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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

SPEECHYARD PLATFORM AND THE LISTENING SKILLS

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II. SUPERVISOR APPROVAL

CERTIFY:

I, Mg Manuel Xavier Sulca Guale, holder of the I.D No. 1802447548 in my capacity as supervisor of the Research dissertation on the topic: **“SPEECHYARD PLATFORM AND THE LISTENING SKILLS”** investigated by Miss. Jenny Paola Bocancho Tonato with I.D No.1718565417 confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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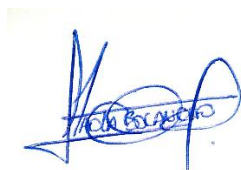
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III. DECLARATION PAGE

I declare this undergraduate dissertation entitled "**SPEECHYARD PLATFORM AND THE LISTENING SKILLS**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Jenny Paola Bocancho Tonato', is centered on the page. The signature is stylized and written over a light yellow rectangular background.

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V. DEDICATION

TO:

First of all, I thank God, who always took my hand in the process and never left me. To my beloved daughter Kerly who has been the motivation to achieve my goals, my dear husband Sergio who encouraged me to come true this dream, especially, this work is dedicated to my parents who gave me advice and supported me academically and morally to fulfill my dreams.

Jenny.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: “Speechyard platform and the listening skills”

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IX. ABSTRACT

Listening is one of the most important skills. Only with effective listening can you understand others; enhance relationships; persuade or sell effectively; lead and inspire a team; or learn from others. Moreover, listening skill is among the most challenging skills for students because they must distinguish between different accents and pronunciations. The purpose of the current research is to analyze how Speechyard platform develops listening skills. The research work used a quantitative approach. Since, the quantitative part of the research was represented through the analysis of the data collected from a standardized test A2 Flyers from Cambridge. This information was used to determine the range of listening skills of the participants. Furthermore, the participants of this research were 26 students, 12 male, and 14 females, from ninth basic level EGB at “Unidad Educativa Picaihua”. The interventions focused on the use of the Speechyard platform to develop listening skills, and it was necessary to apply a pre-test and post-test to gather information about the student’s improvement. The results were an increase of 7,94 over 10 points in the post-test. In conclusion, the use of the Speechyard platform improved the listening skills of the students because through many exercises listening, it helped to understand different accents, encouraged the self-learning, and motivated students to practice on this platform. Also, students had at their disposition many didactic activities which was another factor that influenced the results.

Keywords: Speechyard platform, listening skills, didactic activities, A2 Flyers .

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TEMA: “Speechyard platform and the listening skills”

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RESUMEN EJECUTIVO

Escuchar es una de las habilidades más importantes. Solo con una escucha efectiva puedes comprender a los demás; mejorar las relaciones; persuadir o vender con eficacia; liderar e inspirar a un equipo; o aprender de los demás. Además, la habilidad de escuchar se encuentra entre las habilidades más desafiantes para los estudiantes porque deben distinguir entre diferentes acentos y pronunciaciones. El propósito de la investigación actual es analizar cómo la plataforma Speechyard desarrolla habilidades auditivas. El trabajo de investigación utilizó un enfoque cuantitativo. Ya que, la parte cuantitativa de la investigación se representó a través del análisis de los datos recolectados de una prueba estandarizada A2 Flyers de Cambridge. Esta información se utilizó para determinar el rango de habilidades auditivas de los participantes. Además, los participantes de esta investigación fueron 26 estudiantes, 12 del sexo masculino y 14 del sexo femenino, del grado noveno básico de la EGB de la Unidad Educativa Picaihua. Las intervenciones se enfocaron en el uso de la plataforma Speechyard para desarrollar la habilidad auditiva, y fue necesario aplicar un pre-test y post-test para recopilar información sobre la mejora del estudiante. Los resultados fueron un aumento de 7,94 sobre 10 puntos en el post-test. En conclusión, el uso de la plataforma Speechyard mejoró las habilidades de comprensión auditiva de los estudiantes porque a través de muchos ejercicios de comprensión auditiva ayudó a comprender diferentes acentos, fomentó el autoaprendizaje y motivó a los estudiantes a practicar en esta plataforma. Asimismo, los estudiantes tuvieron a su disposición muchas actividades didácticas que fue otro factor que influyó en los resultados.

Palabras clave: Plataforma Speechyard, habilidades auditivas, actividades didácticas, A2 Flyers.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research background

After investigating, reading, and analyzing information from several research, publications, articles, magazines, pre and post-graduate materials regarding the Speechar platform and the listening skills, extremely pertinent data was discovered that will theoretically support each of the variables carried out in the investigation.

Mora (2018) conducted a study about “Vocabulary learning strategies through the implementation of the Speechar virtual platform with B1 level students of English as a foreign language”. A group of students from Universidad de La Salle, Bogotá. This study was carried out over a period of 4 months from August to November 2017 using a qualitative and quantitative research methodology with B1 level students and was carried out in two intervention cycles in order to describe and analyze the different learning strategies of the Speechar platform for vocabulary development with B1 students. English level B1. Finally, this research concludes with the positive effects on the implementation of Speechar and on the acquisition of new vocabulary through the multimedia factors offered by the platform, but also with the analysis of the interaction of the students through the different learning strategies that allowed them to better retain the vocabulary and use it in the proposed activities of the class.

Birulés and Soto (2016) conducted a study about “Watching Subtitled Films Can Help Learning Foreign Languages” This research was organized in three phases: pre-test, exposure (film watching), and post-test. 60 university students between 21 and 28 years of age volunteered for the study. Participants were evaluated on their English listening skills and on a vocabulary test. Each participant took a listening and vocabulary test with the help of the Speechar platform. Participants were instructed to fill in 24-word gaps scattered throughout a 180-word text in the listening test, and 15 definition-matching items in the vocabulary exam to capture possible passive acquisition of new terms. The results showed modest pre-post improvements following the English (6%) and no subtitle viewing conditions (8.7%), though only significant in the no-subtitles condition.

Trujillo (2015) developed a study entitled “Virtual teaching resources in the development of communicative skills: speaking and writing of a foreign language” The objective of the project was to determine the effect of virtual learning resources on the development of communication skills: Foreign Language Speaking and Writing: English students' third Unified Baccalaureate, “Simon Bolivar” High School, where it was intended to improve and optimize the teaching process and student learning. Information techniques were: observation, survey questionnaire with their instrument. The study participants were 109 students. This study had a significant influence because it discovered that teachers do not use virtual learning resources and platforms, websites, and blogs, which are frequently required through a variety of Secondary Education events. However, the great contribution of Speechar to this research was a significant contribution hence it was determined that is a virtual page and the newest way to learn English online, while watching their favorite movies and reading interesting books, students enjoy their education. Practice English while interacting with other students and learning new words and expressions in relevant trainings.

Kizmaz (2019) developed a study entitled “The Use of call to foster learner autonomy in EFL” the objective of this study was to find out how computer-assisted language learning (CALL) affects learner autonomy. The study was conducted as a quasi-experimental study with an experimental group and a control group to accomplish this. Throughout the process, the students were introduced to a variety of internet resources, which they then used in their outside-of-class study. The information was gathered via a questionnaire that was given to both groups before and after the CALL therapy, as well as semi-structured interviews with 9 participants from the experimental group. The statistical software SPSS was used to analyze the quantitative data. The qualitative data were analyzed using a process known as constant comparative analysis.

Alarcón (2016) conducted a study entitled “Visual teaching resources in the language vocabulary learning English” Direct observation was used in this study in the classroom of the 9th Basic level EGB at “Thomas Jefferson” school, Conocoto. This study is based on a combination of visual strategies, with the following goals: to assess the types and quality of materials to be handled, to assess which of the visual resources proposed for vocabulary learning is more effective, and to promote the use and care of visual material that is available. Field observation was the methodology used to depict the true situation of students, using a socio-educational and qualiquantitative approach as a starting point.

Finally, it was discovered that students learn more effectively when they are motivated, and that visual learning tools such as the Speechyard platform help the English class to develop in an interesting environment. Another contribution to the optimal development of abilities in pupils was audiovisual media, such as the Speechyard platform. Students found films and videos to be a motivating resource for learning vocabulary. This report looked at the progression of a study that attempted to show that multimedia visual aids can help students learn better and teachers work more efficiently.

Lalaleo (2021) developed the research “Spotify's platform and the listening skills” the goal of this study was to see how much of an impact the Spotify platform has on listening ability. The inquiry was quasi-experimental in nature, with one experimental group receiving a CAE pre-and post-test. A group of 31 students from the seventh semester of the Pedagogy of National and Foreign Languages Major at Universidad Técnica de Ambato made up the population. It is worth noting that the development of the experiment based on the assessment of listening ability took 6 hours. Hence, the objective was to compare students' levels before and after utilizing the Spotify Platform. In addition, the results were relevant because the listening section increased from 18.9 to 25.5, indicating that using the Spotify Platform helps to improve listening skills.

Poveda (2020) conducted a study called “The TED Talk videos and the Listening Skills”. Nowadays, new ideas and technological advancements have been made to help teachers and students learn English more effectively. One of these is the TED platform, which distributes greater instructional videos. The present study was created with the goal of determining how the use of activity-based TED talk videos aids in the development of listening skills. A quasi-experimental methodology was employed to achieve the goals, with 29 students from the sixth semester at Universidad Técnica de Ambato of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, a group of students chosen for convenience. Finally, according to the findings of the study, employing activities based on TED talk videos has a favorable impact on students' listening abilities since it inspires them to pay attention.

Criollo (2022) developed a study entitled “Video conferencing and the listening skills” Because students must distinguish between different accents and pronunciations, listening is one of the most difficult skills for them to master. Now new teaching methods have been implemented, and video conferencing sessions have made significant development in this field such as platforms like Zoom, Skype, Teams, or Google Meets. The

participants were students of Unidad Educativa Oxford (3rd level of high school). Also, this research used a mixed approach (Qualitative and Quantitative). Finally, the results revealed that video conferencing not only improves students' listening skills but also helps them feel more motivated in class.

