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EFFICIENT LANGUAGE LEARNING APPS TO ENRICH THE SPEAKING SKILL

**Research project prior to obtaining the title of Magister on English Pedagogy
as a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES, TEACHING METHODS

Author:

Wilmer Efraín Burbano Anacona

Director:

Mg. Paola Vanessa Navarrete Cuesta

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Author:

Wilmer Efraín Burbano Anacona

Paola Vanessa Navarrete Cuesta, Lic. Mg.

CC 1803545423

MEMBER

f. 

Andrea Cristina Salazar Carranco, Lic. Mg.

MEMBER

f. 

María Augusta Villacrés Camino Lic. Mg.

MEMBER

f. 

Dayamy Lima Rojas, Lic. Mg.

POSTGRADUATE CENTER DIRECTOR (S)

f. 


Diego Gonzalo Coca Chanalata, Dr.

PUCESA GENERAL SECRETARY

f. 


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DEDICATION

I offer my thesis work as a dedication to my family and numerous friends. A special feeling of gratitude to my loving parents, Wolmar Burbano and Herlinda Anacona whose words of encouragement and push for tenacity ring in my ears. My brothers Diego, and David who have never left my side and are very special.

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SUMMARY

Este trabajo de investigación se enfoca en el tema del empleo de aplicaciones móviles para mejorar las destrezas de comunicación oral de los estudiantes de la Universidad Tecnológica Indoamérica. Las aplicaciones móviles son una herramienta de fácil acceso y manejo que permiten que las personas puedan aprender de forma sencilla, un nuevo idioma.

Si bien existen diferentes aplicaciones que son elaboradas para este fin, muchas de estas no son empleadas dentro de los procesos educativos efectuados en la enseñanza del Inglés como lengua extranjera (EFL), esto debido a la falta de conocimiento por parte de los profesores sobre las principales ventajas y beneficios que representa el uso de estas aplicaciones dentro de los procesos metodológicos y educativos.

Dentro del presente estudio se planteó la aplicación de una encuesta tanto a profesores como a estudiantes de la organización educativa, con la finalidad de conocer las principales dificultades que presentan con respecto a las habilidades del habla, conociendo también sus capacidades referentes al uso de aplicaciones móviles para el aprendizaje de inglés de los estudiantes.

Los resultados de las encuestas aplicadas permitieron evidenciar que los estudiantes tienen un nivel regular en sus habilidades de habla, presentando principalmente problemas en la pronunciación. En este sentido, se planteó la creación de un taller enfocado a mostrar las ventajas del uso de las aplicaciones mencionadas en la mejora de las habilidades de habla.

Palabras clave: aplicaciones móviles, EFL, habilidades de habla.

ABSTRACT

This research work focuses on the use of mobile applications to improve students' oral communication skills at Universidad Indoamérica. Mobile applications are an easily, accessible, and user-friendly tool that allow people to learn a new language in a simple way.

Although there are different applications that are developed for this purpose, many of them are not used within the educational processes carried out when teaching English as a foreign language (EFL), this due to the lack of knowledge on behalf of teachers about the main advantages and benefits represented by using these applications within the methodological and educational processes.

Within the current study, the application of a survey to both teachers and students of the educational organization was proposed, to comprehend the primary difficulties students have in their speaking skills, and their knowledge about the use of mobile applications to learn English. The methodology in the present study was the application of a survey to professors and students of the Universidad Indoamerica. It was proposed to know the main difficulties regarding students' speech skills, as well as to know their knowledge about the use of mobile applications to learn English.

The outcomes of the conducted surveys showed that the students had a deficient level in their oral skill specially in pronunciation. In this sense, the implementation of a workshop focused on showing the advantages of using mobile applications to improve oral skills was proposed for the teachers of the university.

Keywords: *EFL, mobile apps, speaking skills*

INDEX

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY	ii
APPROVAL SHEET	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
SUMMARY	vi
ABSTRACT	vii
INTRODUCTION	1
CHAPTER I. STATE OF ART AND PRACTICE	5
1.1. New technologies in the study of english as a foreign language	5
1.2. The concept of mobile learning	10
1.3. Speaking skills.....	18
CHAPTER II. METHODOLOGY DESIGN	25
2.1 Research and research approach	25
2.2 Population and sample	28
2.3. Development of the proposal.....	29
CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION.....	46
3.1. Surveys aimed at teachers	46
3.2. Surveys aimed at students	52
CONCLUSIONS	58
RECOMMENDATIONS	60
BIBLIOGRAPHY	61
ANNEXES	68

INTRODUCTION

In the current social context, the acquisition of a foreign language is important, with English being the most relevant one worldwide. In the university field, meanwhile, the significance of the English language has increased substantially in recent years. The importance that the English language has taken on in recent years is because of that all relevant information on new research is written in English. English is used as a universal language in practically all aspects, being also the commercial language on Earth.

Within this context of globalization, technology has made important advances compared to previous times, which has provided great opportunities that, in recent years, were not possible to execute, such as learning a new language by using digital platforms in computers, cell phones, among others (Lawlor, 2008).

Taking as a reference what was mentioned by this author, globalization has brought positive and negative consequences to today's society. In the context of globalization, the ability to share information across border is essential and this requires a common medium that can be understood by people worldwide. Therefore, English has become the "universal language" that enables the communication and exchange of new ideas.

Currently, the use of mobile applications for any purpose is something that has become part of the daily life of society. These applications include bank transactions, food, transportation services, etc. Applications to learn English are not far behind in this regard. Regular English teaching can be complemented with these applications, being a different alternative to the traditional ones to reinforce the knowledge acquired by students who study English as a foreign language outside the classroom.

Hell, et al (2016) mention that mobile technology can be of great help in the teaching and learning of the English language because technology has made important advances. Nowadays, mobile technology is within reach of anyone, allowing each person to quickly access information. It means that mobile technology has a great potential for development within the field of education.

The accelerated growth of technology in all fields of society requires that it can adapt to the changes that may exist. The educational area is not exempt from these changes, being necessary that it can adapt to the new technologies that will benefit the educational system in the long term.

Statement of the problem

The revolution in new technologies has changed foreign language learning, making it accessible to a wider audience and fostering a more interactive and dynamic approach to acquiring a new language. However, the incorporation of new technologies into foreign language teaching presents challenges for teachers and students, because they may encounter difficulties in the use of these technological resources.

The present system of education demands a linguistic competence in the high education graduates. In the academic sphere, the English language is indispensable for its crucial role in academic, scientific, and technological contexts, thereby making it an imperative requirement for completion of higher education.

In Ecuador, the speaking skill has been one of the key factors where student development fails to deliver the desired outcomes. A common issue detected with students at Universidad Tecnológica Indoamérica is the speaking production in English classes. This weakness in the English-speaking classes affects when conveying cohesive and coherent ideas in a context set by the teacher. That is the reason why implementing efficient applications as a teaching tool that can possibly generate more opportunities to develop the speaking skill with the students.

Certainly, students often face challenges when it comes to producing language in the classroom. This problem is often attributed to a limited understanding of the English language and the deficiency to the absence of essential pedagogical tools in the teaching process. This spoken production must be evidenced in such a way that all of the learning community members can fulfill the requirement of the Common European Framework of Reference for Languages (CEFR)- This situation is very common within the students as consequence of the lack of speaking practice and exercises. Tuan and Mai (2015) state that the speaking performance of the students can be influenced by some conditions like: time pressure, arranging, the

norm of execution and measure of help. In fact, there are some other factors like the emotional variables, which can be: inspiration, certainty, and nervousness during speaking exercises.

The use of effective applications will guide students to improve their speaking skill , making them able to control, monitor and evaluate their own knowledge. Furthermore, it will provide answers to daily situations in other aspects of our society in an effective way. Therefore, through this study, the researcher will address the following question: Will students improve their English speaking skill after using applications in their learning process?

Defended idea:

Employing effective language learning applications will enhance oral proficiency.

General objective

To Incorporate practical applications in the classroom to improve the speaking skill.

Specific objectives

- To contrast the impact of constructive applications among students.
- To diagnose the advantages of using helpful applications for improving the speaking skill.
- To identify the most relevant applications to be introduced.
- To design an online workshop program using functional applications to improve speaking.

Methodology

For this research, a bibliographical research was carried out first. This type of investigation allowed the necessary theoretical information from the research background compiled to support the present investigation. After that, a field research was carried out, to collect first-hand information from people who use technology to learn English.

Research justification

Nowadays, a large group of people rely on their mobile devices to acquire proficiency in a foreign language. Adkins (2008) mentions that the profits produced by the worldwide market for technological products for English language education were \$ 1.8 billion in 2013. On the other hand, Hickey (2015) points out that applications like DuoLingo are high demanded. The widespread use of mobile language learning methods is evident and is expected to further expand as an increasing number of individuals adopt smartphones or tablets as their primary computing devices.

The growing utilization of mobile applications for language learning brings forth a significant inquiry: Are current commercially available language learning mobile apps effective for language learners, according to existing research in second language pedagogy? Another question that arises from the use of technology is how can the state of business applications inform academic research, and vice versa? While academic research has explored the pedagogical applications and potential advancements of mobile technology in language learning, the evaluation and comprehensive analysis of existing commercial mobile language learning apps remain largely unaddressed.

In Ecuador, there are no detailed studies on the use of mobile applications and their effectiveness in teaching English as a foreign language. This means that there are no sources of information that are related to the educational context of the country, so the effectiveness of the use of these applications is yet to be defined. Although the use of these can imply a constructive impact on the learning experience, and it must be evaluated and scientifically supported.

For these reasons, the present research work is necessary because through it was proposed to establish a precedent so that a future research can further expand the subject.

CHAPTER I. STATE OF ART AND PRACTICE

In recent years, the integration of technology in education has transformed traditional teaching methodologies. Different digital tools and platforms have offered opportunities to enhance educational experiences. Furthermore, it is important to explore the multifaceted impact of technology on teaching and learning, considering its potential to foster innovation, engage students, and address diverse learning needs.

1.1. New technologies in the study of english as a foreign language

The primary components that interact within a classroom include the teacher, students, and instructional materials. Traditionally, textbooks have served as the predominant resource; however, there is now a growing implementation of new complementary materials, including various tools and technologies, to enhance the learning experience. According to González (2016), the textbook is not inherently flawed as a tool, but its exclusive or excessive reliance can be problematic. Overreliance on the same material in a classroom setting can reinforce a teaching model that is centered around the teacher and may not always be suitable for language instruction.

Today, there are new and innovative technologies. These technologies enable the opportunity to construct language proficiency through diverse resources such as videos, chats, blogs, collaborative tools, and social networks, allowing a critical analysis of the information that can be obtained from them. On the other hand, these technologies can provide the capability to read and comprehend varied and interactive content fostering the comprehension of relevant information from the resources available to the student.

These new technologies also teach students the importance of critical thinking and the skill to discern and filter information effectively from the vast array of resources available to them (Chong & Reinders, 2020). Lastly, to enhance the breadth of information they provide access to, emerging technologies allow publishing and communicating information in a very simple way.

The primary objective of new technologies is to enhance a skill that is challenging to develop using traditional tools: the oral proficiency of students. Video applications such as YouTube, along with the practice of watching series and movies in their original language are effective tools for improving speaking skills. According to Ahmadi (2018) these resources not only provide the opportunity for students to listen to native speakers and enhance their comprehension but also enable them to observe gestures, facial expressions, and other crucial aspects that accompany authentic speech. Thus, these tools serve as valuable contextualization aids applicable to all levels of English proficiency.

Differently, social media has taken a high interest within society across all kinds of age ranges. For this reason, it is possible to make the most of them in relation to teaching English. More and more institutions or teaching centers are looking for a method of including social networks in their teaching systems, this because, like other technological tools, social networks are constructive tools that allow the integration of everyone in an environment of continuous relationship with the teacher and with other students, breaking the temporal and spatial demands of the classroom.

The breakdown of these temporal and spatial requirements may not be important for children in primary or secondary school, but it is important for adult people who decide to learn another language and do not have time to go to a normal classroom (Sirvent, 2017).

