



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND

HUMANISTIC SCIENCES

ENGLISH MAJOR

THESIS PROJECT

THEME:

“INCIDENCE OF USING ORTHOPHONIC DEVICES IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO FORTIFY THE STUDENTS’ LISTENING SKILL INTO THE ENGLISH INTERACTIVE LABORATORY AT THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES IN THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH – AUGUST 2012.”

Thesis submitted previous obtaining the Sciences of Education degree with major in English Language.

AUTHOR:

COLLAGUAZO VEGA WILMER PATRICIO

THESIS DIRECTOR:

ENCALADA TRUJILLO EDGAR GUADIA

LATACUNGA – ECUADOR

JANUARY 2013

AUTHORSHIP

The criteria issued in this research work "INCIDENCE OF USING ORTHOPHONIC DEVICES IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO FORTIFY THE STUDENTS' LISTENING SKILL INTO THE ENGLISH INTERACTIVE LABORATORY AT THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES IN THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH – AUGUST 2012.", are the exclusively author's responsibility.

.....
WILMER PATRICIO COLLAGUAZO VEGA

172241757-1

THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

"INCIDENCE OF USING ORTHOPHONIC DEVICES IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO FORTIFY THE STUDENTS' LISTENING SKILL INTO THE ENGLISH INTERACTIVE LABORATORY AT THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES IN THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH – AUGUST 2012.", belonging to Wilmer Patricio Collaguazo Vega, applicant of the English Major; I consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, January 2013.

Thesis director,

.....

M. Sc. Edgar GuadiaEncalada Trujillo

GRADUATION COURT' ENDORSEMENT

As member of the graduation court, we approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanities Sciences; whereas, the applicant: COLLAGUAZO VEGA WILMER PATRICIO with the thesis title: "INCIDENCE OF USING ORTHOPHONIC DEVICES IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO FORTIFY THE STUDENTS' LISTENING SKILL INTO THE ENGLISH INTERACTIVE LABORATORY AT THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES IN THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH – AUGUST 2012." has considered the recommendations emitted timely and it is qualified to be submitted to the thesis defense act.

Due to the above, it is authorized to make the corresponding hardbound, according to institutional regulations.

Latacunga, January 2013.

Lic. Yugla Lema Lidia Rebeca
PRESIDENT

Lic. Iza Pila Jorge Luis
MEMBER

M. Sc. Rosero Menendez Jorge Luis
OPPONENT

GRATITUDE

There are many people to thank, but my sincere thanks go to my professors and parents; all who helped me in my training process and led me down by the right path to become an excellent professional.

Wilmer Collaguazo

DEDICATION

This research work is dedicated to all those who gave me their support at the right time and provided me samples of consideration and confidence, especially to my wife and my little son, Gabriel.



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

Latacunga – Ecuador

THEME: "INCIDENCE OF USING ORTHOPHONIC DEVICES IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO FORTIFY THE STUDENTS' LISTENING SKILL INTO THE ENGLISH INTERACTIVE LABORATORY AT THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES IN THE TECHNICAL UNIVERSITY OF COTOPAXI DURING MARCH – AUGUST 2012 ACADEMIC PERIOD"

Author: Collaguazo Vega Wilmer Patricio

ABSTRACT

Professionals who manage language laboratories in high educational institutes do not have the appropriate knowledge that could help to improve the experience of having classes in these places. The lack of technology into the language teaching – learning process has been a huge trouble into education because it has not permitted its correct development.

Language skills are an important component into the students' lives and the methodology applied by their professors has affected the academic result directly. Students need to develop their listening skill through the correct use of didactic resources. The orthophonic devices that are widely used in education by professors and students are very helpful tools for people who want to learn a foreign language at any level of specialization in a non-traditional way.

As result, the researcher supports the necessity of updating professors' knowledge about different technologies into the educative field because they are helpful tools for developing the teaching-learning process in an exceptional way.

Lic. Ana Lucía Constante Noroña
I.C. 050259647-1
Cultural Center of Languages, Teacher



UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

Latacunga – Ecuador

TEMA: "INCIDENCIA DEL USO DE DISPOSITIVOS ORTOFÓNICOS EN EL PROCESO DE ENSEÑANZA – APRENDIZAJE DEL IDIOMA INGLÉS COMO IDIOMA EXTRANJERO PARA FORTALECER LA HABILIDAD AUDITIVA DE LOS ESTUDIANTES AL INTERIOR DEL LABORATORIO INTERACTIVO DE INGLÉS EN LA UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI DURANTE EL PERIODO ACADÉMICO MARZO – AGOSTO 2012. "

Autor: Collaguazo Vega Wilmer Patricio

RESUMEN

Los profesionales quienes trabajan en laboratorios de idiomas al interior de las instituciones de educación superior no poseen el conocimiento apropiado que podría ayudar a mejorar la experiencia de tener clases en estos lugares. La falta de tecnología en el proceso de enseñanza – aprendizaje de los idiomas ha sido un enorme problema en la educación porque no ha permitido su correcto desarrollo.

Las habilidades lingüísticas son un componente importante en la vida de los estudiantes y la metodología utilizada por sus maestros ha afectado el resultado académico directamente. Los estudiantes necesitan desarrollar su habilidad auditiva por medio del uso adecuado de recursos didácticos. Los dispositivos ortofónicos que son ampliamente usados en educación por profesores y alumnos son herramientas muy útiles para las personas quienes quieren aprender un idioma extranjero a cualquier nivel de especialización de una manera no tradicional.

Como resultado, el investigador sostiene la necesidad de actualizar los conocimientos de los profesores sobre diferentes tecnologías en el ámbito educativo porque son herramientas muy útiles para desarrollar el proceso de enseñanza – aprendizaje de una manera excepcional.

INTRODUCTION

This project is elaborated for determining the incidence about the orthophonic devices usage into the teaching – learning process of English as a foreign language with the purpose of contributing to the students’ professional formation, with all the researcher’s experiences that he is gotten to.

The first chapter is based in the theory about English language, teaching – learning process of English language, English teaching – learning process as a foreign language, English listening skill, how to teach the English listening skill, how to teach English with information and communication technologies (ICTs), listening skill into laboratories, and orthophonic devices which are going to determine the conceptual framework and some methods applied during this investigation.

The second chapter consists in the surveys that the researcher applied to students and professors at the English Major in the Technical University of Cotopaxi. In addition, these surveys were argued according to the theory of the first chapter, where the researcher details the results obtained during this investigation for determining the incidence level about the usage of orthophonic devices into the teaching – learning process of English as a foreign language into laboratories.

The third chapter is the comparative report where the research applies all the theory in agreement with the results obtained from surveys which contains four main sheets as way for students’ control.

INDEX

FRONT PAGE.....	i
AUTHORSHIP	ii
THESIS DIRECTOR'S ENDORSEMENT	iii
GRADUATION COURT' ENDORSEMENT	iv
GRATITUDE.....	v
DEDICATION	vi
ABSTRACT.....	vii
RESUMEN	viii
INTRODUCTION	ix
CHAPTER I.....	1
1. BACKGROUND	1
2. FUNDAMENTAL CATEGORIES	2
3. THEORETICAL FRAME	3
3.1. English Language.....	3
3.2. Teaching – Learning Process Of English Language	4
3.3. Teaching – Learning Process Of English As A Foreign Language	7
3.3.1. Principles Included into English as a Foreign Language Methodology	9
3.3.2. Techniques apply in classes	11
3.4. English Listening Skill.....	13
3.5. How to Teach the English Listening Skill	17
3.5.1. Factors influencing listening comprehension	19
3.5.1.1. Intelligence.....	19
3.5.1.2. Recognition of correct English usage	19
3.5.1.3. Size of the listener's vocabulary.....	20
3.5.1.4. Ability to make inferences	20
3.5.1.5. Ability to structuralize a speech.....	20

3.5.1.6.	<i>Reading comprehension</i>	21
3.5.1.7.	<i>Listening for main ideas as opposed to specific facts</i>	21
3.5.1.8.	<i>Audibility of the speaker</i>	22
3.6.	How to Teach English with Information and Communication Technologies (ICTs) 26	
3.6.1.	<i>New ways about teaching and learning</i>	30
3.6.1.1.	<i>Active learning</i>	30
3.6.1.2.	<i>Collaborative learning</i>	30
3.6.1.3.	<i>Creative learning</i>	30
3.6.1.4.	<i>Integrative learning</i>	31
3.6.1.5.	<i>Evaluative learning</i>	31
3.7.	Listening Skill into Laboratories	32
3.8.	Orthophonic Devices	36
3.8.1.	<i>History of Orthophonic Devices</i>	37
3.8.1.1.	<i>Phonautograph</i>	37
3.8.1.2.	<i>Phonograph</i>	37
3.8.1.3.	<i>Electrical recording</i>	38
3.8.1.4.	<i>Magnetic tape</i>	38
3.8.1.5.	<i>Stereo and High fidelity</i>	39
3.8.1.6.	<i>Digital recording</i>	39
3.8.2.	<i>Advantages and Disadvantages of Using Orthophonic Devices</i>	40
3.8.2.1.	<i>Advantages</i>	40
3.8.2.2.	<i>Disadvantages</i>	41
3.9.	Incidence of Using Orthophonic Devices	42
CHAPTER II	45
4.	ANALYSIS AND INTERPRETATION OF RESULTS	45
4.1.	BRIEF HISTORICAL OUTLINE OF THE TECHNICAL UNIVERSITY OF COTOPAXI	45
4.2.	SURVEY APPLIED TO STUDENTS.	47
1.	Why English is an important language in our world?	47

2.	What will be the result about teaching – learning process of English language during your student life, and why?.....	48
3.	Do you think the application of appropriate Listening skill strategies will allow a better development on it, and why?	49
4.	Which of the following stages do you consider is NOT a part of the listening process, and why?	50
5.	Which model does describe better the listening process according to your personal learning experience, and why?.....	51
6.	Which of the following listening types are the most difficult to engage by students, and why?	52
7.	Is it much better to learn English through Information and Communication Technologies (ICTs) and why?	53
8.	Is everybody able to learn English language through ICTs and why?.....	54
9.	What are orthophonic devices for you?	55
10.	Would you like that your teachers use orthophonic devices into your English classes for getting a better understanding, and why?	56
4.3.	SURVEY APPLIED TO PROFESSORS	57
1.	Why English is an important language in our world?.....	57
2.	What will be the result about teaching – learning process of English language for students during their student lives, and why?	58
3.	Do you think the appropriate strategies appliances will allow a better development of the Listening skill, and why?	59
4.	Which of the following stages do you consider is NOT a part of the listening process, and why?	60
5.	Which model does describe better the listening process according to your personal teaching experience, and why?	61
6.	Which of the following listening types are the most difficult to develop by teachers, and why?	62
7.	Is it much better to teach English through Information and Communication Technologies (Its) and why?	63
8.	Is everybody able to teach English language through ICTs and why?	64
9.	What are orthophonic devices for you?	65
10.	Would you like that your students learn English using orthophonic devices into their English classes for getting a better understanding, and why?	66

4.4.	CONCLUSIONS AND RECOMMENDATIONS	67
4.4.1.	<i>Conclusions</i>	67
4.4.2.	<i>Recommendations</i>	68
CHAPTER III		69
5.	PROPOSAL DESIGN	69
5.1.	Proposal.....	69
5.2.	Informative Data	70
5.3.	Importance	70
5.4.	Justification	71
5.5.	Problem Statement	73
5.6.	Goals	74
5.6.1.	<i>General Goal</i>	74
5.6.2.	<i>Specific Goals</i>	74
5.7.	Foundation	75
5.7.1.	<i>Scientific Foundation</i>	75
5.7.2.	<i>Methodological Foundation</i>	76
5.7.3.	<i>Psychological Foundation</i>	76
5.8.	Proposal Description.....	77
ORTHOPHONIC DEVICES – COMPARATIVE REPORT		79
ORTHOPHONIC DEVICES – COMPARATIVE REPORT - STRUCTURE		80
ORTHOPHONIC DEVICES – COMPARATIVE REPORT – CONTENTS		82
ORTHOPHONIC DEVICES – COMPARATIVE REPORT - CRITERIA AND STANDARDS SHEET		89
FINAL CRITERIA STANDARDS SHEET		91
ANALYSIS AND INTERPRETATION		117
CONCLUSION.....		120
RECOMMENDATION		121
BIBLIOGRAPHY		122
QUOTED		122
ELECTRONIC.....		123

CHAPTER I

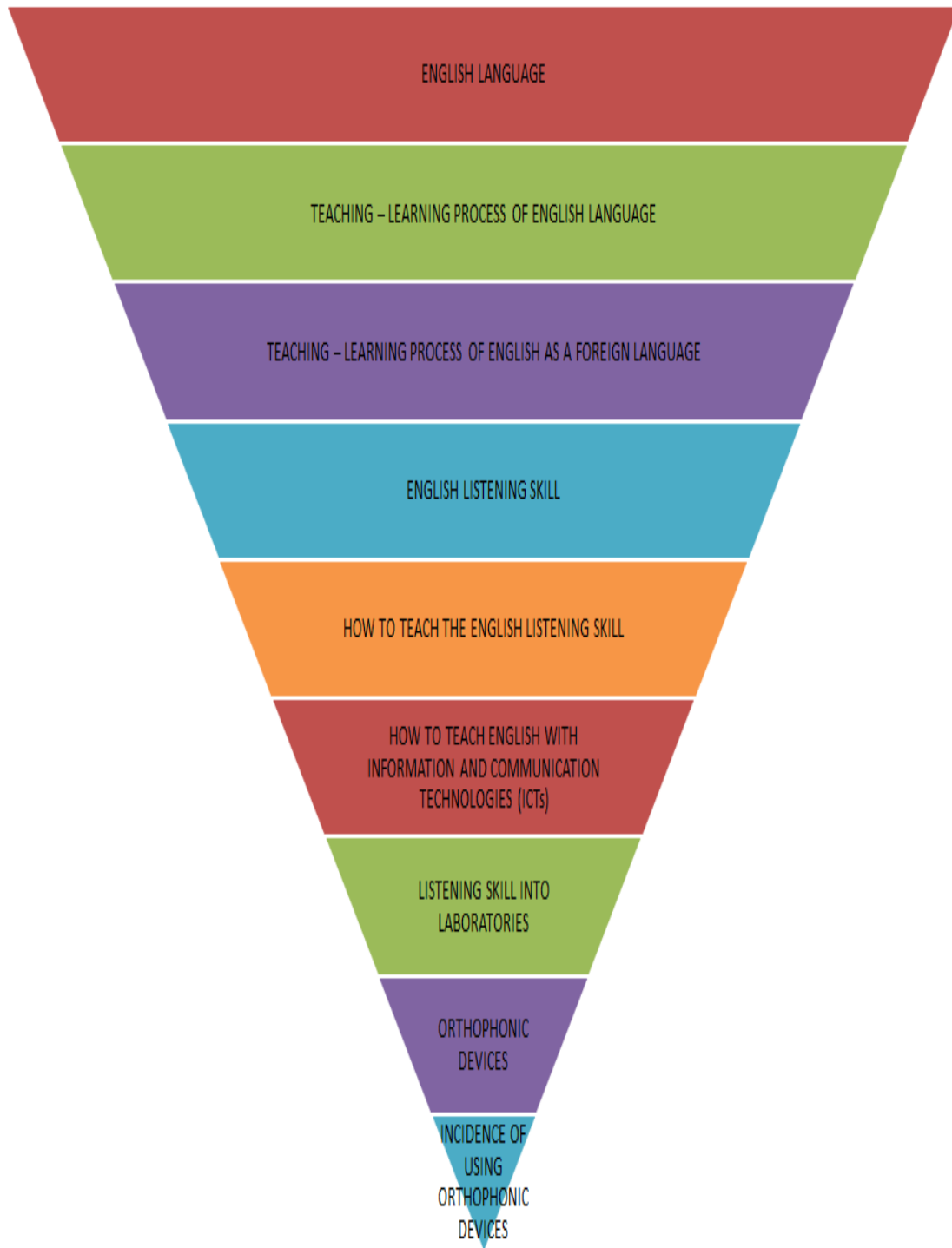
1. BACKGROUND

Quantitative information about the incidence of the listening skill into communicative competence is well documented by many researchers. If the hearing range is not enough, this disability may affect adversely people in several ways. Also, it may cause annoyance, hearing damage, and other physiological problems which are led by this incapacity.