Asari and Hidayah (2022) led a study called “Investigating Students” Listening Skills Using Liveworksheet as an Outline Teaching Platform” the purpose of this study was to use the liveworksheet platform to determine the students' listening skills and perspectives. Liveworksheet offers a variety of useful features as well as a creative, inventive, and interactive platform in which there is an increased demand for online learning activities that demonstrate their listening skills. On the other hand, this research used a quantitative method and used questionnaires also test survey instruments. This study included 52 children in grade 2 from Ban KaengSriphum Junior High School in Thailand. According to the results of the pre-and post-tests, liveworksheet can assist students in improving their listening skills. Then, 50.9 percent of students strongly think that listening lessons are important, and 43.4 percent strongly agree that the liveworksheet platform is effective.

Arifin et al. (2020) conducted a study on “The use of YouTube as a learning tool in teaching listening skills”. The objectives of this study were to provide knowledgeable and clear instructions on using English videos to teach children listening skills. YouTube is not only a platform, YouTube is considered a place where people can share, upload, and comment on videos; it's also a place where teachers and educators can make practical and effective use of it so that students may benefit more. The research used a qualitative descriptive approach. On the other hand, to validate and demonstrate the benefits of technology in the academic field, the researcher designed a questionnaire and administered it to Ma'soem University third-semester college students. The findings had a significant impact on the learning process, as the students improved their listening skills. YouTube videos were quite important in this study, and the students enjoyed watching them. These videos improved students' understanding of academic content and improved their presentation skills. Finally, the students took YouTube videos seriously as an excellent educational tool.

1.2 Independent variable: Speechar platform.

1.2.1 Technological resources

When used in an EFL environment, technology has been shown to have a favorable impact on students' learning and language acquisition; additionally, Merchán (2017) claimed that the usage of various input modals and mediums through multimedia has a significant impact on EFL understanding. Given that we live in a technological age and that students adore technology, teachers should use it to implement activities that increase students' motivation and commitment to work, given that the learning environment has a significant impact on student's motivation and commitment to work, which has a positive impact on productivity and quality. One of the benefits of using electronic resources in the classroom is that it promotes student autonomy through an active process of guiding and support, allowing students to be introduced to new ideas.

1.2.2 Educational platform

The educational platform is provided in a graphical user interface that is very intuitive, easy to understand, and highly movable. It also has the advantages of high portability, low cost, and ease of adoption for application expansion and rising popularity. It considerably aids students in real, collaborative, and innovative learning through an easy user interface, rich visual information, and comprehensive hands-on experiences (Zhao, 2017). On the other hand, Agredo and Valencia (2017) mentioned that virtual platforms as a didactic offer for the educational institutions in all areas, designed to improve the teaching and learning processes; that is, an environment envisioned as a space for authentic content, synchronous and asynchronous tutoring, projects, and participation in discussion forums, among other things. To put it another way, virtual educational platforms are didactic features that aim to improve the teaching and learning process.

González (2015) established that the use of educational platforms in academic processes provides the ability to improve academic accomplishment in the professor's instructional practice while also removing various time and geographic restrictions. Furthermore, incorporating virtual educational platforms into a professor's pedagogical practice allows for interaction with technological tools that are now a part of everyday life in the modern world, resulting in a significant value of technology as an academic tool in classes attempting to be a determining factor in class planning and development.

Fernández and Bermúdez (2009) stated that virtual educational platforms have a close association with teaching methodologies, making their use a challenge that surely works to promote the professor's academic and professional trajectory. Virtual educational platforms are particularly effective in face-to-face classes since they assist students in conceptualizing various themes presented by the lecturer.

1.2.3 Speechyard platform

Mora (2018) mentioned that the Speechyard platform is an application that promotes the learning of English through videos, such as; movies, cartoons, documentaries, music videos, and more content specially designed to facilitate vocabulary learning. While watching the video with subtitles, the user can click on any word to see its translation, its pronunciation and add it to the list of "things I have to learn", thus creating a library with words worked through learning strategies. by context, by relation to the images along with the pronunciation sorted by day. In addition, the platform uses different types of Duolingo-style vocabulary learning strategies to memorize and recall saved words and phrases. Within the different strategies, you can find the word builder, memory cards, dictations, etc. The different resources help to make the study of the lists, not a monotonous process. In addition, the platform includes a social function that allows the user to interact with students from different cultures, since there are many users from all over the world who use this system to practice English.

Franco (2014) established that the Speechyard platform evaluates each student based on two very simple components: the words worked and the words learned. The first one describes the number of words that the students chose from the video subtitles to include in their personal vocabulary library and the second one basically present the words worked together with the learning strategies of the platform of words from the personal library. The words worked present at the same time as the same words learned along with a range of differences from those that were not learned, either because the student skipped the exercise or used the resource to solve the activity to continue with the next exercise.

Lankshear and Knobel (2006) defined socially recognized new literacies as "new ways of generating, communicating, and negotiating meaningful content through encoded texts of discourse-participating contexts" (p. 65). The previous background and authors of the theoretical framework of this research supported the use of technology for learning a

language, thus concluding that technology not only has a positive impact on the development of skills but also creates an environment of student-centered learning, which in turn promotes student autonomy.

Trujillo (2015) mentioned that "Audiovisual media are those materials belonging to information and communication technologies (ICT) that allow a new teaching-learning method based on interaction and active participation" (p.8). In addition, the author points out that through these audiovisual resources it is possible to develop in students the ability to listen and look at graphics, texts, or videos and improve the ability to express themselves orally and interact with their classmates, therefore, the teacher develops his methodology in the class using movies, music videos, news and entertainment in such a way that this material is dynamic and attractive to students.

Hence, the decision to include the Speechyard technological tool in virtual education comes basically from the need to implement many more activities where students are more exposed to the advantages offered by this type of platform because its integration brings benefits to both students as well teachers. Finally, the Speechyard platform is a new service to learn English through subtitled videos and interact with other users. On the Speechyard platform, students will be able to watch hundreds of subtitled videos with the possibility of translating and working vocabulary using specific tools and practical exercises. In addition, this service also works as a social network, offering us the possibility of contacting friends and practicing English with other users. This platform, its function is mainly to develop the student's listening skills. Teaching manuals generally include dialogues that develop speaking skills and recordings to be listened to in class; An advantage of this platform is the possibility that the student now has to listen to radio programs over the Internet (Arifin, Pratama, & Widianingsih, 2020).

1.3 Dependent variable: Listening skills.

1.3.1 English language learning

According to Hayati (2015) established that human beings are highly social creatures who require the ability to communicate and connect with one another. Language is a powerful communication tool. In this regard, English is one of the most essential and widely spoken languages in the world for communication, travel, education, and business. Because varied contexts necessitate the use of this language, it is critical to learn it. On

the other hand, Crystal (2021) asserted that language is defined as a systematic conventional acquisition process that can be expressed or communicated through spoken, manual (signed), or written symbols, in which human beings play a fundamental member role in various social groups to express or communicate information, cultural facts, and expressions of identity that are linked directly to emotional releases. In fact, this definition can be offered in daily lessons because students are required to express themselves by examining cultural and imaginative expression-related subjects.

Nonetheless, Chomsky (2000) defined language as a collection of finite or infinite sentences. This, according to the author, is native speakers' acquired ability to interpret and produce grammatical sentences. In reality, this definition of language assumes that sentences constitute the foundation of a language structure that can include both limited and unlimited words that refer to grammar rules. It does, however, have some limitations in terms of components and lexical properties. As a result, the author of this study believes that this definition is the most pertinent to a deeper understanding.

1.3.2 Receptive skills

Receptivity is the most prevalent human attribute, and it begins with birth when the newborn begins to receive numerous stimuli through its senses. Listening was once thought to be a passive action, while speaking was thought to be the most active. However, deciphering the information now necessitates active engagement in the conversation between the participants. "Listening ability resides at the very heart of all growth, from infancy through formal schooling, the better those learning skills are developed, the more fruitful our learning endeavors," says Brown. According to LLankumaran (2018), lengthy listening to real English rather than purpose-written English is particularly pleasant since it shows that the student's efforts in the classroom will pay off.

Moreover, the type of auditory comprehension exercise must be taken into account, and for this the author Córdoba (2005) mentioned that based on events, essays and experiments carried out it is concluded that the exercises related to compression auditory should base practiced to generate the attention of students, also, they mention that a general rule for teachers is to prepare students to understand what they will hear in real life. Exercises are more efficient if they are structured around a duty, saying otherwise,

students should perform activities in response to what they listened to demonstrate their understanding of the spoken topic.

In addition, Although reading is referred to as a receptive or passive skill, Pachina (2019) contended that it is as crucial in the development of language abilities in EFL students. Because the process requires learners to analyze and interpret English content on their own, it would be ineffective learning if at least one activity were not included in English classrooms. The goal of receptive skills is to connect relevant chains in a language's understanding. When students consider learning a new language, many scholars agree that receptive skills are equally important.

Finally, listening and reading are receptive skills, Pachina (2019) affirmed that passive abilities are the term used to describe these skills. Speaking and writing, on the other hand, are active and productive skills. Additionally, when learning a new language, all pupils should develop receptive abilities. They are crucial because they include the entire planet and can be used for both functional and recreational purposes.

1.3.3 Listening skills

Listening is one of the four language skills, particularly one of the receptive skills, which includes responding to rather than producing words. Spratt (2011) mentioned that making sense of the sound sets that each language has, detecting words and their meanings, identifying expressions, and creating linkages between linguistic, non-linguistic, and paralinguistic signals are all part of listening. Moreover, according to Trujillo (2015) mentioned that sound is the element that reaches emotions directly, if it is used properly, learning can be achieved. significant in the students, since through the voices and effects, it is possible to reconstruct in the mind, images that allow enriching in meaning where the students can retain the information through this method. Advanced technology has incorporated sounds in various forms in teaching materials. The use of these auditory tools for the development of the ability to listen accompanied by speaking in the English language helps a lot in the ability and Listening and oral comprehension through radio programs such as entertainment, news, music, etc., the student will develop greater motivation in learning the English language.

Saricoban and Metin (2000) defined listening as the ability to examine and comprehend what others say. Language becomes input for students when they listen.

