chart presents the population involved in the research.

Chart # 1: Population

ITEM	DETAILS	POPULATION	PERCENTAGE
1	Principle	1	2%
2	English Teachers	2	3%
3	Students of Ninth Grade	56	95%
	TOTAL	59	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

3.2.2 Sample

A sample is a selective group of people of the total population and its characteristics must be produced on it as precisely as possible. A sample has a different procedure at the moment to be selected. It is relevant that the researcher decide the quantity of people for working on the research.

To establish a good sample, the researcher decided to work with Sampling Criteria, a type of Non-probably Sampling, which consists in the investigator decides the number of individuals for working on the qualitative investigation (Mendez, 1998).

The sample selected by the researcher were students from the Ninth Grade “A”, the total amount of students is going to be presented in the following chart.

Chart # 2: Sample

ITEM	DETAIL	SAMPLE
1	Students of Ninth Grade “A”	27
	TOTAL	27

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

3.3 Data Collection

3.3.1 Methods

The method applied in this research project work was the Inductive method. The Inductive Method is an analytic-synthetic process which study particular situation, phenomenon or problem to determine the general principle which emerges it.

This method was applied in this research for the reason that the investigation was made in the same fieldwork, EGB “Antonio José de Sucre”. The researcher was involved with the group of students analyzing and studying the problem. The problem found in the institution was students have not teaching-learning tool to improve the Listening Comprehension Skills.

3.3.2 Techniques

A technique in a research involves the way the investigation is directed. Techniques in a research are strategies administered for recollecting specific information about what the researcher is looking for. They decide the research procedure. At the same time they provide what kind of research tool is going to be applied in the investigation.

In this study the researcher decided to work with two techniques: Interview and Survey. These kinds of techniques were applied in a qualitative research.

3.3.2.1 Interview

Interviews are the main technique for collecting information in a qualitative research. In the Interview, two or more than two people are who collaborate for collecting the material. Interview is a closed meeting which requires the researcher and the interviewer must be present. The interview must contain as a principal characteristic a questionnaire elaborated by the researcher.

The interviews were applied to the principal of the institution, the English teachers and the specialist. For developing a good interview the researcher used a voice recorder in which some of the interviews were recorded. The interview directed to the specialist was made by e-mail. That information will be analyzed and interpreted by the researcher.

3.3.2.2 Surveys

A survey is a kind of close interview. It means that question applied in the survey will be closed questions. This kind of technique permits to explore the public opinion about the people surveyed according to a specific situation or phenomenon. The researcher applied this technique to acquire precise data about the research.

The survey was directed to the total of the population of the research, students of Ninth Grade at EGB “Antonio José de Sucre”. The information was gathered using a questionnaire elaborated by the researcher.

3.3.3 Research Tools

The recollection of 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 for interviews in a qualitative research work is the audio-recorder. The audio-recorder permits to make a note of what the interviewers say. It is a useful tool for the researcher at the moment to start an interview.

This research tool was put in practice when the researcher did the interviews to the principle and the English teachers. All people involved in the research project work were agree to the investigator recorded their voices.

3.3.3.2 Questionnaire

The questionnaire is a basic tool applied in a survey. The questionnaire is an organized document in which the only one purpose is to collect data about the research work.

In order to apply the questionnaire the researcher designed two questionnaires: one of them was directed to the principle and the English teachers, and the other one was focused to the students of Ninth Grade at EGB “Antonio José de Sucre”. They were disposed to answer the questionnaire. All the material collected by the researcher was used for the researcher for making the analysis and the interpretation of the results.

3.4 Data Analysis

The interview was applied to the principle of the institution and to the English teachers at EGB “Antonio José de Sucre”. The survey was conducted to the students of Ninth Grade.

The research tools, interviews and surveys were analyzed and interpreted question by question. The survey results will be presented in charts and graphics.

3.4.1 Interviews Analysis

The main research tool, the interview, was directed to the principle of the institution. Then, it was focused to the two English teachers. Also, it was applied to a specialist. The specialist consulted for the development of this research project work was Isabel Alonso Belmonte, M.A. from the Dpt. Modern Languages and Teaching, Faculty of Teacher Training and Education at Universidad Autónoma de Madrid, España. People involved in the interview decided to collaborate in order to make the research.

The analysis and interpretation of the results are going to be presented then. In the answers the most relevant information from them was taken.

Question 1: Do you consider the four skills (Listening, Reading, Writing and Speaking) are important for learning English?

Interpretation: The Listening, Reading, Writing and Speaking Skills are not only necessary for learning the English language. These skills are the main dimension at the moment to learn a new language. It means that students must develop the skills inside and outside the classroom. It is too important that students set these skills for learning the English language or any other language. The four skills are the fundamental part to learn something new.

Question 2: If I asked you to mention the Skills (Listening, Reading, Writing and Speaking) in order of importance or relevance, how would you order them considering that the first will be the most important and the fourth the least important?

Interpretation: All the skills are too important and each one is developed in a phase of life. The Listening Skills is considered the most significant skills for the reason that the nature gives this innate skill. The second one is the Speaking Skills; if anyone cannot listen this person cannot develop the Speaking Skills. The Speaking Skills is involved with the Listening Skills. In the same way, people cannot improve the Writing Skills if the Reading Skills is not developed first.

Question 3: In your experience, which Skills do the students perform more easily?

Interpretation: The skills are innate. How the skills are developed and applying comes later. The Listening Skills is developed first for the reason that this skills is explored immediately when students or everyone have contact with the world around them.

Question 4: In your criteria, can be the Listening Skills strategically applied for improve the rest of the skills?

Interpretation: The Listening Skills can be applied for development the other skills. Students can develop the Speaking Skills only with the Listening Skills. It is an easy way to reach out to students.

Question 5: In your opinion, which factors should be qualified to determine the development of the Listening Skills?

Interpretation: At the moment to evaluate the Listening Skills these factors are consider: the attention and the concentration that students put on speakers. Another factor is the predisposition that students set during Listening phase. The environment is another factor but teacher can try to avoid the distraction.

Question 6: Besides Audio-recordings commonly applied in class, do you know any other interactive tool which improves the Listening Skills?

Interpretation: ICT has more than one resources that teacher can applied during the Listening phase. Videos are one of the teaching-learning tools that are applied during the teaching-learning process at the moment to improve the Listening Skills in students. Some of the teachers are not update; it means that they only apply the traditional teaching-learning resource when a class is taught.

Question 7: In your point of view, do you consider that Folktales catch the students' attention for learning a new language?

Interpretation: Everybody focus the attention on this kind of stories, for them they are interesting. Learning a new language applying this kind of methodology inside a classroom is a good idea. Students love learning something new with material that for them is amazing.

Question 8: What do you thing about the English teaching through Folktales?

Interpretation: This type of teaching methodology will be a good idea to include it inside the Curriculum Design. Not only the English language can be developed

with this method, any language can be promoted. If this kind of methodology is applied students will improve the English language and they will forget any negative thought about the acquisition of new information.

Question 9: In your opinion, can folktales contribute to improve the Listening Skills?

Interpretation: Some of the folktales are not from these days, these stories are anthology. This kind of stories is what students love. If they are applied in the classroom they will improve the Listening Skills in students.

Question 10: As a teacher, would you apply an Audiobook with Folktales as a teaching-learning resource to improve the Listening Skills?

Interpretation: If an Audiobook is applied in the classroom as a teaching-learning tool, students focused their attention of it. Students would leave the monotonous work. They would leave aside a common book that they are using frequently. They never had applied an Audiobook, is a new teaching-learning tool for them.

3.4.2 Survey Analysis

The following analysis and interpretation of the results is about the survey. The survey was the second technique taken by the researcher. The survey was directed to the total of Ninth Grade at EGB “Antonio José de Sucre”.

Question 1: How do you consider the English class?

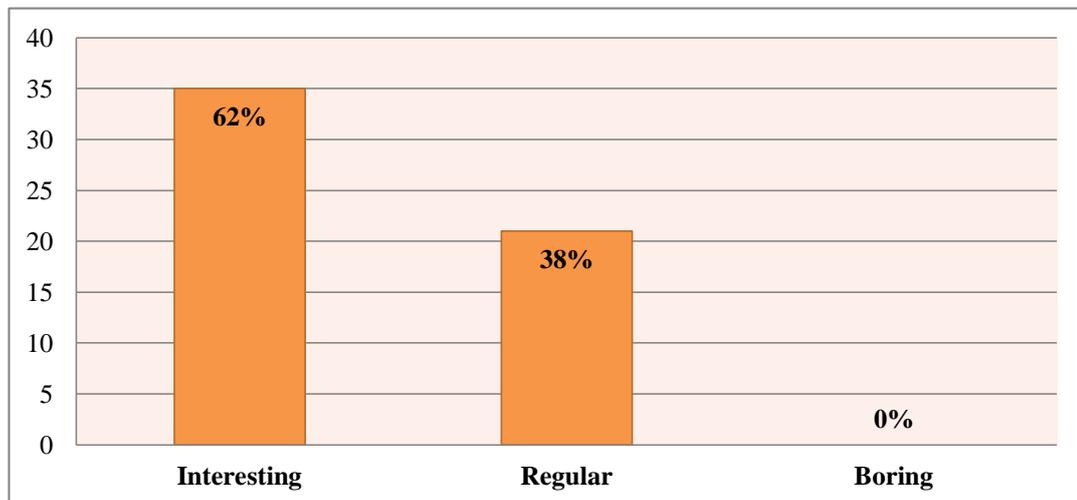
Chart # 3: Importance of English Class

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
3	Interesting	35	62%
2	Regular	21	38%
1	Boring	0	0%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 1: Importance of English Class



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The chart evidences that more than a half from the population polled assure that the English classes are **interesting**. It means that students are eager for learning the English language. On the other hand, a little less that of the population surveyed consider that the English classes are **regular**. It can change if teachers apply and interactive teaching-learning tool for catching the students attention.

Question 2: Which language skill is easy for you to perform?

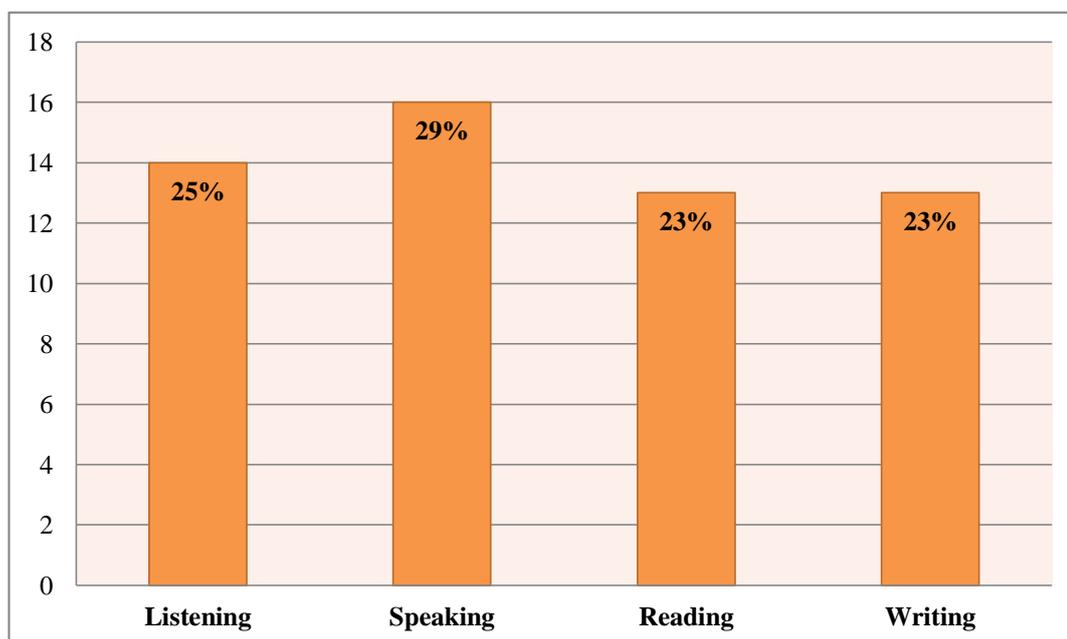
Chart # 4: English Skills Performance

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Listening	14	25%
2	Speaking	16	29%
3	Reading	13	23%
4	Writing	13	23%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 2: English Skills Performance



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The facility which students learn the English language is equal for all the Listening, Reading, Writing and Speaking Skills. It implies what people say about children, they are similar to a sponge. All they see or listen, they learn.

Question 3: How do you consider your level of Listening Comprehension Skills?

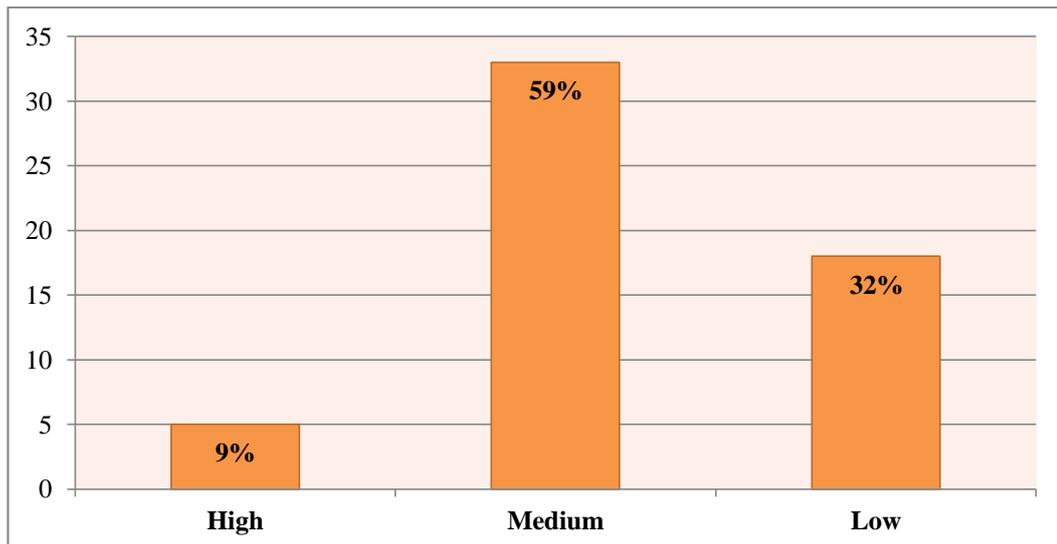
Chart # 5: Level of Listening Comprehension Skills

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
3	High	5	9%
2	Medium	33	59%
1	Low	18	32%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 3: Level of Listening Comprehension Skills



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The graphic represents that students are honest. Most of students polled declare that their Listening Comprehension Skills has a MEDIUM and LOW level. Only, a minimum of students consider that the Listening Comprehension Skills is in a HIGH level.

Question 4: Does your English teacher use ICT in the classroom?

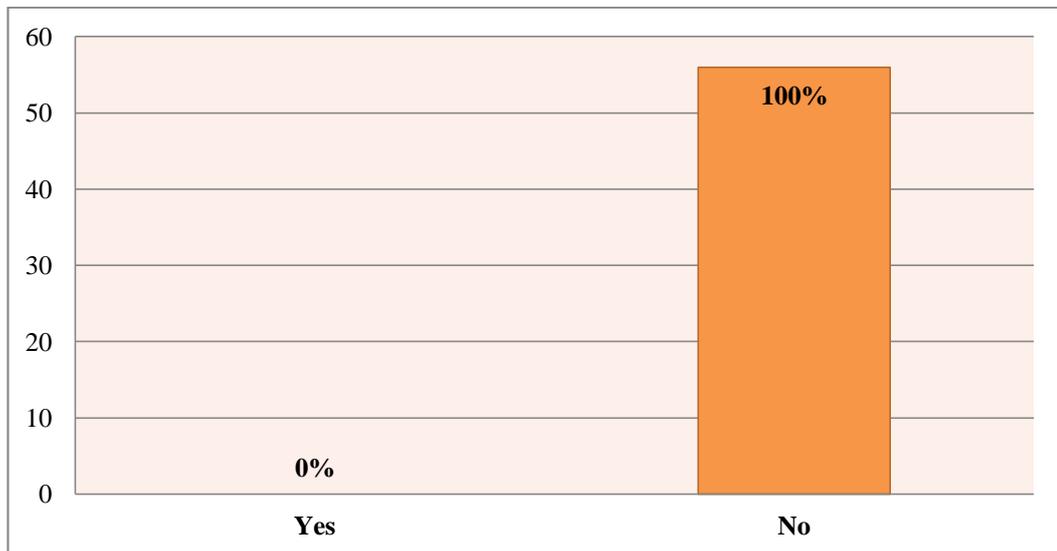
Chart # 6: Technological Resources in English Class

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Yes	0	0%
2	No	56	100%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 4: Technological Resources in English Class



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The graphic represents a serious problem explained by students. The English teacher does not apply the ICT inside classroom. It means that the English teacher has not idea about that technology provides more than one teaching-learning tool to improve the Listening Comprehension Skills or any other skills.

Question 5: Which of the following resources does your English teacher apply in class?

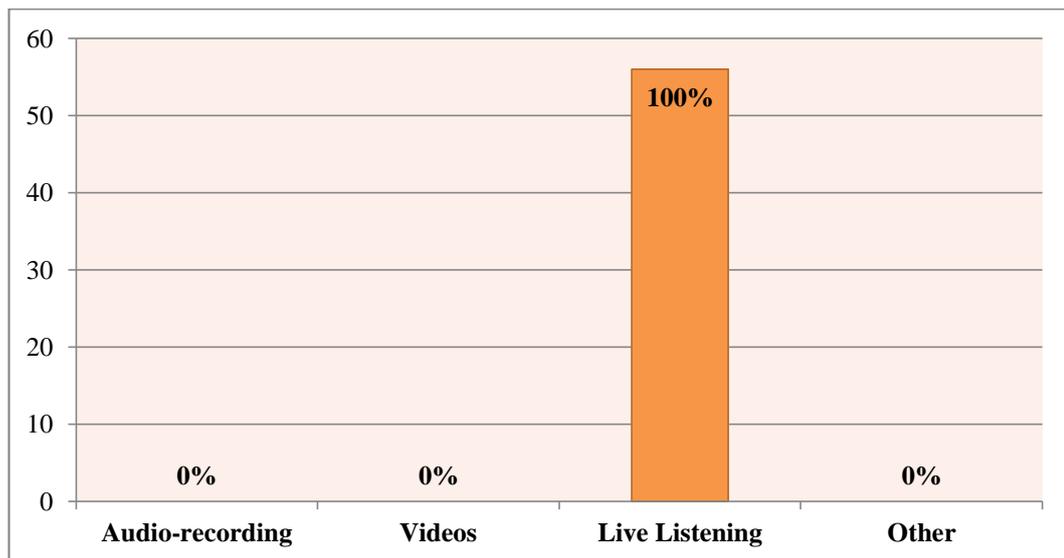
Chart # 7: Resources applied in English Class

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Audio-recording	0	0%
2	Videos	0	0%
3	Live Listening	56	100%
4	Other	0	0%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 5: Resources applied in English Class



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The graphic explains that all population surveyed said that the English teacher applied as a teaching-learning resource the Live Listening. It shows how students have different kind of Listening Comprehension Level.

Question 6: What kind of Folktales do you like?

