



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

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

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Título de Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: **“ENGLISH LISTENING AND SPEAKING APP AND THE  
ORAL PRODUCTION”**

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2022

## **A. PRELIMINARY PAGES**

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I declare this undergraduate dissertation entitled “ENGLISH LISTENING AND SPEAKING APP AND THE ORAL PRODUCTION” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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## DEDICATION

### TO:

God for giving me that strength when I needed it most, in the difficult times that have come my way, thank you all for the love you've shown me.

My parents Ramón and Carmen who with their love, patience and effort, have allowed me to fulfill one more dream today, thank you for instilling in me the example of effort and courage. Not to fear adversity because God is with me always.

My siblings Rosario, Magaly, Karina, José, Ramón and Manuel for their love and unconditional support throughout this process, for being with me at all times, thank you.

All my family because with their prayers, advice and words of encouragement they made me a better person and in one way or another they accompanied me in all my dreams and goals.

*María.*

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*María.*

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

**THEME:** English Listening and Speaking App and the Oral Production

**AUTHOR:** María Elizabeth Sabando Falcones

**TUTOR:** Lic. Mg. Cristina del Rocío Jordan Buenaño

**RESUMEN EJECUTIVO**

La presente investigación tiene como objetivo analizar como el uso de la aplicación English Listening and Speaking mejora el aprendizaje de la producción oral en Inglés de los estudiantes del nivel Principiante A1 del Centro de Idiomas de la Universidad Técnica de Ambato. El proyecto de investigación utilizó un enfoque mixto. La parte cuantitativa se representa con el análisis de datos recolectados a través de una prueba estandarizada de Cambridge con el objetivo de reunir información sobre el rango de producción oral que poseen los participantes. La parte cualitativa fue representada a través de la interpretación de los datos recolectados y del marco teórico de la investigación. Además, los participantes de esta investigación fueron 30 estudiantes. Los instrumentos que se aplicaron fue el test PET Pre-test y Post-test, y un cuestionario para analizar las opiniones con respecto al uso de la aplicación. Las intervenciones se centraron en el uso de la aplicación English Listening and Speaking para mejorar la producción oral de los estudiantes. El investigador aplicó la prueba estandarizada A2 PET de Cambridge. Por consiguiente, los resultados obtenidos del pre-test, post-test demostraron que la aplicación de English Listening and Speaking tuvo un resultado positivo sobre la mejora de la producción oral en Inglés e incluso aprendieron más vocabulario. El pre-test tiene una significancia de .005 y el post-test de una significancia <.001 lo que establece que los resultados no siguen una distribución normal. Por lo tanto, se debe aplicar una prueba relacionada no paramétrica de Wilcoxon para dos muestras. El programa SPSS establece los rangos como resultado de restar el promedio final e inicial, el resultado es rangos negativos (a) igual a cero, rangos positivos (b) igual a 27, empates (c) igual a 3. A continuación, el resultado hay un rango medio de .00 y otro de 14.00. La suma de rangos tiene dos resultados que son .00 y 378.00. El estadístico de prueba en la significancia asintótica que tiene su relación con la hipótesis, tiene un valor de <.001 el cual es menor a 0.05. Por lo tanto, se acepta la hipótesis alternativa y se rechaza la hipótesis nula.

**Palabras clave:** English Listening and Speaking, Oral Production, English Language Learning, Productive skills, educational resources

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**ABSTRACT**

The objective of this research is to analyze how the use of the English Listening and Speaking App improves the learning of Oral Production in English of the students of Beginner A1 level students from the Centro de Idiomas of the Universidad Tecnica de Ambato. The research project used a mixed approach. The quantitative part is represented with the analysis of data collected through a Cambridge standardized test with the aim of gathering information on the range of oral production that the participants have. The qualitative part was represented through the interpretation of the data collected and the theoretical framework of the research. In addition, the participants of this research were 30 students. The instruments that were applied were the PET Pre-test and Post-test, and a questionnaire to analyze the opinions regarding the use of the application. The interventions focused on the use of the English Listening and Speaking app to improve students' oral production. The researcher applied the standardized Cambridge A2 PET test. Therefore, the results obtained from the pre-test, post-test showed that the English Listening and Speaking App had a positive result on the improvement of oral production in English and learned more vocabulary. The pre-test has a significance of .005 and the post-test a significance of <.001, which establishes that the results do not follow a normal distribution. Therefore, a related two-sample Wilcoxon nonparametric test must be applied. The SPSS program establishes the ranges as a result of subtracting the final and initial average, the result is negative ranges (a) equal to zero, positive ranges (b) equal to 27, ties (c) equal to 3. Then the result there is a middle range of .00 and another of 14.00. The rank sum has two results which are .00 and 378.00. The test statistic in the asymptotic significance that has its relationship with the hypothesis, has a value of <.001 which is less than 0.05. Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected.

**Keywords:** English Listening and Speaking, Oral Production, English Language Learning, Productive skills, educational resources.

## **B. CONTENTS**

### **CHAPTER I**

#### **THEORETICAL FRAMEWORK**

##### **1.1 Investigative Background**

Technology and digital tools are continually evolving; their use is becoming increasingly important in society, with organizations and vocations requiring them. However, at an educational level, it is becoming increasingly important in order to encourage learning, particularly language learning.

After examining various study papers from repository publications and research from around the world. Some works have been discovered that can help with various areas of the present study project.

The first research study was carried out by Gómez (2018), the research was focused on the use of "English Listening and Speaking App to develop oral communicative competence", in which a quasi-experiment was applied to students of intermediate level B1 + of the open courses of the Technical University of Ambato. The purpose of the study was to test the effectiveness of the "English Listening and Speaking application" in oral communicative competence. A pre-test and a post-test were applied to an experimental and control group, while the experimental group used the mobile application in some interactive activities inside and outside the classroom during the process to test the hypothesis. The statistical analysis of the results showed the effectiveness of "English Listening and Speaking App" in improving the oral communicative competence of the students of the experimental group. The result of the T test ended in a result of 0.004. Due to this favorable result, this study resulted in the creation of a methodological guide for interactive and communicative activities based on the elements of "English Listening and Speaking App". These activities aim to help students develop their communicative competence efficiently and effectively. In addition, the methodological guide also includes different ways of evaluating these activities and checking the development of the students.

Also, the research work elaborated by Rahmawati (2019) was about “Blended Learning in an English Listening and Speaking Course: Freshmen's Voice and Choice”. The focus of this study aimed to explore the students’ voice on blended learning implementation in the Listening and Speaking for Formal Setting course at one Islamic Private University in Yogyakarta. The population of this study was the first-year students majoring in the English Language Education Department (ELED) who enrolled the Listening and Speaking for Formal Setting course during the odd semester of academic year 2018. Six freshmen were taken from three different classes, the participants of this study were five females and one male. This study indicated that the blended learning model being designed was suitable for the students’ learning needs. Furthermore, the students perceived that blending the face-to face with the online meetings for the listening and speaking course was an effective delivery mode. Zhang et al. (2020) pointed out "Contributions of (de)motivation, engagement, and anxiety to English listening and speaking”. This study was carried out in a regularly offered course named English Listening and Speaking (ELS). The first author recruited eight ELS instructors teaching undergraduate ELS courses at a university in southern China. The main purpose of this study is to examine factors (de)motivating ELS learning and intention to continue among Chinese EFL college learners as well as factors that can mediate such relationships. ELS learning outcomes indirectly, underlining in particular the powerful effect of Ideal Self on L2 learning.

Moreover, the research elaborated by Zhang (2015) called “Project-Based Learning in Chinese College English Listening and Speaking Course: From Theory to Practice” the main goal of this research was to explore the necessity and implementation of project-based learning (PBL) in Chinese college English listening and speaking class. It was experimental research. Results showed that their motivation and autonomy of learning English were enhanced, and their ability of using their knowledge to acquire, analyze, and synthesize information was improved dramatically. It is reasonable to include such a disciplinary-based project in an English class, especially in EFL contexts where opportunities to use English are limited.

Another study carried out with a group of 359 student participants, from two separate universities in Seoul, Korea', were recruited for this study, aimed to provide an empirical foundation concerning Korean university students' exposure to "English listening and speaking" via three settings: instruction, multimedia, and sojourning experiences to an English-speaking country. Furthermore, the relationships between motivation to learn English and the types of English listening and speaking exposure are examined. The research was carried out by Kim & Margolis (2000), whose results suggest that Korean university students have had very little lifetime English listening and speaking exposure. Further, a relationship between motivation and receiving English instruction from native English-speaking instructors was found.

Furthermore, according to Fayed et al. (2013), "Exploring the impact of using tablet devices in enhancing students listening and speaking skills in tertiary education". This investigation process aims to identify possible educational mobile features such as mobile applications developed by other users, mobile collaboration applications over wireless connection, language games, synchronous and asynchronous technologies for optimum use of these devices particularly by tertiary level students in a positive and rather educational manner. Two groups of students in level 4 in the foundation English program at Qatar University as their research subjects. The purpose is to handle sample representative population from the Qatari students and to be able to answer one of the identified research questions using different quantitative and qualitative data generated from the perceptions of the target population. It was qualitative and quantitative research.

On the other hand, according to Kuning (2020), the aim of this study is to know what are the applications from social media which often used by the students because "social media as the media to learn English, especially speaking". This study is library research. There are several applications that can be used for the learners in learn about English. Those application can be used for certain skills of English, especially for speaking. Those application not only learn about speaking, but the users can learn about vocabulary, grammar, conversations and many more as the supported in learn speaking. Several applications which can be used to learn speaking.