When pupils listen to the teacher, a song, a recording, or just their classmates in the classroom, something happens. Furthermore, listening is a receptive skill that entails the ability to comprehend the information given by a speaker. The contrasts between written and spoken language are numerous. Punctuation, capital letters, precise vocabulary, and intricate syntax are all used in written language. It also remains on the page but lacks visual support.

On the other hand, spoken language is disorganized due to interruptions, hesitations, and repeats. Furthermore, while spoken language employs a broad vocabulary and simple grammar structures, humans must contend with the characteristics of connected speech (linking sounds, contractions, accents, intonation, word stress, and sentence stress). Moreover, although spoken language vanishes as soon as it is pronounced, speakers employ body language (gestures and facial emotions) to aid communication. Depending on the listening aim, different listening subskills (listen for global understanding, specific information, detail, and infer attitude) are used. Teachers must follow a pattern while developing a listening lesson, just as they do with other language skills: introductory activities, major activities (activities to enhance listening subskills), and post-task activities (Spratt, 2011).

Tejedor (2003) "ICTs allow both the teacher and their students to interact with each other, promote self-learning, encourage teamwork in which students build knowledge collaboratively." (Page 11). He mentioned that through these tools online communication is achieved, that is, a continuous conversation without pauses between students and teachers in such a way that all the English language skills such as Listening skill along with Speaking skills will be developed, and reading skills with writing skills in such a way that productive learning is obtained in which students will be able to make use of educational didactic resources such as email, forums, chat, or blogs inside and outside the classroom.

1.3 Objectives

1.3.1 General

- To analyze how Speechyard platform develops listening skills of students from the 9th basic level EGB at Unidad Educativa Picaihua.

1.3.2 Specific

- To identify students' listening skills proficiency in students from the 9th basic level EGB.
- To determine the instructional tools available on the Speechyard platform to enhance listening skills.
- To establish the effectiveness of the use of Speechyard platform and the listening skills.

Objective fulfillment process

- First of all, to meet the general objective, it was essential to know the Speechyard platform and its uses. The researcher applied video exercises, missing word exercises, listening comprehension, and writing exercises, to improve listening skills, and this material was suitable because the students were able to know the difference between accents and guidelines on how to speak English fluently like the TV shows, videos, and songs of native speakers.
- Second, to fulfill this objective, it was applied to students to a standardized test from Cambridge. It was applied the parts 4 and 5 of the listening section from A2 Flyers in order to identify students' listening skills proficiency in students from the 9th basic level EGB. This group was formed by 26 students. In addition, the validated test consisted of ten questions, option multiple-choice, coloring, and writing.

- To achieve this objective, it was essential to provide students the instructional tools, the researcher performed various exercises found on the platform such as photo vocabulary, listening exercises, short movies, and video exercises, in order to improve listening skills.
- Finally, to reach the last objective, it was necessary to analyze the reactions that the students had during the treatment. The weaknesses that were noticed at the beginning were greatly improved via the exercises because students had positive reactions using Speechyard platform which helped them to improve their listening ability.

CHAPTER II

METHODOLOGY

2.1 Resources

In this research, it was necessary to include human, technical, and technological resources, hence the participants were 26 students, 12 men, and 14 women all of them were 9th basic level EGB at Unidad Educativa Picaihua. The pre-test and post-test (FLYERS) were applied. Furthermore, technology resources such as internet connection and computers were required to conduct the current investigation. Computers were required to gather the information that supported the study and the use correctly of the Speechyard platform. These resources permitted the collection of data. It was necessary to employ a computer lab to apply the first variable, which is the Speechyard platform. The A2 Flyers listening test was used to assess the second variable, which is listening skills. Finally, technical resources were necessary to obtain different information from online books, articles, and theses to develop this research. In addition, as institutional resources, the Universidad Técnica de Ambato, Facultad de Ciencias Humanas y de la Educación, Carrera de Pedagogía de los Idiomas Nacionales provided virtual libraries where the researcher could get further information for this thesis.

2.1.1 Population and sample

The current research work was carried out in the 9th basic level EGB at Unidad Educativa Picaihua, Tungurahua province. The total population is composed of 26 students. The age range of the pre-experimental group is between 11 to 13 years old.

Table 1: Population

Description	Number	Percentage
Male	12	40%
Female	14	60%
Total	26	100%

Note: These data were taken from students of ninth basic level EGB at “Unidad Educativa Picaihua” by Bocancho (2022).

2.1.2 Instruments

- **Flyers English test**

Flyers is an exam corresponding to level A2 of the Common European Framework of Reference for Languages (CEFR). Hence, pre-test and post-test A2 Flyers (YLE Flyers) from Cambridge were used for measuring the students' achievement of their listening skills during the experimental study. The tests consist of 5 parts; each part has 5 items (25 items in total), with 25 minutes as an estimated application time, but for this research was used parts 4 and 5.

Part 4 (3- option multiple choice)

Part 4 of the activity consists of students must identify which picture reflects the correct solution to the question and marking it in the box, with the skill is listening for specific information being developed.

Part 5 (Coloring and writing)

Students must pay close attention to an adult and a child's dialogue and color different items for three of the questions, and write a single word for two of the questions in the picture, and the skill is listening for words, colors, and specific information.

- **Speechyard platform**

Speechyard is an online platform to learn and practice English. The teaching method is unique as it is based on the viewing of films, videos, and other audiovisual materials. The same ones that were used in the treatment included video exercises to improve the perception of live speech and pronunciation, it was also reinforced with vocabulary exercises with photographs to identify the object, irregular verbs, synonyms and antonyms, and other exercises to expand your vocabulary.

- **Worksheets**

The worksheets constitute a teaching tool, a teaching support material that makes it easier for students to work independently or cooperatively, worksheets were used to work in groups and individually with reference to grammar exercises and platform videos.

2.1.3 Procedure

Pre-test

First, the pre-test was applied to evaluate the students' listening levels so, students took the listening part of A2 Flyers, specifically Cambridge parts 4 and 5, as a pre-test. The first part of the exam consisted of 5 questions (multiple choice option) and the second part was (coloring and writing). The audios were played twice as the A2 Flyers instructions said. When the testing time was over, the students turned in their exams to be graded. The exam taken from Cambridge had a duration of 25 minutes.

Application

The days of the application of Speechyard platform and the listening skills were according to the English class schedule of the students, 1 day a week, Friday; for 6 weeks.

In the second-class intervention, the researcher shared the screen of the computer to project the use of this platform made in the PowerPoint program. In addition, the investigator also provided a flashcard with the proper pronunciation of the language. This activity aimed to teach vocabulary and check the correct pronunciation of the words that learners needed to know for each class.

After students had their materials ready (worksheet, pencil, eraser), they had to watch and listen to a movie on the Speechyard platform and complete the exercise. The first exercise consisted of completing the blanks with the words in the box. The second exercise consisted of completing the chart correctly, students needed to listen to the correct pronunciation of this word to complete this activity. Finally, the third activity consisted of students choosing 2 words from the chart and creating two sentences.

In the third-class intervention, an interactive warm-up activity has applied to a song called "The colors" then, students worked in groups of 4 people to develop the following activities. First, through the platform, the students watched a video of the Speechyard platform, then the researcher asked how many colors did they identify? so the investigator distributed the worksheets to complete the table with audio on the colors. Second, in the second activity, the students had another audio that they completed grammatically incorrectly. Finally, the researcher showed a picture and dictated some sentences, so the students practiced their listening skills and used colors for this matching activity.

In the fourth-class intervention, the warm-up was a game where students tried to identify where is the mistake in the sentence that the teacher writes on the board, after, the first activity was on the worksheet students listened to five descriptions and write on the chart for this activity was essential to reproduce the audio twice. In the next activity, students had to identify the mistake in the 5 sentences and choose the correct answer. Finally, students created 2 sentences using the verb to be.

In the fifth-class intervention, the warm-up activity used to motivate and engage students in the class was called: Who wins first? The activity consisted of dividing the class into two groups, the participants had to listen to their teacher and write the sentence on the blackboard, and the group with the most sentences correctly written won a point. Then, the second activity was to give feedback, about the grammar (Verb to be) here the students recognized their grammatical mistakes and they practiced their listening skills. Finally, the last activity was on the worksheet, one exercise of the Speechyard platform, students listened to four people talk about their jobs and they completed the chart with the correct jobs.

Post- Test

In the final class intervention, the researcher applied the post-test to the 9th basic level EGB, students to know and evaluate the improvement of their listening skills through the use of Speechyard platform. The listening paper of the A2 Flyers exam had a duration of 25 minutes. In addition, this research used a Flyers exam (YLE) post-test mainly the 4-5 listening section this test belongs to Cambridge with the main to gather quantitative data.

2.2 Methods

2.2.1 Research approach

According to Bhandari (2021), quantitative research is a type of research that involves the collection and analysis of numerical data, using statistical methods; it is presented in graphs, tables, and percentages. Hence, based on this criterion, this research study has a quantitative approach because the data was collected through the pre-test and post-test scores which later were analyzed to determine whether the effectiveness of the platform has an influence on the development of listening skills or not.

2.2.2. Research modality

Field research

According to Herrera et al. (2010), field research consists of collecting data directly from the reality where the events occur. This study was carried out with students from the ninth year of basic education of the Unidad Educativa Picaihua in order to extract information about the listening skill proficiency of students and the effectiveness of Speechyard platform.

Bibliographic research

This research used bibliographic research due to it gives support to the investigation from e-books, articles, newspapers, websites, online magazines, and other internet documents that contained previous research related to different aspects of both variables to get scientific sustenance that help the researcher to have a clear idea about the study (Hernández et al. 2014).

2.3.2 Pre-experimental designed

The pre-experimental design is a part of research that aims to observe a group before and after applying a treatment Zambrano (2010). It means that no control group is employed. Hence, this research is pre-experiment because a pre-test was applied before the treatment to measure students' listening level, then a post-test was applied to determine if there was a change in the dependent variable.

