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EXTENSIÓN EN EL CARMEN
CARREER IN LANGUAGES - ENGLISH MAJOR
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RESEARCH WORK

PRIOR TO OBTAINING THE BACHELOR DEGREE IN LANGUAGES – ENGLISH MAJOR

AUDIOBOOK TO DEVELOP THE LISTENING SKILL IN ENGLISH LANGUAGE IN THE STUDENTS OF THE THIRD LEVEL OF ENGLISH SEMINARS IN LAICA UNIVERSITY "ELOY ALFARO" DE MANABÍ, EL CARMEN EXTENSION, MANABÍ, FIRST SEMESTER OF 2016 ACADEMIC YEAR.

Tanny M. Barén Lirio
AUTHOR

Lic. Dolores Vivas Ortega Mg.
TUTOR

EL CARMEN, MARCH / 2017

TUTOR'S CERTIFICATION

The undersigned, Dolores Vivas Ortega an Academic tutor appointed by the Language School, English major of Laica University "Eloy Alfaro" of Manabí, El Carmen extension, CERTIFIES:

That the present research work prior to obtaining the Degree in Languages, English major with the theme: **AUDIOBOOK TO DEVELOP THE LISTENING SKILL IN ENGLISH LANGUAGE IN THE STUDENTS OF THE THIRD LEVEL OF ENGLISH SEMINARS IN LAICA UNIVERSITY "ELOY ALFARO" DE MANABÍ, EL CARMEN EXTENSION, MANABÍ, FIRST SEMESTER OF 2016 ACADEMIC YEAR,** is prepared by: Barén Lirio Tanny María, with the permanent advice of myself as tutor, is suitable for presentation and respective defence.

El Carmen, March / 2017

Dolores Vivas Ortega Mg.

THESIS TUTOR

DECLARATION OF THE AUTHOR

BARÉN LIRIO TANNY MARÍA, a graduating student of the Laica University "Eloy Alfaro" of Manabí, El Carmen extension, of the degree in Languages, English major, declare that the opinions, research results obtained in the survey, interview, conclusions and recommendations presented in this research, titled: **AUDIOBOOK TO DEVELOP THE LISTENING SKILL IN ENGLISH LANGUAGE IN THE STUDENTS OF THE THIRD LEVEL OF ENGLISH SEMINARS IN LAICA UNIVERSITY "ELOY ALFARO" DE MANABÍ, EL CARMEN EXTENSION, MANABÍ, FIRST SEMESTER OF 2016 ACADEMIC YEAR,** are exclusive mine and based on professional and scientific criteria in different areas, which are detailed in the bibliography.

Tanny M. Baren Lirio

AUTHOR

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APPROVAL OF RESEARCH WORK

The members of the examining tribunal hereby approves this research work on: **AUDIOBOOK TO DEVELOP THE LISTENING SKILL IN ENGLISH LANGUAGE IN THE STUDENTS OF THE THIRD LEVEL OF ENGLISH SEMINARS IN LAICA UNIVERSITY "ELOY ALFARO" DE MANABÍ, EL CARMEN EXTENSION, MANABÍ, FIRST SEMESTER OF 2016 ACADEMIC YEAR**, by Barén Lirio Tanny María of the career of Languages, English major.

El Carmen, March 6th / 2017

Lic. Líder Lanche Obaco, Mg.
PRESIDENT OF TRIBUNAL

Lic. Dolores Vivas Ortega, Mg.
TUTOR

Lic. Cristopher Okafor
MEMBER OF THE TRIBUNAL

Lic. Alejandra Parrales Mg.
MEMBER OF THE TRIBUNAL

DEDICATION

I dedicate this work to our creator for the strength and the courage granted me to go on with my purpose, even when it seemed impossible to others.

To my parents and sister, who have always helped me, by giving me love and advice to go on with my professional studies, without my beautiful family this accomplishment would not have made sense.

To Jefferson my precious love, for having constantly been by me with encouragements and understanding, I love you with all my being.

To my classmates, for having shared so many great moments in the classroom, both good and bad that at the same time helped to accumulate experiences that will be in our minds and hearts forever.

Tanny M. Baren Lirio

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I feel fulfilled for having achieved yet another milestone in life, with ups and downs, but with a solid base to advance in this long walk.

I thank God who has been a fundamental base and a guide in my life that allowed me to achieve this goal due to my effort and constant work.

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To Jefferson, for his love, patience and help, I just love you!!

Tanny M. Barén Lirio

ABSTRACT

This research work shows a didactic guide based on an audiobook that allows the development of the listening skill in the students of third level of English seminars in Laic University “Eloy Alfaro” of Manabí, El Carmen extension. First, it sets the theoretical framework, which disaggregates the independent and dependent variables: audiobook and listening skills respectively; all these are based on scientific knowledge which offer the necessary guidelines to be applied in the proposal. On the other hand, it shows the results obtained in percentages and their respective analysis based on the questions made to students and teachers, establishing through this way, several irregularities that are present in the students when they listen to native English speakers. Finally, it sets the solution to the problems encountered, same which are created according to the teaching-learning process, throughout the instruments and techniques that allow to develop the listening skill of students in relation to English language.

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INTRODUCTION

English is the universal language, used in the social, economic, political, scientific, sporty, cultural and educative ambits; that is to say, being the third most spoken language around the world, its learning and application in the different professions is extremely imperative, so in one way or another the experts in different areas must know the language, inasmuch as it is not a vogue but a need. Furthermore of being the language which allows international communication, and in Spanish speaking language, English is related with the educative process of states and private schools in all their levels.

Audiobook development is important due to the help that will give both teachers in the teaching process and students in the learning process. Associate a technological instrument to improve the listening skill, is one of the most practical methods at this moment, so that most of students are considered as technological natives, for the fact of having been born in a generation where the technology is the fastest form of acquiring knowledge and much more when it is used technological instruments to comprehend English as a second language.

In Ecuador, third-level institutions fulfil the requirements of providing English as a second language seminars to students of all careers, these requirements are established by the Ministry of Higher Education and in this way, it is intended that future professionals in the different areas are able to establish business, conversations through English. From this point of view, understanding this language is a complex issue in practice, due to most students understand the teachings of English-speaking teachers; however, when the opportunity presents itself with a native speaker, it is very difficult to understand what is expressed, due to the accent and the dialectical varieties of English.

The research is convenient as regards the elaboration of the audiobook that will provide students and teachers a technique to improve the understanding

of English as a second language, and for the social usefulness of this language worldwide, because it is the language that maintains the International business, as well as the contribution it will make to the university in each of its teaching - learning processes.

Learning a new language involves a great difficulty when it is not using the appropriate methods in both teaching and learning, so it is imperative to apply new strategies in the period of the education process, without leaving aside the application of ICTs as much as at the beginning, development and culmination of the teaching. The beneficiaries of the research will be the teachers and students who will apply the proposal. The information will be used in a timely and effective way to improve the understanding of listening skills in students; therefore, this project is justified by the usefulness it offers to the participants of the university.

The general objective of the present project is to establish activities focused on developing the skill of listening in the third level students of the English seminars at Laica University "Eloy Alfaro" of Manabí extension in El Carmen. In this way, it intends to obtain the above objective, according to the execution of scientific tasks such as: Analyse the components of the listening skills to make the proposal, establish the level of listening comprehension in the students of the third level of the seminars, diagnose the causes and effects of low use of listening skill in students of the third level of English seminars; propose a set of activities, audios and readings that contribute to the improvement of listening in students, and diagnose if the resources used in English classes contribute to develop the listening skill.

Considering the objectives set, the variables of the thesis project are established; In the first instance, the independent variable that is the design of an audiobook, and on the other hand, the dependent variable that is the skill of listening, both based on scientific theories and verified by experts in the area.

The structure of the research work is detailed as follows: in chapter one the theoretical framework of the two immersed variables is presented; In the second instance, the diagnosis or field study is shown, that is the results of the techniques used (survey and interview); On the other hand, it appears the proposal that will contribute to solve the problem detected in the investigation; finally it is established the set of conclusions and recommendations that involved people will obtain in order to improve the inconvenience found.

CHAPTER 1

1. THEORETICAL FRAMEWORK

1.1 AUDIOBOOK

1.1.1 Origin and definition of the audiobook

The origin of audiobooks in a globalized way is focused from their ascendants as they are the gestures that allowed to communicate a long time ago, after the appearance of speech and conversation began to tell different stories, these stories were written in different scrolls and various ways of storing the experiences of different cultures, as well as the world is evolving and technological progress focused on writing, years ago it could only read texts in physical; Now, these works can be seen in digital content where the user can read or listen to learn and appreciate better the content of their liking, that is for the audiobooks appear, which are an innovative instrument that facilitates in many ways the habit of reading and have a life full of new knowledge.

The audiobook is an instrument that, through recordings, transmits the content of a book, which transfers, through word-of-word, the physical-digital work, taking full advantage of the technological tools that exist in this globalized and modern world.

Vallonari (2011) manifests that the audiobook as a source of information and entertainment is a very valid and practical instrument, which:

> **"Consists of an audio recording on cassettes, CD, CD-MP3, even downloadable by Internet, and includes the full or reduced version aloud of books read by professional narrators, actors, writers and poets, sometimes accompanied by music or other sound effects (pág. 47)".**

In English an audiobook improves the quality of listening, being one of the fundamental pillars for the mastery of this essential language, in the same way in order to be able to speak fluently it is necessary to develop the hearing capacity that this type of digital content especially provides.

1.1.2 Importance of the audiobook

Audio books are important because having a liking for reading leads to want to use this digital material to expand their knowledge, study, entertain, have fun, among other activities, which complements the person by making him or her an exemplary in his/her daily activities, as well in the academic field when reading and listening are used to learn a lot more leads to be a professional quality.

According to Freire (2000):

> **Audiobooks are also of great benefit to blind people as it helps you enjoy reading without physically reading the book. Blind people may access the knowledge of audiobooks. Or someone with physical limitations who cannot hold and read a book. Someone who works driving can listen to its favourite novels or stories while driving. Or a person who can listen to a mp3 player and is working and wants to enjoy one book at a time (pág. 134).**

All this emphasizes adopting international cultures such as reading especially because of the importance of audiobooks in many parts of the world, "The growth of e-books has been spectacular in recent years, regardless of format, as we can see in Reports as current situation and prospects for digital book around the world" (Fernández , 1999, pág. 88).

The interest groups to appreciate and listen to the contents of an audio book are:

- Students
- Workers
- Book readers inside home
- Regular listeners of radio station
- People with visual impairment

1.1.3 Characteristics

The audiobooks contain different characteristics of this digital content, the same that are classified as follows:

- These are catalogued by title or author
- It is derived from a book, with content of different types such as: novels, books, guides, among others.
- It is on recordings, CD, DVD, MP3, among other formats.
- Can be easily downloaded or archived on a computer or mobile device.
- The recordings will be by professionals or by people with the necessary expertise for the development of the physical content.
- It is easy to develop with the necessary tools for its creation.

1.1.4 Types of audiobooks

The typology of audiobook is classified of different ways, which are:

- **By Support:** is the most used and recorded by means of a computer with analog and digital sounds. Once finished it can be run on PC, mobile device or any media that plays digital content DVD, MP3, podcast, among others.
- **By type of sound:** in this typology are audiobooks with real voice recorded in person, dramatized audiobooks which add effects of sound, music and electronic audiobooks narrated by a computer with computer programs.
- **For the treatment of the work:** within this type of audiobooks are the abridged or Abbreviated those that are intended to summarize a story

and facts of history or work, finally unadbridged or integrity that relate the work word for word until its ending.

1.1.5 Creation of audiobooks

The creation of an audiobook is not complicated and its development does not contain several steps to follow; Rather it is relatively simple and can be done by properly applying the current computer resources, developing in each part of its content professional and aesthetic knowledge being this essential part for the completion of audiobooks, "in the production phase, in the beginning is chosen The work to be read and studied from a literary-literary point of view" (Vallorani, 2011, pág. 49).

Once the text analysis is completed, carefully applying the criterion with which the digital content was developed, the optimum voice is carefully chosen to be able to read, express and interpret the physical work; Later, the next step is the editing of the entire digital work, where music and sound will be placed, optimizing the sound effects and finally the creation of audio master.

Vallonari (2011) states that there are currently different methods to save digital recording through files such as MP3 or playing list, also expresses a summary of the content of the audiobook as follows:

> **The works made on CD in MP3, MPEG-1/2 Audio Layer 3 format are, in fact, divided into chapters or themes and can be heard in the same order in which they have been registered. There are also many MP3 players that have a special function called resume (which literally means to recover) or bookmarking and that can automatically detect the point where the listener was previously interrupted (pág. 50) .**

1.1.6 Technology and procedures at the development of audiobooks

A generation that coexists day after day in a modern technological world with the vision of leaving behind the old methods where the works in text known as newspapers, magazines, books, among others, were appreciated, applying the beauty of technology and the Ingenuity to be able to read and listen especially in the same content without having to be reading the book.

Focusing on the professional branch as the specialty of English, the development of the audiobook is generated in order to understand and learn this great language, the dissemination of text content to the audio generates a good positive level of learning especially for the novelty of being educated in a different way from common and empirical habits.

Simons (2010), Expresses that the development of these procedures "can address language learning problems such as dyslexia, for example with exercises on the discrimination of sounds. The Internet also offers possibilities for listening comprehension: radio broadcasts of real audio but also a whole range of downloadable audio" (pág. 12).

1.1.7 Audiobook for learning

The success of audiobook as learning in a technological and demanding society that leads to excellence, generates quality to modern learning as applied by Americans who appreciate, measure and use time in a way that does not waste any important activity, where being dynamic can perform several errands at the same time, using technology to learn, to have fun, to innovate with their own interests and to fulfil their daily tasks; this is why learning with audiobooks is entertaining; especially, when you want to know new words and languages like English without having to leave the activities that are done day after day.

According to Vallorani (2011):

> **Listening to a book with the text in front reduces the time needed to memorize new words up to 30%. In fact, listening to the readings of professional narrators and following the silent reading of the text, creates a real amplification of the learning not only of foreign languages, but also of the mother tongue itself (pág. 65).**

Audio-reading in the classroom optimally develops hearing and student learning in the classroom, to understand and teach the English language this instrument is essential and dynamic ensuring that when using audiobooks improves the quality of professionals Within society; It is also emphasized that the audiobook as learning does not seek to replace books rather as a support for the content of any physical work.

At present there are many places where the habit of listening and learning with audio books is generated, such as: at home, in the car, in trainings, at work, at schools, at universities and other educational places, in the means of transport , by plane, by cycling, among others.

1.1.8 How to teach English through audiobooks?

Speaking in the English language is fundamental in many places of this modern world, this dialect is one of the most used around the world especially in academic and professional areas, learning English is not so complicated; Nor so simple, however the use of instruments such as audiobooks ensures that the development of the ability to interpret and understand the English language can be taught in an optimal and easier way.

1.1.9 Audiobooks advantages

To Vallonari (2011) Audiobooks are vital to understand new languages, developing listening comprehension and interpretation, and fulfil the

purpose of pronouncing and adding a new vocabulary that broadens the knowledge of students who especially want to learn English. Some of audiobooks advantages are:

- Increase knowledge of expressions through accents, pronunciation and vocabulary.
- Encourage self-learning of students, increasing their level of motivation to perform classroom activities.
- Help to train memory usage by developing listening skills to interpret and give an answer to every event that is heard.
- Allow to know and learn about the culture of other countries, especially those who speak English.
- Allow students to learn in a didactic way the English language of different innovative methods for different tastes in each person.
- Allow to learn to encourage students who have any difficulty reading a book, such as visual problems.
- Increase methods of oral expression, improving intonation and styles for dialogue in any speech or other subject matter.

It allows listeners or students to perform different activities while learning to listen without leaving what they are doing or want to do.

When the teacher applies the audiobooks for the understanding of the English language, he / she better teaches his / her professorship, improves the quality of professional education and aims to generate positive, dynamic, fun and innovative emotional development for students.

Learning English and other languages is revolutionizing the way of communication and interpretation in many parts of the world, nowadays there are different means to access audiobooks with a lot of content and in several languages, the choice depends on the learner or interested to acquire and give the use for which this type of digital content was developed, day after day the market for these formats is expanding, that is why in

education it is essential to use these kinds of tools as learning that "allows to enjoy reading from a different than usual ” (Rodríguez, 2008).

1.1.10 Application of audiobooks at classrooms

In education, several tools are used within ICT information and communication technologies, where students and teachers apply them to improve the quality of pedagogy within institutions; in the classroom using didactic technological devices and that these are of great technology facilitates the attention of the class and helps teachers give their subjects with dynamic and entertaining sources helping students to receive more fluently all the knowledge given by the tutor, and develop skills such as listening.

There are different tools such as audiobooks for academic use and interacting with their friends on the same subject given by the teacher; it is so that the correct use of these devices or didactic instruments within the field of education helps and facilitates a lot within a world that is in constant technological progress.

1.2 LISTENING SKILL

1.2.1 English as a second language

In higher education institutions in the Republic of Ecuador, the teaching and learning of the English language has advanced a lot, even though it is a developing country; where, long ago it was deficient to interpret and learn this dialect as a second language, especially when starting in the degree in languages. Nowadays, teaching and learning methods are structured in a didactic way facilitating the adaptation of new abilities to read, write, speak and especially listen to this dialect, when all these skills are united is easy to interpret this language in an optimal way.

In several societies the rejection of this language continues even when it is one of the most important in the world, but this is due to the lack of interest

of the young people in studying this language, without recognizing that later on, when advancing their level of professionalism is necessary and every day they can learn a second language in an easy way.

Turning a new language into part of each person's life can be complex at first, but with practice and dedication it can be coupled to the daily life of each individual, some of the main tips and activities to link this language are:

- The ability to listen by applying everything that pleases English.
- Learning a new word every day and knowing its meaning increases knowledge.
- Meeting people and making friends who like this activity increase the interest of learning more every day.
- Discuss interesting topics.
- Watch movies.
- Use the dictionary.
- Currently applying the internet as a learning source can interact in a didactic way and use tools such as those of Google translator.
- Read aloud to you any book that is interesting and influences to reach your final page.
- Talking with people who do not know and teach them what you have learned helps to increase your own knowledge and theirs.

Through the time, having adapted a second language and having perfected it guarantees excellence in the professional life of each individual who with devotion and dedication achieved one more goal in his life.

1.2.2 English history

The English language has its origin of the Germanic language that comes from the island of Britain, this dialect was established in several countries around the years 500 B.C. And it was developed evolutionarily so that at

present it is one of the most spoken languages around the world after the mandarin that remains in the first place.

The language which was expanded in different colonies until today became a cultural and social dialect, its structure of teaching and learning is revolutionizing the modern world being this a strict discipline and custom of several people.

1.2.3 English dialectic variants

English being a language spoken by more than 400 million people has different types and methods of expressions, the same that contains some dialectic variants applied according to the place where it is learned, as a native or secondary language.

Among the main variants are orthographic forms, lexical expressions, methods of pronunciation, among other grammatical skills for this language, between the main countries where English is spoken and expressed in different ways according to the culture of each of these nations are:

- English from the United States
- English from Great Britain
- English from Australia
- English from Canada
- New Zealand English
- South African English
- English of the Indian subcontinent, among others.

1.2.4 How to develop listening skill in English language

According to Pardenas (1968), Second Language Acquisition: “The acquisition of a new language is based on how developed are the skills of the first language"; therefore it is primordial to know well which all these skills are and how they are classified; this typology is interpreted as macro and micro skills.

Macro-skills of English language

Rafael Lapesa (1987), in his book Linguistic, Literary and Stylistic Studies expresses that "the macro-skills are the communicative abilities developed in the human being so that it can interact in its social environment", these are those that allow to generate the skill of understanding and expressing any fact in human activities, these are the following:

- Receptive Skills: Listening and Reading
- Productive Skills: Speaking and Writing

Micro-skills

Micro – skills are those that help to complement to macro – skills and are identified like this:

- Grammar
- Vocabulary
- Pronunciation

With these skills it is defined in itself what grammar is with its rules applied in any language for communication, the same vocabulary that is source of knowing and knowledge of the meaning of several words and finally, the pronunciation that is the tone and manner of expression through sound and words; which allow us to understand the language and region of those who make up this world with a great variety of languages.

1.2.5 Receptive skills

Receptive skills are applied at all times of life when you want to learn something unknown, so every time someone begins to investigate to achieve its purpose, in the English classroom students from the beginning do not understand what they hear much less what they read; However there it is when they begin to apply their reception skills to learn that new language

and to be able to apply it in a way that they feel satisfied to reach a goal in their professional training.

Just as when children listen before they can speak and read before they can write, in English it is no different whom are forming, they will have to decode and begin to receive many things while they study, before they can already by themselves produce the messages that have learned, within this group are:

Listening: Álvarez (2013) in his book The Quality of Educational Processes, "listening is the ability to perceive a message through the ear, to direct it through the auditory canal and finally to analyse it in the brain."

This is one of the most important skills as students will be able to improve syntax, ability to listen and understand the English language, their vocabulary and way of thinking will improve in an efficient way and that after being constant, students will feel this is part of their native language.

The skill of listening is a bit complex and also goes hand in hand with reading and writing, Jack Richards (2001, pág. 236) manifests several sub-skills for listening comprehension:

- Save data in memory on short speech of any kind.
- The accent and intonation patterns are recognized according to the type of language.
- Identify the words when they are minimized.
- The language rhythm will be processed in different ways.
- Faults, pauses, accent variables and any linked connector will be processed.
- Identify the phrases as names, verbs, among others; focusing on methods are: time, gender or any pattern that is proper to elliptical rules and forms.
- Saved real-world data infers on situations, goals and collaborators.
- Identifies literary and implicit expressions.

- Signs or gestures, movements and the way of speaking allow to identify words with key meanings, to guess the meaning of the content, to recognize if there was compression or not when listening.

As long as the habit of listening is constant, it generates a quick understanding of the language learned, all of which states that teachers should emphasize using such tools to guarantee the quality of their teaching.

Reading

Córdoba, Coto, & Ramírez (2008) manifests that “Reading is the skill that perceives of a visual way a group of written symbols to get the meaning of them” (p. 63).

The way that the student appreciates symbols, letters, figures, among others, means that he is understanding and learning the new language he wants to know, with the vision he decodes the text to understand its meaning, making his own knowledge go increasing by as he adapts to the new daily dialect or practice, and to build new knowledge as well.

Munby John (1968) in his book "Teaching Reading Skills" manifests some types of reading like:

- **Intensive:** its objective is to know completely each Word and interpret their meanings.
- **Extensive:** Generally it tends to understand what the text refers to.
- **Scanning:** They are concrete researches of investigating just parts or areas of interests from the text.
- **Skimming:** It entails to start interpreting what the author wanted to express but in paragraphs or specific areas from the text.

1.2.6 Listening skill in English

Baez, E. (2010) states that:

> **Listening is an act aimed at a specific objective (to receive information, a response, to understand something) and which requires a process of understanding in which it takes advantage of the previous knowledge that is possessed on the reality and that forces to carry out an active work of prediction of what is going to be heard (pág. 10).**

From this point of view, listening to the English language leads to a lot of perseverance and dedication, this is based on receiving the data to be able to understand and learn through digital audio, the learner must be active to understand and predict what he is listening.

The prior knowledge gained in developing auditory dexterity is important and essential in order to reach the goal of comprehension of the English language, Vygotsky (1964, pág. 81) expresses that "oral speech presupposes the fact that each person can see his or her interlocutor's expressions , gestures and tone of voice, "the extra-linguistic meaning that exist at the moment of listening must be solved by the apprentice when there is already understanding of the dialect.

Harmer (2010) express that:

> **Most students want to be able to understand what people are saying to them in English, whether face-to-face, on television, on the radio, in theatres, in cinemas, on cassettes, on CDs or any other type of recordings (pág. 133).**

Conversations, dialogues, speeches, radio commentaries, among others, are essential to improve the ability to listen, since oral comprehension must be applied to what is being expressed at the moment, so that students can reach the moment of speaking in person and to have an uninterrupted

conversation when he / she understands the meanings of the English language, the listening skill has the same importance as the oral one because one is united to the other, reason why it is not just to speak but also to listen and to understand, authors like Lynch and Mendelsohn (2002) Indicate that "today we recognize that the listening capacity is an 'active' process and that people who are good at listening are as active as the person who sends the message" (pág. 193).

