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PROYECTO INVESTIGATIVO

TEMA:

MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER AT UNIVERSIDAD TÉCNICA DE AMBATO.

AUTORA: Jessica Carolina Lezano Anchaluisa

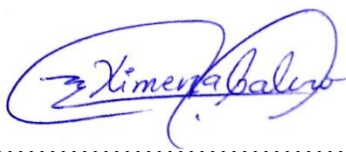**PROFESOR:** Lic. Mg. Ximena Alexandra Calero Sánchez

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I, Lic. Mg Ximena Alexandra Calero Sánchez holder of the I.D No 1802884062, in my capacity as supervisor of the Research dissertation on the topic: **"MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER FROM HUMAN SCIENCE FACULTY AT UNIVERSIDAD TÉCNICA DE AMBATO,** investigated by Miss Jessica Carolina Lezano Anchaluisa with I.D No 1805402847, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled **"MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER AT UNIVERSIDAD TÉCNICA DE AMBATO."** is the result of the author's research and has reached the conclusions and recommendations described in the present study.

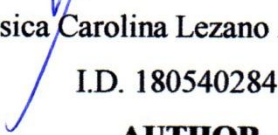Comments expressed in this report are the author's responsibility.

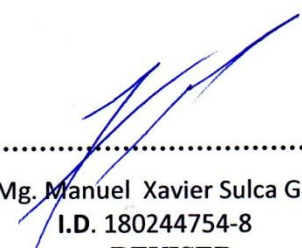...

Jéssica Carolina Lezano Anchaluisa

I.D. 180540284-7

AUTHOR

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The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER AT UNIVERSIDAD TÉCNICA DE AMBATO",** which is held by Jéssica Carolina Lezano Anchaluisa with I.D No. 180540284-7, undergraduate student from Carrera de Idiomas, promotion: 2017-2018, and once the research has been reviewed, it has been approved because it complies with the basic, technical, scientific and regulatory principles. Therefore, the presentation before the pertinent organisms is authorized.

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To

This thesis is dedicated to my God, who has guided me throughout my life, since I was born. At the same time, to my parents for earning an honest living for us and for allowing me to believe in myself. Another special person worthy of a dedication is my uncle Augusto for being an extraordinary person during my educational life. Although, he is not with me anymore, I know that he will continue taking care of me from heaven and I hope he will feel very proud of me for achieving my goals.

JÉSSICA

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UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE IDIOMAS MODALIDAD PRESENCIAL

TOPIC: "MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER AT UNIVERSIDAD TÉCNICA DE AMBATO".

AUTHOR: Jessica Carolina Lezano Anchaluisa

PROFESSOR: Lic. Mg. Ximena Alexandra Calero Sanchéz

ABSTRACT

The main purpose of this research project is to gather information about the importance and use of mobile applications in the improvement of speaking skill from the Languages Career at Universidad Técnica de Ambato. Moreover, the current investigation maintains a qualitative approach, since the data was collected through a survey that was applied to 75 students. Additionally, it was descriptive research, with a statistic method to collect valuable information. Theoretical support and data obtained from the survey allowed to identify that mobile applications are not frequently used in Languages Career to enhance the English speaking skills. It is concluded that data was analyzed through the calculation of Chi square, which was used for getting important results about the use of mobile applications.

Key words: Mobile applications, Computers applications, Speaking skill, English Language.

Introduction

The current research project maintains the topic as: "MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER AT UNIVERSIDAD TÉCNICA DE AMBATO, TUNGURAHUA PROVINCE" to know the importance of Mobile applications for practicing and improving English Language Speaking skill in students.

The current research study is divided into 5 chapters:

CHAPTER I, THE PROBLEM. The topic of the research study is detailed in the problem statement, contextualization (macro, meso and micro). The problem tree describes causes and effects of the research topic. Furthermore, it contains the critical analysis, prognosis. Additionally, it includes the directing questions, delimitation of the research object, justification, general and specific objectives.

CHAPTER II, THEORETICAL FRAMEWORK. The antecedents of the research project are delimitated in this section, at the same time, the philosophical, and legal foundations are present. Also, the key categories, which focus on the conceptualization of the two variables and the hypothesis with its respective signaling of variables.

CHAPTER III, METHODOLOGY. This section focuses on, basic modality, level or type of research, also the population and sample are detailed. Simultaneously, the independent and dependent variables operationalization of the information. Finally, the processing plan and the problem analysis.

CHAPTER IV, ANALYSIS AND INTERPRETATION OF RESULTS.
The analysis and interpretation of data are developed in this section, covering all the items from the survey, at the Languages Career students.

CHAPTER V, CONCLUSIONS AND RECOMMENDATIONS. It comprises conclusions and recommendations about the current research project, in which it shows accurate information to present the following conclusions and recommendations are determined.

CHAPTER I

Problem

1.1 Theme

MOBILE APPLICATIONS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILL ON THE LANGUAGES CAREER UNIVERSIDAD TÉCNICA DE AMBATO.

1.2 Problem Statement

1.2.1 Contextualization

Nowadays, English has become one of the most important languages around the world, and it has had a great impact on different fields. According to Crystal (2003), English is considered to have future potential as an international language of communication. Indeed English is spoken in many countries, with 1,500 million speakers around the world. As a consequence English helps to communicate in our current time in different countries. In addition, this language is essential in business in order to trade products and commercialize between countries, not only business English language is useful, but also people use the language to learn about cultures and customs. Moreover, this language is relevant in education, and especially in the learning process, due to many countries around the world learn it as a second language. People currently need to learn it in order to make connections at an international level.

In the second instance in Ecuador, the importance of English has an enormous impact especially in the education field. The current government promotes teaching English for acquiring it in a positive way linked with prosperity and better employment prospects in order to raise the country's profile on the international stage (El Comercio 2016). So, it is mandatory to teach English as a foreign language starting in kindergarten. Additionally, the implementation of new courses, which train teachers to help students acquire the second language in

a better way, based on language skills. Furthermore, According to LOES (2011), Ecuador looks for suitable tools to enhance English more than prior years. Ecuador occupies the third place in Latin America in the deficit of English development. It refers that the country does not maintain a high level in the language. (El Comercio, 2016).

Finally, the use of applications are presented on the languages career at Universidad Técnica de Ambato for researching many things, or improving any skills. In addition, in the English Languages Career, educators use technology as an aid to enhance the English Language Learning in their students. Furthermore, Languages career are implementing new tools for enhancing student's interest, in that way it will motivates students to learn a foreign language. Also, teachers use internet to find useful materials not only for the teaching process also for researching useful information for increasing their learning process, which those are conforming in a language. Finally, in the English Languages Career appealing subjects are included in the curriculum, for instance: Internet and Multimedia Resources, so educators use platforms, activities using various applications.

Chart N°1. Problem tree

Effects	

Mobile applications are not used in English classes

Students are not motivated enough for English language production

Learners low speaking production

Problem	

Lack of knowledge of mobile applications and the impact in the English language speaking skill.

Causes	

Lack of awareness about of the importance of using mobile Applications in English classes.

Restricted use of innovative speaking activities in English classes.

Limited interaction between mobile applications and the English Language speaking skill

Source. Direct Research

Elaborated by: Lezano. J. (2017)

1.2.2 Critical Analysis

First of all, after identifying the problem about the lack of use of appropriate tools for increasing English speaking skill, there are three main causes which contribute the existence of the problem mentioned above. In addition, this critical analysis is about the resume of these problematic causes to find solutions.

The lack of awareness about of the importance of using mobile Applications in English classes, as a consequence Mobile applications are not used in English classes. The lack of technological applications brings students less learning in different aspects. First, the traditional ways of teaching. Since, teachers don not have strategies ways for teaching something new, teacher will probably use traditional methods to teach in class. Second, lack of motivation from teacher to students. Finally, if students do not know about technological tools through their learning, students not get interest in learning English. Moreover, it is essential that government takes into account the importance of technological educational applications.

Likewise, the restricted use of innovative speaking activities in English classes is another cause in which Students are not motivated enough for English language production. Although, the incidence of English Language speaking skill in the classroom is decreasing or sometimes is not developed due to different reasons. First, teacher does not look for innovative ways for speaking in class The majority of students do not look interested or sometimes they are bored of learning English, as a consequence English students do not practice their speaking skill. Thus, it is necessary that teachers plan innovative material and activities to enhance to practice speaking in class. However, without forgetting to practice the rest of skills too.

Finally, there is a limited interaction between mobile applications and the English Language speaking skill, as a consequence learners low speaking production. In others words, Students are not involved about the advantages

that those applications offer, how those help in the teaching process, and enhance a high relief in a learner´s learning. In this case, mobile applications offer a better range of speaking skills and the same time with pronunciation and intonation.

1.2.3 Prognosis

The current research project is considered relevant for the improvement of student´s performance on English Languages studies at Universidad Técnica de Ambato. Also, it is useful for people, who are training to become future teachers. In that way it is appropriate for creating an effective environment with the use of new mobile applications in class and avoiding traditionalism teaching. Thus, if the research project does not carry out an importance of quality, students will not improve their English language speaking skills or their learning processes.

Indeed, both students and teachers from English Languages studies at Universidad Técnica de Ambato can implement diverse mobile applications for getting better speaking skills in their professional lives and in others fields. As a conclusion, students from the Languages studies as future teachers need to implement new innovative mobile applications, for increasing speaking and pronunciation in the English Language, those kind of applications can be found on the internet and sometimes they are free to use.. Finally, mobile applications not only help to increase speaking, also it allows self – study and create their own learning which those can enhance a student's progress in a good way.

1.2.4 Problem Formulation

 Do mobile applications have an impact in the performance of the English language speaking skill on Languages studies at Universidad Técnica de Ambato?

1.2.5 Guidance questions

- What kind of mobile applications are used in the English Language learning process?
- What kind of difficulties students face at the moment of using mobile applications?
- How do mobile applications contribute in the development of the English Language speaking skills?
- What kind of mobile applications are frequently used in the Languages Career?
- What is the relationship between mobile applications and the improvement of the English language speaking skill?

1.2.6 Delimitation of the research object

Field: Educational system

Area: Academic

Aspect: The importance of use mobile applications in the improvement of speaking skills.

Momentary: September 2017 - January 2018

Group: English Languages Career at Universidad Técnica de Ambato.

1.3 Justification

This current project is **interesting** for education field and for the rest of the people at the Languages Career at Universidad Técnica de Ambato. Furthermore, technology is very interesting for younger people, it is an advantage since they enjoy technology and they are more capable to use it regularly with few issues. In addition, younger people could use and applied during the teaching-learning process with the support of pronunciation exercises, the educational quality of a foreign language will be optimized and reflected their skills and abilities reflected in their academic performance.

Additionally, this project is very **important** since it helps to know if technology and applications are used regularly in class to acquire English**.** Nowadays, it is important to use mobile applications in students learning, because in that way they are more involved in the real world. Furthermore, this research project is very important since learners can practice in a real and authentic pronunciation the different speech and dialogues. However, technology is not implemented in some educational centers, it is necessary to use since there are many advantages that technology offers.

Moreover, the project is **original**, because the arguments which are included in this research project are presented with original words about useful applications, which are appealing for learning and for education. In addition, this research contains the most well- known applications for using in class. Finally, at the end of this research project, new ideas and conclusions appear for other research projects related to applications for increasing speaking skills.

Finally, for a good **feasibility of** the current research project does not count on a very high inversion because mobile applications are found on the internet and most of them are free, so people can use them without problems and they have a high availability for all. On the other hand, the direct **beneficiaries** will be students from languages studies, practicing speaking using mobile applications. Also teachers, who have the **knowledge** to use tools that will provide new ways to

practice speaking.

1.4 Objectives

1.4.1 General

To identify the effects of mobile applications in the development of the English Language speaking skill on language studies at Universidad Técnica de Ambato, Tungurahua province.

1.4.2 Specific

- To identify the use of mobile applications in the English language learning process.
- To determine the difficulties that students face at the moment of using mobile applications.
- To analyze how mobile applications contribute in the development of the English Language speaking skills.
- To identify what kind of mobile applications are frequently used in the Languages Career.
- To determine the relationship between mobile applications and the improvement of English Language speaking skills.

CHAPTER II

2. Theoretical Framework

2.1 Investigative Background

Nowadays, Educational applications have influenced on the English language development. Derakhshan, Khalili & Beheshti (2016) explain a research project, with the objective of know the importance of speaking using applications in order to know the results. The instrument used was a survey applied to English teachers in the EFL classes at Tokyo Woman's University and Meiji University. Indeed, after taking the survey, the majority of the teachers know the importance of using 2.0 mobile applications in class to increase speaking skills. In addition, gadget, technology and fun oriented are allowed for students to practice their speaking and entertain them. Since they know that using technology applications maintain student's interest, since the majority of them facilitate student's lives.