Likewise, the research work elaborated by Handayani and Izzah (2021), whose purpose was to find out the use of the “Mobile-based English Listening Test App enhances students' listening comprehension”. The methodology towards this research was quantitative. This research used a pre-experimental sampling frame using pre-test and post-test. In collecting the data, the researchers used the listening test as an instrument. The subjects of the research were SMK Gelora Bekasi's 10th grade students. The result reveals that the total student post-test score in the experimental class was higher (15,871) than in the control class (2,028). Based on the t-test, above 15,871 average result was obtained at the level of freedom (df) of 36 ( $36-1 = 35$ ), while 2,028 of average result was obtained at the level of significance of 5 percent. because to is higher than the tt score obtained from the results of the calculation, a positive hypothesis (H1) can be acknowledged. The hypothesis finding implies that the use of the Mobile English Listening Test App enhances students' comprehensive listening skills.

Moreover, the research done by Hwang et al. (2014) pointed about the “Effects of using mobile devices on English listening diversity and speaking for EFL elementary students”. This study was carried out throughout one semester with one class of 33 fifth-grade elementary school students (10 or 11 years old). All students had two years of foreign language learning experience prior to this study, but none of the students had previous language acquisition experience using mobile devices but did have experience using computers and Internet. This study aimed to investigate students' perceptions and intentions regarding learning activities supported by mobile technology, the relationship between students' perceptions and intentions, and the relationship between students' intentions and actual system usage for practicing speaking and listening skills. Furthermore, this study aimed to examine the relationship between different types of EFL speaking and listening practice using mobile technology. The results demonstrated how students' speaking and listening skills practices using mobile devices had different correlations depending on their proficiency levels. For example, listening diversity, defined as the number of other classmates a student listened to, was found to have an inverse correlation with speaking and listening proficiency.



Likewise, according to Abdi and Makiabadi (2019), the main objective of the research was to evaluate the application called “Learning English Listening and Speaking through BBC VOA podcasts: An app review”. This investigation was applied to students of the Advanced level of the University of Poland. This was an experimental investigation taking into account the qualitative and quantitative approaches. A detailed description of the important features of this app was presented that describes different ways of using mobile devices that contribute to learning English and speaking. It can be concluded that Learn English Listening and Speaking BBC, VOA news is a good language learning tool to learn to listen and speak English. It is a well-designed app with creative and scientific foundations.

Furthermore, the research done by Couvaneiro and Pedro (2015), the goal was to evaluate the “Impact of collaborative learning using tablets in EFL to develop oral communication”. The population was two Portuguese 8th grade classes and two teachers about Teaching English as a Foreign Language (TEFL) and the use of tablets. Students and teachers were surveyed before and after the deployment. The students' products were also evaluated, to assess oral production skills, and the teachers were interviewed at the end of the study. The mixed methodology of data collection and analysis proved the existence of a positive impact of the project concerning the three constructs under analysis.

Razmi et al. (2015) had the goal of explaining how “Digital storytelling in EFL classroom (oral presentation of the story): A pathway to improve oral production”. The population of this research was sixty (thirty female and thirty male) Iranian EFL learners studying at Azad University, participants were divided into two groups and took part in an activity organized by researchers. One group created their digital stories of the given stories selected from Perrine's literature course book to be presented in the classroom. Other group was asked to read the given stories and then present them. Both groups were tested for their oral production and competence. It was an experimental research. The results showed that by the use of Digital Storytelling techniques students develop better oral skills and this technique can be considered as an essential tool in foreign language learning and teaching. Results show that through the process of Digital Storytelling, EFL students can turn given narratives into multimedia productions to develop reading, writing, listening and speaking skills.

Zumbana (2021) had as principal objective to determine the application of Duolingo App in the development of the oral production of the English language on the communicative competences in the adult learners with unfinished schooling. Furthermore, the pre- test and pro- test were applied based on the audio verbal development to determine the efficiency of this technological tool as a practical and dynamic method. These tests based on the virtual sections which are offered in this mobile application in order to identify the level of the students and to know their progress in audio- verbal skills of 10th level of E.G.B groups at P.C.E.I. “Mons. Leonidas Proaño” Educative Unit CAT- Latacunga during the second quarterly of the academic year September 2020- March 2021. The results demonstrated that the Duolingo App permitted to improve the oral production of the English language and it had a positive impact in the development of audio-verbal skills. Furthermore, Duolingo App facilitated to the teacher identify the level of oral production of their students as well as recognize the principal necessities of them. Therefore, it recommends using it in order to help the learners into learning the English language.

Moreover, the investigation elaborated by Toribio et al. (2018) was about “Teaching-learning strategies to improve oral production in English of the students of the School of Languages, UCV- 2017” It is pre experimental research whose general objective was to determine whether the application of a program of teaching-learning strategies improved the oral production in English of the students of III and IV cycles of the career of Translation and Interpretation from the School of Languages of Cesar Vallejo University, Trujillo 2017. The results showed that the application of the Program significantly improved the students' oral production in English. It is hoped that the information will serve as a basis for future research that will support the improvement of the oral production in English of the students who belong to the School of Languages of Cesar Vallejo University.

Another study carried out with 27 elementary level students, who had classes twice a week, with one-and-a-half-hour duration per meeting. Students' ages varied from 23 to 37 (mean: 28). The experimental group was formed of nine women and five men, while the control group had ten women and three men. The research is considered semi-experimental, considering it had a control and an experimental group, pre and post-tests, but not a randomized sample of participants.

The experimental group, consisting of 14 students, received grammar-based feedback while the control group, consisting of 13 students, received content-based feedback. By comparing both groups, results indicate that receiving grammar-based feedback may have a positive impact in the development of students' oral production, in what relates to accuracy. In other words, findings suggest that grammar-based feedback, that is, feedback that clearly points out grammatical inaccuracies might be more effective than content-based feedback, that is, feedback that only provides the students with general comments about the message, in what concerns L2 oral production. The research was carried out by Weissheimer et al. (2018), whose was to determine whether "WhatsApp helps students to develop their oral production".

Also, the research work elaborated by Zehua et al. (2021), with the topic "Developing English language learners' oral production with a digital game-based mobile application (Liulishuo)" to develop complexity, accuracy, and fluency of English monologic oral production among 30 English language learners in China. This was an experimental investigation. The study showed positive effects of using a digital game-based language learning mobile application on the improvement of complexity, accuracy, and fluency of English language learners in China' monologic oral production with varying effects.

Moreover, according to Prieto (2007), his research was "Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies". The research carried out with eleventh graders at Colegio de Bachillerato Patria in Bogotá. The main objective of the research was to establish strategies to help students to improve their oral production in English. It is an action research, this kind of research collects information in a spiral way in order to solve problems, understand, change or innovate classroom processes. Students' oral production and interaction improved as a result of cooperative learning methodologies, although it was a slow process.

Another study carried out with a group of students of tenth graders, this research was developed at León de Greiff public school, zone 19, Ciudad Bolívar, in Bogotá. This school has about 2,000 students in three shifts. The students selected to work on this research project were 45 tenth graders divided into small groups of 5 or 6 students. It was an experimental and field investigation. The research was carried out by Cifuentes (2016), whose results of classroom research processes definitively helped improve the

classes and achieve very good results with students. There was an improvement in oral production when students focused on expressing their ideas freely more than when they were concerned about accuracy, they showed much more motivated and participative.

Furthermore, the research done by del Puerto and Lacabex (2017) aimed at exploring the effects of Content and Language Integrated Learning (CLIL) on oral production skills. The participants in this study were 48 Basque-Spanish bilingual school children who had been exposed to English exclusively at School. Results could be read as indicative of the beneficial effect of CLIL instruction itself on oral production when intervening variables such as the amount of exposure and age are managed. In addition, particular attention is given to the lack of positive effect of CLIL on pronunciation

Finally, in the Henríquez et al. (2017), the total population was taken of 10 eleventh grade students from a state-subsidized school. The objective was to improve learners' oral production achievements through a direct instruction period (DIP) of memory and social learning strategies. Both qualitative and quantitative instruments were used to collect data. Results showed that students' oral production improved as a result of the memory instruction and social strategies suggesting that the former is more influential than the latter. These findings also suggest that a change in teaching methodologies and sample size might have influenced the results.

After carrying out several research work about the use of a mobile application to improve oral production, it was concluded that mobile applications stimulate the development of basic English language skills by combining the resources of reading, audio, images, videos. and interactive activities to enrich the learning experience for students, there is no doubt that learning can be mixed with intrinsic motivation, which in this case are the interactive activities offered by mobile applications and that make learning more effective and lasting.

The information collected above helps me prevent mistakes that have been made in other investigations. As it also guides me on how the study will be carried out. Know what kinds of studies have been carried out and in what places they have been carried out. The previous studies will guide me on what I want and what I don't want for the research.

## **1.2 Technical-Scientific Foundation**

### **1.2.1 Independent variable**

#### **Education Technology**

Education technology has become increasingly relevant, particularly in recent years. The use of technologies to promote learning has grown in the last decade, However, important issues in the area of education are also on the agenda. Studies have been carried out to learn about the application of technical resources in schooling. The fact that education technology plays a part in education is attributed to the expertise of pre-service teachers and the capacity to leverage technology; it is really important to prepare potential teachers to provide expertise and skills for the productive use of technology in education.