Constant practice ensures understanding of English with listening exercises, the development of listening is done with activities prepared and structured according to the level of knowledge of students, the teacher will have the tools and ability to apply various methods for understanding this language, Vygotsky's answer exercises (1964) prepare learners in such a way that they are prepared for real life, making them competitive and innovative by learning with technology, techniques and instruments such as audiobooks which guarantee the excellence of learning, these activities are classified as follows:

- Listen without a reply
- Listen with short answers
- Listen with longer answers
- Listen as a basis for study and discussion

1.2.7 The art of listening

Listening is not only a daily action to receive, interpret, evaluate and respond, rather it is an art that allows to base many aspects of the daily life of human beings, the activities that take place in the classroom must accompany and precede the listening exercises applied by teachers, this guarantees the students' appreciation and increase of knowledge, as long as they apply learning strategies with new didactic methods, and entertained to cultivate English.

To listen and to read is important and with the improvement of the experience of these two arts they increase the linguistic knowledge in any language, taking into account that while one hears and reads more the individual can be expressed in better way to be able to write and speak.

There are different aspects to be able to learn English through listening practice and doing different didactic actions to improve learning, among these are:

- Conversations
- Explanations in class
- Messages
- Songs
- Radio Programs
- Televisions
- Audiobooks, among others.

1.2.8 Importance of listening

The ability to listen is important in many ways, one of them is because it develops listening skills which complements the learning of any language like English, its importance is equivalent to oral skills, emphasizing the bond that these skills have, Which are based as essential components for those who wish to develop their abilities to speak and listen, because while one person speaks it is heard by another one, taking into account that people do not enter without hearing abilities.

In education, listening is a relevant factor especially in English language teaching, the use of tools that allow students to develop their hearing abilities is important when one of the purposes is to increase their knowledge, so if the level of listening increases it will give you the security to express yourself in an oral and written manner fluently, as well as the ability to read and understand any English word or sentence, defending what has been learned in the classroom.

1.2.9 Listening to improve oral expression

In all the activities of people's lives the skill of listening is applied, and to do so and thanks to technology there are several tools to be able to do it in a didactic and clear way.

In English, listening is an essential skill to be able to exert communication among people, when someone does not want to hear the messages, they will never be interpreted, all this is a complex and necessary process so that individuals can recognize the messages, understand that refer and interpret data that is not transmitted.

When improving oral expression in English the first thing that is needed is to pay attention, those who do not listen to the explanation are left out of what is being heard or taught, when people want to learn and actually achieve their goal must apply psychological strength and of willingness not to distract and struggle with their habit of inattention, for students in the classroom is easy to be distracted but if the teacher uses didactic and entertaining tools ensures that the levels of risk of not being receptive the class are Bass, taking notes to remember what was initially heard helps to memorize and learn more quickly any dialect being taught.

People usually listen by applying more or less effort according to their aspirations to fulfil their objectives, whether these are to inform us, learn, recreate, summarize and comment on various activities in the daily life of each individual.

In order to improve the oral expression of the people, it is first necessary to develop the listening skills, after which it is complemented by the aspects of the ability to speak, these aspects relate and structure how oral expression is improved thanks to listening.

The first aspect deals with the "background" that is the way in which the individual processes his thoughts, ideas, desires and feelings to get them to

express them through the word with the vocabulary that possesses on the basis of any language, Within this group are:

- **Analysis of the ideas:** Where they are observed if the ideas are clear, original, that is understood, that at the moment of expressing them make sense, that they are interesting, and the coherence between one thought and another makes sense at the moment of communicating it.
- **Analysis of the vocabulary:** This aspect analyses if the oral expression contains catchword or choruses, if the vocabulary expressed is proper to the person or if it has knowledge bases of what it is expressing, to interpret if at the moment of dialogue uses vulgarisms or abbreviations, to verify if the words are used In a correct sense based on the sentence, all this includes the way of expressing itself in any language especially in English, where, this dialect entails to know a wide vocabulary to be able to express itself correctly**.**

The second aspect is directed to the "form", in this one will analyse the union of the previous ones with the form of oral expression correctly, among the categories that focus on this aspect are:

- **Attitudes:** It is observed if the form of the speaker linked to the creation of an audiobook is correct**.**
- **Breathing:** It is analysed if at the time of expressing it makes a noise with the nose or throat, if you have health problems that make you cough or throat, if you lack the air to finish the sentence in a way that does not seem exhausted or agitated**.**
- **The voice:** When you develop these exercises to measure the level of voice is detected if "roosters" come out, verifies whether the tone is related to age and sex, if the level of expression is optimal for all to hear but does not seem like he is screaming when he should only speak**.**
- **Articulation:** When analysing the joints is for the purpose of verifying if the vowels are expressed with their exact sounds, if the way to pronounce

is fast or very slow or if there is too much syllabus when starting to speak in the digital device.

1.3 RELATION BETWEEN AUDIOBOOKS AND LISTENING SKILL

The direct relationship between an audiobook and the listening is that it is a teaching method known today that can be used and develops the listening ability of the English language in students and others who apply it in learning and in other daily activities, without being interrupted.

Listening is essential in education and reading has a level of importance necessary for the new generation of young professionals, as well the audiobook is the innovative and motivating union for learning new languages and much more if it is English, since it is the universal language for the need to improve business and education worldwide; all this can be obtained while learning by listening to any reading that would have been tired and monotonous. This tool does not manage to be a replacement method for reading but rather as a supporting tool for learning.

An audiobook is aimed at people listen to learn, interpret, improve, and innovate, among many benefits of this new method of teaching and learning in a modern world that guides professional excellence.

CHAPTER 2

2 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

2.1 APPLICATION OF INTERVIEW

INTERVIEW APPLIED TO A TEACHER OF THE THIRD LEVEL OF ENGLISH SEMINARS OF LAICA UNIVERSITY "ELOY ALFARO" OF MANABÍ, EL CARMEN EXTENSION, DURING THE FIRST SEMESTER OF THE YEAR 2016 ACADEMIC YEAR.

ENGLISH CAREER – ENGLISH MAJOR

OBJECTIVE: Identify the causes of poor understanding of the English language through listening skills in the third level students of the ULEAM seminars, in El Carmen, in the 2016 academic period.

INTERVIEWED: Cristopher Okafor

DATE: September/ 2016

QUESTIONNAIRE:

1. **Do you use images, posters, wall chart to associate them with readings in the English class?**

   Sure, images and poster talk for themselves more easily. Just explanations is not enough for students to learn, it is necessary to see what is being talked about.

2. **Do you use activities with some narrations that allow to develop listening skills in classes?**

   Always, the images are related to the content for students to better understand the class.

3. **During the class, do you use audios made for other speakers to encourage the development of the listening skill?**

   Obviously, not all students have the same level of comprehension, I use simple script for all to understand me in a better way.

4. **How often do you develop listening skill activities with the students?**

   On a Weekly bases. Once a week

5. **Do you use additional resources which are not given by the English text?**

   Yes, programs from the internet according to topics to be treated and give the students the opportunities to learn in a practical way.

6. **Do you consider that for improving listening comprehension and communication of English language, there should be permanent listening activities?**

   It is very important because that is the practical relationship of the students with the language, without listening students do not have contact with the language.

7. **Are the English class workshops done to contribute in the improvement of listening comprehension of the English students as a Second Language?**

   Yes, for example two or three months ago, Lider organised an event, with other people and the purpose was to be able to demonstrate that it is possible for Spanish speaker to understand the language, creating self-confidence in the students.

8. **Do you assign extracurricular activities related with the use of programs, movies, videos and songs in English to develop students' listening skill?**

   Yes, I assign a song and in groups students try to interpret the song at the class, taking into account the process of listening, analysing and explaining the message with the classmates.

9. **Do the tests have questions in order to complete activities of information listened at the same time?**

   No, at university there are not tools to teach the language efficiently, I look for and bring my own resources from outside.

ANALYSIS:

English language is a predominant language around the world and as such, it must be taught at all levels of education in our country. Being an institution of higher education, one of the teachers of this prestigious alma mater expresses that the activities and tasks of the third level students of the English seminars, seldom develop this type of activities with the use of resources such as songs, images, Videos, dialogue with natives; which does not allow students to develop their listening comprehension progressively, making it difficult to understand certain idioms and especially the English accent. In this way, students are acquiring few skills in the development of hearing in relation to English as a second language.

On the other hand, teachers expressed that the assessments made to the students are elaborated without regard to listening skills, which makes it difficult to measure the comprehension of the language, that is, not having physical evidence that a reading, text or dialogue Spoken is understood through active listening, students show difficulties when in any situation of their life they have to interact or listen to English speakers.

2.2 APPLICATION OF SURVEY

QUESTIONNAIRE ADMINISTERED ON STUDENTS OF THE THIRD LEVEL OF ENGLISH SEMINARS OF LAICA UNIVERSITY "ELOY ALFARO" OF MANABÍ, EL CARMEN EXTENSION, DURING THE FIRST SEMESTER OF THE 2016 ACADEMIC YEAR.

Question N° 1

1. **Does the professor use images, posters, Wall chart to associate them with reading in English classes?**

Table N° 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS	15	54%
SOMETIMES	10	36%
RARELY	3	10%
NEVER	0	-
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

According to the results demonstrated in the survey, the teacher uses materials related to the improvement of English language comprehension, allowing students to relate images, posters or wall charts to the readings, resulting in the development of hearing in relation to English as a second language.

From the point of view of English teaching, students should use these teaching materials to help them understand the language, but above all to motivate them to learn a new language and to arouse interest in order to have students with a relatively acceptable cognitive level and that they apply it in their professional lives.

2. **Does the teacher use activities with narrations that allow the development of the listening skill?**

Table N° 2

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	10	36%
SOMETIMES	15	54%
RARELY	1	3%
NEVER	2	7%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

According to the information expressed in table number 2, most of the time the teacher uses activities with narratives which causes students to acquire the listening skills with certain continuity and effectiveness; on the other hand, when narratives are used in the tasks to be completed, students relate images to what they listen to, which entails effectively performing the assignment assigned by the teacher.

The narratives, in addition to contributing to the development of listening comprehension, also serves as a support for abstracts and for students to develop the oral expression of English, using as a basis the pronunciation they heard previously in the audio of the same activity, All this is a cycle, which develops gradually and causing students to know the language from several skills related to each other.

3. **Does the teacher use audios made by other speakers to encourage listening comprehension during the class?**

Table N° 3

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	1	3%
SOMETIMES	18	65%
RARELY	8	29%
NEVER	1	3%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANÁLISIS:

From the information provided in table number 3, when listening-writing activities are carried out, teachers do not always use the recorded voices of other speakers, which results in a little demotivation in the students, who are easily deconcentrated and do not efficiently develop assigned activities. On the other hand, when students listen to a single speaker they tend to get bored easily, and when this happens the lack of interest in learning the language is notorious, due to there is not innovation in pretending that the student learns.

While it is true, when you listen to an information that is continuous to express that information; from this point of view, it is important to recognize that other aspects that go hand in hand with the understanding of the language are also involved, among them are: vocabulary, grammar, slangs or idioms, which are very common in recorded audio, and that contributes more to the fulfilment of the teaching-learning objectives of English as a second language.

4. How often are activities of listening skills developed?

Table N° 4

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	8	29%
SOMETIMES	7	25%
RARELY	10	36%
NEVER	3	10%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

The results of the survey show that teachers rarely apply activities that develop the ability to listen to a second language such as English, so that students in the third level of the seminars are seen as deficient in their ability of listening to English, since they lack vocabulary and also because they find it difficult to understand the pronunciation of words and therefore the accent of words.

The interpretation that is made to the oral speech is without doubt one of the main aspects in the communication, since without this, it is not possible to have any comprehension. In order for the student to develop his / her capacity for interpretation, it is extremely important that teachers develop listening activities with native speakers from different countries, so that they can assimilate and differentiate accents and idioms in relation to the origin of speakers.

5. **Does the teacher use additional resources that are not given on the English text?**

Table N° 5

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	5	18%
SOMETIMES	8	29%
RARELY	10	36%
NEVER	5	17%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

Table 5 expresses that the teacher rarely uses additional resources to the English text, which makes it difficult for the students of the seminars to develop their linguistic ability of listening, thus hindering the effective development in the interpretation of English and therefore the transmission of the heard expressions.

When no additional resources are used, students do not provide the necessary attention to carry out assigned activities within the classroom, it is also imperative in learning any language, listening to native speakers of English to get accustomed to Language, but more than that it is to get students to manifest through the information heard.

6. **Do you consider that for developing the communication and listening comprehension of the English language it must do activities of listening permanently?**

Table N° 6

ALTERNATIVE	FREQUENCY	PERCENTAGE
YES	25	90%
NO	1	3%
SOMETIMES	2	7%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

The vast majority of students believe that acquiring an effective understanding of the language through listening skills it is imperative to use activities that involve the use of listening activities, so that they effectively develop the language ability; however, these activities, if they do not develop with the required frequency, are unlikely to have the object that is pretended to fulfil.

Active listening allows the recipients to understand the main ideas of the oral information, also helps to anticipate the situations that are manifested, to identify the use of the words, the mood and attitude that the speaker may have when verbalizing the message. But what about the words understood incorrectly? These should be analysed and interpreted in seconds. With the certainty that each word used in the expressed will remain permanently in each activity.

7. **Have the workshops helped to improve your listening skills in English as a Second Language?**

Table N° 7

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	1	3%
SOMETIMES	7	25%
RARELY	20	72%
NEVER	0	-
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

By rarely applying resources in interpreting listening in English in the classroom, students develop little knowledge and therefore have little understanding, thus allowing a deficiency in language communication, both in the oral and in the dexterity of writing.

If information is not understood it is because the listener totally or partially ignores the information; However, in order for students to have a better interpretation it is necessary that they not only listen but also observe who speaks, how they speak and what gestures they use to express what they want to communicate to listeners, in this way there will be a meaningful relationship and students will gradually understand the language that is being sent across.

8. **Do you listen to programmes, movies, videos and songs in English to improve listening skill?**

Table N° 8

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	3	10%
SOMETIMES	10	36%
RARELY	9	32%
NEVER	6	22%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

According to table number 8, most students sometimes listen to programs, videos, movies, songs in English, which means that this would be one of the main resources by which the teacher should start to capture the attention of all or the majority of students, however, when following a traditional teaching falls into this problem.

In addition, this type of resource not only contributes to activities to mark responses as heard, but also allows recipients to have the ability to express themselves and express their own points of view and argue the necessary opinions, to decode the message expressed in the different resources already stated.

9. **Do tests have questions about completing activities of information listened at the same time?**

Table N° 9

ALTERNATIVE	FREQUENCY	PERCENTAGE
ALWAYS	0	-
SOMETIMES	0	-
RARELY	8	29%
NEVER	20	71%
TOTAL	**28**	**100%**

Source: Students of third level of ES- ULEAM / El Carmen
Written by: Tanny Barén Lirio

ANALYSIS:

The results provided in this table, establish that most of the evaluations do not contain questions related to listening, which do not allow students obtain a product or message with effective ability to interpret a new language and therefore it is natural that it cannot evaluate their progress.

Understanding another language not only means internalizing it personally, but also externalizing it through oral or written expression so that there is communication, then if you evaluate listening as a skill in each of the evaluations, the students would have better results in order to improve their listening comprehension. On the other hand, if permanent assessments are conducted with listening activities, students would have meaningful learning of English as a second language, which is the goal of the teaching-learning process of the language.

CHAPTER 3

3 PROPOSAL

Design of a didactic guide that constitutes the content of an audiobook, to improve the listening skills in the third level students of the English seminars of the Laica University "Eloy Alfaro" of Manabí, El Carmen extension.

3.1 INTRODUCTION

English is a universal language and therefore one of the most spoken around the world, so it is relevant that this language is understood by the students, so that when they face professionally in their different areas, they may be able to carry out their functions and without English can be an impediment.

Listening skill is the first that develops in people, because when babies are born the first thing they do is to listen to everything that surrounds them and they begin to become familiar with that. In this way the importance of this skill to improve English as a second language is relatively high in methods.

From the above, the present proposal is directed to establish a set of activities that will improve the listening skills in the students of the English seminars. These activities are related to comprehensive reading, grammar, writing and vocabulary; So that listening skill is involved with all other macro and micro skills.

3.2 JUSTIFICATION

This theme has been chosen because it allows us to know the true situation that students of English seminars at the ULEAM in El Carmen have difficulty in hearing comprehension, in addition to the importance of the information and the proposal.

The research is convenient in the elaboration of the audiobook that gives students and teachers a technique to improve the understanding of English

as a second language, and the social usefulness of this language worldwide, because it is the language that maintains the International business, as well as the contribution it provides to the university in each of its English teaching processes.

Learning a new language involves a great difficulty when not using the appropriate methods in both teaching and learning, so it is imperative to apply new strategies in the course of the education process, without leaving aside the application of ICTs at the beginning, development and culmination of the teaching.

The beneficiaries of the research are the teachers and students who will apply the proposal. The information will be used in a timely and effective way to improve the listening comprehension of English in students; therefore, this project is justified by the usefulness it offers to the participants of the university.

3.3 IMPORTANCE

The audiobook is important in terms of the help it will provide both teachers in the teaching process as well as students in the learning process. All this allows the university also to have its positive points during this process, the same one that will contribute to the future professionals to develop the listening skill of the English area.

3.4 OBJECTIVES

3.4.1 General

Design of a didactic guide that constitutes the content of an audiobook, to improve the listening skills in the third level students of the English seminars of the Laica University "Eloy Alfaro" of Manabí, extension in El Carmen.

3.4.2 Especific

- Develop a set of motivational readings, dialogues and dictations with activities to complete through the skill of listening.
- Arrange grammatical sentences in which involves completing words according to the context of each sentence.
- Describe definitions that allow the word to be discovered.
- Establish two formats of rubrics that allow evaluation of listening activities in the guide.

3.5 REACH

The proposal will be elaborated to contribute in the development of the skill of listening of the students of the third level of the English seminars of the Laica University "Eloy Alfaro" of Manabí extension in El Carmen.

3.6 LEGAL BASE

- ULEAM Statute
- Organic Regulation of Process Management
- Code of ethics
- Regulation of the ULEAM Internal Academic Regime
- Regulation of Academic Career and Teacher's Degree applied until 2012
- General Regulation of Economic Aid 2012
- Regulations for the Evaluation of Student Performance
- Registration Creation University
- Regulatory Instructions for Updating ULEAM Knowledge
- General Regulations of the Retirement and Severance Program for Teachers, Officials, Employees and Workers
- Regulation Teaching Performance Evaluation
- Rules and Regulations
- Regulation of Scholarships and Economic Aid for Training and Improvement of Teaching Staff
- Regulations for Academic Tutoring

- Methodological Guide Work Titling in the Formative Process of the Students
- Institutional System of Academic Tutorials at Laica University Eloy Alfaro de Manabí
- Academic Performance Assessment Regulations 2013lied until September 28, 2014)
- Regulation of Integral Evaluation of the Performance of Academic Staff (Effective) approved on September 29, 2014
- Regulation for the Election of Teachers to Integrate H. University Council
- Regulation of Elections of Student Representatives and Graduates to the Organisms of COGOBIERNO
- ULEAM Affirmative Action Application Regulations
- Rules of Competition for Prizes and Opposition for admission to the teaching career at Laica University Eloy Alfaro de Manabí
- Internal Regulations for the Career and Ladder of the Professor and Researcher of the ULEAM
- Regulation Application Tracking Graduates
- Subject Studies Program (SYLLABUS)
- Instruction for the Application of the Exam of Degree or End of Course and other Modalities of Degree
- Regulations for the Institutional Self-Assessment Processes, Careers and Programs of the Laica Eloy Alfaro de Manabí University
- Regulatory Instruction for the Distribution of Work and Assignment of Time Charge for the Uleam Teaching Group Academic Period 2015-2016
- Organic Regulation of Linkage with the Society
- Regulation for the Election of Rector or Vice-Rector, Vice-Rectors or Vice-Rectors Academic (a) and Administrative (a)

3.7 DEVELOPMENT OF THE PURPOSE

The didactic guide (audiobook) to improve the skill of listening, will consist of the following content that is shown next:

Leaving footprints

AUDIOBOOK

DIDACTIC GUIDE (AUDIOBOOK) TO IMPROVE THE LISTENING SKILL IN THE STUDENTS OF THIRD LEVEL OF ENGLISH SEMINARIES.

INTRODUCTION

The present project shows a didactic guide of an audiobook which is developed to improve the listening skill in the students of third level of seminaries from “Eloy Alfaro” university. The main purpose of this audiobook is to provide a didactic guide which can be able to contribute the comprehension of the language of native speakers or teachers, so that they decode the information given and can code it.

The most important of this is the development of professional people, inasmuch as the audiobook is a new alternative of reading which will allow the students to apply all the other skills of English language developing them progressively, therefore if students and professors take into account this instrument, then everyone will have favourable results about the teaching learning process.

Education has to be in all the levels a dynamic form of acquiring knowledge and skills, which can increase the students’ motivation and interests about the language, through the use of new technological tools like an audiobook, which is the instrument that is going to be expressed in the following didactic guide.

METHODOLOGY

This audiobook contains a group of activities which are focused on the development and effectiveness of the listening skill and the other ones involved. On one hand, this innovative technological tool is based on a group of readings about personal overcoming and stories that have happened in our town that are very interesting and draw the attention of the listeners or readers; furthermore, it has some relative activities which are focused on the vocabulary, grammar and understanding of each one of the participants. Finally, the teaching learning process that this audiobook contents is revised and proved by the author through the use of answer keys and the corresponding rubrics for the last assessment that students will be able to do according to the needs and abilities of each one of the students during the English seminar.

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UNIT 1 – STORIES / GRAMMAR

STORIES

Audio 1: The circle of hate

Audio 2: The Apple tree

Audio 3: Aid in the rain

Audio 4: Footprints on the heart

Audio 5: Electronic bill

Audio 6: Business Intelligence

GRAMMAR

Audio 7: Simple present tense

Audio 8: Simple past tense

Audio 9: Correction of words

Audio 10: Daily routine

Audio 11: Professions and jobs

Audio 12: How many/ much

UNIT 2 – ACTIVITIES

STORIES

Activity 1: circle of hate

Activity 2: The apple tree

Activity 3: aid in the rain

Activity 4: Footprints on the heart

Activity 5: Electronic bill

Activity 6: Business Intelligence

GRAMMAR

Activity 7: Simple present tense

Activity 8: Simple past tense

Activity 9: Correction of words

Activity 10: Daily routine

Activity 11: Professions and jobs.

Activity 12: How many/much

UNIT 3 – KEY WORDS

Stories key words (audio 1-6)

Grammar key words (audio 7-12)

UNIT 4 – RUBRICS

Listening rubrics

Grammar rubrics

UNIT 1: STORIES / GRAMMAR

STORIES

AUDIO 1: THE CIRCLE OF HATE

A prominent businessman was angry and scolded the director of one of his businesses. The manager came to his house and shouted to his wife, accusing her about she was spending too much because there was a hearty lunch at the table. Mrs shouted to the housemaid, who broke a plate and kicked the dog because it made her to trip up. The animal ran and bit a lady who was passing by. When she went to the pharmacy to get medicine, she shouted to the pharmacist because he hurt her during the implementation of the injection. This man came to his house and shouted to his mother because the food was not to his liking. The lady, source of love and forgiveness, stroked his head as she said: "Dear Son, I promise you that tomorrow I will make your favourite meal. You work hard, you're tired and accurate today a good night's sleep. I will change your sheets on your bed for others which are clean and scented so you can rest in peace. Tomorrow you'll feel better." She blessed him and left the room, leaving him alone with his thoughts.

At that time the circle of hate stopped, colliding with tolerance, gentleness, forgiveness and love.

Translated from the book “La culpa es de la vaca”/2002

Link:http://mx.ivoox.com/es/listening-1-audios-mp3_rf_16710208_1.html

AUDIO 2: THE APPLE TREE

This was a huge apple tree which a child loved much. Every day, the boy played around, climbed to the top, ate fruit and took a nap under its shadow. The tree also loved him very much.

Time passed, the boy grew up and did not play again around the tree. One day he returned and heard that this said sadly:

-Are you coming to play with me?

But the boy replied:

-I am not the boy that played before around trees. Now I want to have toys, and I need money to buy them.

-“Sorry”, the tree said. I do not have money, but I suggest you take all my apples and sell them; so you can buy your toys.

The boy took the apples, got the money and was happy. Also the tree was happy but the boy never returned. Later, when he returned, the tree asked:

-Are you coming to play with me?

-“I do not have time to play; I must work for my family and I need a house for my wife and children. Can you help me?”

-I'm sorry, said the tree. I do not have a house, but you can cut my branches to build your house.

The man cut all the branches of the tree, who was happy and did not return. One day in a hot summer, he returned. The tree was delighted.

-Are you coming to play with me? It asked.

-I feel sad, I'm getting old. I want a boat to sail and rest, can you give it to me?

The tree replied:

-Use My trunk to build one; so you can navigate and be happy.

The man cut down the trunk, built his boat and went sailing for a long time. He returned after many years and the tree said:

-I'm Sorry, but I have nothing to give you, even apples.