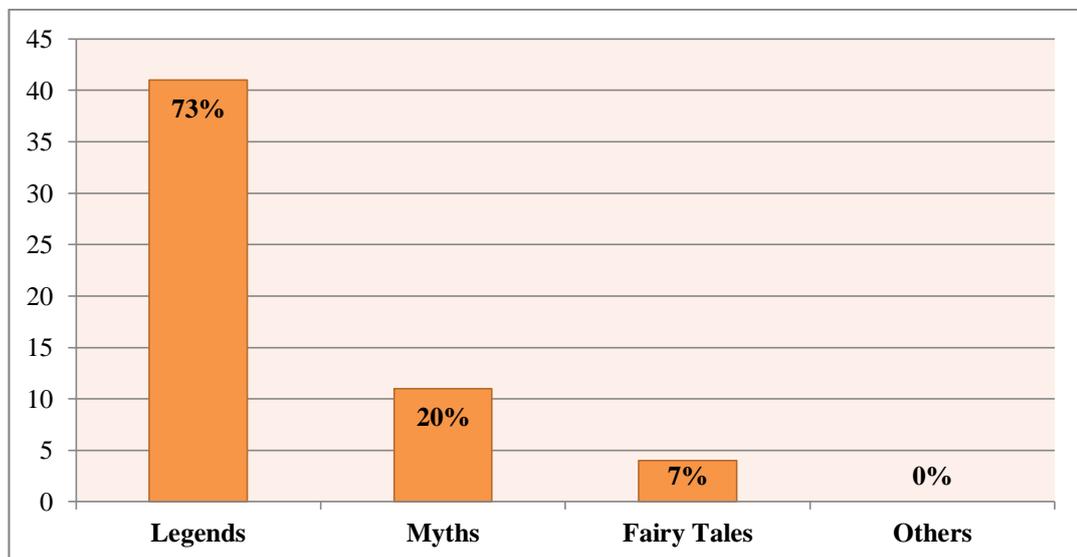
Chart # 8: Kind of Folktales

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Legends	41	73%
2	Myths	11	20%
3	Fairy Tales	4	7%
4	Others	0	0%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 6: Kind of Folktales



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The graphic illustrates that three quarters of the population polled manifest that Legends are their favorite stories. One fifth of the population surveyed prefers Myths as ideal stories. Whereas that a minimum of the population selected Fairy Tales as preferred stories. It shows that students love Folktales.

Question 7: Do you think study Folktales in English would improve your Listening Comprehension Skills?

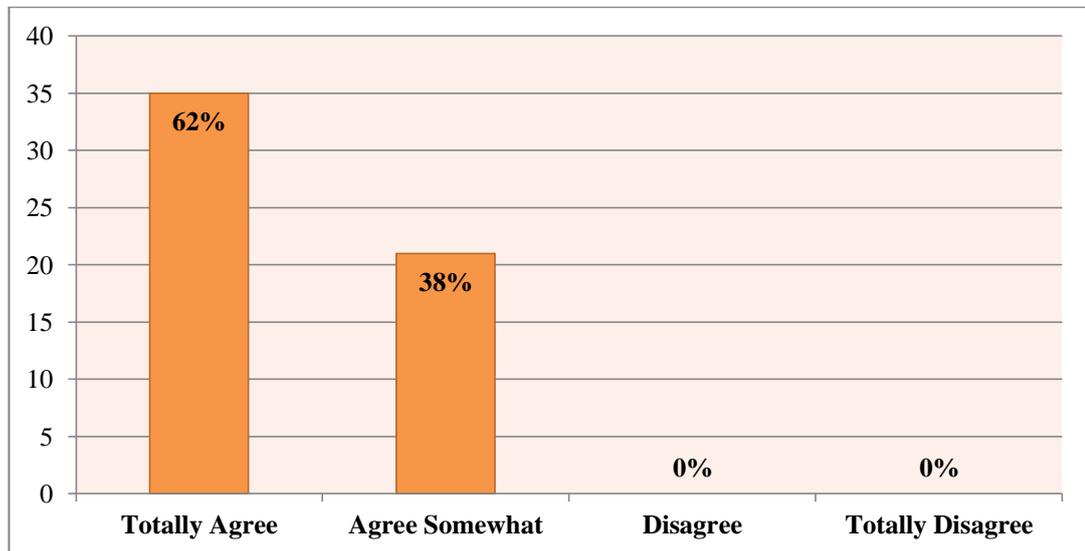
Chart # 9: Use of Folktales to improve the Listening Skills

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
4	Totally Agree	35	62%
3	Agree Somewhat	21	38%
2	Disagree	0	0%
1	Totally Disagree	0	0%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 7: Use of Folktales to improve the Listening Skills



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The graphic indicates that more than half of population polled is aware that they can improve their Listening Comprehension Skills through Folktales. On other hand, the rest of the population surveyed confirms that they are Agree Somewhat about the teaching Listening Skills through Folktales.

Question 8: Would you like to use and Audiobook with Folktales as a learning tool to improve your Listening Comprehension Skills?

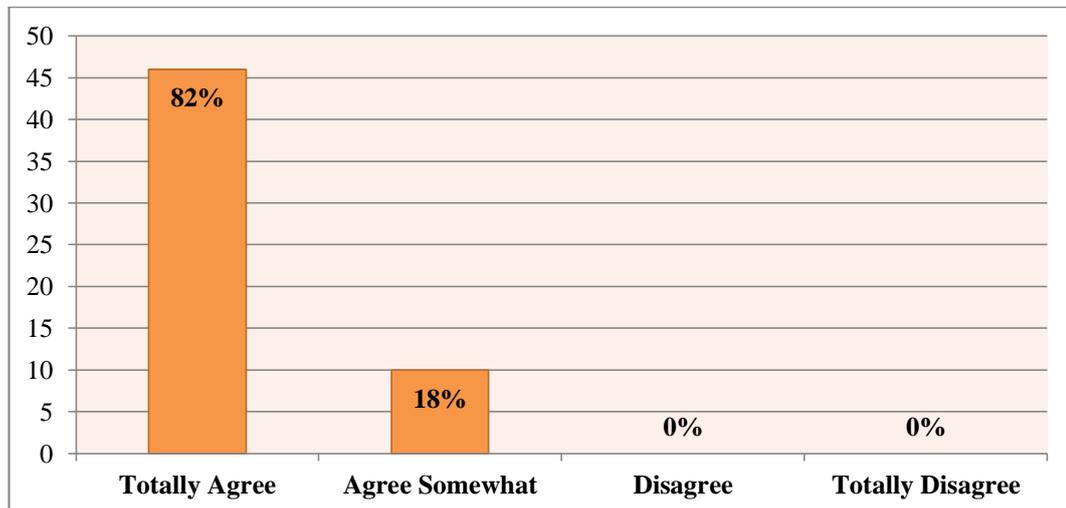
Chart # 10: Audiobook as a Teaching-Learning Tool

ITEM	ALTERNATIVE	FREQUENCY	PERCENTAGE
4	Totally Agree	46	82%
3	Agree Somewhat	10	18%
2	Disagree	0	0%
1	Totally Disagree	0	0%
	TOTAL	56	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Graphic # 8: Audiobook as a Teaching-Learning Tool



Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: The graphic illustrates that most of the population surveyed are Totally Agree about the implementation of an Audiobook with Folktales as an interactive teaching-learning tool to improve the Listening Comprehension Skills. Whereas that the minority of the population polled declares that they are Agree Somewhat about the implementation of the Audiobook.

3.5 Conclusions and Recommendations

The following conclusions and recommendations have been written based on the research carried out:

3.5.1 Conclusions

- a. Students from the Ninth Grade at EGB “Antonio José de Sucre” are completed willing to learn and they wish to do it.
- b. The lack of update and the use of technological tools in the classroom can cause the students interest for learning the English language.
- c. Students’ opinions and interests are too important at the moment that English teachers develop the lesson plan.

3.5.2 Recommendations

- a. English teachers must promote the students interest to learn the English language with interactive classes.
- b. English teachers should be updated about what kind of teaching-learning tool can be applied at the moment to improve students’ skills.
- c. English teachers should give opportunities to students to experiment a new classroom environment applying a good teaching learning in the teaching-learning process.

CHAPTER IV

THE PROPOSAL

4.1 Title

“Santa Elena Folktales”

4.2 Description

4.2.1 Information Data

Chart # 11: Informative Data of The Proposal

Executing Institution:	EGB “Antonio José de Sucre”
Beneficiaries:	Students of Ninth Grade
Location:	Pechiche, Barrio “10 de Agosto” – Chanduy – Santa Elena – Province of Santa Elena.
Execution time:	2 (Two) Weeks
Responsible	Author: Cindy Guillen Muñoz. Advisor: Lcda. Sara González Reyes, MSc.

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

4.2.1.1 Proposal Background

Technology is the new era inside the classroom. It means teachers and students must apply during the teaching-learning process. Technology offers more than resources at the moment to teach something new. It implies that all these resources are going to improve the students’ knowledge. It caught the researcher’s

attention at the moment to design the proposal. Develop an attractive teaching-learning tool for teachers in order to improve the Listening Comprehension Skills.

Nowadays, it is necessary that students and teachers opt for applying technology in order to improve any subject. It is not the exception with the English classes. If everybody can apply it, so students of Ninth Grade at EGB “Antonio José de Sucre” can apply it, too. With the implementation of the Audiobook in the English classes, they improved the Listening Skills. It was the main purpose of the proposal.

The principal, teachers and students showed a big interest when the Audiobook was applying inside the classroom. They assure that there was not any teaching-learning tool which improves the Listening Skills in the English classes.

4.2.1.2 Significance

Teaching a new language such as the English language for teachers is new risk. Most of the teachers took that thought for the reason that they do not have enough material at the moment to teach it. It is important that teachers have resources for teaching a new language, the use of the good material depends on the students' development.

Technology's development proposes more than one resource for teaching English. Teacher must be conscious at the moment to select a good resource. Students development depends of the teaching-learning tool that teacher selects. The idea to design an Audiobook with Folktales emerges for the reason that folktales catch the students' attention, and the researcher decided to reflect them on an Audiobook in order to improve the Listening Comprehension Skills.

4.2.1.3 Objectives

4.2.1.3.1 General Objective

To improve the Listening Comprehension Skills in students of Ninth Grade at EGB “Antonio José de Sucre” through an Audiobook as a learning tool.

4.2.1.3.2 Specific Objectives

- a. To identify the Level of Listening Comprehension Skills in students of Ninth Grade.
- b. To recognize the problems in the acquirement of the Listening Comprehension Skills in students of Ninth Grade.
- c. To decide strategies and methodology in order to improve the Listening Comprehension Skills in students of Ninth Grade.
- d. To implement an Audiobook as learning tool to improve the Listening Comprehension Skills in students of Ninth Grade.

4.2.2 Design and Development of the Proposal

4.2.2.1 Design of the Proposal

In order to design the Audiobook the researcher selected a specific program. The program’s name is Adobe InDesign CS5. This program was not the only one, two additional programs were applying.

The names of the programs are TTS (Text to Speech) & ASR (Automatic Speech Recognition) and iovSoft MP3 Cutter Joiner. One of them was applied for converting text in audio in .mp3 format and the other one was used for joining the audios.

4.2.2.1.1 Software applied to the design

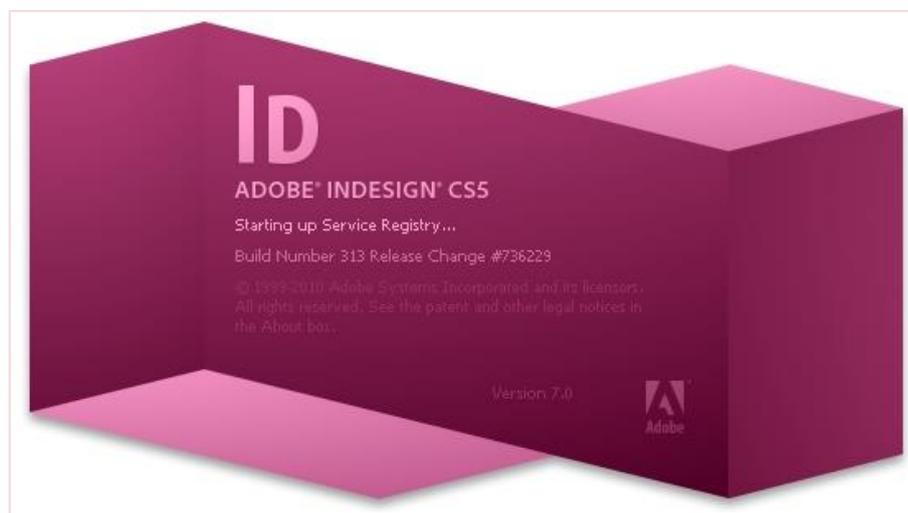
Adobe InDesign CS5

Adobe InDesign is an application designed by Adobe Systems. This software allows to designers create different kinds of things like newspaper, magazines, books, audiobooks, flyers and dynamic documents in .PDF format. All documents created by Adobe InDesign are available to use online and offline. Also, all of them can be printable.

In this kind of software not only can add text, the designer can add audio in .mp3 format, pictures and video. InDesign permits to manipulate the information as the designer want in order to create a good job. Also, InDesign allows to designer to edit the information later.

The application is accessible to everybody; you can download it and install it only with one click. The researcher decided to apply this application for the reason that this software is easy to use.

Illustration # 2: Adobe InDesign CS5



Source: <http://www.estudiologos.com/adobe-indesign-cs5-lo-mejor-para-diseno-y-maquetacion/>

TTS (Text to Speech) & ASR (Automatic Speech Recognition)

This application is also known such as DSpeech. The program is a software developed for converting text in audio. The software is free and easy to install, the capacity of the program permits to install it immediately. The program is able to convert and combine text in different kind of voices. The software has more than one character that users can apply for working.

The researcher selected this application for the reason that the software is one of the software which has American native speakers and it exports the text in .mp3 format. It was perfect for the researcher being that the Audiobook's audio is in English.

Illustration # 3: DSpeech



Source: <http://dspeech.uptodown.com/windows>

IovSoft MP3 Cutter Joiner

This application permits to join and cut audio in .mp3 format. It is available to everybody. It means that one and all can download the program. It is easy to install and use it.

The researcher decided to use this application given that in order to design the Audiobook more than one audio must be joined.

Illustration # 4: MP3 Cutter-Joinner



Source: <http://iovsoft-mp3-cutter-joiner.software.informer.com/download/>

4.2.2.1.2 Audiobook: Data Collection

The development of the proposal was a hard work, but it does not mean that it was difficult. Bring together all the information about Folktales was a big challenge. Search for specific programs which helped to design and edit the Audiobook was not easy. Each program must adapt to the researcher's needs. The estimated time for developing it was at least two months. The result of this was amazing for the researcher; a good teaching-learning tool had been developed.

Recollection and Interpretation of Folktales

With the purpose of collecting the Folktales for the Audiobook the researcher made a meticulous investigation. The researcher went to different places in order to obtain the information about Santa Elena Folktales.

The first place which the researcher visited was the Public Library "Vicente Rocafuerte", located in front of the Santa Elena's Park. The documents were filed in a folder whose name is "Mitos y Leyendas". It contains a lot of Folktales from Santa Elena and Guayaquil, for the researcher only Santa Elena Folktales were the most significant.

Another place visited was the UPSE Library. Getting a conversation with the librarian, the researcher asked him for the specific information about Santa Elena

Folktales. He told to the researcher that an Engineer from the Tourism Career had presented a researcher project work with that content. The researcher talked with her and explained why she wanted her information; she was completely agreed that the researcher took the information from the research project work.

The researcher came back to UPSE Library and took notes about the information from the research project work. That proposal had at least twenty Folktales; the researcher selected the most important Folktales. But the researcher work did not finish there. The researcher needed more Folktales; she wanted to design a good proposal.

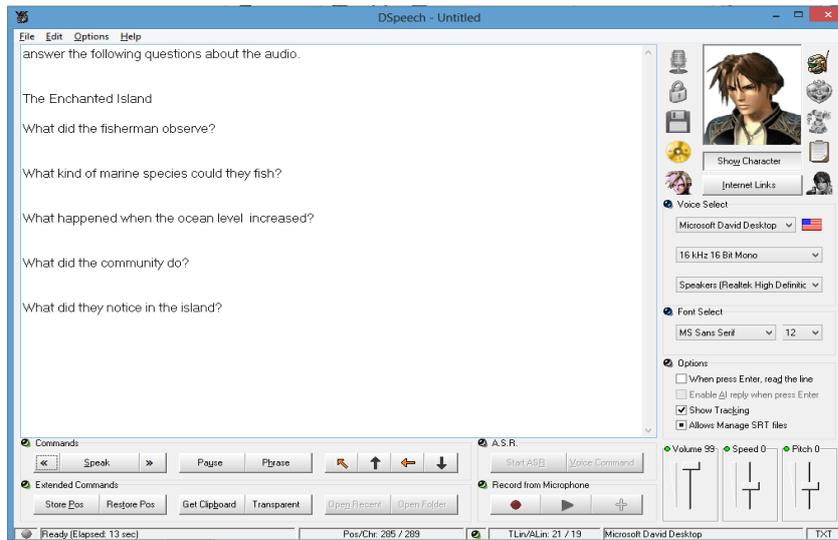
The researcher searched on internet in order to find more information about Santa Elena Folktales. At least one of the stories was taken from internet. It was chosen from a blog. Another way to find information was the newspaper; one story was selected from the Diario Super. Between the information collected by the researcher there were myths, legends and tales.

All the Folktales were in Spanish, the researcher work was to translate the fifteen folktales into English. The translated stories were checked twice by two English Teachers. When the information was revised the researcher put the information on the Audiobook. The most important researcher's work had begun, designing the Audiobook.

Converting the information in audio

As it was mentioned previously, the researcher applied a specific program in order to convert text into audio. The name of the program was DSpeech. When the information was checked over it was written in the software. Then the information was exported in .mp3 format. At least forty nine audios were the result of the conversion.

Illustration # 5: Use of DSpeech Software



Source: Cindy Guillen

Joining the audios

When the all information was in .mp3 format, the last software was applied. The program was MP3 Cutter and Joiner. The designer, in this case the researcher, needed to join more than one audio for the reason that they were completely necessary for the Audiobook. In total fifteen audios were joined.

Illustration # 6: Use of MP3 Cutter-Joiner



Source: Cindy Guillen

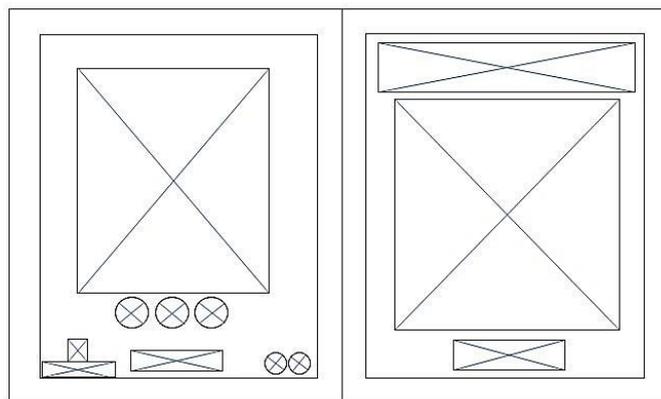
4.2.2.1.3 Design the Audiobook

At the moment to design the Audiobook the designer worked with the application named Adobe InDesign CS5, as it was mentioned previously. The designer work with: sixty four audios in .mp3 format, one video taken from YouTube and thirty eight pictures in .jpeg or .png format. All the pictures were selected from internet.