While the use of instructional technology in higher education has many advantages, its implementation also has certain drawbacks. Multiple techniques for enhancing learning processes have been discussed in the literature in this regard. The outcomes of such instruments, on the other hand, vary and are difficult to assess in terms of quality (Cablero-Ceviño & Vera, 2020).

#### **Web 2.0**

Web 2.0 describes the current state of the web, which has more user-generated content and usability for end-users compared to its earlier incarnation, Web 1.0. Web 2.0 does not refer to any specific technical upgrades to the internet; it refers to a shift in how the Internet is used. In the new age of the Internet, there is a higher level of information sharing and interconnectedness among participants (Peters, 2020).

Choosing Web 2.0 Resources for Learning and Teaching in the Modern World offers realistic techniques and explanations for the successful integration of Web 2.0 tools to promote the study method in the school library program and the classroom curriculum. Web 2.0 tools can provide opportunities for students to replay, rehearse and repeat the oral language, which can contribute to the practice and improvement of speaking abilities.

Additionally, they can take advantage of the audio material available online. With regard to communication skills, the use of Web 2.0 tools proves to be beneficial. A few studies have shown positive outcomes resulting from the integration of technology for the development of the four communication skills of reading, writing, speaking and listening. The work of Chagas & Pedro (2021) systematized examples of how Web 2.0 tools can be used for the development of communication skills.

### **Educational resources**

Okendu (2012) said that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. In this respect, it is endorsed that directors in high schools perform the part of administrators and supervisors, and even teachers, and, where possible, assist in teaching practices. All personnel, teaching and non-teaching should be made aware of their role in supporting and improving education in the school system. This will be done by leveraging the existing funds given to schools to fulfill the goals of education. Both materials and non-material factors which are necessary and which lead to the achievement of the goals of any organization shall be regarded as instruments.

Pineda (2018) argued Open educational resources have reached considerable development to the point of becoming key elements in the process of transforming higher education. The main educational content management tool used by Spanish universities are virtual campuses. The presence of practical materials stands out, such as exercises, problems, didactic guides, guides, manuals and exams. The educational resources of Spanish universities are heterogeneous and of limited openness.

The success of a community is fundamentally dependent on the quality of its education system. In the light of the evident limitations on educational capital, their effective usage for optimum performance must not be overemphasized. The concepts of Open Educational Resources (OER) and Open Educational Practices (OEP), regarded as two pillars of the broader open education movement, have been evolving because the concept of OER was first coined in the 2012 Paris Declaration (Tlili et al., 2019).

### **English Listening and Speaking App**

Rose (2018) defined mobile applications like software programs developed specifically for use on small wireless computing devices, such as smartphones and tablets - instead of desktops or laptops. Mobile apps are designed to take into account the characteristics and shortcomings of the devices and to take advantage of the advanced features that they provide. They typically have similar services to the one a customer would find on a device. Mobile applications have been very popular because their introduction in the Apple store, and are also classified as apps, internet apps, web apps, or smart phone apps. English Listening & Speaking is a free app for listening to speak English, all the articles are categorized and divided the level, which means that students can easily start the listening English practice from the level you're comfortable with and work your way through the more advanced level articles and conversations with preset scenarios that cover almost all the aspects of the daily lives. Apps go from the simplest, which are PC-based, to the more sophisticated ones like location-based apps. There are even some apps that can combine many elements, which are called hybrid (Technopedia, 2017).

FunBox (2017) claimed English Listening and Speaking App as a mobile application designed to develop the two skills mentioned in its name, so that users communicate fluently in the target language. This app consists of different levels, from beginner to advance and includes many lessons. The lesson usually includes conversations in audio with their own script. The app can be operated in two different modes, online streaming in which users need an internet connection to listen to or users may download the audio to listen offline

The creator of English Listening and Speaking App is Miracle FunBox, which has been an active mobile applications developer for four years. They concentrate their energies on making educational applications, mainly to learn and improve English language skills. Their portfolio includes 13 applications to date, such as English for girls, English vocabulary, 4 Pics 1 Word, Jungle Adventures, English spelling, English vocabulary, Bible, English quotations, English grammar handbook, English idioms.

These apps have been downloaded about 8 million times. The two most targeted mobile applications from this developer are English Listening and Speaking App and Speak English fluently, which have been downloaded more than 1 million times each (Appbrain, 2017).

FunBox (2017) emphasised the main elements of English Listening and Speaking App are: English conversations with audio for different levels, sentence building, daily conversations with common idioms and phrasal verbs. - Irregular verbs table supported with audio, stories with audio and complete transcripts, American names and surnames pronunciation, recognize and evaluate your pronunciation by recording your voice, hundreds of listening tests that improve both your listening and vocabulary abilities, English Pronunciation with sounds charts, lessons available online/offline with bookmarks, vocabulary building and word chain games, vocabulary learning and test for many topics including: most commonly used words, IELTS Academic, TOEIC, TOEFL, Kid words and essay for IELTS.

English Listening and Speaking is a mobile application that is updating from time to time. The first version was released on September 2017, and because then there have been nineteen updates, the last one appeared on May 2018. The app, which appears listed in the Education category of play store, has a rating of 4.3 with a total of 21.372 reviews. English Listening 24 and Speaking App can be downloaded and installed on devices supporting 16 api and above. Several research on the use of mobile devices have been carried out and so many publications have been developed on this subject. Mobile devices have a huge effect on the amount of mobile data they use, which typically includes a component on a mobile computer and a component on a website operating on the internet (APKMonks, 2018).

### **1.2.2 Dependent variable**

#### **Communication**

Communication is an exchange of information or news from one location to another. While this concept is very clear, interpreting communication correctly can be very complicated. Lunenburg (2015) explained that the two common elements in communication are the sender and the receiver, who has the desire to convey an idea, concept or emotion, and the receiver to whom the message is sent.



The message is the key point of communication and can be transmitted in verbal and non- 31 verbal ways. A problem with any of the elements may affect the effectiveness of communication. *Communication: Making Connections* directs students on the path to become more skilled, educated, and competent communicators in their everyday lives.

Communication is about connecting, linking, sharing, participating, bonding, coupling, and joining with others, this text introduces students to the skills and theory of communication. It combines student-oriented case studies, exercises, examples, and the authors' conversational style to draw students into the text and motivate them to learn and understand the basic principles of communication. An integrated emphasis on technology-both in the text itself and in the supplements package-helps students learn about its relationship to communication (Seiler & Beall, 2015).

### **English Language Learning**

Holec and Henry (2017) argued that the autonomous language learner takes responsibility for the totality of his learning situation. He does this by determining his own objectives, defining the contents to be learned and the progression of the course, selecting methods and techniques to be used, monitoring this procedure, and evaluating what he has acquired. Learning proceeds from ideas to correct grammatical, lexical, and phonological form. The student evaluates his attainment through his objectives, and this evaluation helps him to plan subsequent learning. The concept of autonomous learning requires a redefinition of knowledge from an objective universal to a subjective individual knowledge determined by the learner.

Student learning is limited because teachers do not develop new ways of imparting knowledge therefore the students do not try new ways of learn the language in a proper way (Tenorio & Gabriel, 2013).

## **Productive Skills**

Speaking is an oral production of language. McDonough and Shaw (2013) stated that speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations. So, speaking is the oral process to produce language. On the other hand, writing is a productive skill in written mode. When we talk about writing, there is usually two-way distinction of writing: institutional and personal writing. Institutional writing includes textbooks, reports, applications, business correspondence whereas personal writing covers personal letters and creative writing.

Masduqi (2016) mentioned that productive skills are speaking and writing, students who perform these skills need to produce language. They are also known as active skills, it is important to mention that productive skills are those that allow the student to produce language either orally or written, promoting communication and allowing students to express their ideas and thoughts.

## **Oral Production**

Pawlak and Szyszka (2018) mentioned that Pronunciation-Learning Strategies are specific actions used by learners to enhance their production of sounds of a particular language. When speaking about language, we have to consider it as a means of understanding what we're doing in the world. Communication must be a priority of the language learning process, because it is important to recognize the acceptable use of language as the right way to communicate with other members of society. The proper use of such language elements is understood as an important factor in the communicative process, and it is therefore important to take into account that people interact with their relatives, their classes, their jobs and all the various things that each of them normally conducts in their everyday routine.

According to Goh (2017), there are some studies offering insight into how teachers can scaffold the learning of speaking skills in the classroom through activities such as task-repetition and pre-task planning. These tasks can promote learners' awareness of speech processes. She stated that scaffolding activities can help "learners in planning and organizing speech" and "strengthening oral communication abilities" (Goh, 2017).

Interaction is very important in this aspect of the process, provided that oral development is made simpler by people communicating with others, having and engaging in discussions, debates and communicative circumstances. Speech production is an individual endeavor, every learner's development of second language speaking can be greatly facilitated through working collaboratively with his or her classmate (Goh et al., 2012).

Sue and Travis (2012) claimed "the process of communication is never-ending". People must successfully communicate meaning in order to be successful, yet this is not always achievable. It indicates that one person must be aware of another's intent while using language. Oral skills are important in the process of learning a foreign language because they may help learners improve their communication abilities. One of the most fundamental abilities for direct communication is spoken language proficiency. Furthermore, this is the capacity of learners to correctly utilize language to express and comprehend their feelings, thoughts, and opinions.