The relatively affordable strategy that teachers frequently suggest for improving the student's performance and learning efficiency in a traditional classroom was installing a classroom speaker system to boost the teacher's voice above the level of environmental noise. However, nowadays teachers have to break up traditional paradigms of education, especially in languages.

Through the usage of Information and Communication Technologies this task will become easy for teachers and students into classes.

2. FUNDAMENTAL CATEGORIES



3. THEORETICAL FRAME

3.1. English Language

English is a language of extraordinary linguistics richness, which owes its roots to diverse influences that have assimilated. Throughout history; the English language has adopted many words from other languages, mainly Anglo-Saxon, but also from Latin, Old Norse and French, and even other languages like Greek and Spanish, too.

In the fifth century, invading Anglo-Saxons colonized the islands which were close to its peoples. 'Old English' is the term used to refer the language spoken in that period which was brought to Britain by Germanic tribes of Angles and Saxons. They contributed to the language the most commonly used words; however, they adopted some terms used by Celts who lived in the islands around their peoples.

Once established the new people, some monks from Rome came to the islands in the late sixth century, their presence left a legacy in the language training through a set of words related to education, culture and religion.

In 1066, the Normans led by Frenchman William, the Conqueror, colonized the islands. The French became the dominant language at detriment of other dialects. In the fourteenth century, when the royal power was consolidated and London became a

metropolis; the political aspects left their influence in the English language through the adoption of many words related to forms of government or kitchen.

The consolidation of the monarchy facilitated the unification of the language; and as result, Norman and various dialects joined together for forming the modern English language, Germanic language at its roots but with an important contribution of Latin, too. During the fifteenth and sixteenth centuries the Renaissance brought a new interest for the art and culture and the language added many words from Latin and Greek.

Harvard College was the pioneer in the teaching – learning process of English language. This institution assures the existence of English through the history, developing technical boards which managed the English education. In addition, the first "basic textbook" -'The New England Primer'- was America's own contribution to English education.

3.2. Teaching – Learning Process Of English Language

The teaching-learning process is the main aspect into education. It supports the performance of the goals and aims of education. It is the most useful educative tool to teach students.

“The teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence,” by: Lois White, RN PhD.

Teaching can be defined as the direction of learning process into education because through it students are able to learn something. In fact, teaching does not provide knowledge or any skills to students; teaching is the process which gives chances for students in order to produce relatively permanent change in their behavior.

Learning can be defined as the process into education which has as goal the relatively permanent change in students' behavior through their experiences. Everybody is able to learn something for acquiring a competitive advantage.

Knowledge is learned in different ways by each student, because the experiences and capabilities of each individual have unique and proper characteristics. Learning does not end in the infinitive mental process, because also it includes the acquisition of skills, habits and cleverness, and attitudes and values that go with the process.

Formal educational learning is related to the programmatic content of the curriculum, and social learning the set of norms, rules, values and forms of relationships between individuals in a group. Learning in these areas can be separated only for purposes of study, as they are mixed continuously in everyday life.

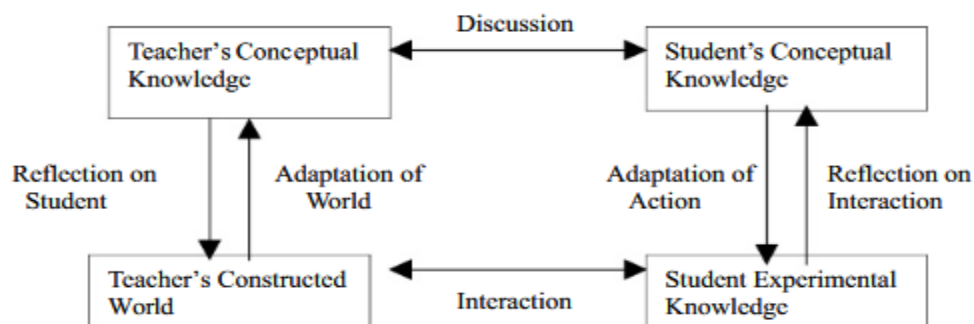
The learning that can enrich a person is one that establishes a relationship between the new knowledge which will be learned and prior students' knowledge. When this condition is met, students will find meaning what they are studying. After that, they

understand it, and finally they can achieve a meaningful learning. This knowledge must have a logical organization for understanding it. On the other hand, students must have backgrounds elements that allow them to learn. In addition, students must be able to apply what they are learning when circumstances require it, thus, learning must be functional.

Meaningful learning is achieved through activities that students can make, and also those activities must give them some satisfaction when they are done, but mostly, they have to relate what are they learning and their own experience, so that they are able to integrate learning experiences.

The learning which involves significant knowledge requires the students' participation. He or she must perform the mapping of their previous experiences and new knowledge, for incorporating them into their mental structures, habits, skills, attitudes and values, and therefore they must have reasons to do.

When the learned knowledge is related to the students' interests and needs, these are going to establish the relationship between their prior experiences and new knowledge, and finally the learning process will be completed properly.



According to Diana Laurillard (Laurillard, 1993; Laurillard, 1994) in the figure above, there are four principal aspects into the teaching – learning process:

- a) Discussion: Teachers and students have to exchange their opinions and comments between each other for clarifying some students' doubts. Students are active participants in the teaching – learning process and teachers are facilitator of knowledge.
- b) Interaction: Students have to interact between each other for sharing their experiences, and also they have to participate in some aspect of the world defined by the teacher during their teaching - learning process.
- c) Adaptation: Once students learn something new, they have to add it into their brains for modifying their previous behavior. It means, rethink their knowledge.
- d) Reflection: Reflection: the main goal of teaching - learning process is determining how much students have learned. It mean, how timely and appropriate was the new knowledge acquired by students and how it helped to change their behavior.

3.3. Teaching – Learning Process Of English As A Foreign Language

“The teacher should not teach everything he knows, but what the student can assimilate.” by Comenius

Every student is different and unique. The main objective of foreign language teachers is forming students who will be capable of using the language which they

learned. Teachers are a main pillar in our society when forming people. Being specialist in English teaching does not mean that teachers can forget other aspects related to learners (values, customs and traditions). Teachers must work those aspects to achieve a complete formation of their students.

When persons learn English as a foreign language, teachers have to bear in mind that the first ones really want to be able to communicate with others in that language. Therefore, teachers can not only focus on vocabulary or grammar rules because students will find no motivation in them.

It is a real challenge to motivate and involve all the students in the teaching - learning process. For this purpose and in order to attract them, teachers will work on common interesting activities which will have adequate and enjoyable topics.

Teachers have to select the best activities and they have to prepare themselves in advance, it means, planning their classes. The improvisation is unacceptable because, it can affect to the teaching – learning process. Students enjoy activities which carry out something entertaining and interesting. Topics such as: music, love, and theater are fascinating to them. Teachers have to prepare topics according the students' age, range of knowledge, and necessity.

Something that students have to learn is criticizing facts or events which affect them and also their society in directly or indirectly way. They have to have autonomy and independence for making mature decisions with responsibility. Consequently, they are able to express their ideas, thoughts or feeling in a foreign language.

These and other interesting topics can suggest an excuse to motivate students and create a great interesting teaching - learning process. They are ideal to put into practice all the language skills.

3.3.1. Principles Included into English as a Foreign Language Methodology

There are many principles included in the methodology which will be applied in the teaching – learning process of English as a foreign language:

- The students' knowledge about the topic: it is essential for teachers find out what their students know in order to select the contents that are going to be worked and prepare the different type of activities. A previous discussion on the topic will be made in order to test it.
- Level of development: teachers must know their students' cognitive competence in order to assure the best way of driving the teaching - learning process.
- Motivating situations: the activities use that include games will be used in order to motivate students into teaching - learning process, especially those ones who are passive in class and do not work.
- Appropriate level: cognitive, psychomotor, linguistic, moral and social aspects must be taken into account when teachers are selecting and preparing activities. These must be adapted to each student's level.
- Daily life experiences: the activities that teachers do into classes must be related to daily life situations in order to achieve meaningful learning which

will lead to the creation of links between the new knowledge that students learn and those which already exist in their cognitive structure.

- Motivation: it will be the main issue of the whole teaching - learning process. An adequate atmosphere of affection and confidence in which students feel secure and comfortable will help the process to carry out it in a satisfactory way.
- Classroom organization: there is not a standard organization of the classroom which can be considered ideal. The most appropriate organization depends on group characteristics. Anyway, the following aspects can be taken into account:
 - It should help both, group and individual work.
 - It should include a common area such as “corners” in which group activities can be carried out.

Teachers cannot forget the classroom organization can change if it is necessary.

- Time organization: drastic segmentations within the planned units must be avoided. Teachers must not forget to keep a correct balance between the amounts of time that students spend working and the rest of time. A specific strategy will be to write on the board the planning with all the activities of that day, once teacher do it, they must underline the most important ones and crossing out when they are completed.
- Materials organization: teachers should provide many opportunities to students' manipulation of the didactic resources for achieving new learning. Students will be free to choose the materials they want to use when working at home.

Teachers will pay attention to detect as soon as possible any difficulties that may arise in the classroom in order to help these students through the use of appropriate activities or some grade of attention if it is necessary.

3.3.2. Techniques apply in classes

According to the use of different techniques among the class, teachers will apply the following ones:

- Active learning: it involves learning in collaboration with others. Learning within a community of learners enables the students to construct their own knowledge, to explore issues from multiple perspectives, and then to review and reflect on their discussions with peers. In other words, the way in what students acquires knowledge affects the degree which knowledge becomes useful or not useful to them.
- Discussion: It will be one of the most important strategies. Through students' discussion, they learn to analyze, synthesize, and evaluate information by asking questions. Discussion can contribute to the development of a range of attitudes and skills that need to be learned by students. These include:
 - Co-operative skills such as: asking questions, and actively and positively listening.
 - Recognizing the value of different points of views and dealing with conflicts opinion in a non-personal way.

Students need to feel what they can speak in their minds. Hence, teachers need to create a functional atmosphere that will help students to give their opinions even though it can be different from others.

Finally, teachers evaluate the teaching - learning process through a set of stages organized in a progressive order. These stages are related to a standard-criterion that helps them not only to verify the results that students get.

The results obtained from the evaluation must be reliable and have a practical purpose. The assessment should help students and it is focused on their improvement. Some aspects that must be evaluated by teachers during the teaching process are the following:

- The assimilation of different types of contents.
- The acquisition of the learning skills.
- The teaching-learning process and the methodology used.
- The participation of the student in class discussions and assemblies.
- The cooperation with classmates and their behavior in class.

There are three stages in the evaluation process:

- Initial assessment: in this first stage teachers can discover students' attitude towards the subject that is going to be taught. Thus, teachers will know the learners' skills, the nature of their interests, their level of knowledge and their motivation, too.
- Continuous assessment: it evaluates the progress and difficulties of the learning process throughout the entire teaching - learning process. Teachers must attempt to resolve by all means any problems that may occur during the process at the moment they detect them.
- Summative assessment: this stage gives teachers the results of the teaching - learning process. The activities that have been carried out during the process will provide them a great amount of information as they reflect if students have acquired the basic of contents taught.

The researcher realizes that the acquired knowledge through learned experiences is very useful to establish a strong basis on which teachers take an advantage for modifying their behavior and to acquire a competitive advantage in any field of education.

3.4. English Listening Skill

Listening is a behavior developed before the birth of the infant. There is huge evidence which show us how babies into the belly hear what their mothers say during the gestation period. In addition, they are able to recognizing their mothers' voice tone. Consequently, the listening skill is a process which takes place from the gestation period and it continues to develop in the later stages of this phenomenon.

The early years are crucial for the development of listening skill. If the infant is properly motivated and interact with positive reinforcement, will ensure the proper development of that skill, giving him or her a communicative skill that will help to get a correct self-assurance within a social group.

By the time, the child comes to school; the style of processing oral messages has become automatic because he or she is able to interact with his or her environment. Although, apparently it is easier than the act of speaking; listening may be more complex in that. For instance, a message must be processed for being understood, hence, there is an experiential base. As compared with reading, listening requires processing of both visual and aural signals within a given time and space frame.

Listening is considered like a one of the most important part of the oral communication. The term is used in order to make oral effective communication. The individual poor listening skill may affect him or her very badly specially in an organization where the maximum number of time a person spent time in communication therefore it is very much important if will talk from organizational

prospective because an effective and active listening by an individual plays a very important role in contributing towards the personal success.

On the other hand, many people guess that hearing is the same than listening. This is a wrong concept. Hearing is the ability to perceive sound by detecting vibrations through the ear. Humans have a fairly narrow range of hearing compared to other species – frequencies that we are capable of hearing are between 20 Hertz (a unit of frequency equal to one cycle per second – abbreviation Hz) and 20,000 Hz, this is known as the audio, or sonic, range. As result, the researcher says, Listening is the interpreting and understanding act of the sound that they heard.