The results of this work were relevant since it showed that mobile applications are useful to apply to improve learning process and those give good results. At the beginning of this project learners didn't have a good pronunciation but at the end around 12 months they acquired better pronunciation. As a conclusion, mobile applications influence in the improvement of speaking process.

According to Arús & Hita (2010), his research project the participants were principally 100 students, around aged from 18 to 22 years old (20 women and 55 men) Tokyo Woman's University. Principally, the survey was the instrument used to collect the information for the present research project. It includes a questionnaire with 15 questions, which it comprising 8-point Likert-type questions (1 always, 2 sometimes, 3 never). Furthermore, the adequacy of the questions in the questionnaire show reliable results due to it was deliberated for the Crombach's α process in a result (α = 0.7) Additionally, the semi-interview

survey and experiment are used in this study.

This study investigated the effect and benefits of using mobile apps as an English learning tool for college students in China. The results of using mobile apps in English learning has positive effect on students. The interview results show that college students hold a positive attitude towards the finding suggests that the new learning approach is effective and helpful for college students to improve English by using their mobile devices, as well as undergraduates are willing to use apps to learn English with self-regulated learning approach instead of traditional learning approach. Some apps well suited for college students are presented. As a conclusion mobile apps help to increase speaking English.

As a conclusion, both authors mention positive arguments, they stated that mobile applications enhanced critical thinking and curiosity. The use of mobile applications do not only help to practice a language, but, those improves the language in the pronunciation, fluency and the use of vocabulary. However, using mobile devices in a language classroom has some advantages and disadvantages. The authors mention some of the detailed issues that students, teachers and coordinators might have before considering using mobile applications. At the same time, as the author mentions is necessary to applied good methodology. Finally, technology applications of web tools 2.0 extend a variety of interesting tools for fun and learning using two types of applications useful for learners. Such as; computer and mobile applications.

2.2 Philosophical foundations

Every research project is based on a study of model, so it focuses on constructivism. In others words, constructivism is considered the main purpose to solve problems in society and it helps to bring up people in necessities. Also, this study project has a critical propositional approach, since it refers to a set of beliefs of reality. It means, the way in which people look at the world at the moment of carrying out research (Salinas, 2012). In addition, its purpose is to identify the current situation in the educational field, in which this research project works on.

2.3 Legal basis

According to Ley Orgánica de Educación Superior (LOES) this research project is based on the following laws:

Art. 4.- Derecho a la Educación Superior.- *"La educación del tercer nivel es un derecho para todas las personas sin importar el género o clase social, por la cual pueden aprender para ejercer una profesión y de la cual desarrollarse en la sociedad teniendo las misma oportunidades" (*LOES, 2011).

"Las personas en una manera colectiva o individual, de diferentes comunidades, etnias, razas pueden acceder a la formación del tercer nivel la cual es respaldado por todas las leyes de la constitución del estado Ecuatoriano" (LOES, 2011).

Art. 5.- Derechos de las y los estudiantes.
According to Ley Orgánica de Educación Superior (2011) presents students' rights;
*"De la misma manera en la cual los jóvenes tiene el derecho a la educación, esta también tiene que ser integra y científica, lo que significa adquirir nuevas maneras para prender y desarrollarse como personas. En la cual debe permanecer la igualdad, el respeto y la solidaridad para crear un ambiente pleno y de oportunidades para todos (*LOES, 2011).

Art 8.- *el sistema educativo español, introdujo tres elementos clave en la legislación que afectan a la etapa de la educación secundaria obligatoria en lo que se refiere a la enseñanza de lenguas extranjeras: un enfoque a partir de Marco Común Europeo de Referencia para las Lenguas, la introducción de las competencias básicas y el aprendizaje integrado de contenidos e idiomas. (LOES, 2011).*

1. *Que todos los ciudadanos de ambos sexos reciban una educación de calidad implicando*
2. *a todos los componentes de la comunidad educativa en la lucha por alcanzar este objetivo. 2. El compromiso con* los objetivos de la Unión Europea en materia educativa. (LOES, 2011).

Art. 8.- Serán Fines de la Educación Superior.

a) *Implementar la transferencias e innovaciones tecnológicas la cual aportan para el desarrollo de una nación y sociedad"* (LOES, 2011).

f) Además *"Ejecutar y Fomentar maneras en la cual aplique investigación de carácter tecnológico pedagógico y científico, para el mejoramiento que promuevan el avance de un estado" (*LOES, 2011).

Art. 35.- Asignación de recursos para investigación, ciencia y tecnología e innovación.- *"El estado ecuatoriano se enfocado en la implementación de nuevas tecnologías para un mejor aprendizaje y también para envolver a los estudiantes en el mundo modernizado y con oportunidades de mejorar."* (LOES, 2011).

Régimen del buen vivir   2013 2017,
Capítulo I. Sector público.
Art. 2.- *Disponer que las instituciones del sector público, en los distintos niveles de gobierno, articulen la formulación de sus políticas, planificación institucional,*

*programas y proyectos públicos, la programación y ejecución presupuestaria; y, la inversión y asignación de recursos públicos, con los objetivos, políticas, lineamientos estratégicos, metas y Estrategia Territorial Nacional establecida en el Plan Nacional de Desarrollo denominado Plan Nacional para el Buen Vivir 2013 -2017, sin menoscabo de sus competencias y autonomía. (*El buen vivir, 2013- 2017)

*Art. 347.- Será responsabilidad del Estado: 1. Fortalecer la educación pública y la coeducación; asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas. 8. Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales. (*El buen vivir, 2013- 2017)

2.4 . Key Categories
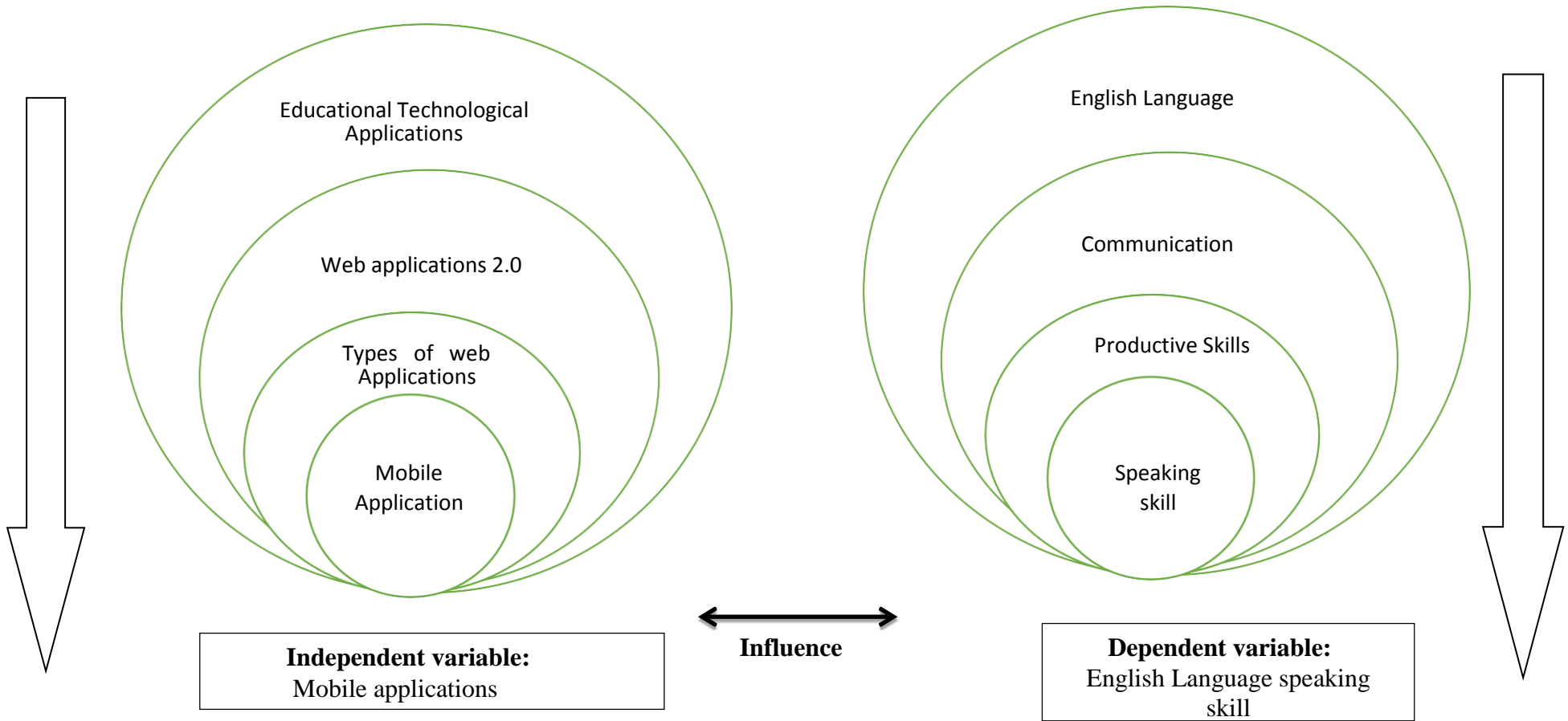
Educational Technological Applications

Web applications 2.0

Types of web Applications

Mobile Application

English Language

Communication

Productive Skills

Speaking skill

Influence

Independent variable:
Mobile applications

Dependent variable:
English Language speaking skill

Source. Students from English Languages Career.
Elaborated by: Lezano. J. (2017)

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2.4.1 INDEPENDENT VARIABLE

Educational Technological Applications

Recently, Educational technological applications belong to web 2.0, and they are used only for educational purposes. Primary, years ago technology was not relevant in the education field, since there was limited use and in many cases they were not developed in society. But now, over time educational institutions have been trying to use technological applications in order to promote socialization in class, according to one or more learning standards.

Furthermore, involving in a virtual world allows learners to construct their own knowledge, it implies in a direct experience to get knowledge, from experience descriptions. In others words, it is not considered a constructive knowledge if others interfere in the learner. Indeed Merrill (1991) mentions that across a direct interaction, it involves in a constructive virtual word. Applications applied in class are useful for education and they carry out advantages. For example today, technology has been present between schools and parents of students, through E-mails parents can support direct communication with teachers or the institution.

Another significant finding that emerges from technology are attendances of software grading applications, for instance; testing systems, student portfolio systems, lesson planning software and application, which includes educational applications useful things for facilitating teacher's instruction in the classroom. (Merrill, 1991)

Web Application Tools 2.0

Web applications tools 2.0 are a new version of web 1.0. It has a wide of collaboration through Internet users, enterprises and content providers. Increasingly, web applications tools 2.0 look up content-sharing, community-based input, collaboration, interaction between people in the real world. Moreover, this

version tools 2.0 improve content – sharing in forums, microblogging, social networking, social bookmarking and wikis. Therefore, Web 2.0 is online technology with a great capacity of user interactivity and collaboration, also with extended network connectivity and enhanced communication channels. The use of web applications tools 2.0 contains a great significant for educator as well as students. The application will be in progress and it is useful to classify with the purpose of teaching (Tushar, 2015)

Web 2.0 is a virtual community, which allows users to interact and collaborate with others in a social media. Also, it creates a way of user-generated content in a virtual community. In contrast, talking about the first generation Web 1.0, it comprises applications where people were limited to the passive viewing of content. It means that users did not have access to many of web sites on the net. Therefore, Tushar (2015), social networking sites and social media sites such as wikis, blogs, websites, video sharing sites (YouTube), hosted services, Web applications (apps), and collaborative consumption platforms include the characteristics the new version Web 2.0.

Additionally, the use of web application 2.0, generates a guide to shift the students´ way of learning, with dependent and independent learners which involves technology into education. In an interactive way the new version provides support for practicing skills and sub skills for any language. Also it creates opportunity to enable virtual learning-centered environments. (Tushar, 2015)

Types of Educational Applications

Standards for educational technology applications are being developed, with the potential to be used for assessment of instructional software and applications. There are already many databases available that offer thousands of reviews of educational technology, including instructional software

Mobile-Assisted Language Learning (MALL)

The popularity of mobile devices has changed the way in which we learn, communicate, and live. Since, new technologies such as social networking, podcasting, or speech recognition are embedded in mobile applications, occurring in Mobile-Assisted Language Learning (MALL) environments by extending learning opportunities and reshaping learning styles. The widespread use of smartphones has brought millions of mobile applications to L2 learners.

Furthermore, Mobile-Assisted Language Learning (MALL) is the approach developed by software programs applications such as; tablets or smartphones, According to Kim & Kwon (2017), through mobile assisted learning users can provide an idea about the language learning tutorial programs. The popularity of mobile devices have changed the way we learn, communicate, and live. Mobile-Assisted Language Learning (MALL) environments includes new services such as; podcasting, social networking or speech recognition by extending and improving reshaping learning styles and earning opportunities (Hammer & Uchikoshi, 2014).