The man replied:

-“I do not have teeth to bite or strength to climb, I'm already old”.

Then the tree, crying, said:

-Really I cannot give you anything. The only thing that I have now is my dying roots.

And the man replied:

-I do not need much now, just a place to rest. I'm tired after so many years...

-Then the tree said, old tree roots are the best place to lie down and rest. Come, sit with me and rest.

The man sat by the tree and this, happy and smiling, dropped a few tears.

This is the story of each of us: the tree is our parents. Children love them and play with them. As we grow we leave them alone; and we come back to them when we need them, or when we are in trouble. No matter what it is, they are always there to give us everything they can and make us happy. You may think the boy is cruel to the tree, but isn’t it how we treat our parents sometimes?

Translated from the book “La culpa es de la vaca”/2002

Link:http://mx.ivoox.com/es/listening-2-audios-mp3_rf_16710236_1.html

AUDIO 3: AID IN THE RAIN

One night, at 11:30 pm, an African-American elderly woman **was** standing on the edge of a highway in Alabama under a heavy storm. Her car had broken down and she desperately needed someone to take her. Sodden, she decided to signal the next car that passed. Despite being a time of acute racial conflict, a young white man stopped to help her, took her to a safe place and put her in a taxi. The lady, who seemed rather rushed, noted down his address, thanked him and left.

Seven days later, somebody knocked at the door of the house of the young man. To his surprise, it was a packet to his name: A big-screen TV with a note saying:

"Thank you for helping me on the highway the other night. The rain drenched not only my clothes but my spirit. Then you appeared. Thanks to you, I could arrive the bedside of my dying husband just before he died. God bless you for helping me and unselfishly serving others".

Translated from the book "La culpa es de la vaca"/2002

Link: http://mx.ivoox.com/es/listening-3-audios-mp3_rf_16710243_1.html

AUDIO 4: FOOTPRINTS ON THE HEART

A young man stood at the centre of a town and proclaimed that he had the most beautiful heart in the whole region. A large crowd gathered around him: Everybody confirmed, admired, that heart was perfect, because it did not have stains or scratches; they agreed that it was the most beautiful heart they had ever seen.

By knowing admired, the young man was even prouder, and with greater conviction affirmed that his was the most beautiful heart of the whole place. Suddenly an old man came out of the crowd and spoke to him:

-Why do you say that? Your heart is not as beautiful as mine.

Surprisingly, the crowd and the young man looked at the heart of the old man and saw that while beating vigorously, was covered with scars, even had holes and areas where missing pieces that had been replaced by others that did not correspond, because the edges looked uneven .The young man laughed.

'You must be joking,' he said. Compare your heart with mine ... mine is perfect. Instead, yours is a lot of scars and pain.

It's true, the old man replied: your heart looks perfect, but I never compromise with you. Look, every scar represents a person to whom I gave all my love. I tore pieces of the heart to give to each of those I have loved. Many others at the same time, have given away pieces of them, which I have put in place that was open. As the parts were not equal, these edges are uneven, of which I am glad that remind me of the love I have shared.

There were also opportunities in which I gave a piece of my heart to someone, but that person did not offer me anything in return: then there were these gaps. Despite the pain that wounds occur to me, I remind that I still love those people and feed the hope that maybe someday return and fill the void they have left. Do you understand now what is truly beautiful? The elderly topped.

The young man was silent, but tears ran down his cheeks. He approached the old man, a piece of the heart was ripped and offered. The old man received him and placed it in his heart, he took a piece and he covered the young's open wound. The part is mould, but not perfect: the edges were apparent. The young man looked at his heart, which was not perfect, but it looked much more beautiful than before, because the love flowed inside. And your heart, how is it?

Translated from the book "La culpa es de la vaca"/2002

Link: *http://mx.ivoox.com/es/listening-4-audios-mp3_rf_16710261_1.html*

AUDIO 5: THE ELECTRONIC BILL

The electronic bill is one of the selling vouchers that are authorized by the Internal Income Service, which is used when there is the purchase - selling of goods and services inside the legal activities of the taxpayers, for this reason the parameters to consider in the use of emitted bills electronically are very important and which produce inside the law a group of advantages and disadvantages in the Ecuadorian business environment.

Nevertheless, the contribution that this tributary tool produces is very wide, but its application is divided by economic sectors, cause for some it is a reality but for others it is an expectation. On the other hand, it is necessary to determine some general aspects like: the identification of some organizations that use the electronic bill, the application of laws according to dates of execution of this tributary tool, interest points directed to the collected taxes by the central administration and the way in which this one works and tries to execute in next years. Electronic bill is a mechanism established by the tax administration in order that there is a crossing of information between taxpayers and the same one. This crossing of information does not allow to taxpayers to evade taxes and fail in one way or another with the Internal Income Service.

The application of electronic bill is a reality in our country, however it does not cover the expectations of many taxpayers, since mostly unaware of the issue and do not know how to handle the procedures to be followed. This tool is very useful and has been adopted in order to minimize and optimize resources, taking into account that electronic invoices are issued directly to emails taxpayers, central administration has not taken into account that they must have physical backing for future audit, leading to use extra resources.

Translated from Paper Tanny Barén, Benito Bermeo, Gema Macías, Flor Mera./2015

Link: *http://mx.ivoox.com/es/listening-5-audios-mp3_rf_16710265_1.html*

AUDIO 6: BUSINESS INTELLIGENCE

Nowadays, it is very common to listen to the term “business” and most of the time people related it with the intelligence, inasmuch as the business intelligence is the ability of transforming the data in information, so that it can optimize all the process of making decision in any business company or person through the application of a competitive advantage. This is mainly related to the process where intervenes the knowledge, information and data.

The simplest way of differentiating the terms knowledge, information and data is that any kind of data exists in the world; the knowledge is in people, machines, organizations, and the information is the intermediate point between them; therefore for people can acquire knowledge, they have to carry on a process, which starts with the recollection of the data about any trouble, the second step is the analysis of data for transforming them in information and finally, that the information can be the knowledge acquired by people for they can make decisions and the business has a good result.

The business intelligence acts as a strategic factor in a company, organization, developing a potential competitive advantage, which means important and relevant information to answer the business problems, that is, promoting or offer of products, financial control, optimization of costs, planning of the production, clients’ profiles analysis. The answers to the troubles that appear in any area or period of an organization have to be solved in a practical and efficient way; therefore if this occurs; it means you have business intelligence.

Furthermore, this kind of intelligence is also related to the right use of resources like technology, software and methods. So, business intelligence is involved in the development and effective results of a company at the end of an operative period; that is, it allows making good decisions to the managers and in this way, the administration of the company can be efficient.

To conclude, the most important elements that intervene in the process of business intelligence are the data, information and knowledge, which are related among them; inasmuch as, it is a process that allows people analyse information for having a good decision making. The business intelligence is the ability that a person has to solve any trouble related to companies and organizations.

Link: *http://mx.ivoox.com/es/listening-6-audios-mp3_rf_16710281_1.html*

AUDIO 7: SIMPLE PRESENT TENSE

Sentences in simple present tense.

1. My mother and aunt are in my house at this moment.
2. Jenny doesn't write the class in the school.
3. My neighbours don't work at any place.
4. Karen talks to her young sister.
5. Mercy and Jane work at the hospital.
6. What does Julio do?
7. Where is Sally from?
8. Where does Mary come from?
9. When do you play the piano?
10. Charlotte watches TV every morning.

Link: *http://mx.ivoox.com/es/listening-7-audios-mp3_rf_16710300_1.html*

AUDIO 8: SIMPLE PAST TENSE

a. Sentences in simple past tense (dictation).

1. Jenny didn't write the class in the school yesterday.
2. Marvin and Josué were at my garden last week.
3. My neighbours worked in their office all the morning.
4. Karen got on well with her young sister.
5. Mercy and Jane bought a new house last month.
6. What did Josselyn do last night?
7. How old was Sally when she got married?
8. Where did Karla travel last year?
9. Was there any problems with your trip?
10. Mary didn't read any book when she had exams

Link: *http://mx.ivoox.com/es/listening-8-audios-mp3_rf_16710315_1.html*

AUDIO 9: CORRECT WORDS

It is very common to **listen** to the term "business" and most of the time people related it with the intelligence, inasmuch as the business intelligence **is** the ability of **transforming** the data in information, so that it can optimize all the process of making decision in any business company or person through the application of a competitive **advantage**. This is mainly **related** to the process where intervenes the knowledge, information and data.

Link: *http://mx.ivoox.com/es/listening-9-audios-mp3_rf_16710327_1.html*

AUDIO 10: TEACHER'S DAILY ROUTINE

Hello my name's Tanny, I'm an engineer but I work as an English teacher in a high school, I am 22 years old, I live in El Carmen town in the northwest of Ecuador, I'm single so I live with my parents. I have one sister and her name's Kerly, she's also an engineer, and she's 24 years old. I love my family.

By the way, I am going to talk about my daily routine, every day I wake up at (five to six) 05:55 a.m. but I get up at 06:00. Then, I have a shower and get dressed at fifteen past six in the morning. I never have breakfast in my house but I do it at school. At 6:30, I go to work and start it at 7:00 am.

At lunchtime, I leave work at (twenty past one)13:20, and I go to my house to have lunch, after that I do washing up at 2:00 pm and start to check or plan my classes for the next day; almost at the end, I take a shower at seven o'clock and have dinner at 7:30 pm. Finally, I go to sleep at 10 pm. That's a typical day in my life and for that reason I'm so stressed, I'd like to travel for resting some days.

Link: *http://mx.ivoox.com/es/listening-10-audios-mp3_rf_16710338_1.html*

AUDIO 11: PROFESSIONS AND JOBS

Dentist	A person who takes care of your teeth.
Builder	A person who builds and constructs houses and bridges.
Secretary	A person who receives e-mails or fax and attends calls.
Manager	The boss of a company.
Teacher	A person who works at a school.
Housemaid	A person who works cleaning houses.
Babysitter	A person who takes care of children.
Gardener	A person who works taking care of plants and cut them.

Police man	A person who arrests robbers on the street.
Footballer	A person who works for a football team.
Model	Someone who is paid to wear clothes and model.
Fisherman	Someone who fishes in the river.
Journalist	A person who works for a newspaper
Doctor	person who works in a hospital.
Librarian	someone who works in a library.
Chef	Someone who cooks in a professional way.
Accountant	Someone who controls money.
Actress	A woman who acts in several films.

Link: *http://mx.ivoox.com/es/listening-11-audios-mp3_rf_16710346_1.html*

AUDIO 12: HOW MANY / HOW MUCH

a. How many bananas are there in the kitchen?
b. How much milk is there in the glass?
c. How much flour is there in the bag?
d. How many oranges are there in your house?
e. How many pounds of rice are there at home?
f. How much water is there in the bottle?
g. How much juice is there?
h. How many students are there in your class?

Link*: http://mx.ivoox.com/es/listening-12-audios-mp3_rf_16710363_1.html*

UNIT 2: ACTIVITIES

STORIES

ACTIVITY #1: THE CIRCLE OF HATE

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks a question that elicit the theme; for example, what would it happen if I gave my class using bad manners?
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the story.

a. Listen and according to the audio, decide if the sentences below are T (true) or F (false).

The prominent businessman came to his house and shouted to his wife.	
There was not so much food at the table.	
Manager's wife shouted to the housemaid.	

The housemaid broke some plates because of the dog.	
The dog ran and bit a lady.	
The pharmacist was bitten by the dog and he had to inject.	
The pharmacist came to his house and got angry with his mom for the food she had prepared.	
Pharmacist's mother told him she will cook another kind of food.	
She said to her son that tomorrow he will feel worse.	
The circle of hate means to be an extrovert person.	

b. Answer the questions with the person who made each action.

Who…?

- Scolded the manager? _____
- Was bitten by a dog? _____
- Will make a favourite meal? _____
- Was lovely with her son? _____
- Kicked the dog? _____

ACTIVITY # 2 AN APPLE TREE

OBJECTIVE: To listen and comprehend the story through the audio for encourage students to state their opinions.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher takes with her/him an apple and explain a short introduction about the apple tree and its characteristics to focus attention of the audio.
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks about the story and gives several summaries about the story to draw attention and allow students state their analysis.

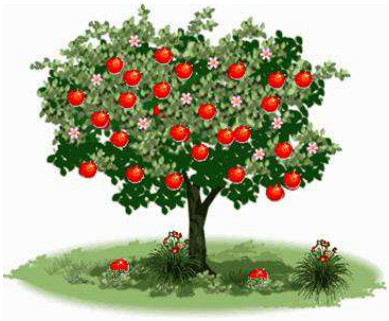
a. Listen and according to the audio, decide if the sentences below are T (true) or F (false).

1. The story tries a small apple plant.
2. The tree had a child who was its best friend.
3. The boy always played with this huge tree.
4. The man needed money to travel around the world.
5. The apple tree gave all its apple to the boy built a boat.
6. The adult man went with his family to visit the tree.
7. The man never cut down the trunk of the tree.
8. The old man went to rest on the old tree roots.
9. The tree just helped to the man with advice.
10. This is related to our lives and the way of being with our parents.

b. Write numbers to the story in the same order that happened.

	a.	The man cut down its trunk to build it.
1	b.	The boy played around the tree and took a nap under its shadow.
	c.	The tree gave him all the apples to sell them.
	d.	The boy grew up and need money to buy toys.
	e.	The tree told the man cut all its branches.
	f.	The old man and the tree rest together on the old roots.
	g.	The man needed to build a house for his family.
	h.	The man needed to build a boat to sail.

c. Write a short phrase that describes what this beautiful story means.



_____

_____

_____

_____

ACTIVITY # 3 AID IN THE RAIN

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher plays an accident while is explaining the theme for realizing who helps her/him and take it into account to encourage to listen the audio about a motivational story.
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the story.

a. Listen and according to the audio, decide if the sentences below are T (true) or F (false).

1. A fair American woman was sodden under a heavy storm.
2. There was a time of acute racial conflict there.
3. A person who was young and fair stopped to help her.
4. The man took her to her house.
5. Someone knocked the door of man's house two weeks later.
6. He received a big radio which said: thank you so much!

b. Write the definitions of each one of the words underlined on the text.

Highway desperately sodden conflict
Drenched unselfishly

_____ A disagreement of opinions or ideas.

_____ Extremely difficult.

_____ Extremely wet.

_____ Put others first than us.

_____ Make that someone or something is wet.

_____ A main road.

c. Identify the verbs in simple past that appear on the text.

SIMPLE PRESENT	SIMPLE PAST	REGULAR / IRREGULAR
Be	Was	Irregular

ACTIVITY # 4 FOOTPRINTS ON THE HEART

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks a question that elicit the theme; for example, when was the last time you felt terrible in your life?
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the story.

a. Listen and write: *the young* or *the old man* in the sentences according to what they express on the conversation.

_____ Compare your heart with mine ... mine is perfect.

_____ Proclaimed he had the most beautiful heart in the region.

_____ Your heart looks perfect but it isn't the most beautiful.

_____ Every scar represents a person to whom I gave my love.

_____ you must be joking!

_____ was silent and cried.

b. According to the audio decide if the sentences are true or false.

1. The old man proclaimed he had the most beautiful heart.
2. The young man was prouder about his heart.
3. The old man had his heart with scars and wounds.
4. The old man said that his heart was more beautiful due to the wounds and scars that had for the love which had shared with others.
5. The young man started crying when the old man talked that.
6. The young man didn't give away a part of his heart to the old man.

c. Complete the paragraph with the words you hear.

A young man _____ at the centre of a town and _____ that had the most beautiful _____ in the whole region. A large _____ gathered around him: Everybody confirmed, _____, that heart was perfect, because it is not observed _____ or scratches; they agreed that it was the most beautiful heart they had ever _____.

ACTIVITY #5 ELECTRONIC BILL

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks about taxes and bills.
- Students listen to the article attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the article.

a. According to the audio decide if the sentences are true or false.

- The electronic bill is a voucher.
- The Internal Expensive Services authorizes the electronic bill.
- Taxpayers are people who do legal activities of goods and services.
- Electronic bill is an economic and financial tool.
- It is not important to specify the dates of the purchases.
- The crossing of information allows that taxpayers evade taxes.
- The electronic bill was just adopted to minimize resources.
- This bill is sent to every taxpayer by e-mail.
- The administration must have physical backing for audits.
- E-bills are just used for services about accounting.

b. Categorize the following words according to their sounds

Mechanism Tool income injection good schedule

Injured	**Stomach**	**Boot**

ACTIVITY #6 BUSINESS INTELLIGENCE

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher explains general aspects about the intelligence and its kinds.
- Students listen to the article attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the article.

Express the meaning of the following words:

Business	Issues that people do individually or in a company to get an economical benefit.
Common	
Information	
Knowledge	
Strategy	
Analysis	
Intelligence	
Efficient	
Ability	

a. Write the main idea of the audio and give your point of view

_____

_____

_____

_____

_____

_____

_____

_____

b. Complete the paragraph with the words you hear.

The simplest way of differentiating the terms _____, information and data is that any _____ of data exists in the world; the knowledge is in people, _____, organizations, etc. and the information is the intermediate point _____ them; therefore for people can acquire knowledge, they have to carry on a process, which starts with the _____ of the data about any trouble, the second step is the analysis of data for _____ them in information and finally, that the information can be the knowledge _____ by people for they can make decisions and the business has a good _____.

GRAMMAR

ACTIVITY #7 SIMPLE PRESENT

OBJECTIVE: To apply grammar rules of simple present tense to code information listened and write specific information.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks students about the theme and writes as much ideas as possible.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed in order to reinforce and feedback uses of present simple.

a. Sentences in simple present tense.

1. My mother and aunt _____in my house at this _____.
2. Jenny doesn't _____the class in the school.
3. My neighbours _____ _____ at any place.
4. Karen _____to her young sister.
5. Mercy and Jane work at _____ _____.
6. _____ does Julio do?
7. Where is Sally _____?
8. Where does _____ _____ from?
9. When _____ _____ play the piano?
10. Charlotte_____TV every morning.

b. Change the sentences in letter a, to affirmative, negative or interrogative forms.

N°	SENTENCES
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

ACTIVITY # 8 SIMPLE PAST

OBJECTIVE: To apply grammar rules of simple past tense to code information listened and write specific information.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher expresses a personal experience in the past and after that he/she motivates students to remember past actions.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time.
- The teacher checks the answers that students completed in order to reinforce and feedback uses of past simple.

DICTATION OF SENTENCES IN SIMPLE PAST

a. Listen and transcript the sentences expressed in simple past tense.

N°	SENTENCES
1	
2	
3	
4	
5	
6	
7	
8	
9	

b. Identify the verbs from activity a, and write their base form and meanings.

BASE FORM	SIMPLE PAST	SPANISH

ACTIVITY # 9 CORRECTION OF WORDS

OBJECTIVE: To apply grammar rules to code information listened and write specific information.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher starts pronouncing incorrect words and the students have to notice the way of teaching, after the teacher explains that it was a technique used to make to realize the common errors in our speaking or writing.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed.

a. Listen the text to correct word or words.

It is very common **listen** to the term “business” and most of the time people related it with the intelligence, inasmuch as the business intelligence **are** the ability of **transform** the data in information, so that it can optimize all the process of making decision in any business company or person through the application of a competitive **advantaje**. This is mainly **relates** to the process where intervenes the knowledge, information and data.

b. Write sentences with the correct words in letter a.

ACTIVITY # 10 DAILY ROUTINE

OBJECTIVE: To listen and understand a daily routine to reinforce present simple in sentences.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks students about the theme and writes as much ideas as possible.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed in order to reinforce and feedback uses of present simple.

a. Complete the following daily routine with the words you hear.

Hello my name's Tanny, I'm an engineer but I work as an English teacher in a high school, I am _____ years old, I _____ in El Carmen town in the northwest of Ecuador, I'm single so I live with my _____. I have one _____ and _____ name's _____, she's also an engineer, and she's _____ years old. I love my family.

By the way I am going to talk about my daily routine, every day I _____ up at _____ but I get up at _____. Then, I have a shower and _____ dressed at fifteen past six in the morning. I _____ have breakfast in my house but I _____ ____ at school. At _____ I go to work and start my work at _____.

At lunchtime, I leave work at _____, and I go to my house to _____ lunch, after that I _____ washing up at _____ and start to check or plan my classes for the next day; almost at the end, I take a _____ at seven o'clock and have dinner at _____. Finally, I go to _____ at _____. That's a typical day in my life and for that reason I'm so stressed, I'd like to travel for resting some days.

b. With the following verbs, write 1 sentence per each verb about your daily routine.

~~Go~~ dance jump see sing do take keep Speak seek like dream stay drink come	
1	*I usually go to work at half past six.*
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

ACTIVITY # 11 PROFESSIONS AND JOBS

OBJECTIVE: To learn vocabulary about professions and jobs for creating sentences with them.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher uses a profession to explain the importance of that one and elicit to know some others.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and learn new vocabulary.
- The teacher checks the answers that students completed in order to reinforce and feedback vocabulary of professions and jobs.

Listen and match the words with their definitions.

_____ A person who takes care of your teeth.

_____ A person who builds and construct houses and bridges.

_____ A person who receives e-mails or fax and attends calls.

_____ The boss of a company.

_____ A person who works at a school.

_____ A person who works cleaning houses.

_____ A person who takes care of children.

_____ A person who works taking care of plants and cut them.

_____ A person who arrests robbers on the street.

_____ A person who works for a football team.

_____ Someone who is paid to wear clothes.

_____ Someone who fishes in the river.

_____ A person who works for a newspaper

_____ A person who works in a hospital.

_____ someone who works in a library.

_____ Someone who cooks in a professional way.

_____ Someone who control money.

_____ A woman who acts in several films.

ACTIVITY #12 HOW MANY/MUCH

OBJECTIVE: To apply grammar rules countable and uncountable nouns express sentences using quantifiers.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks students about the theme and writes as much ideas as possible.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed in order to reinforce and feedback uses of countable and uncountable nouns.

Complete the following sentences using how many/ how much according to the audio and after that, write possible answers.

1. _____ bananas are there in the kitchen?

_____

2. _____ milk is there in the glass?

_____

3. _____ flour is there in the bag?

_____

4. _____ oranges are there in your house?

_____

5. _____ pounds of rice are there at home?

_____

6. _____water is there in the bottle?

_____

7. _____juice is there?

_____

8. _____students are there in your class?

_____

UNIT 3: ANSWER KEYS

ACTIVITY 1: THE CIRCLE OF HATE

LETTER a	LETTER b
1. F 2. F 3. F 4. T 5. T 6. F 7. T 8. T 9. F 10. F	1. A prominent businessman 2. A lady 3. Pharmacist's mother 4. Pharmacist's mother 5. Director's wife's housemaid.

ACTIVITY 2: APPLE TREE

LETTER a	LETTER b
1. F 2. T 3. T 4. F 5. F 6. F 7. F 8. T 9. F 10. T	1. B 2. D 3. C 4. G 5. E 6. H 7. A 8. F

ACTIVITY 3: AID IN THE RAIN

LETTER a	LETTER b	LETTER c
1. F 2. T 3. T 4. T 5. T 6. F	1. Conflict 2. Desperately 3. Sodden 4. Unselfishly 5. Drenched 6. highway	1. be/was/ser-estar 2. have/had/tener 3. need/needed/necesitar 4. decide/decided/decider 5. pass/passed/pasar 6. stop/stopped/detener 7. put/put/poner 8. take/took/llevar 9. seem/seemed/parecerse 10. knock/knocked/golpear

ACTIVITY 4: FOOTPRINTS ON THE HEART

LETTER a	LETTER b	LETTER c
1. young 2. young 3. old man 4. old man 5. young 6. young	1. F 2. T 3. T 4. T 5. T 6. F	1. Stood 2. Proclaimed 3. Heart 4. Crowd 5. Admired 6. Stains 7. seen

ACTIVITY 5: E-BILL

LETTER a	LETTER b
1. T 2. F 3. T 4. F 5. F 6. F 7. F 8. T 9. T 10. F	/l/ Income, injection /ch/ Mechanism Schedule /uu/ Good Boot

ACTIVITY 6: BUSINESS INTELLIGENCE

LETTER a	LETTER b	LETTER c
1. Relating to the community as a whole. 2. Definite knowledge acquired about something or someone. 3. General awareness or possession of information 4. Planning in any field. 5. Examination of something in detail. 6. Ability to think and learn. 7. Performing tasks in an organized way. 8. Intelligence or competence.	Student's opinion	1. Knowledge 2. Kind 3. Machines 4. Between 5. Recollection 6. Transforming 7. Acquired 8. result

ACTIVITY 7: SIMPLE PRESENT

LETTER a	LETTER b
1. are/moment 2. write 3. don't work 4. talks 5. the hospital 6. what 7. from 8. Mary come 9. Do you 10. watches	1. My mother and aunt aren't in my house at this moment. 2. Jenny writes the class in the school. 3. My neighbors work at any place. 4. Karen doesn't talk to her young sister. 5. Mercy and Jane don't work at the hospital. 6. Julio works as a teacher. 7. She's from (USA). 8. She comes from (Colombia). 9. I play the piano every morning. 10. She doesn't watch TV every morning.

