



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

**TOPIC:**

**“OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP  
THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT  
UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA  
PROVINCE, 2015-2016”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:** MARLENE DEL ROSARIO VILLÓN CHANCAY

**ADVISOR:** LCDA. JEANNETTE CEVALLOS ALCÍVAR, MSc.

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2016



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

**TEMA:**

**“OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP  
THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT  
UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA  
PROVINCE, 2015-2016”**

**TRABAJO DE TITULACIÓN**

Como un pre-requisito para obtener el título de:

**LICENCIADA EN INGLÉS**

**AUTORA:** MARLENE DEL ROSARIO VILLÓN CHANCAY

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**La Libertad, September 2<sup>nd</sup> 2016**

**ADVISOR' S APPROVAL**

In my role as advisor of the research paper under the title **“OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA PROVINCE, 2015-2016”**, prepared by Marlene Del Rosario Villón Chancay undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

**Sincerely,**

---

**Lcda. Jeannette Cevallos Alcívar, MSc.**

**Advisor**

**La Libertad, September 2<sup>nd</sup> 2016**

**STATEMENT OF AUTHORSHIP**

I, Marlene Del Rosario Villón Chancay with ID number 092039917-7 undergraduate student from the Península of Santa Elena State University, Faculty of Education and Languages, as a pre-requisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA PROVINCE, 2015-2016”**, certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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**Marlene Del Rosario Villón Chancay**

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## **DEDICATION**

This work has been one of the most yearned goals of my life and during all this journey, there have been some important people who have been part of this achievement. Therefore, it is significant to dedicate this work to:

My parents, Zacarías Villón and Mercedes Chancay, who have been the main responsible of forming me as person with moral and ethical values giving me the power of fighting for my dreams. They have been my example to follow. Moreover, my siblings Xavier and Belén have been part of this achievement. They have supported my personal and academic development.

My lovely husband, Edgar Rosero, who has been the most patient man during these five years of university studies since I have sacrificed many important moments of our marriage in order to accomplish with my responsibilities as a student.

I also want to dedicate to people who I met in this period of my academic life; my professors: Lcda. Sara González, Lcdo. Kleber Loor, and others, and to my classmates with whom I have shared the most incredible moments and who have become my dear friends.

**Marlene Villón**

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Finally, I thank the principal of Unidad Educativa “Rubira”, Padre Marco A. Yanchapanta Gómez, MSc. English teachers since they provided me the opportunity to implement this investigation in such distinguished educational institution. It is also significant to thank students of sixth grade who were the principal beneficiaries and participants in the implementation of this investigative work.

**Marlene Villón**



## **DECLARATION**

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

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**Marlene Del Rosario Villón Chancay**

**ID: 092039917-7**

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**Author: Marlene Del Rosario Villón Chancay  
Advisor: Lcda. Jeannette Cevallos Alcívar, MSc.**

**ABSTRACT**

The necessity of communicating with people from several nations of the world increased due to changes in diverse aspects, such as, businesses, science, technology, academic studies, and others. The problem is that people have different languages; hence, it also increased the need of having a common international language. English as occupied this place; it is one of the most spoken languages around the world. However, lots of people have serious problems at the moment of speaking in English due to various reasons. In Ecuador, people need to use this language since it is a touristic country which is visited by several English foreigners per year. The proposal Open Source Audio as a teaching tool in order to develop the speaking skill was implemented at Unidad Educativa “Rubira”, located in Salinas, from the Santa Elena Province and it was developed following different methods, applying diverse techniques and instruments for collecting information. Thus, this research applied the quantitative method since it allowed the application of surveys in the thirty-six students from sixth grade; all this information was included by using charts and statistical graphics in order to illustrate the way in which students responded survey questions. Moreover, this investigation applied the qualitative method since it was possible interview different people, such as, principal and English teachers at Unidad Educativa “Rubira”, and one English language teaching expert. Finally, the observation technique was applied using an observation guide in order to evaluate the strategies that teacher applies in the development of an English language lesson; this allowed realizing that students were being instructed in a non-appropriated way since it was not any motivational activity during the speaking instruction.

**Keywords:** English language teaching, English language learning, speaking skill, oral communication, CLT (Communicative Language Teaching), ICTs, Audacity.

## **INTRODUCTION**

Nowadays, in the globalized society we are living, people need to develop certain skills in order to be part of the progress of our nations. Therefore, people from different parts of the world have the necessity of communicating with each other using a common channel of communication. English is one of the most spoken languages throughout the globe and it has become the mainly used language for international communication for millions of people.

The ability of speaking is an essential part in the acquisition process of English language. The mastering of this skill is a priority for several second or foreign language learners since the principal goal of learning a new language is communication and transmits ideas or any information. Speaking as any of the four main English skill needs to be practiced constantly in order for students to become good speakers. The goal of teaching speaking is the development of efficient communication and in order to achieve this goal, it is necessary to include additional tools and strategies for motivating students to use the oral language. Hence, the creative use of Information and Communication Technologies (ICTs) in education has the capacity to increment the learning desire of students by upgrading teaching and learning.

The main purpose of this investigation is to establish the characteristics and benefits of using an open source audio recording software during the instruction of the English language speaking skill. It is also known that children are more immersed in the use of technological tools for different purposes, most of them for entertainment or for educational goals. Therefore, the application of Audacity, as a teaching tool, promotes the development of students' speaking skill since it allows students record dialogues, simulations, interviews, and others and then play recordings in order to check grammar mistakes, vocabulary usage, pronunciation, intonation, and other important aspects at the moment of producing

the oral language. In other words, students have the possibility to enhance their speaking skill by practicing in a digital environment.

For the elaboration of this investigation, it was divided into five chapters which are mentioned and described below:

***Chapter I - The Problem:*** this chapter gives details about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives of the investigation.

***Chapter II - Theoretical Framework:*** this chapter describes all the theories of important authors and previous researches that support the investigation topic. It also gives details about the philosophical, psychological and legal basis of this work, and the research hypothesis.

***Chapter III - Methodology:*** it explains the methodological strategies applied during the investigation in order to get a successful work. This chapter also includes the level of research, population, techniques and instruments used to gather relevant information about the investigated topic, data collection with the respective analysis and interpretation, conclusions and recommendations.

***Chapter IV - The Proposal:*** this chapter describes the solution to the problem and it analyses the outcomes of this investigative work.

***Chapter V - Administrative Framework:*** this chapter establishes the budget, timetable and bibliographical resources for this research.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **1.1 Title**

**“OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA PROVINCE, 2015-2016”**

#### **1.2 Statement of the Problem**

Throughout the world, education is one of the major issues for many countries, due to factors associated to poverty, such as, unemployment, illness and illiteracy of parents which multiply the risk of non-schooling. Therefore, the majority of governments of each state are struggling to combat these problems by creating new schools and projects to provide education to people who do not have easy access to them.

There was a growing basis for people in different ages around the world to view English as their own language of additional communication during 20 century. Around the world English is considered one the most common languages. It is recognized as a second language for international communication. These days, English is spoken by many people due to the global trend, and therefore the ability to speak in English is considered as an essential skill. Nowadays, in some parts of the world education presents problems caused by many factors which prevent optimal academic performance.

In Ecuador, people have to learn English as a foreign language in order to communicate with English language speakers who come to visit this wonderful country. In the last eight years, the Ecuadorian government has paid more

attention to different issues in order to improve the teaching and learning process. Hence, it has acquired an enormous responsibility in order to change the educational system by including diverse projects, courses, and others in the English language teaching.

Although English is not included in the educational programs of public schools (from first to seven basic year), there are several private educational institutions that offer the English language teaching to its students as a demand of learning English in this touristic sector from Ecuador. Currently, teaching English language has a high level of importance since this language is universal. People require of good communication, in consequence private schools and teachers have focused more on developing speaking skill taking into account the correct pronunciation and fluency.

Unidad Educativa “Rubira” is located in Salinas from the Province of Santa Elena. It is one of the most recognized and important schools in the region. Therefore, each year the number of students interested in this institution increases gradually. Unidad Educativa “Rubira” has around 1800 students divided into elementary school and high school students.

In the basic level, teachers use English ID text, this book applies the CLIL method (Content and Language Integrated Learning) in which children use English to explore cross – curricular content. However, this book does not have many activities to develop a real communication or activities that motivate students to produce the language in a dynamic environment. For this reason, it is necessary to implement and apply communicative activities in the classroom, which will be used by teachers in the different levels of the education in order to develop the speaking skill and be able to communicate with foreign people. The communicative activities are auditory teaching techniques that will improve the communicative learning process in the students of sixth grade at Unidad Educativa “Rubira”.

### 1.3 Critical Analysis

In Peninsula of Santa Elena there are many schools and a high demand of students however in elementary public schools just students from eight grade receive English language training during their secondary studies. Therefore, there are some students from diverse elementary educational institutions that do not have any knowledge of English language.

It is important to remark that speaking English language is very important in the present time increasing the necessity to study in the different levels of the education in order to get a better future because there are many disadvantages that influence in a correct process of the education, but the teaching process of this language to students of sixth grade has presented different problems at Unidad Educativa “Rubira”.

One of the principal reasons of the low English language speaking skill of sixth grade students is the methodology that teachers apply. Unfortunately, Teachers apply methods and strategies that are not didactic for students; consequently, students get bored during the lessons and are not motivated to participate in class. In addition to that, activities that teacher apply during the development of English lessons do not promote dynamism between teacher-students and students-students. This is the reason of the unsuccessful communication in class because students do not have the opportunity to practice their speaking proficiency in a dynamic and didactic way.

Furthermore, it is important to use additional resources. The use of English textbook is the reason of non interesting lessons. The lack of resources, such as, computers, software, or any other digital tool provoke that students do not acquire class content in a different way. Therefore, this investigation focuses on the implementation of Open Source Audio software as teaching tool to develop speaking skill using.



#### **1.4 Problem Formulation**

How will open source audio as a teaching tool develop the speaking skill in the students of sixth grade at Unidad Educativa “Rubira” in Salinas in the province of Santa Elena?

#### **1.5 Guideline questions**

- What is Open Source Audio?
- What are the advantages of the implementation of Open Source Audio as a teaching tool for students?
- How will the Open Source Audio software influence on the development of speaking skill?
- Is it important improve the speaking skill in students?

#### **1.6 Problem Limitation**

- **FIELD:** Education
- **AREA:** English
- **ASPECT:** Speaking skill using Open Source Audio as teaching tool
- **TITLE:** APPLICATION OF OPEN SOURCE AUDIO AS TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA “RUBIRA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.
- **PROBLEM:** Low level of students in their English language speaking skill

- **TIME LIMITATION:** The research will be held during the school year 2015-2016.
- **POPULATION LIMITATION:** Sixth grade students
- **SPACE LIMITATION:** Unidad Eduactiva “Rubira”
- **CONTEXT LIMITATION:** This work will be focused on the development of speaking skill through the application of Open Source Audio as Teaching Tool in sixth grade students from Unidad Educativa “Rubira”.

### **1.7 Significance of the Problem**

English Teaching as a Second Language is highly demanded in schools across the country, for this reason the English language has a great importance for education and this implies that in the educational process, teachers look for infinities of strategies that improve the development of speaking skills such as vocabulary, pronunciation, loud voice and task completion.

The purpose of Open source Audio as teaching tool is broadcasting information to another efficiently and effectively, moreover it means allowing students to practice using all of the language they know in situations that resemble real settings. In oral activities the language is a tool, in a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students frequently think that the capacity to speak a foreign language is the result of grammatical learning and repetition of words or phrases, but speaking is also an important part of the language learning process.

Teachers only teach to students to communicate recognizing scripts of role play, and using minimal responses, which implied that they can use to help themselves

extent their knowledge of other language and their confidence. This project is feasible because the authorities will provide all the necessary support so that teachers of the area can implement this tool in the classroom in order to improve a real communication in accomplishing a task, as obtaining information of different situations or places, or expressing opinions or just understand what the other person says to generate good communication.

The application of this project generates big benefits to both teachers and students in sixth grade from Unidad Educativa “Rubira”, because through this Open source Audio as teaching tool the children will experiment new educational strategies and techniques that will improve understanding of English as a second language.

## **1.8 Objectives of the Research**

### **1.8.1 General Objective**

To develop the speaking skill through an Open Source Audio as teaching tool in order to improve the communication on children of sixth grade.

### **1.8.2 Specific Objectives**

- To establish the tool and techniques to use in this project.
- To identify the activities to develop the speaking skill.
- To implement open source audio in speaking class with the students.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 PREVIOUS RESEARCH

English language learning as an international language has rapidly established a revision of the relevance of communicative competence in the globalized environment people are living. This means that oral communication is tied with intercultural competence because people need to keep relationships with people from different cultures that have English as a lingua franca. The necessity to improve the oral competence of any student of a foreign language has increased with the development of several nations around the world. The main reason to learn English as a foreign/second language is to interact with English speakers due to the necessity to create relationships which benefit people in the academic, professional or personal area.

“Although English is not the language with the largest number of native language speakers, it has become a lingua franca” (Harmer, 2001). Lingua franca may be defined as the accepted language for communication between speakers whose native languages are different from each other’s. Nobody argues that the English language knowledge is indispensable nowadays. It is not solely a dependable basis for better communication; today, English is the source of technological advances as it enables accelerated exchange of information and research of common global problems.

As a consequence of the English immersion in different fields of life, it is necessary that people learn English. In the educational field, countries are developing English programs and including English as a main subject in their teaching syllabi in order for students to be prepared for future challenges that involve the mastery of English. In Ecuador, there are several scholarships programs developed by the ‘Secretaría de Educación Superior, Ciencia,

Tecnología e Innovación' (SENESCYT) in order to provide students opportunities for higher superior education at foreign countries, most of them English-speaking countries, and therefore, students need to be proficient in this language in order to be able to attend to classes merely in English.

### **2.1.1 English Speaking Skill**

The ability of speaking is an essential part of teaching and learning of English as a foreign language. The mastering of this English language skill is a priority for several second or foreign language learners because the main goal of learning a new language is communication. Speaking is an active process of negotiating meaning and of using social knowledge of the situation; negotiation of meaning is the process where the speaker tries to make him/her understood during the interaction using the target language. In this process, the speaker check if he/she has comprehended what someone has said, the speaker may also clarify his/her understanding and confirm that the hearer has comprehended his/her meaning.

Foreign Speaking as any other English skill needs to be practiced constantly in order for students to become good speakers. The goal of teaching speaking is the development of efficient communication. In some English classrooms, speaking requires that teachers provide students models for improving their communicative competence. Students need to repeat sentences, dialogues, or chant English words. For instance, repetition or drilling is just one way to of practicing the oral language. It is significant for students to practice the language they are learning in situations which are similar to life outside the classrooms. They need to practice and improve real communication and according to Baker and Westrup (2003) students, in the oral activities, need to talk about their lives, talk about news, express their ideas, discuss issues, and others.

“When we talk about speaking, we mean using language for a purpose” (Baker & Westrup, 2003). This means that any speaking activity needs to have a purpose for

students and it is essential that instead of asking them to repeat sentences, sometimes, it is good to give students a topic in order to support them to construct their own responses. In real life, people do not repeat what others say, they make their own sentences and dialogues.

### **2.1.2 How Children Learn the Spoken Language**

We learn to speak by hearing and using words that other people say. Children constantly try out words and create combinations of words. So, most children may be able to say a lot about themselves and the world they live in the time they reach to school. According to Dawes (2010) “children can name and describe things, listen to others, assimilate and creatively use new vocabulary, and even switch between languages, all with astonishing facility”. This means that for children talk as an inherent process.

Children do not just focus on what it is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them. Therefore, most of times, children have a positive attitude to activities and tasks that are centered on their lives and experiences. Jeremy Harmer in his 2013 book establishes that “a crucial characteristic of young children is their ability to become competent speakers of a new language with remarkable facility, provided they get enough exposure to it”.