Blogs, podcasts, and collaborative work tools are other type of important educational resources. The primary benefit of these three instruments lies in their ability to accommodate diverse resources of various types within a single platform as emphasized by Seitzinger (2002) that the integration of these three tools can enhance learning providing interactive opportunities. Blogs facilitate easy creation and access to information for both students and teachers, fostering direct communication between them. Podcasts is a source of information accessible to both students and teachers, enabling modifications as needed. Additionally, podcasts are valuable instruments for students interested in recording and sharing their content on the network, so that either the teacher provides them feedback, or to listen to themselves and be able to supply it to them (Bing, 2019).

Finally, the working tools in “the cloud” such as Google Drive or Dropbox, empower students to share various file types with both teachers and peers (Oliveira, 2014). Within this array of potential new tools, the emphasis is not only on students' proficiency but also on the immediacy of collaboration, student self-reliance, and the creation of adaptable and collaborative educational environments.

According to Francesc M. Esteve Mon (2011) these elements refer to the collection of tools, sources of information, connections, and activities that individuals diligently employ in their learning endeavors. These Personal Learning Environments (PLEs) encompass the fundamental skills of learning a foreign language, which include reading, comprehension, and reproduction. As such, it becomes an essential tool that every teacher must prepare and configure, assuming that the use of appropriate reading, comprehension and writing strategies and tools is taken into account.

Within the analysis of new technologies and technological tools that are used in learning a new language, there is a special section that deals with the different advantages of the use of this technology. According to Fabre et al., (2015), the advantages of incorporating new technologies are several in the teaching of a foreign language.

First, new technologies enable the creation and production of a wide array of supplementary materials such as videos and interactive presentations. This empowers teachers to customize new resources for various proficiency levels. Additionally, individualized assessment procedures can be devised, serving as an additional source of motivation for students. With these technologies, the process of teaching a language can be digitized, as the materials previously employed by teachers remain valuable even after the advent of new technologies (Hurtado & Diaz, 2009).

On the other hand, the design of the individualized self-assessment system will serve to implement it as a didactic resource, because by receiving personalized feedback, students will be able to work on it and learn from their mistakes and successes. The feedback leads to an individualization of teaching and greater attention from the student, thus being able to take more advantage of their teaching hours.

Feedback will be the key to students' progress, as long as they know how to take advantage of it. This individualization of the study will allow teachers to adapt to the level of curricular competence of each learner. The results of this individualization will be reflected in the different tools that the teacher will provide them and to which the students will have access to be able to adapt them to their level and their learning strategy.

As students gain increasing access to a wide range of tools, they transform into engaged learners who actively oversee their own language learning journey. This heightened level of motivation surpasses that experienced when utilizing alternative resources, highlighting the immense value these tools hold for students.

The utilization of modern technologies in language instruction enables the realization of privacy, individuality, and interactivity. In classes, not every student feels at ease due to differences in level between each other, or where every student progresses simultaneously. The use of new technologies encourages the development of the student's personal organizational skills, which are also crucial in various aspects of life (Rapanta, Boturri, Goodyear, Guardia, & Koole, 2020).

Regarding the development of speaking skills, new technologies facilitate immersive language practice in authentic contexts. The language is no longer presented in isolation, but within a natural, immersive, culturally rich environment. With tools such as Skype, chat applications, and more, learners can simulate real conversational situations or engage with native English speakers to enhance their comprehension. Moreover, these interactions enable students to receive valuable feedback, as native speakers can correct expressions, identify errors, or clarify misunderstood phrases. This approach allows learners to engage with interlocutors in real-time, fostering the development of comprehension and oral skills in engaging and dynamic settings (Romaña, 2015).

Although the issue of technology use within EFL teaching processes is a new topic, there are different investigations worldwide that have tried to give shape and orientation to the new technological processes and tools that exist now. According to Bárcena et al. (2015), since the appearance of the first smartphone worldwide, mobile technology has been an important factor in relation to the way in which

people learn a new language, thus allowing a greater possibility of access to this learning. Mobile devices, like smartphones, offer a way to integrate digital technology with the process of learning a second language. On the other hand, the increase in the popularity of these devices over the years has allowed the development of a large number of applications that allow the learning of a new language.

The research by Bárcena et al. (2015) mentions some studies that have emphasized this new trend. Selwood (2015) carried out a study to investigate the applications that demonstrated effectiveness when used in an educational setting, also allowing the contribution through language teaching to the development of these applications. However, Underwood has incorporated language learning design tasks, processes, and frameworks into courses designed for teen students of EFL and for teacher training. These courses were mainly intended to help students create their personal school tasks. The examination of these exercises and the discussion about the procedure conducted and the results obtained allowed the researchers to find weak points in the teaching process executed.

On the other hand, Chapman (2018) mentions that the flipped classroom offers a distinctive learning setting, which is rapidly becoming widely popular among teachers around the world. Inside an inverted classroom, students acquire the course materials through multimedia material (videos, online audios, etc.) prior to attending the classroom, spending most of the time asking questions and participating in interactive discussions in based on what one learned online.

Regarding the use of language learning strategies on mobile devices, Kétyi (2013) raises the main objective of integrating mobile technology into the teaching of a new language at the Budapest Business School, Hungary. This integration would allow students to gain valuable time learning outside of the classroom. Throughout the study, the research group demonstrated enhanced performance in accordance with the language test outcomes, whereas the control group did not exhibit such improvement. When examining data related to gender, women were found to perform better than men on the posterior measurement.

Another relevant research comes from Gaved and Peasgood (2015). This research explores language learning using mobile devices activated by location. To meet this aim, the use of Bluetooth technology as a communication channel has been proposed. This type of learning is based on executing specific activities in relation to the location where the student is, activating a notification on the mobile device that allows the student to see the activity that has been assigned. In this regard, previous attempts have been made to implement location-based language learning approaches, but they faced setbacks due to the limitations in location accuracy, both indoors and outdoors.

The authors of this study have also taken into account the ethical dilemmas associated with mobile language learning research that emphasizes location-based activities. They have explored concerns related to activity tracking, privacy, and the role of participants as co-investigators.

1.2. The concept of mobile learning

According to Bachore (2015), the innovation that occurs in the technological field has contributed significantly to the quality of education. In this regard, mobile technology has become an alternative that draws the attention of many users, due to its ability to have a sophisticated use. The accessibility that mobile technology has today, it plays a great role in various fields of education.

Mobile learning process can be defined as the process of acquiring knowledge through conversations in different contexts between two or more people using interactive technologies. These interactive technologies include the use of portable mobile devices (cell phones, tablets). Other authors define this learning process as the use of mobile technologies specifically for learning a foreign language (Bachore, 2015).

According to Crompton (2013), portable gadgets and wireless networks have undergone a notable evolution in recent years. Fast internet-enabled mobile communication and satellite-based location services are ubiquitously available. This technological advancement has brought with it new opportunities in all fields and has gained much interest in the domain of academic research and education.

Given that mobile learning, also known as "m-learning," is still a comparatively novel notion, it is not yet possible to have a single definition for it. However, the main definitions of this learning are based on four fundamental principles: pedagogical approaches, technological tools, contextual factors, and social interactions related to learning. Crompton (2013) presents a definition that encompasses these elements, defining m-learning as "learning across multiple contexts, through social and content interactions, using personal electronic devices".

The history of technology-enhanced learning begins in the 1920s with the development of the first testing machine that helped students independently test and practice their acquired knowledge. At present, e-learning, together with massive open online courses (MOOC), has gained great popularity among students, being used in almost most educational institutions through some type of learning platform, such as the widely used open-source platform Moodle.

Today, e-learning techniques are giving way to portable educational resources and environment-sensitive pervasive learning. As a matter of fact, not only the technologies used changed over the years, but also the pedagogies used and the way in which they help the individual learning of the student.

According to Crompton (2013), pedagogical approaches have been shaped by societal norms, contextual factors, and desired outcomes across different historical periods while emphasizing the fundamental significance of learning. The author further asserts that the essential element of all virtual learning lies in the connection between technology and education. Throughout history, technology has consistently maintained a strong relationship with learning, remaining relevant even as popular pedagogical practices have evolved.

The domain of mobile learning is making rapid progress, with a plethora of research emerging to shed light on the diverse applications of mobile devices in language education and instruction. This research has provided an encouraging picture of the potential of mobile devices in the teaching process. However, these studies also point to critical areas that must be considered when implementing m-learning.

Some of the key features of mobile learning include easy access, instant availability, interactive elements, and the ability to carry out educational activities within the

educational institution. The definition of each of these characteristics is detailed below.

- **Accessibility:** It refers to the ability of the student to access a mobile device. Today, due to the great progress that technology has made in relation to this topic, most students have a mobile device at their fingertips.
- **Immediacy:** Refers to the ability to transmit information from one place to another. Technological advances have allowed two very distant points of the world to be connected immediately through the internet, a situation that is greatly exploited by mobile teaching applications.
- **Interactivity:** It refers to the student's participation in the activities proposed within mobile learning. The use of mobile devices takes the student's interactivity to levels above those seen in traditional learning processes.

Additionally, given the widespread availability of technology in most locations, except remote areas, students can promptly connect and broaden their learning opportunities. Mobile phones equipped with various applications enable students to communicate with one another or with professionals in distant regions. Classroom instructions are anticipated to be contextual, and mobile learning fosters contextual learning perspectives that facilitate connections (Bachore, 2015).

Typically, the introduction of a new learning method is associated with both advantages and disadvantages in its implementation. According to Bachelore (2015), utilizing technological devices for learning enables students to engage in educational activities outside the traditional classroom setting, whether it's through online or offline access on personal computers at home. On the other hand, mobile-based learning offers the unique advantage of enabling students to learn irrespective of their location. The advantages of language learning on mobile devices primarily arise from the portable nature and connectivity features inherent in these devices.

- **Portability:** This feature allows students to mobilize mobile devices, taking with them the necessary material for learning. The ease with which mobile devices can be carried by people allows this end, also achieving social interactivity (data exchange and collaboration with other students).

- **Connectivity:** Regarding connectivity, any mobile application designed for learning a foreign language must have the ability to communicate and connect with the main website through a wireless network, which allows the tool to obtain the academic content immediately, regardless of where the student is located.

On the other hand, there are some disadvantages or limitations related to this learning system that are common in this type of system. On the one hand, a considerable portion of mobile devices are not specifically designed for educational use, that is, students will sometimes find it difficult to use these devices for educational purposes, mainly due to the distractions that can be found by the use of these (games, social networks, etc.).

However, devices that are suitable for specific learning tasks tend to be prohibitively expensive for many students. Consequently, teachers should be cognizant of the tools available to students and select or modify resources accordingly to ensure compatibility. Other drawbacks encompass constraints such as small screen sizes and limited graphical presentation (Johnson, Jacovina, Russell, & Soto, 2016).

Mobile devices are widely regarded as a valuable addition to conventional learning methods for several compelling reasons. One significant advantage of mobile learning is its ability to facilitate education beyond the confines of the classroom. This promotes unrestricted mobility and exploration of the surroundings, enabling immediate practical application of newly acquired skills and knowledge through informal learning activities.

Conversely, mobile devices can be utilized to enhance classroom learning (Santos, 2013). A personal mobile device has the potential to cater to individual learning styles, delivering appropriate educational content in a suitable context within an optimal learning environment. These varied opportunities afforded by mobile devices are commonly referred to as benefits.

Tiitinen (2015) mentions five main advantages that must be taken into account to get the most out of handheld devices. These advantages are as follows:

- **Portability:** Portable devices must have the ability to be easily transported to different places, also allowing the development of school activities anywhere.

- Social Interactivity: Mobile devices should allow students to trade information and work together with individuals in close physical proximity through an internet connection.
- Connectivity: Mobile devices must have the capability to establish connections with other devices and access services via networks.
- Individuality: The potential to provide customized support and guidance tailored to the learner's actions and objectives (Tiitinen, 2015).

Mobile learning offers students the opportunity to engage in experiential learning without constraints of place, time, or device. Present-day students are accustomed to interactive engagement with digital information, multitasking, and utilizing mobile solutions for communication purposes, as highlighted by Gómez, Zervas, Sampson, and Fabregat (2014).

Despite all the advantages and positive effects that mobile learning can bring, it is not exempt from the presence of some negative effects. At this point, Chu (2013) points out that, compared to traditional conventional learning methods, mobile learning can become a complex environment that may potentially hinder learning outcomes and even have a detrimental impact on academic achievements. This arises from the significant cognitive load imposed when individuals must simultaneously manage digital materials and physical learning resources.