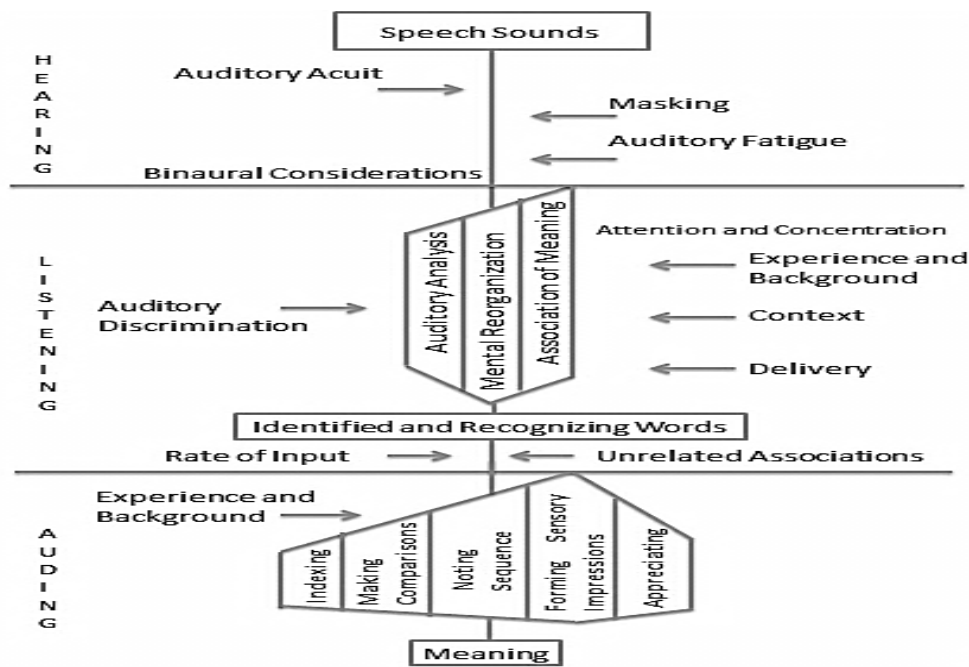
HEARING	LISTENING
<ul style="list-style-type: none"> • Perceiving words and sounds • Making sense of sounds 	<ul style="list-style-type: none"> • Perceiving and understanding the words. • Noticing tone of voice, inflexion, and volume. • Noticing mood of the speaker. • Keeping mind clear of distractions. • Noticing nonverbal cues, including body language, facial expressions, distance between people.
<ul style="list-style-type: none"> • Perception (and sorting out) of sounds and voices 	<ul style="list-style-type: none"> • Applied cognition (Perceiving, paying attention, reasoning and remembering messages)
<ul style="list-style-type: none"> • "I hear it" 	<ul style="list-style-type: none"> • "I get it"

Some researchers have analyzed the components of listening behavior. The Nichols and Spearritt's factorial studies offered the first evidence that listening involved a distinct mode of processing. As a consequence, theorists have offered a variety of models which help us to understand how listening skill is developed. The early models suggest a sequence from the sensory stimulation of hearing to the final product of understanding. Recently parallel models offer other view of listening act as a simultaneous top-down and bottom-up processing activity. It means, if mothers stimulate correctly to their babies, the last ones will be able to develop this skill.

Therefore, listening skill develops with age and each stage is crucial to new listeners. Also, listening skill can be taught from early stages. Listening is the primary communication skill for the classroom and life, too. And finally, listening skill is correlated with thinking and language skills; in this sense, it is also related to reading skill.

Above all, humans experiment the hearing like involuntary reflex, however, the hearing process drives to the listening process which take place as a voluntary wish of the humans' brain. In fact, humans do a third and last step in this process; the auding process which is the process of hearing, recognizing, and interpreting spoken language. As a consequence, hearing, listening, and auding work together for getting the final result: the fully understanding of spoken language in any level, from children to adults if them are motivated in the correct way.

According to, Stanford E. Taylor, Listening, Washington, D. C., National Education Association, April 1964



Listening skill is developed in three stages, as known. Firstly, hearing which involves everybody because all living conscious beings have the hearing sense and, they are able to recognize frequencies of audio in all range. Secondly, listening which carries out in its process some conscious understanding, it means; only humans are able to listen others. And finally, auding which carries out in its process understanding and making some neuronal complex work.

Listening is important to the teaching-learning process and should include effective communication between teachers and students, as well as, among students. Effective listening is also an essential skill that enables the educator to effectively resolve conflicts both with parents and between students. In addition, teachers may serve as role models for students by demonstrating good listening habits as a method to teach listening. Students that learn to listen effectively are more likely to have a successful educational experience and become effective communicators in their future relationships and careers.

Additionally, educators frequently have the opportunity to interact with parents, and during those interactions, it is essential to establish effective communication between both of them. The effective use of listening may lead to the development of a mutual understanding between the parents, teachers, and administrators, ultimately benefiting the students. However, the acquisition of communication skills is not easy. Communication is defined as the transference of a message from sender to receiver. Understanding the meaning of the message is achieved through both verbal and nonverbal ways.

The mental picture of second language in listening instruction is changing. At one time, listening was assumed to be a passive activity, meriting little classroom attention. Nowadays, listening is recognized as an active process, critical to second language acquisition and deserving of systematic development as a skill in its own right.

3.5. How to Teach the English Listening Skill

“We have two ears and one mouth so, that we can listen twice as much as we speak.”
by Epictetus

Listening is a complex linguistics skill in all languages. It tries to identify and understand what others are saying or try to say; this cognitive process involves understanding the speaker's accent, voice tone or pronunciation, his or her grammatical construction and lexis, and understanding his or her meaning. An able

listener is capable of doing these four activities simultaneously because humans' in any stage of growing are intelligent ones. As result, people have to listen to very careful before issuing their speech.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a foreign language requires even greater focus.

People learn this skill by listening to others who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as people can.

Listening, together with speaking, reading and writing is one of the four skills in language learning. As a means of communication, listening plays an important role in people's lives because all the info which is around them is catching sometimes by their ears. People have hear lots of sounds and listen to many utterances in their everyday life, too; conversations will take place only when people can understand what their interlocutor tries to say; although input (listening skill and reading skill) alone is not sufficient for acquisition of language, however input is absolutely necessary for foreign language learning.

The ability to understand and participate in speech communication is one of recent concerns in foreign language education in all its levels that has generated a stronger focus on listening in the educative environment.

3.5.1. Factors influencing listening comprehension

Listening comprehension, a complicated decoding process, involves a number of basic process, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature.

From the point of view of listening linguistic competence, listening is a complex process in which the listener interacts with a speaker to construct meaning, when the context of their experiences and knowledge. In order to decode message input exactly and accurately, the listeners must have storage of certain amount of codes.

3.5.1.1.Intelligence

It is a mental capability that, among other things, involves the ability to reason, plan, and figure out problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It reflects a broader and deeper capability for comprehending our surroundings.

3.5.1.2.Recognition of correct English usage

The English language has a wide variety of words, depending on the situation; people use them to maintain communication at different levels. Colloquial language known as slang does the language something informal. On the other

hand, technical language makes that language becomes a bit difficult to understand. The midpoint between these forms of communication is the academic language, although, it is developed and acquired in educational institutions.

3.5.1.3.Size of the listener's vocabulary

The English language has a wide range of words, so, it is vital that the listener has a vocabulary that goes beyond the basic level. If the listener has an intermediate or higher level, he or she can be able to understand conversation smoothly. It is said that a person should know at least 500 word families to maintain and understand a conversation without incident.

3.5.1.4.Ability to make inferences

The listener is not able to understand what the speaker has to say in a whole new language for acquiring, therefore, the listener must infer some meanings, especially in complex grammatical structures. For the listener, possessing a wide range of words, this will become an easy task. However, for the effective realization of this task, the listener requires a lot of perseverance and practice.

3.5.1.5.Ability to structuralize a speech

Listening skill is not completely isolated from speaking skill; therefore, if a person is able to listen properly, he or she would not have any problem to talk in

the same way. Consequently, recent researches show that people, who have a deficiency in the listening skill, have had some degree of flaw in that area during the early stages of life.

3.5.1.6. Reading comprehension

As already know, listening skill is related to speaking skill. Listening skill is related with the writing skill, too. The process in which writing takes place indirectly involves the listening skill. The writing process is done in two basic ways: first, through the sense of sight in which the person looks graphemes and he or she transcribe them onto a sheet of paper, and the second, through the sense of hearing, it is mean taking dictation, and subsequently transcribed onto a sheet of paper. Consequently, writing becomes a correlated ability to audition.

3.5.1.7. Listening for main ideas as opposed to specific facts

One of the huge problems faced by people who try to understand a new language through the sense of hearing is: they capture only phrases or words. Consequently, they are not able to understand one hundred percent a dialogue, which leads them to make erroneous ideas. For this reason, should be put emphasis on the main ideas, even, in the secondary ideas, too. Both of them will help the listener to fully understand a dialogue.

3.5.1.8. Audibility of the speaker

The process in which develops the listening skill depends widely on the speaker's ability to utter the words, modulate the pitch of your voice and change the timbre of his voice depending on the circumstances in which it is. Besides to, other processes of the speech, such as: assimilation, the speaker's dialect, among others.

First of all, students have to learn to hear different kind of sounds; they will be an essential part in the listening skill, a suddenly change of speaker's tone voice, or his or her modulation in the speech, maybe affect the listening skill process. Once, students are able to recognize a wide variety of sounds they can pass to the next step. Listening as a second process in the listening skill involves sounds which will have logical sense, it mean, a word or a group of words which are producing by humans and are listening by humans' ears, too. And finally, as the last process in the listening skill, auding is going to be an essential part of humans' reasoning because this process involves a complex logical neural analysis.

The teaching-learning process of any language involves speaking and listening as way to get a communicative competence. Teachers have to drive this process properly because the absence of an ideal model to follow will give as a result a misunderstanding which will affect the students' foreign language learning and therefore they will not learn the language in the correct way.

The different types of listening that students have to engage in a day-to-day conversation could be gathered as follows:

TYPE	DESCRIPTION
Listening for gist	This type refers to the occasions when students want to know the general idea of what is being said.
Listening for specific information	This type refers to the occasions when students do not need to understand everything, but only a very specific part.
Listening in detail	This type refers to the listening that students do when they need to find errors or determine differences between one passage and another.
Inferential listening	This type refers to the listening that students do when wish to know how the speaker feels.

Listening and reading both involve the decoding of messages, but there are significant differences between the two. Firstly, reading takes place over space - pages, signs, the backs of envelopes - whereas listening takes place over time. Most oral data is not recorded and has no permanent record. It is based on spontaneous performance, an invisible ink that usually disappears from the memory within seconds.

Because listening takes place over time, the gaps between words that exist in writing do not exist in speech, so the listener imagines them into being. This segmentation of words from the flow of speech is often problematic for listeners and occasionally amusing.

Listening involves getting to grips with features of pronunciation such as elision which is the omission of one or more sounds in a word or phrase; and assimilation which is a linguistic process by which a sound becomes similar to an adjacent sound.

Listening is considered a difficult skill. The characteristics of the message are huge factor that involves irregular spelling system of English which include unknown words, lexical density, and complex grammatical structures; and non-linguistic characteristics, too. In addition, the characteristics of the delivery, the mode of delivery is a vital factor, it is helpful to distinguish between reciprocal (interaction between two or more people) and nonreciprocal (the listener has no opportunity to contribute to the dialogue) listening. Indeed, the characteristics of the listener are the main reason of these difficulties, as any teacher can testify; some students get sidetracked easily and simply lack the ability to sustain concentration.

Other students have problems motivating themselves to listen; these are often long-term issues. And finally, the characteristics of the environment which may affect listening performance; they include the background noise, temperature of the room or defective equipment which affects the clarity of a recording.

There are two models to describe the listening process and this is one of the many reasons because it is difficult. These are the bottom-up model and the top-down model. The bottom-up model emphasizes the decoding of the smallest units - phonemes and syllables - to lead us towards meaning. The approach is based on discrete units of language in the text. The top-down model emphasizes the use of background knowledge to predict content. This may refer to world knowledge, knowledge of the speaker or context, or even analogy.

Recent research, however, suggests that it is often top-down approaches that cause mistakes in listening tasks that are developed by students, the typical trouble is that they know the topic, hear some familiar vocabulary and make wild guesses about the content.

English is the international language of business, science and technology. All over the world, conferences serving almost any modern field of inquiry often take place in English. This also means that as an academic requirement in a number of fields, the ability to comprehend spoken English becomes mandatory.

The audio – lingualism as methodology to teach foreign languages was based on a premise from psychology called behaviorism, in which students respond to a prompt in order to gain a reward. Whole generations have studied English by sitting at a console in a language laboratory, endlessly repeating. The researcher thinks students could learn English language through habit-education.

Days of audio – lingualism were numbered, to be replaced by more humanistic methods. English is acquired when students are able to understand messages (comprehensible input). They have to simulate children in their silent period; once they are able to speak, they are going to do it. This new view of language learning was called natural approach, which places listening at its center, with teachers speaking to their students.

A new methodology appear to substitute for the natural approach by total physical response, in which learning the mother tongue and learning a foreign language are similar processes and consequently, listening comes before speaking.

Does not matter what methodology or approach teachers use to drive the English teaching - learning process. Listening English language in context reminds to students that appropriately - the right words are for the right social context, and registering the degree of formality is a vital factor in the communicative competence. Language use occurs in authentic contexts, which involve human relationships, and different situations that may require formulaic language in order to proceed smoothly. Listening reinforces the importance of context.

3.6. How to Teach English with Information and Communication Technologies (ICTs)

One of the many challenges which are facing developing countries today is preparing its societies and governments for globalization, the information and communication revolution. Policy-makers, business executives, NGO activists, academics, and ordinary citizens are increasingly concerned with the need to make their societies competitive in the emergent information economy.

For developing countries ICTs have the potential for increasing access and improving the relevance and quality of education.

“[ICTs] greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by

many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago.”

According to United Nations Educational, Scientific and Cultural Organization; Information and Communication Technology in Education; A curriculum for schools and programme of teacher development; Division of Higher Education © UNESCO 2012.

However, the reality about the Digital Divide which is the gap between those who have access to and control of technology and those who do not, means that the introduction and integration of ICTs at different levels and in various education types will be a most challenging undertaking. Failure to meet the challenge would mean a further widening of the knowledge gap and the deepening of existing economic and social inequalities.

Given the wide disparities in access to ICTs between rich and poor countries, and between different groups within countries, there are serious concerns that the use of ICTs in education will widen existing divisions drawn along economic, social, cultural, geographic, and gender lines.

There has been debate over the use of computers and the Internet in Foreign Language Teaching over the past few years. The techniques offered the activities and the application degrees in the language teaching syllabus have undergone a number of serious changes alongside the evolution of technology. The computer itself has evolved from the status of “tutor” to the one of “tool”.

The computer as a tool stage refers the computers usage as vehicles for delivering instructional materials to learners. The computer development – based activities developed learner – computer and learner – learner interaction, engaging the learners in a wide range of communicative tasks. This was the moment computers assumed the role of stimuli in language learning. “The computer as a tool stage” refers to using computers as tools for understanding and using language through spelling and grammar checkers, desktop editing programs. All these steps belong to CALL (Computer assisted language learning).

The methodology about language learning has developed a new way of using ICT in teaching, the Hypermedia. Hypermedia provides the language teacher and the language learner with multimedia resources, such as texts, graphics, sound, animation, video linked together. It also has a number of advantages omitted by CALL. It offers an authentic learning environment, it combines listening with seeing. Skills can easily be integrated in the teaching - learning process; reading, writing, speaking, listening can be combined in task- based learning.

It is also better for learners to use Hypermedia in classes. They have greater control over their learning because they can go at their own pace, they can do some activities on their own, can skip some parts of the text or revise the ones they find difficult. Another major advantage of hypermedia usage is that the learner can focus on the content and access different links with grammar explanations, exercises, vocabulary, pronunciation, etc.

But, above all, hypermedia brings variety to class. Students get used it to learn foreign language in a new and pleasant way, not just by interacting with the teacher and reading from the book.

The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study.

The internet also offers a wide variety of reference materials like online dictionaries, encyclopedias and search mechanisms very helpful for developing students' individual work. They can find, by themselves, the missing information, the meaning about new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment.

We have pointed out the advantages of using ICT in the classroom. But, we also want to state that they cannot replace traditional teaching methods. Textbooks and any other printed materials are very necessary in the teaching - learning process. But ICT lessons can alternate traditional classes, or traditional activities can be improved by using the computer or internet.

