UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

---

Theme: Mobile apps and speaking skill

Author: Tatiana Victoria Vayas Velastegui

Tutor: Lic**.** Alba Paulina Hernández Freire Mg.

Ambato – Ecuador

2022

DECLARATION PAGE

I declare this undergraduate dissertation entitled **"MOBILE APPS AND SPEAKING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

…………………………………….

Vayas Velastegui Tatiana Victoria

I.D 1803805918

AUTHOR

BOARD OF EXAMINERS APPROVAL PAGE

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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 APPS AND SPEAKING SKILL"** which is held by Vayas Velastegui Tatiana Victoria undergraduate student from Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros, academic period April 2022 – September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, September 2022

REVISION COMMISSION

Mg. Elsa Mayorie Chimbo Caceres
REVISER

Mg.Ruth Elizabeth Infante Paredes
REVISER

iv

COPYRIGHT REUSE

I, *Vayas Velastegui Tatiana Victoria* with I.D. No. 1803805918*,* confer the rights of this undergraduate dissertation "***MOBILE APPS AND SPEAKING SKILL*** ", and authorize   its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

……………………………….
Vayas Velastegui Tatiana Victoria
I.D 1803805918

AUTHOR

DEDICATION

TO:

Dedicated to God for giving me strength to continue every day, to my family who was a fundamental pillar and my role model. To my mother Silvia for guiding me and helping me in this process and my father Ciro for his constant support to be able to achieve my goals. Thanks to their support and advice I have been able to achieve many goals in my life and I hope to continue fulfilling many more.

Tatiana.

AKNOWLEDGEMENTS

First of all, I am infinitely grateful to my parents for giving me their support and for the effort they have always put into offering me a good education. To my tutors Xavier Sulca and Alba Hernández for guiding and supporting me during this process for their patience and for transmitting their knowledge to me in the best way.

Tatiana.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: "Mobile apps and speaking skill"

Author: Tatiana Victoria Vayas Velastegui

Tutor: Lic. Mg. Alba Hernández Freire

ABSTRACT

This research project entitled "Mobile applications and speaking skill" has useful information about the Busuu app and its influence on speaking ability and subskills. The study aims to analyze how mobile applications influence students' speaking ability. The population consisted of 31 students, 22 women and 9 men, in the third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Tecnica de Ambato. This study had a duration of seven weeks of virtual and face to face interventions. Face to face interventions were 5, virtual interventions were 3 due to the national strike that occurred in the country and asynchronous interventions were 3. The research was qualitative and quantitative, so a mixed approach was used with an experimental approach and the analysis of the two variables. For data collection it was necessary to apply a test. A pre-test was created according to the Cambridge Preliminary English Exam in order to assess oral skills. Then, with the data obtained in the pre-test, the interventions were developed with the Busuu app, and they had the opportunity to practice and learn new vocabulary, grammar and pronunciation. Finally, a post-test from the same Cambridge university was applied to measure the relationship between the Busuu app and its improvement in speaking skills. For the evaluation of the pre-test and post-test, a standardized 5-point rubric was used, and the categories were: grammar and vocabulary, discourse management, pronunciation, and interactive communication. it was determined that there is a great influence of Busuu application on speaking skills because the students showed good progress in the results and put the learned pronunciation into practice.

Keywords: speaking skill – speaking subskills - mobile apps -Busuu app – English language

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: "Mobile apps and speaking skill"