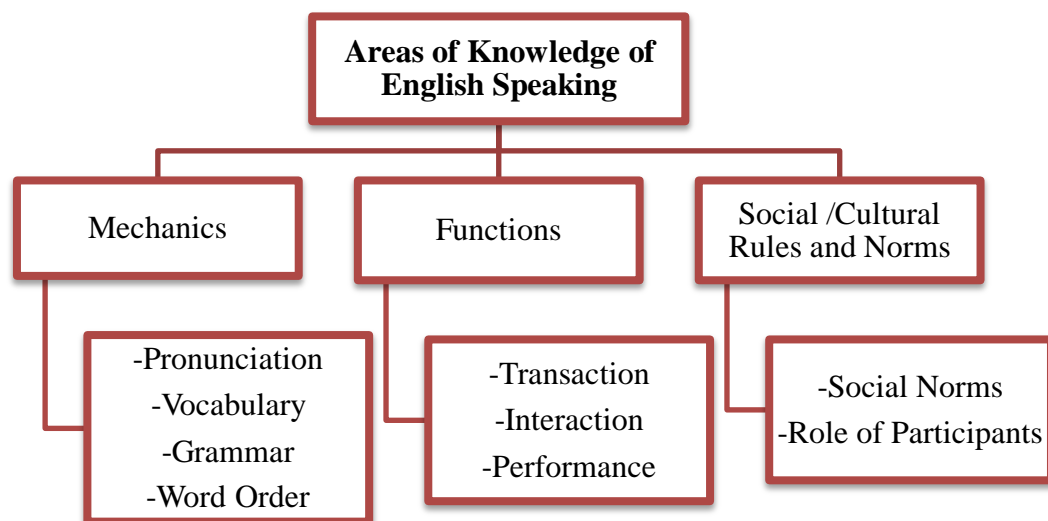
Stephen Krashen, a linguist and educational researcher, developed a theory in which he describes how a student acquires a language. According to the criteria of Krashen (2013) language acquisition occurs spontaneously, while it is happening, we are not aware that it is happening. In the Monitor Hypothesis, Krashen states that “the ability to produce language fluently and easily comes from what we have acquired” (2013). This means that when the language learner is about to say something in another language, the sentence comes to his/her mind immediately due to the previous acquired knowledge. Krashen also determines that for an

appropriate language acquisition, learners need to interact in conversations with native speakers.

### 2.1.3 Areas of Knowledge of English Speaking

During the language acquisition, students have to learn, in certain cases, most of the aspects that learning a new language involves because this guarantees the complete domain of the language. In reading, for example, it is necessary that students know more aspects that are related with this skill; comprehension, vocabulary, and others. Speaking is not the exception. This skill involves three areas of knowledge that learners need to take into account at the moment of developing their oral language. These areas are described below:

**Illustration N° 1: Speaking Areas of Knowledge**



**Source:** Adapted from <http://www.nclrc.org/essentials/speaking/spindex.htm>

**Author:** Marlene Villón Chancay

As the previous graphic shows, speaking skill encompasses three areas of knowledge; Mechanics, Functions, and Social and Cultural Rules and Norms. These areas are interrelated during the oral language production and facilitate its development and production. A more detailed explanation of each knowledge area is presented in the next items.

### **2.1.3.1 Mechanics**

Mechanics refers to the application of appropriate words in the correct way with the correct pronunciation. This involves the knowledge of vocabulary, how to employ them during the speech, the correct spelling of words, the grammatical rules and structures applied during the speech, and the correct way to pronounce words. These features are explained more detailed in the items below.

#### **2.1.3.1.1 Vocabulary**

Vocabulary plays an important role in the oral production. The ability to speak requires the knowledge of vocabulary in order to produce oral speech because without words students will not be able to speak at all. Children increase their spoken vocabulary at very different moments during the first few years of their life.

Rie Kouzumi, a professor at Juntendo University in Japan, (2013) states that “in theoretical models of first and second language speaking processes vocabulary is indispensable in producing speech with appropriate meanings as well as in generating syntactic, morphological, and phonological structures”. Therefore, vocabulary is needed to construct utterances and speeches with a meaningful message.

#### **2.1.3.1.2 Grammar**

For Jeremy Harmer (2001) “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language”. The application of grammar rules is useful for making understandable utterances. For several years, instructors have emphasized their students that a sentence needs, at least, a subject and a verb, which may then be followed by an object (direct or indirect), by a complement, or by an adverbial.



### **2.1.3.1.3 Pronunciation**

An important area of the English language for developing speaking correctly is pronunciation. In this case, teachers have to think in the main aim of teaching pronunciation; accent and intelligibility. Students should not faithfully follow a specific accent because that may provoke that the oral language production does not sound natural. It is more appropriate that students listen to a variety of English accents in order to be able to differentiate them and employ their own accent; trying to speak as a British, American or Australian may be a forced task; what really matters is to be understood and that is the second aim of including pronunciation sessions for improving speaking. Intelligibility refers to the ability that a speaker has to make himself/herself understood by the hearer. So, accent and intelligibility have a relevant role in pronunciation and they are good tools for speaking adequately because “the way the sentence is spoken will also determine exactly what it means” (Harmer, 2013). Speaker for making him/her comprehended, also need to recognize sounds production, word stress, sentence stress, etc.

According to Tennant (2007), the teaching of pronunciation should not solely focus on the production of sounds, but also in receptive skills, i.e. understanding when listening”. In this context, the way we understand something that other says is through the application of rhythm, intonation, and stress. These factors influence on the understanding of the message and they are important because from they depends the response the hearer will provide to the previous statement or question.

### **2.1.3.2 Functions of Speaking**

A variety of attempts have been carried out in order to classify the functions of speaking in the interaction of human beings. Brown and Yule (1983, as cited in Richards, 2008) made a useful classification between the interactional and

transactional functions or purposes of speaking. And then, performance function of speaking was added to interactional and transactional functions which require different teaching approaches. Each function of speaking is described in the following items:

#### **2.1.3.2.1 Talk as Interaction**

Talk as interaction is when someone is immersed in a normal conversation with other people. This function describes the interaction that is used as a primordial social function. An example of this kind of interaction is when people meet for first time, they usually exchange greetings, they may engage in small talks and recount recent experiences or anecdotes, and so on: all this is done because people want to be friendly and establish a comfortable zone during the interaction with others. For Richards (2008) in this function, the speaker and the way they want to introduce themselves to others is more important than the message. Depending on the situation, the interaction of people may be casual or more formal.

#### **2.1.3.2.2 Talk as Transaction**

According to Richards (2008) talk as a transaction mainly refers to the different situations where what is said or done is the center in the communication process. The principal features of this speaking function are; the message and making oneself understood by others clearly and accurately by using communicative strategies, rather than the participants and the way they interact socially with each other.

Richards in his 2008 work distinguishes that: classroom group discussions, buying in a shop, ordering food in a restaurant are some examples of talk as transaction. In this function, there may be frequent questions, repetitions, and comprehension checks and the participants may ask for clarification, make suggestions or comparisons, justify opinions, etc.

### **2.1.3.2.3 Talk as performance**

The last function of speaking is called talk as performance. In this case, performance refers to public talk, that is, a talk which main purpose is the transmission of information to an audience, such as classroom presentations, public announcements, and speeches. The focus is on both the message and the audience. According to Richards (2008), talk as performance is more like a monologue rather than dialogue because it just needs a performer and it often follows a determined format. The purpose of talk as performance is that the speaker uses a formal and accurate language, reflecting a good organization and sequencing of the speech.

### **2.1.3.3 Social/Cultural Norms and Rules**

Language affects strongly social life because it is the main way for the transmission of cultural knowledge and the principal vehicle by which people gain access to the mind contents of others. This final knowledge area of speaking refers to comprehending the role of the participants and who talks to whom. “Speakers from similar cultural backgrounds know how to speak to each other in terms of formal to be, what kind of language they can use, how loud to speak, or how close to stand to each other” (Harmer, 2001). A clear sample of this is a conversation between an employee and his/her boss, the language used for both in this case must be formal using polite words and expressions to exchange information. On the other hand, a group of friends may use a less formal or informal language when they are talking to each other.

### **2.1.4 Accuracy and Fluency in Speaking**

Someone who can use English appropriately is usually both accurate and fluent. The main characteristic of accurate speakers is that they do not make mistakes in grammar, vocabulary or pronunciation. In the same context, the characteristic of fluent speakers is that they are able to express themselves adequately and without

hesitation. According to Goh and Burns (2012) fluency became a specific goal for being achieved in speaking courses: information-gap and other activities are good ways to enhance oral fluency and try to attempt real communication. In a language lesson, learners need to spend time on becoming more accurate at the moment of producing speech, but they also have to practice and enhance the language fluency.

In this aspect, Scott Thornbury (2002) mentions that “research into listeners’ perception of speakers’ fluency suggest that pausing is equally important” for producing clear speech and being understood. Thornbury argues that all speakers have pause in order to breathe. And even proficient speakers need to stop from time to time in order to allow the formulation of an utterance to catch up with its conceptualization. However, Thornbury (2002) states that “frequent pausing is a sure sign of a struggling speaker”. This means that if speaker produces one word at a time, no matter how accurate the speech is, the speaker will not be considered as a fluent speaker. Therefore, the right placement of pausing is important at speaking because the right application of pauses during the speech production will allow the speaker to sound natural.

### **2.1.5 Significance of Teaching English Speaking Skill**

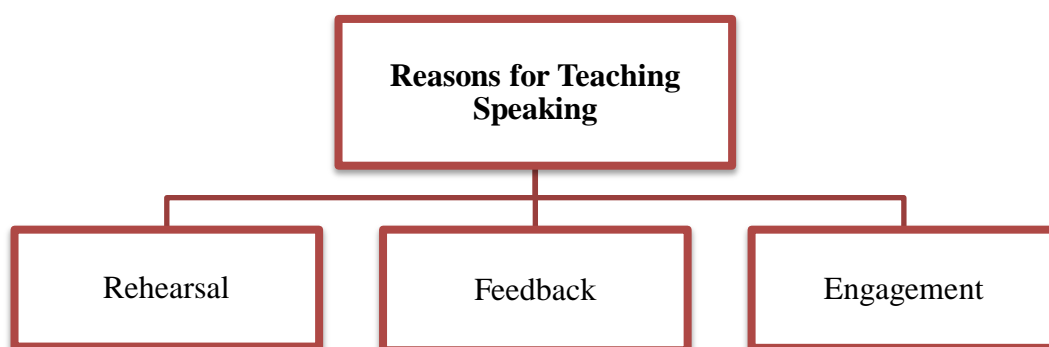
Proficiency of each English skill is needed in order to become a good communicator, but according to Gerald Gillis in his online publication (2013) states that “the ability to speak skillfully provides the speaker with several distinct advantages”. Gillis states that speaking skill provides the ability to inform and persuade; speaking clearly and confidently may get the attention of an audience, giving to the speaker the opportunity to make the message known. Well-developed oral communication may increase the negotiation skills of the speaker and self-confidence is improved. Moreover, Gillis (2013) establishes that developing speaking skill promotes the career enhancement of any learner. It is

known that speaking English as a foreign/second language is a key for succeeding at different work fields.

The development of oral communicative skill of most English as foreign language learners is necessary because of more reasons described here. First, EFL learners need to acquire English speaking skill because they have to maintain and develop social relationships with English natives, most of them tourists. In this interaction, learners have to exchange information that may be required for foreigners and in that situation; learners have to use the oral language. Another reason for teaching and improving speaking skill of students that teachers must take into account is that the acquisition of speaking competence is required for transmitting ideas, thoughts, feelings, etc. this is an important point for the interaction between teacher-students in the classroom.

According to Harmer (2013), it is important to get students talking during the classes because it is the way to be prepared for producing the language outside the classroom with English speakers and therefore, he determines three reasons for practicing speaking in class:

### **Illustration N° 2: Reasons for Teaching Speaking**



**Source:** Adapted from Harmer (2013)

**Author:** Marlene Villón Chancay

As the graphic above describes, there are three main reasons for teaching speaking to students. First, Harmer in his 2013 book mentions that oral activities provide students rehearsal opportunities; this means that students have opportunities to practice real-life speaking into the classroom; when students have free discussions and conversations inside the classroom they have a chance to practice oral structures they have learnt.

Feedback is another benefit of teaching speaking to students. Feedback is useful for both teacher and students because they can see how well or successful they are in the oral activities and also it allows knowing the language problems they are having. Finally, Harmer also describes that “the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become” (2013). This means that the exercises applied in the oral lessons are essential in the development of this skill because they promote students to become autonomous language learners.

### **2.1.6 Communicative Approach or Communicative Language Teaching Approach**

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign language, which emphasizes interaction of both the means and the ultimate goal of learning a language. “It is also referred to as communicative approach to the teaching of foreign languages” (VYAS & PATEL, 2009). CLT places great emphasis both on helping students use the target language in a variety of contexts and for different purposes and on learning language functions. The primary focus of Communicative Language Teaching is on helping learner to create meaning rather than developing perfectly grammatical structures or acquiring native-like pronunciation as the Audiolingual method did.

According to Harmer (2001) typical activities of CLT involve students in real or realistic communication, where successful achievement of the communicative task

they are performing is more important than the accuracy of the language. Thus, role-plays and simulations become popular and engaging activities in CLT, where students simulate scenes at the airport, at the doctor, etc. the purpose of these activities is that students have the desire to communicate something. In other words, successful learning of a foreign language is assessed in terms of how well learners have developed their communicative competence.

### **2.1.7 Strategies to Develop English Speaking Skill**

Strategies that teacher choose to apply for the improvement of speaking skill of students need to be highly motivating. So, teachers need to make time for the use of different kinds of practice, and to think of topics for students to speak about. Moreover, teachers need to create an encouraging and interesting environment where students have opportunities to express their ideas and make themselves understood even if they make errors. These kinds of speaking strategies prepare learners for using English outside the classroom. Some strategies that instructors or teachers may use in order to teach and practice speaking skill are listed below (Brown, 2000):

- Asking for clarification: what?
- Asking someone to repeat something: Pardon me?
- Using fillers to get time to process information: uh, I mean
- Using conversation maintenance cues: right, yeah, OK
- Getting the attention of someone: hey, say, so.
- Paraphrasing for structures someone cannot produce
- Appealing for assistance from the interlocutor.

- Using formulaic expressions.
- Using mime and non-verbal expressions.

### **2.1.8 Activities to Develop English Speaking**

Good activities can and should be extremely motivating for all students. Teachers have to select the activities that fit most to the necessities of students; completing a speaking task can be motivating for learners and can give them real satisfaction. Several oral activities, such as, role-plays, discussions, debates, among others, are intrinsically enjoyable and if they are planned carefully by the teacher, they will be completed successfully by students. Jeremy Harmer in his 2001 and 2013 works lists some speaking activities that are helpful for teacher and students in order to provide experiences of producing the language orally. Some of these activities are described below:

#### **2.1.8.1 Role-plays**

Role-plays are excellent activities for improving speaking skill in the relatively safe environment of the classroom. “Role-plays simulate the real world” (Harmer, 2013). In role-play exercises, students are given particular roles to perform in the target language; “they are told who they are and often what they think about a certain subject” (Harmer, 2013). The incorporation of role-play in the speaking lessons adds opportunities for the oral language production and also increases the motivation of students because in the imaginary situation of the activity they are integrating each others; quieter students get the opportunity to express themselves in a more spontaneous way.

In this case, teacher is a mere facilitator of language; he/she may give students samples of structures in order to use them in the activity. Teacher may be a spectator of the role-play and then he/she may provide a positive feedback of the performance of students. However, although teacher may be a language provider



or spectator, he/she may also be part of the role-play. He/she may be a participant more in the activity in order to give more confidence to his/her students.

### **2.1.8.2 Simulations**

According to Harmer(2013) in simulation exercises “students act as if they were in a real-life situation”. Check-in encounters at the airport, a job interview, an appointment with the doctor, buying at the grocery store are examples of simulations. They simulate a ‘real’ activity, and so it can be said that simulations are ‘virtually real’. For instance, if the activity is at a grocery store, it is important that the scenario had real products and objects that can be found in a real grocery store.

This activity is the most authentic speaking practice for any kind of students, allowing them to practice vocabulary, grammatical structures, oral expressions and phrases and other items necessary for the language development. For beginning learners, it is appropriated to give them a sample of how to do it and then they have to follow the sample, changing words, expressions or structures. The main characteristic of simulations is that they are ‘hands-on’ activities because they involve all students, so they become participants and not merely observers or listeners.

### **2.1.8.3 Discussions**

Discussions are useful for teacher and students because they may express their own ideas. However, Jeremy Harmer (2001) believes that discussions fail because students are asked to give an opinion in front of the class without the necessary preparation for doing it. Therefore, Harmer proposes the application of ‘buzz groups’ in order to avoid problems during this activity. ‘Buzz Groups’ is a cooperative learning technique in which students get in small groups in order to develop a specific task (idea generation, problem solving, etc.).

Thus, students first discuss a topic in their groups and then they are ready to give their opinions in public. Some teachers also organize more formal discussions in which students prepare for advance in order to participate in the discussion session. This kind of activity promotes the fluent use of oral language.