2.3.3 Level of research

Descriptive research

According to Baptista et al. (2014) descriptive research is based on describing realities, activities, events, and situations. In this type of study, it is necessary to explain the characteristics of the population and how the data was collected. The current investigation is descriptive because the characteristics of the population have been specified. They are 26 students' boys and girls from 11 to 13 years old. In addition, the process of the research has been explained; the application of the pre-test, treatment, and post-test.

2.3 Hypothesis

H1: Speechyard platform improves the listening skills of the students from 9th basic level EGB.

H0: Speechyard platform does not improve the listening skills of the students from 9th basic level EGB.

CHAPTER III

3.RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the data collected through the pre-test and post-test applied to the ninth basic level EGB at “Unidad Educativa Picaihua”. The listening part was adapted from the Flyers exam by Cambridge. The generated results are evaluated and explained using tables and figures in order to assist in data processing and understanding.

Data was collected from 26 students who participated in the interventions using Speechyard platform to develop their listening skills. The results of the pre and post-test are detailed in tables and figures. Furthermore, the data shows the averages of the scores students received on the two parts of the tests, making it easier to analyze the results of both tests.

Finally, Statistical Package for the Social Sciences (SPSS) was used to determine the most appropriate inferential statistics for the study, hence a normality test was applied. After analyzing the scores obtained in the pre and post-test of each student, it was evident that the data is scattered. Therefore, Wilcoxon's Non-parametric two related sample test was applied to validate whether the alternative hypothesis is accepted or rejected.

3.1.2 Pre-test results

Table 2: Pre-test results

Pre-Test Results	Part 1	Part 2	Pre-Test Score
Average	3,04	2,21	5,25

Note: General average of the listening pre-test.

Figure 1: Pre-test results

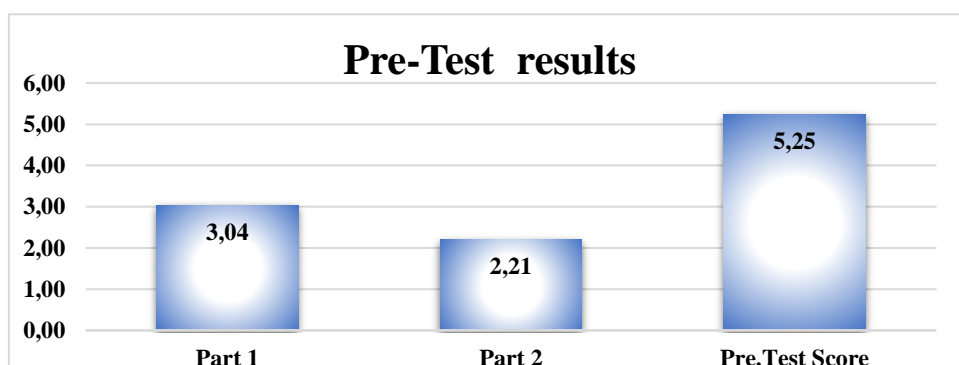


Fig. 1: Pre-test results.

Analysis and Interpretation

Table 1 showed the results from the pre-test of each student, as well as, in part 1, the result was 3.04 over 5. While in part 2 the result was 2.21 over 5. The result of the sum of the 2 parts gives a value of 5.25 out of a total of 10 points. The lowest grade was 2 over 10, while the highest grade was 8. It was noticed that most of the students got low grades in the pre-test. In part 1, it is evident that the students had a better ability to listen, because it exceeds half of the score but in part 2, it was noticed that there is a problem when identifying the specific information. Therefore, they could not answer the questions from the listening test because it was very difficult for them. As a result of the pre-test, it is necessary that the listening skills are reinforced, and can be developed in the students.

Furthermore, from the results obtained from the 26 students in the research, it can be mentioned that 11 students did not achieve a good score in the pretest, because the answers they obtained in this test are between 4 and less than 7 over 10, which is considered as a bad grade. The majority of students received low results, which reflect their linguistic deficiencies. However, only a tiny group of students managed to achieve a good score on the pretest, indicating that they had no trouble understanding the audio.

3.1.3 Post-test results

Table 3: Post-test results

Post-test results			
	Part 1	Part 2	Post- Test Score
Average	4,08	3,87	7,95

Note: General average of the listening post-test.

Figure 2: Post-test results

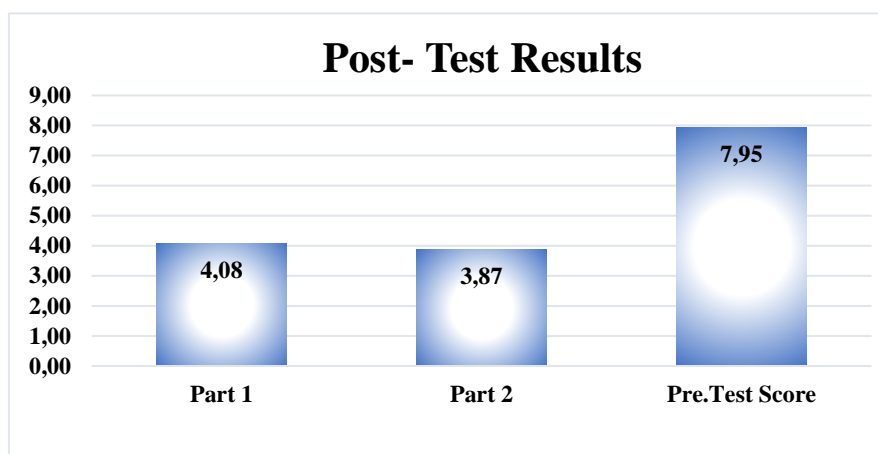


Fig. 2: Post-test results.

Analysis and Interpretation

In the same way as with the pre-test, a series of calculations were done to determine the test's averages in the listening part, but this time, they were done to examine how the students' progressed in the experiment. So, we have the following post-test results. In part one the result was 4.08 points was obtained over 5, then in part two the result was 3.87 points over 5, it means in part 2 there was an increase in relation to the score obtained in the pre-test of 1.66 points. Finally, the final result of the grades achieved was 7.95 over 10 points.

Moreover, the intervention of the Speechyard platform contributed significantly to the development of the students' listening skills, as evidenced in the table, both in parts 1 and 2, there was a notable improvement, almost obtaining the maximum score of each of the parts of the applied test. This allows deducing that the information contained in the intervention was excellent because this platform helped to the listening comprehension, in an efficient way and this can be evidenced in the student scores.

3.1 Comparative results pre-test and post-test.

Table 4: Post-test results

Criteria	Pre-Test Average	Post-Test Average	Difference	Expected Average
Part 1	3,04	4,08	1,04	5
Part 2	2,21	3,87	1,65	4
TOTAL	5,25	7,94	2,69	9

Note: General average pre-test and post-test, difference and expected average.

Figure 3: Pre-test and post-test average and difference

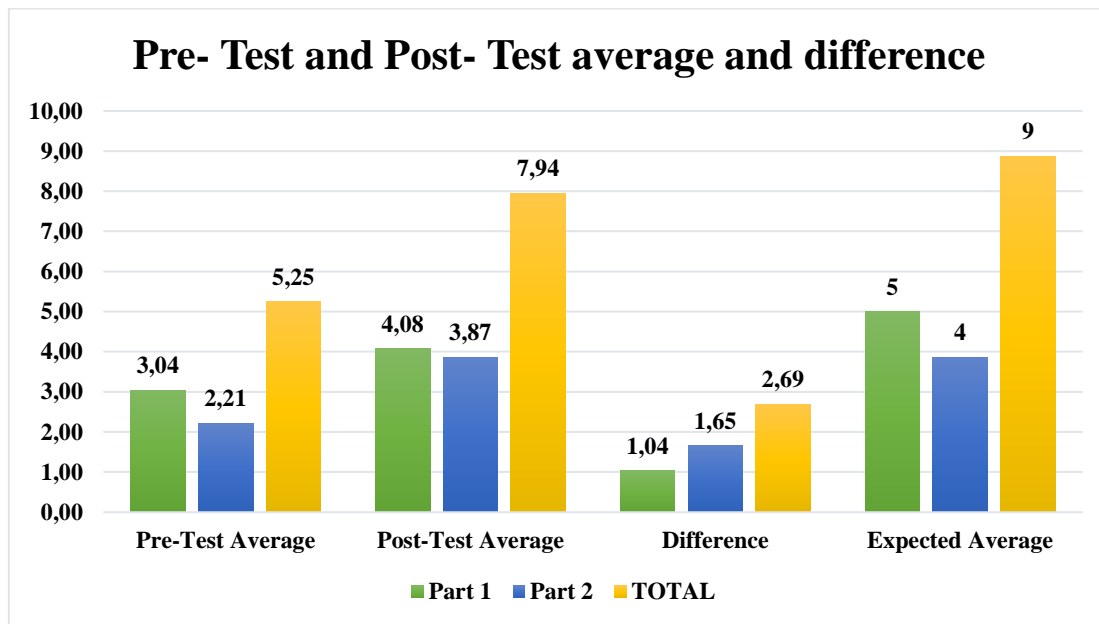


Fig. 3: Pre-test and post-test average and difference.

Analysis and Interpretation

The following graph shows a comparison between the total average of the pre-test and post-test and the difference between them. The graph compares the averages of the 2 parts, in part 1 the average of the pre-test was 3.04 over 5 points. It means that the post-test had an increase of 1.04 the final result was an increase of 4.08 points out of 5. On the other hand, in part 2 the pre-test showed an average of 2.21 points, had an increase of 1.65 points, with a value of 3.87 points over 5.

Consequently, the analysis of results shows an evident and notable increase in the listening skills of the students, this improvement occurred, because the intervention of the Speechyard platform with listening exercises through videos, lyrics, and pictures allowed to develop this ability, and allows to identify that the platform is of great help to students. In both parts of the test, an improvement could be seen in the students as they developed intervention-based activities that involved, videos with the correct pronunciation, words with the meaning and uses, grammar, etc.

Finally, students developed activities that were based on exercises with listening for specific information, listening for detail, and listening for gist, these exercises were necessary to improve their listening skills. To sum up, students benefited from using the Speechyard platform hence they were able to access it from their phones or computers wherever they were, clearly listening to audios of various topics and comprehending distinct accents of speakers based on videos or movies, this is a good way for to learn English.