Computers Assisted Language Learning (CALL)

CALL is the acronym of Computers Assisted Language Learning. Rahimpour (2011), explains that this type of system called (CALL) assistances to learn or improve any language through computers applications with internet access. In contrast, Motiwalla (2007), defines CALL in the concept of modalities in three significant areas like; mobility of technology, mobility of learning, and mobility of learner. At the same time, through those technological modalities and the use of smartphones, digital cameras, hand-held computers for example table PC, global positioning system (GPS) devices or other mobile devices that are furnished with wireless application protocol (WAP), or Wi-Fi. The Internet or satellites, are developed for delivering content and instruction it enables learners to learn anywhere and anytime in their learning (Hammer & Uchikoshi, 2014).

Mobile technologies are useful for improving personal organization in mobile devices such as; calendars, address, or applications, like e-books. Another facility to get information on webs or references. The facilities help users to interact with the real world and social-interactive functions including communication.

The extensive use of technological devices has brought millions of mobile applications to L2 learners. Hammer & Uchikoshi (2014), add that MALL are different from other types of computer-based learning is that it develops understanding of the nature of mobile learning and makes the most effective use of MALL technology. Furthermore, the significant relationship into technology-society is marked. Principally, each year technology continues to advance as well as people are changing it for different purposes. Since 1960s, computers have been used for language learning and obviously for teaching

Furthermore, according to Hammer & Uchikoshi, (2014) Computers Assisted Language Learning is divided into three essential stages which cover the importance of language learning. First, behavioristic CALL, focuses on learning across student´s behavior. This model is about repetitive language drills in computers devices and beneficial for increasing individual learning. Second the communicative CALL, this stages focus on generate students in an original utterances with the purpose of avoiding students memorization by using technology devices and finally the integrative CALL, its perspective seeks to involve languages skills for instance; speaking listening, reading and writing skill by using technology applications. This stage covers different technological tools.

Role of Computers Assisted Language Learning

Hammer & Uchikoshi (2014), establishes benefits for learners of using computers assisted language learning.

1. New resources available for improve learning styles

2. Small groups work on projects, either collaboratively or competitively

3. Feedback is represented after practice.

4. Individual practice

5. Increase fun

6. Real life building

Advantages

Computers Assisted Language Learning promotes infinitely spread of interpersonal communication skills. Also it contributes advantages and disadvantage (Etim & James, 2016). Some of the advantages are for example accessibility, it means that learners can use the computers as long as they desire. Another good example is the flexibility of using computers assisted with internet connection. Thus, it is not for education, also for general. In contrast, in computers laboratory learners can use them with restricted hours, also most of the teachers are not trained for using the computers. Those are considered some of the disadvantages that CALL have. Although, in schools there are imperfect current CALL programs.

Mobile Applications

Nowadays, Mobile applications are more involved in the global world for entertainment, education or facilitating people's lives. Indeed, Mobile applications cover the necessity for increasing learning. On the other hand, Mobile applications are portable and powerful devices for handing people daily lives in different fields. In education, for example, according to Zhang & Adpat (2009), mobile applications are considered portable electronic devices. It could be smartphones, cellphones and tablets which are accessible for software programs and people can access applications with or without internet connection.

 According to Zhang & Adpat (2009), mobile applications are involved in mobile learning; into this they increase autonomy and motivation in users. Moreover, it is

necessary to mention that those electronic devices are not the only way to enhance learning; however it is an innovative way to complement a better acquisition of a second language. For instance; lectures, assessments and other class activities can be carried out through mobile applications.

Furthermore, talking about education improvements through Mobile learning apps, the majority of students can access knowledge easily, for example looking for word definitions, improving languages skills, finding information or other academic situations. Certainly, about (74%) teens from 12-17 ages, access on the internet through cell phones, tablets, and other mobile devices for learning. (Zhang & Adpat, 2009). Besides, he adds that students choose a mobile device rather than a computer for researching a subject in depth, or just to download applications. In contrast, Castro (2010) points out mobile learning probably wouldn't be the best option, due to the majority of the time mobile applications are not chosen for academic purposes, but only for entertainment. This author is strongly opposed to the use of mobile applications, highlighting that those are only for entertainment.

Mobile Apps are faster, mobile applications are usually 1.5 times faster than mobile websites and they perform actions much faster too. Another reason is, mobi-sites use JavaScript to run functions and apps run on frameworks which can be five times faster. As all of this happens in the back-end, your users get to perform actions much faster on the front-end delighting them with a seamless experience (Zhang & Adpat 2009.

Using device features

According to Zhang & Adpat (2009), mobile apps have an added advantage where you can code an app into utilizing various features of a native device. So, once downloaded they can use features like Camera that can scan PFDs, QR and Bar codes and NFC to use for payments, GPS to connect with maps and other services and accelerometer, gyro meter and compass that can be utilized for thousands of

different purposes. We are seeing the rise of fingerprint scanned on devices which are yet to be explored and exploited for various apps and solutions. Unlike websites that rely on browsers to support functions, mobile applications can be designed to support swipe gestures like a drag, pinch, hold, tap, double tap and more, each performing a certain action that increases user friendliness. Moreover, you can design your application in the way you want without depending upon the device or browser elements and caching problems.

Every mobile app is customized according to a company's branding and yours won't be an exception. And if you're changing your branding, then there's nothing better than a mobile app. You can virtually change how your app appears along with colors and layout whenever you want with version upgrades and uniform it according to your vision and what users want. (Castro 2010). The biggest benefit of mobile apps is that it increases communications between your employees, vendors, and customers by sharing the same resources and place to order, give replies and train about your products and user behavior. They tend to increase productivity by 20–40% with readily available charts and reporting tools with accumulated customer data.

Mobile-apps have their own interfaces that allow users to experience two-way immersive experience. They can simply share an image to their friends and show what they've bought via easy sharing and one-click buy, will boost your conversation with the customers and revenue. Companies these days are developing websites that habituate their customers with task-based associations over apps with easy accessibility. This improves user's engagement experience for purchase, query and contacting you for delivery, grievances and all other sales and customer experience related aspects. (Castro 2010).

There are millions of mobile application out there on the internet and probably there will be millions more. Remember, users are spending more and more time on apps as latest researches have suggested and a business should be present where its customers are. So, it is the best time to build mobile applications for businesses to fully harness 'First Movers Advantage' to sell your products and services before

your competitor does.

Disadvantages

According to Castro (2010), mentions some disadvantages such as; Distractions: While students can access dictionaries and other online information for learning during class time, the same use is inappropriate during a quiz. Also, watching videos that are not related to the lesson, playing online games, and using social networks for connecting with friends but not in the target language are inappropriate uses of the device during class and may lead to class.

In addition, using Mobile Devices in a University Language Classroom disruptions. Cheating: Looking at dictionaries or searching for answers during a quiz or a test is a serious academic offence and should be dealt with appropriately. However, it may be difficult to observe such an offence while using OSRS. Disconnecting: Some educators believe that students spend too much time with digital devices, which contribute to an alienation of students in the classroom. They believe that language students should spend time in a classroom doing group activities that contribute to social interaction.(Castro, 2010).

Additionally, technical Problems: Using digital devices in the classroom requires the instructors to spend a substantial amount of time planning for the lessons, training with the hardware before classes begin and spending some time during class to distribute the devices and returning them after class, Castro (2010). The amount of time spent during class to teach the student how to use the devices is also a problem. Moreover, some technical problems may arise during class such as network failures and individual students having problems with the hardware require the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems.

Certainly, there are various kinds of mobile applications used around the world to

increase English Languages Learning. The following applications are defined according to specific authors.

Voxopop Tool

Technology has been linked up in the education system through time and it gives the opportunity to combine resources to enhance teaching and learning. It means different kinds of applications to promote learning, an advanced clear example is voxopop, an incredible tool, designed for enhancing everything related to speaking skills, it includes practicing pronunciation, fluency and other sub skills. Actually it is used by teachers around the world. According to Chaney & Burk (1998), voxopop is an application software package, and it is web-based application that directly supports teaching and learning. Into the bargain; Voxopop is a tool especially used for education and mainly it is an application for improving a language.

Otherwise, the application comes from two words, voice (vox) of people (populi), as a consequence of the word (voxopop). Thus, this application is a kind of software and people can use real voices for an online discussion board. In addition, using this application teachers create discussion chat groups where students can ask questions, create speech, or any homework tasks. Moreover, this tool can be used out of class, it means at home or any place, in that way students can interact with each other and learn using technology.

Then, voxopop is an innovative tool, even though it has a funny name, it is easy to use, and most importantly the application is totally free, but it requires an internet connection. However, the main purpose of the tool is to improve speaking skills, instead of writing skills, this kind of tool helps to contact-building with users for interacting opinions, ideas in oral way. The importance to implement voxopop tool in class in order to implement technology to enhance interest´s students so, promoting a good educational environment That's why it has been including in the classroom for many educators.

According to Jong, Steinel, Florijin (2012), the voxopop tool increases an environment of constructive communication of any topic, useful for users interested. The author mentions, there are various ways to use it, for example; conversation practices, language learning, and oral presentations. Moreover, the new tool tries to find a relationship through education and teaching by the use of the application to increase any language skill. In contrast the tool has different uses not only in education, but also in other fields. It can be related with education, medicine, politics and business, too.

According to Stollhans (2015), voxopop is currently an e-learning tool, the main objective is to engage chat groups in an incredible way. In addition, the author mentions that talking in groups can help learners to interact in class in and in direct way. It is necessary to mention that the tool is only a guide in which students need to explore, it means they have to find necessity for talking and practice. Learners can use the tool anytime, anywhere, at home, at the office or at school, but just with internet connection.

Stollhans (2015), explains that the voxopop tool maintains significant advantages. It helps students to record one's own recording for having self/peer-assessment. Moreover, another significant advantage is first record a speech, listen it and compare the own recording with others and then analyze how should change the task. The tool involves classroom teaching, where students are encouraged by the use English for regular communication. For that reason, the innovative tool is used for IELTS, TOEFL, KET, PET, CAE tests. Nowadays speaking section is included as an essential part in learning a second language, due to communication is involved with the language.

Nowadays, learners like to explore online tools and experiment with their own learning. Technology contains Web Tools 2.0, the main idea of using this kind of technology in education is that learners practice speaking in a creative original way using this technology. The voxopop tool gives the opportunity to learn

communication skills through various creative techniques. Also the lessons quality is guaranteed as it is based on Common European Framework (CEFR) language framework.

Learn Languages Busuu

The application is specially designed for learners and educators. Definitely, this app ranges from beginners to advanced learners, and it is useful to enhance pronunciation, stress and the speaking sub skills. Moreover, Busuu is actually a great English app, to improve your spoken English. The application maintains connection with native English speakers and it's a great way for practicing.

Busuu application contains different dialogue and interactive tests inside it. It is available for everybody and it is completely free. But it is not necessary to have internet connection. It is essential to download it on system devices like iPhone iPad, iPod touch and Androids since those systems are more suitable to use

Babble – Learn Language

Babbel is a software program for practicing a language by completing and repeating phrases orally. In addition, the app contains four approaches such as; picture recognition, spelling, fill in the blanks, sound recognition useful for improve oral skill. Jeng, Huan, & Yang, (2010) argues that Babbel tool focuses on the quality learning rather than the quantity. Furthermore, Babbel app allows learners to set bench marks and monitor their progress as well. Finally, the application is set up by Common European Framework of Reference for Languages as a guide for level of difficulty.

Voicethread

Orlando (2010) explains that VoiceThread is a web application that allows people to upload videos, photos and PowerPoint slides, while they can add their voices in order to create an oral presentation. Moreover, one interesting thing is that users can add comments orally and written. Although, the application requires internet

access, it integrates reliability and motivation for speaking. The application provides characteristics for helping students to elevate their necessities as learners. As a result, learners can acquire more knowledge and a better understanding of a second language.

On the other hand, using the applications learners can practice as much as possible, because for learners are more appealing for using mobile applications rather than only practice in class orally. In addition, the author adds that VoiceThread can be used in different ways for example individually, or in groups. In contrast Rouse (2012) adds that teachers are mainly concerned in traditional orally practices rather than using applications for enhancing learning. That's why, Voice Thread has been evaluated as an experimental group used this tool to practice speaking.

Wimba Voice Recorder

Wimba Voice is a well-suited tool for creating voice recordings, in that way learners can produce speaking exercises in any subjects. Moreover, Wimba Voice focuses on many voice boards thought online course. Also it is a good application to create recordings-, making discussions and debates. According to Masibuan (2012), Wimba voice elevates critical thinking in learners, if they usually listen their own recordings, they will evaluate themselves listening to their own recorder speaker's intonation.

Additionally, this application is totally free around the world. It means that users can download in any place using any electronic device. It includes Asynchronous oral which allow students to pause, play, listen, record, and re-record their speech. Additionally, it comprises metacognitive strategies, useful to improve every use and enhance ways to improve speaking skills, perhaps leading to improve L2 motivation (Gleason & Suvorov,2011).