On the contrary, mobile devices and network connections can present technical problems, which will have a negative effect on student motivation. Tiitinen (2015) mentions five common problems that could arise in this type of learning:

- Software integration issues
- Performance issues when running the application on mobile devices.
- The information entry method will be difficult on some devices.
- Different screen size on each device
- Limited battery life

Keep in mind that since the learning activities within the application may take longer than the activities carried out in the classroom, the longevity of mobile device batteries, particularly, is a major cause for concern (Tiitinen, 2015).

To establish a comprehensive understanding of mobile-assisted language learning, it can be approached through a framework that categorizes pertinent aspects into three domains: physical, pedagogical, and psychosocial. These domains, though distinct, are intricately interconnected and overlapping, as highlighted by Bachelore (2015). While each topic has its own significance, their interdependence must be acknowledged.

Due to the very nature of learning a foreign language using mobile devices, the devices to be used will always be portable and relatively small. The attributes mentioned above, coupled with the extensive functionality offered by contemporary mobile devices, play a significant role in students carrying these devices. However, these characteristics also have the potential to impose limitations on their usage. Unsurprisingly, the most reported physical concerns revolve around screen size and input methods (Moghaddas, 2016).

On the other hand, this type of learning will be affected by other characteristics related to the device, such as the storage capacity, the speed of the device's processor, the battery life and the compatibility of the device with the learning applications. This last characteristic will be delimited by the ability of the device's operating system to be able to run programs or applications for teaching a foreign language, in terms of data transfer speed. These points should always be considered when programming any application for this purpose (Bachore, 2015).

Regarding the pedagogical part, as pinpointed by Byrne and Diem (2014), one of the primary obstacles in mobile learning at present is ensuring that tasks sent through mobile applications can be adapted to the performance and technical characteristics of each device. For this reason, on many occasions, software and educational application developers do not take full advantage of the technical capabilities of a mobile device, arguing that they do not have the same technical capabilities as a computer or laptop. Computer-based activities are often replicated without sufficient regard for the specific possibilities and limitations presented by mobility.

Another key factor that must be analyzed when programming a mobile application for teaching a foreign language is the psychosocial problems that may arise.

According to Mohammadi and Shirkamar (2018), mobile devices possess unique qualities that set them apart from previous technologies. One notable distinction is that mobile devices, unlike desktop computers or early laptops, have primarily been designed for personal and social use rather than work or academic purposes.

When a comparison and observation of the applications installed on these devices is made, the majority presence of applications that allow communication with other people can be noticed, such as Whatsapp, Facebook, Twitter, Instagram, among others. There are also a wide variety of games available for most mobile platforms today, having many downloads and that is increasing every day.

Research carried out by Aditya (2016) focused on the development of a new application that focused on the development of the speech skills of the students of Aisiyiah Health Sciences College of Yogyakarta, in Indonesia.

The teaching process of this application is made up of 5 activities, which are defined as "Screen Activities". After the application was developed, it required validation by experts and users in order to verify the functionality of the application. The expert validation had an average rating of 1.9 / 2 regarding the learning methodology. On the contrary, the application had a low rating in the technological aspects evaluated (0.8 / 2), which for the criteria established by the research was considered acceptable (Aditya, 2016).

In the case of users, the average rating they gave to the application was 1.2 / 2. This value, as mentioned in the previous paragraph, is considered acceptable, being able to verify that the application is efficient in the educational context.

The design of this application was promising; however, the application can improve in various aspects, such as in the design and programming section. This section was the one with the greatest problem at the time of the expert evaluation, being scored with low marks. Another low point of this research was the approval criteria given for the application. As stated in the previous paragraphs, the application had a rating lower than 1, however, it was approved, which makes this application not efficient in many respects.

Another interesting research is that carried out by Munday (2015). She highlighted the importance of DuoLingo in improving the classroom experience within the

classroom. This research proposes the idea of using this mobile application already on the market as a complement to Spanish classes but as a foreign language.

The research highlights that the main results obtained show that DuoLingo is an application that is easy to use, access and useful. This is complemented by the fact that the tasks and activities proposed in the application are not focused on the development of communicative competence. The study mentions that the application seems to be liked by most of the students surveyed for the following reasons:

- Possibility of easy access by mobile
- Intuitive app design
- Varied content within the application

This research analyzes all the strengths and weaknesses of DuoLingo, pointing out the aspects in which the application could improve, being very few compared to the research mentioned above. This application can be considered as an effective application for the development of the intrinsic skills of learning a foreign language. One of the main advantages of this application is that it does not have a language limit, which makes it an application that can be used universally.

Another interesting research on the use of DuoLingo within the development of speech skills is the research carried out by Niah and Pahmi (2019). In this research, the authors mention that they used a quantitative analysis that allowed us to know the effectiveness of the application. To collect the general data of the research, they used the methodology known as ASSURE (Analyze, State, Select, Utilize, Require, and Evaluate).

In general terms, the findings revealed a notable disparity in the evaluated students' speaking abilities before and after using the application. This significant difference highlights the effectiveness of the aforementioned application, being able to be used within the English language education process.

As far as Ecuador is concerned, there are not many investigations related to the subject, since it is a new subject that is just beginning to be analyzed. However, the research carried out by Borja (2019) can be mentioned. This research does not

focus only on speaking skills, but also on the other skills that make up English language learning.

The primary aim of this research endeavor was to assess the effectiveness of the DuoLingo application in improving English language learning skills in third-year high school students. To test this hypothesis, a sample of 120 third-year high school students was taken.

These students had a basic level of English before using the app. After using the application, the students presented an intermediate level of language proficiency. This result indicates that the application is efficient and that it can be used to complement traditional language learning.

1.3. Speaking skills

Before approaching the topic of speaking skills, it is necessary to make an approximation to the definition of speaking. According to Leong and Ahmadi (2017), speaking is defined as “the transmission of words and ideas orally, thus forming a process of creating and sharing ideas through the use of verbal and non-verbal symbols in different contexts.” (p.34).

Speaking, as a fundamental form of communication, represents a vital skill that students must acquire when learning a foreign language. The enhancement of students' speaking abilities has consistently been a focal point of concern. In today's world, it has become imperative for individuals to possess the ability to articulate, express, and persuade effectively to excel in their respective professions. Proficiency in speaking receives considerable emphasis in various scenarios such as interviews, group discussions, presentations, meetings, seminars, workshops, and projects. Consequently, to align with the rapid advancements of the 21st century, the integration of technology is necessary in speaking classes.

On the other hand, Bygate (1987, cited by Leong and Ahmadi, 2017), defines the process of speaking as “the production of auditory signals with the main objective of producing different verbal responses in the listeners. The speech process systematically combines sounds to make meaningful sentences and phrases.”

Another definition that can be considered important is the one mentioned by Torkey (2006). According to the author, speech is a reciprocal process that involves genuine exchange of opinions, pertinent information, and emotions among its participants.

It should be noted that human beings are programmed from an early age to speak before being able to read and write as part of their initial communication with the environment. In this regard, human beings spend a greater amount of their time engaging in oral interactions with language, surpassing its utilization in written form; for this reason, speaking is considered the most important skill when learning a new language.

In this regard, Leong and Ahmadi (2017) mention that speaking the English language becomes a task with a high degree of difficulty for students because they must know many components of the language, such as correct pronunciation, grammar language, vocabulary, reading comprehension, and speaking fluency. Each of the students must be able to speak the English language in order to have fluent and effective communication with other people around them.

In her research, Mazouzi (2013) points out that the ability to speak plays a vitally important role for interaction with other people since she will always apply this ability. Speaking is the way of communicating a person's ideas through the oral route. Anyway, the English language teacher must motivate students to communicate in that language, thus helping the teaching and learning process.

The importance of speaking is based on the integration of different language skills. That is to say, speaking allows students to develop their vocabulary and grammar skills, a step that is essential for the development of their writing skills later. Through oral communication, students can express their ideas and emotions through storytelling, discussions, among other tools that allow showing the different functions of oral language (Leong & Ahmadi, 2017).

During the process of learning English, speaking plays a crucial role in facilitating the practical application of the language. The capacity to communicate orally has been of immense significance for the accomplishment and progress of individuals. The importance of the ability to speak is observed in the daily activities of people.

Talking is an interactive activity and occurs under the constraints of real time. That is, people can use words and phrases fluently without much conscious thought. The ability to speak allows individuals to produce sentences for actual communication, in other words, they like to communicate in language to achieve specific goals (McDonough and Shaw, 1993, cited in Leong and Ahmadi, 2017).

At this point, Mazouzi (2013) mentions that activities aimed at developing students' ability to speak must be designed through an equivalence between two factors: fluency and the achievement of language precision. Both factors are considered as important elements within the oral communication approach. As such, the practice of the language within the classroom helps students to develop this competence. For this reason, it is necessary for the teacher to know the correct functioning of each of the elements that make up the linguistic system of a certain language, in this case, the English language.

That is to say, the ability to speak consists of two main characteristics. The first characteristic is fluency when speaking. This characteristic becomes the main objective to be achieved by English teachers through the teaching of oral skills. In this regard, Leong, and Ahmadi (2017) define fluency as the oral communicative capacity that a person has in an understandable way towards others, without interrupting the established communication links, pronouncing and respecting each of the grammatical signs of the language, developing sentences with coherence and good pronunciation.

The second characteristic is related to the precision of the oral interpretation of a language. Each student must master the learning of a foreign language. For this reason, the teacher must emphasize precision within the teaching method that she is executing with her group of students. Students must also pay attention and interest when learning, reviewing, and considering the accuracy and integrity of the form of language used, mainly focusing on the corresponding grammatical structures, the vocabulary acquired and the proper pronunciation of each word (Mazouzi, 2013).

The proper use that students give to grammatical structures will depend on the length and level of complexity of the sentences to be read in the classroom. The

inclusion of adequate vocabulary that allows the development of fluency should also be valued, selecting suitable words for suitable contexts of conversations (Thornbury, 2005).

According to Thornbury (2005), pronunciation is often regarded as the aspect of language learning that receives the least amount of attention from students. This is due to the number of phonological rules that the English language presents and that must be assimilated by students. Students should also take into consideration the respective accent, tone, and intonation. These elements, together, allow the development of the ability to speak the English language effectively and efficiently.

When talking about the ability to speak it is also necessary to talk about the main problems that this ability can present in students. The main problems that can be found are student inhibition, lack of knowledge about the topic to be discussed, low participation and the use of native language by students (Tuan & Mai, 2015).

In relation to inhibition, this problem is present when students do not participate in classes for fear of being criticized or ridiculed if their answer is incorrect, creating an atmosphere of inhibition in the classroom, which prevents the correct development of speech skills.

In relation to the lack of knowledge, this problem occurs when students are unable to remember information regarding the topic that is being addressed in class. This generates a lack of motivation in students because they have nothing to express to the rest of the class. This on many occasions is due to the fact that the teacher addresses topics that are not general knowledge for the students, becoming more noticeable and more difficult at the time of teaching a foreign language (Tuan & Mai, 2015).

Regarding the low participation of students, this problem is directly related to the first problem previously mentioned, also being complemented by the number of students and the duration of the class. In classrooms characterized by a large student population, individuals will have a restricted opportunity to actively engage (Leong and Ahmadi, 2017).

Finally, the last problem refers to the use of the mother language within the teaching of a foreign language. Students will always prefer the use of their native language to communicate in class because it is easier for them, but on the contrary, its use does not contribute anything to learning a foreign language. In this regard, some reasons why students prefer the use of their native language within the classroom of learning a foreign language can be mentioned:

- The teacher often asks the students to talk about subjects about which they do not have a great deal of information.
- Native language is very natural for students.
- If the teacher does not encourage the use of the foreign language in the classroom, the students will automatically use their native language to consult the doubts and opinions they have towards their other classmates.

It is the task and obligation of the teachers to motivate and encourage their group of students to use and practice the foreign language, in this case English, within the classrooms, helping the development of speaking skills (Hossain, 2015).