ICTs-supported education can promote the acquisition of knowledge and skills that will empower students for lifelong learning.

3.6.1. New ways about teaching and learning

3.6.1.1.Active learning

ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner's life situation.

3.6.1.2.Collaborative learning

ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. Apart from modeling real-world interactions, ICT-supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners' teaming and communicative skills as well as their global awareness.

3.6.1.3.Creative learning

ICT-supported learning promotes the manipulation of existing information and creation of real-world products rather than the regurgitation of received information.

3.6.1.4.Integrative learning

ICT-enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.

3.6.1.5.Evaluative learning

ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

ASPECT	TRADITIONAL PEDAGOGY	EMERGING PEDAGOGY
ACTIVE	<ul style="list-style-type: none">• Activities prescribed by teacher• Whole class instruction• Little variation in activities• Place determined by the program	<ul style="list-style-type: none">• Activities determined by learners• Small groups• Many different activities• Pace determined by learners

COLLABORATIVE	<ul style="list-style-type: none"> • Individual • Homogenous groups • Everyone for himself or herself 	<ul style="list-style-type: none"> • Working in teams • Heterogeneous groups • Supporting each other
CREATIVE	<ul style="list-style-type: none"> • Reproductive learning • Apply known solutions to problems 	<ul style="list-style-type: none"> • Productive learning • Find new solutions to problems
INTEGRATIVE	<ul style="list-style-type: none"> • No link between theory and practice • Separate subjects • Discipline-based • Individual teachers 	<ul style="list-style-type: none"> • Integrating theory and practice • Relations between subjects • Thematic • Teams of teachers
EVALUATIVE	<ul style="list-style-type: none"> • Teacher-directed • Summative 	<ul style="list-style-type: none"> • Student-directed • Diagnostic

The ICTs educational effectiveness depends on how they are used and for what purpose. And like any other educational tool or mode of educational delivery, ICTs do not work for everyone, everywhere in the same way.

3.7. Listening Skill into Laboratories

No many years ago, language laboratories have become an essential part in language education; many language laboratories have been installed in institutions in which

foreign languages are taught. The educational actors' enthusiasm by language laboratories has diminished since the limitations of teaching-learning process in the language laboratories have been found.

The use of audio-lingual method as way for teaching languages and the development of technical equipment have become to laboratories in a useful tool for conducting the teaching-learning process. Hence, teaching in the laboratories was thought to require less effort from teachers, this mistaken image of the teachers' role in the laboratories is still unfortunately shared by all too many practitioners. In fact, teaching in the laboratory requires a lot more work from teachers.

Accordingly, language teaching specialists started to look for better techniques for driving teaching-learning process in a language laboratory. There were numerous experiments performed in Britain and the United States which indicated that teaching in the classroom was not enough.

The real values of the language laboratories do not lie in the type of equipment they have, instead in the way that teachers and students make use of them. English laboratories are useful for driving the teaching-learning process in students who study English as a foreign language because students can improve their language skills there.

However, students are bored when they do repetitive activities at English laboratory. Consequently, teachers should make an active atmosphere through interactive listening which means the interaction between teachers and students; as result, they feel as if they do the real life listening. It is going to help students to improve their

language skills which are: writing, reading, speaking and listening, indeed their pronunciation and vocabulary which are language components.

Ecuador like a non-English speaking country, English laboratories have an essential role in English language teaching – learning process. English laboratories are almost often used for conducting teaching – learning activities.

As known, English is a complex language and fresh students are learning it each day, they must get the correct model of pronunciation which is ideally given by English native speakers. Nevertheless, it happens that English teachers do not realize that they give incorrect intonation, stresses or pronunciation because they are not native speakers. Teachers' mother tongue is not English, so they make errors in their pronunciation. This huge problem can be figure out through the use of the orthophonic devices which are authentic recorded materials, spoken by different native speakers. Consequently, students can listen to the near – ideal pronunciation of native speakers and the different dialects they have. In addition, students will be able to listen to real life listening.

Once, English laboratories have the proper equipment, teachers are able to help their students to increase their command of their second language. Moreover, students can improve their language performance with adequate listening tasks. In fact, listening skill is a fundamental part of English laboratory work.

Admittedly, English language laboratories are focused in listening skill; nonetheless, it cannot be denied that development of effective listening is relating with the other

language skills. Therefore, teachers have to be able to decide what communicative listening tasks will be given to students.

Grammar competence is the first component of communicative competence related to the listening skill which reflects the knowledge of the linguistic code itself. It includes vocabulary and rules about word formation, sentence formation and spelling formation.

Strategic competence is the second component of communicative competence related to listening skill which refers to the mastery of the communication strategies that may be called into action either to enhance the effectiveness of communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of communicative competence.

Sociolinguistic competence is the other communicative competence related to listening skill that involves knowing what is expected socially and culturally by users of the target language.

Besides the communicative competence above, students should have discourse competence in order to grasp the speaker's idea correctly. Discourse competence deals with the ability to communicate above sentence level.

3.8. Orthophonic Devices

Sound recording and reproduction is an electrical or mechanical inscription and re-creation of sound waves, such as spoken voice, singing, instrumental music, or sound effects. The two main sound classes recording technology are analog recording and digital recording. Acoustic analog recording is achieved by a small microphone diaphragm that can detect changes in atmospheric pressure (acoustic sound waves) and record them as a graphic representation of the sound waves on a medium such as a phonograph.

On the other hand, in magnetic tape recording, the sound waves vibrate the microphone diaphragm and are converted into a varying electric current, which is then converted to a varying magnetic field by an electromagnet, which makes a representation of the sound as magnetized areas on a plastic tape with a magnetic coating on it. Analog sound reproduction is the reverse process, with a bigger loudspeaker diaphragm causing changes to atmospheric pressure to form acoustic sound waves.

Digital recording and reproduction converts the analog sound signal picked up by the microphone to a digital form by a process of digitization, allowing it to be stored and transmitted by a wider media variety. Digital recordings are considered higher quality than analog recordings not necessarily because they have higher fidelity, because the digital format can prevent much loss of quality found in analog recording due to noise and electromagnetic interference in playback, and mechanical deterioration or damage to the storage medium.

3.8.1. History of Orthophonic Devices

Long before sound was being recorded, music was being recorded, first by means of written notation, then also in forms that made it possible for the music to be played automatically by a mechanical device.

3.8.1.1. Phonautograph

The first device that could record actual sounds as they passed through the air was the phonautograph, patented in 1857 by Parisian inventor Édouard-Léon Scott de Martinville. The earliest known recordings of the human voice are phonautograph recordings, called "phonautograms", made in 1857. They consist of paper sheets with sound-wave-modulated white lines created by a vibrating stylus that cut through a coating of soot as the paper was passed under it.

3.8.1.2. Phonograph

The phonograph, record player, or gramophone is a device introduced in 1877 by Thomas Edison that has had continued common use for reproducing sound recordings; although when first developed, the phonograph was used to both record and reproduce sounds. The recordings played on such a device generally consist of wavy lines that are scratched, engraved, or grooved onto a rotating cylinder or disc. As the cylinder or disc rotates, a stylus or needle traces the wavy lines and vibrates to reproduce the recorded sound waves.

3.8.1.3. Electrical recording

A microphone was used to convert the sound into an electrical signal that was amplified and used to actuate the recording stylus. This innovation eliminated the "horn sound" resonances characteristic of the acoustical process, produced clearer and more full-bodied recordings by greatly extending the useful range of audio frequencies, and allowed previously un – recordable distant and feeble sounds to be captured.

3.8.1.4. Magnetic tape

Paper-based tape was first used but was soon superseded by polyester and acetate backing due to dust drop and hiss. Acetate was more brittle than polyester and snapped easily. This technology was invented by German audio engineers in the 1930s, who also discovered the technique of AC biasing, which dramatically improved the frequency response about tape recordings.

Magnetic tape brought about sweeping changes in both radio and the recording industry. Sound could be recorded, erased and re-recorded on the same tape many times, sounds could be duplicated from tape to tape with only minor loss of quality, and recordings could now be very precisely edited by physically cutting the tape and rejoining it.

3.8.1.5.Stereo and High fidelity

In 1931 Alan Blumlein, a British electronics engineer working for EMI, designed a way to make the sound of an actor in a film follow their movement across the screen. In December 1931 he submitted a patent including the idea, and in 1933 this became UK patent number 394,325. Over the next two years, Blumlein developed stereo microphones and a stereo disc-cutting head, and recorded a number of short films with stereo soundtracks.

Magnetic tape enabled the development of the first practical commercial sound systems that could record and reproduce high-fidelity stereophonic sound.

3.8.1.6.Digital recording

The invention of digital sound recording and later the compact disc in 1982 brought significant improvements in the durability about consumer recordings. The CD initiated another massive change wave in the consumer music industry, with vinyl records effectively relegated to a small niche market by the mid-1990s. However, the introduction of digital systems was initially fiercely resisted by the record industry which feared wholesale piracy on a medium which was able to produce perfect copies of original released recordings.

The most recent and revolutionary developments have been in digital recording, with the development of various uncompressed and compressed digital audio file formats, processors capable and fast enough to convert the digital data to sound in

real time, and inexpensive mass storage. This generated a new portable digital audio player type. The minidisc player, using ATRAC compression on small, cheap, re-writeable discs was introduced in the 1990s but became obsolescent as solid-state non-volatile flash memory dropped in price.

As technologies which increase the amount of data that can be stored on a single medium, such as Super Audio CD, DVD-A, Blu-ray Disc and HD DVD become available, longer programs in higher quality fit onto a single disc. Sound files are readily downloaded from the Internet and other sources, and copied onto computers and digital audio players. Digital audio technology is used in all areas of audio. New applications such as internet radio and podcasting have appeared.

Technological developments in recording and editing have transformed the record, movie and television industries in recent decades. Audio editing became practicable with the invention of magnetic tape recording, but digital audio and cheap mass storage allows computers to edit audio files quickly, easily, and cheaply.

3.8.2. Advantages and Disadvantages of Using Orthophonic Devices

3.8.2.1. Advantages

- Students can improve their listening skill through the use of orthophonic devices because they are facing a real speech of a native English speaker.

Once, students listen to a correct pronunciation, articulation and modulation, and voice tone; as a result they will be able to recognize the wide variety of factors in speech and finally, they will have mastery in listening skill.

- Students will interact with a real English recording material and then, they will have the opportunity to extend their hearing range. Accordingly, they will include besides teacher's voice other one.
- The orthophonic devices are safe ways of storing information. Hence, even non-native English teachers are able to record their voice in them.

3.8.2.2. Disadvantages

- Orthophonic devices are so expensive, because they have to approve a process for commercializing. In addition, just English professors are able to record a good material. On the other hand, when people record their voice; these recording materials have to pass a mastering process.
- At the beginning, students are not able to understand the recording material because these are recorded in other language. Their ears are not customary to the speech.
- There is not a standard process for introducing the orthophonic devices during the language teaching – learning process. So, teachers have to decide the best moment for doing.

3.9. Incidence of Using Orthophonic Devices

Incidence is a measure of the risk about developing some new condition within a specified period.

Some investigations show that students can learn a foreign language with orthophonic devices because they are a useful tool to facilitate the teaching – learning language skills process. For instance, the speaking skill as a perceptive language skill and thus listening skill are improving at the same process. Teachers can use orthophonic devices anywhere. It is not a requirement stay into a classroom because ICT permits that students learn in others environments.

In addition, these recording materials are useful resources for facilitating the teaching - learning process especially in the languages area, because they become an interesting didactic resource into the classroom, in particular during the listening skill process. Teachers have to know how to use them in the classroom. A bad use of orthophonic devices can affect the listening skill learning process, because teachers can confuse their students with tapes recorded.

Orthophonic devices are practical resources, especially when teachers are non-native English speakers. No matter the kind of English recording material that teachers use in their classes because, the students have to recognize a wide variety of it. Students' ears need a huge training until they will accustom to the new speech, which they are learning. The main factor that permits the development of the listening skill is

achieving this object. When students are accustomed to the speech, they will be able to understand the spoken language.

Orthophonic devices use depends on the kind of students that teachers have into the classroom. Teachers need to know the real needs and the level of their students, a mistake in choosing the type of material to be used during class, will complicate the students' teaching – learning process.

Each time, students listen to a recording material their hearing range is extended because; an internal neuronal process in their brains permits the development of neuronal connections. On the other hand, the auding process assures the best understanding through a hard students' training.

Finally, the incidence rate is the number of new cases per population in a given time period. Therefore, this investigation in the third chapter will drive a real analysis of the incidence of using orthophonic devices in the teaching – learning process of English as a foreign language in the students of the English major at Technical University of Cotopaxi.

CHAPTER II

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. BRIEF HISTORICAL OUTLINE OF THE TECHNICAL UNIVERSITY OF COTOPAXI

In Cotopaxi, the yearned dream for getting a higher educative institution was achieved on January 24th, 1995. This effort was achieved by the active forces of the province, after countless procedures. Its background was the Technical University of North head-quarter.

The building of Teachers' National Union, subsidiary Cotopaxi was the first administrative office, then the building of Luis Fernando Ruiz High School took in the university students, after that Simón Rodríguez Agricultural Institute was the place where academic activities were developed and finally, the building which would be destined to be Social Rehabilitation Center, nowadays is the university home.

Nowadays, five hectares make up the university campus. In addition, eighty two hectares make up the Experimental, Research and Production Salache Center.

The Technical University of Cotopaxi is defined as an entity that defends the principle of self-determination of peoples and respect for gender equity. It declares itself anti-imperialist because it rejects the neoliberal globalizing action that favors free market which drives a proposal for a model based on private management.

In these seventeen years of institutional life, Technical University of Cotopaxi has achieved the enough maturity for becoming a referent of emancipation about struggle for the good from communities, especially the most isolated ones in order to address their needs. The new institutional challenge is taken on for the authorities of Technical University of Cotopaxi who manage it until catching the educative quality and excellence.

In addition, the English major helps to solve some social problem by forming professionals that contribute to the improvement of English teaching - learning process in any field of specialization. It is supported on scientific theories which focus in methods, techniques and appropriate strategies to facilitate the acquisition of new knowledge and practical communicative competence application.

Learning English as a foreign language is so important for developed societies in the XXI century, in response to a globalized world, which requires at least elementary knowledge of this language in different areas, such as: production, economy, scientific, technology, society and education.

4.2. SURVEY APPLIED TO STUDENTS.

1. Why English is an important language in our world?

The surveys show students' learning experience that is focused in English will permit them to learn it as a foreign language which it is so important because they think; it is a world-wide spoken language and has at least an English elementary knowledge will permit them to acquire a competitive advantage for getting a better job and entering into a communicative process between others outside the Ecuadorian border, too. In addition, students guess once they have mastery in the language, they will be able to do international business.

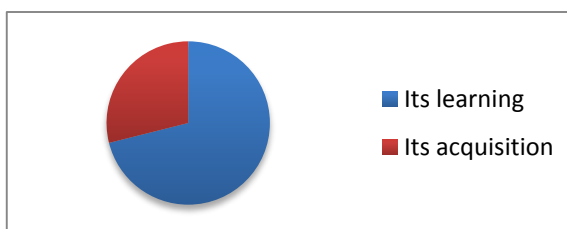
The researcher focus on the surveys considers that English as a foreign language is an important factor in the students' lives because their learning purpose is getting an English mastery which will permit them driving the teaching – learning process in a suitable way into the academic aspect. However, students believe, English language will help them in other fields, especially in business. Finally, the main students' purpose is speaking with others fluently.