The term "podcast" refers an audio recorder and it represents a way of creating audio/videos on the web. It is available for people who want to publish something

online in a fast way to create who want to speeches. Podomatic is an application for creating, distributing, promoting and sharing audios with others. Although, this application is the most used in the education system, many of the users do not use the advantages that it offers (Freedson, Melanson & Sirad, 1998). Through this platform learners can work in groups or individually in class or at home.

Similarly, there are different services that Podomatic offers. For instance; First, PodAmigo, offers musical videos from different singers. Second, PodMail is a service for recommending videos or songs to friends. Finally in Podomatic a video podcast is known as vidcast or vodcast, it helps to create a video in a creative ways but using internet connection.

Soundcloud

According to Freedson, Melanson & Sirad, (1998), SoundCloud is a perfect audio with a gorgeous potential in education field for recording and sharing with others. Certainly, SoundCloud gives various sets of features in which users can evaluate. The application is for anyone. However, the capacity of this tool allows only for 120 minutes. It means that in those minutes people can record and save in the platform. In order to include more recordings, it is necessary to delay others.

On the other hand, as other applications, this provides good services. It is not only for music, as many people believe, it includes audio recordings users can upload and share on the site. Additionally, people use this tool for creating and sharing jokes, verses in the case of poets or other artists who want to share their ideas in social channels, at the same time friends can comment to others. (Freedson, Melanson & Sirad, 1998).

27

DEPENDENT VARIABLE SPEAKING SKILL.

➢ **English Language**

At the beginning of the earliest period, the English language was spoken by few people, many of them were analphabets, but today the language is used by many people around the world around 300 million people speak and write English as their first language (Freedson, Melanson & Sirad, 1998). In addition, some countries learn it as a second language. Identically, the word *English* is derived from (*Anglisc)*, it was the speech of the Angle Germanic tribes that invaded England during the fifth century (Nordquist, 2017).

According to McKay (2003), English is a significant language around the world and an International language and growing language since it is in constant evolution. In addition, semantics, lexicology, grammar, discourse studies, language and culture and sociolinguistics are discipline aspects for the English language program. In the like manner, it is focused on morphology, phonology, syntax and semantic (Navarro, 2016).

Additionally, Navarro, (2016), The use of a foreign language as English comprises a privilege necessity in the different productive sectors. Globalization progress has taken a greater strength. For example, East phenomenon has been the main reason why English is important in worldwide, to the point of considering it as the universal language of business.

Additionally, during the last decade more attention has been paid to English since it is important in education in Ecuador. Ministry of National Education has created the "Bilingualism" program as a strategy for competitiveness 2004-2019 (Florez, MaryAnn & Cunningham, 1999). It is expected to achieve student´s goals for different institutions in basic, secondary, and higher education. The main goal

for students from secondary education is that at the end of their studies, they acquire a basic command of both spoken and written English.

Communication

According to Hasibuan (2012), globalization process has been the main cause of changes, and it has been presented in production forms in different countries. One of these changes is related to the scientific production and dissemination of new knowledge, in which English has become the main tool. Additionally, bibliographic searches to design new research projects for different topics is used English for looking novel topics or little investigation. Furthermore, the majority of research information about research projects are found in this language. It significantly exceeds the information available in other languages, including Spanish

First of all, human communication is a complex process because it involves many factor for establishing a communication. Hasibuan (2012), says that people use the language, to say something, transmit information or interact with others. It means, we use language according to various purposes but it is essential to have a listener and a speaker for effective communication (Segura, 2013).

In addition, according to Hammer, Uchikoshi,& Gillanders (2014), intonation and stress in a conversation are essential, to understand the meaning of the message. Likewise, tone of voice conveys attitude to what people are saying too. At any point in a speech event, gestures, facial expressions and interruptions and general body language are necessary to understand the meaning.

Furthermore, communication in class includes; informal, formal and self-assessment of speaking (Hasibuan, 2012). First, Informal assessment consists when teachers are observing and monitoring students activities in the class, then they give feedback at the end of the class. In contrast, formal assessment emphasizes the evaluation after the competition of a topic, and evaluating the learner´s

progress.

Additionally, Hasibuan (2012), Comparatively, communication is divided in verbal, non- verbal as well as informal and formal. The first one represents the oral speech, and it means without written words. Non – verbal communication refers to send a message without words or speaking. It is different because, it is considered a superficial communication, using gestures, facial expressions and body movements. In the same point, formal communication enables formal communication channels in an organized way. Likewise, Informal communication is used for people who really know each other. It shows less restricted language.

According to Zirene (2012), communication is something for developing of people as a society. Therefore, communication is the way to interact with people and it takes place between the sender and receiver. Additionally, this process of communication can be in different ways: oral, gestures, written and graphic.

Furthermore, Segura (2013), says for an effective communication, it is necessary to take into account the words used, the meaning, the context in which they are used, and the social stimuli that are in their environment, it need to be effective, precise, clear and bidirectional. Additionally, the principal elements that make communication are: speaker, receiver, message, and code, all of them with a specific mission with purpose of emphasizing the transmission of the message, to contribute and reinforce the ideas in order to avoid erroneous communication.

Consequently, in order to comply the elements, it is essential to have clear orderly ideas, to possess a broad lexicon that gives clarity when speaking is transmitting reliable messages to the audience. Hence, Segura (2013), says that the language has four basic aspects of language for communication: Phonological, Semantic, Syntactic and Pragmatic. In summary it is concluded that the practice and mastery of sounds (phonemes), meanings (semantics) and grammar rules (syntax) are perfected with the help of unspoken rules that manifest in a conversation

(pragmatic). That's why, knowledge of pragmatics gives explicit guidelines for expressing, attuning, and attributing variations depending on the context

First of all, the phonological aspect consists all the phonemes or sounds of a language are immersed. In other words, a phoneme is each letter and it is used to form words. This aspect is supplemented during the stages of crying, cooing, babbling and imitation of language. (Segura, 2013).

The semantically aspect refers to the study of linguistic signs, interpretation of words, expressions or symbols of a language. In addition, the syntactical aspect is the part of the grammar that allows you to organize sentences and the grammar rules and it influences the correct way to write and speak a language. Finally, the pragmatic aspect establishes the way of conceiving and using language. (Segura, 2013).

The mechanism of speech: It refers to the ability that the human being has to organize and emit sounds to achieve efficient communication. Includes parts of the body located in the vocal respiratory tract such as: Lungs: They are the starting point in the phonation of the speech chain. The larynx: Here are the vocal cords that receive air from the lungs and produce various sounds. (Segura, 2013).

The exercise of the vocal cords: It is the main characteristic of speech, since the pressure of the air that enters produces the effect of loudness. d) Separate vocal cords: When in this position there is no vibration. Then, when a lot of air comes in, the deaf consonants are produced. / p /, / t /, / k /.

Productive Skills

On the other hand, speaking skill is considered a productive skill, which requires to produce the language (Hammer, Uchikoshi,& Gillanders, 2014). The author mentions that a language is divided in two categories; receptive and productive. The first one includes, listening and reading, since learners do not need to produce

language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Which learners need to produce, practice the language. Those involve subs skills or micro skills but both of them are essential to developing a foreign language.

Furthermore, Hammer, Uchikoshi,& Gillanders (2014), mentions proposes the following speaking elements like micro skills in oral communication such as:

1. Using appropriate intonation and stress patterns.

2. Phonemes are pronounced correctly.

3. Ability to speak fluently in different genres and situations.

Additionally, according to Dita Golkovaa & Sarka Hubackova (2014), categorize productive language skills, as active skills. It means that as writing and speaking produce actions, and movements. The energy is needed to ´produce´ any outcome of those types. Both types of language skills make an integral part of learning process at any stage of its development. In addition, it related to the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Since, passive skills such as listening and reading symbolize a help to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language (Dita Golkovaa & Sarka Hubackova (2014).

Furthermore, it is important to mentions that productive and receptive both types of skills are inseparable and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete. As most active users of any foreign

language know, speaking and writing are in reciprocal relationship.

The teaching experience and long-term observation bring us a long register of activities and exercises in order to practice productive skills effectively. There are favorite activities that are considered to be suitable even for learners- beginners. To name a few and prove productive skills in short face to face conversation exchanges, role-play telephone conversations and picture games in the classrooms. At this early stage of learning some learners enjoy keeping their personal diaries, some labelling pictures or images with basic descriptions, or filling in word bubbles in comics with everyday phras (Dita Golkova and Sarka Hubackova 2014).

Additionally, as mentioned above, some grammatical structures and vocabulary are incorporated in productive skills such as in speaking in order to suit the content to less homogeneous group of course participants and guide them towards the same or similar outcome. The teaching experience and long-term observation bring us a long register of activities and exercises in order to practice productive skills effectively.

According to Sarka Hubackova (2014), the teacher should be able to establish a natural and relaxed atmosphere and continuously stimulate students in their learning. With respect to students´ adult age, the teacher will definitely be able to find a way to his students. To continue with the set up topic of productive skills, there should be maintained activities that awake interest in such a morphologically complex language.

Both types of active skills, speaking and writing share some types of activities and some belong merely to one of them. Nowadays, at the age of the Internet there are more innovative and lively ways to practice active skills. However, Sarka Hubackova (2014), says that some of them are accepted only by foreign language users and not by their language instructors. However, once a learner overcomes a certain stage of slower progress, enthusiasm and involvement in further studies is

even bigger. In most cases, a foreign learner is highly motivated by the surrounding cultural and natural language environment, and certainly by the teacher.

Speaking Skill

Speaking skill is one of the most important skills in a language, definitely speaking skill is responsible for communication between people. Speaking skill is the use of verbal and non- verbal in different contexts with the purpose of building and sharing meaning (Chaney, 1998).

Additionally, Segura (2013), explains that speaking is one of the most difficult skills, but it is the unique way to communicate. In spite of this, the author considers it is not practice in class, it means that teacher does not implement frequently oral activities in class, Speaking is a productive skill, it focuses on produce the language orally (Segura, 2013).

Over years, speaking skill has been practiced for many time in class in order to acquire the language, but still there are problems in the speaking process (Segura, 2013). Over the time, Common European Framework of Reference for Languages (1971), describes the different levels with the purpose to place a student in a level (A1, A2, B1, B2, C1 and C2).

Furthermore, for learning a foreign language, teachers should give learners the opportunity to use and practice. The only way of training students is to practice every day with real activities in which they become aware of the different possibilities. Authors such as Gleason & Suvorov (2011) admits a variety list of activities useful in a class such as; poems, rhymes, dialogues, monologues, role plays, debates, interviews, simulations, drama scenes, discussions, conversation.

Navarro (2016) argues that speaking is also one of the most challenging skills for students because of the different sets of features that it contains at the moment of speaking, for example: pronunciation, stress, rhythm and intonation. Moreover, one of the difficult things in English is the way in which people speak or express any idea, it is necessary to take in to account the intonation and the fluency to know how is the meaning of the idea (Segura, 2013). Speaking requires many factors or sub skills essential for acquiring a better understanding of the messages.

According to Navarro (2016), speaking involves three knowledge areas;

- The first one involves mechanics of speaking such as pronunciation, grammar, and vocabulary promoting the correct use of the words in the right order with the correct pronunciation.

- Function area comprise transaction and interaction, it consists the clarity of message in a transaction information.

- In the last area comprises norms such as; turn-taking, rate of speech, at the same time length of pauses of learners or students

In contrast, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Although, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). The author mentions that the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking Sub-skills

Furthermore, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Additionally, a speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service.

According to Jong, Steinel & Florijin (2012), oral fluency measures spoken command in a foreign language, which it is characterize the highest point on a scale of fluency. Additionally the author mentions that fluency involves many factors; a broad sense and a narrow sense. The first sense or the "broad" sense, fluency appears in a cover term for oral proficiency. In others words, fluent is the highest point on a scale that measures spoken purpose in a second language, it has been used for academic references. While in the narrow sense, fluency in EFL refers to presumably isolatable, component of oral proficiency. This sense focuses on the

process for grading oral examinations, with appropriateness fluency, pronunciation, correctness, relevance, lexical range, and but the learners fluently the grammar is inaccurate.

In contrast, Navarro (2016) defines fluency as an ability to speak accurately and fluently it also implies the speed of speaking and pauses according to speech in a clearly and natural way. Brown tries to explain that accuracy, punctuation and fluency need to be improved. On the other hand, Lackman (2010), describes that learners may find fluently speech difficulties for the lack of knowledge about grammar, vocabulary. The author mentions speaking outside the class will promote better learning experiences than those which are inside the class. Finally he adds providing students strategies, those will be helped communication.