Author: Tatiana Victoria Vayas Velastegui

Tutor: Lic. Mg. Alba Hernández Freire

RESUMEN

Este proyecto de investigación titulado "Aplicaciones móviles y habilidad para hablar" contiene información útil sobre la aplicación Busuu y su influencia en la habilidad y subhabilidades para hablar. El estudio tiene como objetivo analizar cómo las aplicaciones móviles influyen en la capacidad de hablar de los estudiantes. La población estuvo conformada por 31 estudiantes, 22 mujeres y 9 hombres, del tercer semestre de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Este estudio tuvo una duración de siete semanas de intervenciones virtuales y presenciales. Las intervenciones presenciales fueron 5, las virtuales 3 por motivo del paro nacional ocurrido en el país y las asincrónicas 3. La investigación fue cualitativa y cuantitativa por lo que se utilizó un enfoque mixto con un enfoque experimental y el análisis de las dos variables Para la recolección de datos fue necesario aplicar una prueba. Se creó un pre-test de acuerdo con el Cambridge Preliminary English Exam para evaluar las habilidades orales. Luego, con los datos obtenidos en el pretest, se desarrollaron las intervenciones con la app de Busuu, y tuvieron la oportunidad de practicar y aprender nuevo vocabulario, gramática y pronunciación. Finalmente, se aplicó un post-test de la misma universidad de Cambridge para medir la relación entre la app de Busuu y su mejora en las habilidades orales. Para la evaluación del pretest y postest se utilizó una rúbrica estandarizada de 5 puntos, y las categorías fueron: gramática y vocabulario, manejo del discurso, pronunciación y comunicación interactiva. se determinó que existe una gran influencia de la aplicación de Busuu en las habilidades orales porque los estudiantes mostraron un buen progreso en los resultados y pusieron en práctica la pronunciación aprendida.

Keywords: habilidad para hablar - subhabilidades para hablar - aplicaciones móviles - aplicación Busuu - idioma inglés

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative background

The information presented in the background of this research has been taken from different academic resources, articles, books, and monographs that served for the development of the two variables. All these articles contained current information that is related to the topic. It is important to emphasize that all these resources mentioned above contain essential information to progress.

Ameri (2020) stated in the study "The Use of Mobile Apps in Learning English Language" that the current study set out to investigate how mobile apps influence the speaking skill" and to do this research a sample of 35 B1 students were selected. A pre-test and post-test according to PET Preliminary English test were applied as instruments in this study. Moreover, the number of interventions helped to the progress of all the candidates, the participants were evaluated just in one group so the teacher could notice the progress of students according to the pre-test at the beginning and the post-test at the end. The results obtained were first a fairly good progress with the teacher's interventions. According to the techniques and strategies used by the teacher, the participants were able to improve their oral expression. Many opportunities were provided for the participants to use their skills in different contexts and their progress could be observed during this study. In conclusion, the good use of mobile applications in the classroom helps students improve several of their skills and a notable improvement was observed compared to the pre-test in which the results were not very good. The educational environment has been highly benefited from the use of technological devices. However, the use of the devices was used in a limited way, and for this reason no significant progress has been seen in the learning process.

Ghaviferk (2015) mentioned in the study "Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools" that the principal objective was analyze the effectiveness of ICT in schools. A survey questionnaire was the instrument used and it was distributed randomly to the total of 101 teachers from publics secondary schools in Kuala Lumpur, Malaysia. This was quantitative research which helped to the collection

to data. The results that were obtained were that ICT has a great for students and teacher. In addition, it was shown professional development training programs, some mobile applications are useful for the development of the four skills, however there are some applications that are specific to each skill. Some years ago, technology was not something common in education, only traditional methodologies were maintained. Today mobile applications, and technology in general is something essential in education, they are used at all times, so they help to have a better quality of teaching.

Irudayasamy (2021) affirmed in the study "Exploration and Exploitation of Mobile Apps for English Language Teaching: A Critical Review" that had as purpose explore the educational potential of using mobile applications in the English language. The study analyzes different categories such as the role of mobile technology, research methodologies and pedagogical practices. The results obtained from this study were that mobile apps teaching a language had good advantages and it is expected that this rise in future years. The experience was to analyze the experience of learn and teach inside and outside the classroom what had good results in both ways. There are several more methodologies that can be adopted with the use of technology and all these methodologies greatly improve the learning of the English language. Today, technology has become an indispensable part of the world and especially for education, it is very rare to find educational centers that do not use technology to teach and learn.

The research with the title "Mobile applications influence the speaking ability and critical thinking of students" whose objective was to investigate how critical thinking and speaking skill would be improved with the influence of mobile applications. The data collected was from 38 students from English department of Borneo University in Indonesia according to the twelfth semester. The mobile application used were English grammar, critical thinking, speaking english, and language translator. These mobile apps provide a lot of opportunities to improve the quality of teaching and learning, some years ago, it was believed that to develop a class in a good way, a teacher have to be physically present, and any other new method was quite questionable. It can be said that it was very difficult to progress in terms of education in ancient times, however today there are enough tools that are not yet given the correct use to have a quality education, especially in learning a language. The acquisition of a new language requires several steps and depends on each student, in children between 6 and 8 years old, it is known for the most part that students learn better and faster through illustrations, and students

are very interested when it was observed something in screen therefore today in most classrooms there is at least one projector or television to teach (Kusmaryani, 2019).