For teachers to develop their students' speaking skills, they need to be able to identify various factors that will affect their oral performance. As a matter of fact, this performance will be influenced by the student's performance conditions, affective factors, the ability to listen and feedback within the classroom.

Regarding performance conditions, Nation, and Newton (2009) mention that students will develop different oral activities under specific conditions. The oral performance of the student will be directly influenced by these circumstances, which entails planning, quality of education and time on the part of the teachers.

The affective factor, for its part, becomes an important factor at the time of learning. Krashen (2009) mentions that the different types of affective variables are related to the motivation and acquisition of new knowledge on the part of students, with self-confidence and anxiety being the main affective variables that they can be presented to students of a foreign language.

The ability to listen plays an important role in the development of speaking skills. Students will not be able to improve their speaking skills if they do not first cultivate their listening abilities. In this context, it is essential for students to comprehend the

message being conveyed so that the dialogue can be fruitful (Leong and Ahmadi, 2017).

Finally, feedback during speech activities becomes necessary. Many students wait for their teachers to give them comments or suggestions about their speech skills, asking if they can improve this attribute. On the other hand, this activity should not be abused because, if students are always corrected, they will generate feelings of demotivation towards learning a new language (Tuan and Mai, 2015).

As could be seen in the previous paragraphs, the speaking ability is one of the most important when talking about the acquisition of a new language. This skill is considered important because this will be the skill most used by students in real life, being important within the daily interactions that the student has within the context of society as such. This is how, at present, a new educational context is required that allows to potentiate all the inherent abilities of the language.

As Bahadorfar and Omidvar (2014) mention, there are different reasons why the teacher should focus on their different teaching methodologies. The main reasons why the teacher should focus on speaking skills are the following:

- Speaking plays a vital role in both the process of acquiring a second language and the instructional methods employed in teaching it.
- For numerous second language or foreign language learners, attaining proficiency in speaking skills in English takes precedence.
- Our language learners frequently gauge their progress in language acquisition and the efficacy of their English course by assessing their perceived improvement in spoken language proficiency.
- In contemporary EFL/ESL courses, oral skills have received little attention or have been inadequately addressed.

On the other hand, Herlina (2014) mentions that one of the main points where the use of technology can be implemented in the teaching process and improvement of speaking skills is within the evaluation processes. These technology-assisted assessment methods can help the teacher in identifying the primary deficiencies students face in terms of their speaking ability. Within the normal assessment

activities, other technological activities can be combined that can help improve the academic performance of students.

Despite its significance, the enhancement of speaking skills has been undervalued for an extended period of time, with teachers using old methodologies for the improvement and teaching of said skill, such as memorizing dialogues or repeating exercises. Nonetheless, in the present-day society, it is imperative that the objective of teaching speaking should be to enhance students' communication abilities, enabling them to effectively express themselves and navigate appropriate social and cultural norms in diverse communicative contexts. Speaking constitutes a crucial component of language skills essential for the growth of language learners (Naciri, 2014).

CHAPTER II. METHODOLOGY DESIGN

2.1. Research and research approach

To conduct this research, a mixed-method approach is recommended. This approach combines the key advantages of both quantitative and qualitative methodologies, aiming to elevate the investigative depth of the study.

Regarding this matter, Guelmes and Nieto (2015) state that the mixed research approach serves as a paradigm that effectively combines the two conventional research types, namely quantitative and qualitative. By integrating these methods, researchers gain access to a wide range of powerful tools that significantly enhance the investigative process. The authors define this approach as a researcher's endeavor to merge the methods, characterized by methodological pluralism. This approach adds considerable value to the research by mitigating the limitations of each approach while capitalizing on their respective strengths.

As per Salgado (2007), the qualitative approach operates on the fundamental premise that the social realm is composed of meanings and symbols. This methodology has created a multidisciplinary domain that spans various fields of science, thereby making a substantial contribution to knowledge.

In this respect, the qualitative approach has the following characteristics:

- The researcher's acknowledgment of the necessity to incorporate participants' perspectives within the study framework.
- The need to ask open questions.
- Due to the crucial role of cultural context, it is imperative to collect data in the settings where individuals engage in their everyday routines.
- The purpose of research is to be beneficial in enhancing individuals' quality of life.
- Rather than focusing solely on "exact" variables, qualitative research examines concepts that cannot be fully captured through measurements alone, as emphasized by Hernandez, Fernández, and Baptista (2014).

This research used this approach to know the benefits of the implementation of mobile applications for teaching English within the development and improvement

of students' speaking skills. For this purpose, a literature review will be carried out, analyzing previous research related to the research topic.

In relation to the quantitative research approach, Del Canto and Silva (2013) state that it relies on empirical data. This approach involves collecting data to test the hypotheses formulated in a study using numerical measurements and statistical analysis. The goal is to identify patterns of behavior that validate theories.

The primary features of the aforementioned approach pertain to the meticulousness with which the research process is executed. This approach entails compiling information in a structured and systematic manner, employing deductive reasoning to identify causal or universal laws within an external reality that is distinct from the object of study (Hernandez, Fernández, & Baptista, 2014).

This approach was used in the research with the purpose of knowing the relevance of applying a proposal that involves the use of applications to learn English in the students of "Unidad Educativa Vicente Leon" High School. For this, data collection instruments be used aimed at the institution's teachers, who evaluated the relevance based on their work experience in the institution.

In terms of the research methodology, a pre-experimental approach at a descriptive and explanatory level is recommended. Pre-experimental research methods are commonly employed in educational and social science studies. However, it is worth noting that some researchers in these fields may not readily accept them as a valid option to design their projects. They may exhibit a dismissive attitude towards pre-experimental methods and justify their utilization in the ongoing research they are conducting (Salas Blas, 2013).

Alternatively, at the descriptive-explanatory level of research, the study reveals an understanding of reality by portraying it within a specific spatial and temporal context defined by the study's limitations. This level of research involves observing and documenting all aspects of the phenomenon under investigation, describing its state or behavior without introducing any modifications to it (Rojas, 2015).

To collect the data for the existing study, the survey, the pretest, and the posttest used. The survey provided insights into the perspectives of the teachers regarding the primary challenges faced by their students in relation to their speaking skills. This survey also revealed the relevance and approval of the implementation of a teaching methodology that uses mobile applications for learning English.

Furthermore, the pretest and posttest were utilized to track the progress of the students in terms of their speaking skills. The pretest was administered prior to the implementation of the proposed methodology, whereas the posttest was conducted after the methodology had been implemented.

The collected data from surveys and tests were organized and subjected to statistical analysis. The survey was analyzed to determine the inclination of teachers towards the proposed study methodology. Additionally, a comparison was made between the pretest and posttest results to ascertain whether there exists a noteworthy difference between the obtained outcomes.

Instrument evaluation

In the current research, an online survey was applied as tool to gather information. This resource would be meaningful for data analysis. The evaluation instrument consisted of six questions each. One for teachers and the other one for students who took the English modules at the university. Google forms was the app used for this part of the project.

Additionally, the questions applied were both checked and validated by two academic experts who had had at least three years of experience working in higher education institutions. They were in charge of giving their opinions and observations regarding the mechanics, coherence and cohesion in the questions presented for students and teachers.

Teachers who worked at the language department assessed the importance of receiving a workshop based on speaking skills and language learning applications. The results were directly obtained since the process was digitally taken in Google forms.

Put differently, the research aimed to clarify the condition of the studied occurrence – for instance, the influence of mobile learning apps and speaking skills in English as a Foreign Language (EFL) learners. This level of investigation was employed to provide an understanding of the subject. These insights will facilitate the development of a comprehensive workshop plan, subsequently feasible for application among the English teachers of Indoamerica University and then their students who take their classes here.

2.2 Population and sample

The research was conducted at Universidad Tecnológica Indoamérica. This private university is located in the city of Ambato. A group of 40 students from law and business administration programs was selected to conduct this research project. In which male and female made part of it. Since the observed group is not big, a sample was not mandatory. These students came from the same classroom. They belonged to the fifth level. Their ages were between 18 and 20 years. They took classes from 12h30 to 13h30 from Monday to Friday at the downtown campus of the university.

The personnel from the language department were also considered to gather previous information and they were also part of the proposal in which their participation would be enriching through the acquisition and improvement of new skills.

Table 1. Population

Population	Number
Teachers	12
Students	40
Total	52

Source: Self-sourced

Methodological procedure

At the Universidad Tecnológica Indoamérica Language Department in the province of Tungurahua, the research's initial phase was centered on creating a teachers-focused workshop sessions through the integration of mobile applications to enhance the speaking skills among their students. During this phase, the literature

that has already been written and reference materials pertaining to the particular topic under study were examined. Analyzing the perspectives and opinions of different writers made it possible to investigate the subject topic in greater detail.

Following this, a formal letter is dispatched to the academic director of the language department of the university requesting authorization to use the evaluation instrument with the students. Since the assessment tool survey has a proven track record of reliability and validity, it was decided to use it.

Data Collection and interpretation

Structured questionnaires were recommended as a way to collect data in order to include the perspectives of every teacher. The purpose of these surveys was to find out how instructors felt about their students' speaking progress and the use of mobile apps to gain development of this productive skill. The surveys also looked at how important it would be to hold a workshop in order to support these applications. Teachers who work full-time at the language department were carefully chosen because of the valuable insights they provided from their everyday interactions with students. The questionnaire asked questions about the perceived speaking levels of students by instructors, the difficulties that teachers found while saying new words, and whether or not to do a workshop related to online applications. This strategy sought to identify its main benefits so that its possible future application could be evaluated.

2.3. Development of the proposal

Informative Data

Institution: Universidad Tecnológica Indoamérica

Province: Tungurahua

City: Ambato

Status: Private

Address: Bolívar 2035 and Guayaquil

Telephone number: 59332994560 (Ext. 3174)

Department: English Department – Fifth Level

Introduction

This proposal is centered around incorporating mobile applications as an integral part of the learning journey. Firstly, it is important to mention that educational processes have undergone changes with respect to technological advancement. This technological advance is closely linked to the improvement of educational processes in all concepts of teaching as such. EFL teaching has not been exempt from this technological advance, being also a participant in this process as such.

On the other hand, the advancement of mobile technology has had a great impact on everyday society. It is evident that a large portion of the global population has access to mobile devices, such as cell phones, tablets, smartwatches, and other types of devices. These devices have simplified people's lives, allowing them to have access to an infinity of content.

That is why it is proposed to carry out a socialization workshop on the use of mobile applications within teaching, this to publicize the main advantages related to the use of mobile applications (such as Duolingo and Wlingua) within the enhancement of students' speaking abilities within the regular classroom practices carried out at Indoamérica University.

Universidad Tecnológica Indoamérica Language Department background

The Language Department is part of the university since its students have to approve a second language in this case English as a requirement to enter the capstone unit. The Language Department works in the same campus as the other programs in this case Ambato and Quito, providing face-to-face classes and for online programs there is also the virtual learning modality in which I have more exposure with.

Background of the proposal

Before designing the proposal for presenting the methodology as such, it is important to mention some aspects related to the definition of mobile learning. Mobile learning process can be defined as the process of acquiring knowledge

through conversations in different contexts between two or more people using interactive technologies. These interactive technologies include the use of portable mobile devices (cell phones, tablets). Other authors define this learning process as the use of mobile technologies specifically for learning a foreign language (Bachore, 2015).

In this regard, the different teaching methodologies are based on the context that society handles with respect to education. This context encompasses all the activities carried out by society, which is why new technologies will always be within the orbit of the methodologies used. Regarding this issue, Crompton (2013) mentions that the essence of all virtual learning is the link that technology and learning have. Examining the historical perspective, it can be observed that technology has consistently maintained a significant connection with the process of learning, starting from its early stages and continuing to be relevant amidst shifts in popular pedagogical approaches.

Among the main characteristics of mobile learning are accessibility, immediacy, interactivity, and the location of activities in the educational institution. The definition of each of these characteristics is detailed below.

- **Accessibility:** It refers to the ability of the student to access a mobile device. Today, due to the great progress that technology has made in relation to this topic, most students have a mobile device at their fingertips.
- **Immediacy:** Refers to the ability to transmit information from one place to another. Technological advances have allowed two very distant points of the world to be connected immediately through the internet, a situation that is greatly exploited by mobile teaching applications.
- **Interactivity:** It refers to the student's participation in the activities proposed within mobile learning. The use of mobile devices takes the student's interactivity to levels above those seen in traditional learning processes.