ACTIVITY 8: SIMPLE PAST

LETTER a	LETTER b
1. Jenny didn't write the class in the school yesterday. 2. Marvin and Josué were at my garden last week. 3. My neighbors worked in their office all the morning. 4. Karen got on well with her young sister. 5. Mercy and Jane bought a new house last month. 6. What did Josselyn do last night? 7. How old was Sally when she got married? 8. Where did Karla travel last year? 9. Was there any problems with your trip? 10. Mary didn't read any book when she has exams	1. Write/wrote/escribir 2. Be/was-were/ser-estar 3. Work/worked/trabajar 4. Get/got/conseguir 5. Buy/bought/comprar 6. Do/did/hacer 7. Be/was-were/ser-estar 8. Travel/traveled/viajar 9. Be/was-were/ser-estar 10. Read/read/leer

ACTIVITY 9: CORRECTION OF WORDS

LETTER a	LETTER b
1. To listen 2. Is 3. Transforming 4. Advantage 5. related	Student's opinion

ACTIVITY 10: DAILY ROUTINE

LETTER a
22 / live / parents / Sister / her/ Kerly/ 24 / wake / 5:55 / 6:00 / Get / never / do it/ 6:30 / 7:00 / 13:20 / have / do / 2:00 pm Shower / 7:30 pm / sleep / 10 pm

ACTIVITY 11: PROFESSIONS AND JOBS

LETTER a	
1. Dentist 2. Builder 3. Secretary 4. Manager 5. Teacher 6. Housemaid 7. Babysitter 8. Gardener 9. Policeman 10. Footballer 11. Model 12. Fisherman	13. Journalist 14. Doctor 15. Librarian 16. Chef 17. Accountant 18. Actress

ACTIVITY 12: HOW MANY/HOW MUCH

LETTER a
1. How many bananas 2. How much milk 3. How much flour 4. How many oranges 5. How many pounds of rice 6. How much water 7. How much juice 8. How many students

UNIT 4: RUBRICS AND ASSESSMENTS

RUBRIC TO ASSESS THE LISTENING SKILL

Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Listening for precise information and knowledge	The student listens with outstanding attention; do all the activities without difficulty.	The student listens with quite attention; do the activities with few difficulties.	The student listens with reasonable attention; do the activities with some difficulties.	The student listens with little attention, was not concentrated and did not, often, follow instruction.
Listening for Essential (general) understanding	The student is involved in class discussion by expressing excellently ideas to get more information.	The student is involved in Class discussion by expressing good ideas to get more information.	The student is a little involved in Class discussion by expressing repeated ideas to get more information.	The student is a little involved in class discussion.
Listening for details	The student Is involved in class discussion by expressing opinions and understanding in a very adequate manner.	The student Is involved in class discussion by expressing opinions and understanding in a very positive manner.	The student Is involved in class discussion by expressing opinions and understanding in a confusing manner.	The student is involved hardly ever in class discussion and did not express opinions and understandings in a comprehensible manner.

RUBRICS TO ASSESS GRAMMAR ACTIVITIES

Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Good command	There are no errors on the writing that interfere the correct communication.	There are a few errors on the writing that interfere the correct communication.	There are several errors on the writing which do not allow to communicate in a correct form.	There are a lot of errors on the writing that interfere in the communication.
Application of structures	All sentences are written in a correct form according to their context, which shows the flow of communication	Most sentences are written in an adequate form according to their context, which shows the flow of communication	Some sentences are written in a correct form according to their context, which shows that students have problem with the flow of communication.	A few sentences are written in a correct form according to their context, which shows that exist a hard problem with the flow of communication.
Understanding of ideas	All writing has the correct spelling and permit to the readers understand the whole text.	A good part of writing has the correct spelling and permit to the readers understand the whole text.	A short part of writing has the correct spelling and do not permit to the readers understand the whole text.	A minimal part of the writing has the correct spelling and do not permit to the readers understand anything about the text.

CONCLUSIONS

The students understand little English which establishes that the ability of listening, presents certain difficulties when they present conversations with teachers and native people, in this way, the proposal allows the development of the listening and its comprehension through several exercises which contribute to the professional development of students, the information and the understanding they develop when something is expressed in English.

Teachers use techniques and resources in language teaching, however, students require the application of many strategies to make learning meaningful, that is, knowledge that will endure throughout their lives.

As the listening skills are not considered as part of the assessments, students tend not to improve upon their learning possibilities, so the audiobook will help a lot for students to develop understanding by listening to English language.

RECOMMENDATIONS

To the teachers:

Develop activities that involve a little more listening skills, so that students can be able to encode and decode the information presented, so that this contributes efficiently to their professional development.

To establish periodic evaluations that contain audios, for it contributes to the integral development of the language, that is to say, that practices and evaluations are carried out in a constant way, through various modalities, such as forums, audio books, conversations with natives, dramatizations, among others.

To the students:

Develop a habit of permanent study, which facilitates to the teacher the activities in classes, the same ones that are based on the strengthening of the skill to listen, through technological means like videos, films, songs in English, among others.

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ANNEXES

ANNEX 1: INTERVIEW APPLIED TO THE TEACHER

Universidad Laica "ELOY ALFARO" de Manabí
EXTENSIÓN EN EL CARMEN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985
Dirección: Av. 3 de Julio y Carlos A. Aray | Teléfono: 2660-202 Fax: 2660-695
EL CARMEN - MANABÍ - ECUADOR

LANGUAGES CAREER – ENGLISH MAJOR

OBJECTIVE: Identify the causes of poor understanding of English language through listening skills in the third level students of the ULEAM seminars, in El Carmen, in the 2016 academic year.

INTERVIEWED: _____

DATE: _____

QUESTIONNAIRE:

1. **Do you use images, posters, wall chart to associate them with readings in the English class?**

   _____

2. **you use activities with some narrations that allow to develop listening skills in classes?**

   _____

3. **During the class, do you use audios made for other speakers to encourage listening skill?**

   _____

4. **How often do you develop listening skill activities with the students?**

   _____

5. **Do you use additional resources which are not given by the English text?**

_____

6. **Do you consider that for improving listening comprehension and communication of English language it must do listening activities permanently?**

_____

7. **Are the English class workshops done to contribute in the improvement of listening comprehension of the English students as a Second Language?**

_____

8. **Do you assign extracurricular activities related with the use of programs, movies, videos and songs in English to develop students' listening skill?**

_____

9. **Do the tests have questions in order to complete activities of information listened at the same time?**

_____

ANNEX 2: SURVEY APPLIED TO THE STUDENTS

Universidad Laica "ELOY ALFARO" de Manabí
CAMPUS EN EL CARMEN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985
Dirección: Av. 3 de Julio y Carlos A. Aray | Teléfono: 2660-202 Fax: 2660-695
EL CARMEN - MANABÍ - ECUADOR

LANGUAGES CAREER- ENGLISH MAJOR

SURVEY

OBJECTIVE: Identify the causes of poor understanding of English language through listening skills in the third level students of the ULEAM seminars, in El Carmen, in the 2016 academic year.

Select with a tick (√) the answer that you consider according to the questions.

1. **Does the professor use images, posters, Wall chart to associate them with reading in English classes?**

ALWAYS
SOMETIMES
RARELY
NEVER

2. **¿Does the teacher use activities with narrations that allow the development of listening skill?**

ALWAYS
SOMETIMES
RARELY
NEVER

3. **¿Does the teacher use audios made by other speakers to encourage listening comprehension during the class?**

ALWAYS
SOMETIMES
RARELY
NEVER

4. **How often are activities of listening skills developed?**

ALWAYS
SOMETIMES
RARELY
NEVER

5. **Does the teacher use additional resources that are not given in the English text?**

YES
NO
SOMETIMES

6. **Do you consider that for developing the communication and listening comprehension of the English language it must do activities of listening permanently?**

ALWAYS
SOMETIMES
RARELY
NEVER

7. **Have the workshops helped to improve your listening skills in English as a Second Language?**

ALWAYS
SOMETIMES
RARELY
NEVER

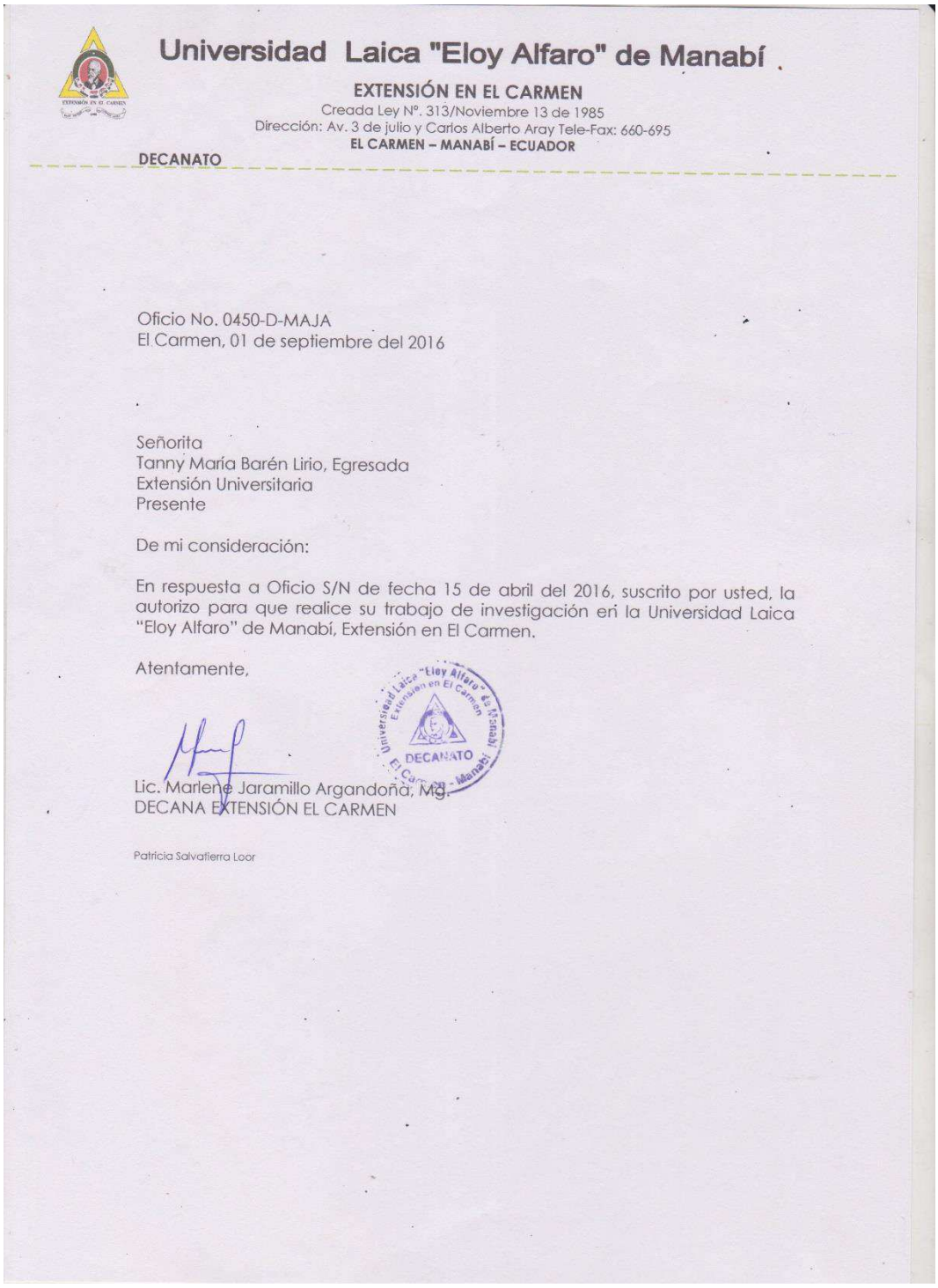
8. **Do you listen to programmes, movies, videos and songs in English to improve listening skill?**

ALWAYS
SOMETIMES
RARELY
NEVER

9. **Do tests have questions about completing activities of information listened at the same time?**

ALWAYS
SOMETIMES
RARELY
NEVER

ANNEX 3: CERTIFICATION OF AUTHORIZATION OF THE INSTITUTION



Universidad Laica "Eloy Alfaro" de Manabí

EXTENSIÓN EN EL CARMEN
Creada Ley N°. 313/Noviembre 13 de 1985
Dirección: Av. 3 de julio y Carlos Alberto Aray Tele-Fax: 660-695
EL CARMEN – MANABÍ – ECUADOR

DECANATO

Oficio No. 0450-D-MAJA
El Carmen, 01 de septiembre del 2016

Señorita
Tanny María Barén Lirio, Egresada
Extensión Universitaria
Presente

De mi consideración:

En respuesta a Oficio S/N de fecha 15 de abril del 2016, suscrito por usted, la autorizo para que realice su trabajo de investigación en la Universidad Laica "Eloy Alfaro" de Manabí, Extensión en El Carmen.

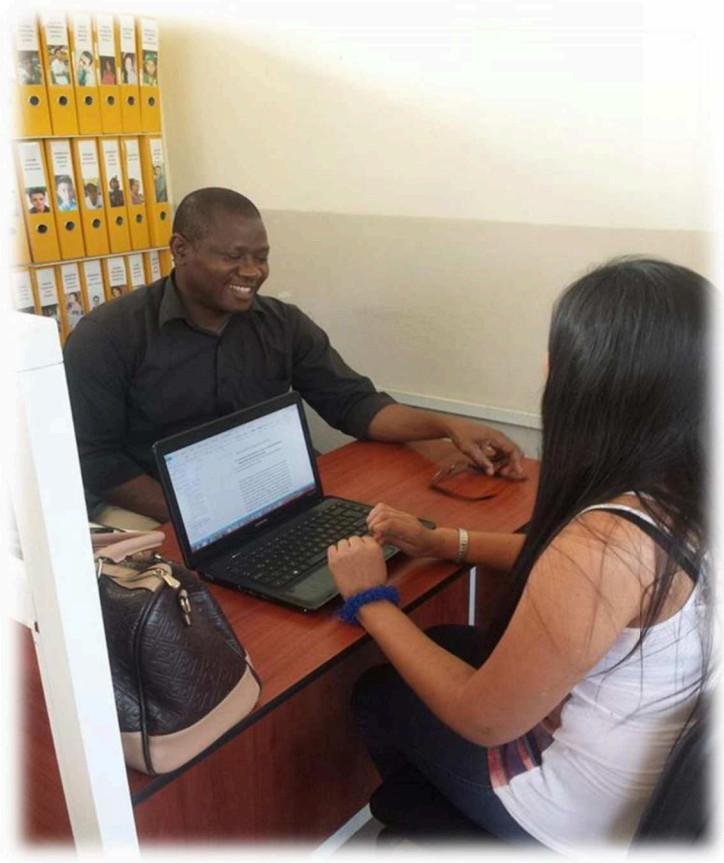
Atentamente,

Universidad Laica "Eloy Alfaro" de Manabí Extensión en El Carmen DECANATO El Carmen - Manabí

Lic. Marlene Jaramillo Argandoña, Mg.
DECANA EXTENSIÓN EL CARMEN

Patricia Salvatierra Loor

ANNEX 4: PHOTOGRAPHS ABOUT THE INTERVIEW APPLIED TO A TEACHER.



UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

EXTENSIÓN EL CARMEN
CARRERA DE IDIOMAS - MENCIÓN INGLÉS
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

TRABAJO DE INVESTIGACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN IDIOMAS, MENCIÓN INGLÉS

AUDIOLIBRO PARA DESARROLLAR LA DESTREZA DE ESCUCHAR EN EL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL TERCER NIVEL DE LOS SEMINARIOS DE INGLÉS EN LA UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ EXTENSIÓN EN EL CARMEN – MANABÍ, PRIMER SEMESTRE DEL 2016.

Tanny M. Barén Lirio
AUTORA

Lic. Dolores Vivas Ortega Mg.
TUTORA

EL CARMEN, MARZO DE 2017

CERTIFICACIÓN DEL TUTOR

Quien suscribe, Lic. Dolores Vivas Ortega en calidad de Director (a) académico designado (a) por la Carrera de Idiomas, mención Inglés de la Universidad Laica "Eloy Alfaro" de Manabí Extensión en El Carmen, CERTIFICO:

Que el presente trabajo de investigación previo a la obtención del título de Licenciatura en Idiomas, mención Inglés con el tema: **AUDIOLIBRO PARA DESARROLLAR LA DESTREZA DE ESCUCHAR EN EL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL TERCER NIVEL DE LOS SEMINARIOS DE INGLÉS EN LA UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ EXTENSIÓN EN EL CARMEN – MANABÍ, PRIMER SEMESTRE DEL 2016.** Ha sido elaborada por la ingeniera: Barén Lirio Tanny María, con el asesoramiento permanente de mi persona en calidad de director, por lo que Certifico que se encuentra apta para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

El Carmen, marzo de 2017.

Lic. Dolores Vivas Ortega Mg.

TUTORA

DECLARACIÓN DE AUTORÍA

BARÉN LIRIO TANNY MARÍA, Egresada de la Universidad Laica "Eloy Alfaro" de Manabí, Extensión en El Carmen, de la carrera en Idiomas, mención Inglés, declaro que las opiniones, investigaciones y resultados obtenidos en la encuesta, entrevista, conclusiones y recomendaciones presentadas en la presente investigación, bajo el tema: **AUDIOLIBRO PARA DESARROLLAR LA DESTREZA DE ESCUCHAR EN EL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL TERCER NIVEL DE LOS SEMINARIOS DE INGLÉS EN LA UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ EXTENSIÓN EN EL CARMEN – MANABÍ, PRIMER SEMESTRE DEL 2016,** son exclusivos de su autora, apoyados por el criterio de científicos y profesionales en diferentes áreas, los cuales están detallados en la bibliografía.

Barén Lirio Tanny María

AUTORA

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

EXTENSIÓN EL CARMEN
CARRERA DE INGENIERÍA EN CONTABILIDAD Y AUDITORÍA
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

APROBACIÓN DEL TRABAJO DE TITULACIÓN

Los miembros del tribunal examinador aprueban el informe de investigación sobre el tema: **AUDIOLIBRO PARA DESARROLLAR LA DESTREZA DE ESCUCHAR EN EL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL TERCER NIVEL DE LOS SEMINARIOS DE INGLÉS EN LA UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ EXTENSIÓN EN EL CARMEN – MANABÍ, PRIMER SEMESTRE DEL 2016**, de su autora Barén Lirio Tanny María de la Carrera de Licenciatura en Idiomas, mención Inglés.

El Carmen, marzo 2017

Lic. Lider Lanch Obaco, Mg
PRESIDENTA TRIBUNAL

Lic. Dolores Vivas Ortega, Mg.
TUTOR

Lic. Cristopher Okafor
MIEMBRO DEL TRIBUNAL

Lic. Alejandra Parrales Mg.
MIEMBRO DEL TRIBUNAL

DEDICATORIA

Dedico este trabajo a nuestro creador por haberme dado la fuerza y el coraje de avanzar con mis propósitos, aun cuando estos parecían imposibles para las demás personas.

A mis padres y a mi hermana, que siempre me apoyaron, me brindaron su amor y consejos para continuar en mis estudios profesionales, sin ellos nada de esto tendría sentido, les dedico este trabajo a ustedes: mi hermosa familia.

A Jefferson, quien me motivó constantemente para continuar con mis planes, porque es la persona que me ayuda en momentos de apuros y amo con todo mi ser, dedico este trabajo a ti, mi precioso osito amor.

A mis compañeros, por haber compartido tantos momentos en el aula de clases, momentos buenos y malos, pero que a su vez, cada uno de ellos ayudaron para que acumulemos experiencias que se quedarán por siempre en nuestras mentes y corazones.

Ing. Tanny Barén Lirio

AGRADECIMIENTO

Me siento congratulada de haber culminado una etapa más en mi vida, llena de éxitos y derrotas, pero con bases sólidas para avanzar por este largo caminar.

Agradezco a Dios pilar fundamental y guía en mi vida, que me permitió alcanzar esta meta fruto de esfuerzo y trabajo constante.

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A mi familia que me enseñó el significado del verdadero amor, mil gracias por su apoyo incondicional, gracias por ser parte importante en mi vida y por compartir conmigo este gran sueño.

A Jefferson, por su paciencia y ayuda, agradezco el hecho de estar siempre a mi lado y compartir el más bello amor que Dios me haya dado. Just I love you!

Mil gracias a todos, porque todo lo que me transmitieron, fueron las más sinceras y hermosas palabras, que me permitieron obtener una meta tan esperada por años.

Ing. Tanny Barén Lirio

RESUMEN

La presente investigación muestra una guía didáctica en base a un audiolibro que permita desarrollar la destreza de escuchar en los estudiantes del tercer nivel de los seminarios de inglés en la Universidad Laica “Eloy Alfaro” de Manabí, extensión en El Carmen. En primera instancia, se establece el marco teórico referencial, en el que se desagregan las variables independiente y dependiente: audiolibro y destreza de escuchar respectivamente; todas estas basadas en conocimientos científicos que dan las directrices necesarias para ser aplicadas en la propuesta. Por otro lado, se presentan los resultados obtenidos en forma de porcentajes y su respectivo análisis de las preguntas realizadas tanto a los estudiantes como docentes, estableciendo de esta manera las distintas irregularidades que presentan los estudiantes cuando escuchan a nativos ingleses. Finalmente, se establece la propuesta de solución a la problemática encontrada, la misma que está elaborada en función del proceso de enseñanza aprendizaje, a través de instrumentos y técnicas que permitan desarrollar la destreza auditiva de los estudiantes en relación al idioma inglés.

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INTRODUCCIÓN

El idioma Inglés es el idioma universal, utilizado en el ámbito social, económico, político, científica, deportivo, cultural y educativo; es decir, al ser el tercer idioma más hablado alrededor del mundo, su aprendizaje y aplicación en las diferentes profesiones es sumamente imperativo, por lo que de una u otra forma los expertos en las diferentes áreas deben conocer del idioma, ya que no es una moda sino una necesidad. Además de ser el idioma que permite la comunicación internacional, y en los países de habla española, el inglés se encuentra relacionado con el proceso educativo de las instituciones públicas y privadas en todos sus niveles.

El desarrollo de un audiolibro es importante en cuanto a la ayuda que brindará tanto a los docentes en el proceso de enseñanza, así como a los estudiantes en el proceso de aprendizaje. Asociar un instrumento tecnológico para mejorar la destreza auditiva, es uno de los métodos más prácticos en este momento, por lo que la mayoría de estudiantes se consideran nativos tecnológicos, por el hecho de haber nacido en una generación en donde la tecnología es la forma más rápida de adquirir conocimientos y más cuando se utilizan instrumentos tecnológicos para la comprensión del inglés como segunda lengua.

En Ecuador, las instituciones de tercer nivel cumplen con los requerimientos de brindar seminarios de inglés como segunda lengua a los estudiantes de todas las carreras, dichos requerimientos son establecidos por la Secretaría de Educación Superior y de esta manera, se pretende que los futuros profesionales en las distintas áreas sean capaces de establecer negocios, conversaciones a través del inglés. Desde este punto de vista, el comprender este idioma, es un asunto complejo en la práctica, puesto que la mayoría de estudiantes comprenden las enseñanzas realizadas por docentes que hablan el inglés como segunda lengua; sin embargo, cuando se presente la oportunidad de aplicarlo con un hablante nativo se dificulta

mucho la comprensión de lo expresado, debido al acento y a las variedades dialécticas que posee el inglés.

La investigación es conveniente en cuanto a la elaboración del audiolibro que brindará a los estudiantes y docentes una técnica para mejorar la comprensión del inglés como segunda lengua, y por la utilidad social que posee este idioma a nivel mundial, porque es el idioma que mantiene los negocios internacionales, además por la contribución que brindará a la universidad en cada uno de sus procesos de enseñanza - aprendizaje del inglés.

Aprender un nuevo idioma comprende una gran dificultad cuando no se emplean los métodos adecuados tanto en la enseñanza como en el aprendizaje, por lo que es imperativo aplicar nuevas estrategias en el transcurso del proceso de educación, sin dejar a un lado la aplicación de TICs tanto al inicio, desarrollo y culminación de la enseñanza. Los beneficiarios de la investigación serán los docentes y estudiantes quienes aplicarán la propuesta. La información será utilizada de manera oportuna y efectiva para mejorar la comprensión de la destreza de escuchar en los estudiantes; por lo tanto, este proyecto se justifica por la utilidad que brinda a los participantes de la universidad.