#### **2.1.8.4 Information-gap Activity**

Harmer (2013) defines Information-gap as “an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing the information”. This activity is helpful because students have to use the target language in order to share the information and find the information that is missed for each student. One way to do this activity is by *Describing and Drawing*. In this case, one student has a picture which the other partner does not have to see. The procedure of the activity is that one student has to draw what there is in the picture by asking for instructions to the partner that has the chart with the picture. Another variation of information-gap activity is called *Find the Differences*. In this case, students have to look at two pictures and describe the differences between them.

#### **2.1.8.5 Telling Stories**

The application of storytelling is a natural way to promote the repetition of structures and vocabulary. Harmer (2013) mentions that people usually spend their time telling stories or anecdotes to others and therefore, students also need to be able to tell stories in English. Grugeon, Hubbard, Smith, and Dawes(2014) states that “through telling stories we were reliving our lives, trying to make sense out of experiences and to give a coherence to our lives-though talk”. One way to incentive students to tell stories is by showing them a picture.

Harmer (2013) establishes that the class may be organized in small groups and teacher can give them a sequence of pictures in order to formulate the story. Once students have had the opportunity to watch the pictures they are taken away and

then students go to other groups, describe the picture and reconstruct the story. Most people love listening to stories and it is an educational manner to get students to talking.

#### **2.1.8.6 Surveys/Questionnaires**

Surveys and questionnaires are good ways to develop oral skill of students. If surveys and questionnaires are previously well-planned, “they ensure that both questioner and respondent have something to say to each other” (Harmer, 2001). In the case of the application of surveys, Harmer (2013) states that they can be used in order to get students to interviewing each other. For this activity, students may design their own questionnaires using an adequate language and thus, they may also upgrade their writing skill. A variation of this activity is the game *Find someone who...* in this task, students may also asked to list some activities (dance under the rain, run a marathon, eat insects, etc) and then they go round the classroom interviewing their classmates.

#### **2.1.8.7 Dialogues**

Dialogues are techniques that contribute to practice any topic lesson. This technique is used once an initial group of student has comprehended the target vocabulary and is able to produce them orally. The objective of the application of dialogues into the classroom is to present a real language situation in which students role play in an environment where they feel safe and comfortable before being immersed in a real experience. Through the use of dialogues, students can use the target language in order to internalize the words or phrases used in real communication.

Thus, these words and phrases become a part of students’ repertoire of English vocabulary. For this reason, dialogues are useful for improving oral communication but for having more positive results they should be performed without books or with closed books allowing for the total attention of students to

be focused on the oral language presented. As a recommendation, dialogues should be short for having interested students to work; they also should be easily repeatable, and, finally, dialogues should use daily language with a wide application.

### **2.1.9 Including ICTs in English Teaching**

Information and Communication Technologies has become an integral and accepted part of the daily life of several people. Technology has increased in importance in the lives of individuals and it is expected that this trend will continue, to the extent that literacy in technology will become an important requirement for the job of people, social, educational and personal lives. The growth of English and the emerge of the internet as a global communication channel, are mutually reinforcing trends. The creative use of Information and Communication Technologies (ICTs) in education has the capacity to increment the life quality of people by upgrading teaching and learning.

The era in which children, adolescents, adults, people in general, are living is an era of changes in different aspects, including education. Children used to play classical games such as “follow the leader”, “hide and seek”, “hopscotch”, “Simon says” and others. Although these kinds of games are didactic and dynamic and are still used in the lessons, they are being replaced in a certain way for digitalized games. “Digital childhood are experienced in a digital age” (Gibbons, 2015). Nowadays, children are more immersed in the use of technological tools for different purposes, most of them for entertainment. However, digital games may also be useful for improving teaching and learning and according to Gibbons (2015) “the digital age is more than the hard and software, it is also a way of thinking about life and human being that has been associated with cybernetic thought”.

As described below, technological skills are increasingly important for advancement of education, and other fields such as work or leisure. Therefore, the preparation and training of educators is also necessary because Information and Communication Technologies have been incorporated in the actual education programs.

Teachers need to be prepared at the moment of including the use of technology in their classes and for being prepared for the other challenges that technology includes. For Yelland, Grieshaber, and Stokes (2000) it is significant to note that the integration of ICTs may be greater into teaching contexts if both teacher and students achieve skills in the use of ICTs in contexts that highlight the ways in which education can be enhanced with the application of technologies.

#### **2.1.10 Significance of Using ICTs in English Teaching**

Information and Communication Technologies have been integrated in the educational programs in order to extend opportunities for students to interact in a digital way during their academic preparation. There are many reasons for teaching with technology and therefore, Yelland, Grieshaber, and Stokes (2000) mention that ICTs are used because of its benefits; ICTs engage students with powerful conceptual ideas as a means of communication between students.

Teachers use computer technology in order to create an environment where students are engaged to communicate providing increased and more diverse communicative opportunities. For Brozek and Duckworth (2012) “technology helps English language learners find a voice, easing the transition to a new language. To help students learn as much as possible and to demonstrate that knowledge, we need to fully and creatively use what advances in technology have to offer”.

Moreover, the application of ICTs in primary schools benefits students in the way that the confidence and motivation of children for the content of learning is

fostered through enjoyable technological learning experiences. As the Department of Education and Science (DES) (2004) states “the child’s sense of wonder and natural curiosity may be engaged by using content-free software”. An example of this is programming software and LOGO and their potential for the dynamic representation of real-world cases can enable children to experiment with procedures and outcomes in a controlled context.

Additionally, the use of ICTs support students exploring and investigating about the important issues related to the language learning. In other words, ICT tools promote active and participative learning by enabling children to find, manage, evaluate and use retrieved information from CD-Rooms or web pages. For teachers, the application of technology into the classroom facilitates the selection of learning experiences that are most meaningful for their students.

#### **2.1.11 ICTs for Developing Speaking Skill**

Since not knowing how to speak efficiently limits severely the success of people at academic, personal and professional areas, modern societies demands a high degree of oral communication at different levels. “To support children’s ongoing realization of their potential as individuals and as members of society, it is important for the primary school teacher to incorporate a range of teaching and learning resources into his or her teaching methods” (Department of Education and Science (DES), 2004). Thus, the inclusion of technology for improving the language skills of students is increasing rapidly in several educative institutions.

English language is considered the language of international communication for many people; its instruction needs to be reinforced and improved and it may be got since a substantial amount of learning and teaching resources are available in English. With the rapid development in society, computer technology and network now play a more prominent role in facilitating language learning.

The traditional teaching and learning methods, which diminish the practice of communication and application skills, are considered to be obsolete. Therefore, the vast resources that teachers can find online are the trendy ways of teaching any English language skills. For the development and enhancement of speaking skill there is a diversity of technological tools that may be used during the oral lessons. Some of them are listed and described below:

- Vocaroo: It is an accessible tool for students to record a message of any length and then placed in a link or embed code on a student or teacher web page.
- PodOmatic: It looks like an extraordinarily easy way to create a podcast.
- Woices: It allows the user to leave an audio message about a specific place and the message can be listened to by others.
- Chirbit: It is new site. The user can make a recording or use a text-to-speech feature to create an audio.
- Audio Pal: It is a new tool that lets the users record an audio by using a cell phone, a computer mike, or a text-to-speech device. Then users can send the message to their blogs or websites.

These are just some examples of technological tools that are useful for practicing oral skills. The application of any of these tools is significant for students because they like studying with technology and because of the other reasons described in the previous item. However, for the development of this research paper, 'audacity' is the open source software to be employed and it is described in the next item.

#### **2.1.12 Audacity for Improving Speaking Skill**

Audacity was first started in 1999. Dominic Mazzoni and Roger Dannenberg developed this open software at Carnegie Mellon University. Then it was

delivered in SourceForge.net on May 2000. Audacity was incorporated in the list of the best 100 products of the year on May 2008 according to the readers and editors of the PC World Magazine. Moreover, this open source software got award of the Source Forge in 2007 and in 2009, it won the Community Choice Award for Best Project of Multimedia.

Audacity is characterized for being a free, easy-to-use, multi-track audio editor and recorder for different operating systems, such as, Windows, Mac OS X, GNU/Linux and others. The interface is translated into several languages. Audacity is free software; it was developed by a group of volunteers and distributed under the GNU General Public License (GPL). Free software is not just free of cost; it is free in freedom, like free speech. Programs as Audacity are also called open source software, because their source code is available for anyone to study or use. There are several free and open source programs, including the Firefox web browser, the Libre Office or Apache Open Office suites and entire Linux-based operating system such as Ubuntu.

The main characteristics of Audacity are described below:

- Audacity can record live audio.
- It can record computer playback on any Windows Vista or later machine.
- It can convert tapes and records into digital recordings or CDs.
- Audacity can edit WAV, AIFF, FLCA, MP2, MP3 or Ogg Vorbis sound files.
- It can cut, copy, splice or mix sounds together.
- Audacity has numerous effects including change the speed or pitch of a recording.



The free and open feature of this technological tool has allowed it to become very popular in the field of education for improving the teaching-learning process, motivating its creators to make the user interface more accessible for teachers and students. The application of this open source software provides students opportunities to enhance their speaking skill and also their pronunciation by recording their voices or dialogues between them and then playing back the recordings.

## **2.2 PHILOSOPHICAL BASIS**

“Speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency” (Bahrani & Soltani, 2012, p. 25). Dawes states that “children usually start learning to talk as soon as they are part of a conversation-that is, as soon as arrive. Children’s first attempts to copy what they hear may be amusing approximations, often better than the original” (Dawes, 2010).

“The communicative character of language is characterized by its functionality, that is, the specific uses made of it in the dimension of social and human interaction, so it is necessary to develop communication skills in the classroom, by focusing on the students' needs and creating activities to promote the use of language in real communication scenarios” (Rico & Molina, n.d., p. 2).

“Plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill”(Harmer, 2001, p. 85). “The goal of language learning in a communicative classroom is to have perfect understanding for the learners of the meaning expressed in the lesson and internalizing the rules of grammar, as well as be able to apply this new language in their situations and, consequently, become proficient users of language” (VYAS & PATEL, 2009, p. 45).

“Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing videos and speech recognition software are considered the best tools for teaching speaking skill” (Bahadorfar & Omidvar, 2014, p. 9). Yelland, Grieshaber and Stokes believe that “technology should be integrated into subjects so that its use becomes a natural or seamless aspect of the learning processes that are a daily occurrence in education” (2000, p. 102).

“The increasing use of media and technologies for enhancing teaching and learning is an important current trend to overcome the challenges of schooling and teacher training in the changing world” (Shohel & Kirkwood, 2012, p. 414).

“Any and all positive experiences with new media are assumed to lay foundations for an enduring and sustaining attunement to the use of new media in rich, creative, innovative ways of learning about the world, about one’s self, and about the role of new media in the world” (Gibbons, 2015, p. 120).

## **2.3 FUNDAMENTAL CATEGORIES**

### **2.3.1 Speaking Skill**

Bahadorfar and Omidvar(2014)mention that speaking is one of the English skills that learners have to master during the language acquisition. Speaking is an essential tool for communicating with others. According to Chaney (as cited in Bahadorfar & Omidvar, 2014) speaking is the building and sharing process of meaningful messages through the use of verbal and non-verbal symbols, in diverse contexts.

### **2.3.2 Technology**

Bahadorfar and Omidvar(2014) establish that technology is the means to get a connection with the modernized world people live nowadays. They also suggest

that in these times, technology is widely applied for communication, trade and transactions purposes. However, today technology is also used in educational sectors due to the facilities it offers to the teaching and learning process.

### **2.3.3 ICTs**

Information and Communication Technologies or ICTs is the term that involves any kind of device or application for communication. Radio, television, cell phones, computer, network hardware or software, satellite systems, and others are samples of ICTs. They are widely employed for people for different purposes (personal, academic, or professional purposes).

### **2.3.4 Audacity**

Audacity® is free, open source, cross-platform software for recording and editing sounds.

## **2.4 LEGAL BASIS**

### **2.4.1 Article 26-Constitution of Ecuador 2008**

This article describes that all people who live in the country have the right to being educated at any educative institution. The article also describes that the authorities of the educational area have to guarantee a good education for all students without exception.

### **2.4.2 Article 27-Constitution of Ecuador 2008**

The article 27 describes that the learner is the principal part in the teaching-learning process and mentions that education is essential for all learners because it foment the success of both the learner and country.

### **2.4.3 Article 343-Constitution of Ecuador 2008**

This article mainly mentions that learners have to develop individual and collective skills in order to be successful in the teaching-learning process.

### **2.4.4 Article 37-Childhood and Adolescence Code**

The Code of Childhood and Adolescence in the article 37 mentions that children and adolescents in general, without exception, have the right to have a good education at any educational center from the country. It also mentions that students have to study with experienced teachers at well-equipped classrooms or settings, and the responsibilities for this are the educational authorities; they have to accomplish this task.

### **2.4.5 Article 2 - Organic Law of Intercultural Education**

It is recognized the right of all people, communes, peoples and nationalities to be taught in their own language and in the official languages of intercultural relationship; as well as in other languages in relation to the international community.

### **2.4.6 Article 6 - Organic Law of Intercultural Education**

This article mentions as a main Government obligation the durability and progressive fulfillment of the constitutional rights and guarantees of educational topics. While literal E-F focuses on ensuring the continuum improvement for quality of Education.

## **2.5 HYPOTHESIS**

Open source audio software as a teaching tool will develop the speaking skill in students of sixth grade at Unidad Educativa “Rubira”, Salinas, Santa Elena province, 2015-2016.

## **2.5.1 Variables**

### **2.5.1.1 Dependent Variable**

Speaking skill

### **2.5.1.2 Independent Variable**

Open source audio software

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

For the development of this research it was necessary the application of the qualitative and quantitative method.

##### **3.1.1 Quantitative method**

The application of the quantitative method allowed the researcher to gather specific information from the real beneficiaries of this investigation, students of sixth grade at Unidad Educativa “Rubira”. The investigator collected information from the application of surveys and then this information was presented in this work by using charts and statistical graphics.

##### **3.1.2 Qualitative method**

The qualitative method allowed the researcher to apply different interviews to different people who proportionate significant data for this investigation. The researcher interviewed to the principal and English teachers at Unidad Educativa “Rubira”. In addition to them, the researcher interviewed other two English language teaching experts; they provided information about the instruction of English language and the importance of developing speaking skill. All this collected information was analyzed, contrasted and described in this work.

### **3.1.3 Observation Method**

The observation method allowed the researcher detected the phenomena directly and carefully. The researcher observed one English lesson with the purpose of knowing how students were being instructed and establishing the reasons for the students' low level in their oral proficiency.

## **3.2 TYPE OF RESEARCH**

### **3.2.1 Field research**

The field research permitted to obtain updated information from the direct beneficiaries from Unidad Educativa "Rubira" (sixth grade students). The field research also allowed the application of different techniques, such as, interviews and observation

### **3.2.2 Bibliographic research**

This investigation is bibliographical research since it allowed the exhaustive search of different theories and investigations in the English language teaching in books, journals, online publications, and others. The information taken from these resources was read, interpreted, contrasted and summarized in this investigative work.

### **3.2.3 Applied research**

This type of research involved the practical application of research findings in order to solve an issue. The applied research permitted the implementation of the software AUDACITY in order to upgrade the speaking skill of students of sixth grade at Unidad Educativa "Rubira".

### 3.3 POPULATION AND SAMPLE

#### 3.3.1 Population

The population of this research was composed by the principal, two English teachers, 36 students of the sixth grade from Unidad Educativa “Rubira” and two additional English experts.

**Chart N° 1: Population chart**

DESCRIPTION	QUANTITY	PERCENTAGE
Principal at Unidad Educativa “Rubira”	1	2%
English teachers at Unidad Educativa “Rubira”	2	5%
Students of sixth grade at Unidad Educativa “Rubira”	36	90%
English language experts	1	3%
<b>TOTAL</b>	<b>59</b>	<b>100%</b>

**Source:** Secretary Department of Unidad Educativa “Rubira”

**Author:** Marlene Villón Chancay

#### 3.3.2 Sample

Since the size of the population was manageable, the 100% of population will be included in the development of this investigation. This means that no sample size formula was applied.