Oktadela (2019) stated "speaking for English learners is vital to maintain active social communication with others". It is associated with the problem-solving ability, with self-confidence from students that permit a positive impact in producing English speaking.

Oral production is characterized as one of the most complex skills to develop in the English foreign language because it takes into account some factors to consider such as the use of gestural expressions, fluency, the immediacy of the socio-cultural context, and the negotiation of meanings with the interlocutor during the speech act, demonstrating in a way immediate mastery of the language both in grammar and vocabulary, pronunciation, etc., where the issuer can rectify, but not erase what he has said, because the communication is given in real time and does not allow editing, otherwise the written part that does provide these possibilities.

Oral production is a skill that must be taught and learned to master the English language. Problem-based learning (PBL) is a suitable strategy for developing students' speaking skills in their daily learning (Silviana & Miftakh, 2021).

Blackburn (2017) affirmed that oral production has evolved along the history of humanity. It started through different types of language, which were not necessarily oral. However, it is language what has allowed humanity to be as richly complex as it is nowadays. Speaking is something students do when they drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process where responding is expected. Oral skill is the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes (Peña & Oñatra, 2015).

### **1.3 Objectives**

#### **General Objective**

- To demonstrate how the English Listening and Speaking App supports the Oral Production of students at UTA University.

#### **Specific Objectives**

- To determine the effect of English Listening and Speaking App in the students' oral production.
- To analyze how the English Listening and Speaking App contributes to the development of Oral Production.
- To evaluate the students' oral production with a test.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

The research used human and technological resources. The human resources were 30 students Beginner A1 level students from the Centro de Idiomas of the Universidad Tecnica de Ambato. Furthermore, the technological resource was a test. A test used as an instrument of the study to know the performance of the students in speaking.

#### **2.2 Basic methods of research**

##### **2.2.1 Research Approach**

The research applied a mixed approach that combined the qualitative and quantitative approach. According to Almeida (2018), the mixed approach is the most suitable because it allows the researcher to collect specific data that would not be possible if the researcher focus on one type of approach.

#### **2.3 Research modality**

##### **2.3.1 Field research**

This research was field research because it was applied to the Beginner A1 level students of Centro de Idiomas of Universidad Tecnica de Ambato. This type of research allowed the investigator to work at the place where the analysis was developed.

##### **2.3.2 Bibliographical research**

This research was bibliographic because it focused on collecting information from research theses, magazines, articles, etc., in order to find previous research that supports the current one. Bibliographic research is an observational, retrospective, systematic research methodology, oriented to the selection, analysis, interpretation and discussion of theoretical positions, results and conclusions embodied in scientific articles published in recent years on a topic of choice in order to obtain relevant information Ocaña & Fuster (2021).

### **2.3.3 Quantitative and qualitative research**

Bickman and Rog (2015) argued the research project should be a reflective process operating at every step of a project. This study included data collecting and analytical activities, the construction of a theory, concerns that served as a guide, and threats to validity that assisted in making judgments based on the research's progress.

## **2.4 Level or type of research**

### **2.4.1 Exploratory research**

Swedberg (2020), the exploratory level is defined as exploratory research because of the results of qualitative data. It means that the information collected by the researcher was studied and tested for determining if it is suitable for future investigations. This research has not been studied deeply and detailed in our context and environment. Also is defined as the process of researching deeper into a topic that has not been examined before. As a result, the application of English songs for listening development is still growing up for examination, and the research is therefore classified as exploratory.

The purpose of exploratory research is to investigate a specific phenomenon. Exploratory research seeks to learn as much as possible between two variables the dependent variable and the independent variable Singh (2021).

### **2.4.2 Descriptive research**

Siedlecki (2020) said the purpose of descriptive studies is to describe individuals, events, or conditions by studying them as they are in nature. The researcher does not manipulate any of the variables but rather only describes the sample and/or the variables. This research was descriptive because it looked at the materials that teachers used in the classroom, the researcher described the results of the use of the English listening and speaking App in English subject to learn pronunciation and conclude, according to the results of the experiment.

### 2.4.3 Experimental level

The experimental research method helps the researcher when it is necessary to identify or understand the effect or importance between cause and effect. There are three types of experimental research design like pre-experimental, true experimental and quasi-experimental research design. The research used a pre-experimental method because it was applied pre-test, interventions and post-test to a single group of students.

The participants of the project were not random. Additionally, it was necessary to apply a speaking pre-test in order to gather information through their grades. Then, it was applied a post-test to see the results of the treatment that was applied before the post-test. All these questions were retrieved from Cambridge website. The pre-test was taken by students from a group of 30 Beginner A1 level students from the Centro de Idiomas of the Universidad Tecnica de Ambato.

### 2.5 Population and sample

The participants for this research were 30 students from Centro de Idiomas of Universidad Tecnica de Ambato.

This research work was carried out with a population of 30 participants, who are students in Beginner A1 level of the Centro de Idiomas of the Universidad Tecnica de Ambato. The subjects of the study were women and the man with ages ranging from 18 to 23 years old who are taking the subject of English.

Table 1: Population

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	8	27%
<b>Female</b>	22	73%
<b>Total</b>	30	100%

Note: Students of Centro de Idiomas of Universidad Tecnica de Ambato” by Sabando (2022).

## **2.6 Techniques and Instruments**

The instruments that were used in this research were: first of all, a pre-test that was applied to evaluate students speaking levels at the beginning and the end of the treatment to measure students' weaknesses and strengths in oral production. This test was applied to a group of 30 Beginner A1 level students from the Centro de Idiomas of the Universidad Tecnica de Ambato. It was taken into account the two phases of the speaking section.

In the first phase, it began with a few introductory questions "Hello", "What's your name?" "How old are you?" then, in phase two there were questions to verify how much vocabulary the participants know. Questionnaire is taken from Cambridge Key A1 for schools speaking test. Participants will take test in pairs. The duration of the test would be taken around 3-4 minutes. In terms of task type, the interlocutor asks each candidate a separate question in turn. Participants must respond to the questions in order to provide factual or personal information.

To collect factual information, the investigator will use the questions for Candidates A and B. The researcher might use supportive prompts to extract further information if the participants have appropriate vocabulary and fluency.

Six lessons were applied to improve students' speech learning. The treatment lasted two weeks and each intervention lasted twenty minutes. All the lessons were focused on improving speaking. English listening and speaking app was the app used to practice all the activities in each lesson.



## **2.7 Procedure**

The treatment was done in six sessions of 20 minutes four times a week. In the first, the pre-test was applied to identify the vocabulary proficiency of EFL learners.

The instrument was adapted from previous research. Furthermore, the test was chosen because it was a standardized test and previously applied for an A1 level based on the Common European Framework of Reference for Languages. Also, it was suitable for Beginner A1 level students from the Centro de Idiomas of the Universidad Tecnica de Ambato.

The mobile app provided conversations with audio for different levels, sentence building, daily conversations with common idioms and phrasal verbs. - Irregular verbs table supported with audio, stories with audio and complete transcripts, American names and surnames pronunciation, recognize and evaluate your pronunciation by recording your voice, hundreds of listening tests that improve both your listening and vocabulary abilities, English Pronunciation with sounds charts, lessons available online/offline with bookmarks, vocabulary building and word chain games, vocabulary learning and test

## **2.7 Hypothesis**

### **Alternative hypothesis**

English listening and speaking app influences the oral production in students

### **Null hypothesis**

English listening and speaking app do not influence the oral production in students

## **2.8 Variable identification**

English listening and speaking app (Independent)

Oral production (Dependent)

## CHAPTER III

### RESULTS AND DISCUSSIONS

#### 3.1 Analysis and discussion of the results

Chapter III is focused on the analysis and discussion from the data collected through the pre-test and post-test. The data was collected from 30 students who participated in the interventions using English Listening and Speaking App to develop their pronunciation. First, the results of the Pre-test and Post-test is displayed through tables and figures in order to facilitate the analysis and interpretation of the data. Furthermore, the information displays the mean or average of the score that learners got in the pre-test and post-test, so it is easier to review the difference between the scores gotten by students.

##### 3.1.1 Descriptive analysis of the pre and post-test results

In this section, the scores obtained in the pre and post-test of the PET exam were stated, and converted to the grades that were handled at the educational level. Table 1 shows these results from experimental group.

Table 2: Pre-test results of the PET exam

Student	Pre-Test /15	Total/10	Student	Pre-Test /15	Total /10
1EG	9/15	6	16 EG	9/15	6
2 EG	12/15	8	17 EG	14/15	9
3 EG	12/15	8	18 EG	9/15	6
4 EG	12/15	8	19 EG	12/15	8
5 EG	10/15	7	20 EG	12/15	8
6 EG	9/15	6	21 EG	12/15	8
7 EG	15/15	10	22 EG	9/15	6
8 EG	12/15	8	23 EG	12/15	8
9 EG	12/15	8	24 EG	11/15	7
10 EG	12/15	8	25 EG	12/15	8
11 EG	10/15	7	26 EG	12/15	8
12 EG	10/15	7	27 EG	14/15	8
13 EG	15/15	10	28 EG	10/15	7
14 EG	10/15	7	29 EG	10/15	7
15 EG	14/15	9	30 EG	12/15	8

Note: Pre-test results by Sabando (2022).