El objetivo general del presente proyecto es establecer actividades enfocadas a desarrollar la destreza de escuchar en los estudiantes de tercer nivel de los seminarios de inglés en la Universidad Laica “Eloy Alfaro” de Manabí extensión en El Carmen. De esta manera se pretende obtener el objetivo antes planteado, según la ejecución de tareas científicas como: Analizar los componentes de la destreza de escuchar para realizar la propuesta, establecer el nivel de comprensión de escucha “listening” en los estudiantes del tercer nivel de los seminarios, diagnosticar las causas y efectos de la poca utilización de la destreza de escuchar en los estudiantes del tercer nivel de seminarios de inglés; proponer un conjunto de actividades, audios y lecturas que contribuyan el mejoramiento del listening

en los estudiantes y diagnosticar si los recursos que son utilizados en las clases de Inglés contribuyen en la destreza auditiva.

Considerando los objetivos planteados, se establecen las variables del proyecto de tesis; en primera instancia, la variable independiente que es el diseño de un audiolibro, y por otro lado, la variable dependiente que es la destreza de escuchar, ambas basadas en teorías científicas y comprobadas por peritos en el área.

La estructura del trabajo de investigación se detalla de la siguiente manera: en el capítulo uno se presenta el marco teórico referencial de las dos variables inmersas; en segunda instancia, se muestra el diagnóstico o estudio de campo, es decir los resultados de las técnicas utilizadas (encuesta y entrevista); Por otro lado aparece la propuesta que contribuirá a solucionar el problema detectado en la investigación; finalmente se establecen el conjunto de conclusiones y recomendaciones que los involucrados obtendrán con el fin de mejorar el inconveniente encontrado.

CAPÍTULO 1

1. MARCO TEÓRICO

1.1. AUDIOLIBRO

1.1.1 Origen y Definición del Audiolibro

El origen de los audiolibros de manera globalizado se enfoca desde sus ascendientes como son las señales gestuales que permitían comunicarse hace mucho tiempo atrás, luego de la aparición del habla y conversación se comenzó a contar diferentes relatos, estas historias fueron redactadas en diferentes pergaminos y diversas formas de guardar las vivencias de diferentes culturas, así como va evolucionando el mundo y el avance tecnológico enfocadas a la redacción, años atrás solo se podía leer textos en físico; ahora, estas obras se las puede contemplar en contendido digital en donde el usuario puede leer o escuchar para aprender y apreciar mejor el contenido de su agrado, es por eso que aparecen los audiolibros que son un instrumento innovador que facilita en muchos aspectos el hábito de la lectura y tener una vida llena de nuevos conocimientos.

El audiolibro es un instrumento que por medio de grabaciones trasmite el contenido de un libro, el cual transfiere por medio de programas informáticos palabra por palabra la obra física a digital, aprovechando al máximo las herramientas tecnológicas que existen en este mundo globalizado y moderno.

Vallonari (2011) manifiesta que el audiolibro como fuente de información y de entretenimiento es un instrumento muy válido y practico el mismo que:

> **Consta de una grabación audio en casetes, CD, CD-MP3, incluso es descargable por Internet, e incluye la versión integral o reducida en voz alta de libros leídos por narradores profesionales, actores, escritores y poetas, a veces acompañados de música u otros efectos sonoros (pág. 47).**

En inglés un audiolibro mejora la calidad del escuchar "*listening*", siendo uno de los pilares fundamentales para el dominio de este idioma esencial, de la misma manera para poder hablar fluidamente hay que desarrollar la capacidad auditiva que proporcionan especialmente este tipo de contenido digital.

1.1.2 Importancia de los audiolibros

Los audiolibros son importantes porque al tener afición a la lectura conlleva a querer utilizar este material digital para ampliar sus conocimientos, estudiar, entretenerse, divertirse, entre otras actividades, que complementa a la persona haciendo que sea alguien ejemplar en sus actividades cotidianas, así mismo en el ámbito académico cuando se lee y se escucha para aprender mucho más encamina a ser un profesional de calidad.

Según Freire (2000):

> **Los audiolibros también son de gran beneficio para las personas invidentes ya que le ayuda a disfrutar de la lectura sin leer físicamente el libro. Las personas invidentes o con limitaciones de visión pueden acceder al conocimiento de los audiolibros. O alguna persona con limitaciones físicas que no pueda sostener y leer un libro. Alguien que trabaja conduciendo puede escuchar sus novelas o historias favoritas mientras conduce. O una persona que pueda escuchar un reproductor mp3 y se encuentre trabajando y quiera disfrutar de un libro a la vez (pág. 134).**

Todo esto hace hincapié a adoptar culturas internacionales como el leer especialmente por la importancia que está tomando el audiolibro en muchos lugares del mundo, "El crecimiento de los libros electrónicos ha sido espectacular durante los últimos años, independiente del formato, tal como podemos constatar en informes como situación actual y perspectivas de libro digital en todo el mundo" (Fernández , 1999, pág. 88).

Los grupos de interés para poder apreciar y escuchar el contenido de un audio libro son:

- Estudiantes
- trabajadores
- Lectores de libros dentro del hogar
- Oyentes regulares de estaciones de radio
- Personas con discapacidad visual

1.1.3 Características

Los audiolibros contienen diferentes características propias de este contenido digital, las mismas que se clasifican de la siguiente manera:

- Estos se catalogan por el título o autor
- Se deriva de un libro, con contenido de diferentes tipos como: novelas, libros, guías, entre otras.
- Está en grabaciones,CD,DVD,MP3, entre otros formatos.
- Pueden ser descargados con facilidad o archivados en una computadora o dispositivo móvil.
- Las grabaciones serán por profesionales o por personas con la expertica necesaria para el desarrollo del contenido físico.
- Es fácil de desarrollar con las herramientas necesarias para su creación.

1.1.4 Tipos de audiolibros

La tipología de audiolibro se la clasifica de diferentes maneras las mismas que son:

- **Por Soporte:** es el más utilizado y se los graban por medio de un ordenador con sonidos analógicos y digitales. Una vez finalizado se puede ejecutar en la PC, dispositivo móvil o cualquier medio que reproduzca contenido digital dvd, mp3, podcast, entre otros.

- **Por tipo de sonido:** en esta tipología están los audiolibros con voz real grabados en persona, los audiolibros dramatizados los cuales añaden efectos de sonido, música y los audiolibros con voz electrónica narrados por un ordenador con programas informático.
- **Por el tratamiento de la obra:** dentro de este tipo de audiolibros están los abridged o Abreviados los que tienen finalidad de resumir un relato y hechos de la historia u obra, por último los unadbridged o íntegros que relatan la obra palabra por palabra hasta su finalización.

1.1.5 Creación de audiolibros

La creación de un audiolibro no es complicada y su desarrollo no contiene varios pasos a seguir; más bien es relativamente sencilla y se puede realizar aplicando adecuadamente los recursos informáticos actuales, desarrollando en cada parte de su contenido el conocimiento profesional y estético siendo esto parte esencial para la finalización de audiolibro, “en la fase de producción, en un principio se elige la obra que se quiere leer y se estudia desde un punto de vista filológico-literario” (Vallorani, 2011, pág. 49).

Una vez culminado el análisis de texto en donde se debe aplicar cuidadosamente el criterio con el que se desarrollara el contenido digital, se elige cuidadosamente la voz óptima para poder leer, expresar e interpretar la obra física; posteriormente, el siguiente paso es el *editing* de toda la obra digital, en donde se procederá a colocar música y sonido, optimar los efectos sonoros y finalmente la creación de master de audio.

Vallonari (2011) manifiesta que en la actualidad existen diferentes métodos para guardar la grabación digital a través de archivos como los MP3 o playling list, también expresa un resumen del contenido del audiolibro de la siguiente manera:

> **Los trabajos realizados en CD en formato MP3, MPEG-1/2 Audio Layer 3 son, de hecho, divididos en capítulos o temas y se**

pueden oír en el mismo orden en que han sido registrados. También existen muchos reproductores de MP3 que tienen una especial función llamada resume (que literalmente significa recuperar) o bookmarking y que pueden detectar automáticamente el punto en que anteriormente se había interrumpido la escucha (pág. 50) .

1.1.6 Tecnología y procedimientos en el desarrollo de audiolibros

Una generación que convive día tras día en un mundo modero y tecnológico general la visión de dejar atrás los métodos antiguos en donde se apreciaban las obras en texto conocidas como: periódicos, revistas, libros, entre otras, aplicando la belleza de la tecnología y el ingenio para poder leer y escuchar especialmente en mismo contenido sin necesidad de estar leyendo el libro.

Enfocándose a la rama profesional como la especialidad del inglés, el desarrollo del audiolibro se genera para poder comprender y aprender este gran idioma, la difusión del contenido en texto al audio genera un buen nivel positivo de aprendizaje especialmente por la novedad de instruirse de una manera diferente a los hábitos comunes y empíricos.

Simons (2010), expresa que el desarrollo de estos procedimientos “pueden tratar problemas de aprendizaje de lengua como la dislexia, por ejemplo con ejercicios sobre la discriminación de sonidos. Internet también ofrece posibilidades para la comprensión oral: emisiones radiofónicas de audio real pero también toda una gama de audio descargable” (pág. 12).

1.1.7 Audiolibro para el aprendizaje

El éxito del audiolibro como aprendizaje en una sociedad tecnológica y exigente que encamina a la excelencia, genera calidad al aprendizaje moderno como aplican los estadounidenses que aprecian, miden y utilizan el tiempo de una forma en la que no desperdician ninguna actividad importante, en donde al ser dinámicos pueden realizar varias diligencias al

mismo tiempo, empleando la tecnología para aprender, divertirse, innovar con sus intereses propios y cumplir con sus tareas diarias; es por esto que el aprender con los audiolibros es entretenido especialmente cuando se quiere conocer nuevos vocablos e idiomas como el inglés sin necesidad de dejar las actividades que se realizan día tras día.

Según Vallorani (2011):

> **La escucha de un libro con el texto delante reduce hasta el 30% el tiempo necesario para memorizar nuevas palabras. De hecho, escuchando las lecturas de narradores profesionales y siguiendo al mismo tiempo la lectura silenciosa del texto, se crea una verdadera amplificación del aprendizaje no solo de lenguas extranjeras, sino también de la propia lengua materna (pág. 65).**

El audio-lectura en el aula desarrolla de manera óptima la capacidad auditiva y el aprendizaje de los estudiantes en el salón de clases, para entender y enseñanza del idioma inglés este instrumento es esencial y dinámico garantizando que al usar los audiolibros mejora la calidad de profesionales dentro de la sociedad; también se hace énfasis que el audiolibro como aprendizaje no busca reemplazar los libros más bien como un apoyo al contenido de cualquier obra física.

En la actualidad existen muchos lugares en donde se genera el hábito de escuchar y aprender con audiolibros como: en el hogar, en el coche, en entrenamientos, en trabajo, en escuela, colegio, universidades y demás lugares educativos, en el medio de transporte, en avión, en el ciclismo, entre otros.

1.1.8 Como enseñar inglés a través de los audiolibros

Hablar en el idioma inglés es fundamental en muchos lugares de este mundo moderno, este dialecto es uno de los más utilizados alrededor del mundo especialmente en el ámbito académico y profesional, aprender

inglés no es tan complicado; ni tan sencillo, sin embargo la utilización de instrumentos como los audiolibros garantiza que se pueda instruir de manera óptima y con más facilidad el desarrollo de la destreza para interpretar y comprender el idioma inglés.

1.1.9 Ventajas de los audiolibros

Según Vallonari (2011) los audiolibros son de vital importancia para poder comprender nuevos idiomas, desarrollando la capacidad auditiva de comprensión e interpretación, así mismo cumplen con la finalidad de pronunciar y añadir un nuevo vocabulario que amplié los conocimientos del estudiante que desea especialmente aprender inglés. Algunas de estas ventajas son las siguientes:

- Aumento de conocimientos en las expresiones mediante los acentos “accents”, pronunciación “pronunciation”, vocabulario “vocabulary”.
- Encamina al autoaprendizaje de los estudiantes, aumentando su nivel de motivación para realizar las actividades del salón de clases.
- Ayudan a entrenar el uso de la memoria, desarrollando las destrezas auditivas para interpretar y dar una respuesta para cada evento que sea escuchado.
- Permite conocer y aprender de la cultura de otros países, especialmente de los que tiene el habla en inglés.
- Permiten a los estudiantes conocer de manera didáctica el idioma inglés de diferentes métodos novedosos e innovadoras para los diferentes gustos existentes en cada persona.
- Permiten aprender a fomentar a los estudiantes que tienen cualquier dificultad para leer un libro, como los problemas visuales.
- Aumenta los métodos de expresión oral, mejorando la entonación y los estilos para dialogar en cualquier discurso u otro tema tratar.

Permite a los oyentes o estudiantes realizar diferentes actividades mientras aprenden escuchando sin dejar lo que están haciendo o desean hacer.

Cuando el profesor aplica los audiolibros para la comprensión del idioma inglés conlleva enseñar de mejor manera su cátedra, mejora la calidad de enseñanza profesional y encamina a generar un desarrollo emocional positivo, dinámico, divertido e innovador para los estudiantes.

El aprendizaje del inglés y otros idiomas está revolucionando la manera de comunicación e interpretación en muchos lugares del mundo, en la actualidad existen diferentes medios para acceder a audiolibros con mucho contenido y en varios idiomas, la elección depende del aprendiz o interesado para adquirir y darle el uso para el que se desarrolló este tipo de contenido digital, día tras día se va expandiendo el mercado de estos formatos, es por eso que en la educación en esencial utilizar este tipo de herramientas como aprendizaje que "permite disfrutar de la lectura desde un ámbito diferente al habitual" (Rodríguez, 2008).

1.1.10 Aplicación de los audiolibros en el aula de clases

En la educación se utilizan varias herramientas dentro de las tecnologías de información y comunicación TIC, en donde las aplican estudiantes y maestros para mejorar la calidad de pedagogía dentro de las instituciones, en el salón de clases el utilizar aparatos tecnológicos didácticos y que estos sean de gran tecnología facilitan la atención de la clase y ayuda a que los maestros den sus temarios con fuentes dinámicas y entretenidas ayudando a que los alumnos recepten más fluido todos los conocimientos dados por el tutor, así mismo desarrollan destrezas como las de escuchar.

Existen diferentes herramientas como los audiolibros para el uso académico e interactuar con sus amigos sobre ese mismo tema que les da el docente; es así que el uso correcto de estos dispositivos o instrumentos didácticos dentro el campo de la educación ayuda y facilita mucho dentro de un mundo que está en constante avance tecnológico.

1.2 DESTREZA DE ESCUCHAR

1.2.1 El idioma inglés como segunda lengua

En entidades educativas de nivel superior de la República del Ecuador la enseñanza y aprendizaje del idioma inglés ha avanzado mucho aun siendo un país en sistema de desarrollo; en donde, tiempo atrás era deficiente el interpretar y aprender este dialecto como segunda lengua, especialmente al iniciar en la carrera de licenciatura en idiomas; en la actualidad los métodos de enseñanza y aprendizaje se los estructura de manera didáctica facilitando la adaptación de nuevas habilidades para leer, escribir, hablar y especialmente escuchar este dialecto, cuando todas estas destrezas se unen es fácil interpretar de manera óptima este idioma.

En varias sociedades continúa el rechazo de este idioma aun siendo uno de los más importantes a nivel mundial, pero esto se debe a la falta de interés de los jóvenes en estudiar esta lengua, sin reconocer que más adelante al avanzar su nivel de profesionalismo es necesario y cotidiano conocer un segundo idioma como lo es el inglés.

Convertir un idioma nuevo en parte de la vida de cada persona puede ser complejo al inicio, pero con práctica y dedicación se puede acoplar a la vida cotidiana de cada individuo, unas de los principales consejos y actividades para vincular este idioma son:

- La destreza de escuchar aplicando todo lo que sea de agrado referente al inglés.
- Aprender cada día una nueva palabra y saber su significado aumenta el conocimiento.
- Conocer personas y hacer amigos que gusten de esta actividad aumentan el interés de seguir aprendiendo cada día más.
- Debatir sobre temas interesantes.
- Ver películas.
- Usar el diccionario.

- En la actualidad al aplicar el internet como fuente de aprendizaje puede interactuar de manera didáctica y usar herramientas como las de google translator.
- Leer en vos alta cualquier libro que sea interesante e influya a llegar a su página final.
- Hablar con personas que no saben y enseñarles lo que has aprendido ayuda a aumentar los conocimientos propios y de ellos.

Con el pasar del tiempo el haber adaptado un segundo idioma y haberlo perfeccionado garantiza excelencia en la vida profesional de cada individuo que con esmero y dedicación se logró una meta más en su vida.

1.2.2 Antecedentes del idioma inglés

El idioma inglés tiene su origen de la lengua germánica la cual es proveniente desde la isla de Britania, este dialecto se estableció en varios países alrededor de los años 500 a.C. y fue desarrollándose evolutivamente de manera que en la actualidad es uno de los idiomas más hablados alrededor del mundo después del mandarín que se mantiene en el primer lugar.

El idioma desde que se expandió en diversas colonias hasta la actualidad se fue convirtiendo en un dialecto cultural y social, su estructura de enseñanza y aprendizaje está revolucionando el mundo moderno siendo este una disciplina estricta y costumbre de varias personas.

1.2.3 Variantes dialécticas del idioma inglés

El inglés al ser un idioma hablado por más de 400 millones de personas tiene diferentes tipos y métodos de expresiones, el mismo que contiene algunas variantes dialécticas aplicadas según el lugar donde se aprenda, sea como lengua natal o secundaria.

Entre las principales variantes están las formas ortográficas, expresiones léxicas, métodos de pronunciación, entre otras destrezas gramaticales para

este idioma, entre los principales países donde se habla el inglés y se expresa de diferente manera según la cultura propia de cada una de estas naciones están:

- El inglés de los Estados Unidos
- El inglés de Gran Bretaña
- El inglés de Australia
- El inglés de Canadá
- El inglés de Nueva Zelanda
- El inglés de Sudáfrica
- El inglés del subcontinente indio, entre otros.

1.2.4 Como desarrollar la destreza de escuchar en el idioma inglés

Según Pardenas (1968), Second Language Acquisition: “la adquisición de un nuevo lenguaje se basa en cuán desarrolladas se encuentran las destrezas de la primera lengua”, por lo tanto es primordial conocer en si cuales son todas estas habilidades y como se clasifican; esta tipología se la interpreta como macro y micro destrezas.

Macro-destrezas del idioma inglés

Rafael Lapesa (1987), en su libro Estudios Lingüísticos, Literarios y Estilísticos expresa que “las macro-destrezas son las habilidades comunicativas desarrolladas en el ser humano para que éste pueda interactuar en su entorno social”, estas son aquellas que permiten generar la habilidad de comprender y expresar cualquier hecho en las actividades humanas, estas son las siguientes:

- Destrezas de recepción: Escuchar (Listening) y Leer (Reading)
- Destrezas Productivas**:** Hablar (Speaking) y Escribir (Writing)

Micro-destrezas

Las micro - destrezas son aquellas que ayudan a complementar a las macro destrezas y se las identifica así:

- Gramática (Grammar)
- Vocabulario (Vocabulary)
- Pronunciación (Pronunciation)

Con estas destrezas se define en si lo que es la *gramática* con sus reglas aplicadas en cualquier idioma para la comunicación, el *vocabulario* la misma que es fuente de saber y conocimiento del significado de varias palabras y por último la *pronunciación* que es el tono y manera de expresión por medio del sonido y palabras las cuales permiten comprender el idioma y región de quienes conforman este mundo con gran variedad de idiomas.

1.2.5 Destrezas Receptivas

Las destrezas receptivas se aplican en todo momento de la vida cuando uno desea aprender algo desconocido, así mismo cada vez que alguien comienza a investigar hasta logra su cometido, en el salón de clases de inglés lo estudiantes desde el primer momento no entienden lo que escuchan mucho menos lo que leen; sin embargo ahí comienzan a aplicar sus destrezas de recepción para aprender ese nuevo idioma y llegar a poder aplicarlo de una manera que se sientan satisfechos al llegar a una meta más en su formación profesional.

Así mismo como cuando niños uno escucha antes de poder hablar, y lee antes de poder escribir, en inglés no es diferente a quienes se están formando, tendrán que decodificar y comenzar a receptar muchas cosas mientras estudian, antes de poder ya por si mismos producir los mensajes que han aprendido, dentro de este grupo se encuentran:

Auditiva (Listening): Álvarez (2013) en su libro La Calidad De Los Procesos Educativos, “listening es la destreza encargada de percibir un

mensaje a través del oído, dirigirlo por el conducto auditivo y finalmente analizarlo en el cerebro".

Esta es una de las destrezas más importantes ya que los estudiantes podrán mejorar la sintaxis, las capacidades de escuchar y comprender el idioma inglés, su vocabulario y forma de pensar mejorará de una manera eficiente y que después de ser constantes, los estudiantes sentirán que esto es parte de su idioma natal.

La destreza del escuchar es un poco compleja y también va de la mano con leer y escribir, Jack Richards (2001, pág. 236) manifiesta varias sub-destrezas para la comprensión auditiva.

- Guardan los datos en la memoria sobre discurso cortos de cualquier índole.
- Los patrones de acento y entonación son reconocidos según el tipo de lengua.
- Identifica las palabras cunado son minimizadas.
- El ritmo del lenguaje será procesado de diferentes maneras.
- Las faltas, pausas, variables de acento y cualquier conector vinculado será procesado.
- Identifica las frases como nombres, verbos, entre otros; enfocándose a los métodos están: el tiempo, género o cualquier patrón que sea propio de las reglas y formas elípticas.
- Los datos guardados del mundo real infieren sobre situaciones, objetivos y colaboradores.
- Identifica las expresiones literarias e implícitas.
- Las señas o gestos, los movimientos y la manera de hablar permite identificar palabras con significados claves, adivinar el significado del contenido, permite reconocer si hubo compresión o no al escuchar.

Mientras el hábito de escuchar sea constante genera una rápida comprensión del idioma aprendido, todo esto afirma que los profesores

deben hacer hincapié para usar este tipo de herramientas que garanticen la calidad de su enseñanza.

Lectura (Reading)

Córdoba, Coto, & Ramírez (2008) manifiestan que el “Reading es la destreza que percibe de una manera visual una serie de símbolos escritos para conseguir el significado de ellos” (p. 63).

La manera que el estudiante aprecia los símbolos, letras, figuras, entre otras, conlleva a que este comprendiendo y aprendiendo el nuevo idioma que quiere conocer, con la visión decodifica el texto para ir entendiendo su significado, haciendo que los conocimientos propios vallan aumentando a medida que va adaptándose al nuevo dialecto o práctica cotidiana, así mismo ir construyendo por así mismo nuevos conocimientos.

Munby John (1968) en su libro "Teaching Reading Skills" manifiesta varios tipos de lectura como:

- **Intensiva:** su objetivo es conocer por completo cada palabra e interpretar sus significados
- **Extensiva:** De manera general intenta comprender a que se refiere el texto.
- **Detallada (scanning):** Son búsquedas concretas de investigar solo partes o áreas de interés del texto.
- **Superficial (skimming):** conlleva a llegar a interpretar lo que el autor quiso expresar pero en párrafos o en áreas específicas del texto.

1.2.6 Destreza Auditiva del Idioma Inglés

Baez, E. (2010) manifiesta que:

> **Escuchar es un acto encaminado a un objetivo concreto (recibir información, una respuesta, entender algo) y que exige un proceso de comprensión en el que aprovecha los**

> **conocimientos previos que se poseen sobre la realidad y que obliga a realizar un trabajo activo de predicción de lo que se va a oír (pág. 10).**

Desde este punto de vista escuchar el idioma inglés conlleva a mucha constancia y dedicación, esta se basa en recibir los datos para poder entenderlos e ir aprendiendo por medio de audios digitales, el aprendiz debe ser activo para comprender y predecir lo que está escuchando.

Los conocimientos previos obtenidos para ir desarrollando la destreza auditiva son importantes y primordiales para llegar al objetivo de comprensión del idioma inglés, Vygotsky (1964, pág. 81) “el habla oral presupone el hecho de que cada persona puede ver a su interlocutor sus expresiones, gestos y tono de voz”, el significado extralingüístico que existen al momento d escuchar deben ser resueltos por el aprendiz cuando ya existe comprensión del dialecto.