### 3.4 VARIABLES OPERATIONALIZATION

#### 3.4.1 Independent variable operationalization: Open Source Audio

**Chart N° 2: Operationalization of the independent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Open source Audio is software for recording voices and then they can be played later.	Audacity ICTS Software	Speaking skill Methodologies Strategies Technological tools Web Sites	-What are the advantages of using any technological tools during the students' speaking skill instruction? -Have you ever worked with a Free Open Digital Audio as Audacity for the speaking practice of your students? -Why would you recommend the application of Audacity for the speaking skill teaching? -What are the benefits of using Free Audio and Recording Computer software to increase the speaking skills in students?	Surveys Camera Video-Camera Interviews Observation

**Author:** Marlene Villón Chancay

**3.4.2 Dependent variable operationalization: Speaking skill**

**Chart N° 3: Operationalization of the dependent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Speaking belongs to the four main English language skills: it involves the oral production of the target language using vocabulary, grammar structures, fluency, accuracy, and others in order to be clearly understood.</p>	<p>English language development Speaking skill Teaching strategies Methodology</p>	<p>Students' motivation  Teaching materials  Activities</p>	<p>-What is the level of speaking proficiency of your students in the English language?  -Why do you consider that students need to develop speaking skill?  -According to your teaching experience, what activities motivate most students to practice and improve their speaking skill?  -Do you consider that the techniques applied for your teacher during the speaking skills instruction are beneficial for your learning process?</p>	<p>Interviews  Surveys  Observation</p>

**Author:** Marlene Villón Chancay

## **3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

### **3.5.1 Techniques**

The following techniques were applied during this investigation in order to collect relevant information: surveys, interviews, observation, and oral tests.

#### **3.5.1.1 Survey**

The survey was directly applied to students of sixth grade from Unidad Educativa “Rubira” with the main objective of gathering information from the direct beneficiaries of this investigative work. Students’ answers were very significant and their responses were included in this work and they were presented in charts and illustrated in statistical graphics.

#### **3.5.1.2 Interview**

Furthermore, for gathering data, some interviews were administered to the principal and English teachers at Unidad Educativa “Rubira”. Additionally, taking into account experience and professionalism, two English language specialists were interviewed in order to know their point of view about the presented proposal. Interviewees’ answers were of great importance since they shared their ideology about the English language instruction.

#### **3.5.1.3 Observation**

As it was established previously, the observation method was applied in order to realize the real problems that students face during the English language teaching. The investigator observed one English class as an instrument for knowing the way in which students are instructed.

#### **3.5.1.4 Oral tests**

Oral tests were applied to students before the proposal application in order to determine the students' level in their oral language production.

### **3.5.2 Instruments**

#### **3.5.2.1 Camera**

This instrument was used to capture images and videos in order to reproduce them later and have an evidence of the application of the proposal.

#### **3.5.2.2 Questionnaire**

It is a document with some questions which was elaborated in order to get information about the stated problem from students of sixth grade at Unidad Educativa "Rubira".

#### **3.5.2.3 Observation guide**

The observation guide was developed and implemented during the observation session in order to evaluate the strategies that English teacher applied in the development of English language lessons and the way in which teacher encouraged students to practice and improve their speaking skill.

### **3.5.3 Notebook**

The notebook was used in order to take different notes during the observation sessions, surveys, interviews and during the proposal implementation.

### 3.6 DATA COLLECTION PLAN

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

**Chart N° 4: Data collection plan**

N°	BASIC QUESTIONS	EXPLANATION
1	What for?	To develop speaking skills
2	From which objects or people?	Sixth grade students
3	About what aspects?	Implementation of Open Source Audio (Audacity)
4	Who?	Marlene del Rosario Villón Chancay (UPSE-English Language Teaching Career).
5	To whom?	Students, English teachers, Principal
6	When?	2015 - 2016.
7	Where?	At Unidad Educativa “Rubira”
8	How many times?	Once a year during the academic year 2015 - 2016.
9	How?	Individually, by pairs and by group
10	What data collection techniques?	Interviews, surveys and observation sessions
11	With what?	Lists, questionnaires, observation guides.

**Source:** Unidad Educativa “Rubira”

**Author:** Marlene Villón Chancay

### 3.7 DATA PROCESSING PLAN

**Chart N° 5: Data Processing Plan**

<p><b>Determination of a Situation</b></p>	<p>Through the application of different instruments, such as, observation sessions, surveys, interviews, and oral tests, it was determined that students of sixth grade at Unidad Educativa “Rubira” presented problems at the moment of producing the target language orally.</p>
<p><b>Data Search</b></p>	<p>For the development of this research paper, it was necessary to consult different bibliographical resources (books, journals, online publications) in order to gather information about the most appropriated strategies for the improvement of speaking skill of English language learners.</p>
<p><b>Data Collection and Analysis</b></p>	<p>Data collection was done through the application of different techniques and instruments, such as, surveys, interviews, questionnaires, observation sessions, and observation guides. Once all this information was collected, it was analyzed summarized, contrasted and included in this investigation.</p>
<p><b>Definition and Formulation</b></p>	<p>Once the problem was established with its causes and consequences, it was necessary to take into account the participation of the educational community members (students, English teachers and authorities from Unidad Educativa “Rubira”) in order to work together for solving students’ speaking problems.</p>
<p><b>Statement of Solutions</b></p>	<p>Having established the low speaking proficiency of students, it was fundamental to design and implement a proposal which attempts to solve this problem. Therefore, the use of recording computer software or Audacity will be beneficial for students of sixth grade since it will allow to record dialogues in order to enhance speaking skill and pronunciation as well.</p>

**Source:** Unidad Educativa “Rubira”

**Author:** Marlene Villón Chancay

## **3.8 ANALYSIS AND INTERPRETATION OF RESULTS**

### **3.8.1 Interview directed to Specialist**

In order to collect important information, an English language expert was interviewed. The interviewee was MSc. Dalila Villalva; she provided significant information about the English language instruction, speaking skill development and strategies for improving this skill.

#### **Question N° 1: How significant do you think learning English language is?**

**Interpretation:** MSc. Villalva answered that learning English is very significant because is one of the most spoken languages around the world. Therefore, people should learn it in order to be able to communicate with English speakers from different nations.

#### **Question N° 2: Why do you consider the Ecuadorian educational curriculum use the communicative approach for the English language teaching?**

**Interpretation:** The interviewer mentioned that Communicative Approach is used in order to provide students a better English language instruction taking into account important aspects for the correct acquisition of this language: this approach attempts to encourage students use the target language as much as possible.

#### **Question N° 3: According to your teaching experience, what activities motivate most students to practice and improve their speaking skill?**

**Interpretation:** MSc. Villalva considered that the most appropriated activities for improving speaking skills are related to talk about different topics, in other hands

students have to report personal information; which it is important to encourage students to produce the target language sharing their own information or ideas.

**Question N° 4: What is your opinion about the application of technology during the English language instruction?**

**Interpretation:** The interviewed specialist said that the application of technology during the English language instruction is important because students are living in a digitalized era and most of them like using technology for doing almost everything. In the educational field, technology is being used in order to improve the teaching-learning process.

**Question N° 5: What teaching technological tools do you know in order to improve the speaking ability of students?**

**Interpretation:** There are different technological tools which can be used during the English language teaching process, such as, computers, projectors, recorder, and others.

**Question N° 6: What are the advantages of using any technological tools during the students' speaking skill instruction?**

**Interpretation:** MSc. Dalila Villalva mentioned that using technological tools, such as speakers, tape recorders, or MP3 players, provide students the opportunity to listen to a good pronunciation and then students can repeat; this is an excellent way for improving pronunciation while students speak in English.

**Question N° 7: Have you ever worked with a Free Open Digital Audio as Audacity for the speaking practice of your students?**



**Interpretation:** The interviewed answered that she has never used a Free Open Source Audio. However, she mentioned that she has used MP3 players for encouraging students listen to a native English pronunciation.

**Question N° 8: Why would you recommend the application of Audacity for the speaking skill teaching?**

**Interpretation:** The interviewee finished the interview saying that the application of any resource or tool is beneficial for the improvement of the teaching-learning process and she recommended that teachers look for additional and interesting ways for increasing and enhancing students' knowledge; Audacity seems to be a good and didactic technological tool for upgrading students' speaking skill.

### **3.8.2 Interview directed to the principal**

**Question N° 1: According to your criteria, how important is English learning?**

**Interpretation:** The principal of Unidad Educativa "Rubira", MSc. Marco Yanchapanta, said that English is a language that people from Península of Santa Elena should learn because this is a touristic province which is visited by several English foreigners. Therefore, it is necessary to learn English language.

**Question N° 2: What is your opinion about the development of speaking skill of students from this institution?**

**Interpretation:** The principal of Unidad Educativa "Rubira" said that the educational institution he manages attempts to develop the entire English language which involves developing its skills. However, he mentioned that speaking is very fundamental because is the medium of communicate each other.

**Question N° 3: Have you, as the principal of this institution, ever promoted that your English teachers attend to training courses?**

**Interpretation:** MSc. Yanchapanta answered that English teachers are in constant preparation; there are some English teachers that are currently finishing their English teaching degrees, there are others who are attending to courses in order to get a master degree, so he considered that teachers from Unidad Educativa “Rubira” are always encouraged to get higher degrees in education.

**Question N° 4: How good do you consider it is the speaking skill level of students from this institution?**

**Interpretation:** MSc. Marco Yanchapantasa said that speaking skill of students is good but it needs to be more practiced and enhanced.

**Question N° 5: What is your opinion about the application of technology into the English language teaching?**

**Interpretation:** The interviewed principal responded that technology into the teaching and learning process is important but not fundamental; he pointed out that not all educational institutions have the privilege of having a lab, internet or projectors in their classrooms and teachers have to look for the way to teach in a didactic and motivating way. He also mentioned that thanks to the support of parents and other beneficiaries, Unidad Educativa “Rubira” has projectors and that has been a great support for the betterment of students’ learning.

**Question N° 6: What technological tool or application do English teachers from this institution apply in their English language classes?**

**Interpretation:** MSc. Yanchapanta answered that teachers use projectors and laptops.

**Question N° 7: According to your criteria, what would the impact of the application of any technological tool be in the speaking skill instruction?**

**Interpretation:** MSc. Marco Yanchapanta claimed that using technology in the teaching process facilitates the comprehension and acquisition of knowledge. Furthermore, he mentioned that students feel more motivated learning through the use of any technological tool.

**Question N° 8: Would you support the application of recording computer software as a technological aid in the development of students' of sixth grade speaking proficiency?**

**Interpretation:** The interviewee made the point that recording computer software could be useful for improving speaking skill of students and he would like to use it in all classrooms but first he needs to wait for results.

### **3.8.3 Interview directed to English teachers**

**Question N° 1: What is the level of speaking proficiency of your students in the English language?**

**Interpretation:** Both English teachers (Miss Sonia Alvarado and Miss Josselin Muñoz) considered that their students have an average knowledge of English, but they have certain problems at the moment of producing the target language orally. Teachers mentioned that they are always trying to motivate students to produce the language correctly.

**Question N° 2: Why do you consider that students need to develop speaking skill?**

**Interpretation:** Both Interviewed English teachers answered that speaking is a skill that need to be developed in order to be able to transmit their ideas or information by using the target language.

**Question N° 3: What kind of technological devices do you use in the teaching process of English language?**

**Interpretation:** The main technological devices that both English teachers use in the teaching process of English language are their laptops, MP3 players, projectors, and in some cases their cell phones.

**Question N° 4: According to your criteria, what are the advantages of using ICTs for the development of English classes?**

**Interpretation:** Both English teachers mentioned that ICTs facilitates all the teaching process and facilitate the learning process of students. Nowadays, there are lots of digital resources that teachers can use in order to use them in the practice of students.

**Question N° 5: Why would you consider that students can improve their speaking skill through the application of any technological tool?**

**Interpretation:** According to both English teachers, students like learning by using technology; digital games or digital resources are excellent for motivating students to practice speaking and any other English language skill.

**Question N° 6: What kind software do you know for enhancing the speaking skill of students?**

**Interpretation:** Miss Sonia Alvarado answered that she has applied software of digital games in order to developed vocabulary, but she also mentioned that this software was also used for improving skill because there were some digital games in which students have to formulate sentences. On the other hand, Miss Josselin Muñoz said that she has used digital pictures in order to describe pictures orally.

**Question N° 7: Why should teachers use audio resources in the development of their English speaking skill classes?**

**Interpretation:** Both English teachers said that audio resources are needed for providing students the correct pronunciation and then encouraging them to repeat that pronunciation.

**Question N° 8: What are the benefits of using a Free Audio and Recording Computer software to increase the speaking skills in students?**

**Interpretation:** Miss Alvarado and Miss Muñoz answered that free audio and recording computer software is beneficial since it allows students and teachers record audio voices and then play them in order to improve pronunciation.

### 3.8.4 Survey applied to students of sixth grade

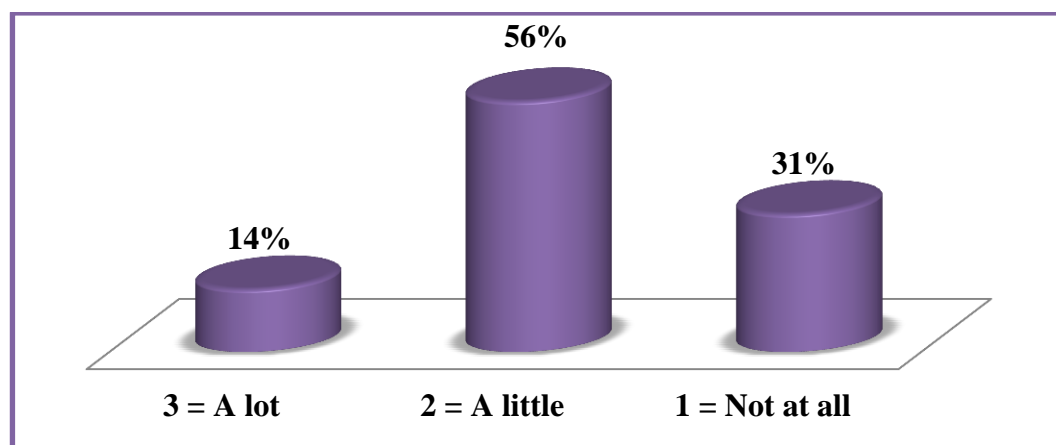
**Chart N° 6: Students' preferences for learning English**

<b>Question N° 1: From the following scale, how much do you like English?</b>			
<b>Objective:</b> To establish the preference of students of sixth grade for learning English.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1.1	3 = A lot	5	14%
1.2	2 = A little	20	56%
1.3	1 = Not at all	11	31%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 1: Students' preferences for learning English**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Results from survey shows that most students of sixth grade at Unidad Educativa “Rubira” (56%) like learning English; some of them (14%) like learning English a lot and 31% answered they do not like learning this language at all.

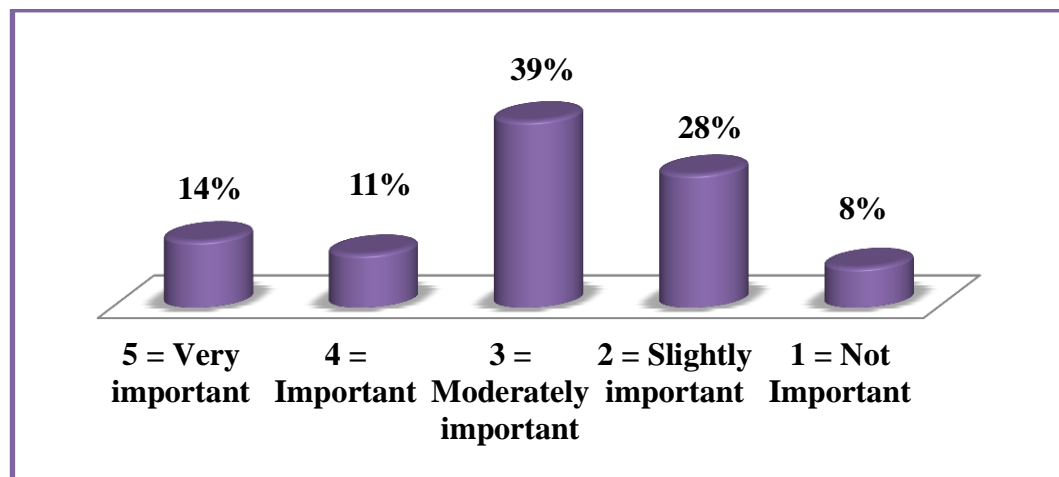
**Chart N° 7: Importance of learning English for students**

<b>Question N° 2: From the scale below, how important is learning English for you?</b>			
<b>Objective:</b> To establish the students of sixth grade's opinion about the importance of learning English.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
2.1	5 = Very important	5	14%
2.2	4 = Important	4	11%
2.3	3 = Moderately important	14	39%
2.4	2 = Slightly important	10	28%
2.5	1 = Not Important	3	8%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 2: Importance of learning English for students**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Some students (39%) considered that English learning is moderately important; 28% considered that learning English is slightly important; 14% very important; 11% just important and 8% considered that learning English is not important.