### **Analysis and interpretation**

Table 2 shows the pre-test scores of all the participants corresponding to 15 points. 13 students earned a grade of 12. Another 6 students earned a grade of 10, while 5 students earned a grade of 9 and 5 students earned 15 points. Only 1 student scored 11 points out of 15. As the table shows, the experimental group scored higher than seven and only two lower than this one, which, according to the school's teaching standards, is strong. There were many students with scores higher than 7 out of 10, which suggests that the academic level of English speaking is high and does not require much educational intervention.

On the other hand, in table 3 it was possible to observe the post-test scores converted to the qualifications that were handled at the educational level of each student.

Table 3: Speaking Post-test results

<b>Student</b>	<b>Post-Test /15</b>	<b>Total/10</b>	<b>Student</b>	<b>Post-Test /15</b>	<b>Total /10</b>
<i>1 EG</i>	14/15	9	<i>16 EG</i>	14/15	9
<i>2 EG</i>	14/15	9	<i>17 EG</i>	15/15	10
<i>3 EG</i>	14/15	9	<i>18 EG</i>	12/15	8
<i>4 EG</i>	14/15	9	<i>19 EG</i>	14/15	9
<i>5 EG</i>	14/15	9	<i>20 EG</i>	14/15	9
<i>6 EG</i>	14/15	9	<i>21 EG</i>	14/15	9
<i>7 EG</i>	15/15	10	<i>22 EG</i>	12/15	8
<i>8 EG</i>	14/15	9	<i>23 EG</i>	14/15	9
<i>9 EG</i>	14/15	9	<i>24 EG</i>	14/15	9
<i>10 EG</i>	14/15	9	<i>25 EG</i>	14/15	9
<i>11 EG</i>	14/15	9	<i>26 EG</i>	14/15	9
<i>12 EG</i>	14/15	9	<i>27 EG</i>	14/15	9
<i>13 EG</i>	15/15	10	<i>28 EG</i>	14/15	9
<i>14 EG</i>	14/15	9	<i>29 EG</i>	14/15	9
<i>15 EG</i>	15/15	10	<i>30 EG</i>	14/15	9

Note: Post-test results by Sabando (2022).

### **Analysis and interpretation**

Table 3 shows the post-test scores of all the participants corresponding to 15 points. 24 students got a grade of 14. Another 4 students got a grade of 15, only 2 students got 12 points out of 15. The table displays the information about the scores obtained by the students in the post-test. The test applied for this step was the same as the previous test to collect information on the improvement of the students after the interventions applying the English Listening and Speaking application.

Table 4: Pre and post-test average

Pre.test	Post-test
7,63	9

Note: Pre and Post-test results by Sabando (2022).

### **Analysis and interpretation**

Table 4 shows the results of the pre- and post-test of the participants, the comparison before and after implementing the English Listening and Speaking App to improve oral production in the research. It is important to mention that the population is the same from the beginning of the experiment. In the first column, the average of the pretest was located. However, the second column reflects the students' scores after treatment. The increase is remarkable and the progress is encouraging. It is determined that the treatment works adequately on the ability to speak to improve the students' participation and commitment to the English language. It can be interpreted that the implementation of the application improved oral production skills after the experiment and helped students to hone their skills.

### **3.2 Verification of hypotheses**

#### **Alternative hypothesis**

**H1:** English listening and speaking app influences the oral production in students

#### **Null hypothesis**

**H0:** English listening and speaking app do not influence the oral production in students

### 3.2.1 Normality Test

To determine which statistics to use, parametric or non-parametric, the Shapiro-Wilk test was used, because it had observations of less than 50.

Table 5: Shapiro-Wilk normality test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.218	30	<.001	.889	30	.005
Post-test	.433	30	<.001	.571	30	<.001

Note: Shapiro-Wilk normality test values by Sabando (2022).

In the normality test table between the pre-test and the post-test, Shapiro-Wilk was considered as a sample of less than 50 participants. The pre-test has a significance of .005 and the post-test a significance of <.001, which establishes that the results do not follow a normal distribution. Therefore, a related two-sample Wilcoxon nonparametric test must be applied.

Table 6: Wilcoxon signed Ranks test

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 <sup>a</sup>	.00	.00
Positive Ranks	27 <sup>b</sup>	14.00	378.00
Post-test – Pre-test	Ties	3 <sup>c</sup>	
	Total	30	

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed ranks test values by Sabando (2022).

Table 7: Test Statistics<sup>a</sup>

	Post-test – Pre-test
Z	-4.609 <sup>b</sup>
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test.

b. Based on negative rank.

**Note:** Test statistic values with Asymptotic Significance by Sabando (2022)

Considering the present experimental research, it was needed to apply SPSS software to evaluate if the hypothesis reveals the expected outcomes. The SPSS program establishes the ranges as a result of subtracting the final and initial average, the result is negative ranges (a) equal to zero, positive ranges (b) equal to 27, ties (c) equal to 3. Then the result there is a middle range of .00 and another of 14.00. The rank sum has two results which are .00 and 378.00. In the following table, it is found that the test statistic in the asymptotic significance that has its relationship with the hypothesis, has a value of <.001 which is less than 0.05. Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected.

### 3.3 Survey Questions

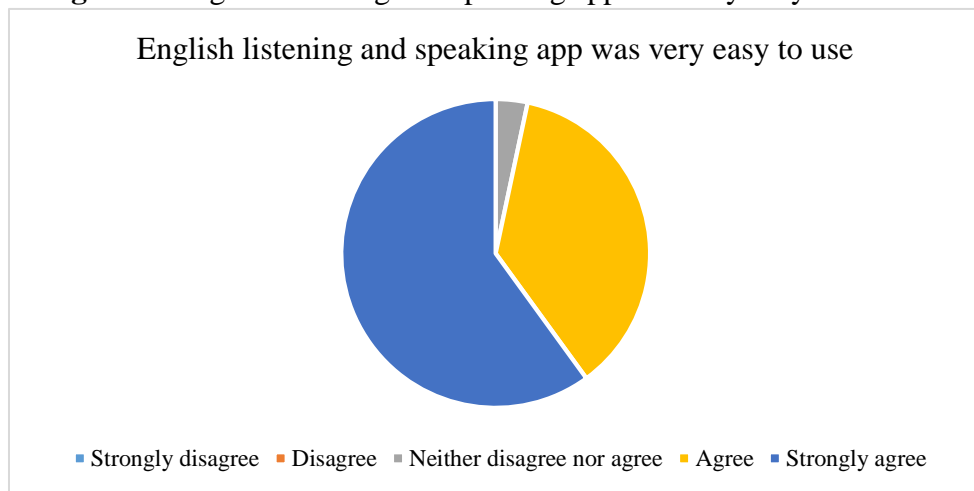
#### Question 1: English listening and speaking app was very easy to use

Table 8: English listening and speaking app was very easy to use

Alternatives	Frequency	Percentage %
Strongly disagree	0	0%
Disagree	0	0%
Neither disagree nor agree	1	3%
Agree	11	37%
Strongly agree	18	60%
Total	30	100%

Note: Survey Question by Sabando (2022).

**Figure 1:** English listening and speaking app was very easy to use



Note: Survey Question by Sabando (2022).

#### Analysis and Interpretation

Figure 1 showed that students strongly agreed that English Listening and speaking app was an easy-to-use app at 60%, followed by full agreement at 36%. Only 3% of the respondents neither disagree nor agree with the ease of using the app.

Teenagers in constant interaction with technology, this facilitated their access to platforms and applications, expanding their skills in handling technological accessories. The numbers projected by the survey were corroborated with the data, none of them considered that it was a complex application to manage. It would be interesting to use the same application with other students and determine if there are any differences.



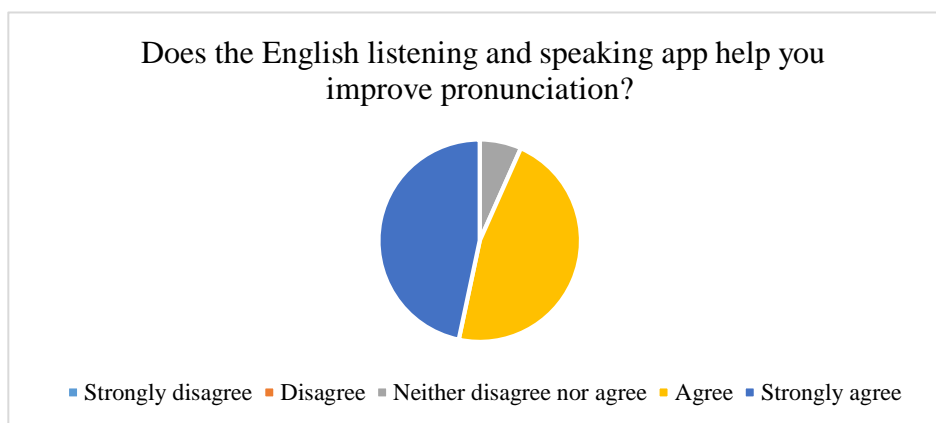
**Question 2:** Does the English listening and speaking app help you improve pronunciation?

Table 9: Does the English listening and speaking app help you improve pronunciation?

Alternatives	Frequency	Percentage %
Strongly disagree	0	0%
Disagree	0	0%
Neither disagree nor agree	2	7%
Agree	14	47%
Strongly agree	14	47%
Total	30	100%

Note: Survey Question by Sabando (2022).