Finally, other sub skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

According to Brown, (1994), there are 6 sub skills in speaking skills.
1.- First of all, Fluency in Students is practicing speaking with a logical flow without planning or rehearsing. Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards). Second, accuracy with words and pronunciation. In this

sub skill students practice using words, structures and pronunciation accurately. Additionally, Brown (1994), says that students need to be able to use and pronounce words and structures correctly in order to be understood. Also good controlled practice activities are the most common way of working on spoken accuracy. Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc. Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.

2.- Turn-taking Skills Students practice ways of interjecting, eliciting an interjection or preventing one. Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While, Brown (1994), argues that speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.

5.- Repair and Repetition Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood. The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. Brown (1994), Tte most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker.

6.- Range of Words and Grammar Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for

specific tasks or contexts and then are required to use them appropriately (Brown, 1994).

Ways for improving speaking skills

According to Navarro (2016), mentions some ways for improving speaking skill.

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Is essential to mentions that the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills. Don't forget that listening is the foundation for speaking! When you also want to practice speaking, here are some suggestions for how to improve English speaking skills.

Make sure to listen as well as speak.

It's a good idea to prepare questions in advance so that the conversation will flow back and forth. If your conversation partner asks you a question and you answer at length, you can always turn the question back to your partner by asking (Navarro, 2016).

Record Conversation Practice.

Recording is a great way to get the maximum benefit for learners. Listening again evaluate student´s progress, pronunciation, review the content of the conversation, mistakes take notes on new vocabulary or misunderstandings. (Navarro, 2016).

Surround with the English Language

Another way to improve your English speaking skills is to immerse in English as much as possible. Watch movies or TV in English, with subtitles   and watch the same programs over and over. Movies are a much better choice for learning English. Such as: vocabulary, idioms, slang, pronunciation, and listening. In

addition, Listening helps you become familiar with the rhythms and intonations of English. Once the sounds are familiar, try imitating them. (Navarro, 2016).

Read aloud

Reading out loud is a great way to practice speaking when there are no conversation partners available. Reading aloud gives a chance to focus on speaking and pacing without worrying about coming up with words. Furthermore, practicing with understand material is necessary to improve every day. Moreover, many TED talks, for example, include word-for word transcripts of the talk. By reading aloud from a transcript, you can check your pronunciation by listening to how the speaker says something. (Navarro, 2016).

CHAPTER III

Methodology

3.1 Basic method of investigation

The present research project is identified in qualitative approach. The first one based on researcher characteristics. In other words, the approach focuses on the social sciences, populations, empiricism and the ideology of the social sciences process.

3.2 Level or type of research

This research project is based on, documentary and field research. The first one represents the real scientific sustenance information, it is found in different media such as newspaper, books, magazines, newspapers, and others. The field research leads to the direct place and time in which the phenomenon or the problem is occurring. In contrast, the second modality focuses on the collection of information through a survey data for teachers and students in the scene. In fact, those types of researches will find concise and reliable data, as well as a sustainable theoretical framework.

Exploratory

The present social work was favorable for the educational field, it was detected and analyzed focused on possible solutions, in order to analyze the interference of using mobile applications for improving the speaking skill. The exploratory research tries to know the truth of the problem and give way to a deeper investigation in educational and social interest, in this case the research is educational.

Descriptive

This research collected information about mobile applications in the development of English speaking skills on the Languages Career at Universidad Técnica de Ambato to show an investigation according to the analysis and interpretation of surveys conducted directly.

3.3 Population and sample

Chart N° 3. Students from English Languages Career.

Levels	N° Students	Percentages
Fourth level	17	23%
Fifth level	25	33%
Sixth Level	12	16%
Eight Level	21	28%
TOTAL	**75**	**100%**

Source. Students from English Languages Career.
Elaborated by: Lezano. J. (2017)

Chart N°4. Students from English Languages Career

3.4 Operation of variables

3.4.1 Independent: Mobile applications

Operation of the independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS

Mobile applications are **software programs applications which** people can use them with or without internet connection, which are developed through **mobile devices** generally used for **interacting in class, increasing personal autonomy or motivating** in the learning process, Principally, it denotes the act or process, such as personal digital assistants, and enterprise digital assistants. Those electronic devices are enhancing learning with an innovative way to complement a better acquisition of a second language learners to experience two-way immersive experiences.	1.- Software programs applicatio ns
	
	2.- Mobile devices
	
	3.- Interaction patterns
	
	4.- Motivation learning
		1. - Educational applications
		   - Gamers applications
		
		2. - Cellphones
		   - Smartphones
		
		3. - Pair works
		   - Individual work.
		
		4. - Intrinsic motivation
		   - Extrinsic motivation
			1. Mobile applications contribute to the English language.
			
			2. How often you access to the internet for looking for mobile applications for speaking improvement?
			
			3. What kind of applications does your teacher use for learning English?
			
			4. Student find any problem at the moment of using mobile applications?.
			
			5. Which of the following mobile applications have you ever used for enhancing English speaking skill?
				● **Technique**
				
				Survey
				
				● **Instrument**
				Questionnaire

Source. Students from English Languages Career.

 Elaborated by: Lezano. J. (2017)

Chart N°5. Students from English Languages Career

3.4.2 Dependent Variable: English speaking skills

Operation of the dependent variable

CONCEPTUALIZACION	DIMENSIONS	INDICADORES	ITEMS BÁSICOS	TÉCNICAS E INSTRUMENTOS
English Speaking skill Is an interactive process of constructing meaning that it involves **receiving organizing information, and producing,** through a language with the purpose of sharing information mainly at joining together **transmit a message,** which it involves the speaker, message in a logical understanding. Additionally, speaking form and meaning dependent on the context in which it occurs, including the participants, collective experiences, the physical environment, and the purposes of speaking, it is often spontaneous, and open-ended and evolving.	**1.** Receive information **2.** Organize information **3.** Produce information **4.** transmit a message	1. - Verbal information - No Verbal information - Written information - Graphic information 2. - Ideas - Content - Sentences 3.- - Message - Information 4.- - Speaker - Message - Listener	1. Have you ever thought that developing English speaking skill in class is very necessary for learning process? 2. In English classes teachers apply activities focuses on speaking skills rather than other skills? 3. How often your teacher use mobile applications for improving speaking skill in the English language? 4. How often the teacher use mobile applications for improving speaking more than speaking practice in class? 5. In English classes should teachers implement more speaking activities in class using applications?	• **Technique** Survey • **Instrument** Questionnaire

Chart N°4. Students from English Languages Career.
Elaborated by: Lezano.J. (2017)

3.5 Information collection plan

First of all, the data collection was carried out in the English Languages Career through a survey applied to 75 students. In addition, the current research maintains a qualitative approach and a descriptive research, with a statistic method as the survey helps to collect valuable information, which was important to identify if mobile applications are used in Languages Career to enhance the English speaking skills. It is concluded that data were analyzed through the calculation of chi square, which was used for getting important results about the use of mobile applications.

3.5. Validation of the data collection instrument

In this research the following instruments and techniques were applied a survey and a questionnaire on the Languages Career students at Universidad Técnica de Ambato.

Survey

The survey was used to collect general and non-particular information through questions in an organized way. In addition, the survey was a technique in which was essential to find real information which allowed to make judgments of value for concluding a research successfully (Salinas, 2012). The survey was in different ways; direct and indirect it is appropriate that the investigator use it according to the research project. Additionally, this technique helps to obtain information from a considerable number of people, in order to know opinion states, characteristics or specific facts.

Questionnaire

A questionnaire had series of questions in an organized and sequence way of a specific topic research, also in which the researcher obtains information through this. In addition, the questionnaire was previously prepared with interesting questions which it allowed to compile real data, to issue value judgments.

Therefore, a questionnaire could show open and closed questions, the first one was about open and with more freedom way, while the second question had different options for answering (Richard, 2015).

3.6 Information processing plan

In the research project, the results were organized through charts and statistical graphs in that way it facilitates the analysis and interpretation of each of the items from the survey.

BASIC QUESTIONS	EXPLANATION
1.- What?	In order to support the theoretical framework, to check the hypothesis and the objectives of the investigation.
2.- What people or objects?	Teachers, students, authorities, electronic documentaries and bibliographic,
3.- On what aspects?	The importance of technology tools in Education and the English Language skill
4.- Who?	Jessica Carolina Lezano Anchaluisa researcher
5.- When?	Though the semester september 2017-february 2018.
6.- Where?	Fifth level Students from the English Career at Universidad Técnica de Ambato
7.- How many times?	Once
8.- What collection techniques?	Survey and observation
9. With what?	Questionnaire
10.- In what situation?	In a real situation in which population are involved.

Source. Students from English Languages Career.
Elaborated by: Lezano.J. (2017)

To carry out a proper investigation and to acquire real information about the importance of Mobile applications in the development of English speaking skill on the Languages Career, the survey was an ideal instrument to get reliable information, in this way the results will be varied, obtaining qualitative results. After to get the results, the information will be organized;

- Tabulation or tables according to variables of each hypothesis
- Tabulation or frames according to variables of each hypothesis
- Statistical study to establish results

CHAPTER IV

Analysis and Interpretation of Results

4.1. Results Analysis

A survey was applied by students from the Languages Career. The results were structured in tables and graphics analyzing each item in the questionnaire. Subsequently, the main aim of the survey was to collect information about the use of mobile applications to promote speaking skills. Then the results were analyzed with the respective graph, and interpretation by the researcher. Therefore, all the items in the questionnaire are connected to the objectives, which were set out in the research. It was useful to obtain the verification of the hypothesis which is presented in. After all this process, it was essential to establish the conclusions and recommendations in order to eradicate the problem in this research project.

This analysis and interpretation was focused on the answers given by 75students

Question N° 1   Have you ever thought that developing English speaking skill in class is very necessary for learning process?

Table N- Importance of English speaking skill

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	69	92%
Sometimes	6	8%
Never	0	0%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano.J. (2017)

Graphic Nº 2. Importance of English speaking skill
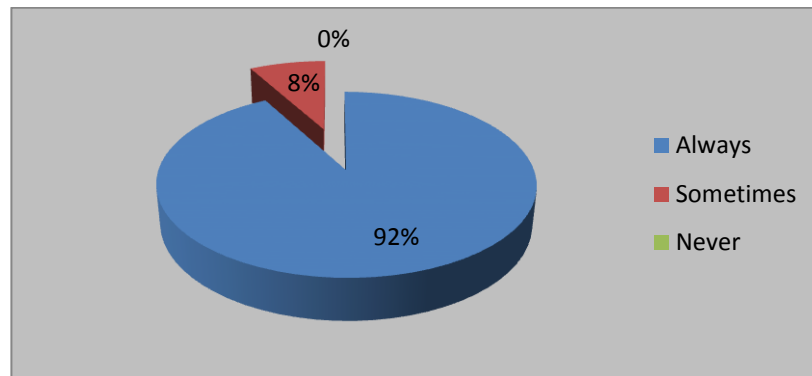
Source: survey for students
Elaborated by: Lezano.J. (2017)

Analysis and interpretation:

In the survey, the first question arguments that 69 of the respondents that corresponds to (92%) said that that it is always necessary to develop English speaking skill in class. While 6 of the responders (8%) said that sometimes it is necessary to develop English speaking skill in class.

 The majority of the respondents argue that speaking skill it is always very necessary to develop in class. Moreover, the respondents said that speaking is one of the most difficulties skills, but it is essential to communicate and achieve a quality self-education, which it is necessary to become in a competitive work world.

Question N° 2 In English classes teachers apply activities focuses on speaking skills rather than other skills?

Chart N° 7. Speaking is more necessary than other skills

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	40	53%
Sometimes	34	45%
Never	1	1%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano.J. (2017)

Graphic Nº 3. Speaking is more necessary than other skills
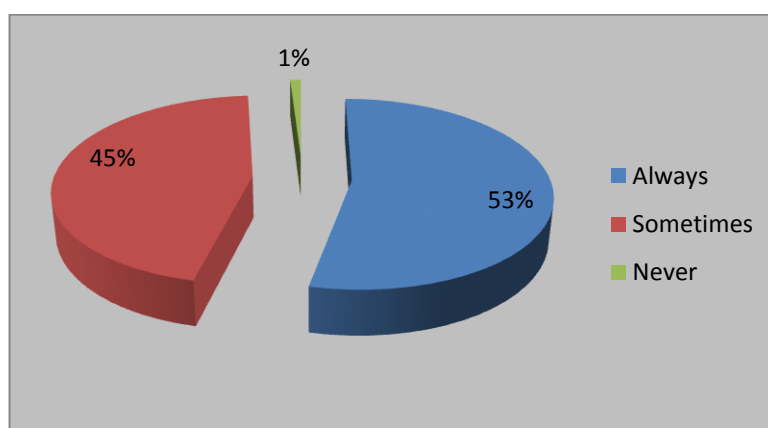
Source: survey for students
Elaborated by: Lezano.J. (2017)

Analysis and interpretation:

The results in this item indicates that 40 of students (53%) said that teachers always apply activities focus on speaking skill, rather on others skills, activities in which learners can communicate, interchange ideas and opinions, seeing that it is necessary oral skill than written way. In contrast, 34 students (45%) considered that teachers sometimes use activities focused on speaking skill rather on others skills. However, 1 student (1%) said that teacher never applied speaking activities.