Additionally, given the widespread availability of technology in most locations, except for remote areas, students can readily connect and broaden their learning opportunities. They can also communicate with their peers and professionals in distant regions through mobile phones equipped with various applications. In-class

instructions are anticipated to be contextually relevant. As a result, mobile learning facilitates contextual learning perspectives that foster connectivity (Bachore, 2015).

Another key factor that must be analyzed when programming a mobile application for teaching a foreign language is the psychosocial problems that may arise. According to Mohammadi and Shirkamar (2018), mobile devices possess unique qualities that set them apart from previous technologies. One notable distinction is that, unlike desktop computers or early laptops, mobile devices have primarily been used for personal and social activities rather than work or academic purposes.

When a comparison and observation of the applications installed on these devices is made, the majority presence of applications that allow communication with other people can be noticed, such as Whatsapp, Facebook, Twitter, Instagram, among others. There are also a wide variety of games available for most mobile platforms today, having many downloads and that is increasing every day.

Research carried out by Aditya (2016) focused on the development of a new application that focused on the development of the speech skills of the students of Aisyiyah Health Sciences College of Yogyakarta, in Indonesia.

The teaching process of this application is made up of 5 activities, which are defined as "Screen Activities". After the application was developed, it required validation by experts and users in order to verify the functionality of the application. The expert validation had an average rating of 1.9 / 2 regarding the learning methodology. On the contrary, the application had a low rating in the technological aspects evaluated (0.8 / 2), which for the criteria established by the research was considered acceptable (Aditya, 2016).

In the case of users, the average rating they gave to the application was 1.2 / 2. This value, as mentioned in the previous paragraph, is considered acceptable, being able to verify that the application is efficient in the educational context.

The design of this application was promising; however, the application can improve in various aspects, such as in the design and programming section. This section was the one with the greatest problem at the time of the expert evaluation, being scored with low marks. Another low point of this research was the approval criteria given for the application. As stated in the previous paragraphs, the application had

a rating lower than 1, however, it was approved, which makes this application not efficient in many respects.

Another interesting research is that carried out by Munday (2015). She highlighted the importance of DuoLingo in improving the classroom experience within the classroom. This research proposes the idea of using this mobile application already on the market as a complement to Spanish classes but as a foreign language.

The research highlights that the main results obtained show that DuoLingo is an application that is easy to use, access and useful. This is complemented by the fact that the tasks and activities proposed in the application are not focused on the development of communicative competence. The study mentions that the application seems to be liked by the majority of the students surveyed for the following reasons:

- Possibility of easy access by mobile
- Intuitive app design
- Varied content within the application

This research analyzes all the strengths and weaknesses of DuoLingo, pointing out the aspects in which the application could improve, being very few compared to the research mentioned above. This application can be considered as an effective application for the development of the intrinsic skills of learning a foreign language. One of the main advantages of this application is that it does not have a language limit, which makes it an application that can be used universally.

Another interesting research on the use of DuoLingo within the development of speech skills is the research carried out by Niah and Pahmi (2019). In this research, the authors mention that they used a quantitative analysis that allowed us to know the effectiveness of the application. To collect the general data of the research, they used the methodology known as ASSURE (Analyze, State, Select, Utilize, Require, and Evaluate).

Broadly speaking, the findings revealed a notable disparity in the speaking skills of the assessed students prior to and following their utilization of the application. This significant difference highlights the effectiveness of the application, being able to be used within the English language education process.

As far as Ecuador is concerned, there are not many investigations related to the subject, since it is a new subject that is just beginning to be analyzed. However, the research carried out by Borja (2019) can be mentioned. This research does not focus only on speaking skills, but also on the other skills that make up English language learning.

The primary goal of this research was to assess the effectiveness of the DuoLingo application in improving English language learning skills in third-year high school students. To test this hypothesis, a sample of 120 third-year high school students was taken.

These students had a basic level of English before using the app. After using the application, the students presented an intermediate level of language proficiency. This result indicates that the application is efficient and that it can be used to complement traditional language learning.

Justification

This concept aims to improve the speaking ability with the students at the university by being exposed to some apps use. By concentrating on diverse application principals, teachers would improve their learners' speaking skills. Teachers would also receive a series of apps to enhance such skills with their students, allowing them to connect with English instruction in an interactive and educational way.

Proposal objective

The contemporary proposal centers around the development of a socialization workshop that explores the utilization of mobile applications within EFL classes and its main advantages in improving the speaking skills of the students of Universidad Tecnológica Indoamérica.

Scope of the proposal

This proposal will be developed for students and teachers of Universidad Tecnológica Indoamérica.

Proposal activities

For the development of this proposal, the teachers and students of the educational institution took into consideration. The socialization will last two hours, where the material developed for socialization will be presented focused on showing the advantages of the use of mobile applications in improving the speaking skills of students.

Throughout the designated time frame, educators will have the opportunity to engage with the training facilitator, posing inquiries that aim to further enhance their understanding of the knowledge gained during the training.

The steps undertaken to implement this proposal are founded on the ADDIE methodology (which stands for analysis, design, development, implementation, and evaluation). Utilizing this methodology enhances the execution of the proposal itself. The subsequent tables provide a comprehensive breakdown of each section of the methodology and its corresponding development.

Table 2. Stage 1 - Examination

Stage 1: Examination	
Data	Use and benefits of mobile applications to improve students' speaking skills
Trainees' features	Gender: Masculine and feminine Learning institution: Universidad Tecnológica Indoamérica
Resources	Slides Multimedia Computer Projector Question sheets
Topics	<ul style="list-style-type: none"> ● Development of speaking skills ● Top mobile apps to learn English. ● Advantages of using mobile applications for teaching English. ● Strategies for using mobile applications to improve speaking skills.
Tutor	Wilmer Burbano
Time	Two hours

Source: Self-sourced

Table 3. Stage 2 - Planning

Stage 2: Planning	
Goal	By the conclusion of the workshop, educators and learners will have a clearer comprehension of the positive aspects and advantages associated with utilizing mobile applications to enhance students' speaking abilities.
Evaluation	Class participation Questions to the instructor Brainstorming
Information sharing methods	Plenary speeches Utilizing slide presentations Engaging in interactive questioning
Planning	<p style="text-align: center;">Part 1: Demonstration</p> <ul style="list-style-type: none"> ● Introduction and salutation ● Introduction and overview of the course's content <p style="text-align: center;">Part 2: Progress of speaking skills</p> <ul style="list-style-type: none"> ● Definition of speaking skills ● Points to consider in developing speaking skills. ● Main flaws of students in their speaking skills <p style="text-align: center;">Part 3: Use of mobile applications in EFL classes</p> <ul style="list-style-type: none"> ● Main mobile applications focused on learning English. ● Benefits of using mobile applications in improving speaking skills <p style="text-align: center;">Part 4: Inquiries and replies</p> <ul style="list-style-type: none"> ● Engaging in the exchange of questions and answers ● Obtain insights from subject matter specialists

Source: Self-sourced

Table 4. Stage 3 - Progress

Stage 3: Progress	
Content creation	<ul style="list-style-type: none"> ● Examination of relevant studies on the subject ● Selection and systematization of the most important and enriching information for training ● Preparation of slides for the workshop
Trainer Materials	Slideshow, multimedia (audio and video)
Trainee activities	Questions addressed to the teacher. Questions for workshop participants Brainstorming Active breaks
Proposal purpose	The current proposition centers around designing a workshop on socializing and familiarizing with mobile applications in English as a Foreign Language (EFL) classes. The workshop aims to highlight the key benefits of using these applications in enhancing students' speaking abilities at Universidad Tecnológica Indoamérica.

Source: Self-sourced

Table 5. Stage 4 - Execution

Stage 4: Execution	
Printed materials	Visual aids for a presentation Attendance sheet for workshop participants
Revision	Wilmer Burbano, Universidad Tecnológica Indoamérica
Administration	Universidad Tecnológica Indoamérica
Approval for implementation	Mg. Diego López Universidad Tecnológica Indoamérica Language Department Coordinator.

Source: Self-sourced

Table 6. Stage 5 - Assessment

Stage 5: Assessment	
Assessment of the course	Course satisfaction assessment Elaboration of questions to the workshop participants
Financial means	Business materials \$80 Travel funds \$10 Material design \$50 Total: \$140
Course cost	0 \$

Source: Self-sourced

The educational institution will primarily handle the administration and directly oversee the complete implementation of the project. The teachers from the institution will assume responsibility for managing, organizing, planning, and executing the proposal, with guidance from the person leading the research.

Meanwhile, the subsequent tables demonstrate the human, material, and financial resources that are accessible for the appropriate execution of the socialization proposal.

Table 7. Personnel

Personnel	
1	Instructor
2	School administrators
3	Principal

Source: Self-sourced

Table 8. Material assets

Material assets	
1	Slideshows
2	Multimedia content
3	Internet
4	Business materials
5	Audiovisual materials

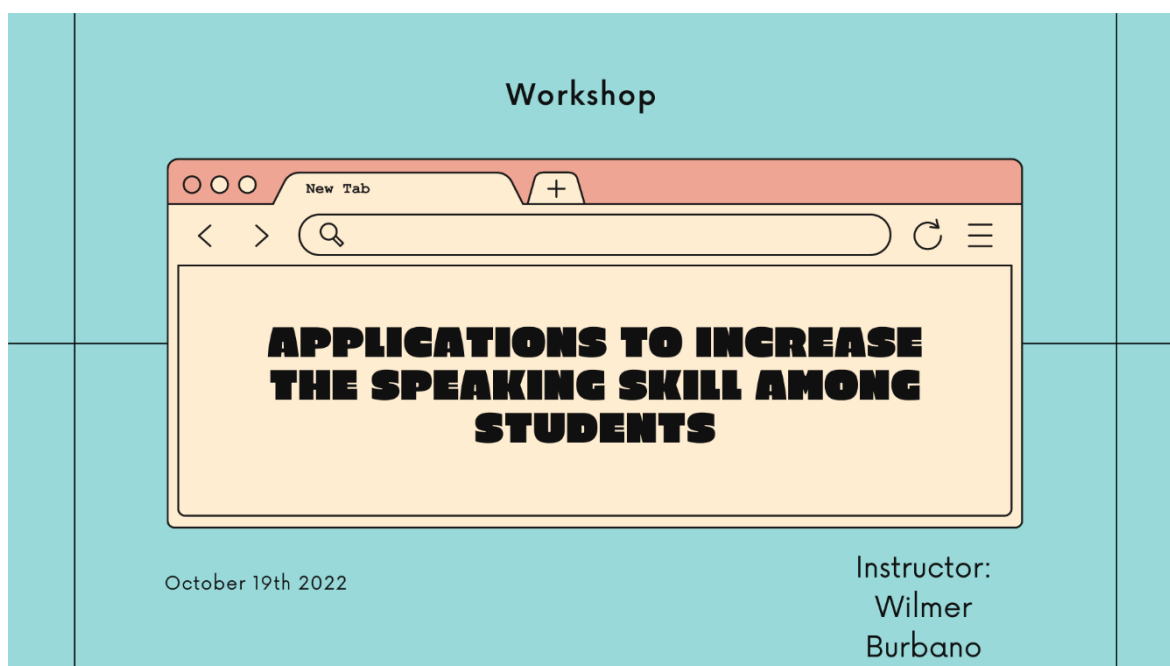
Source: Self-sourced

Table 9. Economic funds

Economic funds	Budget	Total
1 Business materials	\$ 80	\$ 80
2 Travel allowances	\$ 10	\$ 10
3 Development of instructional resources	\$ 50	\$ 50

Source: Self-sourced

Workshop performance: Applications to increase the speaking skill among students.



For the full-time instructors of the language department, a face-to-face session on English as a Second Language (ESL) was held on October 19th and 20th, 2022. For an hour each, the instructors were offered a training aimed at helping them advance their careers.

Educators were asked to scan a QR code at the beginning of the presentation so they could actively participate in the activities of the workshop.

Photographic record 1. Image of Workshop QR joining



Source: Self-sourced

Workshop presentation

Introduction to H5P.org:

First, teachers are given an introduction to the H5P.org platform and an explanation about its purpose as a tool for creating interactive and multimedia-rich content activities.