In the research titled "The Role of Technology-Based Education and Teacher Professional Development in English as a foreign language classes" analyzed the use of technology learning English as a second/foreign language. It is mentioned the improvement of the four skills writing, listening, reading, and speaking, through a good use of technological tools, students obtained great benefits. The results obtained from this study were that teachers need support for integrating technology into language teaching, when technology is used appropriately it can have some advantages for both teachers and learners. Moreover, it could improve a lot the learners' difficulties because there are a lot of learning difficulties that affects to students. Technology-assisted learning allows each student to learn anywhere and of course at any time. In the same way, the teachers put into practice different learning methodologies and discovered several applications that can be used in the classroom. With this, it was shown that the use of technological tools for learning really helps students to better develop all their skills in terms of learning (Segey, 2015)

Ahmadi (2018), with the title "The use of technology in English Language Learning: A literature review" analyzed the role of using new technologies in learning English as a second language. The information was obtained from EFL students at Guilan University, Guilan Iran. Different surveys were the instruments used for this study that analyze students' level according to the language. The study revealed that new technologies in education play an important role in language learning, helps in self-understanding, does not stop interaction with the teacher and students can learn inside or outside the classroom. These tools stimulate student skills and help students move forward and learn at their own pace and in a safe environment. Students can educate themselves and choose the application students want, an application that suits their tastes.

Kuning (2019) stated on the research "Technology in the speaking skill" that the present study had as objective to discuss some modern technologies available for teachers of English today to enhance speaking skill. Different instruments were applied to develop this study and technological tools such as podcasts, video conferencing, internet, and speech recognition. This was an investigative study in which the level of speaking sill

was analyze with the use of technological tools. The results according to this paper were that modern technical ways should be followed for an effective learning in speaking skill. According to this study computer is viewed as an integral part according to learning activity for learners. In addition, for a lot of candidates modern technological are more interesting than traditional ways of learning. These tools provide feedback that is helpful to students. Developing and improving speaking skills is one of the most important when learning a language. Through this skill, the thoughts, and ideas that each person has are expressed.

In an undergraduate program at Universidad Central del Ecuador with the title "Tic's in the development of listening and speaking skills in the English language in students of eighth, ninth and tenth year of basic education of the Technological Central Technical Institute, Quito, period 2013-2014" by Guzman and Salazar (2016), this study had as objective to analyze the incidence of Information and Communication Technologies in the development of listening and speaking skills in the English language in students of the eighth, ninth and tenth year of basic education of the "Central Technical Technological Institute". The conclusions mentioned on p. 87:

- Students do not fully understand Information and Communication Technologies. Many students use mobile devices such as cell phones or tablets, however these do not find a useful use for them according to education.
- The students have had little access to technological tools, computers, tools for learning the English language.

In the second undergraduate program at Universidad Nacional de Chimborazo with the title "Methodology for speaking skill to overcome the B2 level according to the Common European Framework of reference in the students at 8th semester "A", language career in the Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province during the academic term April-august 2015" by Arrobo and Herrera (2019) the objective for this study was to describe the methodologies and strategies to help students at 8th semester "A", Language Career, in the Universidad Nacional de Chimborazo and also to choose the best activities to help students to improve their speaking skill. The conclusions mentioned in p. 49.

- It was concluded that the applied strategy is not the appropriate one to be able to develop the abilities of the students. For this reason, students will present difficulties for an international language test.
- The absence of a brochure for undergraduate students to help them with international tests could be identified.

In the third undergraduate program at Universidad de Guayaquil with the title "Improving the speaking skill through the application of learning strategies and the strengthening of group work" by Chavez and Guijarro (2019) had as a principal objective to describe the application of learning strategies through a bibliographical, statical and field study to design a booklet with group work activities. The conclusions that are mentioned in this study on p. 53.