2. What will be the result about teaching – learning process of English language during your student life, and why?

CHART No. 1

ENGLISH LANGUAGE		
VARIABLE	FREQUENCY	PERCENT
Its learning	59	71,08%
Its acquisition	24	28,92%
TOTAL	83	100,00%

GRAPH No. 1



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students guess once they finish their major at Technical University of Cotopaxi, they will have as the English teaching - learning process result its learning with a 71% because the institution just give them the basis knowledge of English. On the other hand, a group of students guess once they finish their major they will have as result the acquisition of English language with a 4% because they attend to classes and do extra - curricular activities.

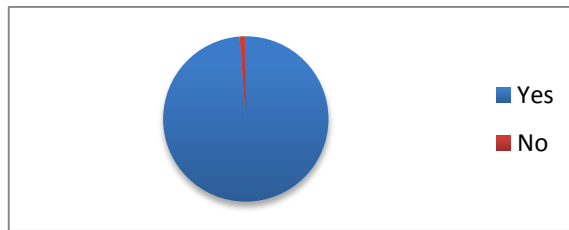
The researcher believes, the cognitive process by students learn a foreign language is so complex and deep, so they are obligated to satisfy their necessities knowing about elementary aspects of this speech, for this reason students must study so hard and do extra - curricular activities for improving their learning experiences and getting a better academic outcome.

3. Do you think the application of appropriate Listening skill strategies will allow a better development on it, and why?

CHART No. 2

LISTENING SKILL STRATEGIES		
VARIABLE	FREQUENCY	PERCENT
Yes	82	98,80%
No	1	1,20%
TOTAL	83	100,00%

GRAPH No. 2



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students think the application of appropriate strategies which drive the teaching - learning process focus on the listening skill will permit them learn in an easy way with 99%. However, one student guesses teachers' strategies are not important for driving the teaching – learning process with 1%.

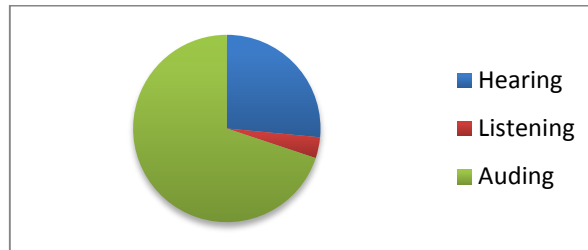
The researcher thinks; students are able to learn whatever subject when their teachers use adequate strategies which permit to students learn without maximum effort. Learning a determine language skill is always hard and complicated for students because they do not have a previous knowledge of it; listening skill is a forgotten skill since its biography is limited and all the intentions for improving are minors.

4. Which of the following stages do you consider is **NOT** a part of the listening process, and why?

CHART No. 3

STAGES OF LISTENING SKILL		
VARIABLE	FREQUENCY	PERCENT
Hearing	22	26,51%
Listening	3	3,61%
Auding	58	69,88%
TOTAL	83	100,00%

GRAPH No. 3



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students believe hearing whereby sound waves come to the humans' ears is not part of the listening stages with 26%. On the other hand, a minor group of students guess listening is not part of the listening stages with 4%. In addition, a third group thinks auding is not part of the listening stages with 70%.

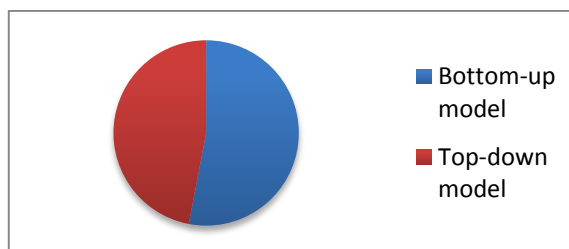
The researcher believes the lack of knowledge makes difficult the students' understanding because students only keep on their mind the teachers' words that are spoken in classes. As result, they confuse some terms, hearing as a listening stage allows a hazy modification in the hearing sense. Finally, auding means complex neuronal process which involves the student's language skill.

5. Which model does describe better the listening process according to your personal learning experience, and why?

CHART No. 4

LISTENING MODELS		
VARIABLE	FREQUENCY	PERCENT
Bottom-up model	44	53,01%
Top-down model	39	46,99%
TOTAL	83	100,00%

GRAPH No. 4



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students guess their listening learning experiences were driving by bottom-up model with 53%. On the other hand, other students believe their listening learning experience was driving by top-down model with 47%.

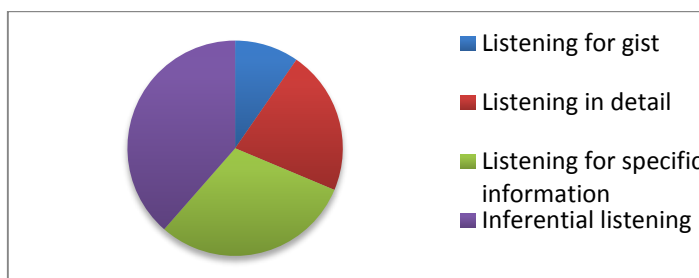
The researcher considers, the bottom-up model can be applied in intermediate educative centers and also technological centers because students learn elementary vocabulary which will be develop in their professional lives if the circumstances obligate them. Meanwhile, top-down model could be applied in superior educative centers like Technical University of Cotopaxi, especially those who study English major because the researcher assumes their previous knowledge is well and their hearing sense is suitable for developing it on next stages.

6. Which of the following listening types are the most difficult to engage by students, and why?

CHART No. 5

LISTENING TYPES		
VARIABLE	FREQUENCY	PERCENT
Listening for gist	8	9,64%
Listening in detail	18	21,69%
Listening for specific information	25	30,12%
Inferential listening	32	38,55%
TOTAL	83	100,00%

GRAPH No. 5



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students believe inferential listening is the most difficult listening type with 38%. However, other students guess listening for specific information is a hard with 30%. Meanwhile, listening in detail is almost a superficial listening with 22%. Finally, listening for gist is considered as the easiest listening type 10%.

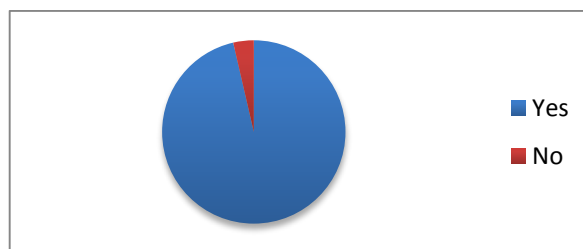
The researcher believes inferential listening is the most difficult listening type to get by students because it involves complex neuronal work and require total concentration. On the other hand, listening for specific information requires complex neuronal work without higher effort. Meanwhile, listening in detail does not require total attention since students only need to listen to a specific part. Finally, listening for gist is the easiest listening type because it is useful for simple listening activities and do not require total attention.

7. Is it much better to learn English through Information and Communication Technologies (ICTs) and why?

CHART No. 6

INFORMATION AND COMMUNICATION TECHNOLOGIES		
VARIABLE	FREQUENCY	PERCENT
Yes	80	96,39%
No	3	3,61%
TOTAL	83	100,00%

GRAPH No. 6



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, the application of ICTs will help to drive the teaching - learning process of English and for this reason, students guess it is much better learn English language when teacher use them into classes with 96%. However, some students believe the usage of ICT might be distracted to them with 4%.

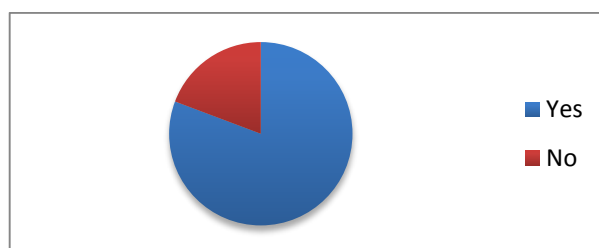
The researcher considers; ICTs are adequate for driving the teaching - learning process, especially in the language area. They must be used in almost all classes by teacher because students will have chance to enjoy other kind of learning experience besides the traditional methodology where students are passive learning actors. Orthophonic devices have an important role in here, since students can listen to real English sound tracks with suitable sound equipment.

8. Is everybody able to learn English language through ICTs and why?

CHART No. 7

IS EVERYBODY ABLE TO LEARN ENGLISH THROUGH ICTs?		
VARIABLE	FREQUENCY	PERCENT
Yes	67	80,72%
No	16	19,28%
TOTAL	83	100,00%

GRAPH No. 7



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students guess people are able to learn English by using ICTs with 81%. On contrary, some students believe, ICTs is only for people who are in higher education with 19%.

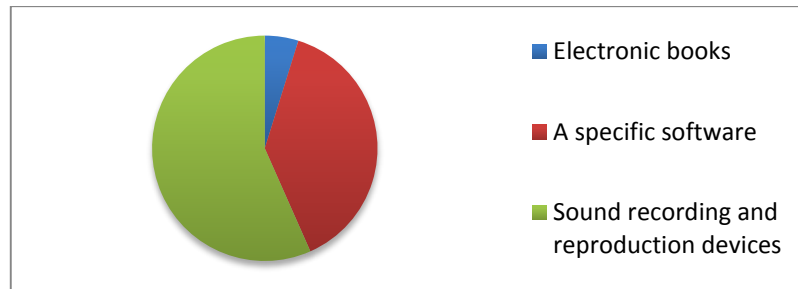
The researcher considers; everybody is able to learn English through ICTs because these didactic resources help to amplify the human senses by using suitable equipment for each single activity. For example, if a person have problem with his or her earing, he or she will figure out it using other sense such as his or her sight. However, people who suffer some mental or physical disability perhaps have troubles by using these technologies, as consequence; teachers have to update their methodology.

9. What are orthophonic devices for you?

CHART No. 8

ORTHOPHONIC DEVICES		
VARIABLE	FREQUENCY	PERCENT
Electronic books	4	4,82%
A specific software	32	38,55%
Sound recording and reproduction devices	47	56,63%
TOTAL	83	100,00%

GRAPH No. 8



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students guess orthophonic devices are sound recording and reproduction devices with 57%; a specific software with 38%; and electronic books with 5%.

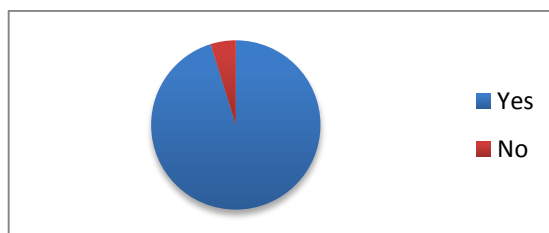
According to surveys, students do not have clearly knowledge about what are orthophonic devices. They are confused since their vocabulary is limited. For this reason, the current research work will help them to clarify some unknown terms which are some important in the teaching – learning process of English as a foreign language in order to get a better learning experience.

10. Would you like that your teachers use orthophonic devices into your English classes for getting a better understanding, and why?

CHART No. 9

ORTHOPHONIC DEVICES INTO ENGLISH CLASSES.		
VARIABLE	FREQUENCY	PERCENT
Yes	79	95,18%
No	4	4,82%
TOTAL	83	100,00%

GRAPH No. 9



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, students think they can learn a foreign language with orthophonic devices with 95%. On the other hand, some students guess orthophonic devices are fast sound tracks recorded and for this reason they will not a good way for improving their listening skill with 5%.

The researcher considers orthophonic devices are useful resources for facilitating the teaching - learning process especially in the languages area, because they become an interesting didactic resource into the classroom, in particular during the listening skill process. Students have to improve their language skill by use them in the classroom. In addition, it is important to say that a bad use of orthophonic devices can affect the listening skill learning process.

4.3. SURVEY APPLIED TO PROFESSORS

1. Why English is an important language in our world?

After Mandarin, English is spoken by more people than any other language, and it is the native language of more than 350 million people. More people speak English than those who speak the Arabic and Spanish languages combined. Moreover, English is the international language of diplomacy, business, science, technology, banking, computing, medicine, aviation, UN & NATO armed forces, engineering, tourism, Hollywood films and arguably the best pop and rock music in the world.

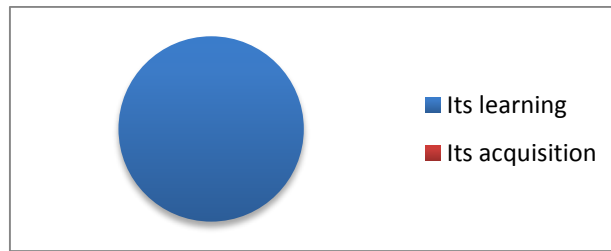
The researcher considers, English is an International language and it is one of the most popular and most spoken languages in this globalized world. People need to know English language in order to study any science subject. We need to know English to communicate effectively too many developed countries. If people know English, they will never feel tongue tie in front of others. People take pride in speaking English, as consequence people can't deny the importance of English in their lives.

2. What will be the result about teaching – learning process of English language for students during their student lives, and why?

CHART No. 1

ENGLISH LANGUAGE		
VARIABLE	FREQUENCY	PERCENT
Its learning	6	100,00%
Its acquisition	0	0,00%
TOTAL	6	100,00%

GRAPH No. 1



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors consider their students just learn English language with 100%. On the other hand, language learning is the result of direct instruction in the language rules. And it certainly is not an age-appropriate activity for your young learners - as it is not for adults either.

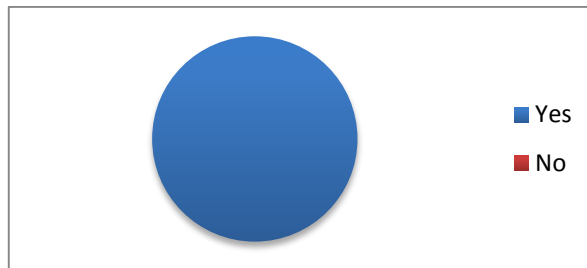
The researcher thinks English language should be learned through the most natural method. Children learn to speak purely through natural communication. Once, they have acquired general fluency in their own language, their mastery of it is fine-tuned when they attend school and learn the rules. Often, adults want to learn grammar and this helps them to write properly. However, even though these same people can write with a certain amount of competency and even cite grammar rules accurately, they often have very big problems applying this knowledge in conversation.

3. Do you think the appropriate strategies appliances will allow a better development of the Listening skill, and why?

CHART No. 2

LISTENING SKILL STRATEGIES		
VARIABLE	FREQUENCY	PERCENT
Yes	6	100,00%
No	0	0,00%
TOTAL	6	100,00%

GRAPH No. 2



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors think the appropriate use of listening strategies will drive to better result with 100%. Language learning depends on listening. Listening provides the aural input that serves as the basis for language learning and enables learners to interact in spoken communication.

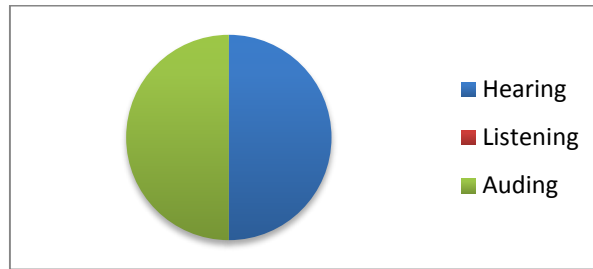
The researcher guesses, good listening is a quality that improves relationships and builds understanding. It involves communicating in a way that places priority on the speaker at any given moment. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input and for that reason, teacher have to improve their students' hearing range.