Harmer (2010) expresa que:

> **La mayoría de estudiantes desean ser capaces de entender qué les están diciendo las personas en inglés, ya sea cara a cara, en la televisión, en la radio, en teatros, en cines, en casetes, en CDs o cualquier otro tipo de grabaciones (pág. 133).**

Las conversaciones, diálogos, discursos, comentarios radiales, entre otros, son esenciales para mejorar la capacidad de escuchar ya que debe aplicarse comprensión oral de lo que se está expresando en el momento, entonces así los estudiantes podrán llegar al momento de hablar en persona y tener una charla sin interrupciones cuando comprenda los significados del idioma inglés, la destreza auditiva tiene la misma importancia que la oral porque una va unida de la otra, por lo que no es hablar sino también escuchar y comprender, autores como Lynch y Mendelsohn (2002) indican que “hoy en día reconocemos que la capacidad auditiva es un proceso 'activo' y que las personas que son buenas al

escuchar son tan activas como la persona que envía el mensaje" (pág. 193).

La práctica constante asegura comprender inglés con ejercicios auditivos, el desarrollo del escucha se realiza con actividades preparadas y estructuradas según el nivel de conocimientos de los estudiantes, el docente tendrá las herramientas y la capacidad de aplicar varios métodos para la comprensión de este idioma, los ejercicios de respuestas de Vygotsky (1964) preparan a los aprendices de tal manera que estén preparados para la vida real, asiéndoles competitivos e innovadores al aprender con tecnología, técnicas e instrumentos como los audiolibros las cuales garantizan la excelencia del aprendizaje, estas actividades se clasifican de la siguiente manera:

- Escucha sin respuesta
- Escucha con respuestas cortas
- Escucha con respuestas más largas
- Escucha como base para el estudio y discusión

1.2.7 El Arte de Escuchar

Escuchar no solo es una acción realizada diariamente recibir, interpretar, evaluar y responder, más bien es un arte que permite fundamentar muchos aspectos de la vida diaria de los seres humanos, las actividades que se desarrollan en el aula de clases deben anteceder, acompañar y preceder los ejercicios auditivos que aplican los docentes, esto garantiza el agrado y aumento de conocimientos de los estudiantes, siempre y cuando se apliquen estrategias para el aprendizaje con nuevos métodos didácticos, y entretenidos para cultivar el inglés.

Escuchar y leer es importante y con la mejora de experiencia de estas dos artes aumentan los conocimientos lingüísticos en cualquier idioma, teniendo en cuenta que mientras más se escucha y se lee el individuo puede expresarse de mejor manera para poder escribir y hablar.

Existen diferentes aspectos para poder aprender inglés por medio de la escucha practicando y realizando diferentes acciones didácticas para mejorar el aprendizaje, entre estos están:

- Conversaciones
- Explicaciones en clase
- Mensajes
- Canciones
- Programas radiales
- Televisivos
- Audiolibros, entre otros.

1.2.8 Importancia de Escuchar

La habilidad de escuchar es importante en muchos sentidos, uno de ellos es, porque desarrolla destrezas auditivas las cuales complementa al aprendizaje de cualquier idioma como el inglés, su importancia es equivalente a la destreza oral, haciendo énfasis al vínculo que tienen estas habilidades, las cuales se fundamentan como componentes esenciales para quienes desean desarrollar sus capacidades de hablar (Speak) y escuchar (Listen), ya que mientras habla una persona lo escucha otra, tomando en cuenta que no ingresan las personas sin capacidades auditivas.

En la educación escuchar es un factor relevante especialmente en la enseñanza del idioma inglés, la utilización de herramientas que permitan desarrollar las capacidades auditivas de los estudiantes es de importancia cuando uno de los fines es el aumentar sus conocimientos, entonces si el nivel del escucha aumenta dará seguridad para expresarse de manera oral y escrita fluidamente, así mismo la capacidad de leer y comprender cualquier palabra u oración en inglés, defendiendo lo aprendido en el aula de clases.

1.2.9 El listening para mejorar la expresión oral

En todas las actividades de la vida de las personas se aplica la destreza de escuchar, y para hacerlo y gracias a la tecnología hay varias herramientas para poder hacerlo de manera didáctica y clara.

En inglés, escuchar o listening es una habilidad esencial para poder ejercer la comunicación entre las personas, cuando no se quiere oír los mensajes jamás serán interpretados, todo esto es un proceso complejo y necesario para que los individuos poden reconocer los mensajes, entender a que se refieren e interpretar los datos que no son transmitidos.

Al mejorar la expresión oral en inglés lo primero que se necesita es prestar atención, quien no atienda a la explicación se queda al margen de lo que se está escuchando o enseñando, cuando las personas desean aprender y lograr realmente su objetivo debe aplicar fuerza psicológicas y de voluntad propia para no distraerse y luchar con su costumbre de falta de atención, para los estudiantes en el salón de clase es fácil distraerse pero si el docente usa herramientas didácticas y entretenidas asegura que los niveles de riesgo de que no se recepte la clase sean bajos, el tomar apuntes para recordar lo que a un inicio se escuchó ayuda a memorizar y a aprender de manera más rápida cualquier dialecto que se esté enseñando.

Las personas por lo general escuchan aplicando el mayor o menor esfuerzo según sus aspiraciones para cumplir sus objetivos, sean estos para informarnos, aprender, recrearnos, resumir y comentar varias actividades de la vida diaria de cada individuo.

Para mejorar la expresión oral de las personas primeramente hay que desarrollar la destreza de escuchar, luego de esto se complementa con los aspectos propios de la habilidad de hablar, estos aspectos relacionan y estructuran de qué manera se mejora la expresión oral gracias a la escucha o listening.

El primer aspecto trata sobre el "*fondo*" que es de la forma en que el individuo procesa sus pensamientos, sus ideas, sus deseos y sus sentimientos para llegar a expresarlos por medio de la pablara con el vocabulario que posee en base a cualquier idioma, dentro de este grupo están:

- **Análisis de las ideas:** En donde se observan si las ideas son claras, originales, que se entienda, que al momento de expresarlas tengan sentido, que sean interesantes, y la coherencia entre un pensamiento y otro tenga sentido al momento de comunicarlo.
- **Análisis del vocabulario:** Este aspecto analiza si la expresión oral contiene muletillas o estribillos, si el vocabulario expresado es propio de la persona o si tiene bases de conocimientos de lo que está expresando, interpretar si al momento de dialogar usa vulgarismos o abreviaturas, verificar si las palabras son utilizadas en un correcto sentido en base a la oración, todo esto engloba a la manera de expresarse en cualquier idioma especialmente en inglés, en donde, este dialecto conlleva a conocer un amplio vocabulario para poder expresarse de manera correcta.

El segundo aspecto está encaminado a la "*forma*", en este se analizará la unión de los anteriores con la forma de expresarse correctamente de manera oral, entre las categorías que enfocan a este aspecto están:

- **Actitudes:** Se observa si la forma de la persona que habla o speaker vinculado a la creación de un audiolibro es la correcta.
- **Respiración:** Se analiza si al momento de expresarse hace ruidos con la nariz o la garganta, si tiene problemas de salud que le hagan toser o carraspear, si le falta el aire para poder terminar la oración de manera que no parezca agotado o agitado.
- **La voz:** cuando se desarrollan estos ejercicios para medir el nivel de voz se detecta si salen "gallos", verifica si el tono está relacionado con la edad y el sexo, si el nivel de la expresión es el óptimo para que todos

escuchen pero que no parezca que está gritando cuando debería solamente hablar.

- **Articulación:** cuando se analizan las articulaciones es con la finalidad de verificar si las vocales son expresadas con sus sonidos exactos, si la manera de pronunciar es rápida o muy lenta o si hay demasiado silabeo al momento de comenzar a hablar en el dispositivo digital.

1.3 RELACIÓN ENTRE LAS DOS VARIABLES

La relación directa entre un audiolibro “audiobook” y el escucha “listening” está en que es un método didáctico conocido actualmente que puede ser utilizado y que desarrolla la destreza auditiva del idioma inglés en los estudiantes y demás personas que lo apliquen en el aprendizaje y en otras actividades diarias, sin que estas sean interrumpidas.

Escuchar es esencial en la educación y la lectura tiene un nivel de importancia necesaria para la nueva generación de jóvenes profesionales, así mismo el audiolibro es la unión innovadora y motivadora para el aprendizaje de nuevos idiomas y mucho más si es el inglés, puesto que es el idioma universal por la necesidad de mejorar los negocios y la educación a nivel mundial; todo esto se puede obtener mientras se aprende escuchando cualquier lectura que antes hubiera sido cansada y monótona, Esta herramienta no gestiona a ser un método de reemplazo a la lectura pero sí como un instrumento de apoyo para aprender.

Un audiolibro se encamina a que las personas escuchen para luego conocer, aprender, interpretar, mejorar, innovar, entre muchos beneficios propios de este nuevo método de enseñanza y aprendizaje dentro de un mundo moderno que orienta a la excelencia profesional.

CAPÍTULO 2

2 DIAGNÓSTICO O ESTUDIO DE CAMPO

2.1 APLICACIÓN DE LA ENTREVISTA

ENTREVISTA REALIZADA A LOS DOCENTES DE TERCER NIVEL DE LOS SEMINARIOS DE INGLÉS DE LA UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ, EXTENSIÓN EN EL CARMEN, DURANTE EL PRIMER SEMESTRE DEL AÑO 2016.

LICENCIATURA EN IDIOMAS - MENCIÓN INGLÉS

OBJETIVO: Identificar las causas de la poca comprensión del idioma inglés a través de la destreza de escuchar en los estudiantes del tercer nivel de los seminarios de la ULEAM, en El Carmen, período 2016.

ENTREVISTADO: Lic. Cristopher Okafor

FECHA: Septiembre de 2016

CUESTIONARIO:

1. **¿Usted como docente utiliza imágenes, afiches, carteles para asociarlos con lecturas en la clase de inglés?**

Sure, images and poster talk for themselves more easily. Just explanations is not enough for students to learn, it is necessary to see what is being talked about.

2. **¿Utiliza actividades con narraciones que permitan desarrollar la destreza auditiva en las clases?**
   Always, the images are related to the content for students to better understand the class.

3. **¿Durante la hora clase, usted utiliza audios realizados por otros locutores para motivar la comprensión auditiva?**
   Obviously, not all students have the same level of comprehension, I use simple script for all to understand me in a better way.

4. **¿Con qué frecuencia desarrollan actividades de comprensión auditiva con los estudiantes?**

   On a Weekly bases. Once a week

5. **Usted como docente, ¿utiliza recursos adicionales que no sean los brindados por el texto de inglés?**

   Yes, programs from the internet according to topics to be treated and give the students the opportunities to learn in a practical way.

6. **¿Considera usted que para mejorar la comunicación y la comprensión auditiva del idioma inglés se deben realizar actividades de escucha de manera permanente?**

   It is very important because that is the practical relationship of the students with the language, without listening students do not have contact with the language.

7. **¿Los talleres realizados en la hora de inglés contribuyen en el mejoramiento de la comprensión auditiva de los estudiantes del inglés como segunda lengua?**

   Yes, for example two or three months ago, Lider organised an event, with other people and the purpose was to be able to demonstrate that it is possible for Spanish speaker to understand the language, creating self-confidence in the students.

8. **¿Envía actividades extracurriculares relacionadas con el uso de programas, películas, videos, canciones en inglés para mejorar la destreza auditiva de los estudiantes?**

   Yes, I assign a song and in groups students try to interpret the song at the class, taking into account the process of listening, analysing and explaining the message with the classmates.

9. **¿Las evaluaciones realizadas tienen preguntas destinadas a completar actividades de información escuchada en el mismo momento?**

   No, at university there are not tools to teach the language efficiently, I look for and bring my own resources from outside.

ANÁLISIS

El idioma Inglés es una lengua predominante alrededor del mundo y como tal debe ser enseñado en todos los niveles de educación en nuestro país. Siendo esta una institución de educación superior, los docentes de esta prestigiosa alma máter expresan que las actividades y tareas de los estudiantes de tercer nivel de los seminarios de inglés, desarrollan con pocas veces este tipo de actividades con la utilización de recursos como canciones, imágenes, videos, diálogo con nativos; lo que no permite que los estudiantes puedan desarrollar su comprensión auditiva de manera progresiva, dificultando la comprensión de ciertos modismos y principalmente el acento de los ingleses. De esta forma, los estudiantes están adquiriendo pocas competencias en el desarrollo de la audición en relación al inglés como segunda lengua.

Por otro lado, los profesores manifestaron que las evaluaciones realizadas a los estudiantes, son elaboradas sin considerar la destreza de escucha, lo que dificulta el medir la comprensión del idioma, es decir, al no tener constancia física de que una lectura, texto o diálogo hablado sea comprendido a través de la escucha activa, los estudiantes muestran dificultades cuando en alguna situación de su vida tengan que interactuar o escuchar a personas de habla inglesa.

2.2 APLICACIÓN DE LA ENCUESTA

ENCUESTA REALIZADA A LOS ESTUDIANTES DE TERCER NIVEL DE LOS SEMINARIOS DE INGLÉS DE LA UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ, EXTENSIÓN EN EL CARMEN, DURANTE EL PRIMER SEMESTRE DEL AÑO 2016.

Pregunta N° 1

1. **¿El profesor utiliza imágenes, afiches, carteles para asociarlos con lecturas en la clase de inglés?**

Tabla N° 1

ALTERNATIVAS	FRECUENCIA	PORCENTAJE
SIEMPRE	15	54%
A VECES	10	36%
RARA VEZ	3	10%
NUNCA	0	-
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

De acuerdo a los resultados demostrados en la encuesta, el docente utiliza materiales relacionados al mejoramiento de la comprensión del idioma inglés, lo que permite que los estudiantes relacionen imágenes, carteles o afiches con las lecturas, obteniendo como resultado el desarrollo de la audición en relación al inglés como segunda lengua.

Desde el punto de vista de la enseñanza del inglés, los estudiantes deben utilizar estos materiales didácticos para ayudarles en la comprensión del idioma, pero sobre todo para que ellos se motiven por aprender una nueva lengua y que despierte el interés a fin de tener estudiantes con un nivel cognitivo relativamente aceptable y que lo apliquen en su vida profesional.

2. **¿El docente utiliza actividades con narraciones que permitan desarrollar la destreza auditiva?**

Tabla N° 2

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	10	36%
A VECES	15	54%
RARA VEZ	1	3%
NUNCA	2	7%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

De acuerdo a la información expresada en la tabla número 2, la mayor parte del tiempo el docente usa actividades con narraciones lo que origina que los estudiantes adquieran la destreza de escucha con cierta continuidad y efectividad; por otro lado, cuando se utilizan narraciones en las tareas que hay que completar los estudiantes relacionan imágenes con lo que escuchan, lo que conlleva a realizar de manera eficaz la tarea asignada por el docente.

Las narraciones además de contribuir en el desarrollo de la comprensión auditiva, también sirve como apoyo para realizar resúmenes y que los estudiantes desarrollen la expresión oral del inglés, utilizando como base la pronunciación que escucharon previamente en el audio de la misma actividad, es decir, todo esto es un ciclo, que desarrolla paulatinamente originando que los estudiantes puedan conocer saber del idioma desde varias destrezas relacionadas entre sí.

3. **¿Durante la hora clase el docente utiliza audios realizados por otros locutores para motivar la comprensión auditiva?**

Tabla N° 3

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	1	3%
A VECES	18	65%
RARA VEZ	8	29%
NUNCA	1	3%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

A partir de la información brindada en la tabla número 3, cuando se desarrollan actividades relacionadas a escucha-escritura, los docentes no siempre utilizan las voces grabadas de otros hablantes o locutores, lo que da lugar a que exista un poco de desmotivación en los estudiantes, quienes se desconcentran con facilidad y no desarrollan de manera eficiente las actividades asignadas. Por otro lado, cuando los estudiantes escuchan a un solo locutor tienden a aburrirse con facilidad, y cuando esto ocurre el desinterés por aprender el idioma es notorio, puesto que no hay cambio ni innovación al pretender que el estudiante aprenda.

Si bien es cierto, cuando se escucha una información lo que continua es expresar dicha información; desde este punto de vista, es importante reconocer que se involucran también otros aspectos que van de la mano con la comprensión del idioma, de entre ellos se encuentran: el vocabulario, gramática, slangs o modismos, que son muy comunes en los audios grabados, y que contribuyen en mayor medida al cumplimiento de los objetivos de enseñanza-aprendizaje del idioma inglés como segunda lengua.

4. **¿Con qué frecuencia se desarrollan actividades de comprensión auditiva?**

Tabla N° 4

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	8	29%
A VECES	7	25%
RARA VEZ	10	36%
NUNCA	3	10%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

Los resultados de la encuesta demuestran que los docentes aplican rara vez actividades que desarrollen la capacidad de escuchar un segundo idioma como lo es el inglés, de esta manera, se interpreta que los estudiantes del tercer nivel de los seminarios, presentan una deficiencia en la destreza de escuchar el inglés, puesto que carecen de vocabulario y además porque se les dificulta comprender la pronunciación de las palabras y por ende el acento que poseen las palabras.

La interpretación que se realiza al discurso oral es sin duda uno de los aspectos principales en la comunicación, ya que sin este, no es posible que exista comprensión alguna. Para que el estudiante desarrolle su capacidad de interpretación es sumamente importante que los docentes desarrollen actividades de escucha con personas nativas de diferentes países, para que ellos puedan asimilar y diferenciar acentos y modismos en relación al origen de los hablantes.

5. **¿El profesor utiliza recursos adicionales que no sean los brindados por el texto de inglés?**

Tabla N° 5

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	5	18%
A VECES	8	29%
RARA VEZ	10	36%
NUNCA	5	17%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

La tabla número 5, expresa que el docente utiliza rara vez recursos adicionales al texto de inglés, lo que dificulta que los estudiantes de los seminarios desarrollen su habilidad lingüística de la escucha, obstaculizando así el desenvolvimiento efectivo en la interpretación del inglés y por ende a transmitir lo escuchado.

Cuando no se aplican recursos adicionales, los estudiantes no prestan la atención necesaria para llevar a cabo las actividades asignadas dentro del aula de clases, además es imperativo dentro del aprendizaje de cualquier idioma, escuchar a personas nativas de habla inglesa para ir acostumbrando al oído al idioma, pero más que eso es conseguir que los estudiantes se manifiesten a través de la información escuchada.

6. **¿Considera usted que para mejorar la comunicación y la comprensión auditiva del idioma inglés se deben realizar actividades de escucha de manera permanente?**

Tabla N° 6

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SI	25	90%
NO	1	3%
A VECES	2	7%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

La gran mayoría de los estudiantes considera que para adquirir una comprensión efectiva del idioma a través de la destreza de escuchar, es imperativo utilizar actividades que impliquen el uso de material auditivo, de manera que esto sí permite desarrollar una capacidad lingüística de manera efectiva; sin embargo, estas actividades si no se desarrollan con la frecuencia requerida, es poco probable que tenga el fin que se desea alcanzar.

La escucha activa permite que los receptores puedan discriminar las ideas principales de la información expresada oralmente, además ayuda a anticiparse a las situaciones que se manifiestan, a identificar el uso de las palabras, el estado de ánimo y la actitud que posiblemente tenga el locutor cuando exterioriza el mensaje. Pero, ¿qué sucede con las frases y palabras entendidas incorrectamente?, estas deben ser analizadas e interpretada en segundos. Con la seguridad de que cada palabra utilizada en lo expresado se queden permanentemente en cada actividad.

7. **¿Los talleres realizados en la hora de inglés le han ayudado a mejorar su comprensión auditiva del inglés como segunda lengua?**

Tabla N° 7

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	1	3%
A VECES	7	25%
RARA VEZ	20	72%
NUNCA	0	-
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

Al aplicar rara vez recursos al interpretar la escucha del inglés dentro del aula de clases, los estudiantes desarrollan pocos conocimientos y por consiguiente tienen poco nivel de comprensión, permitiendo así una deficiencia en la comunicación del idioma, tanto en lo oral como en la destreza de escribir.

Si no se comprende una información es porque el oyente desconoce total o parcialmente la información; sin embargo, para que los estudiantes tengan una mejor interpretación se requiere que no solo escuchen sino también que observen quien habla, cómo habla y qué gestos utiliza para manifestar lo que desea comunicar a los oyentes, de esta manera existirá una relación significativa y los estudiantes comprenderán el idioma paulatinamente.

8. **¿Escucha usted programas, películas, videos, canciones en inglés para mejorar la destreza auditiva?**

Tabla N° 8

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	3	10%
A VECES	10	36%
RARA VEZ	9	32%
NUNCA	6	22%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

Según la tabla número 8, la mayor parte de estudiantes en ocasiones escuchan programas, videos, películas, canciones en inglés, lo que significa que este sería uno de los principales recursos por los cuales el docente debería empezar para captar la atención de todo o de la mayoría de los estudiantes, sin embargo, cuando se sigue una enseñanza tradicional se cae en este problema.

Además, este tipo de recursos no solo contribuye para realizar actividades de marcar respuestas según lo escuchado, sino que también permite que los receptores tengan la habilidad de poder expresarse y manifestar sus propios puntos de vista y argumentar las opiniones necesarias, para decodificar el mensaje expresado en los diferentes recursos ya expresados.

9. **¿Las evaluaciones realizadas tienen preguntas destinadas a completar actividades de información escuchada en el mismo momento?**

Tabla N° 9

ALTERNATIVA	FRECUENCIA	PORCENTAJE
SIEMPRE	0	-
A VECES	0	-
RARA VEZ	8	29%
NUNCA	20	71%
TOTAL	**28**	**100%**

Fuente: Estudiantes de tercer nivel SE- ULEAM / El Carmen
Elaborado por: Tanny Barén Lirio

ANÁLISIS:

Los resultados brindados en la presente tabla, establece que la mayoría de veces las evaluaciones no contienen peguntas relacionadas al listening o escucha, lo que no permite obtener un producto (estudiante) con efectiva capacidad de interpretar un nuevo idioma y por ende es natural que no se puede evaluar el progreso de los mismos.

Comprender otro idioma no solo significa interiorizarlo personalmente, sino que se debe exteriorizarlo a través de la expresión oral o escrita para que exista comunicación, entonces si se evaluara a la escucha como destreza en cada una de las evaluaciones, los estudiantes tendrían mejores resultados y por ende, realizarían prácticas constantes a fin de mejorar su comprensión auditiva. Por otro lado, si se realizan evaluaciones permanentes con actividades de escucha, los estudiantes tendrían un aprendizaje significativo del idioma inglés como segunda lengua, que es el objetivo del proceso de enseñanza-aprendizaje.

CAPÍTULO 3

3 PROPUESTA

Diseño de una guía didáctica que constituye el contenido de un audiolibro, para mejorar la destreza de escuchar en los estudiantes de tercer nivel de los seminarios de inglés de la Universidad Laica “Eloy Alfaro” de Manabí, extensión en El Carmen.

3.1 INTRODUCCIÓN

El inglés es un idioma universal y por consiguiente uno de los más hablados alrededor del mundo, por lo que es relevante que esta lengua sea comprendida por parte de los estudiantes, para que cuando se enfrenten profesionalmente en sus diferentes especialidades, puedan ser capaces de llevar a cabo sus tareas, sin que el idioma inglés sea un impedimento en el desarrollo de sus funciones.

La destreza auditiva es la primera que se desarrolla en las personas, porque cuando los bebés nacen lo primero que hacen es escuchar todo lo que los rodea y ellos empiezan a familiarizarse con aquello. De esta manera la importancia de esta destreza para mejorar el idioma inglés como segunda lengua es relativamente alta en cuestión de métodos.

A partir de lo expresado anteriormente, la presente propuesta se direcciona a establecer un conjunto de actividades que mejorarán la destreza de escuchar en los estudiantes de los seminarios de inglés. Estas actividades están relacionadas a la lectura comprensiva, oraciones gramaticales, escritura y vocabulario; por lo que la destreza auditiva se involucra con todas las demás macro y micro destrezas.

3.2 JUSTIFICACIÓN

Este tema ha sido escogido porque permite conocer la verdadera situación por la que los estudiantes de seminarios de inglés en la ULEAM en El Carmen, tienen dificultad en la comprensión auditiva, además por la

importancia que posee la información y la propuesta del diseño de la propuesta.

La investigación es conveniente en cuanto a la elaboración del audiolibro que brinda a los estudiantes y docentes una técnica para mejorar la comprensión del inglés como segunda lengua, y por la utilidad social que posee este idioma a nivel mundial, porque es el idioma que mantiene los negocios internacionales, además por la contribución que brinda a la universidad en cada uno de sus procesos de enseñanza del inglés.

Aprender un nuevo idioma comprende una gran dificultad cuando no se emplean los métodos adecuados tanto en la enseñanza como en el aprendizaje, por lo que es imperativo aplicar nuevas estrategias en el transcurso del proceso de educación, sin dejar a un lado la aplicación de TICs tanto al inicio, desarrollo y culminación de la enseñanza.