The majority of the students said that teachers always apply more speaking activities rather than others skills. For this reason it is important to include more speaking activities using different methods since learners can communicate, interchange ideas and opinions,

Question N° 3   Do mobile applications give a huge contribution in the English language Learning?

Chart N° 8. Mobile applications contribute to the English language

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	36	48%
Sometimes	38	51%
Never	1	1%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano.J. (2017)

Graphic Nº 4. Mobile applications contribute to the English language
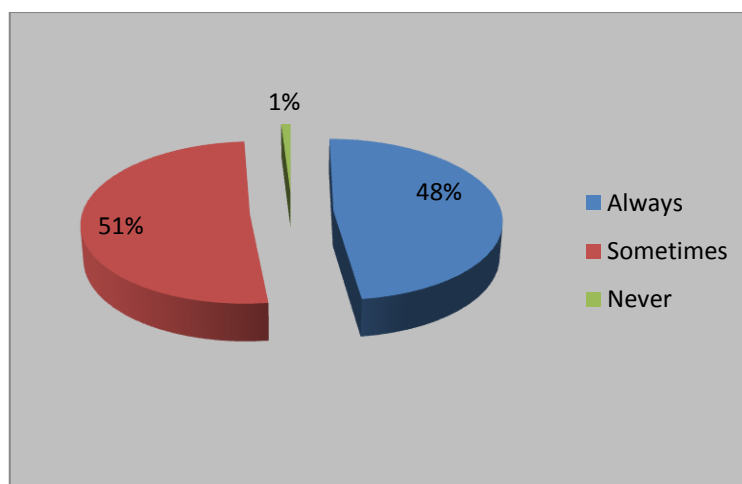
Source: survey for students
Elaborated by: Lezano.J. (2017)

Analysis and interpretation:

According to the results obtained in this question, 38 of the learners (51%) said that Mobile applications sometimes contribute in the education field especially in English learning acquisition. In contrast, 36 students (48%) affirmed that Mobile apps always contribute in the learning process but just one student (1%) did not comment about the benefits of using Mobile apps to improve speaking skill.

Additionally, a great percentage of the students (51%) said that in some cases could give contribution in English language learning. Since nowadays Mobile applications are involved in education to motivate and find new resources to get knowledge.

Questions N° 4   How often you access to the internet to look for mobile applications for speaking improvement?

Chart N° 9. Access the internet for looking for mobile applications

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	27	36%
Sometimes	38	51%
Never	10	13%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano.J. (2017)

Graphic Nº 5. Access the internet for looking for mobile applications
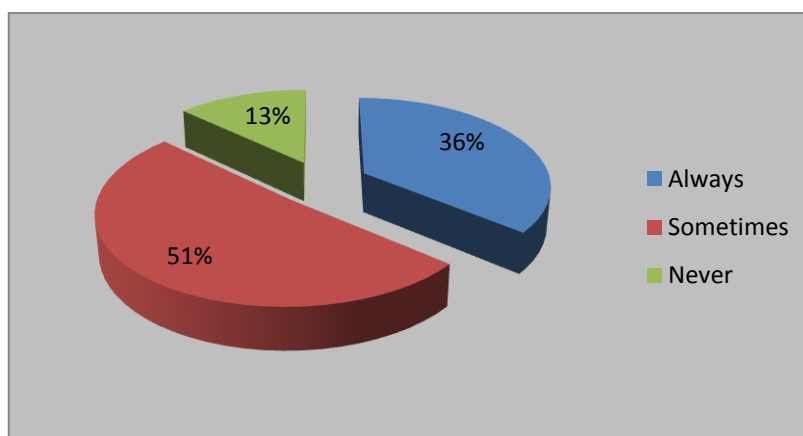
Source: survey for students
Elaborated by: Lezano.J. (2017)

Analysis and interpretation:

The results indicated that 38 of the students (51%) assumed that they sometimes access to internet to look for new resources to enhance speaking skill. In contrast 27 students (36%) always access to internet for researching new or updated Mobile applications. However, only 10 learners (13%) of the learners stated that they never use internet for looking for new apps.

The majority of the students sometimes use the internet to look for mobile applications for improve speaking skills. It is good signal because they look for ways for improving one of the most important skill in English.

Questions N° 5. How often does your teacher use mobile applications to improve speaking skill in the English language?

Chart N° 10. Teacher uses mobile applications

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	21	28%
Sometimes	29	39%
Never	25	33%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano. J. (2017)
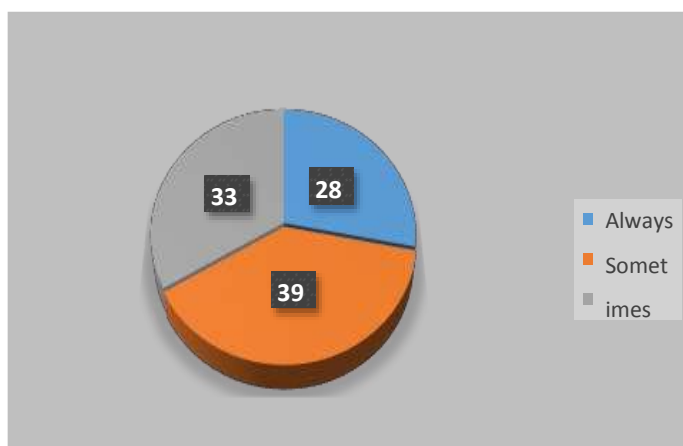
Graphic Nº 6. Teacher uses mobile applications

Source: survey for students
Elaborated by: Lezano.J. (2017)

Analysis and interpretation:

The survey showed that 29 students (39%) affirm that teachers sometimes use Mobile applications to improve speaking skill. On the other hand, learners added that teachers use applications in some syllabus for instance; Integrated skills, oral skill and Internet and Multimedia. While 25 learners (33%) assumed that teachers never use Mobile applications in class. Finally, 21 students (28%) reported that teacher use mobile applications in class to increase speaking skill.

The majority of the learners affirmed that their teacher in some cases use mobile applications to improve English speaking skill, it means that they are involved with technology and learning.

Questions N° 6 What kind of applications does your teacher use to learn English?

Chart N° 11. Types of Mobile applications

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Mobile applications	25	33%
Computer applications	40	53%
None of the above	10	13%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano. J. (2017)

Chart N° 7. Types of Mobile applications
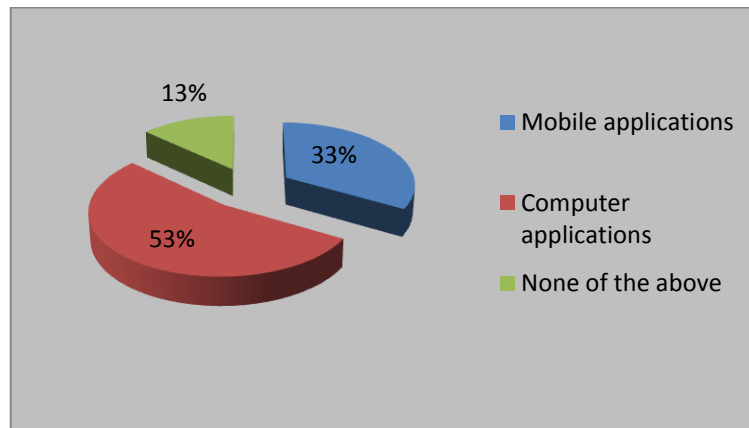
Source: survey for students
Elaborated by: Lezano.J. (2017)

Analysis and interpretation:

The results obtained in this question showed that 40 students (53%) use more Computes applications for increasing their learning. It refers that students are more involved in computer applications because the majority of the students answered that the internet connection doesn´t work very well. Secondly, 25 students (33%) use Mobile applications in class for practicing English. However, 10 students (13%) did not choose any of the option above, because they are not interested in technology tools or they are not important in English development.

Computer applications are more used than Mobile applications, one of the reasons is that the most of the learners have computers are more flexible to connect internet.

Questions N° 7 How often does your teacher use mobile applications to improve speaking more than speaking practice in class?

Chart N° 12. Teacher use mobile applications

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	19	25%
Sometimes	36	48%
Never	20	27%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano. J. (2017)

Graphic Nº 8. Teachers use mobile applications
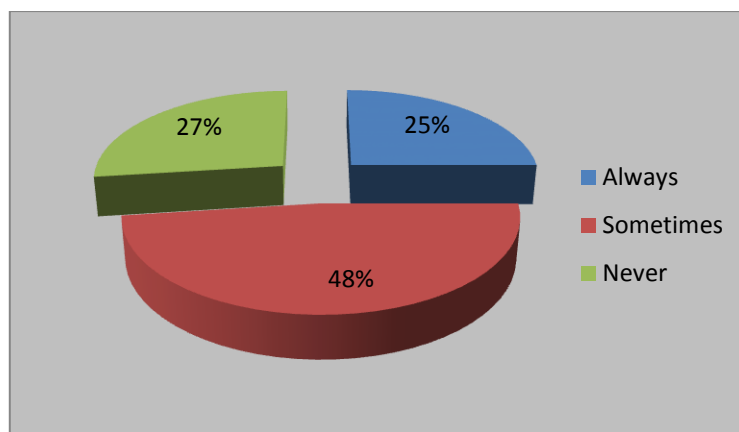
Source: survey for students
Elaborated by: Lezano. J. (2017)

Analysis and interpretation:

The results showed that 36 students (48%) added that teacher sometimes use mobile applications for doing activities in class or at home for a better acquisition of English speaking skill. While 29 students (27%) informed that teacher never uses this kind of applications for any activity only these tools are used for others purposes. Only, 19 learners (25%) said that mobile application are used for teacher to enhance oral performance and to pronounce any word.

The majority of learners added that their teachers sometimes use mobile application for oral activities, because, practicing a lot speaking activities their can improve speaking skill. In others words, technology allows exploration of new

ways of learning especially when it comes to a foreign language.

Questions N° 8. In English classes, should teachers implement more speaking activities in class using applications?

Chart N° 13. Implement more speaking activities using applications.

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	41	55%
Sometimes	33	44%
Never	1	1%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano. J. (2017)

Graphic Nº 9. Implement more speaking activities using applications.
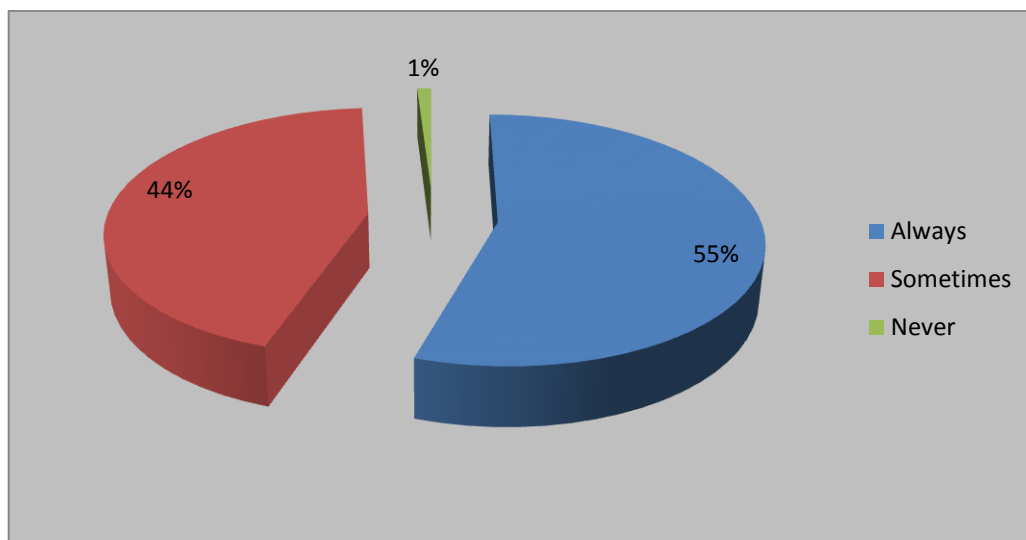
Analysis and interpretation:

The results indicated that 41 respondents (55%) affirmed that it is necessary that English teachers implement oral activities using mobile applications. Secondly, 33 of the learners (44%) believed that in some cases teachers should use mobile applications, only in particularly cases or moments in class. Finally, only 1 student (1%) believed that mobile applications are not necessary for developing speaking skill.

Finally, for learners it is necessary implementing oral activities in class using applications, Additionally, those help to interact in class because technology

allows exploration of new ways of learning especially when it comes to a foreign language. It is a good way to increase learning in younger people.

Question N° 9   Have you ever had any problem at the moment of using mobile applications?.