Figure 2: Does the English listening and speaking app help you improve pronunciation?



Note: Survey Question by Sabando (2022).

### Analysis and interpretation

Figure 2 showed that 47% of the respondents strongly agree that the application helped them improve their pronunciation. Another 47% just agree. Only 7% do not disagree or agree that the application helps improve pronunciation.

The constant and adequate use of technological tools could favor the teaching-learning processes of pronunciation. Through educational applications, an adequate use of technology could be made and the use of students' free time could be increased, thus improving pronunciation. Studies recognize that a vital element in speaking a non-native language is emotional detachment towards it, affirming that when we frequently use a foreign language, our choice and decision-making have detachment from personal, sentimental elements that could affect or cloud a response to a dilemma of moral character.

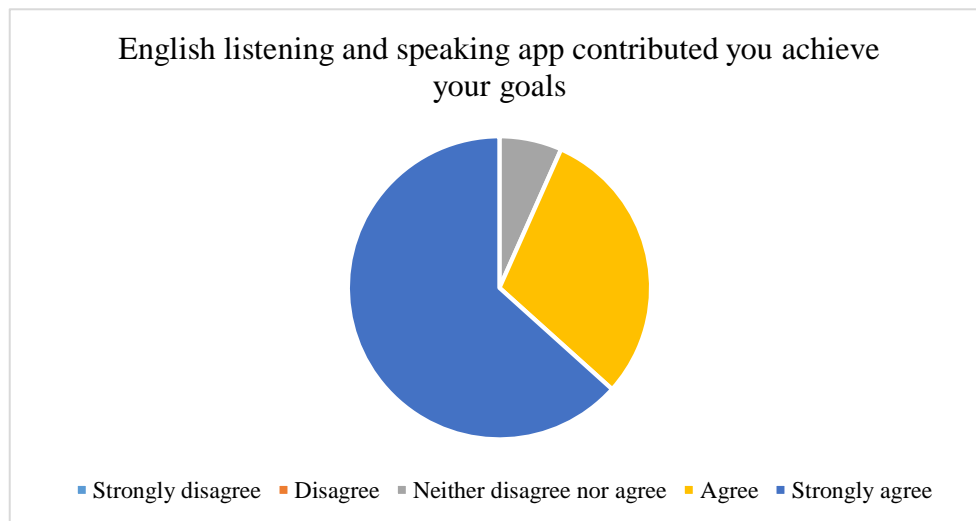
**Question 3:** English listening and speaking app contributed you achieve your goals

Table 10: English listening and speaking app contributed you achieve your goals

Alternatives	Frequency	Percentage %
Strongly disagree	0	0%
Disagree	0	0%
Neither disagree nor agree	2	7%
Agree	9	30%
Strongly agree	19	63%
Total	30	100%

Note: Survey Question by Sabando (2022).

Figure 3: English listening and speaking app contributed you achieve your goals



Note: Survey Question by Sabando (2022).

**Analysis and interpretation**

Figure 3 showed that 63% of respondents strongly agree that the app helped them achieve their proposed goals. Another 19% simply agree to that contribution. Only 7% do not disagree or agree that the application has contributed to achieving all of their proposed goals.

Technological advances often drive changes in user habits, and mobile technology has become an ideal resource to bring learning to those with a hectic pace of life. That is why mobile applications are increasingly consolidated as practical and everyday tools throughout the world and language apps enjoy a high frequency of use.

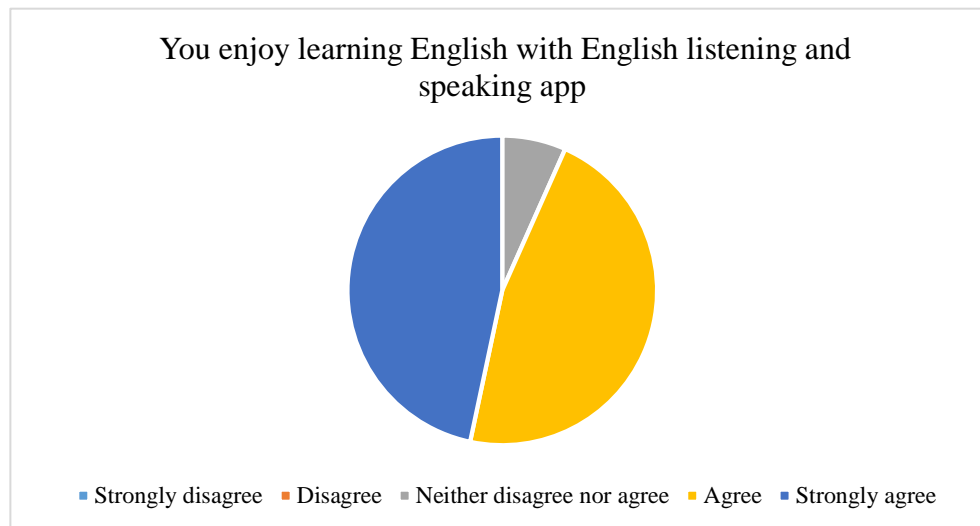
**Question 4:** You enjoy learning English with English listening and speaking app?

Table 11: You enjoy learning English with English listening and speaking app?

Alternatives	Frequency	Percentage %
Strongly disagree	0	0%
Disagree	0	0%
Neither disagree nor agree	2	7%
Agree	14	47%
Strongly agree	14	47%
Total	30	100%

Note: Survey Question by Sabando (2022).

Figure 4: You enjoy learning English with English listening and speaking app



Note: Survey Question by Sabando (2022).

**Analysis and interpretation**

Figure 4 indicated that 47% of respondents strongly agreed that they had enjoyed learning English with the English Listening and Speaking app. Another 47% agreed. Only 7% neither disagreed nor agreed.

This data was relevant, because it was an indication that the application had didactic and striking tools that capture the attention of adolescents. This became a key point, because the students had fun while learning and improving their English. Being a kind of game, and it could be said that it would change the vision of English, not seeing it as a difficult and boring subject, but interesting and fun.

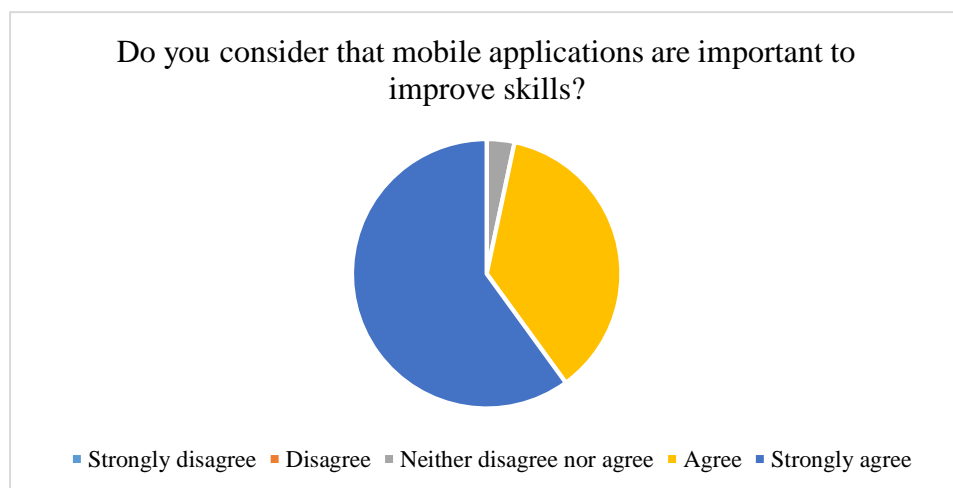
**Question 5:** Do you consider that mobile applications are important to improve skills?

Table 12: Do you consider that mobile applications are important to improve skills?

Alternatives	Frequency	Percentage %
Strongly disagree	0	0%
Disagree	0	0%
Neither disagree nor agree	1	3%
Agree	11	37%
Strongly agree	18	60%
Total	30	100%

Note: Survey Question by Sabando (2022).

Figure 5: Do you consider that mobile applications are important to improve skills?



Note: Survey Question by Sabando (2022).

### Analysis and interpretation

It could be concluded that 60% of the respondents fully agreed that mobile applications help improve English language skills. 37% agreed with this question. Only 3% neither disagreed nor agreed.

Mobile apps stimulate the development of basic English language skills when completing the proposed activities. Students can use the mobile application in your spare time to systematize the content covered in the course. It is appreciated more interest in studying and motivation to carry out oriented activities. Generally; it is evident a high level of group satisfaction with the use of the tool.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions:

After applying the treatment, analyzing the results obtained in the pre-test and post-test, it could be concluded that due to the results obtained, English Listening and Speaking App was effective in the students learning process. Taking into account the results of the pre and post-test there was an evidence of a significant increase in the acquisition of oral production in students.

- It can be concluded that the app used had positive effects on the improvement of the students' oral production. Through the results obtained by means of the PET examination for the pre-test and the post-test. It was possible to realize that the use of the English Listening and Speaking App was very important because the students of the experimental group exponentially increased the level of oral production and learned more vocabulary through games, dynamics, songs, debates, discussions, role plays, dramatizations, and presentations. While using the app, students felt motivated and confident because it was easy to use and helped them with the correct pronunciation of words. Its importance mainly focuses on the fact that students in the experimental group obtained higher results in the post-test after using the app than in the pre-test.
- After the research carried out, different benefits were found for the oral production of the students using technological devices and applications such as English Listening and Speaking App. Students improved their pronunciation with daily conversations and short stories. English Listening and Speaking app is a didactic and easily accessible tool, it allows students to acquire new knowledge through the constant practice of conversations about daily topics, common expressions, phrasal verbs, short stories, in this way it facilitates the autonomous learning process.