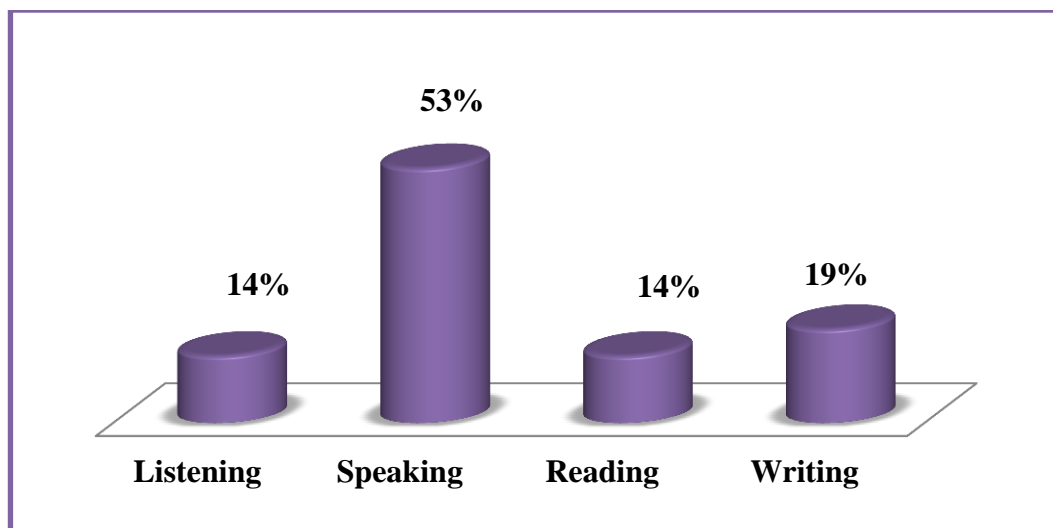
**Chart N° 8: Development of English language skills**

<b>Question N° 3: What of the following four main English language skills do you consider is most important for developing?</b>			
<b>Objective:</b> To establish the students of sixth grade's opinion about the development of English language skills.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
3.1	Listening	5	14%
3.2	Speaking	19	53%
3.3	Reading	5	14%
3.4	Writing	7	19%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 3: Development of English language skills**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Most of surveyed students (53%) considered that speaking is the most important skill that they need to develop; 19% considered that writing is the most important skill for being developed; 14% reading and writing.



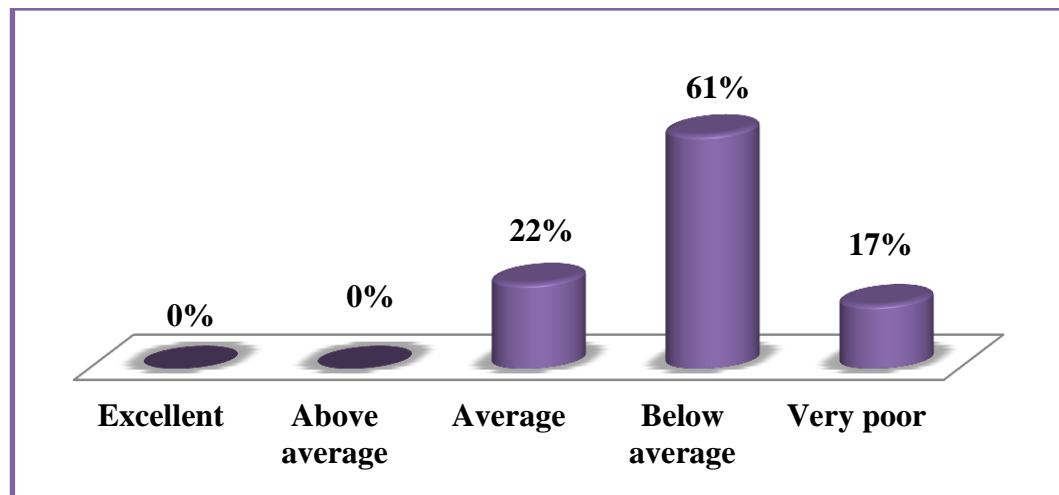
**Chart N° 9: Students' speaking skill proficiency**

<b>Question N° 4: How can you define your speaking skill proficiency?</b>			
<b>Objective:</b> To establish the English language speaking skill proficiency of students of sixth grade.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
4.1	Excellent	0	0%
4.2	Above average	0	0%
4.3	Average	8	22%
4.4	Below average	22	61%
4.5	Very poor	6	17%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 4: Students' speaking skill proficiency**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Most than the half of students (61%) considered that their speaking skill proficiency is below average; 22% considered their speaking skill is average and 17% very poor.

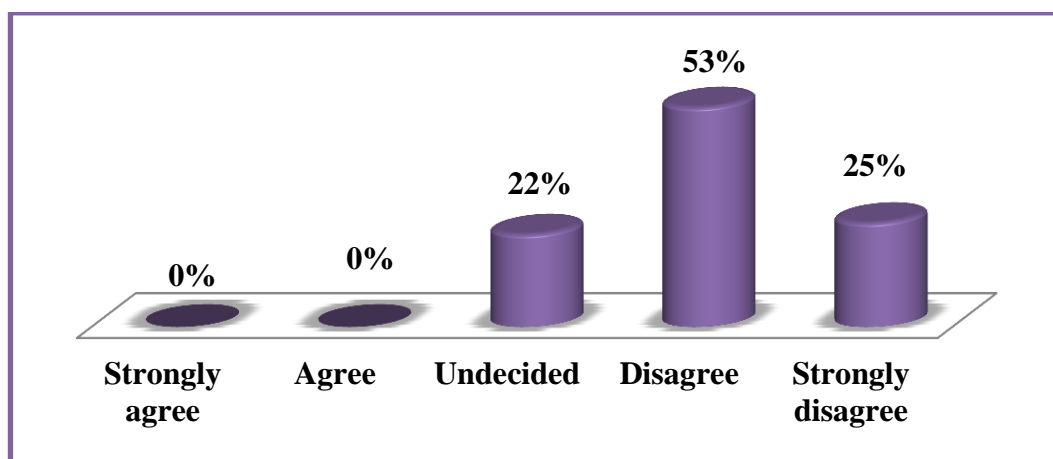
**Chart N° 10: Students' opinion about the application of strategies**

<b>Question N° 5: Do you consider that strategies applied by your English teacher encourage you to develop your speaking skill?</b>			
<b>Objective:</b> To establish students of sixth grade's opinion about the strategies that English teacher applies during the speaking instruction.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5.1	Strongly agree	0	0%
5.2	Agree	0	0%
5.3	Undecided	8	22%
5.4	Disagree	19	53%
5.5	Strongly disagree	9	25%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 5: Students' opinion about the application of strategies**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Most than the half of students (53%) disagreed with the strategies that their teacher apply during the speaking skill instruction; 25% strongly disagreed and 22% were undecided.

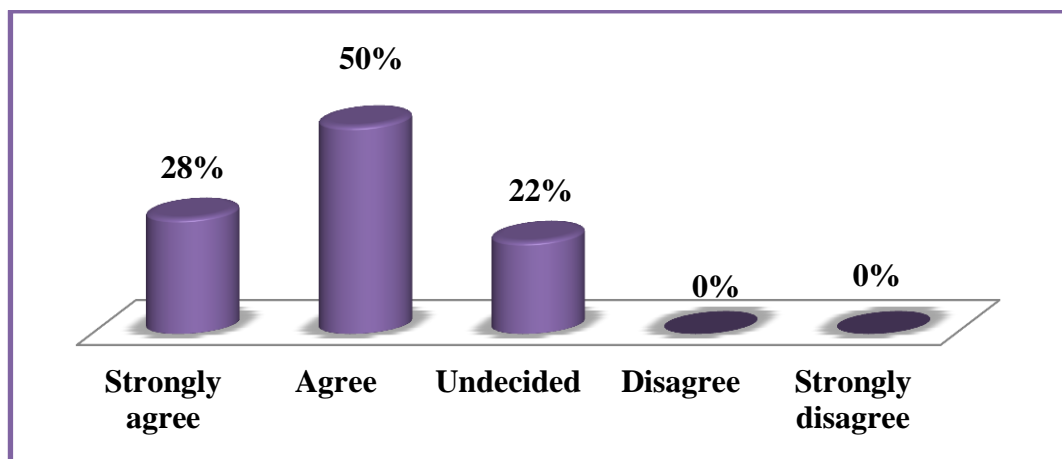
**Chart N° 11: Application of technological tools**

<b>Question N° 6: Do you consider that the application of technological tools contributes to develop your speaking skill?</b>			
<b>Objective:</b> To establish students of sixth grade's opinion about the application of technological tools during the speaking skill instruction.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
6.1	Strongly agree	10	28%
6.2	Agree	18	50%
6.3	Undecided	8	22%
6.4	Disagree	0	0%
6.5	Strongly disagree	0	0%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 6: Application of technological tools**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Most of students (50%) agreed with the application of technological tools for developing speaking skill; 28% strongly agreed and 22% were undecided.

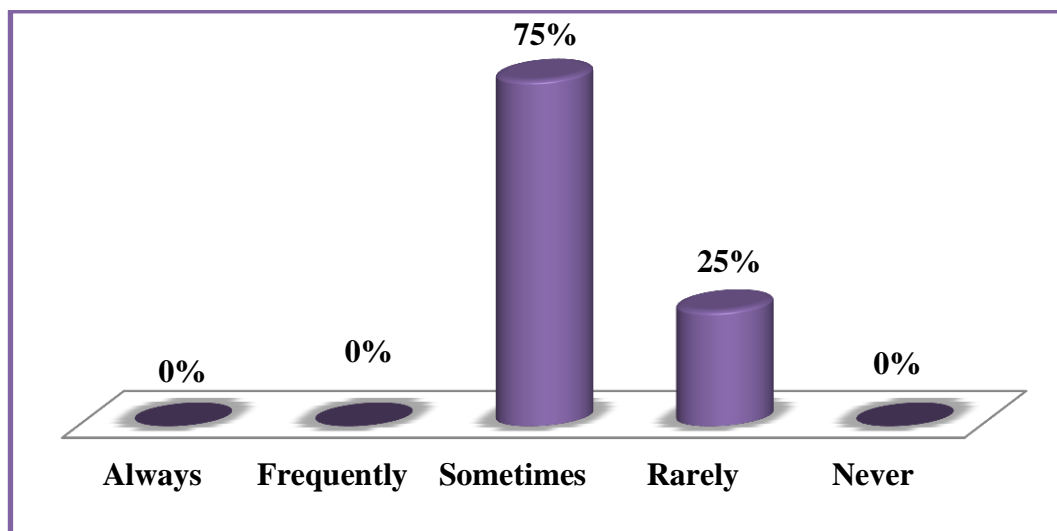
**Chart N° 12: Application frequency of technological tools**

<b>Question N° 7: What is the frequency of technological tools application by your teacher in the development of English lessons?</b>			
<b>Objective:</b> To establish the application frequency of technological tools during English lessons.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
7.1	Always	0	0%
7.2	Frequently	0	0%
7.3	Sometimes	27	75%
7.4	Rarely	9	25%
7.5	Never	0	0%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 7: Application frequency of technological tools**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Almost all students (/75%) responded that English teacher sometimes applies technological tools and 25% rarely.

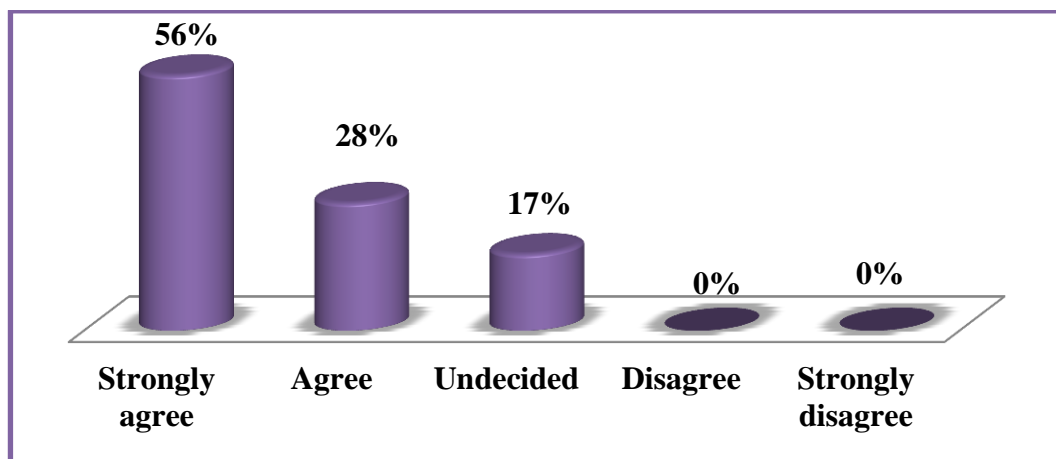
**Chart N° 13: Students' willingness for using recording computer software**

<b>Question N° 8: Would you like that your English teacher uses recording computer software in order to develop your speaking skill?</b>			
<b>Objective:</b> To establish the application frequency of technological tools during English lessons.			
<b>N°</b>	<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
8.1	Strongly agree	20	56%
8.2	Agree	10	28%
8.3	Undecided	6	17%
8.4	Disagree	0	0%
8.5	Strongly disagree	0	0%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>

**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Graphic N° 8: Students' willingness for using recording computer software**



**Source:** Surveys applied to students of sixth grade

**Author:** Marlene Villón Chancay

**Interpretation:** Most than the half of students (56%) expressed their willingness for using recording computer software for developing speaking skill; 28% agreed and 17 % were undecided.

### 3.9 Observation sessions results

Chart N° 14: Observation guide N° 1

OBSERVATION GUIDE						
UNIDAD EDUCATIVA “RUBIRA”-SALINAS-SANTA ELENA PROVINCE						
Observer: Marlene Villón Chancay			Observed teacher: Miss Sonia Alvarado			
Objective: To evaluate methodology and strategies applied by the English teacher in the development of a speaking lesson.						
N°	ASPECTS TO EVALUATE	PARAMETERS OF EVALUATION				
		1	2	3	4	5
1	Teacher starts the class with a warm-up activity.	X				
2	Teacher describes the objective of the lesson to students.	X				
3	Teacher describes the topic of the speaking lesson.			X		
4	Teacher uses the target language for explaining or communicating with students.	X				
5	Students communicate using the target language.	X				
6	Teacher explains students any grammatical structures or vocabulary needed for the speaking activity.				X	
7	Teacher provides students examples about the speaking activity.			X		
8	Teacher guides and motivates students to work on the speaking activity.		X			
9	Teacher uses any analogical resource for encouraging students to develop their speaking skill.			X		
10	Teacher uses any digital resource for encouraging students to develop their speaking skill.	X				
11	Teacher evaluates students.	X				
12	Teacher provides students feedback about the speaking lesson.	X				

Author: Marlene Villón Chancay

**Chart N° 15: Observation Guide N° 2**

<b>OBSERVATION GUIDE</b>						
<b>UNIDAD EDUCATIVA “RUBIRA”-SALINAS-SANTA ELENA PROVINCE</b>						
<b>Observer:</b> Marlene Villón Chancay			<b>Observed teacher:</b> Miss Josselyn Muñoz			
<b>Objective:</b> To evaluate methodology and strategies applied by the English teacher in the development of a speaking lesson.						
<b>N°</b>	<b>ASPECTS TO EVALUATE</b>	<b>PARAMETERS OF EVALUATION</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Teacher starts the class with a war-up activity.		X			
2	Teacher describes the objective of the lesson to students.		X			
3	Teacher describes the topic of the speaking lesson.				X	
4	Teacher uses the target language for explaining or communicating with students.	X				
5	Students communicate using the target language.	X				
6	Teacher explains students any grammatical structures or vocabulary needed for the speaking activity.			X		
7	Teacher provides students examples about the speaking activity.			X		
8	Teacher guides and motivates students to work on the speaking activity.	X				
9	Teacher uses any analogical resource for encouraging students to develop their speaking skill.			X		
10	Teacher uses any digital resource for encouraging students to develop their speaking skill.	X				
11	Teacher evaluates students.	X				
12	Teacher provides students feedback about the speaking lesson.	X				

**Author:** Marlene Villón Chancay

### **3.10 CONCLUSIONS AND RECOMMENDATIONS**

#### **3.10.1 CONCLUSIONS**

- Through the interview to principal, English teachers and English experts, it was established that speaking is a skill that students need to develop since it allows to communicate their ideas, feelings, or any information with others.
- Through the application of survey to students of sixth grade at Unidad Educativa “Rubira”, it was concluded that students have not developed their speaking skill appropriately.
- Through the observation session, it was determined that students have been instructed in a non-didactic way; there is no any didactic material or resource to encourage students to practice and improve speaking skill.