Diagraming of the Audiobook

The first step before starting to edit the Audiobook was to decide which would be the best appearance. It would be friendly, good-looking and interesting for students. It would be a simple thing but attractive. It should catch the student's attention, captures the interest for development the Listening Comprehension Skills. The diagraming of the Audiobook is the next one.

Illustration # 7: Diagraming of the Audiobook



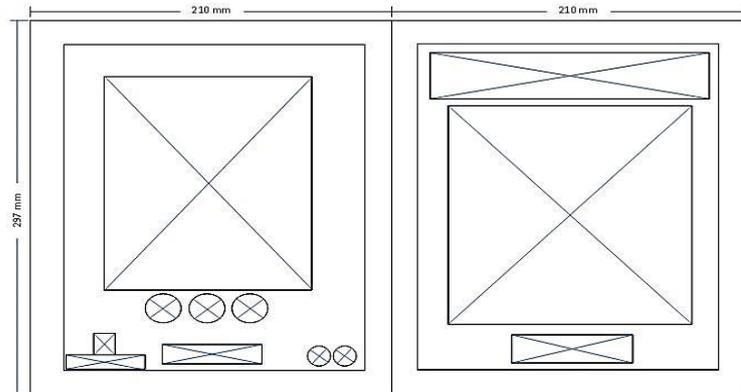
Source: Cindy Guillen

Page Size

In the Adobe InDesign CS5 the designer can configure the page size; the application offers more than one page sizes. Measures of the page size are the

original measure from an A4 page format. The page orientation selected for the Audiobook was portrait. The following picture represents the measure of the page from the Audiobook.

Illustration # 8: Page Size of The Audiobook

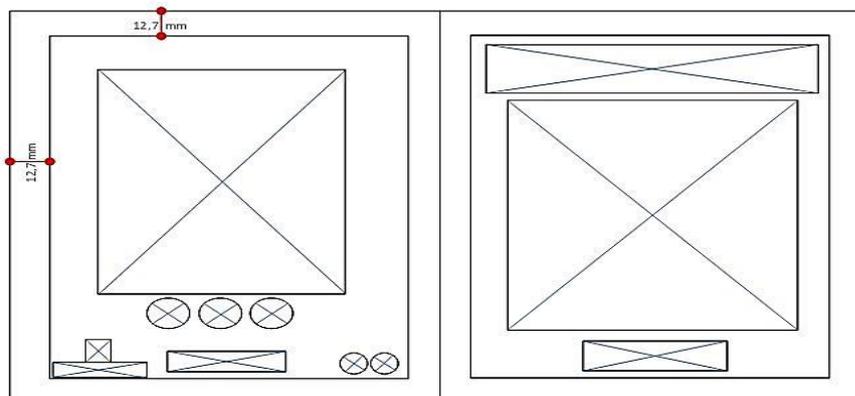


Source: Cindy Guillen

Margins

The margins for the Audiobook are the original configuration from Adobe InDesign CS5. When a new document is created on it, a dialog box is showed; at the moment to select the page size automatically the measure of the page size and the margins are given. The next picture shows the measure of the margins.

Illustration # 9: Margins of the Audiobook



Source: Cindy Guillen

Typography

More than one kind of font is offered by Adobe InDesign CS5. To select the kind of typography for the Audiobook was easy. It had to be understood by students and teachers. The type of letter selected was Comic Sans MS. Then the font color was selected, it was the black color. The letter size varies according to Audiobook's content. The following picture represents the font.

Illustration # 10: Typography of the Audiobook



Source: <http://www.pickafont.com/fonts/Comic%20Sans%20Ms.html>

At the moment to start writing the Audiobook's content. The style and size of font was selected. The next chart shows the style and size font.

Chart # 12: Audiobook's Font, Style and Size

FONT	DETAILS	STYLE	SIZE
Comic Sans MS	Instructions	Bold	30 pt.
	Titles	Bold	36 pt.
	Text	Regular	24 pt.

Source: Cindy Guillen Muñoz

Elaborated by: Cindy Guillen Muñoz

Imaging

Folktales mean mysterious for everybody. At the moment to select the pictures for each story the designer chose fifteen pictures from the internet. These pictures must combine with the Audiobook's content. All of them have a contrast in black and white. Looking for them was a hard work for the reason that each picture must capture the essence story. The following pictures were applied for Audiobook's design.

Illustration # 11: Folktale - The Tintin



Source: <http://grandesmisteriosporjesuscordero.blogspot.com/2013/03/mitologia-ecuatoriana-el-tin-tin.html>

Illustration # 12: Folktale - San Agustín



Source: <http://filosofia.laguia2000.com/wp-content/uploads/2013/04/san-agustin2.jpg>

Illustration # 13: Folktale - The Evil Comes in Taxi



Source: <http://terror.io/wp-content/uploads/2013/12/20131207-204905.jpg>

Illustration # 14: Folktale - The Guasango's Legend



Source: <http://sarabelsantos.blogspot.com/?view=classic>.

Illustration # 15: Folktale - The Evil Danced in Chanduy



Source: <http://www.monologos.com/leyendas-urbanas-bailando-con-el-diablo/>.

Illustration # 16: Folktale - Galloping Horse



Source: http://infitomisterioso.blogspot.com/2011_02_01_archive.html.

Illustration # 17: Folktale - The Crying Woman



Source: <http://cuentosticos.blogspot.com/2009/11/la-leyenda-leyenda-costarricense.html>.

Illustration # 18: Folktale - Magic Bells



Source: <https://www.youtube.com/watch?v=eCRPUNmzCi8>

Illustration # 19: Folktale - The Enchanted Hill



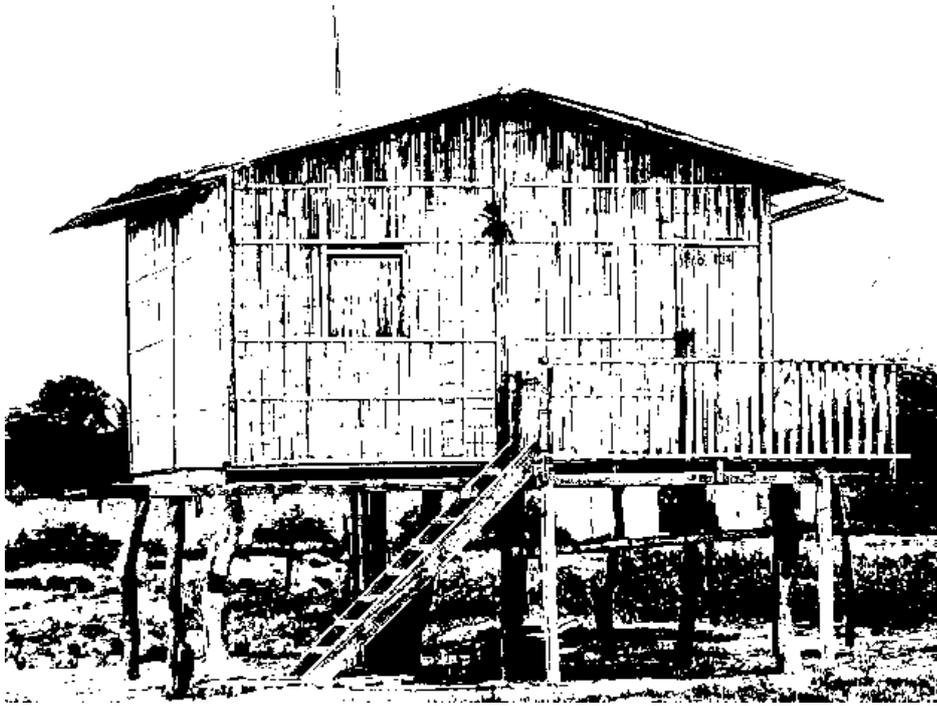
Source: <http://dibujando.net/dib/zombie-14736>

Illustration # 20: Folktale - The Candles of The Cemetery



Source: <http://www.idealista.com/news/archivo/2013/10/17>

Illustration # 21: Folktale - The Nocturnal Chicken



Source: <http://www.fotopaíses.com/foto/321593>.

Illustration # 22: Folktale - The big Foot



Source: <http://coloringpanda.com/erotic-coloring-pages-printable>.

Illustration # 23: Folktale - The Ghost Car



Source: <https://www.youtube.com/watch?v=i6RDLM4jfpQ>

Illustration # 24: Folktale - The Crying Statue



Source: <http://historiasleyendasycuentosdemexico.blogspot.com/2013/09/la-llorona-epoca-colonial.html>.

Illustration # 25: Folktale - The Enchanted Island



Source: <http://porlamadrigueradelconejo.blogspot.com/2013/08/a-maruxaina.html>

Illustration # 26: Buttons applied in the Audiobook



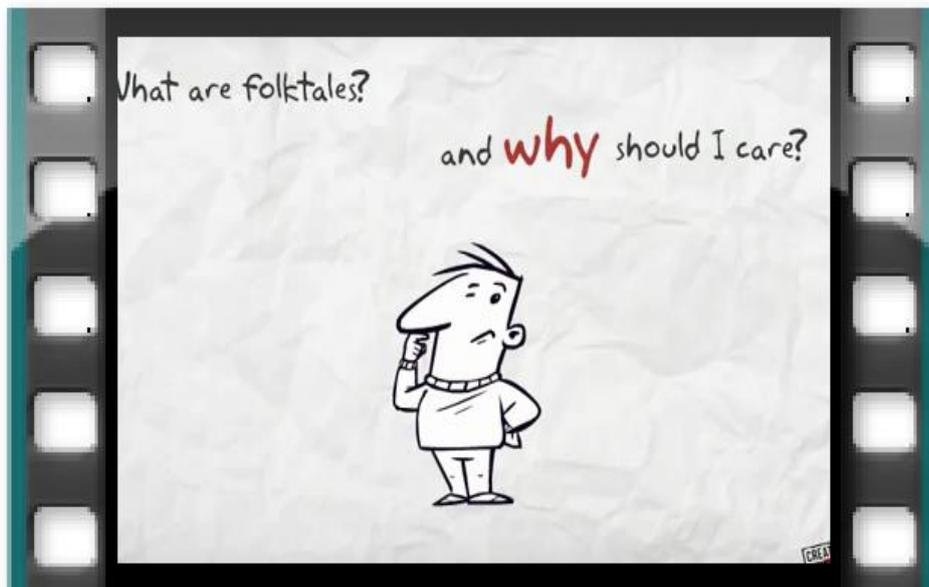
Source: Cindy Guillen

Illustration # 27: Pictures applied in Audiobook's Sections



Source: Cindy Guillen.

Illustration # 28: Video applied in the Audiobook



Source: https://www.youtube.com/watch?v=gG_mdIWmkaw

4.2.2.1.4 Audiobook: Illustration Process

A big challenge had begun. In order to start with the illustration process the designer must have knowledge of how to use the program. The information in the mind of the designer was scarce. More than one tutorial on YouTube was watched. More than a week lasted that process. Hard weeks of practicing were established.

As it was mentioned previous the information about Folktales had been revised, the designer work was to transfer that information in the application. Page by page and section by section were designed. Transferring the information was the easiest part of the illustration process.

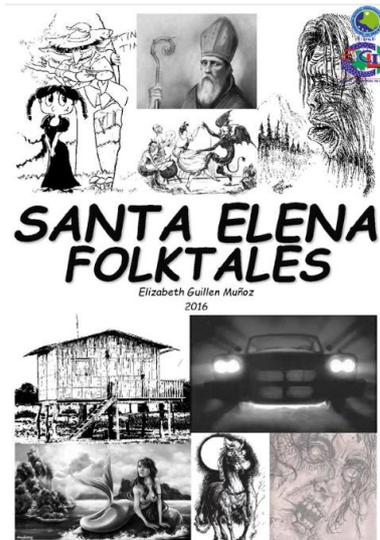
When the information had been transferred these hard hours of practicing were put in action. The real work of the teaching-learning tool had begun. In this phase the designer established one hundred twelve pages such as total of the pages. The designer worked making link by link in order to connect pages, audios and buttons.

Audiobook Sections

The way an Audiobook is design is the most important part for the reason that it must be comprehensible for everybody. The Santa Elena Folktales Audiobook has twelve sections. Coming up next each section will be explained.

Cover: In order to design the cover from the Audiobook some of the pictures from each folktale were selected. In the cover we can find: the Audiobook's title, the author, year of issue, UPSE and English Career' logo. The cover is presented in the following picture.

Illustration # 29: Audiobook Cover



Source: Cindy Guillen

Presentation: In this part of the Audiobook students will find information about why the audiobook was developed. In this page there is a green button whose function is to direct to the Content's page only with one click. All the information can be appreciated in the following picture.

Illustration # 30: Audiobook Presentation

PRESENTATION

This audiobook is intended to become in a learning tool to support the English language teaching imparted by the English teachers.

The main goal is that the teaching-learning process be less monotonous, more interactive and attractive for students. At the same time, it's easy to use the Audiobook for teachers.

Also it becomes in a benchmark for developing the Listening Comprehension skills for optional learning English language.



Source: Cindy Guillen

Objective: In this page of the Audiobook students or teachers will find the main purpose of the Audiobook. Also, it contains the green button. The next picture shows the Objectives' page.

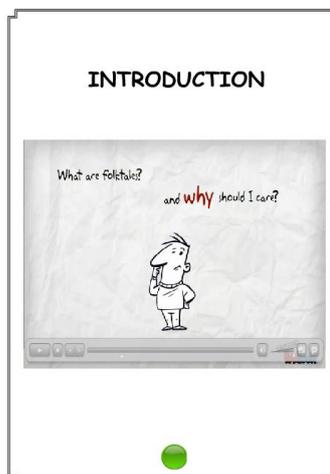
Illustration # 31: Audiobook Objective



Source: Cindy Guillen

Introduction: This page shows an Introduction about Folktales. There is a video which contains: the Folktales' definition, the importance and types of Folktales. Students or teacher can control the video with the video's buttons. There is the green button, too. The following picture shows the page.

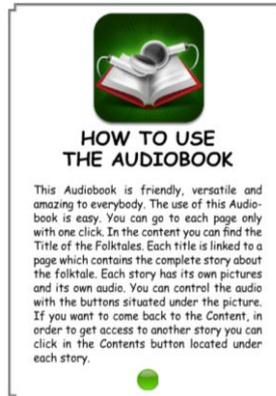
Illustration # 32: Audiobook Introduction



Source: Cindy Guillen

How to Use the Audiobook: In this Section of the Audiobook there is all the information about how to use it. Everything is detailed. It contains the green button, too. The next picture shows the information about this page.

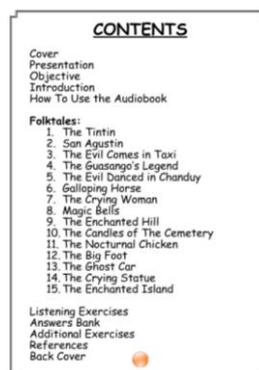
Illustration # 33: Use of the Audiobook



Source: Cindy Guillen

Contents: This is the most important part of the Audiobook, the Content's page. This page contains the Folktales titles and all the Audiobook sections. Each text in this page is linked to another page, only with one click the user is directed to another page. When the user makes a click on the Folktale's title is directed to the Listening Exercises Section. There is an orange button whose function is to direct to the first page of the Audiobook. The Content's page can be appreciated in the following picture.

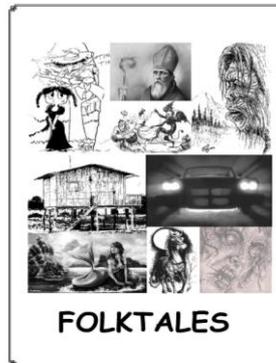
Illustration # 34: Audiobook Contents



Source: Cindy Guillen

Folktales: This section of the Audiobook contains a page like a bookmarker. This page has some pictures from the Folktales. In this section there are all the transcriptions from the Folktales. The next picture shows the bookmaker.

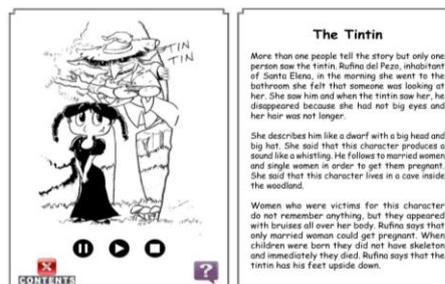
Illustration # 35: Audiobook Folktales Section



Source: Cindy Guillen

The Folktales section contains two pages. The first page has the picture related to the Folktale; bellow it there are three buttons. These buttons are: pause, play and stop button. They control the Folktales audio. In one of the lower corner there are two buttons the first one is the red button (the close button) which directs the user to the first page, the other one goes to Content's page. In the other lower corner there is a button, this buttons goes to the Listening Exercise page. In the other page there is the Folktale's tittle and the transcription of the audio per each Folktale. All the pages of this section have the same characteristics. The following picture shows two page of this section.

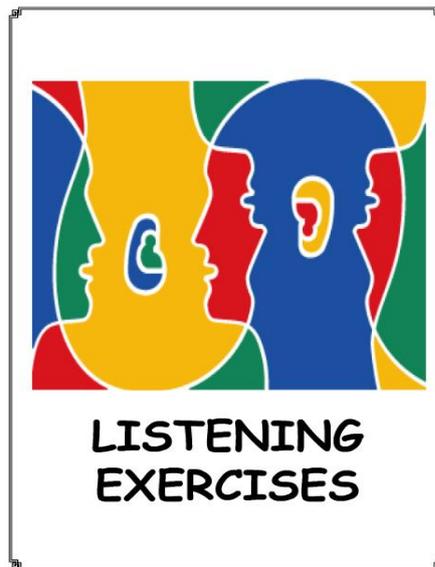
Illustration # 36: Audiobook Folktales Transcription



Source: Cindy Guillen

Listening Exercises: This section of the Audiobook has a bookmark, too. This part of the Audiobook contains the Listening Exercises Section. In this page there is picture related to this section and the section's title. It can be appreciated in the following picture.

Illustration # 37: Audiobook Listening Exercises Section

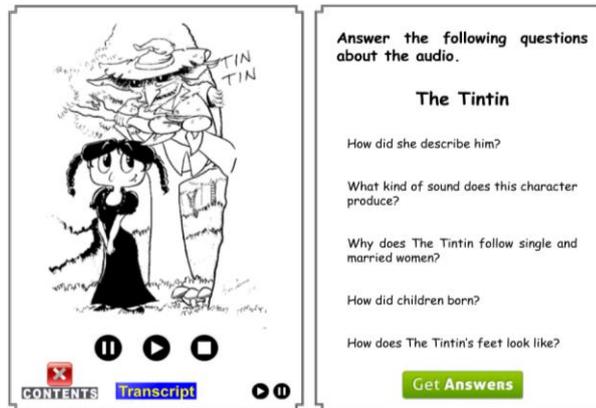


Source: Cindy Guillen

When a click is making over the Folktale's title the user is directed to this section of the Audiobook. There are two pages, too. The first one contains the Folktale's picture and below there are three buttons, they control the Folktale's audio. In the lower part there are five buttons: the close button, the Content's page button, the transcription button which directs the user to the Folktales section, the other two buttons control the audio of the five questions these buttons are the play and pause button.

The second page contains the order of the activity, the Folktale's title, five questions related to the Folktale. In the lower part there is a button, the Get Answers' button. With one click over this button the user is directed to Answers Bank's section. The two pages can be appreciated in the next picture.