Los beneficiarios de la investigación son los docentes y estudiantes quienes aplicarán la propuesta. La información será utilizada de manera oportuna y efectiva para mejorar la comprensión auditiva del inglés en los estudiantes; por lo tanto, este proyecto se justifica por la utilidad que brinda a los participantes de la universidad.

3.3 IMPORTANCIA

El audiolibro es importante en cuanto a la ayuda que brindará tanto a los docentes en el proceso d enseñanza, así como a los estudiantes en el proceso de aprendizaje. Todo esto permite que la universidad también tenga sus puntos positivos durante este proceso, el mismo que contribuirá a los futuros profesionales a desarrollar la destreza auditiva del área inglés.

3.4 OBJETIVOS

3.4.1 General

Diseñar una guía didáctica que constituye el contenido de un audiolibro para fortalecer la comprensión de escuchar en los estudiantes de tercer

nivel de los seminarios de inglés en la Universidad Laica “Eloy Alfaro” de Manabí extensión en El Carmen.

3.4.2 Específicos

- Desarrollar un conjunto de lecturas motivadoras, diálogos y dictados con actividades de completar a través de la destreza de escuchar.
- Plantear oraciones gramaticales en las que involucre completar palabras según el contexto de cada oración.
- Describir definiciones que permitan descubrir la palabra.
- Establecer dos formatos de rubricas que permitan evaluar las actividades de escucha en la guía.

3.5 ALCANCE

La propuesta se elaborará para contribuir en el desarrollo de la destreza de escuchar de los estudiantes del tercer nivel de los seminarios de inglés de la universidad Laica “Eloy Alfaro” de Manabí extensión en El Carmen.

3.6 BASE LEGAL

- Estatuto ULEAM
- Reglamento Orgánico de Gestión por Procesos
- Código de Ética
- Reglamento de Régimen Académico Interno ULEAM
- Reglamento de Carrera Académica y Escalafón del Docente aplicado hasta el año 2012
- Reglamento General Ayudas Económicas 2012
- Reglamento de Evaluación del Desempeño Estudiantil
- Registro Creación Universidad
- Instructivo Reglamentario para Actualización de Conocimientos ULEAM
- Reglamento General Del Programa de Jubilación y Cesantía para Docentes, Funcionarios, Empleados y Trabajadores

- Reglamento Evaluación Desempeño Docente
- Reglamento Funcionamiento Comité Consultivo de Graduados
- Reglamento Becas y Ayudas Económicas para Capacitación y Perfeccionamiento del Personal Docente Titular
- Reglamento para Tutoría Académica
- Guía Metodológica Trabajo Titulación en el Proceso Formativo de los Estudiantes
- Sistema Institucional de Tutorías Académicas en la Universidad Laica Eloy Alfaro de Manabí
- Reglamento de Evaluación del Desempeño Académico 2013 (Aplicado hasta el 28 de septiembre 2014)
- Reglamento de Evaluación Integral del Desempeño del Personal Académico (Vigente) aprobado el 29 septiembre 2014
- Reglamento para la Elección de Profesores/as para Integrar el H. Consejo Universitario
- Reglamento de Elecciones de Representantes Estudiantiles y de Graduados/as a los Organismos de COGOBIERNO
- Reglamento de Aplicación de Acción Afirmativa ULEAM
- Reglamento de Concurso de Merecimientos y Oposición para ingreso a la carrera docente en la Universidad Laica Eloy Alfaro de Manabí
- Reglamento Interno de Carrera y Escalafón del Profesor e Investigador de la ULEAM
- Reglamento Aplicación Seguimiento a Graduados
- Programa de Estudios de Asignatura (SYLLABUS)
- Instructivo para la Aplicación del Examen de Grado o Fin de Carrera y otras Modalidades de Titulación
- Reglamento para los Procesos de Autoevaluación Institucional, Carreras y Programas de la Universidad Laica Eloy Alfaro de Manabí
- Instructivo Reglamentario para la Distribución de Trabajo y Asignación de Carga Horaria para el Colectivo Docente de la Uleam Periodo Académico 2015-2016

- Reglamento Orgánico de Vinculación con la Sociedad
- Reglamento para la Elección de Rector o Rectora, Vicerrectores o Vicerrectoras Académico (a) y Administrativo (a)

3.7 DESARROLLO DE LA PROPUESTA

La guía didáctica (audiolibro) para mejorar la destreza de escuchar, constará del siguiente contenido que se muestra a continuación:

Leaving traces

AUDIOBOOK

DIDACTIC GUIDE (AUDIOBOOK) TO IMPROVE THE LISTENING SKILL IN THE STUDENTS OF THIRD LEVEL OF ENGLISH SEMINARIES.

INTRODUCTION

The present project shows a didactic guide of an audiobook which is developed to improve the listening skill in the students of third level of seminaries from “Eloy Alfaro” university. The main purpose of this audiobook is to provide a didactic guide which can be able to contribute the comprehension of the language of native speakers or teachers, so that they decode the information given and can code it.

The most important of this is the development of professional people, inasmuch as the audiobook is a new alternative of reading which will allow the students to apply all the other skills of English language developing them progressively, therefore if students and professors take into account this instrument, then everyone will have favourable results about the teaching learning process.

Education has to be in all the levels a dynamic form of acquiring knowledge and skills, which can increase the students’ motivation and interests about the language, through the use of new technological tools like an audiobook, which is the instrument that is going to be expressed in the following didactic guide.

METHODOLOGY

The audiobook contains a group of activities which are focused on the development and effectiveness of the listening skill and the other ones involved. On one hand, this innovative technological tool is based on a group of readings about personal overcoming and stories that have happened in our town that are very interesting and draw the attention of the listeners or readers; furthermore, it has some relative activities which are focused on the vocabulary, grammar and understanding of each one of the participants. Finally, the teaching learning process that this audiobook contents is revised and proved by the author through the use of answer keys and the corresponding rubrics for the last assessment that students will be able to do according to the needs and abilities of each one of the students during the English seminar.

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UNIT 1: STORIES / GRAMMAR

STORIES

AUDIO 1: THE CIRCLE OF HATE

A prominent businessman was angry and scolded the director of one of his businesses. The manager came to his house and shouted to his wife, accusing her about she was spending too much because there was a hearty lunch at the table. Mrs shouted to the housemaid, who broke a plate and kicked the dog because it made her to trip up. The animal ran and bit a lady who was passing by. When she went to the pharmacy to get a cure, she shouted to the pharmacist because she hurt the implementation of the vacuum. This man came to his house and shouted to his mother because the food was not to his liking. The lady, source of love and forgiveness, stroked his head as she said: "Dear Son, I promise you that tomorrow I will make your favourite meal. You work hard, you're tired and accurate today a good night's sleep. I will change your sheets on your bed for others which are clean and scented so you can rest in peace. Tomorrow you'll feel better." She blessed him and left the room, leaving him alone with his thoughts.

At that time the circle of hate stopped, colliding with tolerance, gentleness, forgiveness and love.

Translated from the book “La culpa es de la vaca”/2002

Link:http://mx.ivoox.com/es/listening-1-audios-mp3_rf_16710208_1.html

AUDIO 2: THE APPLE TREE

This was a huge apple tree which a child loved much. Every day played around, climbed to the top, ate fruit and took a nap under its shadow. The tree also loved him very much.

Time passed, the boy grew up and did not play again around the tree. One day he returned and heard this said sadly:

-Are you coming to play with me?

But the boy replied:

-I am not the boy that played before around trees. Now I want to have toys, and I need money to buy them.

-“Sorry”, the tree said. I do not have money, but I suggest you take all my apples and sell them; so you can buy your toys.

The boy took the apples, got the money and was happy. Also the tree was happy but the boy never returned. Later, when he returned, the tree asked:

-Are you coming to play with me?

-“I do not have time to play; I must work for my family and I need a house for my wife and children. Can you help me?”

-I'm sorry, said the tree. I do not have a house, but you can cut my branches to build your house.

The man cut all the branches of the tree, who was happy and did not return. One day in a hot summer, he returned. The tree was delighted.

-Are you coming to play with me? It asked.

-I feel sad, I'm getting old. I want a boat to sail and rest, can you give me?

The tree replied:

-Use My trunk to build one; so you can navigate and be happy.

The man cut down the trunk, built his boat and went sailing for a long time. He returned after many years and the tree said:

-I'm Sorry, but I have nothing to give you, even apples.

The man replied:

-“I do not have teeth to bite or strength to climb, I'm already old”.

Then the tree, crying, said:

-Really I cannot give you anything. The only thing that I have now is my dying roots.

And the man replied:

-I do not need much now, just a place to rest. I'm tired after so many years...

-Well the tree said, old tree roots are the best place to lie down and rest. Come, sit with me and rest.

The man sat by the tree and this, happy and smiling, dropped a few tears.

This is the story of each of us: the tree is our parents. Children love them and play with them. As we grow we leave them alone; and we come back to them when we need them, or when we are in trouble. No matter what it is, they are always there to give us everything they can and make us happy. You may think the boy is cruel to the tree, but isn’t it how we treat our parents sometimes?

Translated from the book “La culpa es de la vaca”/2002

Link:http://mx.ivoox.com/es/listening-2-audios-mp3_rf_16710236_1.html

AUDIO 3: AID IN THE RAIN

One night, at 11:30 pm, an African-American elderly woman **was** standing on the edge of a highway in Alabama under a heavy storm. Her car had broken down and she desperately needed someone to take her. Sodden, she decided to signal the next car that passed. Despite being a time of acute racial conflict, a young white man stopped to help her, took her to a safe place and put her in a taxi. The lady, who seemed rather rushed, noted down his address, thanked him and left.

Seven days later, somebody knocked on the door of the house of the young. To his surprise, it was a packet to his name: A big-screen TV with a note saying:

"Thank you for helping me on the highway the other night. The rain drenched not only my clothes but my spirits. Then you appeared. Thanks to you, I could arrive the bedside of my dying husband just before he died. God bless you for helping me and unselfishly serving others".

Translated from the book "La culpa es de la vaca"/2002

Link: http://mx.ivoox.com/es/listening-3-audios-mp3_rf_16710243_1.html

AUDIO 4: FOOTPRINTS ON THE HEART

A young man stood at the centre of a town and proclaimed that had the most beautiful heart in the whole region. A large crowd gathered around him: Everybody confirmed, admired, that heart was perfect, because it is not observed stains or scratches; They agreed that it was the most beautiful heart they had ever seen.

By knowing admired, the young man was even prouder, and with greater conviction affirmed that his was the most beautiful heart of the whole place. Suddenly an old man came out of the crowd and spoke to him:

-Why do you say that? Your heart is not as beautiful as mine.

Surprisingly, the crowd and the young man looked at the heart of the old and saw that while beating vigorously, was covered with scars, even had holes and areas where missing pieces that had been replaced by others that did not correspond, because the edges looked uneven .The young man laughed.

'You must be joking,' he said. Compare your heart with mine ... mine is perfect. Instead, yours is a lot of scars and pain.

It's true, the old man replied: your heart looks perfect, but I never compromise with you. Look, every scar represents a person to whom I gave all my love. I tore pieces of the heart to give to each of those I have loved. Many others at the same time, have given away pieces of them, which I have put in place that was open. As the parts were not equal, these edges are uneven, of which I am glad that remind me of the love I have shared. There were also opportunities in which I gave a piece of my heart to someone, but that person did not offer me anything in return: then there

were these gaps. Despite the pain that wounds occur to me, I remind that I still love those people and feed the hope that maybe someday return and fill the void they have left. Do you understand now what is truly beautiful? The elderly topped.

The young man was silent, but tears ran down his cheeks. He approached the old man, a piece of the heart was ripped and offered. The old man received him and placed it in his heart, he took a piece and he covered the open wound young. The part is moulded, but not perfect: the edges were apparent. The young man looked at his heart, which was not perfect, but it looked much more beautiful than before, because he love flowed inside. And your heart, how is it?

Translated from the book "La culpa es de la vaca"/2002

Link: *http://mx.ivoox.com/es/listening-4-audios-mp3_rf_16710261_1.html*

AUDIO 5: THE ELECTRONIC BILL

The electronic bill is one of the selling vouchers that are authorized by the Internal Income Service, which is used when there is the purchase selling of goods and services inside the legal activities of the taxpayers, for this reason the parameters to consider in the use of emitted bills electronically are very important and which produce inside the law a group of advantages and disadvantages in the Ecuadorian business environment.

Nevertheless, the contribution that this tributary tool produces is very wide, but its application is divided by economic sectors, cause for some it is a reality but for others it is an expectative. On the other hand, it is necessary to determine some general aspects like: the identification of some organizations that use the electronic bill, the application of laws according to dates of execution of this tributary tool, interest points directed to the collected taxes by the central administration and the way in which this one works and tries to execute in the next years. Electronic bill is a mechanism established by the tax administration in order that there is a crossover of information between taxpayers and the same. This crossing of information does not allow to taxpayers to evade taxes and fail in one way or another with the Internal Revenue Service. The application of electronic bill is a reality in our country, however it does not cover the expectations of many taxpayers, since mostly unaware of the issue and do not know how to handle the procedures to be followed. This tool is very useful and has been adopted in order to minimize and optimize resources, taking into account that electronic invoices are issued directly to emails taxpayers, central administration has not taken into account that they must have physical backing for future audit, leading to use extra resources.

Translated from Paper Tanny Barén, Benito Bermeo, Gema Macías, Flor Mera./2015

Link: *http://mx.ivoox.com/es/listening-5-audios-mp3_rf_16710265_1.html*

AUDIO 6: BUSINESS INTELLIGENCE

Nowadays, it is very common to listen to the term “business” and most of the time people related it with the intelligence, inasmuch as the business intelligence is the ability of transforming the data in information, so that it can optimize all the process of making decision in any business company or person through the application of a competitive advantage. This is mainly related to the process where intervenes the knowledge, information and data.

The simplest way of differentiating the terms knowledge, information and data is that any kind of data exists in the world; the knowledge is in people, machines, organizations, etc. and the information is the intermediate point between them; therefore for people can acquire knowledge, they have to carry on a process, which starts with the recollection of the data about any trouble, the second step is the analysis of data for transforming them in information and finally, that the information can be the knowledge acquired by people for they can make decisions and the business has a good result.

The business intelligence acts as a strategic factor in a company, organization, developing a potential competitive advantage, which means important and relevant information to answer the business problems, that is, promoting or offer of products, financial control, optimization of costs, planning of the production, clients’ profiles analysis. The answers to the troubles that appear in any area or period of an organization have to be solved in a practical and efficient way; therefore if this occurs; it means you have business intelligence.

Furthermore, this kind of intelligence is also related to the right use of resources like technology, software and methods. So, business intelligence is involved in the development and effective results of a company at the end of an operative period; that is, it allows making good decisions to the managers and in this way, the administration of the company can be efficient.

To conclude, the most important elements that intervene in the process of business intelligence are the data, information and knowledge, which are related among them; inasmuch as, it is a process that allows people analyze information for having a good decision making. The business intelligence is the ability that a person has to solve any trouble related to companies and organizations.

Link: *http://mx.ivoox.com/es/listening-6-audios-mp3_rf_16710281_1.html*

AUDIO 7: SIMPLE PRESENT TENSE

a. Sentences in simple present tense.

1. My mother and aunt are in my house at this moment.
2. Jenny doesn't write the class in the school.
3. My neighbours don't work at any place.
4. Karen talks to her young sister.
5. Mercy and Jane work at the hospital.
6. What does Julio do?
7. Where is Sally from?
8. Where does Mary come from?
9. When do you play the piano?
10. Charlotte watches TV every morning.

Link: *http://mx.ivoox.com/es/listening-7-audios-mp3_rf_16710300_1.html*

AUDIO 8: SIMPLE PAST TENSE

a. Sentences in simple past tense (dictation).

1. Jenny didn't write the class in the school yesterday.
2. Marvin and Josué were at my garden last week.
3. My neighbours worked in their office all the morning.
4. Karen got on well with her young sister.
5. Mercy and Jane bought a new house last month.
6. What did Josselyn do last night?
7. How old was Sally when she got married?
8. Where did Karla travel last year?
9. Was there any problems with your trip?
10. Mary didn't read any book when she has exams

Link: *http://mx.ivoox.com/es/listening-8-audios-mp3_rf_16710315_1.html*

AUDIO 9: CORRECT WORDS

It is very common to **listen** to the term "business" and most of the time people related it with the intelligence, inasmuch as the business intelligence **is** the ability of **transforming** the data in information, so that it can optimize all the process of making decision in any business company or person through the application of a competitive **advantage**. This is mainly **related** to the process where intervenes the knowledge, information and data.

Link: *http://mx.ivoox.com/es/listening-9-audios-mp3_rf_16710327_1.html*

AUDIO 10: TEACHER'S DAILY ROUTINE

Hello my name's Tanny, I'm an engineer but I work as an English teacher in a high school, I am 22 years old, I live in El Carmen town in the northwest of Ecuador, I'm single so I live with my parents. I have one sister and her name's Kerly, she's also an engineer, and she's 24 years old. I love my family.

By the way, I am going to talk about my daily routine, every day I wake up at 05:55 am but I get up at 06:00. Then, I have a shower and get dressed at fifteen past six in the morning. I never have breakfast in my house but I do it at school. At 6:30, I go to work and start my work at 7:00 am.

At lunchtime, I leave work at 13:20, and I go to my house to have lunch, after that I do washing up at 2:00 pm and start to check or plan my classes for the next day; almost at the end, I take a shower at seven o'clock and have dinner at 7:30 pm. Finally, I go to sleep at 10 pm. That's a typical day in my life and for that reason I'm so stressed and boring, I'd like to travel for resting some days.

Link: *http://mx.ivoox.com/es/listening-10-audios-mp3_rf_16710338_1.html*

AUDIO 11: PROFESSIONS AND JOBS

_Dentist	A person who takes care of your teeth.
_Builder	A person who builds and construct houses and bridges.
_Secretary	A person who receives e-mails or fax and attends calls.
_Manager	The boss of a company.
Teacher	A person who works at a school.
Housemaid	A person who works cleaning houses.
Babysitter	A person who takes care of children.
Gardener	A person who works taking care of plants and cut them.
Police man	A person who arrests robbers on the street.
Footballer	A person who works for a football team.
_Model	Someone who is paid to wear clothes and model.
_Fisherman	Someone who fishes in the river.

_Journalist	A person who works for a newspaper
_Doctor	A person who works in a hospital.
Librarian	someone who works in a library.
Chef	Someone who cooks in a professional way.
Accountant	Someone who controls money.
Actress	A woman who acts in several films.

Link: *http://mx.ivoox.com/es/listening-11-audios-mp3_rf_16710346_1.html*

AUDIO 12: HOW MANY / HOW MUCH

a. How many bananas are there in the kitchen?
b. How much milk is there in the glass?
c. How much flour is there in the bag?
d. How many oranges are there in your house?
e. How many pounds of rice are there at home?
f. How much water is there in the bottle?
g. How much juice is there?
h. How many students are there in your class?

Link*: http://mx.ivoox.com/es/listening-12-audios-mp3_rf_16710363_1.html*

UNIT 2: ACTIVITIES

STORIES

ACTIVITY #1: THE CIRCLE OF HATE

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks a question that elicit the theme; for example, what would it happen if I gave my class using bad manners?
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the story.

a. Listen and according to the audio, decide if the sentences below are T (true) or F (false).

The prominent businessman came to his house and shouted to his wife.	
There was not so much food at the table.	
Manager's wife shouted to the housemaid.	

The housemaid broke some plates because of the dog.	
The dog ran and bit a lady.	
The pharmacist was bitten by the dog and he had to inject.	
The pharmacist came to his house and got angry with his mom for the food she had prepared.	
Pharmacist's mother told him she will cook another kind of food.	
She said to her son that tomorrow he will feel worse.	
The circle of hate means to be an extrovert person.	

b. Answer the questions with the person who made each action.

Who… ?

- Scolded the manager? _____
- Was bitten by a dog? _____
- Will make a favourite meal? _____
- Was lovely with her son? _____
- Kicked the dog? _____

ACTIVITY # 2 AN APPLE TREE

OBJECTIVE: To listen and comprehend the story through the audio for encourage students to state their opinions.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher takes with her/him an apple and explain a short introduction about the apple tree and its characteristics to focus attention of the audio.
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks about the story and gives several summaries about the story to draw attention and allow students state their analysis.

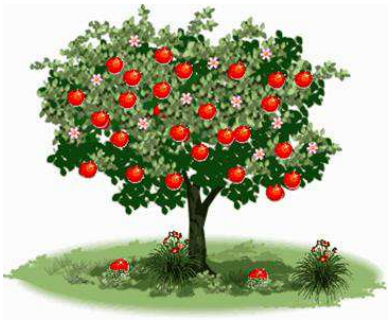
a. Listen and according to the audio, decide if the sentences below are T (true) or F (false).

1. The story tries a small apple plant.
2. The tree had a child who was its best friend.
3. The boy always played with this huge tree.
4. The man needed money to travel around the world.
5. The apple tree gave all its apple to the boy built a boat.
6. The adult man went with his family to visit the tree.
7. The man never cut down the trunk of the tree.
8. The old man went to rest on the old tree roots.
9. The tree just helped to the man with advice.
10. This is related to our lives and the way of being with our parents.

b. Write numbers to the story in the same order that happened.

	a.	The man cut down its trunk to build it.
1	b.	The boy played around the tree and took a nap under its shadow.
	c.	The tree gave him all the apples to sell them.
	d.	The boy grew up and need money to buy toys.
	e.	The tree told the man cut all its branches.
	f.	The old man and the tree rest together on the old roots.
	g.	The man needed to build a house for his family.
	h.	The man needed to build a boat to sail.

c. Write a short phrase that describes what this beautiful story means.



_____

_____

_____

_____

ACTIVITY # 3 AID IN THE RAIN

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher plays an accident while is explaining the theme for realizing who helps her/him and take it into account to encourage to listen the audio about a motivational story.
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the story.

a. Listen and according to the audio, decide if the sentences below are T (true) or F (false).

1. A fair American woman was sodden under a heavy storm.
2. There was a time of acute racial conflict there.
3. A person who was young and fair stopped to help her.
4. The man took her to her house.
5. Someone knocked the door of man's house two weeks later.
6. He received a big radio which said: thank you so much!

b. Write the definitions of each one of the words underlined on the text.

Highway desperately sodden conflict Drenched unselfishly

_____ A disagreement of opinions or ideas.

_____ Extremely difficult.

_____ Extremely wet.

_____ Put others first than us.

_____ Make that someone or something is wet.

_____ A main road.

c. Identify the verbs in simple past that appear on the text.

SIMPLE PRESENT	SIMPLE PAST	REGULAR / IRREGULAR
Be	Was	Irregular

ACTIVITY # 4 FOOTPRINTS ON THE HEART

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks a question that elicit the theme; for example, when was the last time you felt terrible in your life?
- Students listen to the story attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the story.

a. Listen and write: *the young* or *the old man* in the sentences according to what they express on the conversation.

_____ Compare your heart with mine ... mine is perfect.

_____ Proclaimed he had the most beautiful heart in the region.

_____ Your heart looks perfect but it isn't the most beautiful.

_____ Every scar represents a person to whom I gave my love.

_____ you must be joking!

_____ was silent and cried.

b. According to the audio decide if the sentences are true or false.

1. The old man proclaimed he had the most beautiful heart.
2. The young man was prouder about his heart.
3. The old man had his heart with scars and wounds.
4. The old man said that his heart was more beautiful due to the wounds and scars that had for the love which had shared with others.
5. The young man started crying when the old man talked that.
6. The young man didn't give away a part of his heart to the old man.

c. Complete the paragraph with the words you hear.

A young man _____ at the centre of a town and _____ that had the most beautiful _____ in the whole region. A large _____ gathered around him: Everybody confirmed, _____, that heart was perfect, because it is not observed _____ or scratches; they agreed that it was the most beautiful heart they had ever _____.

ACTIVITY #5 ELECTRONIC BILL

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks about taxes and bills.
- Students listen to the article attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the article.

a. According to the audio decide if the sentences are true or false.

- The electronic bill is a voucher.
- The Internal Expensive Services authorizes the electronic bill.
- Taxpayers are people who do legal activities of goods and services.
- Electronic bill is an economic and financial tool.
- It is not important to specify the dates of the purchases.
- The crossing of information allows that taxpayers evade taxes.
- The electronic bill was just adopted to minimize resources.
- This bill is sent to every taxpayer by e-mail.
- The administration must have physical backing for audits.
- E-bills are just used for services about accounting.

b. Categorize the following words according to their sounds

Mechanism Tool income injection good schedule

Injured	**Stomach**	**Boot**

ACTIVITY #6 BUSINESS INTELLIGENCE

OBJECTIVE: To analyse and comprehend the story through the audio for developing listening and speaking.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher explains general aspects about the intelligence and its kinds.
- Students listen to the article attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension.
- The teacher asks students about the answers and organizes a type of debate for students share opinions, thoughts and points of view about the article.

a. Express the meaning of the following words:

Business	Issues that people do individually or in a company to get an economical benefit.
Common	
Information	
Knowledge	
Strategy	
Analysis	
Intelligence	
Efficient	
Ability	

b. Write the main idea of the audio and give your point of view

_____

_____

_____

_____

_____

_____

_____

c. Complete the paragraph with the words you hear.