#### **3.10.2 RECOMMENDATIONS**

- Speaking is one of the four main English language skills that students should develop in order to be able to share information with their peers.
- Students’ speaking skill should be practiced constantly in class since it is an important skill for communicate with others.
- Finally, as a recommendation, students should be instructed by using a variety of strategies in order to improve their speaking proficiency.



## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 INFORMATIVE DATA**

##### **4.1.1 Title of proposal**

“IMPLEMENTATION OF AUDACITY AS A TEACHING TOOL TO DEVELOP SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA PROVINCE, 2015-2016”.

##### **4.1.2 Executing Institution**

Unidad Educativa “Rubira”

##### **4.1.3 Beneficiaries**

Students of sixth basic year

##### **4.1.4 Location**

Salinas, Province of Santa Elena

##### **4.1.5 Estimated time for execution**

Two months

##### **4.1.6 Responsibles**

**Author:** Marlene Del Rosario Villón Chancay

**Advisor:** Lcda. Jeannette Cevallos Alcívar, MSc.

#### **4.1.7 Budget**

**\$ 475.00** (American dollars)

## **4.2 PROPOSAL BACKGROUND**

In 1975, Heaton gives his opinion in his book “*Writing English Language Test*” about a country where native speakers are not accessible to learn a foreign language, the best form is using recording of native speakers can be well considered as perfect models of the spoken language. However, when students take a dialogue record as model they only are imitating but when they adapt that dialogue to real issues or familiar events they get more interested and motivated to speak (Barua 2008).

Alderson and Bachman (2004) in their book “*Assessing speaking*” mention that speaking skills are indispensable for the prosperous future career of a student, in a competitive world. Nevertheless, from the moment in which the man felt the need of learning a second language, whether for cultural, economic, research or scientific reasons, studies have emerged about which processes or methods should be implemented in order to learn a second language.

Since learners never receive proper scope of speaking in the English language classroom, speaking skill has been one of the marginal skills in Ecuadorian context. Due to the lack of exposure to English language, in our country students might not get the scope to develop their speaking skills. In Communicative Language Teaching approach, four skills of English language learning: reading, writing, listening and speaking are equally emphasized. Ecuadorian students from primary level are given communicative textbook which gives opportunities to acquire communicative competences in English through regular practice of these four skills.

Unidad Educativa “Rubira” is located in Salinas, one of the most visited cities from Ecuador by English speakers. This educational institution attempts their students develop English language by applying innovative strategies and tools since it is located in a touristic place. Therefore, it increased the necessity to implement the Free open source “Audacity” due to its facilities at the moment of recording voices and then play them in order to improve speaking skill and pronunciation as well. The application of this proposal will be done through an organized and planned work into the classroom of sixth grade students based on speaking and pronunciation exercises, such as, dialogues, interviews and storytelling. Exercises used in this proposal are related about different topics from the book in order to produce real communication.

### **4.3 SIGNIFICANCE**

In a society where globalization has marked significant changes in different aspects, it has emerged the inclusion of technology (ICTs) into the educational field as a pedagogical support for the teaching and learning process. Recently, educational institutions have developed different programs, software, or any other technological tool in order to transform the way in which students are being instructed.

The implementation of Audacity a teaching tool is focused on the improvement and development of speaking skill of sixth grade since it represents a didactic solution to the few English language speaking skill practice. Therefore, the use of this audio recording software is significant for the beneficiaries of this investigation since it is considered as an innovative and interesting tool for students who are living in this digital era where the use of computers is more common and frequently by children, adolescents and adults.

Audacity is a very interesting audio recorder and editor for being used during lessons. Its application promotes dynamism to classes because students like using

computers or any technological tool while they are being taught. Moreover, it is relevant to point out that this free open source (Audacity) has not been implemented in any educational institution from province of Santa Elena nor from the country. Hence, it increased the necessity of showing the benefits of this recording software to other teachers in order to encourage them to apply it in order to innovate their teaching procedures and get their students more interested to learn and practice using this didactic recording software.

#### **4.4 OBJECTIVES**

##### **4.4.1 General Objective**

To implement and evaluate a speaking course using Audacity software as teaching tool through specific activities in order to develop speaking skill in the sixth grade students from Unidad Educativa “Rubira”, Salinas, Santa Elena province, 2015-2016.

##### **4.4.2 Specific Objectives:**

- To elaborate a Course Plan involved technological tool and communicative competitive to provide a quality of Education.
- To measure the oral English language proficiency level of students of sixth grade.
- To design activities with real topics according to current situations of students’ daily life.
- To implement Audacity software as technological tool in students of sixth grade

- To evaluate the oral English language proficiency improvement of sixth grade students

#### **4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The use of Audacity improves intonation with speaking English and it helps students speak better and correct their errors. Programs like this are available for anyone to study or use. Audacity has many functions to use such as mimicking others, recording yourself, manipulating recording, and recording things that are not supposed to record. But the research considers that one good way of improving your pronunciation is recording oneself in order to improve speaking ability and the best of all, Audacity is free of charge and can be installed on most operating systems like laptop and PC.

##### **4.5.1 What is Audacity?**

Audacity is a free and easy-to-use software program, which can be used for recording and editing audio. Audacity was started in the fall of 1999 by Dominic Mazzoni and Roger Dannenberg at Carnegie Mellon University.

**Illustration N° 3: Audacity Logo**



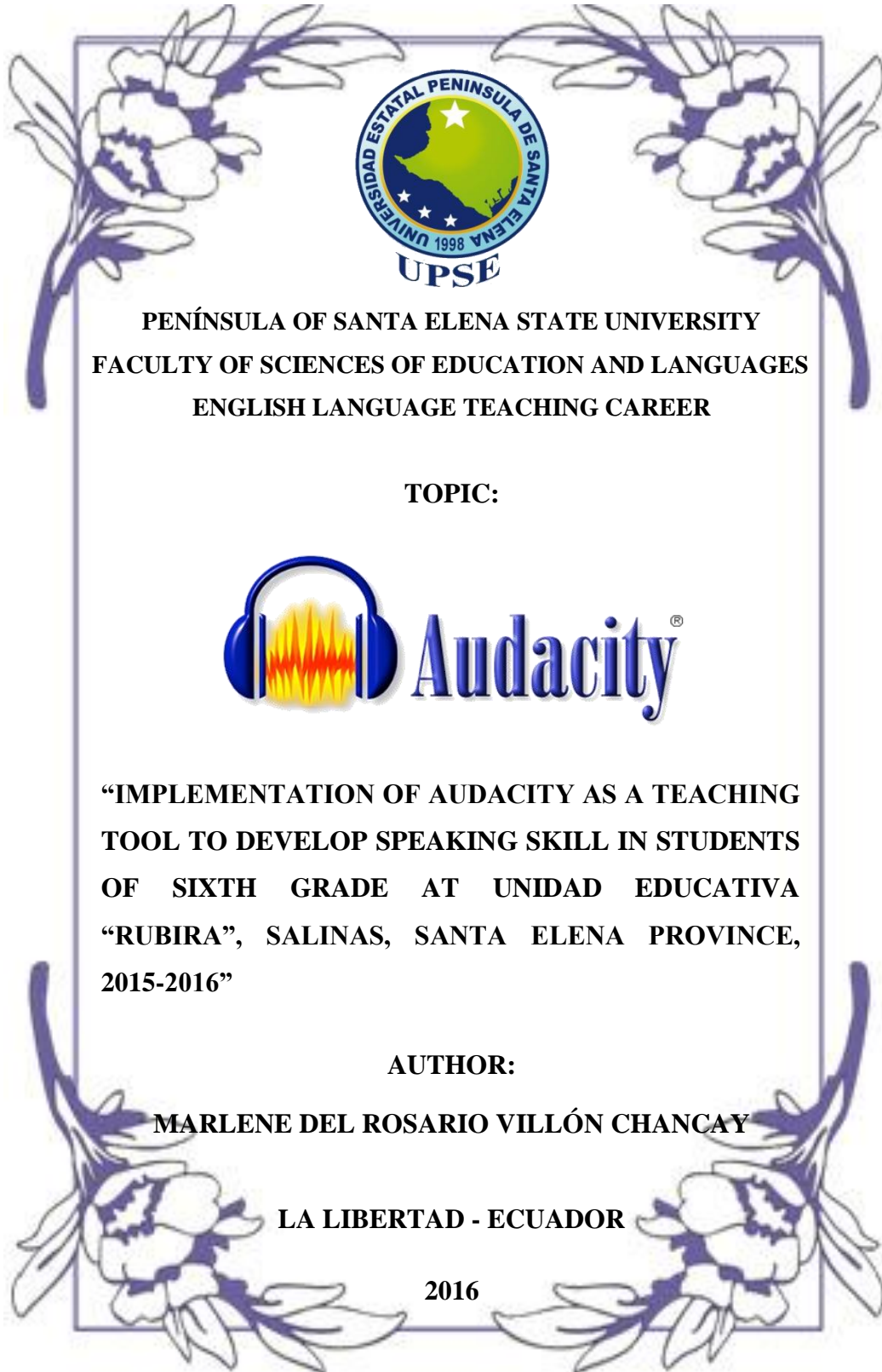
Source: [http://manual.audacityteam.org/m/images/4/48/audacity\\_logo\\_r\\_450wide\\_whitebg.jpg](http://manual.audacityteam.org/m/images/4/48/audacity_logo_r_450wide_whitebg.jpg)

### **4.5.2 Audacity Features**


Audacity has some features which make it an interesting program for being used in a class that attempts to achieve the oral improvement of students. These features are listed below:

- Audacity allows users record live audio, as well as audio playback on a computer.
- Audacity allows users edit different audio file formats, such as, WAV, AIFF, FLAC, MP2, MP3.
- Moreover, Audacity allows users take multiple sound files and copy, cut, mix, or splice them together.
- Audacity also allows users change the pitch or speed of an audio recording.
- This open source audio, Audacity, allows users export recordings in many different file formats, including multiple files at once.

### 4.5.3 Implementation of Audacity to Improve Speaking Skill




## Activity N° 1

<b>Unidad Educativa “Rubira” Salinas-Santa Elena Province</b>	
<b>Activity:</b> Spelling names and phone numbers in a dialogue	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, cards, English book, worksheet.	<b>Time:</b> 40 minutes
<b>Objective:</b> To recognize the letters from the Alphabet using cards in order to perform a conversation at the doctor.	
<b>Illustration N° 4: Spelling names and phone numbers in a dialogue</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces the letters from the Alphabet by using cards.</li> <li>❖ Teacher encourages students to repeat the pronunciation of each letter.</li> <li>❖ Teacher encourages students to spell different words.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are given a worksheet with the sample of a conversation of doctor’s eye-test.</li> <li>❖ Students repeat the pronunciation of each line from the dialogue.</li> <li>❖ Students are encouraged to work in pairs and change some parts of the sample dialogue with their own information, such as, name, phone number, address.</li> <li>❖ Students practice the dialogue for ten minutes.</li> <li>❖ Students are asked to perform their dialogues in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ dialogue in Audacity software and provides positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of speaking.</li> </ul>

**Author:** Marlene Villón Chancay



## Activity N° 2

Unidad Educativa “Rubira” Salinas-Santa Elena Province	
<b>Activity:</b> Introducing ourselves	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, cards, English book.	<b>Time:</b> 40 minutes
<b>Objective:</b> To recognize common questions and expressions through the application of an unscramble game in order to perform a conversation introducing themselves.	
<b>Illustration N° 5: Introducing ourselves</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces common questions and expressions to students for introducing themselves.</li> <li>❖ Teacher pastes cards on the board and plays an audio.</li> <li>❖ Teacher encourages students to listen to the audio and unscramble the cards in order to put questions or expressions in their correct order.</li> <li>❖ Teacher encourages students to read each sentence.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are motivated to work in pairs and create a short dialogue introducing themselves using common questions and expressions from the previous activity.</li> <li>❖ Students practice the dialogue for ten minutes.</li> <li>❖ Students are asked to perform their dialogues in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ dialogue in Audacity and provides positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of producing the oral language.</li> </ul>

**Author:** Marlene Villón Chancay

### Activity N° 3

<b>Activity:</b> Greetings - Asking for and giving personal information.	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, video, English book.	<b>Time:</b> 40 minutes
<b>Objective:</b> To recognize greetings and different ways of asking for personal information by watching a video and a worksheet in order to perform a conversation at a hotel.	


#### Illustration N° 6: Asking for and giving personal information



<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces greetings and explains different ways of asking for personal information.</li> <li>❖ Teacher encourages students to repeat the pronunciation of each phrase.</li> <li>❖ Teacher plays a video about a dialogue between a receptionist and a client and asks students to watch it.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are given a worksheet with a conversation and encouraged to repeat the pronunciation of each line.</li> <li>❖ Students watch the video again and complete the blanks of the conversation.</li> <li>❖ Students work in pairs and change some parts of the dialogue at a hotel with their own information.</li> <li>❖ Students practice the dialogue for ten minutes.</li> <li>❖ Students are asked to perform their dialogues asking for and giving personal information in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students' dialogue in Audacity software and provides positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of speaking.</li> </ul>


**Author:** Marlene Villón Chancay

### Activity N° 4

<b>Unidad Educativa “Rubira” Salinas-Santa Elena Province</b>	
<b>Activity:</b> Asking and answering about other people.	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, English book, worksheet.	<b>Time:</b> 40 minutes
<b>Objective:</b> To identify Wh-questions using cards and worksheets in order to ask for and give celebrities’ personal info sharing opinions about them.	
<b>Illustration N° 7: Asking and answering about other people</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher explains the use and construction of Wh questions to students by using cards.</li> <li>❖ Teacher encourages students to repeat the pronunciation of each question.</li> <li>❖ Teacher pastes cards on the board and asks students to unscramble them in order to form the correct question and then answer them.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are given a worksheet with a conversation and encouraged to repeat the pronunciation of each line.</li> <li>❖ Students work in groups and change some parts of the dialogue with information of their favorite celebrities.</li> <li>❖ Students practice the dialogue for ten minutes.</li> <li>❖ Students are asked to perform their dialogues using Wh questions, such as, What’s his/her name? How old is he/she? Where is he/she from? Who is he/she? in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ dialogue in Audacity and provides positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of producing the oral language.</li> </ul>


**Author:** Marlene Villón Chancay

## Activity N° 5

<b>Unidad Educativa “Rubira” Salinas-Santa Elena Province</b>	
<b>Activity:</b> Guessing the famous celebrity - Asking for and giving personal information.	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, English book.	<b>Time:</b> 40 minutes
<b>Objective:</b> To identify adjectives of description through the application of the game: ‘Guess the famous celebrity’ in order to ask for and give information about famous people.	
<b>Illustration N° 8: Guessing the famous celebrity</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces vocabulary about adjectives of description, such as, tall, short, beautiful, handsome, slim, stout, blue, black, brown, and others by using cards.</li> <li>❖ Teacher encourages students to repeat the pronunciation of vocabulary.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are encouraged to select a famous person from Ecuador and write a short description of his/her physical appearance.</li> <li>❖ Students read their descriptions in silence and practice their pronunciation.</li> <li>❖ Students are asked to report their famous Ecuadorian people’s physical description without saying names in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ describing their famous Ecuadorian character to their classmates.</li> <li>❖ Teacher encourages students to guess the name of the famous celebrity by listening to their classmates’ recordings.</li> </ul>


**Author:** Marlene Villón Chancay

## Activity N° 6

Unidad Educativa “Rubira” Salinas-Santa Elena Province	
<b>Activity:</b> Describing occupations	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, video, English book, cards.	<b>Time:</b> 40 minutes
<b>Objective:</b> To identify occupations by watching a video and cards in order to ask for and respond about jobs and places of work.	
<b>Illustration N° 9: Describing occupations</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces vocabulary about occupations by using cards.</li> <li>❖ Teacher encourages students to repeat the pronunciation of vocabulary words.</li> <li>❖ Teacher plays a video about different occupations.</li> <li>❖ Teacher asks students report the occupations they saw in the video.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Teacher provides students instructions about the next activity.</li> <li>❖ Students pick a card with some speaking prompts about occupations.</li> <li>❖ Students are motivated to describe the occupation from the card using the clues given in it.</li> <li>❖ Students are asked to report their occupation descriptions; this activity is recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays students’ recording about occupation descriptions in Audacity software and provides positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of producing the language orally.</li> </ul>