- As a conclusion, it was possible to define the dimensions of the present research, the techniques, and the strategies to be used.
- It is concluded that it is important to take into account the previous knowledge of all students.
- The practices that were applied should encourage more in group work, collective cooperation is a good option

In the undergraduate program at Universidad Técnica de Ambato with the title "Cake application and oral fluency" by Sarango (2021) had as objective to study and analyze the use of Cake app as a learning tool for oral fluency. This study had the following conclusions mentioned on p. 36

- It was concluded that the application used in this research was very useful. It allowed the students to improve their fluency when speaking, the repetition of phrases allowed to improve the pronunciation.
- The use of Cake helped Sixth Semester students advance to a higher level.

1.2 Theoretical framework

Alsaid (2020), in the study "Investigating Students' Attitudes towards Using Mobile Learning Applications to Develop Speaking Skill" affirmed that the ability to speak is one of the skills that must be developed. This skill allows communication between people to express their needs and feelings. However, there are problems for its correct

learning. Their learning and teaching have been affected because teachers continue to use old tools and strategies that do not work well for students. It is essential that teachers make their students practice the language they are learning in class. The aspects in which students have problems in this skill are: pronunciation which is the way in which a word is pronounced. rhythm which is the sense of movement in speech, marked by the stress, timing, and quantity of syllables. And intonation. which is the melodic pattern of an utterance. With several investigations it has been shown that the use of different mobile applications have helped to improve this skill. In addition, the use of applications outside the classroom helps to make the process faster and progressively better. Learning with mobile devices has several advantages and disadvantages. One of the advantages is the aid to the ability to speak. The use of different mobile applications benefits not only students but also teachers and even parents. Today mobile devices allow faster learning and allow you to learn and practice what you have learned at any time. Mobile devices help to communicate instantly and share any thought through videos, images, voice audio and text messages, and all of this is of great help to the teaching-learning process. They are useful for the development of the 4 skills and improve the social skills of students.

1.3 Independent variable

1.3.1   ICT

According to Pratt (2019), the meaning of the acronyms ICT is "Information and Communication Technology" These appeared approximately in the year 1980 and were defined as the electronic systems used for communications and telecommunications such as computers, cell phones, the Internet and electronic devices.

Segura (2013), in the research with the title "The importance of listening" affirmed that Many technological applications that belong to web 3.0 are used for educational purposes. Many years ago, technology was not available to everyone, or in other words its use was limited. Over the years this has improved a lot and education has improved remarkably. Today, it is about using technology in various educational skills and in different skills to innovate and improve teaching and for students to learn in different ways when students engage in a virtual world, students can build their own knowledge. Students can acquire experiences and learn by themselves with technological applications. The applications that are applied in class have many advantages, one of

them is the interaction between parents and teachers, because in this way there is greater control over the progress of learning. In the same way, students can use technological applications to learn autonomously and not necessarily with the help of a teacher or tutor. Information and communication technologies (ICT) are currently influencing all aspects of human life. These tools are playing salient roles in workplaces, business, education, and entertainment. In addition, they are related to a positive change in different aspects such as education, work, management and exchange of information and entertainment. Many teachers and students consider the use of ICT for teaching and learning to be essential, as it gives them the opportunity to learn in a unique and playful way. It has been proven that teaching with new tools such as ICT has a better result in teaching, students learn faster and in an entertaining way. It can be taught and learned in and out of the classroom at any time and can be used with students of all ages.

Uhomoibhi (2006) stated that ICT is a dynamic learning that can provide. By using internet our learning is not limited to the school hours, demographically where students are, and who our teachers are. It is possible to access internet anytime and anywhere. The e-learning allows the students to get information faster from everywhere and anytime. Technology also enables us to cross the demography limits. Rural students can access information from urban areas, get information and share knowledge with other students or teachers in the same area or even different countries. Besides dynamic learning, ICT allows all the human components of schools; the principals, administrators, teachers, IT coordinators, and the students to get involved in the collaborative learning and forming learning communities.