Chart N° 14. Problem at the moment of using Mobile applications

ALTERNATIVES	ABSOLUTE PERCENTAGE	PERCENTAGE
Always	15	20%
Sometimes	32	43%
Never	28	37%
TOTAL	**75**	**100%**

Source: survey for students
Elaborated by: Lezano. J. (2017)

Graphic 10.- Problem at the moment of using mobile applications
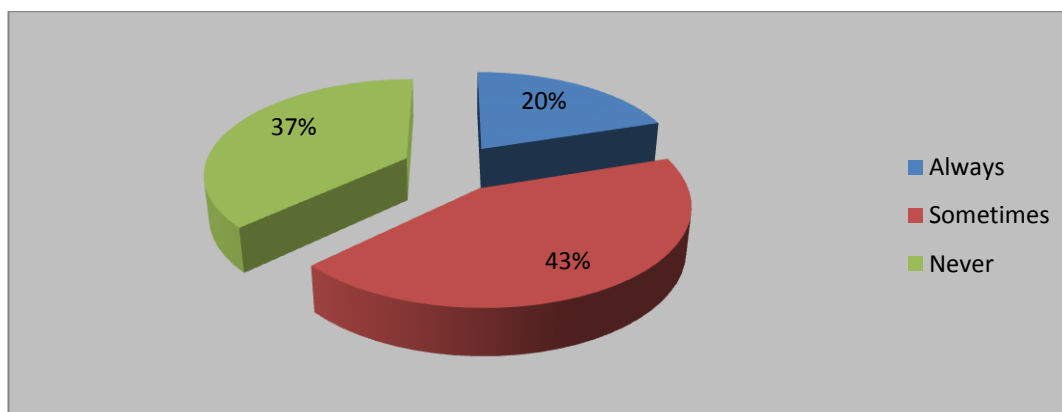
Source: survey for students
 Elaborated by: Lezano. J. (2017)
Analysis and interpretation;

The results refer that 32 students (43%) have been problems at the moment of using mobile applications. It is concluded that they have problems with the internet connection, it is the main problem. Second, other students point out that some mobile application are not free, in many cases it is necessary to buy them. On the other hand, 28 learners (37%) never have been problems with mobile applications. When using them. Finally, only 15 of the students (20%) affirmed to have problems when they are using mobile applications.

Additionally, most of the learners with (37%) never have been problems with mobile applications, it means that they can use any application without any

problem. Moreover, it is a good signal for future teacher to implement applications.

Question N° 10 Which of the following mobile applications have you ever used to enhance English speaking skill?.

Chart N° 15. - Mobile applications

ALTERNATIVAS	FRECUENCIA ABSOLUTA	FRECUENCIA RELATIVA
Duolinguo	10	13%
Hello Talk	7	9%
SoundCloud	29	39%
VoiceThread	10	13%
Podomatic	5	7%
Memrise	5	7%
Babble – Learn	8	11%
TOTAL	75	100%

Source: Survey for students
Elaborated by: Lezano. J. (2017)

Graphic N° 11 mobile applications
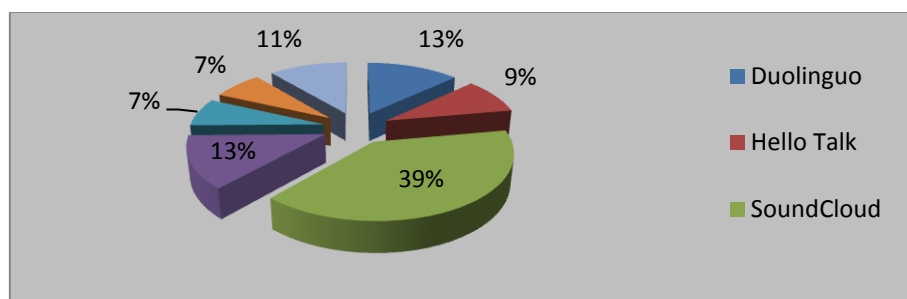
Source: survey for students
Elaborated by: Lezano. J. (2017)

Analysis and interpretation

Students respond that Soundcloud (39%), Duolinguo and VoiceThread (13%). After that Babble learn (11%) have been using for practice speaking. The majority of the students affirm that those applications are very common and useful in enhancing speaking skills. In contrast, Podomatic and Memrise are less used by learners at only (7%).

The majority of the students use some mobile applications to improve their speaking skills .

4.2 Verification of hypotheses

One of the most important sources to collect information was the survey addressed to the students in the Languages Career at Universidad Técnica de Ambato

Theme: "Mobile Applications in the development of the English Language speaking skill from the Languages Career at Universidad Técnica de Amato.

4.2.1 **Hypothesis formulation**

H1: Mobile applications **enhance** the English language speaking skill in the Language Career students.

H0: Mobile applications **do not** enhance the English language speaking skill in the Language Career.

Signaling of variables

Independent variable:

Mobile applications

Dependent variable:

English language speaking skill.

4.2.2 Data collection and statistical calculations

Analysis of variables Students

4.2.3 Observed frequencies

Table: survey for students

QUESTIONS	LIKERT SCALE			
	Always	Sometimes	Never	Total
1- Do you consider it is important to develop the English speaking skill?	69	6	0	75
2.-Do you think that developing speaking in class is more necessary than other skills?	40	34	1	75
3.-Do you think that mobile applications contribute to the English language Learning?	38	36	1	75
4.- Do you access the internet for looking for mobile applications for speaking	27	38	10	75
SUBTOTAL	174	114	12	300

Source: survey for students
Elaborated by: Lezano. J.2017)

4.2.4 Contingency chart

Table: survey for students

Observed frequencies	Expected frequencies	O - E	(O - E)^2	(O - E)^2/E
69	43,50	25,50	650,25	14,94827586
40	43,50	-3,50	12,25	0,281609195
38	43,50	-5,50	30,25	0,695402299
27	43,50	-16,50	272,25	6,25862069
6	28,50	-22,50	506,25	17,76315789
34	28,50	5,50	30,25	1,061403509
36	28,50	7,50	56,25	1,973684211
38	28,50	9,50	90,25	3,166666667
0	3,00	-3,00	9,00	3
1	3,00	-2,00	4,00	1,333333333
1	3,00	-2,00	4,00	1,333333333
10	3,00	7,00	49,00	16,33333333
300 300,00		0,00	1714,00	**68,14882033**
			Chi cuadrado calculado=	**68,14**

Source: Survey for students
Elaborated by: Lezano. J (2017)

Chi Critical square= 12.59

61

4.2.5 Degrees of fredom

(# de filas - 1)*(# de columnas -1)

(4 -1) * (3-1)   Chi square value =   **12,59**

(3) * (2)

6

Probabilidad

d.f.	.995	.99	.975	.95	.9	.1	.05	.025	.01
1	0.00	0.00	0.00	0.00	0.02	2.71	3.84	5.02	6.63
2	0.01	0.02	0.05	0.10	0.21	4.61	5.99	7.38	9.21
3	0.07	0.11	0.22	0.35	0.58	6.25	7.81	9.35	11.34
4	0.21	0.30	0.48	0.71	1.06	7.78	9.	11.14	13.28
5	0.41	0.55	0.83	1.15	1.61	9.24	11.	Critical chi-	5.09
6	0.68	0.87	1.24	1.64	2.20	10.64	12.	square	5.81
7	0.99	1.24	1.69	2.17	2.83	12.02	4.	value	8.48
8	1.34	1.65	2.18	2.73	3.49	13.36	15		0.09
9	1.73	2.09	2.70	3.33	4.17	14.68	16.		1.67
10	2.16	2.56	3.25	3.94	4.87	15.99	18.		3.21
11	2.60	3.05	3.82	4.57	5.58	17.28	19.68	21.92	24.72
12	3.07	3.57	4.40	5.23	6.30	18.55	21.03	23.34	26.22
13	3.57	4.11	5.01	5.89	7.04	19.81	22.36	24.74	27.69
14	4.07	4.66	5.63	6.57	7.79	21.06	23.68	26.12	29.14
15	4.60	5.23	6.26	7.26	8.55	22.31	25.00	27.49	30.58
16	5.14	5.81	6.91	7.96	9.31	23.54	26.30	28.85	32.00

Source: Survey for students
Elaborated by: Lezano. J (2017)

Interpretation:

Through 6 degrees of freedom and 95% reliability, the calculation of $\chi 2c$ is 68,14, in the project shows the chi square is higher than the critical chi square, it means the alternative hypothesis is accepted rather than the null hypothesis. Therefore, the real Chi2 is 68,14, in that way alternative hypothesis mentions that the independent variable influences in the dependent variable. As a conclusion, mobile applications influence in the speaking skill on the Languages Career at Universidad Técnica de Ambato.

CHAPTER V

Conclusions and recommendations

Through data collection helps to pick up information about the use of mobile applications for developing speaking skill in the Language Career, in which determine accurate information to present the following conclusions and recommendations.

5.1 Conclusions

Once this research project has been conducted, the following conclusions can be established.

- Through the calculation of Chi Square, it is determined that in some cases mobile applications are used in the Languages Career, since learners explain that those apps are frequently used by teachers at the Language Career and obviously in the learning process. Furthermore, learners say that SoundCloud, Duolinguo, VoiceThread and Podomatic are the most useful tools for practicing speaking skill and sub skills.

- Another significant finding that emerges from this study is that students affirm that they do not use frequently mobile applications since they have to face difficulties at the moment of using them. Some of the reason why the majority of students have problems with the internet connection, since internet connection is slow, weak and sometimes it does not work. Mobile applications are not free and people have to buy them. Additionally, various educational applications comprise ambiguous instructions and problems with their internal software to download in the mobile devices and finally, not all apps are compatible with multiple mobile devices. Since the apps need to be adjusted to the capacity of the device, as a consequence, these difficulties do not let people to work in a satisfactory way.

It is concluded that mobile applications contribute in the development of speaking skill with the purpose of avoiding a traditional educational system. It was also found that most of time students from the English Language Career use mobile applications for improve speaking, such as, pronunciation, fluency and coherence or look for any listening real speaking from native speakers. Respondents also consider that oral skill is more necessary than others skills, that's why they can practice, communicate, interchange ideas and opinions.

- It is concluded that this current project, learners use more computers applications rather than mobile apps, since through computer apps learners can control their progress efficacy by teachers. Another reasons is that not all are safety download applications.

- Data obtained from the survey allowed identification of a greater percentage of students are recognizing that mobile apps maintain a relationship in the improvement of English speaking skill. Although, there is a limited use of mobile applications, but it is vital to mention that these mobile apps are mainly used in subject such as; integrated skills, oral skills and internet and multimedia syllabi.

5.2 Recommendations.

In order to contribute to the solution of the problem research, it is recommended:

- To implement speaking activities using computer and mobile applications as well in that way leaners can realize the advantages and decide how they can improve their speaking learning process. Mainly through teaching-learning process the teacher should use the same apps, SoundCloud, Duolinguo, VoiceThread and Podomatic, to facilitate the development of speaking skills in students. Additionally, Teacher should find others apps and instruments for increasing speaking skill and the sub skills.

- To give a solution with the internet connection. In others words, it is necessary to solve the problem talking with authorities to find a solution. On the other hand, it is essential to train teachers about the system programs of any application, for instance; how to use them, if those need to be bought or system programs difficulties and all the problems which those have. The main solution is using internet in this tool they can find information of anything, and obviously how to use applications and what are the most useful speaking applications for learners depending on ages.

- To create, use and socialize the mobile applications in class or at home. Moreover, using applications in that way students can update their learning according to the real world. On the other hand, it is necessary that teachers evaluate the students' progress after and before using mobile applications, in that way students notice how useful applications are.

- To use those kind of mobile applications such as; SoundCloud, Duolingue, VoiceThread and Podomatic, since those help for practicing speaking skill

and sub skills. However, it is crucial to mentions that probably teacher find another kind of applications in order to catch the learner´s attention and avoid English´s traditionalism.

- To implement the same apps mentioned before and ones in the different syllabi   on the languages Career for enhancing speaking learning. Additionally using the same and new applications students can socialize and the future they can improvement their learning process. Furthermore, It is very necessary that student familiarize with technology for improving their learning.

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ANNEXES

PAPER

Mobile applications in the development of English Language speaking skill on the Languages Career at Universidad Ténica de Ambato

1 Universidad Técnica de Ambato,

Av. Los Chasquis, campus Huachi, Ecuador

Author: Jéssica Carolina Lezano Anchaluisa   caritolezano@gmail.com

Tutor: Ximena Calero   ximenacalero@gmail.com

ABSTRACT

The main purpose of this present research project is to gather information about the importance and use of mobile applications in the improvement of speaking skills from the Languages Career at Universidad Técnica de Ambato. Moreover, the current investigation maintains a qualitative approach, since the data was collected through a survey that was applied to 75 students. Additionally, it was a descriptive research, with a statistic method to collect valuable information. Theoretical support and data obtained from the survey allowed to identify that mobile applications are not frequently used in Languages Career to enhance the English speaking skills. It is concluded that data were analyzed through the calculation of chi square, which was used for getting important results about the use of mobile applications.