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## Activity N° 7

<b>Unidad Educativa “Rubira”</b>	
<b>Activity:</b> Guessing the occupation - Asking for and giving information.	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, English book.	<b>Time:</b> 40 minutes
<b>Objective:</b> To recognize occupations and Wh-questions through the application of: ‘Guess the occupation’ in order to ask for and respond about jobs and places of work.	
<b>Illustration N° 10: Guessing the occupation</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher encourages students to remember vocabulary about occupations from the previous lesson.</li> <li>❖ Teacher encourages students to repeat the pronunciation of vocabulary words.</li> <li>❖ Teacher explains the use and construction of Wh-questions using the Simple Present Tense by providing some examples.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are motivated to work in pairs and ask each other and give information about jobs and work places.</li> <li>❖ Students practice their questions for ten minutes.</li> <li>❖ Students are asked to report their questions asking for and giving information about jobs and places of work; the other student guesses the correct occupation; this activity is recorded through Audacity software, e.g.  <b>Student A:</b> Where do you work?  <b>Student B:</b> I .....</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ questions in Audacity software and provides positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of speaking.</li> </ul>


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## Activity N° 8

<b>Unidad Educativa “Rubira” Salinas-Santa Elena Province</b>	
<b>Activity:</b> Describing activities and cities from our country	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, English book, cards, pictures.	<b>Time:</b> 40 minutes
<b>Objective:</b> To identify activities for the weekend through the application of pictures in order to describe activities that can be done in cities from our country.	
<b>Illustration N° 11: Describing activities and cities from our country</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces vocabulary about activities for the weekend, such as, go to the movies/church/beach, read a book, play soccer/basketball/video games, watch TV, hang out with friends, and others using digital pictures.</li> <li>❖ Teacher encourages students to repeat the pronunciation of vocabulary.</li> <li>❖ Teacher shows digital pictures to students and asks them to report the correct activity for the weekend.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are encouraged to work in groups, pick a picture of a city from Ecuador and describe the activities that can be done over there and elaborate a collage.</li> <li>❖ Then, students report their descriptions of activities for the weekend in cities from Ecuador in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ describing activities in Ecuadorian cities by using Audacity providing positive feedback about their oral performance.</li> </ul>

**Author:** Marlene Villón Chancay


## Activity N° 9

<b>Unidad Educativa “Rubira” Salinas-Santa Elena Province</b>	
<b>Activity:</b> Asking for and giving information about eating habits	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, English book, cards.	<b>Time:</b> 40 minutes
<b>Objective:</b> To identify meals, food and drinks by using cards in order to ask for and give information about eating habits.	
<b>Illustration N° 12: Asking for and giving information about eating habits</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces vocabulary about meals, food and drinks, such as, breakfast, lunch, dinner, a snack, bread, orange juice, vegetable, fruits, and others by using digital pictures.</li> <li>❖ Teacher encourages students to repeat the pronunciation of vocabulary.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are encouraged to work in pairs and put in the correct order the cards teacher gave them in order to formulate the correct structure of the dialogue.</li> <li>❖ Students present and read their dialogues to the teacher in order to check grammar and pronunciation mistakes in the sentence order.</li> <li>❖ Students get dressed according to the situation (at a restaurant) and then are asked to report their dialogues in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays the recording of students’ conversations by using Audacity in order to provide positive feedback.</li> </ul>

**Author:** Marlene Villón Chancay



### Activity N° 10

<b>Unidad Educativa “Rubira” Salinas-Santa Elena Province</b>	
<b>Activity:</b> Simulation about a radio interview	<b>Course:</b> Sixth grade
<b>Resources:</b> Computer, English book.	<b>Time:</b> 40 minutes
<b>Objective:</b> To recognize Wh-questions and adverbs of frequency through the application of cards in order to simulate a radio interview.	
<b>Illustration N° 13: Simulation about a radio interview</b>	
	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>❖ Teacher introduces vocabulary about adverbs of frequency.</li> <li>❖ Teacher encourages students to repeat the pronunciation of vocabulary.</li> <li>❖ Teacher explains the use of adverbs of frequency in Wh-questions and sentences using cards.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>❖ Students are encouraged to work in pairs in order to simulate an interview in a radio channel.</li> <li>❖ Students prepare and practice their questions and answers for the radio interview.</li> <li>❖ Students are asked to simulate the radio interview in order to be recorded through Audacity software.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>❖ Teacher plays students’ recording about the radio interview simulation in Audacity and provides them positive feedback about pronunciation, fluency, intonation, and other important aspects at the moment of producing the oral language.</li> </ul>

**Author:** Marlene Villón Chancay

#### 4.6 Rubric for assessing Students' oral language production

Chart N° 16: Rubric for Assessing Students' Oral Language Production

<b>Descriptors</b>	<b>Difficulty with the oral language production - Almost no acceptable Poor</b>	<b>Some difficulties in the oral language production - Many errors Good</b>	<b>Oral language productio with some errors Very Good</b>	<b>Oral language production with fluently - Almost no errors Excellent</b>
<b>Valuation</b>	<b>4-2</b>	<b>6-5</b>	<b>8-7</b>	<b>10-9</b>
<b>Grammatical structure and vocabulary</b>	Almost no correct grammatical structures, impeding comprehension.	Frequent grammatical structures and vocabulary errors	Some minor grammatical structures or vocabulary errors	No or almost no grammatical or vocabulary errors
<b>Pronunciation of the presentation</b>	Inadequate and inaccurate use of vocabulary and language pronunciation	Somewhat inadequate and inaccurate use of vocabulary, language pronunciation and too basic for this level	Adequate and accurate use of vocabulary and pronunciation language for this level	Rich use of vocabulary and language pronunciation with frequent attempts at presentation
<b>Intonation of the presentation</b>	Poor intonation and is not according to what would communicate making the message confused	Frequent errors in the intonation, impeding comprehension in the message.	Occasional errors in the intonation during the convey of message but do not impede comprehension	No or almost no errors in the intonation during the convey of message

**Source:** Development of the Proposal

**Author:** Marlene Villón Chancay

#### 4.7 Strategies of Improvement

After the Proposal	Before the Proposal
Students of sixth grade were not confident at the moment of producing the language orally.	Students of sixth grade were more confident during the oral production of the target language.
Students of sixth grade at Unidad Educativa “Rubira” did not know vocabulary or grammar structures for the correct language production.	Through the application of this proposal, the vocabulary and grammar instruction was included since they are the basis for the correct oral language production.
English language lessons were more dynamic and students did not feel motivated to speak in English.	The application of activities, such as, dialogues, interviews, simulations, encouraged students of sixth grade use the target language orally in an enjoyable environment.
Consequently, sixth grade students had a very low level of English language speaking skill.	At the end of the proposal implementation, students of sixth grade developed speaking skill through the application of Audacity.

**Source:** Implementation of the Proposal

**Author:** Marlene Villón Chancay

#### 4.8 Evaluation

Students of sixth grade were evaluated by asking some basic questions, such as, What is your name?, How are you?, How old are you?, Where are you from?, Where do you live?, and others. Students presented a low level of speaking skill; they did not know what words use in their responses and they were unsure of what they were saying.

At the end of the proposal application, students were evaluated by asking them to perform a role play, simulation or interview; they had to pick a card and work on the activity that card described. Students had time to prepare their performances and then present it in front of the class.

#### 4.9 Results of Proposal Implementation

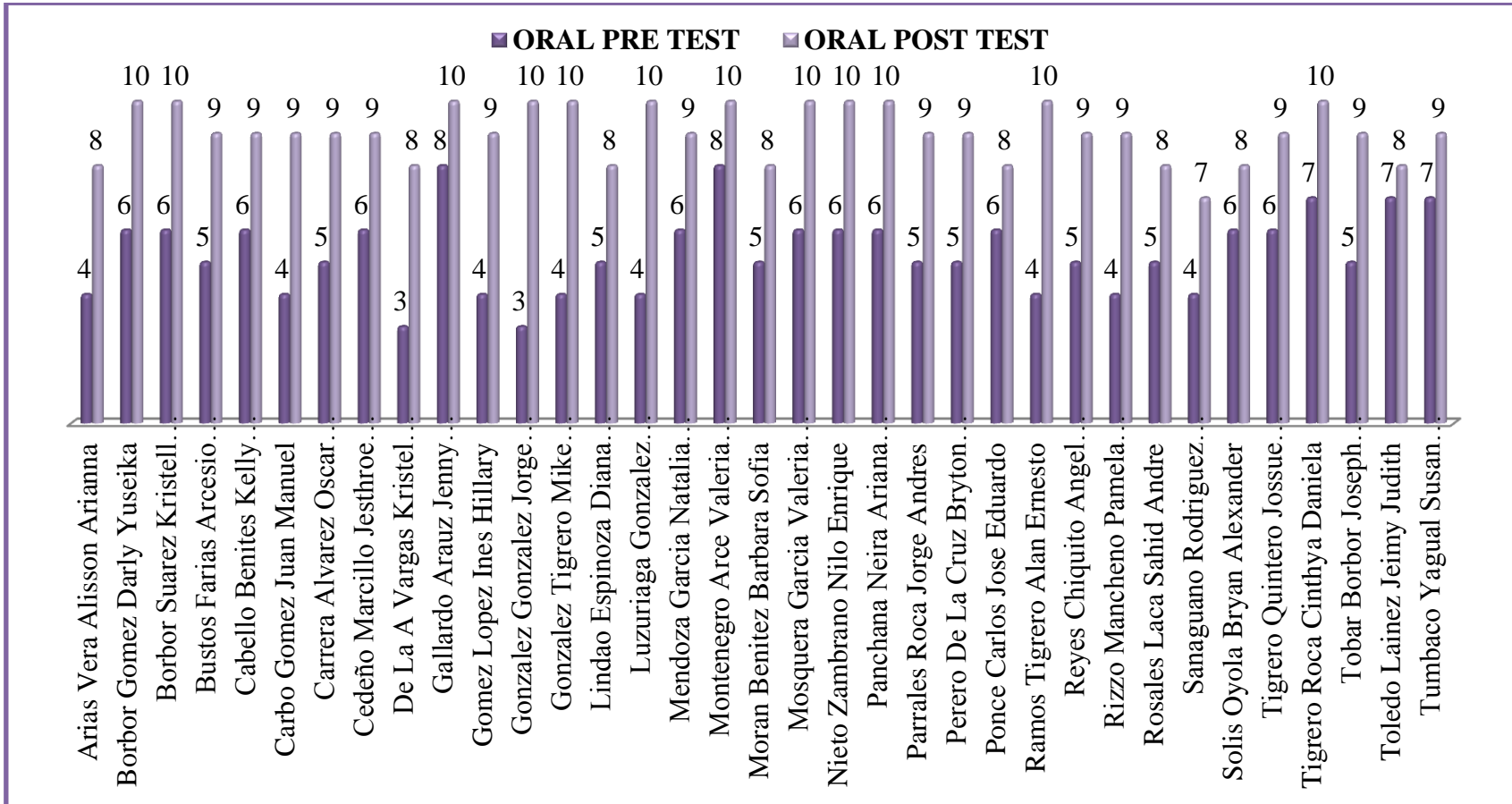
Chart N° 17: Results of Proposal Implementation

N°	STUDENTS' NAMES	ORAL PRE TEST	ORAL POST TEST
1	Arias Vera Alisson Arianna	4	8
2	Borbor Gomez Darly Yuseika	6	10
3	Borbor Suarez Kristell Ayruth	6	10
4	Bustos Farias Arcesio Zadquiel	5	9
5	Cabello Benites Kelly Esperanza	6	9
6	Carbo Gomez Juan Manuel	4	9
7	Carrera Alvarez Oscar Emanuel	5	9
8	Cedeño Marcillo Jesthroe Paulette	6	9
9	De La A Vargas Kristel Daniela	3	8
10	Gallardo Arauz Jenny Cristina	8	10
11	Gomez Lopez Ines Hillary	4	9
12	Gonzalez Gonzalez Jorge Ariel	3	10
13	Gonzalez Tigrero Mike Alberto	4	10
14	Lindao Espinoza Diana Alejandra	5	8
15	Luzuriaga Gonzalez Johansen Jael	4	10
16	Mendoza Garcia Natalia Elizabeth	6	9
17	Montenegro Arce Valeria Estefania	8	10
18	Moran Benitez Barbara Sofia	5	8
19	Mosquera Garcia Valeria Andrea	6	10
20	Nieto Zambrano Nilo Enrique	6	10
21	Panchana Neira Ariana Danahe	6	10
22	Parrales Roca Jorge Andres	5	9
23	Perero De La Cruz Bryton Sebastian	5	9
24	Ponce Carlos Jose Eduardo	6	8
25	Ramos Tigrero Alan Ernesto	4	10
27	Reyes Chiquito Angel Fabrizio	5	9
28	Rizzo Mancheno Pamela Alexandra	4	9
29	Rosales Laca Sahid Andre	5	8
30	Sanaguano Rodriguez Fabiola Ivonne	4	7
31	Solis Oyola Bryan Alexander	6	8
32	Tigrero Quintero Jossue Enrique	6	9
33	Tigrero Roca Cinthya Daniela	7	10
34	Tobar Borbor Joseph Alejandro	5	9
35	Toledo Lainez Jeimy Judith	7	8
36	Tumbaco Yagual Susan Domenica	7	9

Source: Implementation of the Proposal

Author: Marlene Villón Chancay

**Graphic N° 9: Results of Students' Improvement**



**Source:** Implementation of the Proposal

**Author:** Marlene Villón Chancay

## **4.10 CONCLUSIONS AND RECOMMENDATIONS**

### **4.10.1 Conclusions**

- Once this proposal was applied, it has been concluded that speaking is a skill that all English language learners need to develop in order to be able to transmit ideas, feelings or any important information to others. Students of sixth grade at Unidad Educativa “Rubira” improved their speaking skill in an environment where communication was the primary goal.
- The application of strategies that motivate students of sixth grade at Unidad Educativa “Rubira” to produce the language orally, such as, interviews, dialogues, simulations, and others, are required in order to encourage students to use different grammar structures and vocabulary in a relaxing environment.
- The application of any technological tool (ICTs) is necessary for increasing the motivation of students since they are living in a digital world. Therefore, it is concluded that Adacity software allowed practicing students of sixth grade’s speaking improving their proficiency at the moment of producing the oral target language.

### **4.10.2 Recommendations**

- As a recommendation, speaking is a skill that should be taken more into account during the English language instruction since it is one of the medium of communicating with people.
- Moreover, it is recommended that English teachers apply a variety of strategies and activities during the practice of speaking skill in order to increase students’ motivation.

- It is suggested that English teachers include technological tools or software in the instruction and practice of speaking skill. Audacity is recording software that should be used in order to evaluate students oral language production and pronunciation as well.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 BUDGET

<b>INSTITUTIONAL RESOURCES</b>				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Unidad Educativa "Rubira"	Two months	---	----
<b>SUBTOTAL</b>				<b>\$0.00</b>
<b>MATERIAL RESOURCES</b>				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
2	ReamPaper	4	\$5.00	\$20.00
3	CDs	4	\$0.75	\$3.00
4	Ink for the Printer (four colors)	3	\$20.00	\$60.00
<b>SUBTOTAL</b>				<b>\$83.00</b>
<b>TECHNOLOGICAL RESOURCES</b>				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
5	Laptop	1	\$1,200.00	\$1,200.00
6	Printer	1	\$250.00	\$250.00
7	Camera	1	\$100.00	\$100.00
8	Flash memory	1	\$15.00	\$15.00
<b>SUBTOTAL</b>				<b>\$1,565.00</b>
<b>OTHERS</b>				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
9	Internet	5 months	\$20.00	\$100.00
10	Communication	5 months	\$10.00	\$50.00
11	transportation	5 months	\$10.00	\$50.00
<b>SUBTOTAL</b>				<b>\$200.00</b>
<b>TOTAL SUMMATORY</b>			<b>\$1,845.00</b>	

Author: Marlene Villón Chancay



## 5.2 TIMETABLE

Chart N° 18: Timetable

ACTIVITY	2016																				2017			
	AUG				SEP				OCT				NOV				DEC				JAN			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Socialization with the Advisor	■																							
Elaboration Chapter I	■																							
Review of Chapter I	■																							
Elaboration Chapter II		■	■	■	■																			
Review of Chapter II					■	■																		
Field research at Unidad Educativa “Rubira”					■	■																		
Survey and Interviews application						■	■																	
Elaboration Chapter III							■	■	■	■														
Review of Chapter III									■	■														
Elaboration Chapter IV										■	■	■	■											
Application of the Proposal														■	■	■	■							
Elaboration Chapter V																	■	■						
Elaboration of Preliminary Pages																		■	■					
Review of Thesis Draft																			■	■				
Delivery of Final Work																				■	■			
Thesis Pre-defense																					■	■		
Thesis Defense-Graduation																							■	■

Author: Marlene Villón Chancay

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## APPENDIX

### Appendix N° 1: Interview directed to the English specialist



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

**Objective:** The objective of this interview is to establish the interviewee's opinion about the significance of developing speaking skill of students and the impact of the technological tool 'Audacity' in the speaking skill instruction.