Illustration # 38: Audiobook Listening Exercises



Source: Cindy Guillen

Answers Bank: The next section of the Audiobook is the Answer Bank's section. This section has a bookmark, too. The page contains a picture related to the section and the section's title. The following picture shows the page.

Illustration # 39: Audiobook Answers Bank Section



Source: Cindy Guillen

As it was mentioned before with one click over the Get Answers' button the user is directed to these Audiobook's section. This section of the audiobook is considered the last section of the Listening practice. In this section two pages are showed. The first one contains: Folktale's picture, three audio's control (they control the answers' audio). Bellow them, there are three buttons: the close button, the Content's page button and the other button is the Folktale's audio.

The other page contains: the answers' label, the Folktale's title and each question with its respective answer. The next picture shows the two pages from the Answers' bank section.

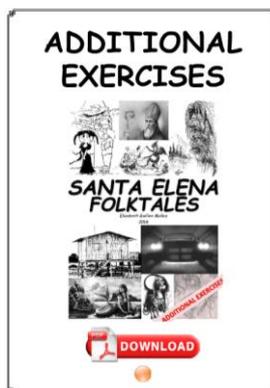
Illustration # 40: Audiobook Answers Bank



Source: Cindy Guillen

Additional Exercises: This is an extra section of the Audiobook, the Additional Exercise section. When the user makes a click over the Additional Exercises' label in the Contents' page is directed to this page of the Audiobook. This page contains: the Additional exercises' label, the cover of the Additional Exercises' document. Bellow it there is a button, the download button. Making a click over this button the user is directed to a .pdf document which contains multiple choice exercises about each Folktale. The orange button is located in the lower part of the page. The Following picture shows the page.

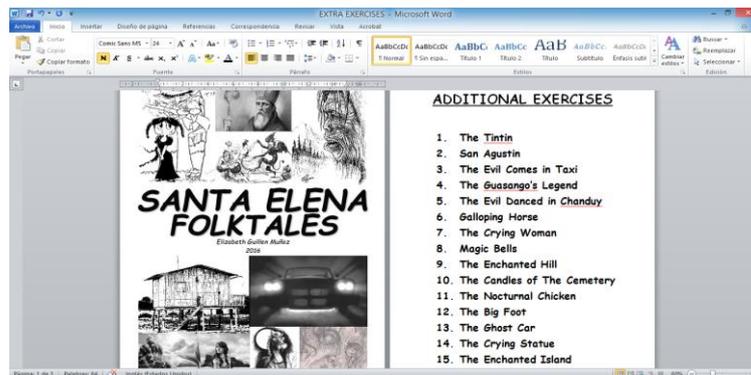
Illustration # 41: Audiobook Additional Exercises Section



Source: Cindy Guillen

The Additional Exercises document was developed in a word document. In order to design it more than one link was established. When the document was completed the document was exported in a .pdf format. The following picture shows the word document.

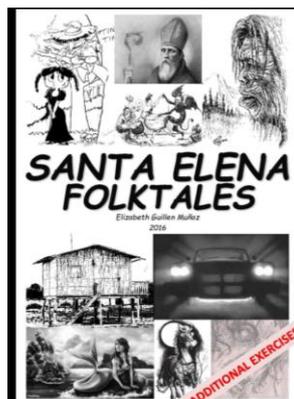
Illustration # 42: Design of the Additional Exercises Book.



Source: Cindy Guillen

When the document was exported in a .pdf format the Additional Exercises' document was ready to link it to the Audiobook. The result of the document is the next one. As a cover page it's the similar cover from the Audiobook with the only one difference there is a strip with the Additional Exercises' label. The next picture illustrates the cover page.

Illustration # 43: Additional Exercises Cover



Source: Cindy Guillen

The next page of the document contains the fifteen Folktale's titles. They are in blue color; it means that they are links. One click over each title and the user is directed to a new page. This picture is the second page of the document.

Illustration # 44: Additional Exercises Contents

ADDITIONAL EXERCISES

1. [The Tintin](#)
2. [San Agustin](#)
3. [The Evil Comes in Taxi](#)
4. [The Guasango's Legend](#)
5. [The Evil Danced in Chanduy](#)
6. [Galloping Horse](#)
7. [The Crying Woman](#)
8. [Magic Bells](#)
9. [The Enchanted Hill](#)
10. [The Candles of The Cemetery](#)
11. [The Nocturnal Chicken](#)
12. [The Big Foot](#)
13. [The Ghost Car](#)
14. [The Crying Statue](#)
15. [The Enchanted Island](#)

Source: Cindy Guillen

When user makes a click over the Folktale's title is directed to a new page. This page contains multiple choice activities. In the upper part there is a label which contains: student's name, date, course and score. Bellow them there are the Folktale's title, the Folktale's picture, the activity's order and multiple choice activities. In the lower part there is a link, the Get Answers' link. The page can be appreciated in the following picture.

Illustration # 45: Additional Exercises Questions

Name: _____
Date: _____
Course: _____ Score: _____

The Tintin



Instructions: Answer the following statements about the audio.

1. Where did the story take place?
 In a forest Santa Elena Salinas
2. How many people saw the Tintin?
 4 people 10 people 1 person
3. How does the Tintin like a/an _____
 dwarf angel
4. The Tintin has _____
 Big ears and big hat. Big head and big hat
5. Where does the Tintin live?
 In a zoo In a tree In a cave

[GET ANSWERS](#)

Source: Cindy Guillen

When a click is making over the link the teacher goes to another page, the answer's page. This page contains: the Folktale's tittle, the Folktale's picture, the activity's order and the multiple choice activities with their respective answers. Each answer is marked with a black circle. In the lower part there is the Contents' link. Making click on it the teacher is directed to the Contents' page. The next picture shows the Answer's page.

Illustration # 46: Additional Exercises Answers



Source: Cindy Guillen

References: In this section of the Audiobook, there is the main information where Folktales were recollected. In the lower part there is located the orange button. The following picture shows the References page.

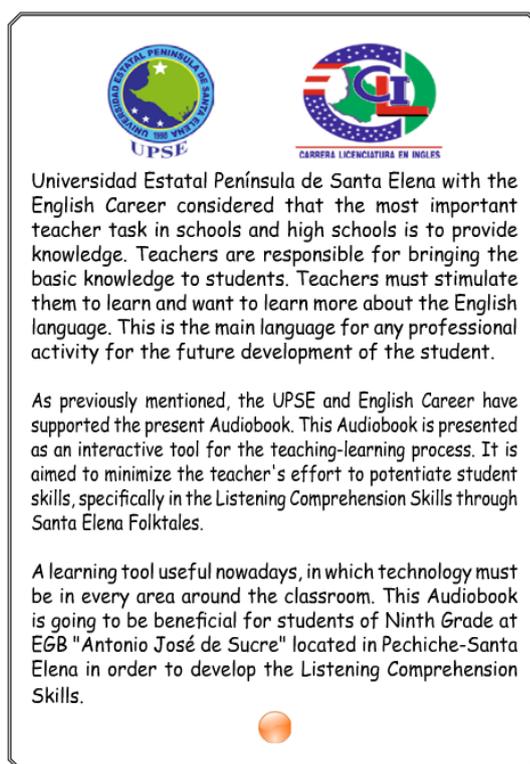
Illustration # 47: Audiobook References



Source: Cindy Guillen

Back Cover: It is the last one but not the least important, the Back Cover page. In this page the user will find the UPSE and English Career's logo. Below them, there is the global information which enclose the Audiobook's content. In the lower part there is the orange button. This page can be appreciated in the next picture.

Illustration # 48: Audiobook Back Cover

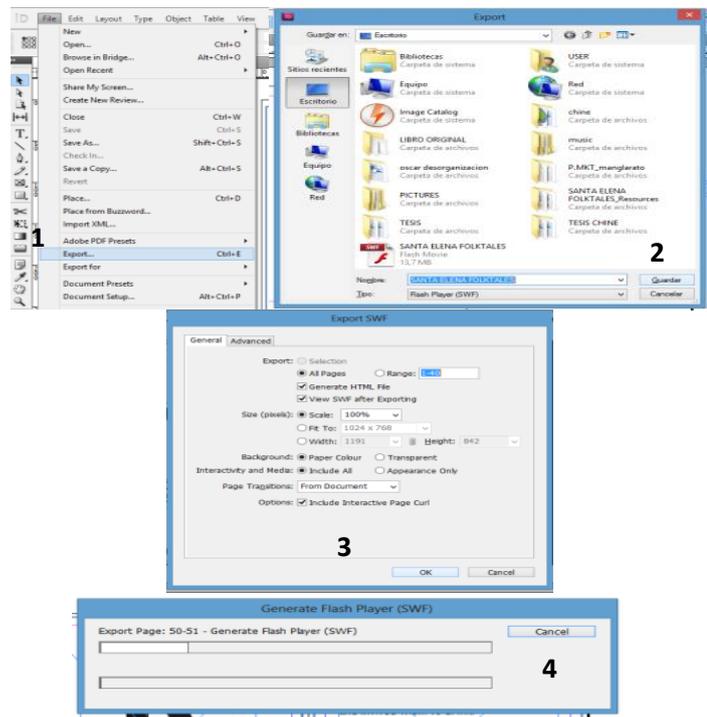


Source: Cindy Guillen

4.2.2.1.5 Audiobook Exportation

When the Audiobook was completed, the designer started with the document exportation. The Adobe InDesign CS5 can export the file in different kind of formats. They can be .pdf, .html, .jpeg or .swf format. In this case the designer selected the last one, the .swf format, when this format is selected immediately the software generates another one in .html format.

Illustration # 49: Audiobook Exportation Process



Source: Cindy Guillen

When the exportation process finish, in the Desktop three files are generated they are: the Flash Player (.sfw) document, the .html format and a folder which contains the .mp3 audio which Audiobook’s content. This folder is too important without it the other two files cannot function. The next picture shows the three files.

Illustration # 50: Audiobook's Exportation Files



Source: Cindy Guillen

4.2.2.2 Development of the Proposal

As it was mentioned before, the proposal “Santa Elena Folktales” has as a main objective to improve the Listening Comprehension Skills in students of Ninth Grade at EGB “Antonio José de Sucre”. The period of the proposal implementation was about two weeks with twelve sessions which support the development of the Listening Comprehension Skills Level.

4.2.2.2.1 Diagnostic

Getting a good tool to develop a language is the most important part in the teaching-learning process. At the moment that the researcher applied the research tools in order to obtain information that supports the proposal found that English teachers from EGB “Antonio José de Sucre” do not have enough resources which support to improve the Listening Comprehension Skills. Teachers only apply the Live Listening as a technique for improving this skill.

Fortunately, technology offers a lot of resources which can be applied in the classroom. All of them have a unique purpose, to facilitate teachers’ work. Teachers and students have a daily contact with technology it means that they are update. They must take advantage of them and apply that knowledge to perform their skills.

The proposal “Santa Elena Folktales” was designed with the intention of students of Ninth Grade developed the Listening Comprehension Skills. This Audiobook is a good teaching-learning tool which has everything necessary to support the students’ performance.

4.2.2.2.2 Planning

The planning process for the proposal implementation was developed in two weeks. In total twelve sessions were applied. The classes were design according to the institution's planning. Each session was planned and revised carefully. The following chart represents each activity applied to students.

Chart # 13: Proposal Planing

ITEM	ACTIVITIES	DATE	TIMING
1	Pre-Test - The Tintin	January 14. 2016	1 hr.
2	The Tintin	January 15. 2016	1 hr.
3	The Crying Woman	January 16. 2016	1 hr.
4	The Galloping Horse	January 18. 2016	2 hrs.
5	The Big Foot	January 20. 2016	1 hr.
6	The Enchanted Hill	January 21. 2016	1 hr.
7	The Evil Comes in Taxi	January 22. 2016	1 hr.
8	Magic Bells	January 23. 2016	2 hrs.
9	The Ghost Car	January 25. 2016	2 hrs.
10	San Agustin	January 27. 2016	1 hr.
11	The Nocturnal chicken	January 28. 2016	1 hr.
12	Post-test -The Enchanted Island	January 29. 2016	1 hr.

Source: Cindy Guillen Muñoz

Elaborated by: Cindy Guillen Muñoz

4.2.2.2.3 Implementation

Proposal implementation consists in to carry out the proposal execution. The next chart represents the process that the researcher followed in order to complete the proposal implementation.

Chart # 14: Proposal Implementation

ITEM	ACTIVITIES	November				December				January			
		2015				2015				2016			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Collection of Folktales' information		x	x	x								
2	Revision of Folktales with Advisor					x	x						
3	Design and Revision of the Proposal						x	x	x				
4	Proposal Planning								x	x			
5	Socialization of the Proposal with the Principal and English Teachers									x			
6	Application of the Research Tools									x			
7	Execution of the Proposal										x	x	x
8	Evaluation of the Proposal												x

Source: Cindy Guillen Muñoz

Elaborated by: Cindy Guillen Muñoz

4.2.2.2.4 Evaluation

At the moment to evaluate students' performance in the Listening Comprehension Skills the researcher applied a rubric. The rubric was developed according to the Common European Framework Reference (CEFR) applied to the Young Learners

Movers. The following chart represents the Listening Rubric applied to students of Ninth Grade at EGB “Antonio José de Sucre”.

Chart # 15: Rubric applied in the Evaluation Process

SKILLS	CRITERIA				POINTS
	1	2	3	4	
Listener focuses attention on speaker.	None of the time	Some of the time	Most of the time	All of the time	
Listener responds appropriately to comedic or dramatic moments of the reading. Demonstrated by body language, laughter and silence.	None of the time	Some of the time	Most of the time	All of the time	
At the conclusion of the reading, the listener is able to:	Answer factual questions such as characters' name, setting within the story and theme of the story.	Summarize the beginning, middle and the end of the story.	Reveal the sequence of event, providing details on dialogue and motivation of characters.	Retell the entire story with a sense of value that relieves the tale for other listeners.	
TOTAL POINTS					
<u>Teacher Comments:</u>					

Source: Cindy Guillen Muñoz

Elaborated by: Cindy Guillen Muñoz

In this phase the researcher applied the Pre-test, the Post-Test, and ten quizzes. The pre-test and post-test consisted in ten questions, all of them were multiple choice question. The ten quizzes consisted in five questions, as the time they had multiple choices questions.

In that way the researcher could evaluate the students' Listening Comprehension Skills performance. All the activities applied during this process had a main purpose, to improve the Listening Comprehension Skills. From the Pre-test to the Post-test supported to evaluate the students' knowledge.

4.3 Achievements and Results

When the implementation process finished, the researcher evaluated all scores related to it in order to determine whether or not the proposal comply as a teaching-learning tool to improve the Listening Comprehension Skills. The following chart represents the evaluation range which English teachers from EGB “Antonio José de Sucre” apply to assess the Listening Comprehension Skills in students of Ninth Grade.

Chart # 16: Evaluation Range

ITEM	SCORE	DESCRIPTION	REPRESENTATION
1	10.0	Excellent	E
2	8.0	Good	G
3	6.0	Regular	R
4	4.0	Insufficient	I
5	2.0	Deficient	D

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

As it was mentioned in Chapter III, the sample selected for this research project work were 27 students from the Ninth Grade “A” at EGB “Antonio José de Sucre”. All of them assisted to the twelve sessions of the proposal implementation. During each class a quiz was taken to students. It measured the students’ Listening Comprehension Skills level. The following chart represents the total scores that students got during the sessions. It includes the scores from the Pre-Test and the Post-Test.

Chart # 17: Ninth Grade Scores

NINTH GRADE SCORES												
No.	PRE TEST	QUIZ 1	QUIZ 2	QUIZ 3	QUIZ 4	QUIZ 5	QUIZ 6	QUIZ 7	QUIZ 8	QUIZ 9	QUIZ 10	POST TEST
1	4	4	2	2	6	7	6	4	5	5	5	6
2	2	3	4	4	4	7	6	4	5	4	4	6
3	3	3	4	3	7	4	7	4	7	7	7	5
4	3	4	4	4	7	6	5	4	5	7	7	7
5	2	3	2	4	6	5	5	6	4	5	5	5
6	4	3	3	4	7	6	4	4	7	6	6	5
7	2	2	3	4	6	6	7	7	4	5	5	7
8	2	3	4	4	5	7	5	7	7	6	6	6
9	2	3	3	3	5	6	5	6	4	6	6	5
10	3	3	2	4	7	5	7	7	5	4	4	7
11	4	3	4	4	4	6	7	6	5	5	5	7
12	3	3	2	4	6	7	5	7	4	7	7	6
13	3	4	2	3	6	7	5	6	5	6	6	5
14	3	3	3	3	5	6	4	4	7	5	5	6
15	2	2	2	3	5	5	7	6	4	5	5	6
16	3	4	4	2	7	5	5	7	5	4	4	7
17	3	2	3	4	5	5	7	6	4	6	6	6
18	2	4	4	2	4	4	5	4	4	6	6	5
19	2	4	3	4	5	7	7	6	4	6	6	6
20	3	4	2	2	6	6	5	4	6	5	5	6
21	3	3	4	4	7	5	6	6	4	5	5	5
22	4	4	2	3	5	5	4	7	4	7	7	7
23	2	3	2	4	6	5	5	6	4	7	7	5
24	2	3	2	4	4	5	5	6	5	5	5	7
25	2	2	3	3	6	4	4	5	6	4	4	5
26	4	2	4	4	5	7	6	4	6	7	7	5
27	4	3	3	3	5	7	5	7	7	7	7	5

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

At the moment to establish which was the result of the proposal implementation the researcher took the scores from the Pre-Test and the Post-Test. In which:

Chart # 18: Pre-Test Score

ITEM	SCORES	RESULTS	PERCENTAGE
1	2	11	41%
2	3	10	37%
3	4	6	22%
	TOTAL	27	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: During the Pre-Test the scores obtained from the quizzes applied to students the researcher established that more than a half of students obtained an INSUFFICIENT SCORE, related to the Evaluation Range, while the rest of the student got a DEFICIENT SCORE.

Chart # 19: Post-Test Score

ITEM	SCORES	RESULTS	PERCENTAGE
1	5	11	41%
2	6	9	33%
3	7	7	26%
	TOTAL	27	100%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: At the moment to analyze the Post-Test Scores the researcher concluded that at least all students got a REGULAR SCORE, even though minimum of the students obtained a GOOD SCORE, related to the Evaluative Range that Teachers applied in the Educative Institution.

In order to examine which was the proposal implementation result the researcher generated the following chart. It represents the global score related to the Pre-Test and Post-Test applied to students.

Chart # 20: Proposal Implementation Result

ITEM	DETAILS	SCORE	PERCENTAGE
1	Pre-Test	2,8	28%
2	Post-Test	5,9	59%

Source: EGB “Antonio José de Sucre”

Elaborated by: Cindy Guillen Muñoz

Interpretation: At the beginning of the proposal implementation, Santa Elena Folktales, students got an INSUFFICIENT SCORE as a global score of the grade. When the proposal implementation finished students obtained a REGULAR SCORE.

When the proposal implementation was applied to students the researcher could conclude that the Level of Listening Comprehension Skills in students of Ninth Grade “A” at EGB “Antonio José de Sucre” had increased a thirty percent (30%). It means that the proposal “Santa Elena Folktales” could be a useful tool in the teaching-learning process at the moment to improve the Listening Comprehension Skills.