3.3 Verification of hypotheses

The results collected for the research were analyzed using the Wilcoxon Signed Ranks test with the SPSS program.

3.3.1 Hypothesis statement

Null hypothesis (H0)

Speechyard platform does not improve the listening skills of the students from 9th basic level EGB.

Alternative hypothesis (H1)

Speechyard platform improves the listening skills of the students from 9th basic level EGB.

3.3.2 Test of normality

Table 5: Test of normality

	Test of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
PRE-TEST	,164	26	,072	,953	26	,275
POST-TEST	,166	26	,062	,900	26	,015

a. Lilliefors Significance Correction

Note: Shapiro-Wilk normality test values.

In the SPSS Statistic program, the normality test table was elaborated, between the pre-test and the post-test. Shapiro Wilk was considered for this analysis because the sample used is less than 30 students. The table shows that the pre-test has a significance of 0.239, while the post-test has a significance of 0.015, which shows that the results do not follow a normal distribution. Therefore, it should be applied a Wilcoxon's nonparametric two-sample related test.

3.3.3 Wilcoxon signed-ranks test

Table 6: Wilcoxon signed-ranks test

	Ranks			
		N	Average range	Sum of ranks
POSTTEST – PRETEST	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	25 ^b	13,00	325,00
	Ties	1 ^c		
	Total	26		

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

Note: Wilcoxon signed ranks test values.

3.3.4 Test statistics

Table 7: Test statistics

Test Statistics ^a	
	POSTTEST – PRETEST
Z	-4,418 ^b
Asymp. Sig. (bilateral)	,000

a. Wilcoxon Signed Ranks Test.

b. Based on negative rank

Note: Test statistic values with Asymptotic Significance.

After analyzing the data through the SPSS program, where ranges are established, where it is evident that there are negative ranges (a) a value of 0, while positive ranges (b) equal to 25, and a tie range, (c) is equal to 1. On the other hand, in the following table, the significance level test statistic is analyzed, which has a relationship with the research hypothesis, the value is 0.000, whichever is less than 0.05, hence, with this value, the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, it infers that the use of the Speechyard platform contributes significantly to the development of listening skills in people.

3.3 Discussion of the results

The researcher's findings revealed that using the Speechyard platform gives practice chances for students of ninth basic level EGB at “Unidad Educativa Picaihua” to improve their listening skills. The potential that the use of this platform learning has provided for the student's progress in listening comprehension abilities is owing to the potential that use this platform learning has supplied.

Many authors affirm that has some benefits and helps improve listening skills because, Speechyard provides based vocabulary mixed with videos, in which students would have the opportunity not only to learn vocabulary but also to understand it in contextualized tasks. Mora et al. (2018) stated that Speechyard is a platform that promotes English

learning through videos, such as movies, cartoons, documentaries, music videos, and more content specially designed to facilitate vocabulary learning. On the other hand, Urrea (2018) mentioned in his study that the platform uses different types of Duolingo-style vocabulary learning strategies in order to memorize and recall saved words and phrases. The different strategies, the students can find the word builder, memory cards, dictations, etc. The different resources help that studying the lists is not a monotonous process. In addition, the platform includes a social function that allows the students to interact with students from different countries, as there are many users from all over the world who use this system to practice English.

Trujillo (2015) applied some listening practice using Speechyard platform, this study was very beneficial for students who like to learn the English language by listening to music, videos, dialogues, etc. The platform was an effective resource because students had the opportunity to watch videos with subtitles in the original language. The objective of this didactic resource was that students will learn to develop the ear with their Speaking skills in such a way that the student will acquire more vocabulary and the correct way of pronouncing words. Besides, Poveda (2020) concluded in their study that Speechyard is a virtual page and the newest way of learning English online. Students enjoy their studies while watching favorite movies and reading interesting books. Also, the students exercise new words and expressions in useful training and practice English while chatting with other learners.

In this study, the general average of the listening test at the beginning was 5,25 points out of 10, then after applying the treatment, a score of 7,94 out of 10 points. An increase of 2,69 points can be highlighted, showing that the use of Speechyard platform develops the listening skill. Finally, the use of the Speechyard platform is effective in improving students' listening comprehension skills. Speechyard platform allows for improving communication between student-teacher and student-student in the classroom with activities fun and didactics. Also, Speechyard gives students the opportunity to meet new friends around the world and chat with them for the best results. Here students can develop skills such as writing and speaking.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the analysis and interpretation of the results that were obtained after the treatment it was confirmed that the Speechyard platform collaborates in the development of listening skills applied to students from students of ninth basic level EGB at “Unidad Educativa Picaihua”, some conclusions and recommendations can be provided.

- At the beginning of this research study, it was applied to students to a standardized test from Cambridge A2 Flyers in order to identify students' listening skills proficiency in students from the 9th basic level EGB. First, it was observed in the pre-test that the students did not have an adequate level in terms of their ability to listen the result of the sum of the 2 parts gives a value of 5.25 over 10 points. However, at the end of this investigation and after applying the post-test, the students showed a significant improvement of the listening ability the result of the sum of the 2 parts gives a value of 7.95 over 10 points. Therefore, it could be said that students improved their listening skills, through the use of the Speechyard platform.
- As a result of the research, it has been determined that the Speechyard platform is an innovative tool for teaching students to improve their listening skills using instructional tools like video exercises, grammar exercises, build-a-phrase, missing word, listen and write exercises. Additionally, this platform is effective because it exposes students to a wide range of new vocabulary. By utilizing a variety of resources offered on this platform, students can improve their learning style and make the educational process more fulfilling. Therefore, the analysis of these benefits of Speechyard platform as a resource for the development of students' listening skills has a great effect which has been analyzed in the research.
- It was possible to establish the perception of the students about the use Speechyard platform for the development of listening skills through the treatment with several exercises on the platform such as monologues, idioms, and new expressions, with varying accents, are required for students to develop their listening skills in order

to understand it. Students responded favorably to using the Speechyard platform also, had positive reactions using Speechyard platform which helped them to improve their listening ability Therefore, it can be established that 9th basic level EBG students are motivated to use this platform as an excellent resource technological.

4.2 Recommendations

It is advised to take into account the following recommendations after using the Speechyard platform with students in a genuine classroom setting.

- It is of great importance to consider the positive results obtained during the pre-test and post-test, after the application of the experiment. Therefore, it is suggested to implement the Speechyard platform, since it contains numerous activities, highlighting the listening activities, the Speechyard platform is one of the technological tools that teachers should use in the classroom for listening classes because it will be of great help to the students through fun activities.
- It is recommended to make use of the Speechyard platform as a resource to enhance listening skills in the classroom because it offers great benefits to students, including fostering motivation, enhancing vocabulary development, and facilitating interaction with other learners because on this platform, students can find various types of accents and practice pronouncing them correctly.
- It is a reality that Speechyard platform is really useful to improve the listening skill considering the results. Therefore, it is highly recommended that teachers implement this resource in class, teachers first have to know about this tool, it involves its use and manage, then they can open the class by explaining how to use the mentioned platform during the class, establishing rules and tips to take advantage of this tool.

V. REFERENCES MATERIAL

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ANNEXES

Annex 1: School Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 19 de octubre del 2022

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Silvia Magdalena Sánchez Ortiz en mi calidad de Rectora de la Unidad Educativa "Picaihua", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "SPEECHYARD PLATFORM AND THE LISTENING SKILL" propuesto por la estudiante Jenny Paola Bocancho Tonato, portadora de la Cédula de Ciudadanía, 1718565417 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Silvia Magdalena Sánchez Ortiz
1802272664
0996122974
silviam.sanchez@educación.gob.ec





Annex 2: Pre and Post-Test.

Name: _____ Level: _____ Date: ___/___/___

LISTENING PRE-TEST

Instructions:

- Read carefully.
- LISTENING section, you will hear the audio TWICE.

LISTENING SECTION – ACTIVITY 1

Listen and tick (✓) the box. There is one example.
What was Grandma's favorite job?



A

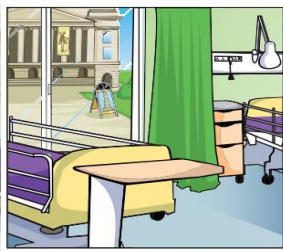


B

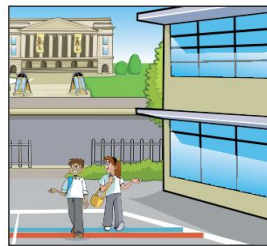


C

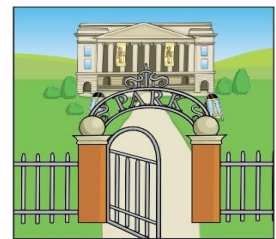
1.- Which Museum is Jack's grandma going to work in?



A



B



C

2.-What does Jack enjoy doing most in museums?



A

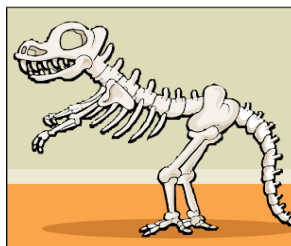


B



C

3.-What is the most interesting thing in the museum?



A

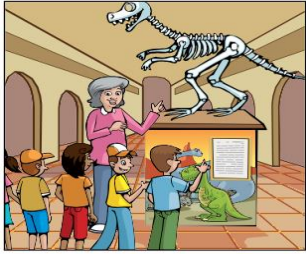


B



C

4.- What is Jack's grandma going to do in the museum?



A



B

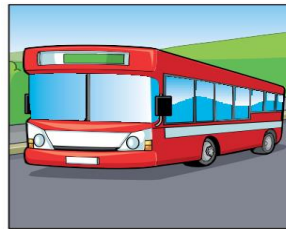


C

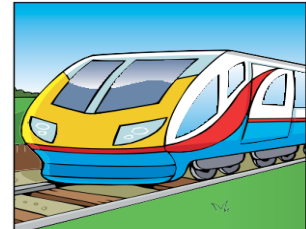
5.- How will Jack's grandma get to work?