**Question N° 1: How significant do you think learning English language is?**

---

**Question N° 2: Why do you consider the Ecuadorian educational curriculum use the communicative approach for the English language teaching?**

---

**Question N° 3: According to your teaching experience, what activities motivate most students to practice and improve their speaking skill?**

---

**Question N° 4: What is your opinion about the application of technology during the English language instruction?**

---

**Question N° 5: What teaching technological tools do you know in order to improve the speaking ability of students?**

---

**Question N° 6: What are the advantages of using any technological tools during the students' speaking skill instruction?**

---

**Question N° 7: Have you ever worked with a Free Open Digital Audio as Audacity for the speaking practice of your students?**

---

**Question N° 8: Why would you recommend the application of Audacity for the speaking skill teaching?**

---

**Appendix N° 2: Interview directed to the Principal**



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

**Objective:** The objective of this interview is to establish the interviewee's opinion about the significance of developing speaking skill of students and the impact of the technological tool 'Audacity' in the speaking skill instruction.

**Question N° 1: According to your criteria, how important is learning English?**

---

**Question N° 2: What is your opinion about the development of speaking skill of students from this institution?**

---

**Question N° 3: Have you, as the principal of this institution, ever promoted that your English teachers attend to training courses?**

---

**Question N° 4: How good do you consider it is the speaking skill level of students from this institution?**

---



**Question N° 5: What is your opinion about the application of technology into the English language teaching?**

---

**Question N° 6: What technological tool or application do English teachers from this institution apply in their English language classes?**

---

**Question N° 7: According to your criteria, what would the impact of the application of a technological tool, as Audacity, be in the speaking skill instruction?**

---

**Question N° 8: Would you support the application of Audacity as a technological aid in the development of students' speaking proficiency?**

---

### Appendix N° 3: Interview directed to English Teachers



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

**Objective:** The objective of this interview is to establish the interviewee's opinion about the significance of developing speaking skill of students and the impact of the technological tool 'Audacity' in the speaking skill instruction.

**Question N° 1: What is the level of speaking proficiency of your students in the English language?**

---

**Question N° 2: Why do you consider that students need to develop speaking skill?**

---

**Question N° 3: What kind of technological devices do you use in the teaching process of English language?**

---

**Question N° 4: According to your criteria, what are the advantages of using ICTs for the development of English classes?**

---

**Question N° 5: Why would you consider that students can improve their speaking skill through the application of a technological tool?**

---

**Question n° 6: What kind software do you know for enhancing the speaking skill of students?**

---

**Question N° 7: Why should teachers use audio resource in the development of their English speaking skills classes?**

---

**Question N° 8: What are the benefits of using a Free Audio and Recording Computer software to increase the speaking skills in students?**

---

## Appendix N° 4: Survey directed to students of sixth grade



### PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY SCIENCE OF EDUCATION AND LANGUAGES ENGLISH LANGUAGE CAREER

**Objective:** To collect important information from students of sixth grade at Unidad Educativa “Rubira” about the development of their speaking skill.

**Instructions:** Read each question and its alternatives carefully; then, select the alternative that describes your answer.

**Question N° 1: From the following scale, how much do you like English?**

N°	ALTERNATIVES	RESPONSES
1.1	3 = A lot	
1.2	2 = A little	
1.3	1 = Not at all	

**Question N° 2: From the scale below, how important is learning English for you?**

N°	ALTERNATIVES	RESPONSES
2.1	5 = Very important	
2.2	4 = Important	
2.3	3 = Moderately important	
2.4	2 = Slightly important	
2.5	1 = Not Important	

**Question N° 3: What of the following four main English language skills do you consider is most important for developing?**

N°	ALTERNATIVES	RESPONSES
3.1	Listening	
3.2	Speaking	
3.3	Reading	
3.4	Writing	

**Question N° 4: How can you define your speaking skill proficiency?**

N°	ALTERNATIVES	RESPONSES
4.1	Excellent	
4.2	Above average	
4.3	Average	
4.4	Below average	
4.5	Very poor	

**Question N° 5: Do you consider that strategies applied by your English teacher encourage you to develop your speaking skill?**

N°	ALTERNATIVES	RESPONSES
5.1	Strongly agree	
5.2	Agree	
5.3	Undecided	
5.4	Disagree	
5.5	Strongly disagree	

**Question N° 6: Do you consider that the application of technological tools contributes to develop your speaking skill?**

N°	ALTERNATIVES	RESPONSES
6.1	Strongly agree	
6.2	Agree	
6.3	Undecided	
6.4	Disagree	
6.5	Strongly disagree	

**Question N° 7: What is the frequency of technological tools application by your teacher in the development of English lessons?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
7.1	Always	
7.2	Frequently	
7.3	Sometimes	
7.4	Rarely	
7.5	Never	

**Question N° 8: Would you like that your English teacher uses recording computer software in order to develop your speaking skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
8.1	Strongly agree	
8.2	Agree	
8.3	Undecided	
8.4	Disagree	
8.5	Strongly disagree	

**Appendix N° 5: Observation guide**

<b>Descriptors</b>	<b>Difficulty with the oral language production - Almost no acceptable Poor</b>	<b>Some difficulties in the oral language production - Many errors Good</b>	<b>Oral language productio with some errors Very Good</b>	<b>Oral language production with fluently - Almost no errors Excellent</b>
<b>Valuation</b>	<b>4-2</b>	<b>6-5</b>	<b>8-7</b>	<b>10-9</b>
<b>Grammatical structure and vocabulary</b>	Almost no correct grammatical structures, impeding comprehension.	Frequent grammatical structures and vocabulary errors	Some minor grammatical structures or vocabulary errors	No or almost no grammatical or vocabulary errors
<b>Pronunciation of the presentation</b>	Inadequate and inaccurate use of vocabulary and language pronunciation	Somewhat inadequate and inaccurate use of vocabulary, language pronunciation and too basic for this level	Adequate and accurate use of vocabulary and pronunciation language for this level	Rich use of vocabulary and language pronunciation with frequent attempts at presentation
<b>Intonation of the presentation</b>	Poor intonation and is not according to what would communicate making the message confused	Frequent errors in the intonation, impeding comprehension in the message.	Occasional errors in the intonation during the convey of message but do not impede comprehension	No or almost no errors in the intonation during the convey of message

**Author:** Marlene Villón Chancay

## Appendix N° 6: Observation Guide

OBSERVATION GUIDE						
UNIDAD EDUCATIVA “RUBIRA”-SALINAS-SANTA ELENA PROVINCE						
<b>Observer:</b> Marlene Villón Chancay			<b>Observed teacher:</b>			
<b>Objective:</b> To evaluate methodology and strategies applied by the English teacher in the development of a speaking lesson.						
N°	ASPECTS TO EVALUATE	PARAMETERS OF EVALUATION				
		1	2	3	4	5
1	Teacher starts the class with a war-up activity.					
2	Teacher describes the objective of the lesson to students.					
3	Teacher describes the topic of the speaking lesson.					
4	Teacher uses the target language for explaining or communicating with students.					
5	Students communicate using the target language.					
6	Teacher explains students any grammatical structures or vocabulary needed for the speaking activity.					
7	Teacher provides students examples about the speaking activity.					
8	Teacher guides and motivates students to work on the speaking activity.					
9	Teacher uses any analogical resource for encouraging students to develop their speaking skill.					
10	Teacher uses any digital resource for encouraging students to develop their speaking skill.					
11	Teacher evaluates students.					
12	Teacher provides students feedback about the speaking lesson.					

**Author:** Marlene Villón Chancay



## Appendix N° 7: List of sixth grade students



### UNIDAD EDUCATIVA "RUBIRA" Año Lectivo: 2015 - 2016 Students' list

N°	STUDENTS' NAMES				
1	Arias Vera Alisson Arianna				
2	Borbor Gomez Darly Yuseika				
3	Borbor Suarez Kristell Ayruth				
4	Bustos Farias Arcesio Zadquiel				
5	Cabello Benites Kelly Esperanza				
6	Carbo Gomez Juan Manuel				
7	Carrera Alvarez Oscar Emanuel				
8	Cedeño Marcillo Jesthroe Paulette				
9	De La A Vargas Kristel Daniela				
10	Gallardo Arauz Jenny Cristina				
11	Gomez Lopez Ines Hillary				
12	Gonzalez Gonzalez Jorge Ariel				
13	Gonzalez Tigreiro Mike Alberto				
14	Lindao Espinoza Diana Alejandra				
15	Luzuriaga Gonzalez Johansen Jael				
16	Mendoza Garcia Natalia Elizabeth				
17	Montenegro Arce Valeria Estefania				
18	Moran Benitez Barbara Sofia				
19	Mosquera Garcia Valeria Andrea				
20	Nieto Zambrano Nilo Enrique				
21	Panchana Neira Ariana Danahe				
22	Parrales Roca Jorge Andres				
23	Perero De La Cruz Bryton Sebastian				
24	Ponce Carlos Jose Eduardo				
25	Ramos Tigreiro Alan Ernesto				
27	Reyes Chiquito Angel Fabrizzio				
28	Rizzo Mancheno Pamela Alexandra				
29	Rosales Laca Sahid Andre				
30	Sanaguano Rodriguez Fabiola Ivonne				
31	Solis Oyola Bryan Alexander				
32	Tigreiro Quintero Jossue Enrique				
33	Tigreiro Roca Cinthya Daniela				
34	Tobar Borbor Joseph Alejandro				
35	Toledo Lainez Jeimy Judith				
36	Tumbaco Yagual Susan Domenica				

**Source:** Secretary Department from Unidad Educativa "Rubira"

### Appendix N° 8: Legal Articles

ARTICULO	DESCRIPCIÓN
Constitución del Ecuador, 2008- Artículo 26	“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tiene el derecho y la responsabilidad de participar en el proceso educativo”
Constitución del Ecuador, 2008- Artículo 27	“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional”
Constitución del Ecuador, 2008- Artículo 343	“El sistema nacional de educación tundra como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades”

ARTÍCULO	DESCRIPCIÓN
<p>Código de la Niñez y Adolescencia-Artículo 37</p>	<p>“Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:</p> <ol style="list-style-type: none"> <li>1) Garantice el acceso y permanencia de todo niño y niña en la educación básica, así como del adolescente hasta el bachillerato o su equivalente;</li> <li>2) Respete las culturas y especificidades de cada región y lugar;</li> <li>3) Contemple propuestas educativas flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;</li> <li>4) Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y,</li> <li>5) Que respete las convicciones éticas, morales y religiosas de los padres y de los niños, niñas y adolescentes.</li> </ol> <p>La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato y su equivalencia.</p> <p>El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas”</p>

Source: Constitution of Ecuador and Childhood and Adolescence Code

### Appendix N° 9: Students during the survey



Author: Marlene Villón Chancay

### Appendix N° 10: Investigator during the Proposal Application 1



Author: Marlene Villón Chancay

**Appendix N° 11: Investigator during the Proposal Application 2**



**Author:** Marlene Villón Chancay

**Appendix N° 12: Investigator during the Interview with English Teacher 1**



**Author:** Marlene Villón Chancay

**Appendix N° 13: Investigator during the Interview with English teacher 2**



**Author:** Marlene Villón Chancay

**Appendix N° 14: Investigator during the interview with Specialist**



**Author:** Marlene Villón Chancay

**Appendix N° 15: Students working on the Proposal 1**



**Author:** Marlene Villón Chancay

**Appendix N° 16: Students working on the Proposal 2**



**Author:** Marlene Villón Chancay

**Appendix N° 17: Students working on the Proposal 3**



**Author:** Marlene Villón Chancay

**Appendix N° 18: Students working on the Proposal 4**



**Author:** Marlene Villón Chancay



**Appendix N° 19: Request letter to apply the proposal**

**U.E.R.**

**“UNIDAD EDUCATIVA RUBIRA”**

*Josefinos de Murialdo*

*Salinas, 31 de Agosto 2016*

*Lic.*

*Glenda Pinoargote Parra, MAD*

**Directora de la Carrera Licenciatura en Inglés**

*Universidad Estatal Península de Santa Elena*

*Ciudad.*

*De mis consideraciones:*

*Por medio de la presente **AUTORIZO** a la Sra. Marlene del Rosario Villón Chancay, estudiante de la Carrera de Licenciatura en Inglés de la UPSE, para que realice, en la Institución que represento, todas las actividades concernientes al desarrollo de su Tesis, titulada “**OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA RUBIRA SCHOOL, SALINAS, SANTA ELENA PROVINCE, 2015-2016**”.*

*Sin otro particular*

*Atento.,*



*Padre Marco A. Yanchapantra Gomez, MSc.*

**RECTOR**



Fax 2 777 162  
Adm. 2 776 115  
Rector 2 776 174  
Jardín 2 778 171

Av. Carlos Espinoza Larrea y Calle San José  
e-mail: [colegiorubira@yahoo.es](mailto:colegiorubira@yahoo.es) - web: [www.rubira.edu.ec](http://www.rubira.edu.ec)  
Salinas - Santa Elena - Ecuador

## Appendix N° 20: Certification of Proposal Implementation

**U.E.R.**

### “UNIDAD EDUCATIVA RUBIRA”

*Josefinos de Murialdo*

*Padre Marco A. Yanchapanta Gómez,  
RECTOR de la Unidad Educativa  
“RUBIRA” de Salinas a petición  
de la interesada.*

#### **CERTIFICA:**

*Que la Sra. **Marlene del Rosario Villón Chancay** com cédula de ciudadanía No. 0920399177, egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas, Carrera de Licenciatura en Inglés; ha desarrollado e implementado el tema de investigación:*

**OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE.**

*Salinas, 31 de Agosto 2016*

  
**Padre Marco A. Yanchapanta**  
**Rector**



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Salinas - Santa Elena - Ecuador

## Appendix N° 21: Urkund Report

La Libertad, 31 de Agosto del 2016

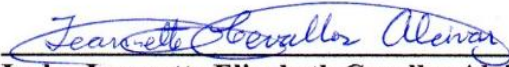
### **CERTIFICADO ANTIPLAGIO**

**006-TUTOR JECA-2016**

En calidad de tutora del trabajo de titulación denominado **“OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA “RUBIRA”, SALINAS, SANTA ELENA PROVINCE, 2015-2016”** elaborado por la estudiante **MARLENE DEL ROCÍO VILLÓN CHANCAY** 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 Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
Lcda. Jeannette Elizabeth Cevallos Alcivar, MSc.  
C.I. 090792808-9  
DOCENTE TUTORA

## Urkund Report

URKUND	
Documento	<a href="#">CHAPTER I - Marlene Villón.docx</a> (D17272800)
Presentado	2016-01-18 20:01 (-05:00)
Presentado por	margmnis@hotmail.es
Recibido	jcevallos.2.upse@analysis.orkund.com
Mensaje	Capitulo I: Marlene Villón <a href="#">Mostrar el mensaje completo</a> 0% de esta aprox. 3 páginas de documentos largos se componen de texto presente en 0 fuentes.

URKUND	
Documento	<a href="#">CHAPTER II-MARLENE VILLON.docx</a> (D17272802)
Presentado	2016-01-18 20:01 (-05:00)
Presentado por	margmnis@hotmail.es
Recibido	jcevallos.2.upse@analysis.orkund.com
Mensaje	CAPITULO II: MARLENE VILLÓN <a href="#">Mostrar el mensaje completo</a> 2% de esta aprox. 14 páginas de documentos largos se componen de texto presente en 2 fuentes.

URKUND	
Documento	<a href="#">CHAPTER-IV-Marlene-Villón.docx</a> (D21564251)
Presentado	2016-08-31 16:34 (-05:00)
Presentado por	margmnis@hotmail.es
Recibido	jcevallos.2.upse@analysis.orkund.com
Mensaje	Capítulo IV MARLENE VILLÓN CHANCAY <a href="#">Mostrar el mensaje completo</a> 3% de esta aprox. 8 páginas de documentos largos se componen de texto presente en 1 fuentes.

**Appendix N° 22: Certification of the thesis advisor**

La Libertad, 31 de Agosto del 2016

**CERTIFICACIÓN DEL DIRECTOR DE TESIS**

LCDA. JEANNETTE ELIZABETH CEVALLOS ALCÍVAR, MSc. TUTORA  
DEL TRABAJO DE TITULACIÓN DE LA EGRESADA MARLENE DEL  
ROCÍO VILLÓN CHANCAY

**CERTIFICA**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación, éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.



**Lcda. Jeannette Elizabeth Cevallos Alcívar, MSc.  
DOCENTE TUTORA**