1.3.2   Web 3.0

Yasunari et al. (2020), in the study titled "Web 3.0 as a Tool to Support Distance Education Web 3.0 as a Tool to Support Distance Education" mentioned that Web 3.0 constitutes an important resource in the educational area, especially in the development of distance education. The application of this resource has allowed the development of environments that simulate classrooms, laboratories, class sessions and even complete university plans. In addition, all the web 3.0 tools have notably helped learning in the academic field with: exchange forums, social networks, social bookmarks, and wikis. The use of web 3.0 application tools is a great help for both the educator and the students. Allows the exchange of documents in different formats.

• The possibility of forming collaborative work groups.

• The tools and services that facilitate communication such as forums, email, chat.

Kovacs et al. (2015) stated is the research "Application of immersive technologies for education: State of the art" Immersive Education is a learning platform that combines interactive 3D graphics, video games, simulation, virtual reality, webcams, digital media, and online classrooms. Immersive education gives students a sense of being on stage, even when present in a class, as well as providing remote students with the ability to connect and communicate in a way that enhances the learning experience. Unlike traditional forms of distance learning and computerized learning, immersive education is designed to immerse and engage students in the same way that today's best video games do and ensure players' attention. Immersive education supports self-directed learning as well as collaborative group-based learning environments, which can be formed over the Internet.

1.3.3 Mobile apps

Cuauhtemoc et al. (2018) said that mobile applications allow students to learn in a competitive and fun way because students can learn the language through different games. Today applications are being developed with educational technology and thus have a specific purpose in education for a better learning process. In the same way, teachers can use these mobile applications to teach in an innovative and creative way. It is important to keep in mind that today all students are surrounded by technology from their first years of life and for this reason students must be taught. from an early age the correct use of these new tools so that students can take advantage.

Sharma (2019), in the research "How mobile education applications are improving the educational system in the world?" he stated that the constant use of mobile applications in teaching has achieved an improvement in student learning. These new learning apps have replaced the traditional way of learning. Accessible technology and its progress have allowed the development of new methodologies and, of course, new tools that help to learn in an innovative way and with better results.

Learning through the use of applications is completely different from traditional learning, with the new applications that have been developed until today many students can learn informally not only within the classroom but also outside of class hours. This

is of great help because many hours of practice are needed to learn a language and it has been proven that the hours in class are not enough for the development of the four skills. Students today find it very fun to use applications for their teaching, Kahoot for example is a widely used application today where students answer questions, but students must do it quickly, so students stay in first place in this competition that is generated in the students helps that there is a desire for evolution and self-improvement on the part of each student. Murray (2019) mentioned in his research, students can even develop social skills within the classroom that helped them with their learning skills and to live in a healthy and healthy sociable environment with their classmates as well as with their teacher. He also mentioned that developing good social skills helps them communicate better with the people students are surrounded by, so the ability to speak is fully benefited by these new technological applications' used for teaching.

In the study developed by Carvajal (2018), Busuu that is the application used in this research is an application that allows you to develop the four skills by helping participants to practice the language. In the case of the skill of speaking, the participants can practice through dialogues and in the same way practice in a very realistic context, that is, with phrases and vocabulary that are very useful on a day-to-day basis. It offers sociable features that help the user learn the desired language in an interactive way. It pretends to be a social network; however, several studies show that this application can be very beneficial to improve and learn a language.

Mcgovern (2018) mentioned in his research with the title "On the Use of Mobile Apps in Education: The Impact of Digital Magazines on Student Learning" that the competencies that are acquired through digital technologies are fundamentally behavioral in nature, as those are susceptible to self-awareness, self-regulation and social skills. Digital games promote collaboration, problem-solving and communication, experimentation and the exploration of identities. The use of digital tools for entertainment requires collaboration between participants as well as communication and problem solving. These new tools are a motivation for students because they are motivated to compete and obtain achievements and rewards according to their performance. The efforts are rewarded when win rounds of the game. At the same time, help achieve learning outcomes as the digital environment comprises a set of rules and constraints, a set of dynamic responses to the learners' actions, appropriate challenges enabling learners to experience a feeling of self-efficacy, and gradual, learning

outcome-oriented increases in difficulty. This is of great help because many hours of practice are needed to learn a language and it has been proven that the hours in class are not enough for the development of the four skills. Currently, many experts say that digital games have several disadvantages in children, they make children hyperactive, violent and antisocial. In addition, today many teachers continue to prefer the old teaching and do not risk using new methods for fear that they will fail in the learning results of the students. A learning with digital games has several disadvantages and one of the most common is that it is very difficult to integrate deep content as well as strategies. Teachers, parents and students distrust electronic innovations despite the fact that we live in the XXI century. However, teachers are the ones who sooner or later recognize the importance of implementing digital tools in the classroom.