A



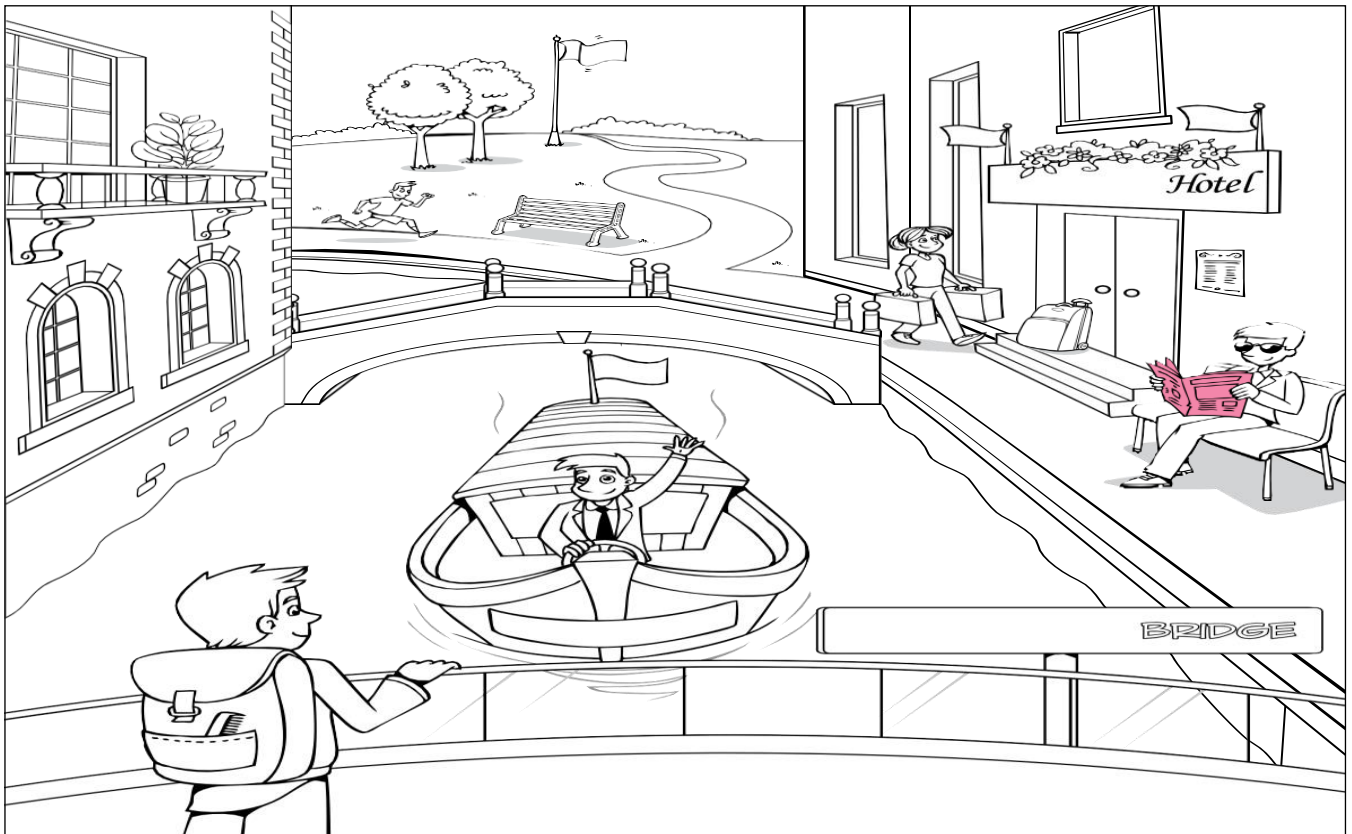
B



C

LISTENING SECTION – ACTIVITY 2

- Listen and color and write. There is one example.



UNIDAD EDUCATIVA "PICAIHUA"

PRE – TEST / ANSWER SHEET

Candidate name: _____ **Date:** _____

Class: Level A2

Time: 30 minutes

LISTENING PART 1

1	
2	
3	
4	
5	

LISTENING PART 2

1	
2	
3	
4	
5	

Annex 3: Instrument validation

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “PRE-TEST” PERTENECIENTE A LA INVESTIGACIÓN: “SPEECHYARD PLATFORM AND THE LISTENING SKILL”

Autora: Jenny Paola Bocancho Tonato.

This test is based on Cambridge Preliminary (YLE Flyers) English Sample Exam.

Part 1: Students read the question and identify the answer through the audio developing listening skill.

Part 2: Students identify people by listening to spoken descriptions of them.

Class: Level A2.

Time: 30 minutes.

Objective: To evaluate the students’ listening skills before the use of the Speechyard Platform.

Señale con un ✓, según la validación para cada pregunta:

PARÁMETROS PREGUNTAS	1D: DEFICIENTE				2R: REGULAR				3B: BUENO				4O: ÓPTIMO			
	Pertenenencia de las preguntas del instrumento con los objetivos				Pertenenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<ul style="list-style-type: none"> ● LISTENING – PART 1 <p>*Read carefully *Listen and tick (✓) the box.</p> <p>QUESTION 1 – Which Museum is Jack’s grandma going to work in? QUESTION 2 – What does Jack enjoy doing most in museums? QUESTION 3 – What is the most interesting thing in the museum? QUESTION 4 – What is Jack’s grandma going to do in the museum? QUESTION 5 – How will Jack’s grandma get to work? Assessment: Students should be assessed on their answers in the section (listening skill).</p>				✓				✓				✓				✓

<p>Part One consists in selecting the correct answer according to the audio.</p>																
<p>• LISTENING – PART 2</p> <p>* <i>Listen carefully and color and write.</i></p> <p>N°6 - Colour the suitcase on ground by hotel entrance 'BLUE'.</p> <p>N° 7- Write 'SUNNY' on board the front of the boat.</p> <p>N° 8- Colour the pocket on the backpack – 'ORANGE'</p> <p>N° 9- Write 'STAR' on board above hotel.</p> <p>N° 10- Colour the flag in park by path 'YELLOW'</p> <p>Assessment: Part two is to identify the characters in the picture through the audio. Students should write, select and color the correct answer.</p>				✓			✓			✓					✓	

OBSERVACIONES :



Realizado Por:
Jenny Paola Bocancho Tonato
CJ: 1718565417



Elmado e Incentivado por:
MANUEL XAVIER
SULCA GUALE

Validado Por:
Lic.Mg. Manuel Xavier Sulca Guale
CJ: 1802447548

Annex 4: Scores

Notas de 9no B... - Excel Jenny Paola Bocancho Tonato JP

Archivo Inicio Insertar Disposición de página Fórmulas Datos Revisar Vista Ayuda ¿Qué desea hacer? Compartir

Calibri 11 Fuente Ajustar texto General

Formato condicional Dar formato como tabla Estilos de celda Insertar Eliminar Formato Celdas Ordenar y filtrar Buscar y seleccionar Edición

Q1 Activity Nº 8

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Estudiantes	Pre-test	Part 1	Part 2		Part 1	Part 2	Post-test		Activity Nº1	Activity Nº2	Activity Nº3	Activity Nº4	Activity Nº5	Activity Nº6	Activity Nº7	Activity Nº 8	Activity Nº 9	Activity Nº 10	
2	Esteban Alb	7	5	2		5	4	9		6	9	10	4	5	10	9	10	10	9	
3	Paulina Azo	6,5	4	2,5		5	3	8		10	10	5	10	7	10	9	6	8	10	
4	Alexis Castr	2	0	2		3	3	6		10	8	10	8	8	8	9	6	10	1	
5	Danna Cede	6,5	4	2,5		4	4,5	8,5		8	5	5	8	8	8	8	7	8	7	
6	Leonel Cuna	3,5	2	1,5		5	2,5	7,5		6	8	10	8	7	5	8	8	7	7	
7	Wilmer Gua	5,5	4	1,5		5	4,5	9,5		7	6	5	8	7	4	7	8	7	1	
8	Justin López	7	4	3		4	5	9		10	8	10	10	8	10	10	9	10	8	
9	Aracely Iza	3	1	2		3	3	6		5	10	5	8	6	10	8	8	7	8	
10	Matias Loza	3,5	2	1,5		4	4,5	8,5		2	9	5	5	8	6	7	8	6	10	
11	Roger Mora	6	4	2		5	4	9		10	9	5	8	7	5	9	6	6	5	
12	Stalin Mora	5	3	2		4	4	8		8	8	10	10	8	5	9	8	6	10	
13	Johan More	4	1	3		4	3	7		8	7	5	10	8	10	8	8	10	1	
14	Luis Moyote	6	4	2		5	4,5	9,5		9	9	10	10	8	10	9	9	10	10	
15	Sebastian C	8	4	4		4	4	8		10	10	10	10	8	10	9	9	10	8	
16	Keytin Palat	8	5	3		5	5	10		10	10	5	10	10	10	10	10	10	10	
17	Leslie Palat	4	2	2		5	2	7		8	5	5	10	7	10	9	4	8	9	
18	Melanie Pil	6	4	2		4	5	9		6	8	10	10	7	10	8	7	8	9	
19	Jeremy Sanc	3,5	2	1,5		3	3	6		2	9	5	5	8	6	7	6	6	10	
20	Scarlet Saile	7	5	2		4	5	9		5	10	5	8	6	10	7	7	8	9	
21	Alex Supe	6	4	2		4	5	9		10	9	5	5	8	6	8	4	6	10	
22	Justin Supe	4	2	2		2	4	6		5	8	5	8	6	10	8	6	6	10	
23	Evelyn Toalc	4	2	2		3	3	6		8	10	5	8	6	10	8	6	8	1	
24	Juliana Torr	7	4	3		5	5	10		7	8	5	8	7	5	7	7	10	7	
25	Justin Tubò	4	3	1		4	3	7		7	7	8	4	5	10	7	8	6	10	
26	Kelly Yancha	5	2	3		4	4	8		8	9	10	5	8	6	7	8	9	7	
27	Daniel Zava	4,5	2	2,5		3	3	6		7	6	7	4	5	10	8	10	8	7	

Hoja1

Listo Accesibilidad: todo correcto 84%

Daily Lesson Plan N°1

Teacher: Jenny Bocancho

Level: A2

Unit Topic/Theme: Speechyard Platform

Date: 12-05-22

Objectives.-

Content Objectives

Skills Objectives

- Learn the vocabulary on the Speechyard Platform.
- Identify the correct pronunciation of different words.