4.4 Conclusions and Recommendation

4.4.1 Conclusions

- a. Listening Skills is the most significant part at the moment to develop any skills in teaching learning process for the reason that it supports and improves the other skills (Reading, Writing and Speaking).

- b. Technological tools become indispensable in English increasing students' performance.
- c. Interesting themes make a tool more attractive to apply in the teaching-learning process to improve the Listening Comprehension Skills in students.
- d. English teachers do not apply technological tools which improve the students' level of Listening Comprehension Skills.

4.4.2 Recommendations

- a. It is too important that English Teachers develop more significant activities which support to improve the Listening Skills in students.
- b. It is necessary that English teachers from EGB "Antonio José de Sucre" apply technological resources during the teaching-learning process.
- c. Each pedagogical activity must be developed according to the students' interest and needs; it permits them to develop any skills during the teaching-learning process.
- d. English teachers must assist to knowledge update seminars with the only one purpose to apply active tools in the teaching-learning process; they permit to catch students' knowledge in an easy and modern way.

4.6 Resources

4.6.1 Human Resource

Chart # 22: Human Resource

ITEM	DESCRIPTION
1	Students of Ninth grade at EGB “Antonio José de Sucre”
2	English Teachers
3	Principal of the Institution
4	Advisor

Elaborated by: Cindy Guillen Muñoz

4.6.2 Material Resource

Chart # 23: Material Resource

ITEM	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
1	Pack of Sheet	3	\$ 2,50	\$ 7,50
2	Ink	4	\$ 2,50	\$ 10,00
3	Folders	2	\$ 1,00	\$ 2,00
4	Spiral-Binding	7	\$ 1,50	\$ 10,50
5	Final Binder to the Dean	3	\$ 20,00	\$ 60,00
TOTAL PRICE				\$ 90,00

Elaborated by: Cindy Guillen Muñoz

4.6.3 Equipment Resource

Chart # 24: Equipment Resource

ITEM	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
1	Flash Memory	1	\$ 10,00	\$ 10,00
2	CD'S	7	\$ 1,00	\$ 7,00
3	Projector (Rent)	4	\$ 20,00	\$ 80,00
4	Speakers	1	\$ 15,00	\$ 15,00
5	Program Installer	1	\$ 6,00	\$ 6,00
6	Internet	10	\$ 25,00	\$ 250,00
TOTAL PRICE				\$ 368,00

Elaborated by: Cindy Guillen Muñoz

4.6.4 Economic Resource

Chart # 25: Economic Resource

ITEM	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
1	Self-Management of the Research (Transportation and others)	---	\$ 300,00	\$ 300,00
TOTAL PRICE				\$ 300,00

Elaborated by: Cindy Guillen Muñoz

4.6.5 Total Budget

Chart # 26: Total Budget

ITEM	DESCRIPTION	TOTAL PRICE
1	Material Resource	\$ 90,00
2	Equipment Resource	\$ 368,00
3	Economic Resource	\$ 300,00
TOTAL BUDGET		\$ 758,00

Elaborated by: Cindy Guillen Muñoz

4.7 References

Ashaver, D. & Mwuese, S., 2013. The Use of Audio-Visual Materials in the Teaching and Learning Process in Colleges of Education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education*, June, I(6), pp. 44-55.

Ausubel, D., 1976. *Psicología Educativa*. México: Trillas.

Ballén, M., Pulido, R. & Zúñiga, F., 2007. *Abordaje hermenéutico de la investigación cualitativa. Teorías, procesos, técnicas*. [Online] Available at: <https://books.google.com.ec/books?id=B2L6wakmpIwC&pg=PA85&lpg=PA85&dq=la+encuesta+en+la+investigacion+cualitativa&source=bl&ots=OrHYL9jyXT&sig=IviwfEdOg0wpN5Q7A-SqdsiDl-E&hl=es&sa=X&ved=0ahUKEwi9--7IuK3NAhUCGR4KHWq3Afk4ChDoAQgzMAQ#v=onepage&q=la%20encuest>

Barrett, F., 1999. *Proficiency Listening & Speaking*. Harlow: Logman.

Baskin, B. & Harris, K., 1995. Heard any good books lately? The case for audiobooks in the secondary classroom. *International Reading Association*, February, p. 376.

Belloch, C., 2006. *Las Tecnologías de la Información y Comunicación (T.I.C.) en el Aprendizaje*. España: s.n.

CEFR, 2001. Explicación de los estándares lingüísticos internacionales. [Online] Available at: <http://www.cambridgeenglish.org/es/exams/cefr/>

CAMBRIDGE, 2015. *Audiobook*. [Online] Available at: <http://dictionary.cambridge.org/us/dictionary/english/audiobook>

CAMBRIDGE, 2015. *Folktale*. [Online] Available at: <http://dictionary.cambridge.org/fr/dictionnaire/anglais/folk-tale>

- CAMBRIDGE, 2015. *Hear or Listen (To)?*. [Online] Available at: <http://dictionary.cambridge.org/grammar/british-grammar/hear-or-listen-to>
- COLLINS, 2015. *English Dictionary*. [Online] Available at: <http://www.collinsdictionary.com/dictionary/english/listening>
- Craven, M., 2008. *Real Listening and Speaking with answer*. Cambridge: Cambridge University Press.
- Delors, J., 2002. *La Educación Encierra un Tesoro*. s.l.:SANTILLANA.
- Downs, L., 2008. *Listening Skills Training*. s.l.:s.n.
- Duarte, A., 2004. *Medios audiovisuales, informáticos y nuevas tecnologías para el apoyo docente*. España: Ed. Síntesis.
- Dudeny, G., 2007. *How to Teach English with Technology*. London: Pearson/Logman.
- Dzib, J., 2016. *La Entrevista en Profundidad - PSICO*. [Online] Available at: <http://slideshowes.com/doc/62246/la-entrevista-en-profundidad---psico>
- Harmer, J., 1991. *The Practice of English Language Teaching*. London: Logman.
- Harmer, J., 2007. *How To Teach English*. England: Pearson Education Limited.
- Helgesen, Z., 2006. *Practical English Language Teaching: Listening*. New York: McGraw-Hill.
- Herrera, J., 2008. *LA INVESTIGACIÓN CUALITATIVA*. [Online] Available at: <https://juanherrera.files.wordpress.com/2008/05/investigacion-cualitativa.pdf>
- Hoven, D., 1999. A MODEL FOR LISTENING AND VIEWING COMPREHENSION IN MULTIMEDIA ENVIRONMENTS. *Language Learning & Technology*, III(1), pp. 88-103.

- Kartal, G. & Şimşek, H., 2011. THE USE OF AUDIOBOOKS IN EFL CLASSES TO IMPROVE READING AND LISTENING SKILLS. *ICONTE*, p. 1.
- Kramsch, C. J., 1993. *Context and Culture in Language Teaching*. London: Oxford University Press.
- Krashen, S., 1981. *Second Language Acquisition and Second language Learning*. s.l.:Oxford.
- Lapesa, R., 1987. *Estudios lingüísticos, literarios y estilísticos*. España: s.n.
- Mahfoudha, 2011. *Using Digital Stories to Improve Listening Comprehension*. [Online] Available at: <http://pages.uoregon.edu/itrummer/digital.html>
- Maldonado, R., 2012. *TÉCNICA DE INVESTIGACIÓN CUALITATIVA(EL CUESTIONARIO)*. [Online] Available at: <https://investicualitativa.wikispaces.com/page/code/T%C3%89CNICA+DE+INVESTIGACI%C3%93N+CUALITATIVA%28EL+CUESTIONARIO%29>
- Oduolowu, E. & Oluwakemi, E., 2014. Effect of Storytelling on Listening Skills of Primary One Pupil in Ibadan North Local Government Area of Oyo State, Nigeria. *International Journal of Humanities and Social Science*, July, IV(9), pp. 100-107.
- Olajide, S., 2012. FOLKTALES AS EFFECTIVE MEANS OF TEACHING UNIVERSAL BASIC EDUCATION ENGLISH. *Nigerian Journal of Professional Teachers*, p. 92.
- OXFORD, 2015. *Folktale*. [Online] Available at: http://www.oxforddictionaries.com/es/definicion/ingles_americano/folk-tale
- PDBA, 2011. *Political database of the Americas*. [Online] Available at: <http://pdba.georgetown.edu/Constitutions/Ecuador/english08.html>
- Piaget, J., 1970. *The Moral Judgment of The Child*. New York: The Free Press.

- Ramírez, D. & Alonso, I., 2007. *Language Learning & Technology*. [Online]
Available at: <http://lt.msu.edu/vol11num1/ramirez/>
- Richards, J. C., 1997. *Developing Tactics for Listening*. New York: Oxford University Press.
- Rodríguez Roca, S. P., 2015. *PROPUESTA DE IMPLEMENTACIÓN DE UN LIBRO DIGITAL DE LOS MITOS, LEYENDAS Y TOPONIMIAS MÁS IMPORTANTES DEL CANTÓN SANTA ELENA PARA SU PROMOCIÓN TURÍSTICA A PARTIR DEL AÑO 2015*. La Libertad(Santa Elena): s.n.
- Rost, M., 2002. *Teaching and Researching Listening*. London: s.n.
- Saricoban, A., 1999. The Teaching of Listening. *The Internet TESL Journal*, V(12).
- Singhal, M., 1997. The Internet and Foreign Language Education: Benefits and Challenges. *The Internet TESL Journal*, III(6).
- TELÉGRAFO, E., 2014. Ministerio de Educación firmó acuerdo que norma la obligatoriedad del idioma inglés. *EL TELÉGRAFO*, 25 March.
- Vandergrift, 1999. Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies. *ELT Journal*, Volumen 53/3, pp. 168-176.
- Vigotsky, L., 1998. *Interacción Entre Enseñanza y Desarrollo*. La Habana - Cuba: s.n.
- Wilson, J. J., 2008. *How to Teach Listening*. England: Pearson Logman.
- Wrench, J., Goding, A., Ifert Johnson, D. & Attias, B., 2015. *Types of Listening*. [Online] Available at: <http://catalog.flatworldknowledge.com/bookhub/6963?e=wrench-5822-20120118-211359-222800>

Zainol, M. y otros, 2011. Improving listening Comprehension among Malay Preschool Children Using Digital Stories. *International Journal of Humanities and social Science*, October, I(14), pp. 159-164.

4.7.1 Images Link

<http://androidwidgetcenter.com/wp-content/uploads/2013/04/Quick-Volume-Widget-Free-Icon.png>

<http://ashevillejungcenter.org/video-seminars/ajc17-caring-for-soul/>

[http://coloringpanda.com/erotic-coloring-pages-printable.](http://coloringpanda.com/erotic-coloring-pages-printable)

[http://cuentosticos.blogspot.com/2009/11/la-leyenda-leyenda-costarricense.html.](http://cuentosticos.blogspot.com/2009/11/la-leyenda-leyenda-costarricense.html)

<http://dibujando.net/dib/zombie-14736>

<http://dspeech.uptodown.com/windows>

http://es.geodash.wikia.com/wiki/Archivo:Orange_Button.png

<http://filosofia.laguia2000.com/wp-content/uploads/2013/04/san-agustin2.jpg>

<http://grandesmisteriosporjesuscordero.blogspot.com/2013/03/mitologiaecuatoriana-el-tin-tin.html>

<http://historiasleyendasycuentosdemexico.blogspot.com/2013/09/la->

[http://infinitomisterioso.blogspot.com/2011_02_01_archive.html.](http://infinitomisterioso.blogspot.com/2011_02_01_archive.html)

<http://iovsft-mp3-cutter-joiner.software.informer.com/download/>

[http://langsa.co.uk/about.](http://langsa.co.uk/about)

<http://porlamadrigueradelconejo.blogspot.com/2013/08/a-maruxaina.html>

[http://sarabelsantos.blogspot.com/?view=classic.diablo/.](http://sarabelsantos.blogspot.com/?view=classic.diablo/)

<http://sweetclipart.com/pause-play-and-stop-black-icons-997>

<http://terror.io/wp-content/uploads/2013/12/20131207-204905.jpg>

<http://www.clipartlord.com/category/miscellaneous-clip-art/page/21/>

<http://www.estudiologos.com/adobe-indesign-cs5-lo-mejor-para-diseno-y-maquetacion/>

[http://www.fotopaises.com/foto/321593.](http://www.fotopaises.com/foto/321593)

<http://www.idealista.com/news/archivo/2013/10/17>

<http://www.jovenjuglar.com/2013/11/audiolibros-si-o-no.html>

http://www.mobcityrecords.com/mobcity_magazine

<http://www.monologos.com/leyendas-urbanas-bailando-con-el->

<http://www.pickafont.com/fonts/Comic%20Sans%20Ms.html>

<http://www.shuttlemusicplayer.com/>

<http://www.soundpublishing.com/answers/>

<http://www.trimssound.co.uk/>

<https://cdn.shopify.com/s/files/1/0282/9792/files/PDF-Download-Button.png>

<https://estebandemanueljerez.wordpress.com/2013/02/01/necesitamos-una-respuesta-politica-a-la-altura-de-la-situacion/>

<https://sites.google.com/site/krosobooks2139jf8s723s/-pdf-download-most-wanted-pdf-book>

<https://www.google.com.ec/maps/place/E.E.B.+ANTONIO+JOSE+DE+SUCRE/@-2.3642205,-80.7169464,766m/data=!3m1!1e3!4m5!3m4!1s0x902df94eca599dd7:0x9db7dcad647e070b!8m2!3d-2.3646434!4d-80.7143919>

<https://www.youtube.com/watch?v=eCRPUNmzCi8>

https://www.youtube.com/watch?v=gG_mdIWmkaw

<https://www.youtube.com/watch?v=i6RDLm4jfpQllorona-epoca-colonial>

4.7.2 UPSE Library

Cabero, J., 2009. *Nuevas tecnologías aplicadas a la educación*. [Online] Available at: <http://site.ebrary.com/lib/upsesp/reader.action?docID=10491433&ppg=6>

Cacheiro, M., Sánchez, C. & González, J., 2016. *Recursos tecnológicos en contextos educativos*. [Online] Available at: <http://site.ebrary.com/lib/upsesp/reader.action?docID=11205477&ppg=8>

House, S., 2011. *Didáctica del Inglés*. [Online] Available at: <http://site.ebrary.com/lib/upsesp/reader.action?docID=10803735&ppg=53>

Mendez, C., 1998. *Metodología : Diseño y desarrollo del proceso de investigación*. Tercera ed. Bogotá, Colombia: McGraw-Hill. [Online] Available at: http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=101

APPENDIXES

Appendix A: Anti-plagiarism Report



**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

La Libertad, 16 de junio de 2016

CERTIFICADO ANTIPLAGIO

003-TUTOR SGR-2016

En calidad de tutor del trabajo de titulación denominado **“SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**., elaborado por la estudiante **GUILLÉN MUÑOZ CINDY ELIZABETH**, 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 3% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


GONZÁLEZ REYES SARA
C.I.: 0909710865
DOCENTE TUTOR

REPORTE URKUND

URKUND

Documento [CINDYGUILLEN-CHAPTERII.docx](#) (D18282506)

Presentado 2016-03-03 00:16 (-05:00)

Presentado por eliza_guillen00@hotmail.com

Recibido sgonzalezr.upse@analysis.orkund.com

Mensaje CINDYGUILLEN-CHAPTER.I.II [Mostrar el mensaje completo](#)

3% de esta aprox. 13 paginas de documentos largos se componen de texto presente en 4 fuentes.

FUENTE DE SIMILITUD

Lista de fuentes Bloques

+	Categoría	Enlace/nombre de archivo	-
+		ACTIVIDADES INICIALES INGLES.docx	-
+	>	TESIS FANNY.docx	-
+		http://www.ijhssnet.com/journals/Vol_1_No_14_October_2011/21.pdf	-
+		http://lt.msu.edu/vol11num1/ramirez/	✓
+	Fuentes alternativas		
+	La fuente no se usa		

Appendix B: Institution's consent letter



Oficio Nro. MINEDUC-CZ5-24D01-DDASR-2015-0498-O

Santa Elena, 10 de diciembre de 2015

Asunto: SOLICITA AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO EN LA EEB "ANTONIO JOSÉ DE SUCRE"

Señora
Cindy Elizabeth Guillen Muñoz
Ciudadano
En su Despacho

Acuso recibo oficio No. CLI-2015-281--OF de fecha 01 de diciembre del año en curso, firmado por la MAD Glenda Pinoargote Parra en calidad de Directora de la Carrera Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena; quien solicita Autorización para que la Srta. GUILLÉN MUÑOZ CINDY ELIZABETH con CI 0925720443 efectúe investigación referente a tema de tesis en la EEB "ANTONIO JOSÉ DE SUCRE" de la parroquia Chanduy. Dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al 24D01-9029 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho AUTORIZA lo petitionado la MAD Glenda Pinoargote Parra, como requisito básico previo a la obtención del título en la mencionada carrera y que responde al siguiente proyecto "SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTES OF TENTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016"

Particular que comunico para los fines pertinentes.

Atentamente,

Herbinson Neysther Gonzalez Jimenez
ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACIÓN

Referencias:
- MINEDUC-CZ5-24D01-UDAC-2015-4908-E

Anexos:
- 24D01-9029.pdf

Appendix C: Institution's certificate of completion of research.



ESCUELA DE EDUCACIÓN BÁSICA
"ANTONIO JOSÉ DE SUCRE"



FUNDADA EL 26 DE ABRIL DE 1947

EDUCAR ES PROGRESAR

Pechiche, 29 de Enero de 2016.

CONSTANCIA DE IMPLEMENTACIÓN DE
PROPUESTA

La que suscribe, Lcda. KARLA SUÁREZ VILLÓN, MSc., otorga la presente constancia de Implementación de Propuesta a:

GUILLEN MUÑOZ CINDY ELIZABETH

Estudiante de la Facultad de Ciencias de la Educación e Idiomas, Carrera Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena, con C.I. No. 092572044-3, quien ha realizado la Implementación de la Propuesta "*SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.*", tendientes a la obtención del título Licenciado en Idioma Inglés. Desde el 13 de Enero hasta el 29 de Enero de 2016, cumpliendo con un total de dieciséis (16) horas de implementación.

La Srta. Guillen Muñoz Cindy Elizabeth realizó su implementación a completa satisfacción y mostró en todo momento eficiencia, puntualidad, responsabilidad y buena formación académica.

Se otorga la presente constancia para los fines que el interesado considere conveniente.

Atentamente,



Lcda. Karla Suárez Villón, MSc.

DIRECTORA

centroeduc.antonio@gmail.com

Barrio 10 de Agosto Calle Principal diagonal al Seguro Campesino

Appendix D: General Interview



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

INTERVIEW

The following interview has as a main purpose to collect information in order to execute the research project work **“SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016”**

Questions:

1. Do you consider the four skills (Listening, Reading, Writing and Speaking) are important for learning English?
2. If I asked you to mention the Skills (Listening, Reading, Writing and Speaking) in order of importance or relevance, how would you order them considering that the first will be the most important and the fourth the least important?
3. In your experience, which Skills do the students perform more easily?
4. In your criteria, can be the Listening Skills strategically applied for improve the rest of the skills?
5. In your opinion, which factors should be qualified to determine the development of the Listening Skills?
6. Besides Audio-recordings commonly applied in class, do you know any other interactive tool which improves the Listening Skills?
7. In your point of view, do you consider that Folktales catch the students’ attention for learning a new language?
8. What do you thing about the English teaching through Folktales?
9. In your opinion, can folktales contribute to improve the Listening Skills?
10. As a teacher, would you apply an Audiobook with Folktales as a teaching-learning resource to improve the Listening Skills?