4. Which of the following stages do you consider is **NOT** a part of the listening process, and why?

CHART No. 3

STAGES OF LISTENING SKILL		
VARIABLE	FREQUENCY	PERCENT
Hearing	3	50,00%
Listening	0	0,00%
Auding	3	50,00%
TOTAL	6	100,00%

GRAPH No. 3



Source: Students at Technical University of Cotopaxi who study the English major.

Elaborated by: The researcher

According to the graph, 50% of surveyed professors believe hearing is a process whereby students comprehend the spoken language and just hear few words. On the other hand, 50% of surveyed professor guess auding is not part of the listening stages because they confuse the terms and consider that auding is equipment for listening to.

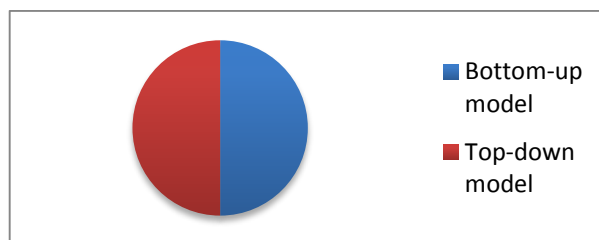
The researcher considers, hearing is the first stage in the listening skill and it is as important as others because through it, sound waves come to the ears. Students' attitudes help its fully understanding. Auding as the last stage in the listening skill is an unknown word by some professors and they confuse it with other faithful terms.

5. Which model does describe better the listening process according to your personal teaching experience, and why?

CHART No. 4

LISTENING MODELS		
VARIABLE	FREQUENCY	PERCENT
Bottom-up model	3	50,00%
Top-down model	3	50,00%
TOTAL	6	100,00%

GRAPH No. 4



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors think in real-life listening, students will have to use a combination of the listening approach, with more emphasis on top-down with 50% or bottom-up listening with 50% depending on their reasons for listening. However, the listening models can also be practiced separately.

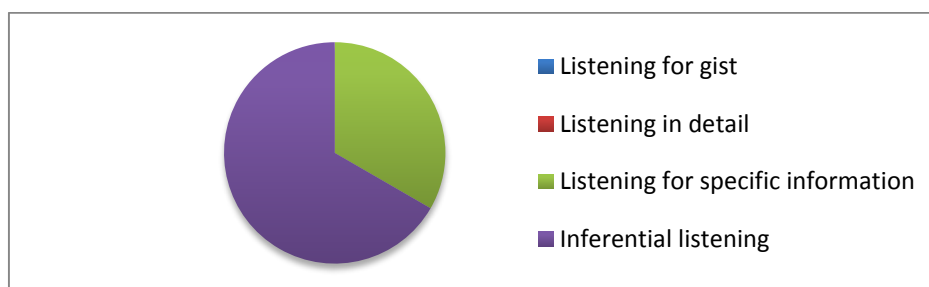
The researcher thinks, both listening methods are useful to teach listening and their use depends on the situation. At the beginning, students are able to recognize few spoken words; as consequence teacher have to use bottom-up model to drive their classes. After that, students will be able to recognize a wide variety of spoken language with a hard trying process and teacher will have to use top-down model to drive their classes.

6. Which of the following listening types are the most difficult to develop by teachers, and why?

CHART No. 5

LISTENING TYPES		
VARIABLE	FREQUENCY	PERCENT
Listening for gist	0	0,00%
Listening in detail	0	0,00%
Listening for specific information	2	33,33%
Inferential listening	4	66,67%
TOTAL	6	100,00%

GRAPH No. 5



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors consider listening for specific information is a trouble for their students with 33%. On the contrary, some professor think inference is an important listening skill with 67%.

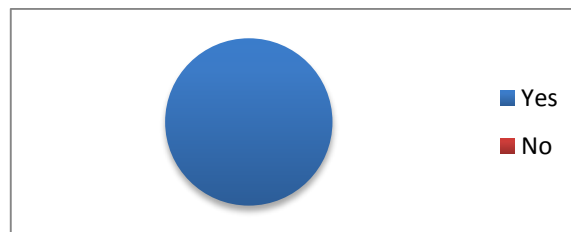
The researcher considers, listening for specific information is not about understanding everything, it means understand what students need. Students try to catch everything, often taking the time to mentally translate it into their mother tongue. They have to avoid listening word-by-word, instead recognizing meaningful information. However, inference listening is neither magic nor pure imagination. Students really need to be able to "listen between lines" from the very beginning. They have to predict what the speaker's attitude.

7. Is it much better to teach English through Information and Communication Technologies (Its) and why?

CHART No. 6

INFORMATION AND COMMUNICATION TECHNOLOGIES		
VARIABLE	FREQUENCY	PERCENT
Yes	6	100,00%
No	0	0,00%
TOTAL	6	100,00%

GRAPH No. 6



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors guess it is motivating both for students and for teachers with 100%. ICTs offer a wide range of multimedia resources enabling text, still images, audio and video to be combined in interesting and stimulating ways for presentation purposes in the classroom.

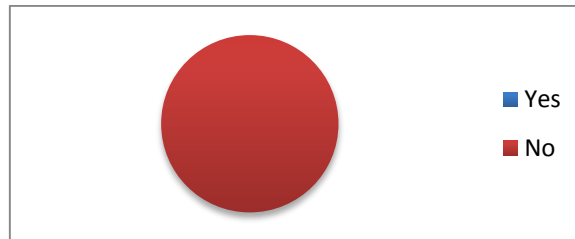
The researcher considers, ICTs are so important in the teaching learning process as teachers or students are because they facilitate the way whereby knowledge is received by students. Teachers have to improve their knowledge, especially with respect to technology. ICTs break down the tradition methodology and build the basis for emancipatory methodology where students have the chance to learn attending their necessities.

8. Is everybody able to teach English language through ICTs and why?

CHART No. 7

IS EVERYBODY ABLE TO LEARN ENGLISH THROUGH ICTs?		
VARIABLE	FREQUENCY	PERCENT
Yes	0	0,00%
No	6	100,00%
TOTAL	6	100,00%

GRAPH No. 7



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors consider everybody is not able to teach English by using ICTs with 100% because; some people will not be able to manipulate these kind of technology. ICTs requires a deep training by teachers, for that reason they need to practice every day for getting mastery of educative technology.

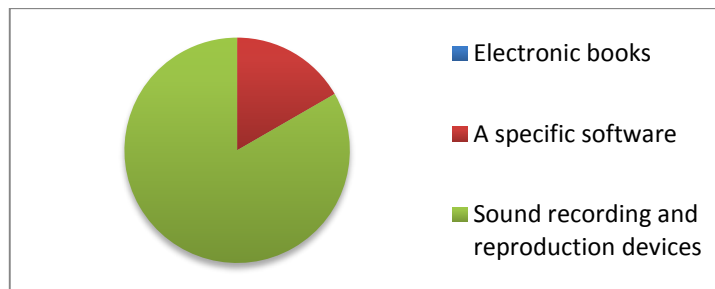
The researcher considers, everybody is not able to teach through ICTs because there are people who suffer some mental or physical disability, as consequence they perhaps have troubles by using these technologies. Technologies have to adapt to people, not vice versa. Teachers have to prepare different stages where comfort plays a vital role in the teaching-learning process.

9. What are orthophonic devices for you?

CHART No. 8

ORTHOPHONIC DEVICES		
VARIABLE	FREQUENCY	PERCENT
Electronic books	0	0,00%
A specific software	1	16,67%
Sound recording and reproduction devices	5	83,33%
TOTAL	6	100,00%

GRAPH No. 8



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors think orthophonic devices are sound recording and reproduction devices with 83%; and specific software with 17%. Nobody considers orthophonic devices are electronic books.

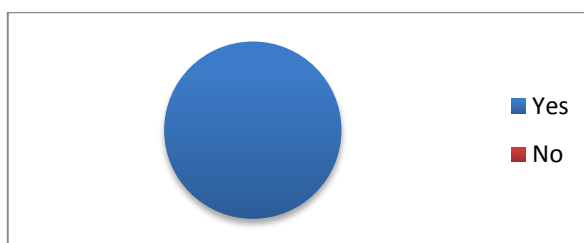
The researcher guess, professors do not have enough knowledge about orthophonic devices because they are new technologies and they are not updated in this area of knowledge. Their students are affected for this methodological weakness into the teaching – learning process since; they will not be able to develop it in the appropriate and correct way.

10. Would you like that your students learn English using orthophonic devices into their English classes for getting a better understanding, and why?

CHART No. 9

ORTHOPHONIC DEVICES INTO ENGLISH CLASSES.		
VARIABLE	FREQUENCY	PERCENT
Yes	6	100,00%
No	0	0,00%
TOTAL	6	100,00%

GRAPH No. 9



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph, professors think their students can learn a foreign language with the use of orthophonic devices with 100%. Students have the opportunity to improve their knowledge anywhere, even in their house.

The researcher considers; orthophonic devices are useful didactic resources for facilitating the English teaching – learning process, especially in the language area, because they become an interesting resource into classrooms or anywhere. Students feel more motivated and involved into classes, the orthophonic devices usage guarantee the learning of language, at least into the listening skill. Students can improve their language skill by use of them.

4.4. CONCLUSIONS AND RECOMMENDATIONS

4.4.1. Conclusions

- The researcher through this research work has been able to determine some students' teaching shortcomings that students in the English major at Technical University of Cotopaxi have regarding to the teaching - learning process of English as a foreign language in relation to language skills, especially with regard to the listening skill as a passive skill and a way to maintain communication with others.
- Listening skill plays an important role in the language teaching - learning process; if students are able to listen in a correct way, as consequence they will be able to speak and understand the language at the same time. However, teachers have not given it proper treatment and enough study time to develop this skill; as result students get poor language skills.
- The Information and Communication Technologies (ICTs) usage has a deep impact in the English teaching - learning process and its benefits are widely recognized by many contemporary educators. In this regard, the use of orthophonic devices contributes to the process by which students learn a foreign language since students will become familiar with the pronunciation, accent and speech in general terms. Teachers as essential postulate of their profession must update themselves regularly and have appropriate knowledge of the reality where people develop their daily activities.

4.4.2. Recommendations

- Teachers as facilitators of knowledge must have a strong command of the language linguistic components because it will be the subject of study by students; it means, teachers should not deplete their resources trying to teach a single language skill but rather, they should direct their efforts to integrate several skills in one task or activity which obey to the students' level or difficulty degree that involving the performance of it.
- Teachers should allow time for the development of the listening skill in each class, since this will ensure the learning of the target language, at least with face to face communication purposes. In addition, students must head their efforts to sharpen their senses and getting accustom to the new language they are learning.
- Orthophonic devices are synonymous with language variety, and for this reason teachers should not only work with two variations of the English language which are: American and British, but rather they should seek ways to implement other strategies into language class through English accent variety. While, students must expand their range of hearing through these devices and the proper use of ICT.

CHAPTER III

5. PROPOSAL DESIGN

“INCIDENCE OF USING ORTHOPHONIC DEVICES IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO FORTIFY THE STUDENTS’ LISTENING SKILL INTO THE ENGLISH INTERACTIVE LABORATORY AT THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES IN THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH – AUGUST 2012.”

5.1. Proposal

To elaborate a Comparative Report which is going to show the incidence of using orthophonic devices into teaching – learning process of English as foreign language with regarding to the listening skill at Technical University of Cotopaxi in the English Major.

5.2. Informative Data

INSTITUTION: TECHNICAL UNIVERSITY OF COTOPAXI.

ACADEMIC UNIT: ADMINISTRATIVE AND HUMANISTIC SCIENCES

MAJOR: ENGLISH

PROVINCE: COTOPAXI

CANTON: LATACUNGA

PARISH: ELOY ALFARO

NEIGHBORHOOD: SAN FELIPE

ADDRESS: SIMÓN RODRÍGUEZ S/N, EL EJIDO

RESEARCHER: COLLAGUAZO VEGA WILMER PATRICIO

5.3. Importance

The usage of orthophonic devices in the teaching - learning process of English as a foreign language allows a better language understanding and better language skills

development, as well. This research aims to provide psycho-pedagogical bases for its usage and management into university classrooms at Technical University of Cotopaxi of English major, particularly in the English Interactive Laboratory. Furthermore, this research work shows the degree of impact about using orthophonic devices in undergraduate students at English major. Finally, it will generate a report which will be verifies the students' initial knowledge regarding their listening skill prior to use these devices and subsequently it will performs the comparison of the results obtained after their application.

5.4. Justification

People who manage the English laboratories in high educative centers do not have the appropriate and updated guidelines which will help to improve the experience of having class in this place.

This research work as **practical contribution** will be used by Technical University of Cotopaxi and it will be reproduced by students at English major in the development of language skills with regarding to the listening skill.

Language skill are so important in the teaching - learning process, and listening skill development by using orthophonic devices will be a **theoretical contribution** because through the results of comparative report will help to develop the communicative competence in the effectively way.

The proper use about Information and Communication Technologies allows effective development of listening skill into students who are learning English as a foreign language. So, through this research work, the researcher attempts to make a **methodological contribution** for the English teaching-learning process in students at English major at English laboratory.

This research work will be a **scientific novelty** because it allows to the person who will manage the English Interactive Laboratory to develop an effective class for providing the teaching - learning of English language and preparing them for the future, once they have graduated. This is the reason why this work through the comparative report is a valuable contribution to the society and also for English students.

This research work has a **social relevance** because its importance in listening communication is enormous. People often focus on their speaking skill believing that pretty speaking equals pretty communication. The ability to speak well is a necessary component to successful communication, but the ability to listen is equally as important.

The **feasibility** is expressed by many reasons, but the main one is the proper use of the comparative report will help to students in the English major to improve their listening skill in their teaching - learning experience.

5.5. Problem Statement

Nowadays, people know that sound has greatly influences in the development of the listening skill, especially when someone tries to learn a foreign or second language; for this reason, the researcher will find the most appropriate equipment for picking up the audio through the hearing sense.

Students of the English major at Technical University of Cotopaxi could learn English as a foreign language easily when the place where the Interactive English Laboratory is located has good acoustic system and it has suitable equipment to receive classes.

If the listening skill is not developed to its full potential, the capacity in order to understand the English language will be difficult. For this reason, the researcher guesses that Technical University of Cotopaxi should install suitable audio equipment that allows to students fully understanding the English language and works with appropriate recording and reproducing devices, too.

This research work aims to establish the importance about using orthophonic devices to develop the listening skill into students at English major in the Technical University of Cotopaxi.

5.6. Goals

5.6.1. General Goal

- To do a researching about orthophonic devices and its incidence in the teaching – learning process of English as a foreign language, especially in the listening skill by a comparative report for improving the English listening skill which will be applied in the English Interactive Laboratory at Technical University of Cotopaxi in the English Major during the academic cycle March 2012-August 2012 in order to avoid the misuse of audio and sound equipment.