- It was concluded that the results obtained from the post-test applied to the students to determine the level of oral production were favorable. The students exponentially improved their oral production and even learned more vocabulary, which shows that the application is effective in improving oral production.

## 4.2 Recommendations

- It is suggested that teachers start using the English Listening and Speaking App in future class activities and tasks. Oral production is developed adeptly through the interaction proposed in this app. Also, before preparing oral production activities, teachers should take into account the level of the students, because it is often difficult for them to speak with extensive vocabulary as used in debates.
- It is recommended that teachers explore mobile applications in order to effectively develop oral production, because through the use of different didactic technological tools in language teaching such as mobile applications they help and strengthen oral production giving the student the opportunity to explore new things. Additionally, the use of English Listening and Speaking app can be for college and high school students. The topics of the application had a suitable vocabulary at the level of the population. Students gave favorable points about the easy access and use of the application.
- It is advisable to use tests as evaluation instruments to measure the qualities and deficiencies that students have, that they take these tests more seriously, which are useful for diagnosing their knowledge and being able to carry out exercises that help them improve their skills to obtain better results in the future.

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## Annexes

### Annex 1: Approval



**Memorando Nro. UTA-CI-2022-0879-M**

**Ambato, 28 de abril de 2022**

**PARA:** Lcda. Sarah Jacqueline Iza Pazmiño  
**Coordinadora Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**ASUNTO:** Autorizado para aplicar proyecto de investigación

De mi consideración:

En atención al Memorando Nro.UTA-PINE-FCHE-2022-0134-M, mediante el cual solicita se autorice aplicar el proyecto de investigación en el Centro de Idiomas a los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para el periodo académico abril - septiembre 2022, de acuerdo al siguiente adjunto.

Al respecto me permito indicar que esta Dirección **autoriza** que los estudiantes a continuación detallados realicen el proyecto de investigación, para lo cual se da a conocer los nombres de los docentes:

**Memorando Nro. UTA-CI-2022-0879-M**

**Ambato, 28 de abril de 2022**

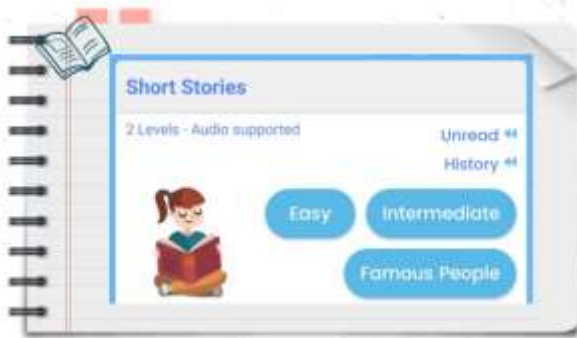
APELLIDOS NOMBRE	CEDULA	TEMA	NIVEL	HORA	DOCENTE	PROGRAMA	PREDIO
CAJAMARCA SAILEMA ALEXANDRA JAZMINE	1805072756	TIKTOK AND THE SPEAKING SKILLS	Nivel B1	15:00 - 17:00	Alexandra Constante	Regular	Huachi
CARRILLO BURBANO ALEXIS RONALDO	1804387668	REALIA AND THE SPEAKING SKILL	Nivel A1	15:00 - 17:00	Gabriela Armijos	Abierto	Educación Continua (Rocafuerte y Quito)
CRIOLLO VILLEGAS ADRIANA LUCIA	1850251396	EDUCATIONAL WEBSITES AND THE LISTENING SKILLS	Nivel A2	15:00 - 17:00	Mónica Garcés	Regular	Huachi
SABANDO FALCONES MARIA ELIZABETH	2350118069	ENGLISH LISTENING AND SPEAKING APP AND THE ORAL PRODUCTION	Nivel A1	15:00 - 17:00	Susana Parrales	Regular	Huachi
GAONA VICENTE LUCIA FRANCISCA	1753511656	WORDWALL TOOL AND VOCABULARY LEARNING	Nivel A1	13:00 - 15:00	Ximena Naranjo	Regular	Huachi
ORTIZ LEON JAVIER PATRICIO	1805290481	WORD WIZARD AND SPEAKING SKILL	Nivel A2	15:00 - 17:00	Alejandra Núñez	Regular	Huachi

Cabe mencionar que el estudiante **HEREDIA GALLEGOS OSCAR SEBASTIÁN**, portador de la cédula N°:1803865557, NO ha presentado la solicitud que fue requerida al grupo de estudiantes, por lo tanto no se pudo asignar un docente para que realice el trabajo de investigación.

Con sentimientos de distinguida consideración.

Atentamente,

## Annex 2: Slides “English Listening and Speaking App”



### Annex 3: PET Exam (Pre and Post-test)

**Phase 1:** Interlocutor stated a general conversation asking personal questions.

**Phase 2:** test takes a form of an interview. The interlocutor asks about daily life, family, hobbies, etc.

Phase 1

**Interlocutor**

To both candidates

I'm \_\_\_\_\_ and this is \_\_\_\_\_

To candidate A

Now, what's your name?

To candidate B

And, what's your name?

*Phase 2*

**Interlocutor**

Now, let's talk about **family**

**A.** Who do you live with?

Do you have any pets?

**B.** Who is the funniest person in your family?

Where did you go on your last family vacation?

**Back-up prompts**

Do you live with your family?

Do you have cat?

Is your dad very funny?

Did your family go on vacation to the Atacames beaches?

**Extended Response**

Now A, please tell me something about what your family does on holidays.

**Back-up prompts**

Do you get together as a family?

Are you going on a trip somewhere?

What activities do you do as a family?

**Interlocutor**

Now, let's talk about **hobbies**

**A.** What are your hobbies?

What genre of movies do you like?

**B.** What hobbies would you like to try?

What music do you like?

**Back-up prompts**

Do you like basketball?

Do you like horror movies?

Do you like car racing?

Do you listen to pop music?

**Extended Response**

Now B, please tell me if you would like to practice any extreme sports?

**Back-up questions**

Would you like to skydive?

Would you like to go bungee jumping?

Would you like to do mountain biking?

**Answers Key**

**Phase 1:** Answers may vary

**Phase 2:** Answers may vary

**Rubric**

<b>Name:</b>		<b>Date:</b>		
Interactive communication and oral production: The student communicates effectively, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully.				
1	2	3	4	5
Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication.				
1	2	3	4	5
Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible.				
1	2	3	4	5
Grade: _____ / 15 = _____				
<b>Comment</b> ----- ----- -----				

## Annex 4: Lesson Plans

<b>LESSON PLAN 1</b>			
<b>Topic:</b> Presentation of English Listening and Speaking App and Pre-test application			
<b>Time:</b> 20 minutes	<b>Number of students:</b> 30	<b>Course:</b> Beginner A1	<b>Date:</b> May 30 <sup>th</sup> , 2022
<b>English Listening and Speaking App</b>			
<b>Main aim:</b> <ul style="list-style-type: none"> <li>To recognize students' vocabulary level through a speaking test.</li> </ul>			
<b>Assessment:</b>			
<b>Timing</b>	<b>Teacher's activities</b>	<b>Students' activities</b>	<b>Aids and materials</b>
10 min	<ul style="list-style-type: none"> <li>* The teacher introduces the project title and explain the pre-test development.</li> <li>* The teacher takes the speaking test</li> </ul>	<ul style="list-style-type: none"> <li>* Ss listen the introduction and instructions about the test.</li> <li>* SS complete the pre-test.</li> </ul>	<ul style="list-style-type: none"> <li>* Pre-test worksheet</li> </ul>
7 min	<ul style="list-style-type: none"> <li>* The teacher explains how English Listening and Speaking App works through slides.</li> </ul>	<ul style="list-style-type: none"> <li>* Ss ask any question about the app</li> </ul>	<ul style="list-style-type: none"> <li>* Slides (Annex 2)</li> <li>* English Listening and Speaking App</li> </ul>
3 min	<ul style="list-style-type: none"> <li>* The teacher demonstrates how to download the application.</li> </ul>	<ul style="list-style-type: none"> <li>* The whole class practice English Listening and Speaking App works.</li> </ul>	<ul style="list-style-type: none"> <li>* English Listening and Speaking App</li> <li>* Internet</li> </ul>

## Annex 2: Slides

LESSON PLAN 2			
<b>Topic:</b> People and Lifestyle			
<b>Time:</b> 20 minutes	<b>Number of students:</b> 30	<b>Course:</b> Beginner A1	<b>Date:</b> May 31 <sup>st</sup> , 2022
<b>English Listening and Speaking App</b>			
<b>Main aim:</b> <ul style="list-style-type: none"> <li>To practice students' speaking through English Listening and Speaking App</li> </ul>			
<b>Assessment:</b>			
Timing	Teacher's activities	Students' activities	Aids and materials
5 min	* Warm up: Storytelling	* Ss listen the instructions	* Students participation
5 min	* The teacher explains that the students will work on the activities of the app by listening to the correct pronunciation of the words with a conversation model.	* Ss listen the correct pronunciation about a specific topic.  * Students analyze the word pronunciation and read carefully the conversation.	* English Listening and Speaking App
10 min	* The teacher explains that the students will create a small conversation using the conversation model previously learned and basing on the pronunciation.	* Students reinforce their knowledge about vocabulary previously learned about the conversation model.	* English Listening and Speaking App  * Students participation

Annex: Conversation Model "A new neighbor"

A: Hi there. Nice to meet you.