Thanks!

Appendix E: Survey directed to students



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

SURVEY DIRECTED TO STUDENTS

The objective of the survey is to collect information which will be used for this implementation of the research project work “SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSÉ DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 – 2016”

Instructions: To select your answer put an “x” in the box.

1. How do you consider the English Class?

- Interesting Regular Boring

2. Which language skill is easy for you to perform?

- Listening Reading Writing Speaking

3. How do you consider your level of Listening Comprehension Skills?

- Low Medium High

4. Does your English teacher use ICT in the classroom?

- Yes No

5. Which of the following resources does your English teacher apply in class?

- Audio-recordings Videos Live Listening
 Other: _____

6. What kind of Folktales do you like?

- Legends Myths Fairy Tales
 Other: _____

7. Do you think study Folktales in English would improve your Listening Comprehension Skills?

- Totally Agree Agree Somewhat
 Disagree Totally Disagree

8. Would you like to use an Audiobook with Folktales as a learning tool to improve your Listening Comprehension Skills?

- Totally Agree Agree Somewhat
 Disagree Totally Disagree

Thanks!

Appendix F: Pre-Test



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

PRE-TEST

Name: _____ Score: _____

Date: _____

Answer the following questions about the audio. (1 pt. each one)

Audio: THE TINTIN

1. Where did the story take place?

- La Libertad Santa Elena Salinas

2. How many people tell the story?

- 1 person 2 people More than one people

3. How many people saw the Tintin?

- 1 person 2 people More than one people

4. Who saw the Tintin?

- Maria Fernanda Rufina del Pezo Ingrid Falcón

5. Does she describe him like a dwarf?

- Yes No

6. Does the Tintin have big head and big hat?

- Yes No

7. What kind of sound does the Tintin produce?

- A whisting A roaring A scream

8. Does the Tintin follow married and single women?

- Yes No

9. Where does the Tintin live?

- A zoo A tree A cave

10. Does the Tintin have feet upside down?

- Yes No

Thanks!

Appendix G: Post-Test



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

POST-TEST

Name: _____ Score: _____

Date: _____

Answer the following questions about the audio. (1 pt. each one)

Audio: THE ENCHANTED ISLAND

1. Where did the story take place?
 Santa Elena Ancón Anconcito
2. How was the island?
 Emerged Flying Visible
3. What did the fisherman decide to do?
 Sees it Nothing Explores it
4. How did the island look like?
 Horrible Attractive Mysterious
5. What kind of marine species could the fisherman fish?
 Sharks Octopus Dolphins
6. The level of the water increased because they were _____
 Loyal Honest Ambitious
7. When did they go to the island?
 At night In the morning In the evening
8. Who were jumping in the rocks?
 Rabbits Mermaids Humans
9. How did they feel when they came back to the community?
 Happy Scared Anguish
10. People said that the island is _____
 Dangerous Friendly Funny

Thanks!

Appendix H: Specialist Interview



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

ENTREVISTA

El objetivo de la presente entrevista tiene como finalidad la recolección de información para la ejecución del tema de investigación “SANTA ELENA FOLKTALES TO IMPROVE THE LISTENING COMPREHENSION SKILLS IN STUDENTS OF NINTH GRADE AT EGB ANTONIO JOSE DE SUCRE, PECHICHE, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.

✓ **¿Considera que las cuatro habilidades: Listening, Reading, Writing and Speaking; son importantes para el aprendizaje del idioma inglés?**

Son fundamentales, aunque hay otras también importantes que en parte se solapan con las anteriores, como la interacción y la mediación.

✓ **Si le pidiera que mencionara las habilidades (L-R-W-S) en orden de importancia o relevancia, ¿Cómo las ordenaría considerando que la primera será la de mayor importancia y la cuarta será la de menor importancia?**

En mi opinión, no hay unas habilidades más importantes que otras. Lo que sí que es cierto es que en L1, L y S vienen antes que R y W. Y que en L2, los alumnos demandan aprender L y S antes que a L y W.

✓ **De acuerdo a su experiencia, ¿Cuál de las habilidades es la que los estudiantes desarrollan con mayor facilidad?**

Depende de la edad de los discentes, del input que reciben y sus capacidades individuales. De todos modos, L es una tarea cognitivamente compleja. Los propios alumnos suelen encontrar las actividades de L difíciles. Por otro lado, se ha investigado poco sobre ella, en relación a lo publicado sobre otras destrezas.

✓ **¿Considera usted que la habilidad de Listening pudiera ser usada estratégicamente para que el estudiante aprenda el idioma Inglés o desarrolle las otras habilidades?**

Por supuesto. En la vida real, fuera del aula, las 4 destrezas clásicas (L,S,W,R) se presentan entrelazadas, interconectadas, y por tanto, no es descabellado pensar que el L pueda ayudar a desarrollar otras habilidades, como S o W.

✓ **De acuerdo a su criterio, ¿Qué factores deberían ser calificados a la hora de determinar el grado de desarrollo de la habilidad de Listening en los estudiantes?**

Desde mi punto de vista depende de la capacidad de comprensión de los discentes.



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

✓ **¿Conoce de alguna herramienta interactiva que desarrolle la habilidad de Listening aparte de las grabaciones de audio aplicadas comúnmente en el salón de clases?**

Sí, en Internet hay multitud de materiales interactivos para el desarrollo de L. Sólo algunos ejemplos:

www.kindersite.org www.storybird.com www.littlebirdtales.com

✓ **De acuerdo a su criterio, ¿Cree usted que los mitos y leyendas llamarían la atención de los estudiantes para aprender un nuevo idioma?**

Sí, podrían resultar motivadores para el alumnado, al menos inicialmente.

✓ **¿Qué piensa de la enseñanza del idioma inglés a los estudiantes a través de mitos, leyendas o historias?**

Creo que las historias pueden ser un elemento innovador en el aula, pero para enseñar idiomas hay que adoptar un enfoque o metodología y llevarla a cabo.

✓ **¿Considera Ud. que los mitos y leyendas aportarían en el desarrollo de la habilidad de Listening?**

Me remito a mi anterior respuesta.

✓ **Como docente, ¿Aplicaría usted un audiolibro con mitos y leyendas como método de enseñanza aprendizaje para mejorar la habilidad de Listening en los estudiantes?**

Sí los utilizaría en el aula, pero siempre en el marco de una estrategia pedagógica correcta.

Entrevistada: Isabel Alonso Belmonte

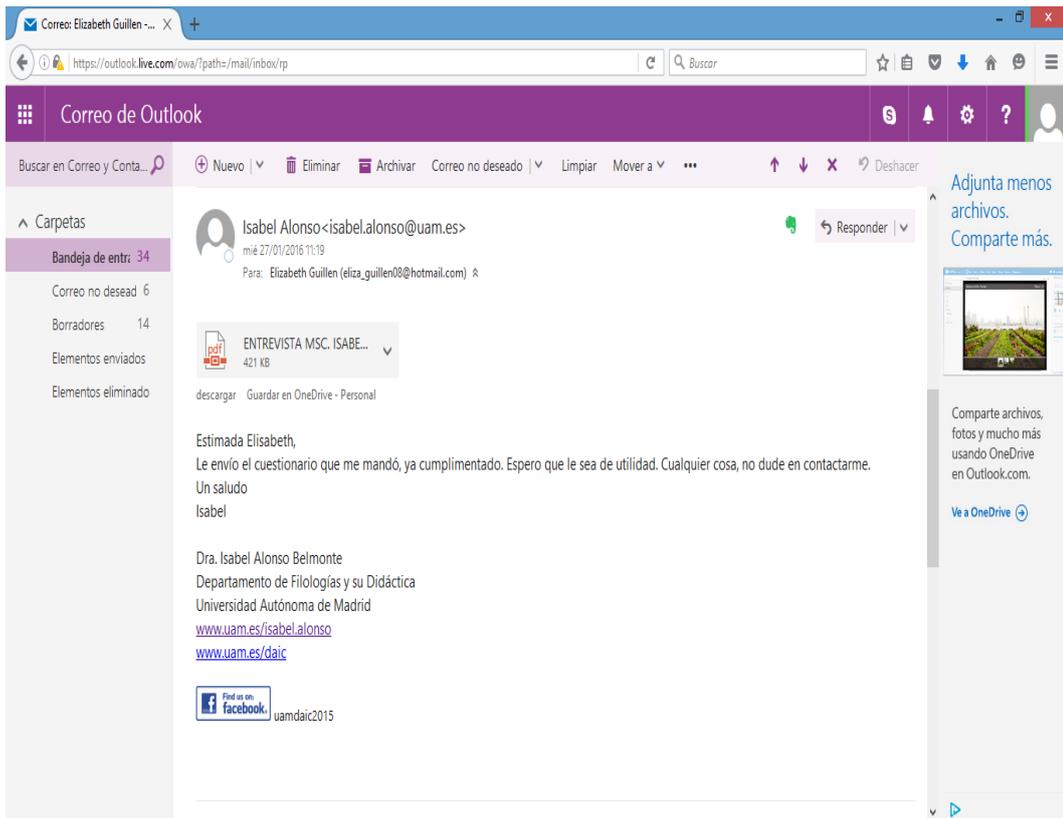
Cargo: Profesora Titular de Lengua Inglesa en el Dept. de Filologías y su Didáctica de la Facultad de Formación de Profesorado y Educación de la Universidad Autónoma de Madrid. Coordinadora del grupo de investigación UAM DAIC.

www.uam/isabel.alonso

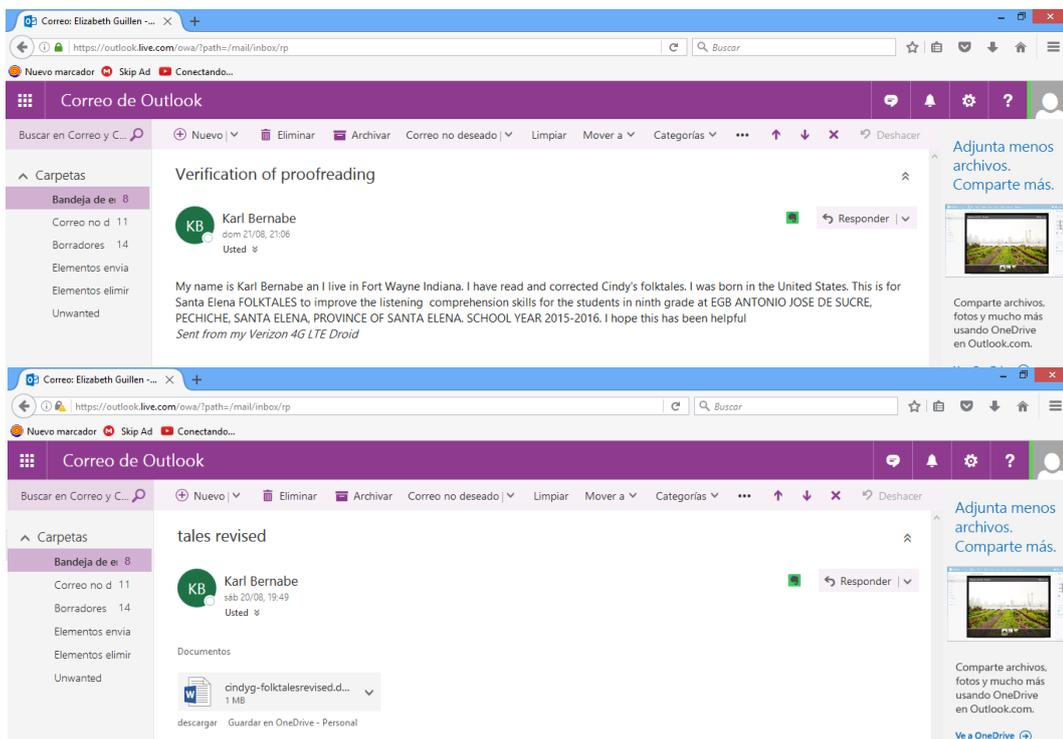
www.uam.es/daic

Facebook: uamdaic2015

Firma:



Appendix I: Folktales Reviewed



Appendix J: Students' list



ESCUELA DE EDUCACIÓN BÁSICA

“ANTONIO JOSÉ DE SUCRE”

EDUCAR ES PROGRESAR



Ninth Grade “A”

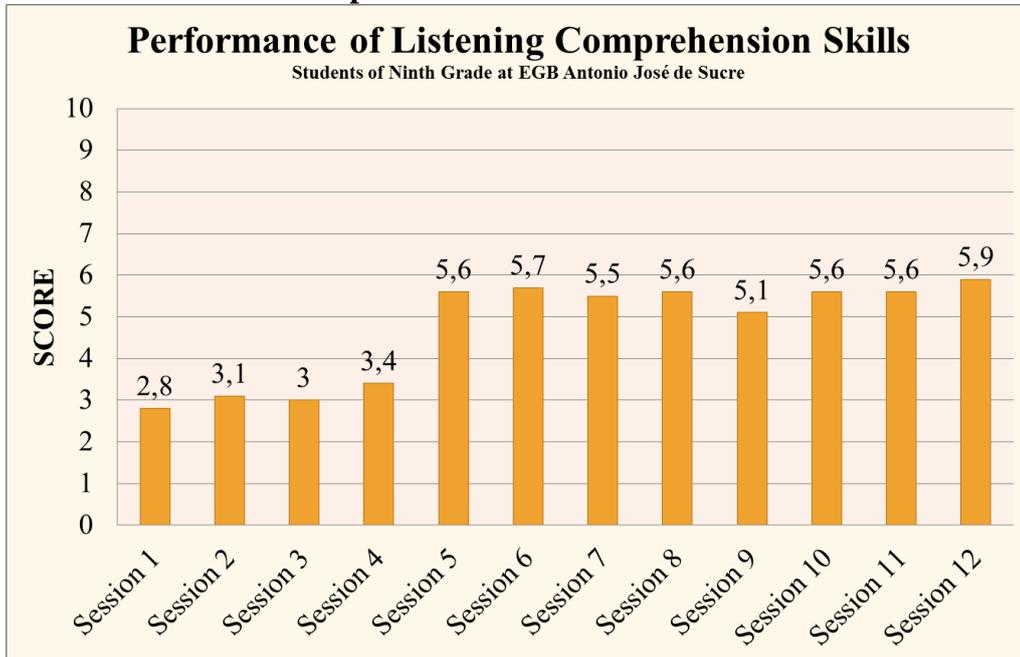
Núm.	Apellidos y Nombres
1	ASENCIO MENDOZA JOSE LUIS
2	ASENCIO MENDOZA NAYELI ROXANA
3	ALEJANDRO LINDAO NICOLE ADRIANA
4	ALFONZO BELTRAN LIDYA JAMILETH
5	BERNABE BORBOR BAYRON JAVIER
6	BERNABE LINDAO KEVIN ADRIAN
7	BERNABE VILLON LUIS KENNETH
8	CRUZ CRUZ DARLIN EDER
9	CRUZ CRUZ JENNY ALEXANDRA
10	CRUZ RODRIGUEZ ISSAC STEVEN
11	CRUZ RODRIGUEZ ROCIO MICHELLE
12	CRUZ SILVESTRE RAFAEL RONALDO
13	IZQUIERDO SILVA ISRAEL ISAIAS
14	LEON RIVERA LESLY DAYANNA
15	LINDAO BERNABE LEONELA ALEXANDRA
16	PITA LOPEZ MELANIE JAMILETH
17	PRUDENTE PRUDENTE MIRIAN M
18	PRUDENTE TOMALA KERLY ARELIS
19	RODRIGUEZ TOMALA LISSETTEE KARINA
20	SILVESTRE SORIANO ANDREINA JOHANNA
21	SORIANO SORIANO EDUARDO JAVIER
22	TIGRERO BERNABE JEANELA MARILYN
23	VILLON BERNABE JANETH BEATRIZ
24	VILLON CRUZ MILTON ARIEL
25	VILLON FLORES MILLELY ARRIANNA
26	VILLON REYES LUIS FERNANDO
27	ZAMBRANO VILLON YAHIRA LISSETTE

Appendix K: Lesson plan model

Group: Ninth Grade	Date: January 22 nd , 2016	Time: 45 min	No. Of students: 27
Recent topic work: The Enchanted Hill		Recent language work: The Evil Comes in Taxi	
Aims: To practice listening comprehension skills through listening for specific information about the listening passage.			
Assessment: Ask and answer questions.			
Materials: Audiobook – speakers – projector – computer – worksheet.			
Anticipated problems: Students could not understand the audio.			
Timing	Teacher activity	Student activity	Success indicators
5 min.	Previous Class: Teacher makes questions about the last folktale.	Students answer the questions.	Students will be able to respond orally to questions about the audio.
10 min.	Presentation: Teacher shows the image of the audio and asks to inference of the folktale.	Students look at the picture and inference about it.	
15 min.	Practice: Teacher asks students to read questions. Teacher plays the audio twice and asks students to take notes.	Students read the questions. Students listen and take notes about the audio.	
15 min.	Production: Teacher asks students to answer the questions about the audio.	Students answer the question about the folktale.	
Additional possibilities: Work on the Additional Exercises book.			

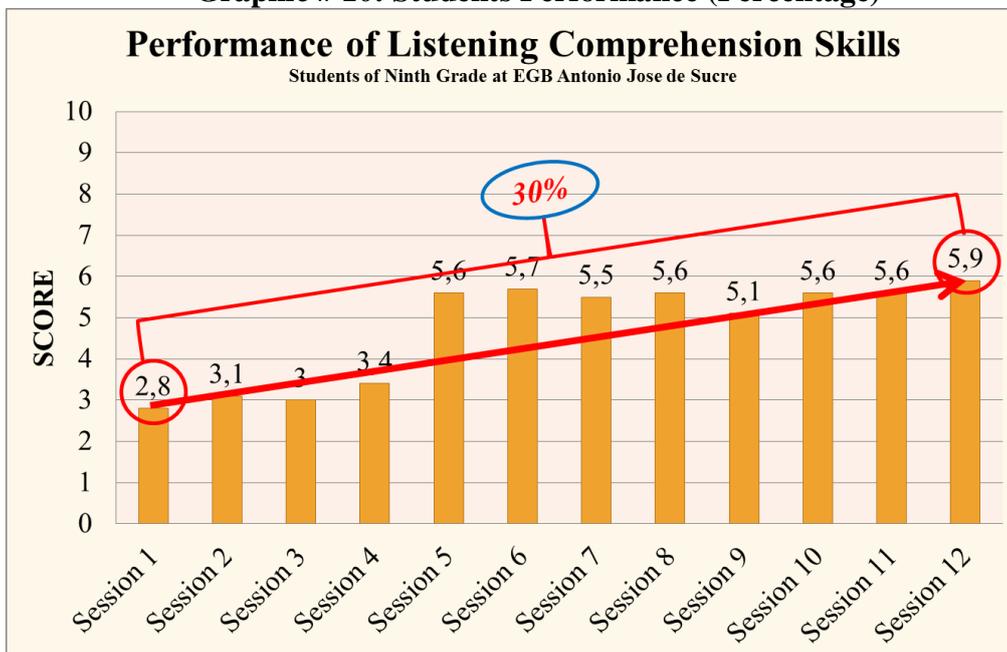
Appendix L: Proposal Improvement

Graphic # 9: Students Performance



Elaborated by: Cindy Guillen M.
Source: Student Quiz (Overall Average)

Graphic # 10: Students Performance (Percentage)



Elaborated by: Cindy Guillen M.
Source: Student Quiz (Overall Average)

Appendix M: Institution's potos

Illustration # 51: Institution's location



Source: <https://www.google.com.ec/maps/place/E.E.B.+ANTONIO+JOSE+DE+SUCRE/>

Illustration # 52: Institution's front view



Source: Cindy Guillen Muñoz

Illustration # 53: Logo of the institution



Source: Cindy Guillen Muñoz

Illustration # 54: Principal office



Source: Cindy Guillen Muñoz

Illustration # 55: Building Classroom



Source: Cindy Guillen Muñoz

Illustration # 56: Recreation zone of the institution



Source: Cindy Guillen Muñoz

Appendix N: Interviews

Illustration # 57: Interview to the principal.