- Listen and speak about the short movie.
- Write short sentences using the new vocabulary.

Materials: Slides (PowerPoint), flashcards, worksheets, pencil, eraser

PROCEDURE

PRESENTATION (Introduction of content of the language)

Warm up. - The teacher begins with a short presentation (PowerPoint) about the use of Speechyard platform.

Time
10
minutes

Vocabulary. - The teacher shows flashcards with the correct pronunciation of the language on Speechyard platform. Then the teacher asks the students to give her a sentence using the new words.

- | | | |
|---------|----------|----------|
| • City | * Friend | * Close |
| • Think | * Feel | * Stairs |
| • Open | * Men | |
| • Eyes | * Magic | |

10
minutes

Link: https://utaedu-my.sharepoint.com/:p:/g/personal/jbocancho5417_uta_edu_ec/EcEVXhkV3NdHvAy1M_IUxT4BXxf2KhhEVP-jc5ftdfN2Q?e=IScxyf

PRACTICE (Students work with the content and language)

Students have to watch and listen to a short movie on the Speechyard platform and complete the exercise N°1.

The instruction is: Watch the video, listen to the conversation, and complete exercise B.

Exercise B: Complete the blanks with the words in the box.

/City/ /Think/ /Open/ /eyes/
/friend/ /feel/ /men/ /magic/ /close/ /stairs/

Exercise N°2: Students have to complete the chart correctly.

Word	Write the correct word	Meaning
1.- Citi	City	Cuidad
2.-Tihnk	Think	Pensar

15
minutes

PRODUCTION (students internalize and produce language)

Students will produce two sentences choosing two words of the chart.
The teacher calls volunteers to read the sentences. (1 minute per student).

Assessment – (learning outcome connected to the objectives.)

Informal assessment: students' participation and interaction.

The students will present their sentences in class. Score /5

Rubric:

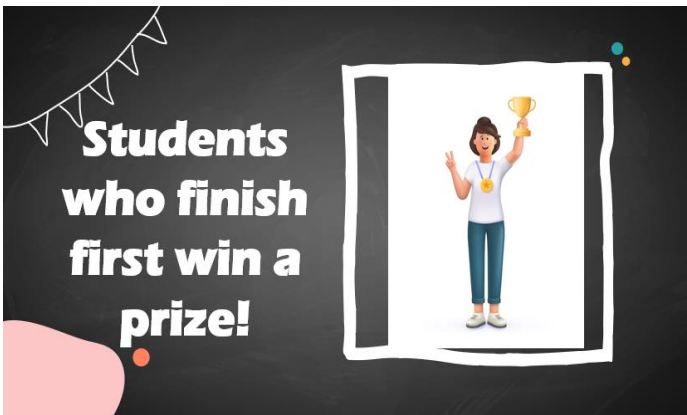
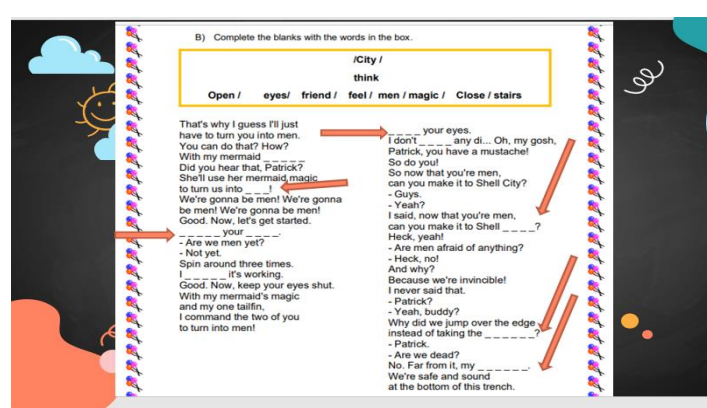
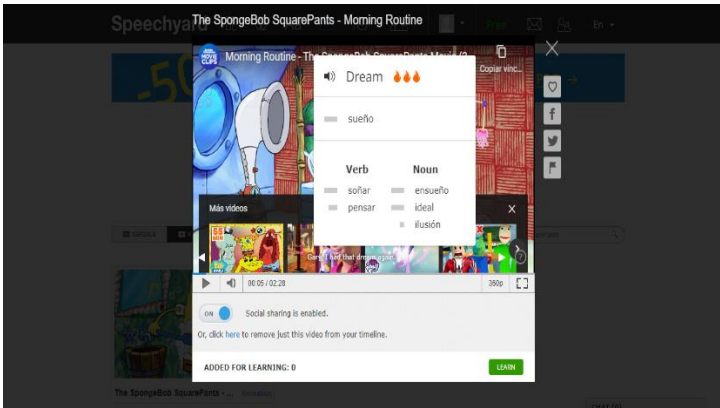
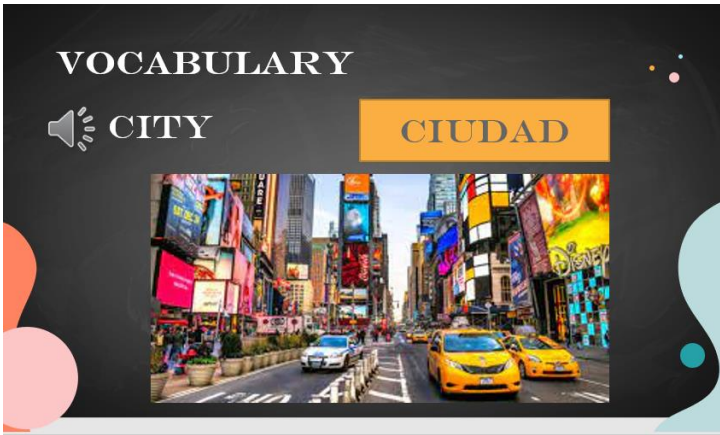
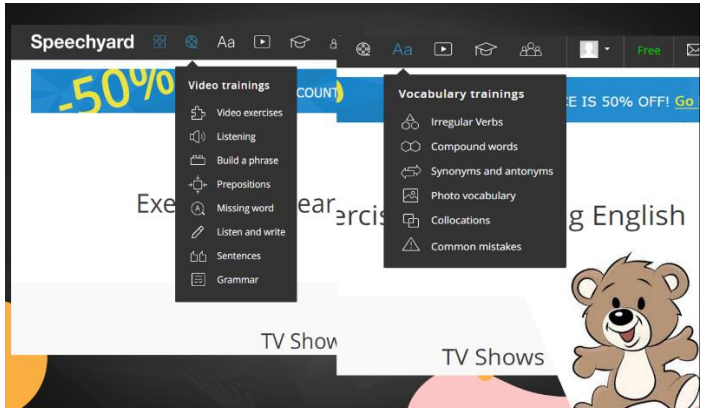
New vocabulary: 2

Pronunciation + intonation: 1

Fluency: 2

TOTAL: 5

15
minutes



Daily Lesson Plan N°2

Teacher: Jenny Bocancho

Level: A2

Unit Topic/Theme: The colors

Date: 13-05-22

Objectives –

Content Objectives

- Learn how to describe different colours.
- Identify words for different accents of colours.

Skills Objectives

- Listen and speak about the colors that are in a rainbow, and what are your favorite colours.
- Develop speaking skills in the classroom with the topic My color favorite.

Materials: Slides (PowerPoint), flashcards, worksheets.

PROCEDURE

PRESENTATION (Introduction of content of the language)

Warm up. - The teacher starts the class with a song called the colors on the Speechyard platform.

Time

5 minutes

Vocabulary. - The teacher shows a Powerpoint presentation about “The colors” and the teacher asks the student a question: What are the colors that are in a rainbow?

10 minutes

Link: https://utaedu-my.sharepoint.com/:p/g/person/jbocancho5417_uta_edu_ec/EfGg0JQvAjlGoMnUw54zkWoBCD0CS_MpKoVLeVnDnlpvsA?e=kuTpVR

PRACTICE (Students work with the content and language)

The teacher asks her students to form groups of 4 to carry out the following activities in the worksheets:

Activity N°1:

Students have to listen to the audio and type the word on the chart.

1.- R-E-D

2.- Y-E-L-L-O-W

3.- B-L...

15 minutes

Activity N°2:

The teacher makes a small dictation on the topic of colors, the students must listen and write what they hear.

B) Listen and write

1.- What color is this?

Its

2.- What color is this?

3.- What color is that?

4.- What color is this?

PRODUCTION (students internalize and produce language)

The teacher asks her students to complete activity number 3 which consists in listening very carefully to a dialog that describes the colors of the specific subjects.

Students have to match the subjects with the colors according to the dialog.

The winner group will produce an oral presentation about the correct answer.

Assessment – (learning outcome connected to the objectives.)

Informal assessment: students’ participation and interaction.