Exploration of Speaking Activities:

Then, different types of speaking activities are sought in H5P.org, such as recorded dialogues, role plays, pronunciation exercises, and oral presentations.

Selecting a Speaking Activity:

Next, teachers are helped to choose a specific type of speaking activity they want to create using H5P.org. It is made sure that the chosen activity aligns with their teaching objectives and students' needs.

Creating the Activity:

After that, teachers are observed through the process of creating the chosen speaking activity step by step:

- a. Content Selection: Choose the appropriate H5P content type that supports speaking exercises, such as "Speak the Words," "Dialogue," or "Interactive Video."
- b. Adding Content: Guide teachers in adding text prompts, audio recordings, images, videos, and other multimedia elements to enhance the speaking activity.
- c. Setting Parameters: Help teachers configure settings such as recording time limits, response options, and scoring criteria.

Providing Instructions:

Then, emphasis is given in the importance of clear instructions for students. Teachers are assisted in crafting concise and easy-to-understand prompts that guide students through the speaking activity.

Uploading or Linking Multimedia:

Then, teachers are shown how to upload their own audio recordings, videos, or external resources if needed for the activity.

Preview and Test:

Next, teachers are guided to preview the activity and test it to ensure that all elements are working correctly and that the activity meets their expectations.

Photographic record 2. Image of Workshop H5P preview.



Source: Self-sourced

Sharing and Distribution:

After that, teachers are taught how to share the H5P activity with their students. This could involve generating embed codes, direct links, or integrating the activity into a learning management system (LMS).

Troubleshooting and Support:

Then, common issues that might arise during the activity creation process are presented and resources for troubleshooting or seeking help on the H5P community forums are provided.

Practice and Application:

Finally, teachers are encouraged to practice creating a speaking activity on their own and experiment with different options to become comfortable with the tool.

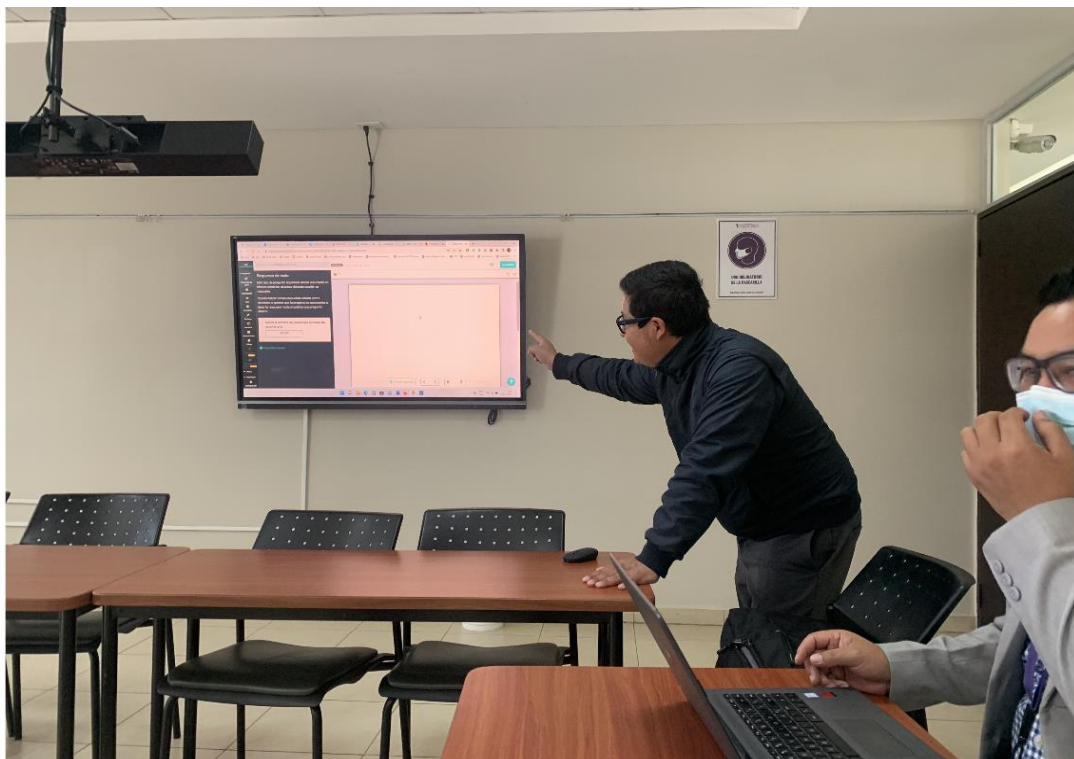
Photographic record 3. Image of Workshop H5P activity creation.



Source: Self-sourced

Topworksheets

Photographic record 4. Image of Workshop Topworksheet presentation.



Source: Self-sourced

Website Introduction:

First, teachers are introduced to the <https://www.topworksheets.com/> website, explaining its purpose as a platform that offers various speaking-focused worksheets and materials to enhance oral communication skills.

Navigation and Search:

Then, there is a demonstration on how to navigate the website effectively and use its search functionality to find speaking-related resources, such as dialogues, conversation prompts, role plays, and pronunciation exercises.

Selecting Relevant Worksheets:

After that, teachers are guided in selecting worksheets that align with their teaching objectives and the proficiency levels of their students. They are encouraged to consider factors like topic, difficulty level, and activity type.

Reviewing Worksheet Content:

Next, teachers are trained to review the content of the selected worksheets to ensure they are suitable for their students and meet the intended speaking goals.

Customization:

There is an explanation on how teachers can adapt and customize the worksheets to suit their specific classroom needs. They can modify instructions, add their own prompts, or adjust the content to make it more relevant.

Providing Clear Instructions:

Then, there is an emphasis in the importance of providing clear instructions to students when using the selected worksheets. Teachers are assisted in formulating concise and understandable prompts for the speaking activities.

Speaking Practice Guidelines:

Next, guidelines are offered on how teachers can effectively integrate the worksheets into their lessons to promote speaking practice. This could include timing, feedback, and strategies for encouraging participation.

Peer Assessment:

After that, there is a discussion about the possibility of incorporating peer assessment within the speaking activities facilitated by the worksheets. Guidance on how students can assess and provide constructive feedback to their peers is provided.

Monitoring Progress:

Then, teachers are advised on methods to monitor students' progress and assess their speaking development over time using the website's resources.

Photographic record 5. Image of Workshop Topworksheet progress check.



Source: Self-sourced

Feedback and reflection:

Finally, teachers are encouraged to reflect on the effectiveness of using the website's resources for speaking practice and to gather feedback from students for continuous improvement.

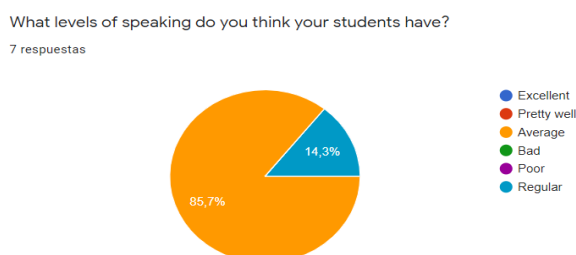
CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

Once the research instruments were prepared, data was collected from both teachers and students. The results collected by both instruments are presented below.

3.1. Surveys aimed at teachers

1. What levels of speaking do you think your students have?

Graph 1. Results question 1



Source: Burbano, W. E. (2022) *Graph 1: Results question 1.*, Ambato.

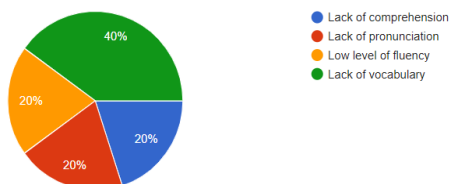
When asking teachers about their students' speaking level, 85.7% consider that their students have an average speaking level, while 4.3% of teachers believe that their students have a moderate proficiency level in speaking, it is evident that the overall perception among teachers is that their students possess an average level of speaking skills. This situation can be considered favorable when implementing new methodologies.

2. What are the main problems that you can see in your students evaluating their speaking skills

Graph 2. Results question 2

What are the main problems that you can see in your students when evaluating their speaking skills?

10 respuestas



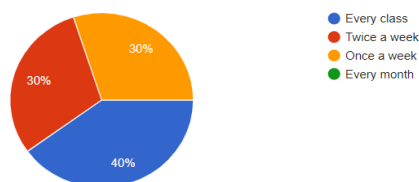
Source: Burbano, W. E. (2022) *Graph 2: Results question 2.*, Ambato.

When asking teachers about the main problems that their students present when evaluating their speaking skills, 40% mentioned the lack of vocabulary and, in equal parts (20%), mentioned the lack of comprehension, pronunciation and the level of fluency. It can be seen that the main failure of the students is the lack of vocabulary, however, it can be mentioned that there are multiple failures in the students with respect to speaking.

3. How often do you assess the level of your students' speaking skills?

Graph 3. Results question 3

How often do you assess the level of your students' speaking skills?
10 respuestas



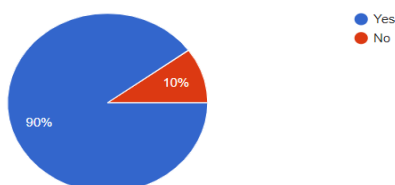
Source: Burbano, W. E. (2022) *Graph 3: Results question 3.*, Ambato.

When asking teachers about the frequency of evaluating students' speaking skills, 40% mentioned that they take evaluations every class, while in parts (30%) they mentioned that they carry out evaluations once or twice a week. It is shown that teachers make an effort to keep their students in constant evaluation, which allows teachers to constantly implement new strategies that allow the improvement of speaking skills.

4. Have you used mobile applications to teach the language in class?

Graph 4. Results question 4

Have you used mobile applications to teach the language in class?
10 respuestas

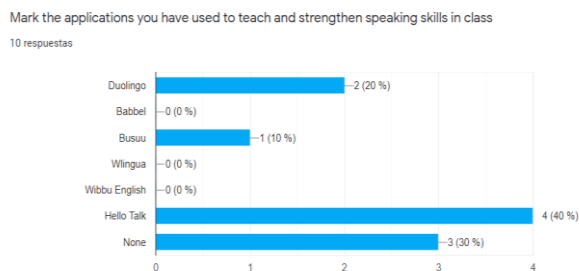


Source: Burbano, W. E. (2022) *Graph 4: Results question 4.*, Ambato.

When asking teachers if they use mobile applications for their teaching and learning processes, 90% of the teachers responded positively, while 10% responded negatively. This indicates that the majority of teachers have knowledge about mobile technological tools, which they use within their class processes.

5. Mark the applications you have used to teach and strengthen speaking skills in class.

Graph 5. Results question 5



Source: Burbano, W. E. (2022) *Graph 5: Results question 5.*, Ambato

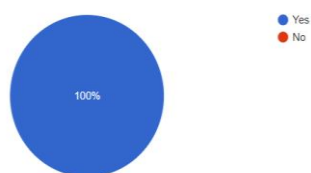
When teachers were asked about the applications, they use to improve speaking skills, 40% mentioned using Hello Talk, 30% mentioned that they do not use any, 20% mentioned that they use Duolingo, while 10 % mention that they use Busuu. Most of the teachers surveyed mentioned using at least one mobile application for teaching and improving speaking skills.

6. Do you consider that it is appropriate the application and implementation of a learning methodology based on the use and support of mobile applications appropriate to improve the speaking skills of students?

Graph 6. Results question 6

Do you consider that it is appropriate the application and implementation of a learning methodology based on the use and support of mobile applications to improve the speaking skills of students?

10 respuestas



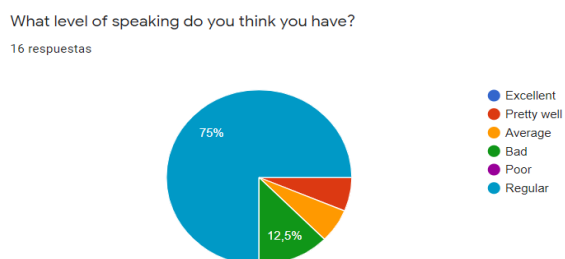
Source: Burbano, W. E. (2022) *Graph 6: Results question 6.*, Ambato.