B: Hi. Nice to meet you, too. I'm Fred.

A: I'm Katie. How long have you been living here? B: Seven years.

A: Do you know many people around here?

B: Yes, I know almost everyone in the neighborhood.

A: Then do you know where Tiara lives?

B: Tiara? Oh yes. She lives at number 7.

A: Is this the house with the red door?








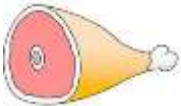
B: That's it.



### LESSON PLAN 3

<b>Topic:</b> Food			
<b>Time:</b> 20 minutes	<b>Number of students:</b> 30	<b>Course:</b> Beginner A1	<b>Date:</b> June 2 <sup>nd</sup> , 2022
<b>English Listening and Speaking App</b>			
<b>Main aim:</b> <ul style="list-style-type: none"> <li>To practice students' speaking through English Listening and Speaking App</li> </ul>			
<b>Assessment:</b>			
<b>Timing</b>	<b>Teacher's activities</b>	<b>Students' activities</b>	<b>Aids and materials</b>
5 min	* Warm up: Art Appreciation	Ss listen the instructions	* Students participation
5 min	* The teacher organizes students into two groups (A and B) * The teacher assigns a word to each student of group A	* Ss pay attention to the instructions * Ss of group A think about a little description about their words. * Ss of group B prepare to guess the word according to the descriptions of group 1	* Flashcards * Internet
10 min	* The teacher monitors the activity	* Ss of group A say the description in front of the class. * Students of group B try to guess the word	* Students participation

#### Annex

Bread 	Rice 	Cheese 	Fish 
Pasta 	Sandwich 	Eggs 	Chicken 

LESSON PLAN 4			
<b>Topic:</b> Clothes			
<b>Time:</b> 20 minutes	<b>Number of students:</b> 30	<b>Course:</b> Beginner A1	<b>Date:</b> June 3 <sup>rd</sup> , 2022
<b>English Listening and Speaking App</b>			
<b>Main aim:</b>			
<ul style="list-style-type: none"> <li>To practice students' speaking through English Listening and Speaking App</li> </ul>			
<b>Assessment:</b>			
Timing	Teacher's activities	Students' activities	Aids and materials
5 min	* Warm up: Warm up: Speed Interview	* Ss listen the instructions	* Students participation
5 min	* The teacher explains that the students will work on the app activities listening the correct pronunciation of the word with a conversation model.	* Ss listen the correct pronunciation about a specific topic (Conversation model "This is a Sari").  * Students analyze the word pronunciation and read carefully the conversation.	* English Listening and Speaking App
10 min	* The teacher explains that the students will create a small conversation using the conversation model previously learned and basing on the pronunciation.	* Students reinforce their knowledge about vocabulary previously learned about the conversation model.	* English Listening and Speaking App  * Students participation

Annex: Conversation Model "This is a Sari"

A: Hey Natalie, look what my sister has. I'm sure you have never worn this type of clothing before.

B: Umm, clothing? It sure looks like a blanket to me.

A: Haha. Come and have a look. What do you think?

B: Wow, it looks beautiful. What is it?

A: This is a Sari. It is a traditional outfit woman wear.

B: I want one. Where did she get it?

A: She brought it back from her trip to India. Unfortunately, they do not sell them here in the US.

LESSON PLAN 5			
<b>Topic:</b> Short stories			
<b>Time:</b> 20 minutes	<b>Number of students:</b> 30	<b>Course:</b> Beginner A1	<b>Date:</b> June 6 <sup>th</sup> , 2022
<b>English Listening and Speaking App</b>			
<b>Main aim:</b> <ul style="list-style-type: none"> <li>To practice students' speaking through English Listening and Speaking App</li> </ul>			
<b>Assessment:</b>			
Timing	Teacher's activities	Students' activities	Aids and materials
5 min	* Warm up: Guide me	* Ss listen the instructions	* Students participation
5 min	* The teacher explains that the students will work on the app activities listening the correct pronunciation of the words with a short story.	* Ss listen the correct pronunciation about a specific topic /Short story "Moon").  * Students analyze the word pronunciation and read carefully the story.	* English Listening and Speaking App
10 min	* The teacher monitors the activity	* Ss will create a small summary using the story previously learned and basing on the pronunciation.  * Students reinforce their knowledge about vocabulary previously learned about the short story.	* English Listening and Speaking App  * Students participation

#### Annex: Short Stories "Moon"

The Moon is Earth's largest natural satellite, and we usually see it in the night sky. Some other planets also have moons or natural satellites. Our moon is about a quarter the size of the Earth. Because it is far away it looks small, about half a degree wide. The gravity on the moon is one-sixth of the Earth's gravity. It means that something will be one-sixth as heavy on the Moon than on Earth. The Moon is a rocky and dusty place. The Moon moves slowly away from the earth at a rate of 3.8 cm per year, due to the effect of tidal dissipation. In 2009 NASA said that they had found a lot of water on the moon. The water is not liquid but is in the form of hydrates and hydroxides. Liquid water cannot exist on the Moon because photodissociation quickly breaks down the molecules. However, from the image NASA received, there is a history of water existence.

## LESSON PLAN 6

**Topic:** Post-test application

**Time:**  
20 minutes

**Number of students:**  
30

**Course:**  
Beginner A1

**Date:**  
June 8<sup>th</sup>, 2022

**English Listening and Speaking App**

**Main aim:**

- Assess the level of oral production of students through a test

**Assessment:**

Timing	Teacher's activities	Students' activities	Aids and materials
5 min	* Warm up: Charades	Ss listen the instructions	* Students participations
15 min	* The teacher takes the speaking test (Post-test).	* Ss listen the introduction and instructions about the test. * Ss complete the Post-test.	* Post-test worksheet

## **Annex 5: QUESTIONNAIRE**

**Name:**

**Date:**

**The objective of this survey is to know your perception about English Listening and Speaking App**

**Choose the best option you consider**

### **1. English listening and speaking app was very easy to use**

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

### **2. Does the English listening and speaking app help you improve pronunciation?**

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

### **3. English listening and speaking app contributed you achieve your goals**

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

### **4. You enjoy learning English with English listening and speaking app?**

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

**5. Do you consider that mobile applications are important to improve skills?**

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

## Annex 6: Validation “Alfa de Cronbach”

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
1		ITEMS															
2	OBJETO DE ESTUDIO	1	2	3	4	5											
3	1	5	4	5	5	5	24		$\alpha$ (ALFA) =	0,82642		RANGO	CONFIABILIDAD				
4	2	5	5	5	5	5	25		K (NUMERO DE ITEMS) =	5		0.53 a menos	Confiabilidad nula				
5	3	5	5	5	5	5	25		$\Sigma Vi$ (VARIANZA DE CADA ITEM)=	2,405556		0.54 a 0.59	Confiabilidad baja				
6	4	4	5	5	4	5	23		Vt (VARIANZA TOTAL) =	7,098889		0.60 a 0.65	Confiable				
7	5	4	5	4	4	4	21					0.66 a 0.71	Muy confiable				
8	6	5	4	4	4	5	22					0.72 0.99	Excelente confiabilidad				
9	7	4	4	5	4	4	21					1	Confiabilidad perfecta				
10	8	4	4	4	4	4	20										
11	9	5	4	4	4	4	22										
12	10	5	5	5	5	5	25										
13	11	4	3	3	3	5	18										
14	12	4	4	5	5	4	22										
15	13	3	3	3	3	3	15										
16	14	5	4	5	4	5	23										
17	15	5	5	5	5	5	25										
18	16	4	4	5	5	5	23										
19	17	5	5	5	4	4	23										
20	18	4	4	4	4	4	20										
21	19	4	4	0	4	4	16										
22	20	5	5	5	5	5	25										
23	21	5	5	5	5	5	25										
24	22	5	4	4	4	4	21										
25	23	5	5	5	5	5	25										
26	24	5	5	5	5	5	25										
27	25	4	4	4	4	4	20										
28	26	5	5	5	5	5	25										
29	27	5	5	5	4	4	23										
30	28	5	4	4	4	4	21										
31	29	5	4	4	5	5	23										
32	30	5	5	5	5	5	25										
33																	
34	VARIANZA	0,31	0,37	1,04	0,37	0,312											
35	SUMATORIA DE VARIANZA	7,09888889															
36	VARIANZA DE LA SUMA DE LOS ÍTEMS	2,40555556															
37																	

$$a = \frac{k}{k-1} \left( 1 - \frac{\sum v_i}{vt} \right)$$

$$a = ((K/(K-1)) * (1 - (EV_i/Vt)))$$

RANGO	CONFIABILIDAD
0.53 a menos	Confiabilidad nula
0.54 a 0.59	Confiabilidad baja
0.60 a 0.65	Confiable
0.66 a 0.71	Muy confiable
0.72 0.99	Excelente confiabilidad
1	Confiabilidad perfecta

## Alfa de Cronbach “SPSS”

### Estadísticas de confiabilidad

Alfa de Cronbach	N de elementos
,82642	5

## Annex 7: Urkund



### Document Information

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