Source: Eliana Guillen Muñoz

Illustration # 58: Interview to the English teacher



Source: Eliana Guillen Muñoz

Appendix O: Photos of the Proposal Implementation

Illustration # 59: Taking the Pre-test.



Source: Eliana Guillen Muñoz

Illustration # 60: Teacher gives instructions to students.



Source: Eliana Guillen Muñoz

Illustration # 61: Students manipulating the Audiobook



Source: Eliana Guillen Muñoz

Illustration # 62: Students paying attention to the audio



Source: Eliana Guillen Muñoz

Illustration # 63: Taking the Post-test



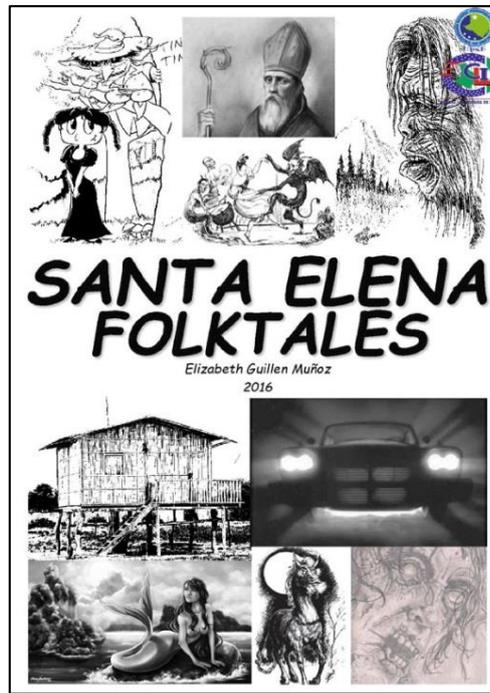
Source: Eliana Guillen Muñoz

Illustration # 64: Students' participation



Source: Eliana Guillen Muñoz

Appendix P: Proposal "Santa Elena Folktales"



PRESENTATION

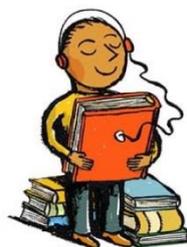
This audiobook is intended to become in a learning tool to support the English language teaching imparted by the English teachers.

The main goal is that the teaching-learning process be less monotonous, more interactive and attractive for students. At the same time, it's easy to use the Audiobook for teachers.

Also it becomes in a benchmark for developing the Listening Comprehension skills for optional learning English language.



OBJECTIVE



To improve the Listening Comprehension Skills in students of Ninth Grade at EGB Antonio Jose de Sucre through Santa Elena Folktales.



INTRODUCTION





HOW TO USE THE AUDIOBOOK

This Audiobook is friendly, versatile and amazing to everybody. The use of this Audiobook is easy. You can go to each page only with one click. In the content you can find the Title of the Folktales. Each title is linked to a page which contains the complete story about the folktale. Each story has its own pictures and its own audio. You can control the audio with the buttons situated under the picture. If you want to come back to the Content, in order to get access to another story you can click in the Contents button located under each story.



CONTENTS

Cover
Presentation
Objective
Introduction
How To Use the Audiobook

Folktales:

1. The Tintin
2. San Agustin
3. The Evil Came in a Taxi
4. The Guasango's Legend
5. The Evil Danced in Chanduy
6. Galloping Horse
7. The Crying Woman
8. Magic Bells
9. The Enchanted Hill
10. The Candles of The Cemetery
11. The Nocturnal Chicken
12. The Big Foot
13. The Ghost Car
14. The Crying Statue
15. The Enchanted Island

Listening Exercises
Answers Bank
Additional Exercises
References
Back Cover





FOLKTALES



CONTENTS



The Tintin

Several people tell this story, but only one person has actually seen the tintin. Rufina del Pezo, inhabitant of Santa Elena, got up in the morning and went to the bathroom. While in the bathroom, she felt that someone was looking at her. She saw the tintin and when he saw her, he disappeared because she did not have big eyes and her hair was not longer.

She describes him like a dwarf with a big head and a big hat. She said that this character produces a sound like a whistle. He follows to married women and single women in order to get them pregnant. She said that this character lives in a cave inside the woodland.

Women who were victims for this character do not remember anything, but they appeared with bruises all over their body. Rufina says that only married woman could get pregnant. When the children were born, they did not have skeleton and immediately died. Rufina says that the tintin has his feet upside down.



CONTENTS



San Agustín

San Agustín is a statue. One day in Engullima, the statue was taken to Chanduy's church. When they finished praying, the statue came back to Engullima. The next day the inhabitants of Engullima could not find the statue in their church. They went to Chanduy and they found the statue in the church. Since that moment, the statue of San Agustín is part of Chanduy.

Many years ago, the ocean level was increasing. The inhabitants of Chanduy were very scared. They went to the church to ask San Agustín to decrease the ocean level. When the people returned to the ocean they saw an older man who was taken away by the ocean.

People came back to the church and they saw that San Agustín's feet were wet. People who lived in Chanduy discovered that San Agustín was the older man in the ocean.



CONTENTS



The Evil Came in a Taxi

One day, in Santa Elena, at 3 o'clock a.m., a group of five men were drinking beer. In that moment a taxi arrived and a tall man was inside the taxi. The man who was wearing a suit showed them some money and invited them to drink.

They accepted and were drinking with the tall man. Everything was perfect but in one moment, one of the men went to a corner to pee. As he was making his necessities, he saw their friends and when he looked at the tall man he had a long tail. Immediately, he started to run.

He did not remember how he arrived home. When he came in, he grabbed a mirror in his hand. The mirror broke down in to little pieces and he threw it away. He took a little statue that represented a saint. Time passed by, the man only says that he had drank with the evil.



CONTENTS



The Guasango's Legend

Many years ago in Muey, Santa Elena, a little family was living there. One day a boy who was playing with his friends near a Guasango tree heard a voice. It was his mom who was calling him. He went home and went to the store to buy bananas for his mom.

The boy came back to play with his friends. In the middle of the game he did not notice that he had touched the Guasango tree. His mother was cooking when a voice called her attention. It was her son. "Mom something is tingling me", said the boy. The mom looked at him and she could not explain why her son had more than one weal on his body.

A man who was walking near them told them that it was caused by the Guasango tree. The man suggested to them that they must attack the Guasango. The boy attacked the Guasango and immediately all the weals disappeared.



CONTENTS



The Evil Danced in Chanduy

In the 1980's, in a community called Pechiche, Chanduy, a group of musicians of the band "Alegre" from Muey were animating a party. At midnight something strange occurred. The lights turned off and all the people were transported to the hill. They did not notice that in the hill a bad party was being celebrated.

A native person from Tugaduaja, a place near to the hill, saw that in the party were people who had died in different eras of the past. He said that in the middle of them the evil was dancing. The evil was wearing a suit with a big hat. All people were celebrating a party for the evil.



CONTENTS



Galloping Horse

Many years ago in Atahualpa, there was no electricity and all the people who lived there used candles to illuminate the streets.

People used to say that at night they heard a horse's sound. The horse had chains which were dragging by the horse. That horse was called, "The Galloping Horse".

People said that if someone saw him, immediately this person lost their sight or got sick.

One day, a brave man decided to see him. He saw a tall man who was dressed in black and dragged chains. As time passed by, the city had electricity and little by little the horse's chains disappeared.



CONTENTS



The Crying Woman

One Friday on Holy Week, in Santa Elena, Mrs. Rosa Divina decided to go out of her home with her niece. They walked under the sun, they went to their farm to collect the harvest. She noticed that her niece was tired and she decided to let her rest near a tree. Rosa continued on her way to her farm.

When she came back her niece was not under the tree. She noticed several footprints on the road and several minutes later she heard a voice. It was her niece. She ran immediately to look at her. She found her near to a ravine. Her niece was laced. It was impossible to move her. When Rosa found how to loosen her, they came back home.

When the girl was calmed down she asked her what had happened. She told her that a similar woman who looked like her, arrived and took her hands. They were walking in a different way when the girl noticed that, she screamed. She did not remember anything else.

People in the community said that it was the crying woman who was looking for her babies.




CONTENTS



Magic Bells

It took place in the journey from Ballenita to Santa Elena. People who live in this place said that something mysterious happened in the place at 7 o'clock P.m.

This is a place known as "the bells", this road has a hill. People say that they do not walk on the road because the evil is waiting for them. They were afraid. Mr. Victor Yagual says that whispers and chimes are manifested and it is possible that someone else is in the area around the sector.




CONTENTS

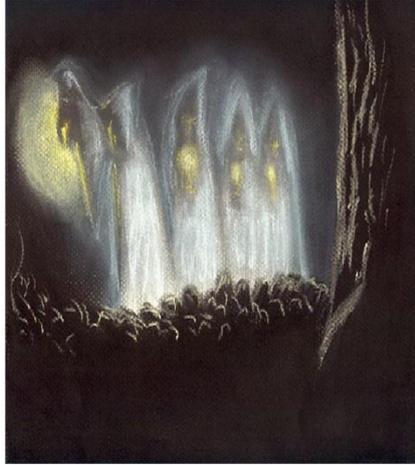


The Enchanted Hill

It took place in Engunga, Chanduy. When someone dies, people used to bury their familiars during the day. At midnight something strange occurred, people who had died there were not inside their coffins.

Several hunters who hunted in the hill used to see people working at the top of the hill. But these people were not normal people. They were people who had died many years ago.

These people said that they look like zombies. Their faces were horrible. They worked all night and when the sun appeared they mysteriously disappeared. For that reason, the hill took the name of "The Enchanted Hill".



The Candles of The Cemetery

Many years ago in Manglaralto, Santa Elena, lived Mrs. Zoila Guale with her daughter and her nephew, Francisco Muñoz.

Every November 2nd, when the clock struck 12 o'clock A.m. Zoila and her family used to see what was going to happen in the cemetery.

They observed that more than one soul walked to the church. All the souls had in their hands candles. They said that the souls had different kind of elevations.

Zoila said that all the souls went into the church for praying and when they finished they came back to the cemetery.



The Nocturnal Chicken

In the past, in Colonche, Santa Elena, all houses were made of wood and these houses were tall. The inhabitants used to work raising domestic animals like: pigs, chickens and ducks.

When the night was coming, all the animals went inside of their barnyard. But something strange at midnight came about. The inhabitants heard a sound produced by a little chicken who was outside of the henhouse.

One night, one of the inhabitants spent more than one hour in order to hear the sound of the little chicken. She got down the stairs looking at her left and her right. When someone took her hair and dragged her to a stick and tied her up.

She was unconscious many hours and when she reacted she asked for help to her neighbors. Immediately their neighbors came to help her. Neighbors said that it was an evil force which it had presented as a little chicken.



CONTENTS



The Big Foot

Many years ago, in the Suspiro Community, Barcelona, Santa Elena. A community member used to go to get firewood from the hill. When the man was collecting all the wood, he paused for a moment. Far away, he saw a big man with abundant coat. He had heard from the other neighbors that this character took people out of the community.

The man went to his car, he immediately switched on the car and he honked the horn. His purpose was to frighten him and make the man run away from him.

More than one inhabitant in Barcelona say that the big foot lives in the woodland.



CONTENTS

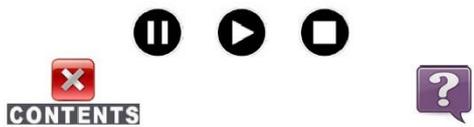


The Ghost Car

Between the years 1995 and 1960, in the journey from Ancon to Anconcito, something strange occurred. Drivers confirmed that more than one apparition scared them.

Near to the road there was the Anglo's Company. People who worked in the company used to drive in that street when their work finished.

One day, when a hard working day finished, a group of five workers decided to travel in the same car. While one of the workers was driving, he saw that another car was coming directly to them, faster and faster. They were anguished, because who was driving tried to dodge the other car but he did not crash with it. When it was over, all people left the car and they observed around them. They noticed that there was not car there.



The Crying Statue

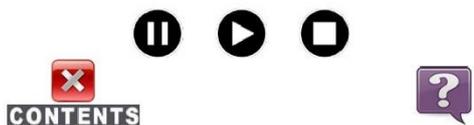
In Punta Blanca, a young man who was a builder decided to work for foreign people. When the workman finished, the foreign people gave him three statues. They explained the correct way in which he must put the statues.

The man was really thankful with them. He carried out the statues to Sinchal. He put the statues near his house.

One morning he put the statues in correct way as the foreign people said. All of them had different kind of aspect, but only one of them protruded because it had the silhouette of a woman.

Time passed by and the young man died, people said that since this event a woman is seen walking in the community. The woman walked sadly. Her cry was heard by all the community members.

The Enchanted Island



This event happened in Ballenita. Many years ago when fishermen went to the ocean for fishing they looked a beautiful island emerged. The fisherman could see it far away. They decided to explore it because for them the island was attractive.

In order to get into the island it should be low tide. In the island the fishermen could fish more than one marine species like: oysters, shells, octopus and lobsters.

Nobody imagined that the ocean level will increase. They were submerged in the depths of the sea. People used to say that it occurred to them because they were ambitious.

The community wanted to clarify their doubts they made an exploration to the island. They went in one night to the island. When they arrived they noticed that several mermaids were jumping on the rocks. At the same time they were singing and dancing between the waves.

They were scared and returned to the community. Then they told them what had happened in the island. People said that nobody goes to the island because is dangerous.



LISTENING EXERCISES



CONTENTS

Transcript



Answer the following questions about the audio.

The Tintin

How did she describe him?

What kind of sound does this character produce?

Why does The Tintin follow single and married women?

How did children born?

How does The Tintin's feet look like?

Get Answers



 CONTENTS

[Transcript](#)



Answer the following questions about the audio.

San Agustin

Where did the story take place?

Where is San Agustin now?

What did the inhabitants of Engullima do?

What did the inhabitants do when the ocean level increased?

Who was the older man?

[Get Answers](#)



 CONTENTS

[Transcript](#)



Answer the following questions about the audio.

The Evil Came in a Taxi

Where did the story take place?

How many people were drinking beer?

Who showed an amount of money to them?

Why did the man start to run?

What happened with the mirror?

[Get Answers](#)



Answer the following questions about the audio.

The Guasango's Legend

What was the boy doing near a Guasango tree?

What happened after the boy had touched the Guasango tree?

What did the boy have on his body?

What did the man suggest them?

What happened with the weals?

[Get Answers](#)



Answer the following questions about the audio.

The Evil Danced in Chanduy

Where did the story take place?

What was the name of the band?

What were the people celebrating?

What happened at midnight?

Who was in the middle of the party?

[Get Answers](#)



[CONTENTS](#)

[Transcript](#)



Answer the following questions about the audio.

Galloping Horse

What did the people use to illuminate the streets?

What did the people hear at night?

Whose chains were dragging?

What happened if someone saw the horse?

What happened when the city had electricity?

[Get Answers](#)



[CONTENTS](#)

[Transcript](#)



Answer the following questions about the audio.

The Crying Woman

Where did Rosa decide to go?

Who was tired?

What happened when Rosa came back?

What did the girl say when she was calmed?

What did the community say?

[Get Answers](#)



Answer the following questions about the audio.

Magic Bells

Where did the story take place?

What happened at 7 o'clock p.m.?

How is the place known?

Who is waiting for them?

What did Victor say?

[Get Answers](#)



Answer the following questions about the audio.

The Enchanted Hill

What did people do during day when someone dies?

What happened at midnight?

What happened at the top of the hill?

Why are these people not normal?

What happened when the sun appeared?

[Get Answers](#)



Answer the following questions about the audio.

The Candles of The Cemetery

Where did the story take place?

Where did the souls go?

What did the souls have in their hands?

What did the souls do inside the church?

What did the souls do when they finished their pray?

[Get Answers](#)



Answer the following questions about the audio.

The Nocturnal Chicken

What were the houses made of?

What kind of animals did people grow up?

What did the inhabitants hear?

What happened when she got down the stairs?

What did neighbors say?

[Get Answers](#)



CONTENTS Transcript

⏸ ⏪ ⏩ ⏹

Answer the following questions about the audio.

The Big Foot

Where did the story take place?

Where did the community member go?

What did the man see?

What did the character do with the people?

Who lives in the woodland?

[Get Answers](#)



CONTENTS Transcript

⏸ ⏪ ⏩ ⏹

Answer the following questions about the audio.

The Ghost Car

What happened between the years 1955 and 1960?

Where was Anglo's Company located?

What happened when the workers were driving on the road?

What happened when people left the car?

How did they feel?

[Get Answers](#)



Answer the following questions about the audio.

The Crying Statue

What was his work?

What did the foreign people give him?

Where were the statues carried out?

What happened when the man died?

What did the community members hear?

[Get Answers](#)



Answer the following questions about the audio.

The Enchanted Island

What did the fishermen look?

What kind of marine species could they fish?

What happened when the ocean level increased?

What did the community do?

What did they notice in the island?

[Get Answers](#)



ANSWERS BANK



 CONTENTS



ANSWERS:

The Tintin

How did she describe him?

She describes him like a dwarf with a big head and big hat

What kind of sound does this character produce?

He produces a sound like a whistling.

Why does The Tintin follow single and married women?

Because he wants to get them pregnant.

How did children born?

They did not have skeleton and immediately they dead.

How does The Tintin's feet look like?

The Tintin has his feet upside down.



CONTENTS



ANSWERS:

San Agustin

Where did the story take place?
The story took place in Chanduy.

Where is San Agustin now?
The statue of San Agustin is in Chanduy.

What did the inhabitants of Engullima do?
They went to Chanduy.

What did the inhabitants do when the ocean level increased?
They went to the church to ask to San Agustin that the ocean level decreased.

Who was the older man?
The older man was San Agustin.



CONTENTS



ANSWERS:

The Evil Came in a Taxi

Where did the story take place?
It took place in Santa Elena.

How many people were drinking beer?
A group of five men were drinking beer.

Who showed an amount of money to them?
The man who arrived in a taxi.

Why did the man start to run?
Because he was scared.

What happened with the mirror?
The mirror broke down in little pieces.



CONTENTS



ANSWERS:

The Guasango's legend

What was the boy doing near a Guasango tree?

He was playing with his friends.

What happened after the boy had touched the Guasango tree?

Something was tingling him.

What did the boy have on his body?

He had more than one weal on his body.