5.6.2. Specific Goals

- To identify the theoretical framework about orthophonic devices and its incidence into the teaching – learning process of English as a foreign language into students at English major, especially regarding with the listening skill.
- To determine if the appropriate use of orthophonic devices have a high incidence in the English listening skill and its development for improving the language skill.
- To develop a comparative report that will contain the incidence of using orthophonic devices which will be applied to students who study in the English major at English Interactive Laboratory.

5.7. Foundation

5.7.1. Scientific Foundation

Orthophonic devices are widely used into education by teachers and students. They are helpful educative technology for people who wish to learn a foreign or second language or an additional language at any level of specialization according to their necessities.

For many years, traditional education has not given the rightful place to the listening skill, but rather it has been neglected and has been increasingly neglected by educators, who placed it in the background of the skill to perform. As result, the listening skill of students who learn English as second or foreign languages is poor. In addition, the speaking skill was not developed to its full potential.

This research work is based on the premise which states that students who listen to a wide varieties of English dialects have at least minimal advantage to develop the communicative skills of the new language to learn in relation to those who do not.

5.7.2. Methodological Foundation

The researcher used the bottom-up model as method to improve the student's listening skill which emphasizes the decoding of the smallest units - phonemes and syllables - to lead us towards meaning. The sound tracks recorded were divided in different levels of difficulty, so students who attend to classes started with the elementary level which involved basic vocabulary and easy lexical grammar to continue until intermediate level which included phrasal verbs and complex grammatical structure.

5.7.3. Psychological Foundation

The researcher guesses that listening is the most important skill during the first years of children's lives because this sense permits the natural humans' development and the language acquisition. If babies aren't able to listen, they will not be able to talk at early ages. Children learn their first words while their mothers speak, so the first ones try to imitate the movements of the speaker's mouth and his or her sound speech.

Students learn good English language when they listen to the correct accent and pronunciation which is given by persons who have English as their mother tongue or second language. In addition, native speakers do not always have the correct speech accent; therefore, students have to find a model to follow according their interpersonal experiences.

5.8. Proposal Description

The comparative report to determine the effectiveness use about orthophonic devices in the teaching – learning process of English as a foreign language has four main sheets as way of students' control in order to identify their strengths or weaknesses with respect on the listening skill.

This paper is going to help teachers to recognize some advantages about using orthophonic devices into classrooms and language laboratories, since they facilitate the understanding process of English speech in non-native English persons.

The comparative report has results of the researcher's educative experience, and they are showed in charts which will serve as a visual aid for data interpretation.

The researcher has selected as sample the first level of the English major to do this comparative report. Thirteen students helped to determine the incidence of using orthophonic devices into the listening teaching - learning process of English as a foreign language.

The researcher has chosen as didactic resources different English recorded tracks. These tracks were recorded by foreign and native people whom have English language as their mother tongue or their second language. In addition, the tracks were recorded in different levels of difficulty according to the sample group.

The researcher has selected like themes and contents different topics which will be fit to the students' ages and necessities. These topics will wake up the students' curiosity and interest for learning. So, at the end of this comparative report the students who attended it become a little bit better in their listening comprehension as result of this educative process.



TECHNICAL UNIVERSITY OF COTOPAXI

**ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES**

ENGLISH MAJOR

ORTHOPHONIC DEVICES – COMPARATIVE REPORT

COLLAGUAZO WILMER

ORTHOPHONIC DEVICES – COMPARATIVE REPORT - STRUCTURE

Purpose:

- To describe, summarize and compare information on different sound tracks recorded from orthophonic devices.

Theme:

Culture around the world

Subject Matter	Roles and Relationships	Mode and Medium
<ul style="list-style-type: none">• Cultural phenomena (social, political, historical, technological)	<ul style="list-style-type: none">• Students as interlocutors for getting interested.• Audience (information seekers)	<ul style="list-style-type: none">• Mode: Listening/Sight• Medium: Sound tracks recorded, pictures, historical texts- may be presented as a slide show.

Linguistic Resources				
Generic Structure	Listening cohesion	Grammar	Vocabulary	Voice Resource
<ul style="list-style-type: none"> • Theme: denotes the topic. • Introduction (macro-theme): general statement outlining major similarities and differences with examples about location, population geographic divisions, etc. • Description of Features with Topics: with each stop comparing a different feature of the sound track. • Concluding Statement: concludes the audio and may summarize the previously stated. 	<ul style="list-style-type: none"> • Theme and topic • Coordination: comparative conjunctions Example: however, whereas, on the other hand, instead, alternatively, rather, differs from, on the contrary • Coordination: additive conjunctions Example: also, furthermore, as well, not only, while, without, besides, additionally, and, but. 	<ul style="list-style-type: none"> • Listened in present tense (except when sound recorded describes something from the past or future) • Participants (extended noun groups): usually describes groups of things Example: people, religions, transport • attributes • Processes (verbs): relational (being/ having) for describing, action (doing) for behavior. • Speaking in third person 	<ul style="list-style-type: none"> • Related to subject matter • Precise, concise language-often technical • Related to generic structure 	<ul style="list-style-type: none"> • Researcher's voice.
Visual		Gestural	Spatial	Audio
<ul style="list-style-type: none"> • May include photographs, graphs, diagrams, labels/captions, maps, etc. 		Body language.		English sound track recorded.

ORTHOPHONIC DEVICES – COMPARATIVE REPORT – CONTENTS

	Theme	Explanation	Vocabulary	Level
1	Countries United	<ul style="list-style-type: none"> Shirley (Scotland) explains to Yuri (Italy) the terms United Kingdom and Great Britain and how they relate to Scotland. 	On-the-fence Not my forte To change the subject Just to clarify To go on all day	Beginner
2	The Big Mix	<ul style="list-style-type: none"> Cle Ann (Trinidad and Tobago) talks about her very multicultural country to Todd (USA). 	Descent Indentured laborers Slavery To abolish Retirement	Beginner
3	Korean Wedding	<ul style="list-style-type: none"> Sunny (Korea) talks about the traditions of marriage in her home country of Korea to Isthma (USA). 	Average age About the same	Beginner

			Gadget Stigmatized Suit	
4	Power of Money	<ul style="list-style-type: none"> • Aiman (Dubai) and Todd (USA) talks about the culture of corruption. 	To go through Part of the system To going away To take into consideration Kickback	Beginner
5	High Cost of Tourism	<ul style="list-style-type: none"> • Felipe (Ecuador) talks about how some people cannot afford to visit their own national treasure to Katia (Mexico). 	National To afford I don't know Jeopardized To make sense	Beginner
6	Gender Roles in Estonia	<ul style="list-style-type: none"> • Kadi (Estonia) talks about changing gender roles for women in Estonia to Todd (USA). 	Gender roles Masculine To bring the bread in the	Intermediate

			house Nanny Half-a-year old To depend on	
7	Small Talk	<ul style="list-style-type: none"> Buddhi (Ethiopia) and Edwin (Australia) discuss the weekend, weather and seasons. 	How ya going? Window shopping Master To lose To cooped up	Intermediate
8	Tai Chi	<ul style="list-style-type: none"> Monica (Australia) talks about the increasingly popular exercise of Tai Chi to Todd (USA). 	High impact sports The rest of the day Energy level A smash Center of gravity	Intermediate
9	Cooking Class Debate	<ul style="list-style-type: none"> Fred (Canada) and Tarta (Thailand) debate whether students should be taught cooking. 	This new day and age	Intermediate

			For that matter Snowball You got me To take someone's word	
10	Mari's Favorite Foods	<ul style="list-style-type: none"> Mari (Japan) talks about foods that she really loves to eat to Ron (Hawaii - USA). 	Cuisine Side thing To replace Has to be Raw	Intermediate
11	Fast Food	<ul style="list-style-type: none"> Clare (USA) talks about why America is known as a fast food nation to Mike (Singapore). 	Respective Infamous Joint Veggies On the downside	Advance
12	Online Dating	<ul style="list-style-type: none"> Jonathan (USA) explains to Jeff (Canada) how online dating works and why he should try it. 	Rushed	Advance

			To cut off Anonymous Just around the corner On the other side of	
13	A Good Date	<ul style="list-style-type: none"> • Melissa (USA) shares what she thinks makes a good date to Doron (UK). 	Sense of humor To turn off To deal with Tolerant Respectful	Advance
14	Touch and Contact	<ul style="list-style-type: none"> • Amir (Iranian) and Tu (Vietnam) talks about social contact in their home countries between various people. 	To have to mention Of course Just like Habit of On the street	Advance
15	Make the First Move	<ul style="list-style-type: none"> • Nick (Australia) asks Cheryl (Hong Kong) about making the first move with someone you like. 	Huggy Flirtatious	Advance

			<p>Body language</p> <p>To have guts</p> <p>To get to know</p>	
16	Touchy Feely	<ul style="list-style-type: none"> Cheryl (Hong Kong) compares physical touch about friends and acquaintances in Hong Kong, America, and Guam to Nick (Australia). 	<p>Formal setting</p> <p>Side embrace</p> <p>Background</p> <p>Buddy</p> <p>Fist bump</p>	Expert
17	The Break Up	<ul style="list-style-type: none"> George (USA) gives Crystal (USA) advice on how to break up with someone you like. 	<p>It's funny that you mentioned [something]</p> <p>Isn't working out</p> <p>Rip the band aid</p> <p>Uncalled for</p> <p>Honesty is the best policy</p>	Expert
18	Changes in appearance	<ul style="list-style-type: none"> Maria (Danish) talks about what she would consider changing about her appearance to Alex (Australia). 	<p>To cause a problem</p>	Expert

			<p>To fall for</p> <p>Intimidated</p> <p>To lead to</p> <p>To watch out</p>	
19	Beauty regiment	<ul style="list-style-type: none"> Jess (UK) talks about hairstyling, manicures, and other beauty procedures women go through to Tom (UK). 	<p>Strand</p> <p>Drawn-out</p> <p>Treatment</p> <p>To moisturize</p> <p>To nourish</p>	Expert
20	Getting Groomed	<ul style="list-style-type: none"> Tom (UK) talks a little about what men are willing to do and pay to look good to Jess (UK). 	<p>Stages of evolution</p> <p>To be honest</p> <p>According to my whim</p> <p>I've settled on</p> <p>To be embarrassed to say</p> <p>Wind resistance</p>	Expert

ORTHOPHONIC DEVICES – COMPARATIVE REPORT - CRITERIA AND STANDARDS SHEET

Construct	Criteria	A	B	C	D	E
Knowledge and understanding listening in context	Contextual Features <ul style="list-style-type: none"> ▪purpose ▪vocabulary ▪subject matter 	Comprehensive knowledge and understanding of the purpose, vocabulary and subject matter.	Thorough knowledge and understanding of the purpose, vocabulary and subject matter.	Functional knowledge and understanding of the purpose, vocabulary and subject matter.	Shows an awareness of the purpose, vocabulary and subject matter.	Does not show any awareness of the purpose, vocabulary or subject matter.
	Generic Features <ul style="list-style-type: none"> ▪comprehension of features with sub-headings 	Comprehensive knowledge and understanding of the generic features.	Thorough knowledge and understanding of the generic features.	Functional knowledge and understanding of the generic features.	Shows an awareness of the generic features.	Does not show any awareness of aspects of the generic features.
Audio Construction (Process)	Language Elements <ul style="list-style-type: none"> ▪listening cohesion ▪grammar ▪vocabulary 	Discerning and skillful manipulation of spoken language elements to successfully listening engage.	Purposeful and effective use of spoken language elements to successfully listening engage.	Appropriate and competent use of spoken language elements to listening engage.	Evidence of the use of appropriate spoken language elements.	Attempts to use spoken language elements.

	Presentation Elements <ul style="list-style-type: none"> ▪visual illustrations ▪layout 	Discerning and skillful choice of presentation elements to enhance the audio – text recorded.	Purposeful and effective use of presentation elements to enhance the audio – text recorded.	Appropriate and competent use of presentation elements to support the audio – text recorded.	Evidence of the use of presentation elements to support the audio – text recorded.	Attempts to use presentation elements.
Overall Result		A	B	C	D	E
Effort	Level of Responsibility for Learning <ul style="list-style-type: none"> ▪use of time ▪self-direction 	Proactively and diligently applies themselves.	Diligently applies themselves.	Applies themselves appropriately.	Shows application.	Shows application with additional encouragement.

FINAL CRITERIA STANDARDS SHEET

Listening Comparative Report

Theme: Culture around the world

ABRAJAN ARIAS WILLIAMS DAVID, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- (*) High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information		X			
Listened in context		X			
Listened accurate information		X			
Listened in detail	X				

Understanding	X				
Developed vocabulary		X			
Linked ideas smoothly	X				
Used appropriate paraphrasing		X			

Comments (if it is necessary):

He needs to improve his vocabulary in order to catch the main idea of the sound track.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

ALAJO CAIZA JEANETH ALEXANDRA, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context		X			
Listened accurate information			X		
Listened in detail		X			

Understanding			X		
Developed vocabulary			X		
Linked ideas smoothly		X			
Used appropriate paraphrasing			X		

Comments (if it is necessary):

She needs to improve her hearing range for recognizing in the better way the minimal pairs.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

HERRERA CHACHA SEGUNDO MANUEL, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- (*) Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context			X		
Listened accurate information			X		
Listened in detail		X			

Understanding			X		
Developed vocabulary		X			
Linked ideas smoothly			X		
Used appropriate paraphrasing		X			

Comments (if it is necessary):

He needs to listen to sound track recorded twice for better understanding

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

AREQUIPA TANDALLA YESENIA ANABEL, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- (*) Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context			X		
Listened accurate information			X		
Listened in detail		X			

Understanding			X		
Developed vocabulary		X			
Linked ideas smoothly		X			
Used appropriate paraphrasing			X		

Comments (if it is necessary):

She needs to improve his vocabulary for catching relevant points of view.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

TAYOPANTA PALLO AMERICA KATERINE, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information		X			
Listened in context		X			
Listened accurate information		X			
Listened in detail	X				

Understanding		X			
Developed vocabulary		X			
Linked ideas smoothly		X			
Used appropriate paraphrasing			X		

Comments (if it is necessary):

She needs to learn some linker words for paraphrasing correctly.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

JAMI JAMI JUAN CARLOS, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- (*) Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context			X		
Listened accurate information			X		
Listened in detail		X			

Understanding		X			
Developed vocabulary			X		
Linked ideas smoothly		X			
Used appropriate paraphrasing			X		

Comments (if it is necessary):

He needs to improve his vocabulary for recognizing some words.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

ROBALINO PEREZ JOSÉ ANDRÉS, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information		X			
Listened in context		X			
Listened accurate information		X			
Listened in detail		X			

Understanding	X				
Developed vocabulary			X		
Linked ideas smoothly		X			
Used appropriate paraphrasing			X		

Comments (if it is necessary):

He is able to listen to correctly some points of view.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

RIVERA ZUMBA MIRIAN VERONICA, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context			X		
Listened accurate information			X		
Listened in detail		X			

Understanding		X			
Developed vocabulary			X		
Linked ideas smoothly			X		
Used appropriate paraphrasing		X			

Comments (if it is necessary):

She is not able to catch main ideas.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

MUSO CHANGO JOHANA MARIBEL, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context			X		
Listened accurate information			X		
Listened in detail		X			

Understanding			X		
Developed vocabulary		X			
Linked ideas smoothly			X		
Used appropriate paraphrasing		X			

Comments (if it is necessary):

He needs to improve his vocabulary.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

MUSUÑA SIMALUISA IRMA KARINA, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information		X			
Listened in context		X			
Listened accurate information			X		
Listened in detail		X			

Understanding		X			
Developed vocabulary			X		
Linked ideas smoothly		X			
Used appropriate paraphrasing			X		

Comments (if it is necessary):

He is pretty well at listening activities.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

COBO SORIA JUAN CARLOS, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information				X	
Listened in context			X		
Listened accurate information				X	
Listened in detail				X	

Understanding				X	
Developed vocabulary			X		
Linked ideas smoothly				X	
Used appropriate paragraphing			X		

Comments (if it is necessary):

He is not able to listen in the correct way because he does not have a suitable vocabulary.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

CAMPAÑA PALLASCO GISSELA JACQUELINE, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information		X			
Listened in context		X			
Listened accurate information			X		
Listened in detail		X			

Understanding		X			
Developed vocabulary			X		
Linked ideas smoothly		X			
Used appropriate paragraphing		X			

Comments (if it is necessary):

She is pretty well at listening activities.