Finally, when asking the teachers about the relevance of applying a methodology based on the use of mobile applications, all the teachers agreed on its implementation. In other words, the 100% of the participants had the same point of view regarding to the usage of mobile application to improve the speaking skill.

3.2. Surveys aimed at students

1. What level of speaking do you think you have?

Graph 7. Results question 1

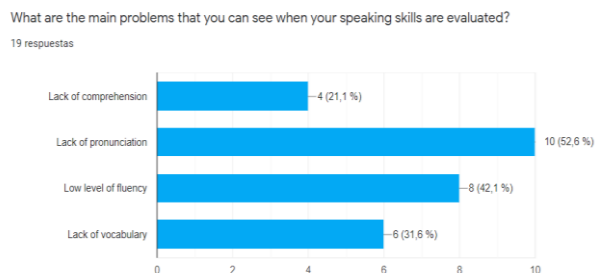


Source: Burbano, W. E. (2022) *Graph 7: Results question 1.*, Ambato

When asking the students about their speaking level, 75% mentioned having a fair level, 12.5% mentioned having a poor level, while in equal parts (6.25%) they mentioned having an average level and well. It is evident that the majority of students have an average proficiency level in their speaking skills, indicating room for improvement.

2. What are the main problems that you can see when your speaking skills are evaluated?

Graph 8. Results question 2

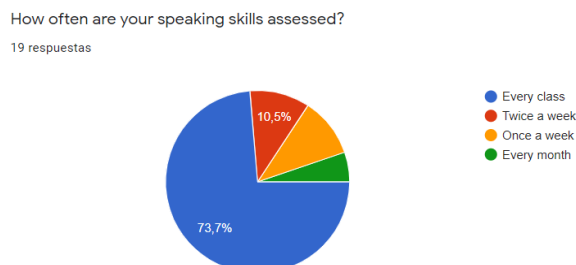


Source: Burbano, W. E. (2022) *Graph 8: Results question 2.*, Ambato.

When the students were asked about the main problems they present when their speaking skills are evaluated, 52.6% mentioned the lack of pronunciation, 42.1% mentioned the low level of fluency, 31.6% mentioned the lack of vocabulary, while 21.1% mentioned the lack of understanding. As it is shown in the graphic, students present a failure in pronunciation, however, there are several students with other types of failures in their speaking skills.

3. How often are your speaking skills assessed?

Graph 9. Results question 3



Source: Burbano, W. E. (2022) *Graph 9: Results question 3.*, Ambato.

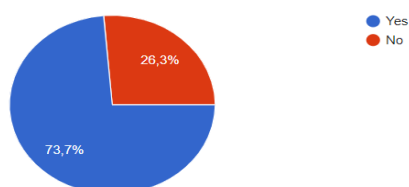
When asking students about the frequency of evaluation of their speaking skills, 73.7% mention that the evaluation is carried out every class, 10.5% mention that twice a week, 9.05% mentioned that once a week, while 6.75% mentioned that every month. As in the survey applied to teachers, you can see the interest they have in maintaining a continuous evaluation of students, this to improve said skills.

4. Have you used mobile applications to learn the language in class?

Graph 10. Results question 4

Have you used mobile applications to learn the language in class?

19 respuestas



Source: Burbano, W. E. (2022) *Graph 10: Results question 4.*, Ambato.

When asking students if they use mobile applications to learn English in class, 73.7% answered affirmatively, while 26.3% answered negatively. Most students use applications to improve their skills inherent to the English language, mainly speaking.

5. Mark the applications that your teacher uses to practice and strengthen speaking skill in class.

Graph 11. Results question 5



Source: Burbano, W. E. (2022) *Graph 11: Results question 5.*, Ambato.

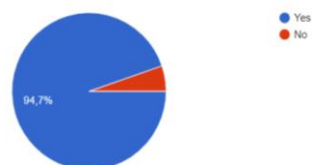
When students were asked about the applications, they used to improve their speaking skills during EFL classes, 42.1% mentioned not using any, 31.6% used Hello Talk, 21.1% used Wibbu English, in equal parts (15.8%) use Duolingo and Babbel, while 10.5% use Wlingua. Most students use at least one application to help them improve their speaking skills.

6. Do you consider the application and implementation of a learning methodology based on the use and support of mobile applications appropriate to improve the speaking skills?

Graph 12. Results question 6

Do you consider that is appropriate the application and implementation of a learning methodology based on the use and support of mobile applications to improve the speaking skills in class?

19 respuestas



Source: Burbano, W. E. (2022) *Graph 12: Results question 6.*, Ambato.

Finally, when students were asked about the relevance of using mobile platforms as a methodology to enhance their speaking skills, a majority of 94.7% responded positively, while 5.3% answered negatively. This indicates that most students view the implementation of this methodology as significant and necessary in order to improve their speaking abilities.

CONCLUSIONS

- The main goal of technology is to make people's lives easier. This situation can be seen in the technological advances developed to date, where all the information available worldwide is available on the mobile devices that society uses to communicate with each other. Today, the vast majority of people have access to mobile devices (cell phones, tablets, smartwatches). These devices allow different activities to be carried out beyond allowing communication between people.
- Regarding the subject of technology, various authors discuss the significance and usefulness of utilizing new technologies for improving language skills. Technology makes it possible to improve aspects that traditional classroom methodologies cannot cover or satisfy. Within these new technologies are mobile applications for learning English. These applications are presented as an easy and free access alternative to be able to learn English in a simple way. Learning through this type of tool is based on carrying out activities and meeting objectives, which are proposed by the application. These tools have a high potential that can be used to improve speaking skills in EFL students, a situation that is confirmed and supported by different studies related to the subject.
- Ingenious opportunities for language learning may be unlocked by instructors when carefully evaluating and choosing the right software or application. By meeting the many needs of ESL students, these carefully chosen tools have the ability to provide interesting, dynamic, and customized learning experiences. Achieving this goal requires embracing the merging of digital resources with language teaching, improving the learning process and promoting linguistic competency among ESL learners in a world where technology is rapidly reshaping education.

- Regarding the context of this research work, a survey was carried out both to professors and students of the Indoamérica University, to understand the primary incidents regarding the speaking skills of the students of said educational institution. The main results of the surveys carried out showed that the students present a medium level in their speaking skills, presenting difficulties mainly in the forms of pronunciation and comprehension in the speeches made by them.
- The consensus among both educators and students was in favor of implementing a socialization workshop that specifically targeted the understanding of the primary advantages and benefits of utilizing mobile applications to enhance students' speaking abilities, so the relevance of the workshop for its implementation was approved.

RECOMMENDATIONS

- It is recommended to carry out a quantitative study that allows knowing the significant improvement that may exist before and after the application of a methodology focused on utilizing mobile apps to enhance students' oral communication abilities. This intervention should be carried out with two groups of students, to verify the improvement of the selected groups.
- It is recommended to hold more than one workshop, in order to strengthen the knowledge of the participants when applying the aforementioned tools. The better informed the participants are on the subject, the better the application of the methodology will be.
- To utilize those sorts of versatile applications, for example, SoundCloud, Duolingo, VoiceThread and Podomatic, since those assistance for working on talking expertise 66 and sub abilities. Nonetheless, it is significant to specifies that likely educator see as one more sort of utilizations to get the students consideration and keep away from English conservatism.

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ANNEXES

Annex 1. Approval request

Ambato, 3 de octubre de 2022.

Mg. Diego López

COORDINADOR DEL DEPARTAMENTO DE IDIOMAS DE LA UNIVERSIDAD INDOAMÉRICA.


Presente,

De mi consideración:

Yo **Wilmer Efraín Burbano Anacona** con C.C. **0201614435** estudiante de la Maestría en Pedagogía en Inglés como Lengua Extranjera en la Pontificia Universidad Católica del Ecuador Sede Ambato, solicito de la manera más comedida se digne en permitirme realizar mi trabajo de investigación de tesis intitulada "**Efficient Language Learning Apps to Enrich the Speaking Skill**".

Por la favorable atención dada a la presente, extiendo mi más sincero agradecimiento.

Atentamente,

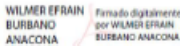

WILMER EFRAIN
BURBANO
ANACONA  Firmado digitalmente
por WILMER EFRAIN
BURBANO ANACONA
Lic. Wilmer Efraín Burbano Anacona

Docente del Departamento de Idiomas UTI

 Universidad Indoamérica			
Código formato: FOR-INF-2.00011	Versión: 2.0	Fecha de vigencia: 23.02.2023	Pág. 1 / 1

DATOS GENERALES			
Fecha de pedido	03 de octubre del 2022	No. de Pedido	0001
Pedido dirigido a:	Lic. Diego López, Mg.	Coordinador del Departamento de Idiomas.	
Asunto	SOLICITUD PARA RECOLECCIÓN DE DATA PARA TEMA DE INVESTIGACIÓN PREVIÓ A LA OBTENCIÓN DE TÍTULO DE MAGISTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA		

1. Se autoriza el presente pedido para los fines pertinentes.

VALIDACIÓN DEL DOCUMENTO				
	NOMBRE	CARGO	FIRMA	FECHA
ELABORADO POR	Lic. Wilmer Burbano	Docente	 <small>WILMER EFRAIN BURBANO ANACONA</small>	03/10/2022
APROBADO POR	Lic. Diego López Mg.	Coordinador del Departamento de Idiomas	 <small>Firmado digitalmente por DIEGO VNICIO LOPEZ AGUILAR</small>	04/10/2022

Annex 2. Student and teacher's survey

Survey Validation

Grad student: *Wilmer Burbano*

Instructions for instrument content validation about “Efficient language learning apps to enrich the speaking skill.”

In order to verify the content validity in this questionnaire, please read the following instructions:

1. Read carefully the research topic, main and specific objectives, and the questions found in the survey.
2. Assess the correlation between goals, factors, and metrics shown in the ten questions.
3. Assess the standard of each individual piece.
4. Write down the observations.

Research topic:

“Enriching speaking through the implementation of efficient learning apps.”

General objective:

To incorporate practical applications in the classroom to improve the speaking skill.

Specific objectives:

1. To contrast the impact of constructive applications among students.
2. To diagnose the advantages of using helpful applications for improving the speaking skill.
3. To identify the most relevant applications to be introduced.
4. To design an online workshop program using functional applications to improve speaking.

CRITERIA

(A) Instrument Questions correspond to the objectives and variables.

Answer with an X:

A Adaptation

NC Nonconformity

If your answer was **NC**, please justify your answer.

(B) Technique quality and representability

Answer with an X:

O Optimum

G Good

F Fair

I Inefficient

(C) Language

Answer with an X:

A Adequate

I Inadequate

If your answer was **I**, please explain your answer.