The students will present their presentations in class talking about what are your favorite colors? Score /5

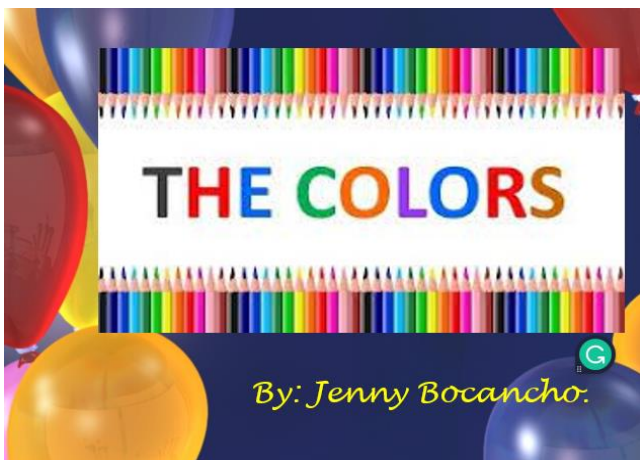
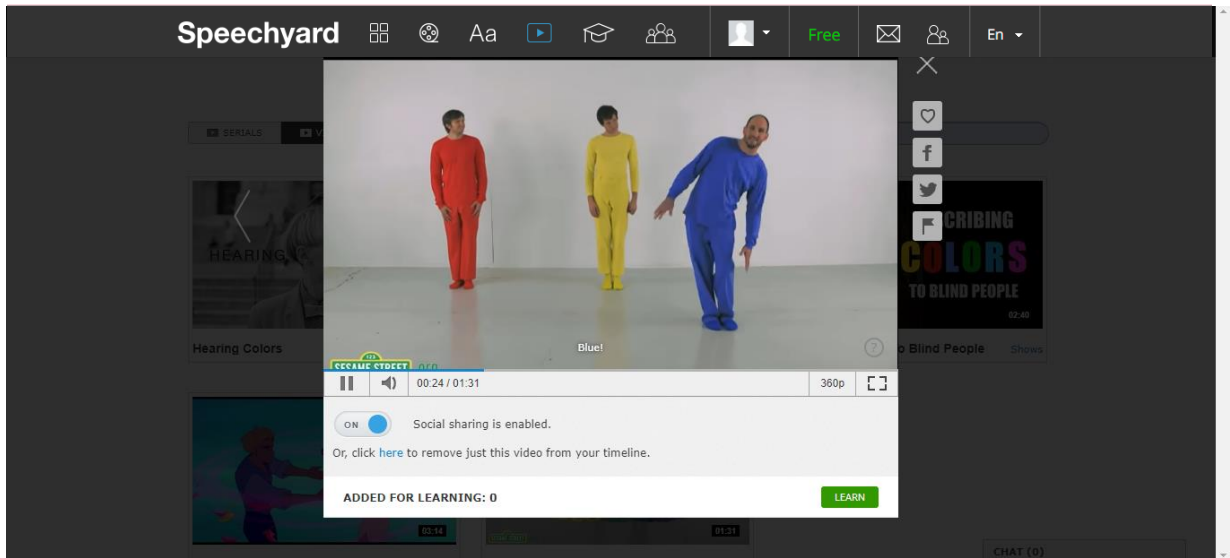
Rubric:

Pronunciation + intonation: 3

Fluency: 2

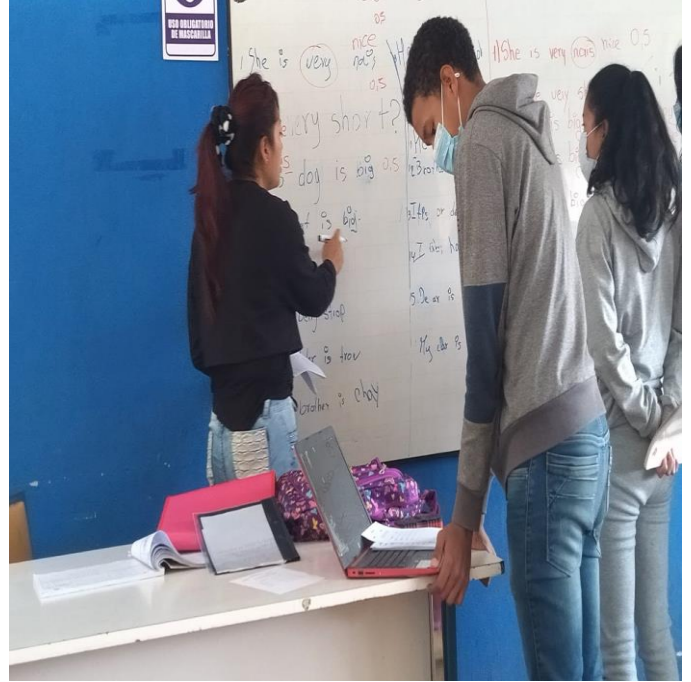
TOTAL: 5

15 minutes



Daily Lesson Plan N° 3

Teacher: Jenny Bocancho		Level: A2				
Unit Topic/Theme: Verb To Be		Date: 19-05-22				
Objectives –						
Content Objectives		Skills Objectives				
<ul style="list-style-type: none"> • Identify and use the correct structure of Verb to Be • Learn affirmative and negative statements, yes/no questions, and short answers. 		<ul style="list-style-type: none"> • Listen to several descriptions of the people. • Develop speaking skills and check their understanding of grammar, vocabulary, and pronunciation. 				
Materials: Slides (PowerPoint), flashcards, worksheets.						
PROCEDURE			Time			
PRESENTATION (Introduction of content of the language)			10 minutes			
<p>Warm up. - The teacher starts the class with a game where students will try to identify where is the mistake in the sentence that the teacher writes on the board.</p> <p>Mary and Jose is in the house, and they is very hungry.</p>						
<p>Vocabulary. - The teacher shows a Powerpoint presentation on “Verb to Be” and asks students for an affirmative sentence, a negative sentence, and an interrogative sentence.</p> <p>Link: https://utaedu-my.sharepoint.com/:p:/g/personal/jbocancho5417_uta_edu_ec/EXMJFWu5JvVlg82E5WmimTcBtxlerdWTowtn0J4GuKes2g?e=KgAOp4</p>			10 minutes			
PRACTICE (Students work with the content and language)			10 minutes			
<p>The teacher gives to the students the worksheets with two activities:</p> <p>Activity N°1: Students have to listen to audio of the Speechyard platform with five descriptions and write on the chart.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 2px;">1.- Merry and James are intelligent</td> </tr> <tr> <td style="padding: 2px;">2.- Marco is...</td> </tr> <tr> <td style="padding: 2px;">3.- Are you...</td> </tr> </table> <p>Activity N°2: Students have to choose the correct answer according to the Powerpoint presentation.</p> <p style="text-align: center;"> 1.- My dress is/ are blue 2.- Is/ Are Mary tired? 3.- The car aren't /isn't blue. 4.- I are/am 8 years old. 5.- You is/are in the classroom. </p>				1.- Merry and James are intelligent	2.- Marco is...	3.- Are you...
1.- Merry and James are intelligent						
2.- Marco is...						
3.- Are you...						
PRODUCTION (students internalize and produce language)						
<p>Students will produce two sentences using the correct structure (S+V+C) The teacher calls volunteers to read the sentences. (1 minute per student).</p>						
<p>Assessment – (learning outcome connected to the objectives.) Informal assessment: students’ participation and interaction. The students will present their sentences in class. Score /5 Rubric:</p> <p>New vocabulary: 2 Pronunciation + intonation: 1 Fluency: 2 TOTAL: 5</p>			15 minutes			



Verb TO BE (La traducción al español del verbo BE es SER o ESTAR.)

AFFIRMATIVE FORM

Subject + V_{be} + Complement

I	—	am	} a student.
He	→	is	
She	→	is	} a nurse.
It	→		
You	→	are	} good friends.
We	→		
They	→		

* Recuerda que estamos usando el verb to be en tiempo PRESENTE.

@edutec.01

Conjugation of the verb to be

Conjugation	Ingles	Español
1ª persona singular	I am	Yo soy/estoy
2ª persona singular	You are	Tu eres/estas
3ª persona singular	She is	Ella esta/es
	He is	El es/esta
	It is	ello es (para objetos) ello esta
1ª persona plural	We are	Nosotros somos/estamos
2ª persona plural	You are	Vosotros estáis/sois
3ª persona plural	They are	Ellos están/son

SIMPLE PRESENT

- Afirmativa: They are rich
- Negativa: They are not rich
- Pregunta: Are they rich?

Daily Lesson Plan N° 4

Teacher: Jenny Bocancho

Level: A2

Unit Topic/Theme: Verb To Be

Date: 20-05-22

Objectives –

Content Objectives

Skills Objectives

- Learn vocabulary and talk about different jobs and occupations.
- Practice questions and answer using the Verb to be in the present simple.

- Listen and repeat the correct pronunciation of the new vocabulary.
- Develop speaking skills through a role-play.

Materials: Slides (PowerPoint), flashcards, worksheets.

PROCEDURE

PRESENTATION (Introduction of content of the language)

Warm up. - The teacher uses to motivate and engage students in the class a game called: Who wins first?

- The teacher will divide the class into two groups, the participants will have to listen to their teacher and write the sentence on the blackboard.
- The group with the most correctly written sentences will win a point.

Time

10 minutes

Vocabulary. - The teacher gives feedback, about the grammar (Verb to be) here the students will recognize their grammatical mistakes with a short Powerpoint presentation about jobs and occupations.

Link:

https://utaedu-my.sharepoint.com/:p:/g/personal/jbocancho5417_uta_edu_ec/EVtIMU_-

- The teacher asks her students that listen to the word and repeat for to develop their listening skills.

10 minutes

PRACTICE (Students work with the content and language)

The teacher gives to the students the worksheets with the activity:

Activity N°1:

Students have to listen to four people talk about their jobs and they have to complete the chart with the correct jobs.

Participants	Jobs
1.- Paula	Teacher
2.-Melanie	...

10 minutes

PRODUCTION (students internalize and produce language)

In pairs, the students will produce a role-play describing the best job or occupation using the verb to be.

Assessment – (learning outcome connected to the objectives.)

Informal assessment: students' participation and interaction.

The students will present their sentences in class. Score /10

Rubric:

Appropriate grammar: 4

Pronunciation + intonation: 2

Fluency: 2

New vocabulary: 2

TOTAL: 10

15 minutes



Jobs and Occupations IN ENGLISH



teacher



Annex 6: Urkund Report



Document Information

Analyzed document Jenny Bocancho Speechyard.docx (D142086285)

Submitted 2022-07-15 17:21:00

Submitted by

Submitter email jbocancho5417@uta.edu.ec

Similarity 0%

Analysis address manuelxsulcag.uta@analysis.orkund.com

Sources included in the report

URL: <https://speechyard.com/> 1

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Fetches: 2021 01-29 23:59:01



Entire Document

Jenny Bocancho. CHAPTER I. THEORETICAL FRAMEWORK



Emitted electronicamente por:
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