Researcher signature

Student's signature

Tutor's Signature

FINAL CRITERIA STANDARDS SHEET

Comparative Report Listening

Theme: Culture around the world

CHICAIZA GUILCASO MARCO DAVID, student of the first level in the English major has completed the orthophonic devices listening activity.

Overall, the researcher thinks his comparative report is

- Very High Achievement
- High Achievement
- (*) Sound Achievement
- Limited Achievement
- Very Limited Achievement

On the table below, the researcher has provided more detailed comments about his/her listening. In matching his/her listening with his/her understanding of the purpose, vocabulary and subject matter; the researcher thinks he/she has:

Criteria	Rating				
	A	B	C	D	E
Caught relevant information			X		
Listened in context			X		
Listened accurate information		X			
Listened in detail			X		

Understanding		X			
Developed vocabulary			X		
Linked ideas smoothly			X		
Used appropriate paragraphing		X			

Comments (if it is necessary):

He needs to pay attention during classes.

Researcher signature

Student's signature

Tutor's Signature

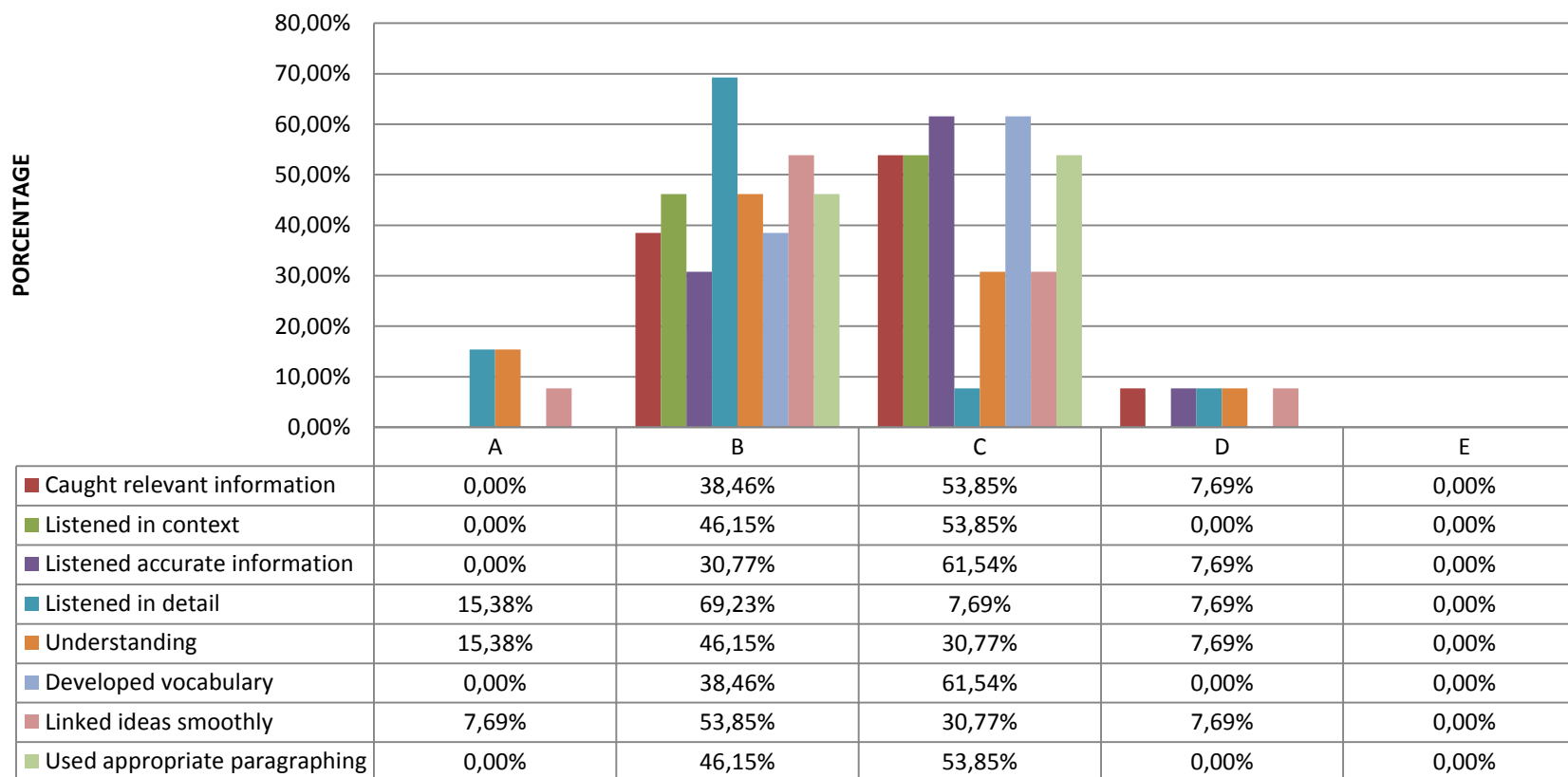
ANALYSIS AND INTERPRETATION

CHART No. 1

ORTHOPHONIC DEVICES											
CRITERIA	A	A %	B	B %	C	C %	D	D %	E	E %	SUM
Caught relevant information	0	0,00%	5	38,46%	7	53,85%	1	7,69%	0	0,00%	100,00%
Listened in context	0	0,00%	6	46,15%	7	53,85%	0	0,00%	0	0,00%	100,00%
Listened accurate information	0	0,00%	4	30,77%	8	61,54%	1	7,69%	0	0,00%	100,00%
Listened in detail	2	15,38%	9	69,23%	1	7,69%	1	7,69%	0	0,00%	100,00%
Understanding	2	15,38%	6	46,15%	4	30,77%	1	7,69%	0	0,00%	100,00%
Developed vocabulary	0	0,00%	5	38,46%	8	61,54%	0	0,00%	0	0,00%	100,00%
Linked ideas smoothly	1	7,69%	7	53,85%	4	30,77%	1	7,69%	0	0,00%	100,00%
Used appropriate paragraphing	0	0,00%	6	46,15%	7	53,85%	0	0,00%	0	0,00%	100,00%

GRAPH No. 1

ORTHOPHONIC DEVICES



Source: Students at Technical University of Cotopaxi who study the English major.
Elaborated by: The researcher

According to the graph and the Comparative Report Criteria and Standards Sheet, students have well knowledge and right understanding of the purpose for applying this investigation. In addition, they have purposeful and effective use of spoken language elements to successfully listening engage; since, they have an appropriate vocabulary which was used in the listening exercises. So, they are able to catch relevant information about sound track recorded which they have listened to however; this kind of information is not adequate organized, as result, there are few leak of information.

On the other hand, students have functional knowledge and well understanding of the purpose. Also, they have appropriate and competent use of spoken language elements to the listening engage. When students listen to sound track recorded, they realize the auditing process; as consequence, the result is the understanding and the capacity to listen to in context.

Finally, despite the problem describes above, students have at least the basic idea about how to structure sentences in English language. Rather, students have a huge trouble when they did listening activities which involve listening in detail and listening for specific information because they are not able to listen to key words or clues. Finally, students are not able to paragraph in a correct way in order that they don't have the least idea with respect of it.

CONCLUSION

- There is a little bibliography available about orthophonic devices, since no many language professors have done investigations about them and also the information which was gotten for this research work is confused and it is difficult to interpret it by the researcher. As result, this problem has limited the carrying out the current investigation; however, the researcher is sure about the data collects during the fulfillment of this work.
- Orthophonic devices are useful tools in the English listening teaching – learning process, because they become didactic resources into classrooms which break up the traditional paradigms, since teachers and students can manipulate these devices easily wherever. Thus, everybody can learn whatever language by its appropriate use.
- Once, the researcher did the comparative report. He notices the incidence about the usage of orthophonic devices into the teaching – learning process, since their use is a useful help that contribute to the auding process for which an idea is interpreting with regarding to English listening skill by any person who try to learn English as a foreign or second language.

RECOMMENDATION

- The library which belongs to Technical University of Cotopaxi might increase the number of English books since, nowadays their number is minimal and consequently, this problem does not permit the full development potential into students at this major.

- Teachers may use orthophonic devices during their classes to improve the students' listening skill, because their usage permits an indirect interaction between them and native speakers.

- The benefits found about using orthophonic devices into language laboratories are widely recognized by many educators, so the researcher is agreeing with them. After, this comparative report is essential to say “It is much better teach and learn English with suitable equipment and adequate didactic resources”

BIBLIOGRAPHY

QUOTED

WHITE, Lois, RN PhD. [Update: 2005] said: “The teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.”

COMENIUS, Jan Amós [Update: 1614] said: “The teacher should not teach everything he knows, but what the student can assimilate.”

LAURILLARD, Diana [Update: 1994] said: “Teacher’s conceptual knowledge... student experimental knowledge.”

EPICETUS [Update: 135 AD] said: “We have two ears and one mouth so, that we can listen twice as much as we speak.”

TAYLOR, Stanford [Update: April 1964] said: “Speech sounds... meaning.”

United Nations Educational, Scientific and Cultural Organization; Information and Communication Technology in Education; A curriculum for schools and programs of teacher development; Division of Higher Education [Update: 2012] said: “[ICTs] greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications

technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago.”

ELECTRONIC

<http://www.elllo.org/>

<http://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0C4QFjAC&url=http%3A%2F%2Fwww.bvsde.paho.org%2Fbvsci%2Fi%2Ffulltext%2Fnoise%2Fnoise.pdf&ei=icCqUI6XGpDq0QHt8IDQAw&usg=AFQjCNFPmHWjKLhofuQUUZe3qT2R9fRNHA&sig2=kc1wyyZdXC5d0n8KPPu4jg>

http://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCEQFjAA&url=http%3A%2F%2Fwww.recordedbooks.com%2Fcourses_pdf%2FUT088.pdf&ei=6MCqUK3iGanm0gGouYCYBA&usg=AFQjCNE7YX8Xc5YWbnwtUpafcJdKejlrq&sig2=MXSv7thOrLiEOmYDCKY3jQ

http://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDAQFjAA&url=http%3A%2F%2Feducation.msu.edu%2FNCRTL%2FPDFs%2FNCRTL%2FIssuePapers%2Fip894.pdf&ei=GsgqUOutKO-80AH6gYGgAw&usg=AFQjCNG4Bsdpj6XEwLjzZ5rKBTnM_SnLdA&sig2=RHQnrcOMV4nxvcfUKasKZg

http://www.academia.edu/1554821/Standing_Room_Only_-_Posture_Space_and_the_Learning_Process_in_ESL_Classes

http://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CCEQFjAA&url=http%3A%2F%2Fwww.cambridge.org%2Fother_files%2Fdownloads%2Fesl%2Ffourcorners%2FPedagogical_Books%2FCreating-Effective-Language-Lessons-Combined.pdf&ei=g8KqUJu5EM2F0QGEwYHICw&usg=AFQjCNH22zouZrcwRC6oiQLFGAg3SdRuIA&sig2=cNMnKXIfpob_OtP9IErVZg

http://wiki.answers.com/Q/What_is_listening

<http://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&ved=0CCcQFjAB&url=http%3A%2F%2Fwww.unc.edu%2Fcourses%2F2007fall%2Fgerm%2F700%2F001%2Fdownloads%2FVandergrift.pdf&ei=TsOqUN6QO8Tx0gHp8oBY&usg=AFQjCNGs7E4Io0QwI0Uz7iTQomYXfKMEKw&sig2=U36cWeDQtKak6rZp8qaQkA>

http://en.wikipedia.org/wiki/Sound_recording_and_reproduction

ANNEXES



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

ACADEMIC SURVEY ADDRESSED TO STUDENTS

Objective: The present survey has as objective to collect specific information that just will be used it with academic purposes. It will help to the researcher to identify problem that student have in the listening skill.

Please, answer the question with sincerity, your answers are going to be a great help for improving the teaching – learning process of English listening skill into the Interactive English Laboratory by using orthophonic devices.

SPECIFIC DATA: _____

1. Why English is an important language in our world?

2. What will be the result about teaching – learning process of English language during your student life, and why?

[] Its learning [] Its acquisition

3. Do you think the application of appropriate Listening skill strategies will allow a better development on it, and why?

[] Yes [] No

4. Which of the following stages do you consider is NOT a part of the listening skill process, and why?

[] Hearing [] Listening [] Auding

5. Which model does describe better the listening process according to your personal learning experience, ad why?

Bottom – up model

Top – down model

6. Which of the following listening types are the most difficult to engage by students, and why?

Listening for gist
information

Listening for specific

Listening in detail

Inferential listening

7. Is it much better to learn English through Information and Communication Technologies (ICTs), and why?

Yes

No

8. Is everybody able to learn English language through ICTs, and why?

Yes

No

9. What are orthophonic devices for you?

Electronic books

A specific software

Sound recording and reproduction devices

10. Would you like that your teachers use orthophonic devices into your English classes for getting a better understanding, and why?

Yes

No

Thank you so much for your input!



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

ACADEMIC SURVEY ADDRESSED TO PROFESSORS

Objective: The present survey has as objective to collect specific information that just will be used it with academic purposes. It will help to the researcher to identify problem that student have in the listening skill.

Please, answer the question with sincerity, your answers are going to be a great help for improving the teaching – learning process of English listening skill into the Interactive English Laboratory by using orthophonic devices.

SPECIFIC DATA: _____

1. Why English is an important language in our world?

2. What will be the result about teaching – learning process of English language for students during their students' lives, and why?

[] Its learning [] Its acquisition

3. Do you think the appropriate strategies appliance will allow a better development of the Listening skill, and why?

[] Yes [] No

4. Which of the following stages do you consider is NOT a part of the listening skill process, and why?

[] Hearing [] Listening [] Auding

5. Which model does describe better the listening process according to your personal teaching experience, ad why?

Bottom – up model

Top – down model

6. Which of the following listening types are the most difficult to develop by teachers, and why?

Listening for gist
information

Listening for specific

Listening in detail

Inferential listening

7. Is it much better to teach English through Information and Communication Technologies (ICTs), and why?

Yes

No

8. Is everybody able to teach English language through ICTs, and why?

Yes

No

9. What are orthophonic devices for you?

Electronic books

A specific software

Sound recording and reproduction devices

10. Would you like that your students learn English using orthophonic devices into their English classes for getting a better understanding, and why?

Yes

No

Thank you so much for your input!