Pontificia Universidad Católica del Ecuador
Sede Ambato
Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera
Validity Instrument (**Students' survey**: <https://forms.gle/GVfuoCouEAHMDaVn8>)

Item	A. Instrument Questions correspond to the objectives and variables.		Observation	B. Technique quality and representability				Observation	C. Language		Observation
	A (Adaptation)	NC (Nonconformity)		O (Optimum)	G (Good)	F (Fair)	I (Inefficient)		A (Adequate)	I (Inadequate)	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
Validator Data	Lic. Christian Luis Paredes Jimenez Mg.		1803745627								
	Full name		ID number				Signature				
	English teacher		English teacher				14-05-2022		0984874263		
	Profession		Position				Date		Telephone		



Pontificia Universidad Católica del Ecuador
Sede Ambato
Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera
Validity Instrument (**Students' survey**: <https://forms.gle/GVfuoCouEAHMDaVn8>)

Item	A. Instrument Questions correspond to the objectives and variables.		Observation	B. Technique quality and representability				Observation	C. Language		Observation
	A (Adaptation)	NC (Nonconformity)		O (Optimum)	G (Good)	F (Fair)	I (Inefficient)		A (Adequate)	I (Inadequate)	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
Validator Data	Lic. Juan Francisco Parreño Freire Mg.		0501589907								
	Full name		ID number				Signature				
	English teacher		English teacher				20-05-2022		0984395828		
	Profession		Position				Date		Telephone		



Pontificia Universidad Católica del Ecuador
Sede Ambato
Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera
Validity Instrument (**Teachers' survey**: <https://forms.gle/XMWQpfNxVMbh9QiH9>)

Item	A. Instrument Questions correspond to the objectives and variables.		Observation	B. Technique quality and representability				Observation	C. Language		Observation
	A (Adaptation)	NC (Nonconformity)		O (Optimum)	G (Good)	F (Fair)	I (Inefficient)		A (Adequate)	I (Inadequate)	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
Validator Data	Lic. Christian Luis Paredes Jimenez Mg.		1803745627								
	Full name		ID number				Signature				
	English teacher		English teacher				14-05-2022		0984874263		
	Profession		Position				Date		Telephone		



Pontificia Universidad Católica del Ecuador
Sede Ambato

Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera
Validity Instrument (**Teachers' survey**: <https://forms.gle/XMWQpfNxVMbh9QiH9>)

Item	A. Instrument Questions correspond to the objectives and variables.		Observation	B. Technique quality and representability				Observation	C. Language		Observation
	A (Adaptation)	NC (Nonconformity)		O (Optimum)	G (Good)	F (Fair)	I (Inefficient)		A (Adequate)	I (Inadequate)	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
Validator Data	Lic. Juan Francisco Parreño Freire Mg.		0501589907								
	Full name		ID number				Signature				
	English teacher		English teacher				20-05-2022		0984395828		
	Profession		Position				Date		Telephone		

Annex 3. Lesson plans

WORKSHOP LESSON PLAN 1

OVERVIEW		
Lesson Title: H5P for speaking		Unit Title: Mobile applications in EFL classes
Session #: 01	EFL Range: Teachers	Level of the class: High
Duration of the lesson: 1 hour quantity of classes in a single unit: 2		Educator(s): Wilmer Burbano
PHASE 1 - PLANNING TO ACHIEVE THE DESIRED OUTCOMES.		
GOALS OF THIS LESSON: SUBJECT MATTER AND LANGUAGE		
<p><i>At the conclusion of the lesson, attendees will have the capability to:</i></p> <p><i>Get to know a new tool to provide more free practice of the language.</i></p> <ul style="list-style-type: none"> • <i>Manage a tool to increase the speaking skill within classes.</i> • <i>Produce activities to share with their students.</i> 		
STANDARDS AND BENCHMARKS THAT ENDORSE AND CORRESPOND WITH THE LESSON OBJECTIVES.		CRUCIAL CHANGES IN TEACHING METHODS
<p>Emphasis on comprehension: The essence of effective speaking or writing lies in conveying meaning, while successful listening or reading involves understanding that meaning. A speaker's or writer's perceived proficiency is based on their capacity to express ideas accurately, taking into account the setting, audience, objectives, and cultural standards of the communication.</p>		<p><i>Indicate those addressed in this lesson:</i></p> <p><input checked="" type="checkbox"/> Engage in exercises that involve challenging and intricate reading materials and academic language.</p> <p><input type="checkbox"/> Expressing ideas through reading, writing, and speaking must be supported by evidence from literary and informational texts</p> <p><input type="checkbox"/> Build knowledge through content-rich nonfiction</p>
ESSENTIAL QUESTION(S) <i>(optional)</i>		
<p>How often do you use applications to improve English skills within your classes?</p> <p>What options can you think of when you present a topic?</p>		
PRIOR KNOWLEDGE NEEDED		
Teaching English as a foreign language experience.		

B2 English level.

PHASE 2 -- EVIDENCE OF LEARNING

Ways that students and I will know the extent to which objectives have been met:
 The creation of a speaking activity as the sample given in the workshop.



Speak the Words Set

Create a series of questions answered by speech (Chrome only)

One or two items can be used for practicing purposes.

! Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

How do you call a person from France?

Push to speak



Reuse Embed

H5P

PHASE 3 -- LEARNING PLAN MATERIALS TIME *(optional)*

INTRODUCTION *Questions to discuss.*

- How will the students be informed of the objective of this lesson?
- In what ways will I connect the language goals of the lesson to real-life situations to the students?

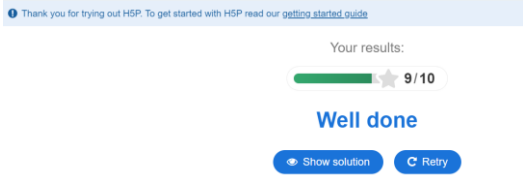
Attendees will participate actively via Miro to give their opinion on the topic that will provide more opportunities for an automatic activity based on speaking.

<https://miro.com/es/>

The target language and its explanation will be shown within the workshop and every step that the teachers need to follow will be given until everyone has completed each part.

Laptop
Interactive whiteboard

10 minutes

<p>MAIN PART OF THE LESSON <i>Questions to discuss.</i></p> <ul style="list-style-type: none"> ▪ <i>What chances will attenders have to exercise fresh vocabulary and apply it in real-life communication exercises?</i> ▪ <i>What inquiry will I initiate to involve learners, encourage critical thinking and logical deduction, and prompt verbal expression?</i> ▪ <i>How will students expand their knowledge and understanding of academic and subject-specific vocabulary?</i> ▪ <i>How will I observe and track students' progress and mastery of the language objectives in the lesson?</i> ▪ <i>How can I provide support and adjustments to meet the varying needs and abilities of the attenders during the lesson?</i> 	<p>Attenders will follow the explanation about creating an account in https://h5p.org/</p> <p>Questions of how to create a speaking activity will be solved in the presentation.</p> <p>Attenders will try the activity and see how well they do.</p> <p>Links of each activity will be shared to verify if they work properly.</p> <p>The speaker will clarify ideas about links, embedded codes, LMSs and others.</p> <p>Attenders will present their activity after receiving the speaker's approval.</p>  <p>The speaker will mention the advantages of these type of exercises and how can they be integrated to provide more practice and receive an automated answer for their attempt.</p>	<p>Interactive whiteboard Laptop</p>	<p>35 minutes</p>
<p>WRAP UP <i>Questions to discuss.</i></p> <ul style="list-style-type: none"> ▪ <i>How will I conclude the lesson and create chances for students to reflect and apply what they have learned (i.e., transfer knowledge and skills)?</i> 	<p>A poll needs to be carried out to gather opinions of the attenders so that all the possible questions are cleared.</p> <p>A peer review will be taken for improvement.</p> <p>Answers will be shared with the all the participants.</p>	<p>Laptop Interactive whiteboard Notebook Pen</p>	<p>10 minutes</p>
<p>TEACHING PRACTICE REFLECTION</p> <ul style="list-style-type: none"> ▪ <i>How would I modify or adjust the lesson after teaching it?</i> 	<p>No adaptations were needed during this session.</p>	<p>Laptop Interactive whiteboard Notebook Pen</p>	<p>5 minutes</p>

WORKSHOP LESSON PLAN 2

OVERVIEW		
Lesson Title: Topworksheets for speaking		Unit Title: Mobile applications in EFL classes
Session #: 02	EFL Range: Teachers	Level of the class: High
Duration of the lesson: 1 hour quantity of classes in a single unit: 2		Educator(s): Wilmer Burbano
PHASE 1 - PLANNING TO ACHIEVE THE DESIRED OUTCOMES.		
GOALS OF THIS LESSON: SUBJECT MATTER AND LANGUAGE		
<p><i>At the conclusion of the lesson, attenders will have the capability to:</i></p> <ul style="list-style-type: none"> ● <i>Get to know how to use speech recognition to improve the speaking skill.</i> ● <i>Manage a new tool to facilitate the auto grading system.</i> ● <i>Produce activities to share with their coworkers and students.</i> 		
STANDARDS AND BENCHMARKS THAT ENDORSE AND CORRESPOND WITH THE LESSON OBJECTIVES.	CRUCIAL CHANGES IN TEACHING METHODS	
<p>Emphasis on comprehension: The essence of effective speaking or writing lies in conveying meaning, while successful listening or reading involves understanding that meaning. A speaker's or writer's perceived proficiency is based on their capacity to express ideas accurately, taking into account the setting, audience, objectives, and cultural standards of the communication.</p>	<p><i>Indicate those addressed in this lesson:</i></p> <p><input checked="" type="checkbox"/> Engage in exercises that involve challenging and intricate reading materials and academic language.</p> <p><input type="checkbox"/> Expressing ideas through reading, writing, and speaking must be supported by evidence from literary and informational texts</p> <p><input type="checkbox"/> Build knowledge through content-rich nonfiction</p>	
ESSENTIAL QUESTION(S) <i>(optional)</i>		
<p>How often do you use digitalize your worksheets in your class?</p> <p>What options can you think of when you need to save time instead of manual grading?</p>		
PRIOR KNOWLEDGE NEEDED		
<p>Teaching English as a foreign language experience.</p> <p>B2 English level.</p>		

PHASE 2 -- EVIDENCE OF LEARNING

Ways that students and I will know the extent to which objectives have been met:

The change of a worksheet activity into a digital auto graded activity as the one presented in the workshop.

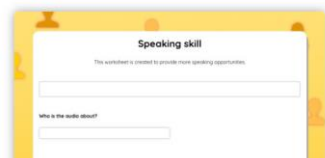
Speaking skill Publica ☆

This worksheet is created to provide more speaking opportunities.

Inglés / English language / Speaking

Ecuador > Otros > Universidad

Wilmer Burbano



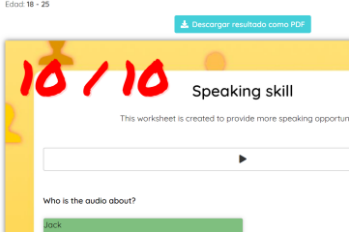
Asignar como tarea a mis alumnos

Editar ficha

One or two items can be used for practicing purposes.

PHASE 3 -- LEARNING PLAN MATERIALS TIME *(optional)*

<p>INTRODUCTION <i>Questions to discuss.</i></p> <ul style="list-style-type: none"> How will the students be informed of the objective of this lesson? In what ways will I connect the language goals of the lesson to real-life situations to the students? 	<p>Attendees will participate actively via padlet to give their opinions about how to implement new tools to reduce the time in productive skills. https://es.padlet.com/</p> <p>The target language and its explanation will be shown within the workshop and every step that the teachers need to follow will be given until everyone has completed each part of the exercise.</p>	<p>Laptop Interactive whiteboard</p>	<p>10 minutes</p>
<p>MAIN PART OF THE LESSON <i>Questions to discuss.</i></p> <ul style="list-style-type: none"> What chances will attendees have to exercise fresh vocabulary and apply it in real-life communication exercises? What inquiry will I initiate to involve learners, encourage critical thinking and logical deduction, and prompt verbal expression? 	<p>Attendees will follow the explanation about creating an account in https://www.topworksheets.com/es</p> <p>Questions of how to include a speaking activity within the platform will be seen in this part.</p> <p>Attendees will try the sample and see how it works.</p>	<p>Interactive whiteboard Laptop</p>	<p>35 minutes</p>

<ul style="list-style-type: none"> How will students expand their knowledge and understanding of academic and subject-specific vocabulary? How will I observe and track students' progress and mastery of the language objectives in the lesson? How can I provide support and adjustments to meet the varying needs and abilities of the attenders during the lesson? 	<p>Links of each activity will be shared to verify if they work properly.</p> <p>The speaker will clarify ideas about how to get the code and how to embed the activity in the LMS.</p> <p>Attenders will present their activity after receiving the speaker's feedback.</p>  <p>The speaker will mention the advantages of generating own resources used in classes to get instant grades and feedback.</p>		
<p>WRAP UP Questions to discuss.</p> <ul style="list-style-type: none"> How will I conclude the lesson and create chances for students to reflect and apply what they have learned (i.e., transfer knowledge and skills)? 	<p>A poll needs to be carried out to gather opinions of the attenders so that all the possible questions are cleared.</p> <p>A peer review will be taken for improvement.</p> <p>Answers will be shared with the all the participants.</p>	<p>Laptop Interactive whiteboard Notebook Pen</p>	<p>10 minutes</p>
<p>TEACHING PRACTICE REFLECTION</p> <ul style="list-style-type: none"> How would I modify or adjust the lesson after teaching it? 	<p>Text to speech converter should be included in this type workshops as it gives more exposure to the target language.</p>	<p>Laptop Interactive whiteboard Notebook Pen</p>	<p>5 minutes</p>