The simplest way of differentiating the terms _____, information and data is that any _____ of data exists in the world; the knowledge is in people, _____, organizations, etc. and the information is the intermediate point _____ them; therefore for people can acquire knowledge, they have to carry on a process, which starts with the _____ of the data about any trouble, the second step is the analysis of data for _____ them in information and finally, that the information can be the knowledge _____ by people for they can make decisions and the business has a good _____.

GRAMMAR

ACTIVITY #7 SIMPLE PRESENT

OBJECTIVE: To apply grammar rules of simple present tense to code information listened and write specific information.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks students about the theme and writes as much ideas as possible.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed in order to reinforce and feedback uses of present simple.

a. Sentences in simple present tense.

1. My mother and aunt _____in my house at this _____.
2. Jenny doesn't _____the class in the school.
3. My neighbours _____ _____ at any place.
4. Karen _____to her young sister.
5. Mercy and Jane work at _____ _____.
6. _____ does Julio do?
7. Where is Sally _____?
8. Where does _____ _____ from?
9. When _____ _____ play the piano?
10. Charlotte_____TV every morning.

b. Change the sentences in letter a, to affirmative, negative or interrogative forms.

N°	SENTENCES
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

ACTIVITY # 8 SIMPLE PAST

OBJECTIVE: To apply grammar rules of simple past tense to code information listened and write specific information.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher expresses a personal experience in the past and after that he/she motivates students to remember past actions.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time.
- The teacher checks the answers that students completed in order to reinforce and feedback uses of past simple.

DICTATION OF SENTENCES IN SIMPLE PAST

a. Listen and transcript the sentences expressed in simple past tense.

N°	SENTENCES
1	
2	
3	
4	
5	
6	
7	
8	

9	

b. Identify the verbs from activity a, and write their base form and meanings.

BASE FORM	SIMPLE PAST	SPANISH

ACTIVITY # 9 CORRECTION OF WORDS

OBJECTIVE: To apply grammar rules to code information listened and write specific information.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher starts pronouncing incorrect words and the students have to notice the way of teaching, after the teacher explains that it was a technique used to make to realize the common errors in our speaking or writing.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed.

a. Listen the text to correct word or words.

It is very common **listen** to the term “business” and most of the time people related it with the intelligence, inasmuch as the business intelligence **are** the ability of **transform** the data in information, so that it can optimize all the process of making decision in any business company or person through the application of a competitive **advantaje**. This is mainly **relates** to the process where intervenes the knowledge, information and data.

b. Write sentences with the correct words in letter a.

ACTIVITY # 10 DAILY ROUTINE

OBJECTIVE: To listen and understand a daily routine to reinforce present simple in sentences.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks students about the theme and writes as much ideas as possible.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed in order to reinforce and feedback uses of present simple.

a. Complete the following daily routine with the words you hear.

Hello my name's Tanny, I'm an engineer but I work as an English teacher in a high school, I am _____ years old, I _____ in El Carmen town in the northwest of Ecuador, I'm single so I live with my _____. I have one _____ and _____ name's _____, she's also an engineer, and she's _____ years old. I love my family.

By the way I am going to talk about my daily routine, every day I _____ up at _____ but I get up at _____. Then, I have a shower and _____ dressed at fifteen past six in the morning. I _____ have breakfast in my house but I _____ ____ at school. At _____ I go to work and start my work at _____.

At lunchtime, I leave work at _____, and I go to my house to _____ lunch, after that I _____ washing up at _____ and start to check or plan my classes for the next day; almost at the end, I take a _____ at seven o'clock and have dinner at _____. Finally, I go to _____ at _____. That's a typical day in my life and for that reason I'm so stressed and boring, I'd like to travel for resting some days.

b. With the following verbs, write 1 sentence per each verb about your daily routine.

~~Go~~ dance jump see sing do take keep Speak seek like dream stay drink come	
1	*I usually go to work at half past six.*
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

ACTIVITY # 11 PROFESSIONS AND JOBS

OBJECTIVE: To learn vocabulary about professions and jobs for creating sentences with them.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher uses a profession to explain the importance of that one and elicit to know some others.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and learn new vocabulary.
- The teacher checks the answers that students completed in order to reinforce and feedback vocabulary of professions and jobs.

Listen and match the words with their definitions.

_____ A person who takes care of your teeth.

_____ A person who builds and construct houses and bridges.

_____ A person who receives e-mails or fax and attends calls.

_____ The boss of a company.

_____ A person who works at a school.

_____ A person who works cleaning houses.

_____ A person who takes care of children.

_____ A person who works taking care of plants and cut them.

_____ A person who arrests robbers on the street.

_____ A person who works for a football team.

_____ Someone who is paid to wear clothes.

_____ Someone who fishes in the river.

_____ A person who works for a newspaper

_____ A person who works in a hospital.

_____ someone who works in a library.

_____ Someone who cooks in a professional way.

_____ Someone who control money.

_____ A woman who acts in several films.

ACTIVITY #12 HOW MANY/MUCH

OBJECTIVE: To apply grammar rules countable and uncountable nouns express sentences using quantifiers.

PROCEDURE:

- The teacher places general data (class, theme and date) on the board.
- The teacher asks students about the theme and writes as much ideas as possible.
- Students listen to the sentences attentively.
- Students listen to the audio again to take specific details.
- Students complete the activities in order to develop listening comprehension and apply grammar rules at the same time
- The teacher checks the answers that students completed in order to reinforce and feedback uses of countable and uncountable nouns.

Complete the following sentences using how many/ how much according to the audio and after that, write possible answers.

1. _____ bananas are there in the kitchen?

_____

2. _____ milk is there in the glass?

_____

3. _____ flour is there in the bag?

_____

4. _____ oranges are there in your house?

_____

5. _____ pounds of rice are there at home?

_____

6. _____water is there in the bottle?

_____

7. _____juice is there?

_____

8. _____students are there in your class?

_____

UNIT 3: ANSWER KEYS

ACTIVITY 1: THE CIRCLE OF HATE

LETTER a	LETTER b
1. F 2. F 3. F 4. T 5. T 6. F 7. T 8. T 9. F 10. F	1. A prominent businessman 2. A lady 3. Pharmacist's mother 4. Pharmacist's mother 5. Director's wife's housemaid.

ACTIVITY 2: APPLE TREE

LETTER a	LETTER b
1. F 2. T 3. T 4. F 5. F 6. F 7. F 8. T 9. F 10. T	1. B 2. D 3. C 4. G 5. E 6. H 7. A 8. F

ACTIVITY 3: AID IN THE RAIN

LETTER a	LETTER b	LETTER c
1. F 2. T 3. T 4. T 5. T 6. F	1. Conflict 2. Desperately 3. Sodden 4. Unselfishly 5. Drenched 6. highway	1. be/was/ser-estar 2. have/had/tener 3. need/needed/necesitar 4. decide/decided/decider 5. pass/passed/pasar 6. stop/stopped/detener 7. put/put/poner 8. take/took/llevar 9. seem/seemed/parecerse 10. knock/knocked/golpear

ACTIVITY 4: FOOTPRINTS ON THE HEART

LETTER a	LETTER b	LETTER c
1. young 2. young 3. old man 4. old man 5. young 6. young	1. F 2. T 3. T 4. T 5. T 6. F	1. Stood 2. Proclaimed 3. Heart 4. Crowd 5. Admired 6. Stains 7. seen

ACTIVITY 5: E-BILL

LETTER a	LETTER b
1. T 2. F 3. T 4. F 5. F 6. F 7. F 8. T 9. T 10. F	/l/ Income, injection /ch/ Mechanism Schedule /uu/ Good Boot

ACTIVITY 6: BUSINESS INTELLIGENCE

LETTER a	LETTER b	LETTER c
1. Relating to the community as a whole. 2. Definite knowledge acquired about something or someone. 3. General awareness or possession of information 4. Planning in any field. 5. Examination of something in detail. 6. Ability to think and learn. 7. Performing tasks in an organized way. 8. Intelligence or competence.	Student's opinion	1. Knowledge 2. Kind 3. Machines 4. Between 5. Recollection 6. Transforming 7. Acquired 8. result

ACTIVITY 7: SIMPLE PRESENT

LETTER a	LETTER b
1. are/moment 2. write 3. don't work 4. talks 5. the hospital 6. what 7. from 8. Mary come 9. Do you 10. watches	1. My mother and aunt aren't in my house at this moment. 2. Jenny writes the class in the school. 3. My neighbors work at any place. 4. Karen doesn't talk to her young sister. 5. Mercy and Jane don't work at the hospital. 6. Julio works as a teacher. 7. She's from (USA). 8. She comes from (Colombia). 9. I play the piano every morning. 10. She doesn't watch TV every morning.

ACTIVITY 8: SIMPLE PAST

LETTER a	LETTER b
1. Jenny didn't write the class in the school yesterday. 2. Marvin and Josué were at my garden last week. 3. My neighbors worked in their office all the morning. 4. Karen got on well with her young sister. 5. Mercy and Jane bought a new house last month. 6. What did Josselyn do last night? 7. How old was Sally when she got married? 8. Where did Karla travel last year? 9. Was there any problems with your trip? 10. Mary didn't read any book when she has exams	1. Write/wrote/escribir 2. Be/was-were/ser-estar 3. Work/worked/trabajar 4. Get/got/conseguir 5. Buy/bought/comprar 6. Do/did/hacer 7. Be/was-were/ser-estar 8. Travel/traveled/viajar 9. Be/was-were/ser-estar 10. Read/read/leer

ACTIVITY 9: CORRECTION OF WORDS

LETTER a	LETTER b
1. To listen 2. Is 3. Transforming 4. Advantage 5. related	Student's opinion

ACTIVITY 10: DAILY ROUTINE

LETTER a
22 / live / parents / Sister / her/ Kerly/ 24 / wake / 5:55 / 6:00 / Get / never / do it/ 6:30 / 7:00 / 13:20 / have / do / 2:00 pm Shower / 7:30 pm / sleep / 10 pm

ACTIVITY 11: PROFESSIONS AND JOBS

LETTER a	
1. Dentist 2. Builder 3. Secretary 4. Manager 5. Teacher 6. Housemaid 7. Babysitter 8. Gardener 9. Policeman 10. Footballer 11. Model 12. Fisherman	13. Journalist 14. Doctor 15. Librarian 16. Chef 17. Accountant 18. Actress

ACTIVITY 12: HOW MANY/HOW MUCH

LETTER a
1. How many bananas 2. How much milk 3. How much flour 4. How many oranges 5. How many pounds of rice 6. How much water 7. How much juice 8. How many students

UNIT 4: RUBRICS AND ASSESSMENTS

RUBRIC TO ASSESS THE LISTENING SKILL

Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Listening for precise information and knowledge	The student listens with outstanding attention; do all the activities without difficulty.	The student listens with quite attention; do the activities with few difficulties.	The student listens with reasonable attention; do the activities with some difficulties.	The student listens with little attention, was not concentrated and did not, often, follow instruction.
Listening for Essential (general) understanding	The student is involved in class discussion by expressing excellently ideas to get more information.	The student is involved in Class discussion by expressing good ideas to get more information.	The student is a little involved in Class discussion by expressing repeated ideas to get more information.	The student is a little involved in class discussion.
Listening for details	The student Is involved in class discussion by expressing opinions and understanding in a very adequate manner.	The student Is involved in class discussion by expressing opinions and understanding in a very positive manner.	The student Is involved in class discussion by expressing opinions and understanding in a confusing manner.	The student is involved hardly ever in class discussion and did not express opinions and understandings in a comprehensible manner.

RUBRICS TO ASSESS GRAMMAR ACTIVITIES

Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Good command	There are no errors on the writing that interfere the correct communication.	There are a few errors on the writing that interfere the correct communication.	There are several errors on the writing which do not allow to communicate in a correct form.	There are a lot of errors on the writing that interfere in the communication.
Application of structures	All sentences are written in a correct form according to their context, which shows the flow of communication	Most sentences are written in an adequate form according to their context, which shows the flow of communication	Some sentences are written in a correct form according to their context, which shows that students have problem with the flow of communication.	A few sentences are written in a correct form according to their context, which shows that exist a hard problem with the flow of communication.
Understanding of ideas	All writing has the correct spelling and permit to the readers understand the whole text.	A good part of writing has the correct spelling and permit to the readers understand the whole text.	A short part of writing has the correct spelling and do not permit to the readers understand the whole text.	A minimal part of the writing has the correct spelling and do not permit to the readers understand anything about the text.

CONCLUSIONES

Los estudiantes comprenden poco el idioma inglés lo que establece que la destreza de escuchar, presenta ciertas dificultades cuando se presentan conversaciones con docentes y personas nativas, de ésta manera, la propuesta planteada permite el desarrollo de la escucha y su comprensión a través de varios ejercicios que contribuyen en el desarrollo profesional de los estudiantes, por la información y por la comprensión que ellos desarrollan cuando se expresa algo en inglés.

Los docentes utilizan técnicas muy buenas en sus enseñanzas del idioma, sin embargo, los estudiantes requieren de la aplicación de muchas estrategias para que el aprendizaje sea significativo, es decir, que sea un conocimiento que perdurará durante toda su vida.

Al no ser considerada la destreza des escuchar como parte de las evaluaciones, los estudiantes tienden a no mejorarla desde sus posibilidades de aprendizaje, de manera que el audiolibro ayudará mucho para los estudiantes puedan desarrollar la comprensión al escuchar el idioma inglés.

RECOMENDACIONES

A los docentes:

Desarrollar actividades que involucren un poco más la destreza de escuchar, para que los estudiantes puedan ser capaces de codificar y decodificar la información presentada, de manera que esto contribuya de manera eficiente en su desarrollo profesional.

Establecer de manera periódica evaluaciones que contengan audios, para que contribuya en el desarrollo integral del idioma, es decir, que se realice prácticas y evaluaciones de manera constante, a través de varias modalidades, como foros, audiolibros, conversaciones con nativos, diálogos entre compañeros, dramatizaciones, entre otras.

A los estudiantes:

Desarrollar un hábito de estudio permanente, que facilite al docente las actividades en clases, las mismas que están basadas en el fortalecimiento de la destreza de escuchar, a través de medios tecnológicos como videos, películas, canciones en inglés, entre otros.

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ANEXOS

ANEXO 1: ENTREVISTA REALIZADA AL DOCENTE

Universidad Laica "ELOY ALFARO" de Manabí
CAMPUS EN EL CARMEN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985
Dirección: Av. 3 de Julio y Carlos A. Aray | Teléfono: 2660-202 Fax: 2660-695
EL CARMEN - MANABÍ - ECUADOR

LICENCIATURA EN IDIOMAS - MENCIÓN INGLÉS

OBJETIVO: Identificar las causas de la poca comprensión del idioma inglés a través de la destreza de escuchar en los estudiantes del tercer nivel de los seminarios de la ULEAM, en El Carmen, período 2016.

ENTREVISTADO:_____

FECHA: _____

CUESTIONARIO:

10. **¿Usted como docente utiliza imágenes, afiches, carteles para asociarlos con lecturas en la clase de inglés?**

11. **¿Utiliza actividades con narraciones que permitan desarrollar la destreza auditiva en las clases?**

12. **¿Durante la hora clase, usted utiliza audios realizados por otros locutores para motivar la comprensión auditiva?**

13. **¿Con qué frecuencia desarrollan actividades de comprensión auditiva con los estudiantes?**

14. **Usted como docente, ¿utiliza recursos adicionales que no sean los brindados por el texto de inglés?**

15. **¿Considera usted que para mejorar la comunicación y la comprensión auditiva del idioma inglés se deben realizar actividades de escucha de manera permanente?**

16. **¿Los talleres realizados en la hora de inglés contribuyen en el mejoramiento de la comprensión auditiva de los estudiantes del inglés como segunda lengua?**

17. **¿Envía actividades extracurriculares relacionadas con el uso de programas, películas, videos, canciones en inglés para mejorar la destreza auditiva de los estudiantes?**

18. **¿Las evaluaciones realizadas tienen preguntas destinadas a completar actividades de información escuchada en el mismo momento?**

ANEXO 2: ENCUESTA REALIZADA A LOS ESTUDIANTES

Universidad Laica "ELOY ALFARO" de Manabí
CAMPUS EN EL CARMEN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985
Dirección: Av. 3 de Julio y Carlos A. Aray | Teléfono: 2660-202 Fax: 2660-695
EL CARMEN - MANABÍ - ECUADOR

LICENCIATURA EN IDIOMAS - MENCIÓN INGLÉS

ENCUESTA

OBJETIVO: Identificar las causas de la poca comprensión del idioma inglés a través de la destreza de escuchar en los estudiantes del tercer nivel de los seminarios de la ULEAM, en El Carmen, período 2016.

Seleccione con un tick (√) la respuesta que usted considere según las preguntas establecidas.

1. **¿El profesor utiliza imágenes, afiches, carteles para asociarlos con lecturas en la clase de inglés?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

2. **¿El docente utiliza actividades con narraciones que permitan desarrollar la destreza auditiva?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

3. **¿Durante la hora clase el docente utiliza audios realizados por otros locutores para motivar la comprensión auditiva?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

4. **¿Con qué frecuencia se desarrollan actividades de comprensión auditiva?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

5. **¿El profesor utiliza recursos adicionales que no sean los brindados por el texto de inglés?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

6. **¿Considera usted que para mejorar la comunicación y la comprensión auditiva del idioma inglés se deben realizar actividades de escucha de manera permanente?**

SÍ
NO
A VECES

7. **¿Los talleres realizados en la hora de inglés le han ayudado a mejorar su comprensión auditiva del inglés como segunda lengua?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

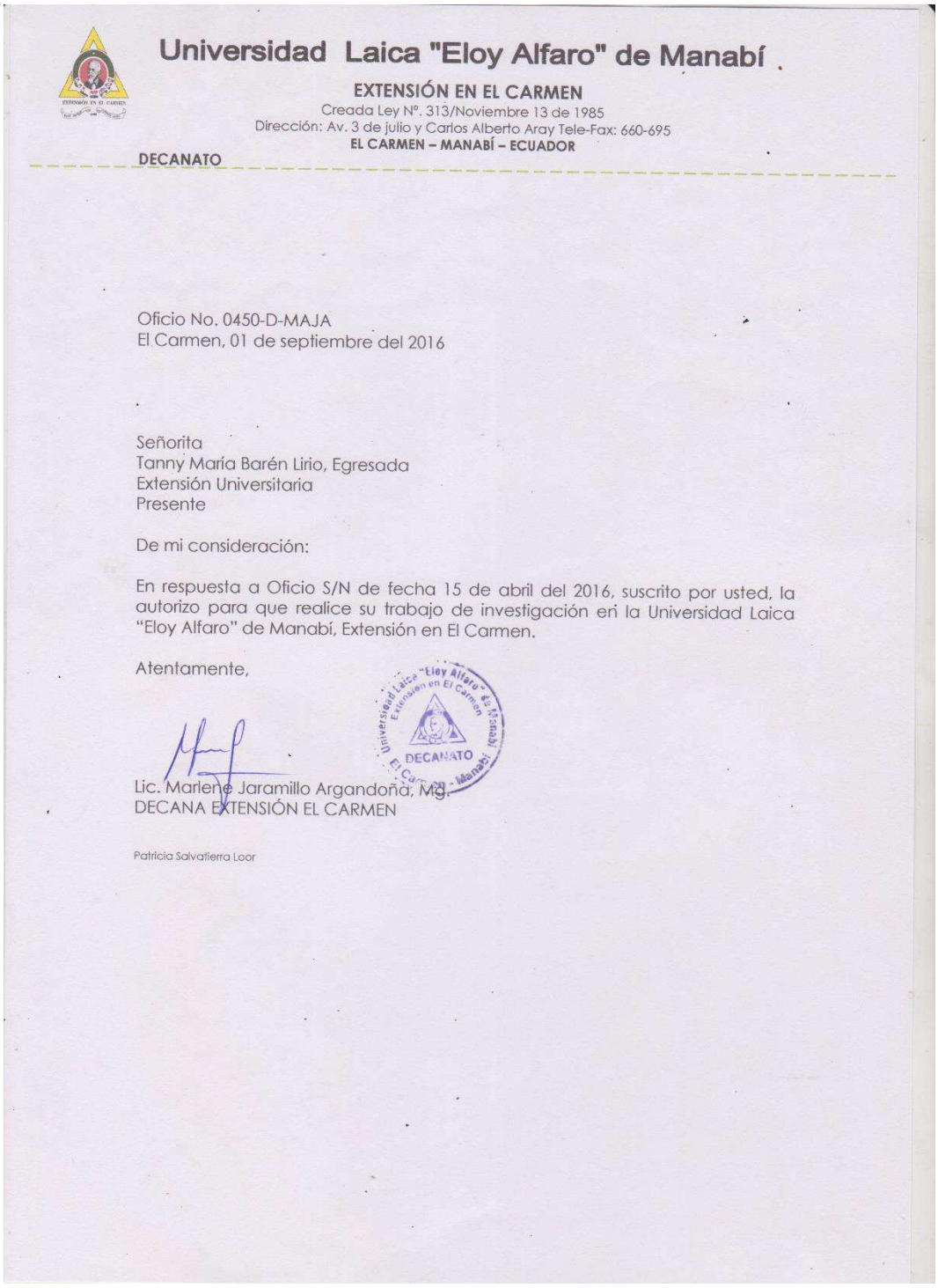
8. **¿Escucha usted programas, películas, videos, canciones en inglés para mejorar la destreza auditiva?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

9. **¿Las evaluaciones realizadas tienen preguntas destinadas a completar actividades de información escuchada en el mismo momento?**

SIEMPRE
A VECES
RARA VEZ
NUNCA

ANEXO 3: CERTIFICADO DE LA AUTORIZACIÓN DE LA INSTITUCIÓN



Universidad Laica "Eloy Alfaro" de Manabí

EXTENSIÓN EN EL CARMEN
Creada Ley Nº. 313/Noviembre 13 de 1985
Dirección: Av. 3 de julio y Carlos Alberto Aray Tele-Fax: 660-695
EL CARMEN – MANABÍ – ECUADOR

DECANATO

Oficio No. 0450-D-MAJA
El Carmen, 01 de septiembre del 2016

Señorita
Tanny María Barén Lirio, Egresada
Extensión Universitaria
Presente

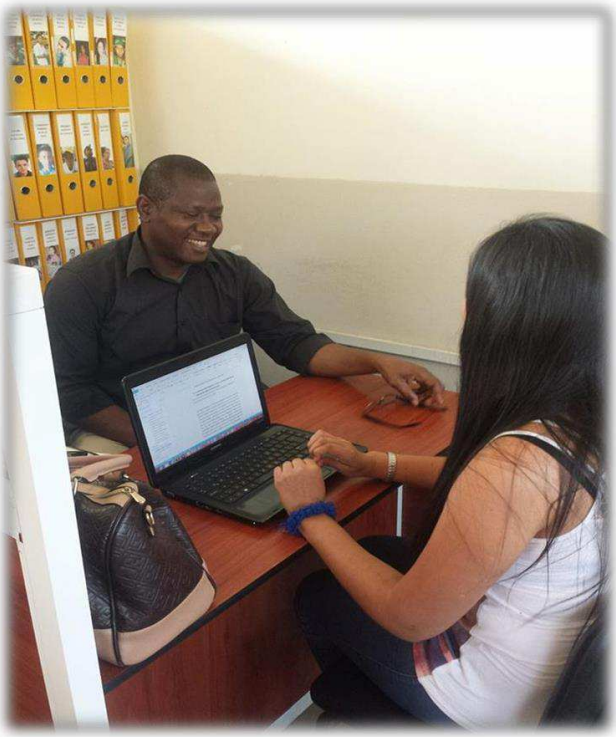
De mi consideración:

En respuesta a Oficio S/N de fecha 15 de abril del 2016, suscrito por usted, la autorizo para que realice su trabajo de investigación en la Universidad Laica "Eloy Alfaro" de Manabí, Extensión en El Carmen.

Atentamente,

Universidad Laica "Eloy Alfaro" de Manabí Extensión en El Carmen DECANATO El Carmen - Manabí

Lic. Marlene Jaramillo Argandoña, MG.
DECANA EXTENSIÓN EL CARMEN

Patricia Salvatierra Loor

ANEXO 4: FOTOGRAFÍAS ACERCA DE LA ENTREVISTA APLICADA AL PROFESOR.