Key words: Mobile applications, computers applications, speaking skill, English language

Aplicaciones móviles en el desarrollo de la destreza oral en la Carrera de Idiomas de la Universidad Técnica de Ambato

1 Universidad Técnica de Ambato,

Av. Los Chasquis, campus Huachi, Ecuador

Autor: Jéssica Carolina Lezano Anchaluisa   caritolezano@gmail.com

Tutora: Ximena Calero   ximenacalero@gmail.com

RESUMEN

El principal propósito de este proyecto de investigación es recopilar información acerca de la importancia y el uso de las aplicaciones móviles en el desarrollo de la habilidad de hablar en inglés de la Carrera de Idiomas de la Universidad Técnica de Ambato. Además, la presente investigación mantiene un enfoque cualitativo porque los datos fueron recolectados por una encuesta a 75 estudiantes. También, fue una investigación descriptiva, con un método estadístico para recopilar información real. El soporte teórico y los datos obtenidos de la encuesta permiten identificar que las aplicaciones móviles no son utilizadas con frecuencia en la Carrera de Idiomas para aumentar las habilidad de la destreza oral y se concluye que los datos fueron analizados por el Chi cuadrado, el cual fue utilizado para obtener resultados reales si las aplicaciones móviles infieren en el mejora de la destreza oral.

Palabras clave: Aplicaciones móviles, aplicaciones de computadoras, habilidades para hablar, Idioma Inglés.

1.- INTRODUCTION

Nowadays, Educational applications have influence on the English language development. Derakhshan, Khalili & Beheshti (2016) explain that in a survey applied to English teachers in the EFL classes at Tokyo Woman's University and Meiji University. Indeed, the majority of the teacher do not know the importance of use mobile applications in class for increasing speaking skills, as a consequence, students do not improve it. In contrast, there are students who are involved with gadget and techno-freak and fun oriented, and those allow students to practice their speaking at the same time. Therefore, using technology applications maintain student's interest in it, since the majority of them facilitate student's lives. Furthermore, technology applications and some web tools 2.0 extend a variety of interesting tools for fun and learning using two types of applications useful for learners. Such as; Computer and Mobile applications.

Additionally, there are various research project about the use of applications in class and out of class. Furthermore, Computers applications contains more characteristics useful for learners, in that way teachers can monitor students' progress as well and it can be used in class or at home (Arús & Hita, 2010).On the other hand, Mobile applications helps students to improve their critical thinking and curiosity, but both are used actually in education. According to Sakamoto (2013), applications are used in different universities and school by teachers in order to create talk-groups and virtual discussions and speaking activities.

MOBILE APPLICATION

Nowadays, mobile applications are more involved in the global world for entertainment, education or facilitating people's lives. Indeed, Mobile applications cover the necessity for increasing learning. On the other hand, mobile applications are portable and powerful devices for handing people dairy life in different fields.

In education, for example, according to Zhang & Adpat (2009), mobile applications are considered portable electronic devices. It could be smartphones, cellphones and tablets which are accessible for software programs and people can access applications with or without internet connection. The author mentions mobile applications are involved in mobile learning; into this they increase autonomy and motivation in users. Moreover, it is necessary to mention that those electronic devices are not the only way to enhance learning; however it is an innovative way to complement a better acquisition of a second language. For instance; lectures, assessments and other classes activities can be carried out through mobile applications.

Furthermore, talking about education improvements through mobile learning apps, the majority of students can access knowledge easily, for example looking for words definitions, improving languages skills, finding information or other academic situations. Certainly, about (74%) teens from 12-17 ages, access on the internet through cell phones, tablets, and other mobile devices for learning. (Zhang & Adpat, 2009). Besides, he adds that students choose a mobile device rather than a computer for researching a subject in depth, or just to download applications. In contrast, Castro (2010) points out mobile learning probably wouldn't be the best option, due to the majority of the time mobile applications are not chosen for academic purposes, but only for entertainment. This author is strongly opposed to the use of mobile applications, highlighting that those are only for entertainment.

Certainly, there are various kinds of mobile applications used around the world to increase English Languages Learning. The following applications are defined according to specific authors.

Speaking Skill

Speaking skill is one of the most important skills in language; definitely speaking skill is responsible for communication between people. Speaking skill is the use of verbal and non- verbal in different contexts with the purpose of building and sharing meaning (Chaney, 1998).

Additionally, Segura (2013), explains that speaking is one of the most difficult skills, but it is the unique way to communicate. In spite of this, the author considers it is not practice in class, it means that teacher does not implement frequently oral activities in class, it is necessary that speaking is a productive skill, it focuses on produce the language orally (Segura , 2013).

Over years, speaking skill has been practiced for many time in class in order to acquire the language, but still there are problems in the speaking process (Segura, 2013). Over the time, Common European Framework of Reference for Languages (1971), describes the different levels with the purpose to place

a student in a level (A1, A2, B1, B2, C1 and C2.

2.- METHODOLOGY
Participants

In this research project the participants were principally 75 students, around aged from 20 to 24 years old (20 women and 55 men) from the Languages Career at Universidad Técnica de Ambato. Additionally, Learners explain that Mobile applications are essential in the learning process.

Instrument

Principally, the survey was the instrument used to collect the information for the present research project. It includes a questionnaire embraces 10 questions, which it comprising 8-point Likert-type questions (1 always, 2 sometimes, 3 never). Furthermore, the adequacy of the questions in the questionnaire show reliable results due to it was deliberated for the Crombach's α process in a result ($\alpha = 0.7$)

3. RESULTS

In the first question in the survey, 92% of the respondents say that developing English speaking skill is important in class. Although, speaking is one of difficult skills, it is the most important part to communicate and achieve a quality self-education necessary to become in a competitive work world. The results in questions 2 indicates that 54% of students believe that developing speaking in class is more necessary than other skills, due to in that way they can acquire a language to communicate and interchange ideas and opinions, seeing that is necessary oral than written way.

According to the results obtained in this question 3, 51% of students think that mobile applications always contribute in education field especially in English learning acquisition. Since nowadays mobile applications are involved in education to motivate and find new resources to get knowledge.

In question 4, the results indicated that the majority of the students (51%) assume that they sometimes access to internet for looking for new resources to enhance speaking skill. The results obtained in the question 5 shows that 53% of students use more computes applications for any purpose The survey shows in question 6 that 39% of the students affirm that teachers sometimes use Mobile applications for improving speaking skill. Additionally, The results show in questions 7that 48% of students think that teacher sometimes use Mobile applications doing activities in class and at home for a better acquisition of English speaking skill.

In question 8, the results refer that 43% of students sometimes have problems at the moment of using mobile applications. Finally It is concluded that the majority of the students use some mobile applications for improving their speaking skill such as Soundcloud (39%), Duolinguo and VoiceThread (13%). After that Babble learn (11%)

4. DISCUSSION.

The current research about the use of mobile applications it is possible to determine that it influence in the improve of the speaking skill. In the same way, the group of people, which they are part of the project, in this case we have 76 students in the Languages Career at Universidad Técnica de Ambato.

Actually, the use of Mobile applications are use frequently in different fields, and obviously in education system. It is crucial that this kind of applications help students to enhance learning specially in speaking skill.

On the other hand, this project is carrying out valid results which are contributing to find a way to improve speaking using apps in that way it will improve the academic progress of the students.According to the results obtained from the surveyed, it shows that computers applications are more used in the Language Career, but only in some syllabuses.

5. CONCLUSIONS

- Through the calculation of Chi Square, it is determined that in some cases mobile applications are used in the Languages Career, since learners explain that those apps are frequently used by teachers at the Language Career and obviously in the learning process. Furthermore, learners say that SoundCloud, Duolinguo, VoiceThread and Podomatic are the most useful tools for practicing speaking skill and sub skills.

- Another significant finding that emerges from this study is that students affirm that they do not use frequently mobile applications since they have to face difficulties at the moment of using them. Some of the reason why the majority of students have problems with the internet connection, since internet connection is slow, weak and sometimes it does not work. Mobile applications are not free and people have to buy them. Additionally, various educational applications comprise ambiguous

instructions and problems with their internal software to download in the mobile devices and finally, not all apps are compatible with multiple mobile devices. Since the apps need to be adjusted to the capacity of the device, as a consequence, these difficulties do not let people to work in a satisfactory way.

It is concluded that mobile applications contribute in the development of speaking skill with the purpose of avoiding a traditional educational system. It was also found that most of time students from the English Language Career use mobile applications for improve speaking, such as, pronunciation, fluency and coherence or look for any listening real speaking from native speakers. Respondents also consider that oral skill is more necessary than others skills, that's why they can practice, communicate, interchange ideas and opinions.

- Thought this current project is concluded that learners use more computers applications rather than mobile apps, since through computer

apps learners can control their progress efficacy by teachers. Another reasons is that not all are safety download applications.

- Data obtained from the survey allowed identification of a greater percentage of students are recognizing that mobile apps maintain a relationship in the improvement of English speaking skill. Although, there is a limited use of mobile applications, but it is vital to mention that these mobile apps are mainly used in subject such as; integrated skills, oral skills and internet and multimedia syllabi.

5.2 RECOMMENDATIONS.

- To implement speaking activities using computer and mobile applications as well in that way leaners can realize the advantages and decide how they can improve their speaking learning process. Mainly through teaching-learning process the teacher should use the same apps, SoundCloud, Duolinguo,

VoiceThread and Podomatic, to facilitate the development of speaking skills in students. Additionally, Teacher should find others apps and instruments for increasing speaking skill and the sub skills.

- To give a solution with the internet connection. In others words, it is necessary to solve the problem talking with authorities to find a solution. On the other hand, it is essential to train teachers about the system programs of any application, for instance; how to use them, if those need to be bought or system programs difficulties and all the problems which those have. The main solution is using internet in this tool they can find information of anything, and obviously how to use applications and what are the most useful speaking applications for learners depending on ages.

- To create, use and socialize the mobile applications in class or at home. Moreover, using applications in that way students can update their learning according to the real world. On the other hand, it is necessary that teachers evaluate the students' progress after and before using mobile applications, in that way students notice how useful applications are.

- To use those kind of mobile applications such as; SoundCloud, Duolingue, VoiceThread and Podomatic, since those help for practicing speaking skill and sub skills. However, it is crucial to mentions that probably teacher find another kind of applications in order to catch the learner´s attention and avoid English´s traditionalism.

- To implement the same apps mentioned before and ones in the different syllabi on

the languages Career for enhancing speaking learning. Additionally using the same and new applications students can socialize   and the future they can improvement their learning   process. Furthermore, It is very necessary that student familiarize with technology for improving their learning.

Annex 2

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
ENGLISH LANGUAGE CAREER

QUESTIONNAIRE FOR STUDENTS

OBJECTIVE: Collect information about Mobile applications in the development of English speaking skill on the Languages Career at Universidad Técnica de Ambato

Age……………… Date: ………… Gender: Male ⬜ Female ⬜

INSTRUCTION:
Answer individually by marking an (X).

QUESTIONS
1. Have you ever thought that developing English speaking skill in class is very necessary for learning process?

    Always ⬜   Sometimes ⬜   Never ⬜

2.- In English classes teachers apply activities focuses on speaking skills rather than other skills?

    Always ⬜   Sometimes ⬜   Never ⬜

3- Do mobile applications give a huge contribution in the English language Learning?

    Always ⬜   Sometimes ⬜   Never ⬜

4.- How often you access to the internet to look for mobile applications for speaking improvement?

    Always ⬜   Sometimes ⬜   Never ⬜

5--. How often does your teacher use mobile applications to improve speaking skill in the English language?

    Always ⬜   Sometimes ⬜   Never ⬜

Which subject: …………………………….………………………………………………. ☐

6. - What kind of applications does your teacher use to learn English?

Mobile applications ☐   Computer applications ☐   None of the above

7-. How often does your teacher use mobile applications to improve speaking more than speaking practice in class?

Always ☐   Sometimes ☐   Never ☐

8. - In English classes should teachers implement more speaking activities in class using applications?

Always ☐   Sometimes ☐   Never ☐

9-   Have you ever had any problem at the moment of using mobile applications?.

Always ☐   Sometimes ☐   Never ☐

Explain the reasons:…………………………………………………………………………

10.- Which of the following mobile applications have you ever used to enhance English speaking skill?.

Duolinguo ☐   Babble   - Learn language ☐

Memrise ☐   Lap Guru ☐

Hello talk ☐

Voicethread ☐   Podamatic ☐

Soundcloud ☐

Others (specify): ……………………………………………………………

Annex 3

Report of the URKUND anti- plagiarism tool

Urkund Analysis Result

Analysed Document: TESIS_JESSICA_LEZANO.doc (D33844593)
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Significance: 6 %