What did the man suggest them?

The man suggested them that they must lash the Gusango.

What happened with the weals?

The weals were disappearing.



CONTENTS



ANSWERS:

The Evil Danced in Chanduy

Where did the story take place?

The story took place in Chanduy.

What was the name of the band?

The name of the band was "Alegre".

What were the people celebrating?

All people were celebrating a party for the evil.

What happened at midnight?

The light turned off and all people were transported to the hill.

Who was in the middle of the party?

In the middle of the party the evil was dancing.



ANSWERS:

Galloping Horse

What did the people use to illuminate the streets?

They used candles to illuminate the streets.

What did the people hear at night?

At night they heard a horse's sound.

Whose chains were dragging?

The chains were of the horse.

What happened if someone saw the horse?

The person lost the sight or got sick.

What happened when the city had energy?

The horse's chains disappeared.



ANSWERS:

The Crying Woman

Where did Rosa decide to go?

She decided to go to the farm with her niece.

Who was tired?

Her niece was tired.

What happened when Rosa came back?

Her niece was not under the tree.

What did the girl say when she was calmed?

She said that a similar woman to Rosa arrived and took her hands.

What did the community say?

They said that it was the crying woman.




CONTENTS



ANSWERS:

Magic Bells

Where did the story take place?

The story took place in Ballenita, Santa Elena.

What happened at 7 o'clock p.m.?

Something mysterious happened in the place

How is the place known?

This place is known as "the bells".

Who is waiting for them?

The evil is waiting for them.

What did Victor say?

He said that whispers and chimes are manifested and it is possible that someone else is in the area around the sector.




CONTENTS



ANSWERS:

The Enchanted Hill

What did people do during day when someone dies?

People used to bury their familiars during the day.

What happened at midnight?

People who had died there were not inside of their coffins.

What happened at the top of the hill?

People worked at the top of the hill.

Why are these people not normal?

Because their faces were horrible and they looked like zombies.

What happened when the sun appeared?

They mysteriously disappeared.




CONTENTS



ANSWERS:

The Candles of The Cemetery

Where did the story take place?
The story took place in Manglaralto.

Where did the souls go?
The souls went to the church.

What did the souls have in their hands?
All souls had candles in their hands.

What did the souls do inside the church?
The souls came into the church for praying.

What did the souls do when they finished their pray?
They came back to the cemetery.




CONTENTS



ANSWERS:

The Nocturnal Chicken

What were the houses made of?
The houses were made of wood.

What kind of animals did people grow up?
They grew up animals like: pigs, chickens and ducks.

What did the inhabitants hear?
The inhabitants heard a sound produced by a little chicken.

What happened when she got down the stairs?
Someone took her hair and dragged her to a stick and tied up her.

What did neighbors say?
Neighbors said that it was an evil force.



ANSWERS:

The Big Foot

Where did the story take place?
The story took place in Barcelona.

Where did the community member go?
They went to the hill to collect wood.

What did the man see?
He saw a big man with abundant coat.

What did the character do with the people?
This character took people out of the community.

Who lives in the woodland?
The big foot lives in the woodland.



ANSWERS:

The Ghost Car

What happened between the years 1955 and 1960?
Something strange occurred.

Where was Anglo's Company located?
It was located near to the road.

What happened when the workers were driving on the road?
A car was coming directly to them, faster and faster.

What happened when people left the car?
They noticed that there was not car there.

How did they feel?
They felt anguish.



ANSWERS:

The Crying Statue

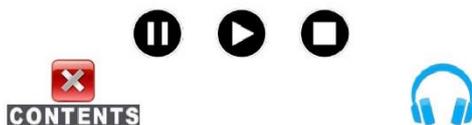
What was his work?
He was a builder.

What did the foreign people give him?
Foreign people gave him three statues.

Where were the statues carried out?
He carried out the statues to Sinchal.

What happened when the man died?
A woman is seen walking in the community.

What did the community members hear?
All the community members heard her cry.



ANSWERS:

The Enchanted Island

What did the fishermen look?
They looked a beautiful island emerged.

What kind of marine species could they fish?
In the island they could fish marine species like: oysters, shells, octopus and lobsters.

What happened when the ocean level increased?
They were submerged in the depths of the sea.

What did the community do?
The community wanted to clarify their doubts and make an exploration to the island.

What did they notice in the island?
They saw several mermaids who were jumping in the rocks.

ADDITIONAL EXERCISES



SANTA ELENA FOLKTALES

Elizabeth Guillen-Alvarez
2016



REFERENCES

Chila, F. (2012). Parroquia Chanduy. Retrieved of: http://parroquiaancestralchanduy.blogspot.com/2012_06_01_archive.html.

Cruz, D. (2014). Diabolo vino en taxi. Super Diario Familiar.

Fields, C. (2012). Folktale. Retrieved of: <http://www.youtube.com/watch?v=PKKG9Afp7NM>

Flores, L. (2014). Leyendas de San Agustín. Lo que decían mis abuelos. Biblioteca Municipal "Vicente Rocafuerte" - Santa Elena.

Rodríguez, S. (2015). Propuesta de implementación de un libro digital de los mitos, leyendas y toponimias mas importantes del Cantón Santa Elena: para su promoción turística a partir del año 2015. (tesis de pregrado). Universidad Estatal Península de Santa Elena, Santa Elena, Ecuador.

Santos, H. (2014). Carro fantasma. Lo que decían mis abuelos. Biblioteca Municipal "Vicente Rocafuerte" - Santa Elena.





Universidad Estatal Península de Santa Elena with the English Career considered that the most important teacher task in schools and high schools is to provide knowledge. Teachers are responsible for bringing the basic knowledge to students. Teachers must stimulate them to learn and want to learn more about the English language. This is the main language for any professional activity for the future development of the student.

As previously mentioned, the UPSE and English Career have supported the present Audiobook. This Audiobook is presented as an interactive tool for the teaching-learning process. It is aimed to minimize the teacher's effort to potentiate student skills, specifically in the Listening Comprehension Skills through Santa Elena Folktales.

A learning tool useful nowadays, in which technology must be in every area around the classroom. This Audiobook is going to be beneficial for students of Ninth Grade at EGB "Antonio José de Sucre" located in Pechiche-Santa Elena in order to develop the Listening Comprehension Skills.



SANTA ELENA FOLKTALES

Elizabeth Guillen Muñoz
2016



ADDITIONAL EXERCISES

ADDITIONAL EXERCISES

1. [The Tintin](#)
2. [San Agustin](#)
3. [The Evil Came in a Taxi](#)
4. [The Guasango's Legend](#)
5. [The Evil Danced in Chanduy](#)
6. [Gallopig Horse](#)
7. [The Crying Woman](#)
8. [Magic Bells](#)
9. [The Enchanted Hill](#)
10. [The Candles of The Cemetery](#)
11. [The Nocturnal Chicken](#)
12. [The Big Foot](#)
13. [The Ghost Car](#)
14. [The Crying Statue](#)
15. [The Enchanted Island](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Tintin



Instructions: Answer the following statements about the audio.

1. Where did the story take place?
 La Libertad Santa Elena Salinas
2. How many people saw the tintin?
 4 people 10 people 1 person
3. Rosa describes the tintin like a/an _____
 dwarf angel
4. The tintin has _____
 Big ears and big hat.
 Big head and big hat
5. Where does the tintin live?
 In a zoo In a tree In a cave

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

San Agustin



Instructions: Answer the following statements about the audio.

1. Where did the story take place?
 Engullima Santa Elena Chanduy
2. San Agustin's statue was in _____
 Chanduy Engullima Tugaduaja
3. Today, San Agustin's statue is in _____
 Chanduy's church Engullima's church
4. People asked to San Agustin that _____
 The ocean level increased
 The ocean level decreased
5. The older man in the ocean was _____
 God San Agustin Native person

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Evil Came in a Taxi



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Ancon Chanduy Santa Elena
2. How many people were drinking beer?
 3 people 6 people 5 people
3. The tall man arrived in a _____
 plane taxi train
4. What did he show them?
 rice gold money
5. The tall man had a long _____
 tail hair legs
6. What did he say?
 He did not drink with the evil He had drunk with the evil

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Guasango's Legend



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Santa Elena Ancon Muey
2. The boy was _____ with his friends.
 studying playing eating
3. Whose voice did he hear?
 Mom's voice Dad's voice Uncle's voice
4. He bought _____ for his Mom.
 candles vegetables bananas
5. What happened in the middle of the game?
 He touch a Guasango tree He touched a Guasango tree
6. The boy had more than one _____ on his body.
 weal mail meat

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Evil Danced in Chanduy



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Tugaduaja Pechiche El Real
2. The Alegre's band was from _____.
 Pechiche Muey Salinas
3. At midnight, the light _____.
 Turned on Turned off
4. The native person was from _____.
 Engunga Tugaduaja Pechiche
5. Who was in the middle of the party?
 The band The evil The native person

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

Galloping Horse



Instructions: Answer the following statements about the audio.

1. In _____ there was not energy.
 Ancon Atahualpa Anconcito
2. People used to use _____ to illuminate the streets.
 lamp candles torch
3. What did they hear?
 Horse's sound Chicken's sound Cat's sound
4. A/An _____ man decided to see the horse.
 calm brave angry
5. When the city had energy, did the horse's sound disappear?
 yes no

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Crying Woman



Instructions: Answer the following statements about the audio.

1. The story occurred in _____.
 Christmas Holly Week New Year
2. Rosa and her niece _____ under the sun.
 walked walk run
3. On the road there were several _____.
 rocks footprints holes
4. She found her niece near to a _____.
 lake tree ravine
5. The Crying woman was looking for her _____.
 son babies man

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

Magic Bells



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Salinas La Libertad Santa Elena
2. People said that something happened at _____.
 7:00 p.m. 6:00 a.m. 7:00 a.m.
3. The place is known as _____.
 The red bells The bells The magic bells
4. People do not walk on the road because _____ is waiting for them.
 The ghost The evil The bells
5. Whispers and _____ are manifested in the area.
 cries chimes rimes

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Enchanted Hill



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Tugaduaja Chanduy Engunga
2. People used to bury their familiar in the/ at _____.
 night morning afternoon
3. At midnight dead people are not in their _____.
 houses coffins boxes
4. What did the hunter say?
 People were dancing in the hill
 People were sleeping in the hill
 People were working in the hill
5. Their faces look like _____.
 Zombie's faces Normal faces Morter's faces

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Candles of The Cemetery



Instructions: Answer the following statements about the audio.

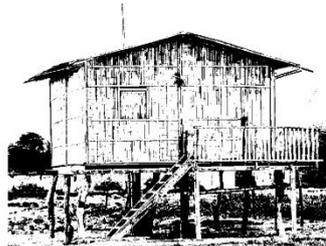
1. The story took place in _____
 Montañita Manglaralto Cadeate
2. This event occurred in _____
 December November September
3. Where did the event occur?
 In the church In the cemetery At home
4. The souls had _____ in their hands.
 bells candles rocks
5. Did they come back to the cemetery?
 yes no

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Nocturnal Chicken



Instructions: Answer the following statements about the audio.

1. The event took place in _____
 Palmar Colonche Pueblo Nuevo
2. The houses were made of _____
 wood concrete brick
3. People used to grow up animals like _____
 snake, duck, dog pig, duck, chicken chicken, lion, duck
4. When she got down the stairs someone _____
 Took her hand Took her legs Took her hair
5. Neighbors said that it was an/a _____
 Chicken force Angel force Evil force

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Big Foot



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Barcelona Sinchal Montevende
2. People used to go for _____ to the hill.
 fire bush firewood
3. What did he see?
 A dwarf A big man A tall man
4. The big man had _____
 Abundant coat A long tail A big hat
5. The big foot lives in a/the _____
 ravine woodland cave

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Ghost Car



Instructions: Answer the following statements about the audio.

1. The story took place between the years _____
 1965-1970 1950-1990 1955-1960
2. Who confirms the apparition?
 drivers neighbors a native person
3. Which company was located near to the road?
 Anime's Company Anglo's Company Angly's Company
4. The driver noticed that another _____ was coming directly to them.
 truck bus car
5. When they stopped, did they noticed the car?
 yes no

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Crying Statue



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Pta. Barandua Pta. Blanca Pta Carrero
2. The young man worked for _____ people.
 native foreign extraterrestrial
3. What did they give him?
 13 statues 3 statues 30 statues
4. He carried out the statues to _____.
 Palmar Sinchal Colonche
5. What happened when the young man died?
 A man is seen walking in the community.
 A woman is seen walking in the community.

[GET ANSWERS](#)

Name: _____
Date: _____
Course: _____

Score: _____

The Enchanted Island



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Santa Elena Ancon Ballenita
2. What did the fisherman decide to do?
 Watches it Loves it Explores it
3. They could fish marine species like _____.
 octopus dolphins snakes
4. The ocean level increased because they were _____.
 honest horrible ambitious
5. People said that the island is _____.
 dangerous friendly funny

[GET ANSWERS](#)

The Tintin



Instructions: Answer the following statements about the audio.

1. Where did the story take place?
 La Libertad Santa Elena Salinas
2. How many people saw the tintin?
 4 people 10 people 1 person
3. Rosa describes the tintin like a/an _____
 dwarf angel
4. The tintin has _____
 Big ears and big hat.
 Big head and big hat
5. Where does the tintin live?
 In a zoo In a tree In a cave

[CONTENTS](#)

San Agustin



Instructions: Answer the following statements about the audio.

1. Where did the story take place?
 Engullima Santa Elena Chanduy
2. San Agustin's statue was in _____
 Chanduy Engullima Tugaduaja
3. Today, San Agustin's statue is in _____
 Chanduy's church Engullima's church
4. People asked to San Agustin that _____
 The ocean level increased
 The ocean level decreased
5. The older man in the ocean was _____
 God San Agustin Native person

[CONTENTS](#)

The Evil Came in a Taxi



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Ancon Chanduy • Santa Elena
2. How many people were drinking beer?
 3 people 6 people • 5 people
3. The tall man arrived in a _____
 plane • taxi train
4. What did he show them?
 rice gold • money
5. The tall man had a long _____
• tail hair legs
6. What did he say?
 He did not drink with the evil • He had drunk with the evil

[CONTENTS](#)

The Guasango's Legend



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Santa Elena Ancon • Muey
2. The boy was _____ with his friends.
 studying • playing eating
3. Whose voice did he hear?
• Mori's voice Dad's voice Uncle's voice
4. He bought _____ for his Mon.
 candles vegetables • bananas
5. What happened in the middle of the game?
 He touch a Guasango tree • He touched a Guasango tree
6. The boy had more than one _____ on his body
• weal mail meat

[CONTENTS](#)

The Evil Danced in Chanduy



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Tugaduaja • Pechiche El Real
2. The Alegre's band was from _____
 Pechiche • Muey Salinas
3. At midnight, the light _____
 Turned on • Turned off
4. The native person was from _____
 Engunga • Tugaduaja Pechiche
5. Who was in the middle of the party?
 The band • The evil The native person

[CONTENTS](#)

Galloping Horse



Instructions: Answer the following statements about the audio.

1. In _____ there was not energy.
 Ancon • Atahualpa Anconcito
2. People used to use _____ to illuminate the streets.
 lamp • candles torch
3. What did they hear?
• Horse's sound Chicker's sound Cat's sound
4. A/An _____ man decided to see the horse.
 calm • brave angry
5. When the city had energy, did the horse's sound disappear?
• yes no

[CONTENTS](#)

The Crying Woman



Instructions: Answer the following statements about the audio.

1. The story occurred in _____.
 Christmas Holly Week New Year
2. Rosa and her niece _____ under the sun.
 walked walk run
3. On the road there were several _____.
 rocks footprints holes
4. She found her niece near to a _____.
 lake tree ravine
5. The Crying woman was looking for her _____.
 son babies man

[CONTENTS](#)

Magic Bells



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Salinas La Libertad Santa Elena
2. People said that something happened at _____.
 7:00 p.m. 6:00 a.m. 7:00 a.m.
3. The place is known as _____.
 The red bells The bells The magic bells
4. People do not walk on the road because _____ is waiting for them.
 The ghost The evil The bells
5. Whispers and _____ are manifested in the area.
 cries chimes rimes

[CONTENTS](#)

The Enchanted Hill



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Tugaduaja Chanduy Engunga
2. People used to bury their familiar in the/ at _____
 night morning afternoon
3. At midnight dead people are not in their _____
 houses coffins boxes
4. What did the hunter say?
 People were dancing in the hill
 People were sleeping in the hill
 People were working in the hill
5. Their faces look like _____
 Zombie's faces Normal faces Monster's faces

[CONTENTS](#)

The Candles of The Cemetery

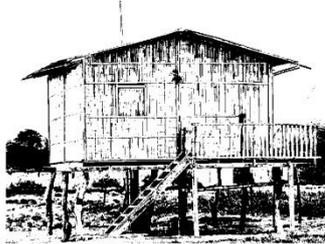


Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Montañita Manglaralto Cadeate
2. This event occurred in _____
 December November September
3. Where did the event occur?
 In the church In the cemetery At home
4. The souls had _____ in their hands.
 bells candles rocks
5. Did they come back to the cemetery?
 yes no

[CONTENTS](#)

The Nocturnal Chicken



Instructions: Answer the following statements about the audio.

1. The event took place in _____
 Palmar Colanche Pueblo Nuevo
2. The houses were made of _____
 wood concrete brick
3. People used to grow up animals like _____
 snake, duck, dog pig, duck, chicken chicken, lion, duck
4. When she got down the stairs someone _____
 Took her hand Took her legs Took her hair
5. Neighbors said that it was an/a _____
 Chicken force Angel force Evil force

[CONTENTS](#)

The Big Foot



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 Barcelona Sinchal Monteverde
2. People used to go for _____ to the hill.
 fire bush firewood
3. What did he see?
 A dwarf A big man A tall man
4. The big man had _____
 Abundant coat A long tail A big hat
5. The big foot lives in a/the _____
 ravine woodland cave

[CONTENTS](#)

The Ghost Car



Instructions: Answer the following statements about the audio.

1. The story took place between the years _____.
 1965-1970 1950-1990 1955-1960
2. Who confirms the apparition?
 drivers neighbors a native person
3. Which company was located near to the road?
 Animé's Company Anglo's Company Angly's Company
4. The driver noticed that another _____ was coming directly to them.
 truck bus car
5. When they stopped, did they notice the car?
 yes no

[CONTENTS](#)

The Crying Statue



Instructions: Answer the following statements about the audio.

1. The story took place in _____.
 Pta. Barandua Pta. Blanca Pta. Carrero
2. The young man worked for _____ people.
 native foreign extraterrestrial
3. What did they give him?
 13 statues 3 statues 30 statues
4. He carried out the statues to _____.
 Palmar Sinchal Colonche
5. What happened when the young man died?
 A man is seen walking in the community.
 A woman is seen walking in the community.

[CONTENTS](#)

The Enchanted Island



Instructions: Answer the following statements about the audio.

1. The story took place in _____
 - Santa Elena
 - Ancon
 - Ballenita
2. What did the fisherman decide to do?
 - Watches it
 - Loves it
 - Explores it
3. They could fish marine species like _____
 - octopus
 - dolphins
 - snakes
4. The ocean level increased because they were _____
 - honest
 - horrible
 - ambitious
5. People said that the island is _____
 - dangerous
 - friendly
 - funny

[CONTENTS](#)