Player failure adds to the content by making you see new nuances in the game, as there can be negative connotations of failure in the game. Many people are still a bit uncomfortable about electronic innovations in the context of serious games that are constantly evolving at the speed of technology. In the past, there have been cases where early childhood educators have steered away from digital literacy because mobile apps are based on outdated developmental and pedagogical perspectives. If the professionals in the classroom show an intrinsic personal preference for digital games, they may still have little chance of developing their digital literacy. In addition, the school may not have the limited resources to incorporate interactive games into your lessons. However, educational leaders may not realize that their teachers will need adequate investments in infrastructure as well as appropriate training and development to successfully implement technical learning resources, including serious educational games. Political and financial constraints are seen as impediments to integrating technology into early learning centers. However, mobile apps show that many educators and policymakers often consider these issues a marginal priority (Amores, 2020).

Technology has improved many aspects of our lives including learning and working. It has been shown to increase student engagement and learning outcomes. With the latest developments in smartphone capabilities and their increasing rate of acceptance among students, it is possible to take advantage of these devices by designing personalized activities and exercises to enhance student knowledge and learning. Finally, the results of a questionnaire to examine whether there is a relationship between the student's performance in the language course and the mathematics course and the practical

intelligence index, the verbal intelligence index and the general intelligence quotient or not. Mobile applications have notably helped the academic performance of many students of different ages, which is why more and more teachers make use of ICT. Since the implementation of technology is linked to education, a range of new smart devices have become available. For education An example of these technological trends is digital magazines, which can help teachers improve student learning experiences outside of classroom teaching (Sunitha, 2020)**.**

García et al. (2019) A recent study on trends in mobile learning using a review of the 100 most cited mobile learning documents revealed that studies focused more heavily on comparing different mobile learning pathways to find more effective mobile learning approaches rather than comparing the effects of mobile learning with traditional instruction. In addition, the studies focused more on learners' higher thinking performance and their learning behaviors. Other papers have highlighted the focus on research and trends in mobile learning from the analysis of educational patents, where it is found that more are inclined to provide personalized, contextualized, easily retrievable, auto updated, and intelligent pushed learning content. When talking about mobile devices and their closer relationship with the teaching-learning innovation, the significance of mobile applications (apps) as useful tools in the achievement and acquisition for specific learning cannot be overlooked. In the words of López-Hernández and Silva-Pérez, "the apps are agile and intuitive and with a very brief learning curve that makes them motors of specific learning processes".

Today an application can be run on all PCs. Educational apps refer to educational mobile apps only and do not contain educational apps that run on personal computers. All the technologies needed to transform industries through software are finally working and distributed globally. The rapid growth of educational applications has proven to be very useful for development in education so it cannot be separated from good development opportunities. First of all, wi-fi and smart phones provide a good base. Second, popular apps have developed the habit of using educational apps, which has contributed to their trust and dependence on educational apps. Third, many people already see mobile learning as something normal and everyday. The parents of the students recognize that in all schools, colleges and universities, mobile learning must be implemented on a daily basis. Mobile wireless Wi-Fi forms a development model that complements each other, helping smartphones to access the Internet and better meet

users' needs. High-bandwidth user applications and provides strong network security for educational application development (Zhang, 2016)**.**

1.4 Dependent variable

1.4.1 Language learning

Schütz (2019) states that the learning process requires many aspects such as collaboration, investigation, discovery and interpretation. Learning a new language also includes some important rules that must be followed in order to get good results from this learning. Language can only be expressed by humans, and it is humans who can discover it and communicate through it. It is a characteristic that defines each culture, its own identity, and language is the main tool of communication and thought of each person.

Hamdy (2014) stated language is used by human beings to transmit information and interact with other. Language is used to express different things or for different purposes, it is necessary to have listeners to communicate to develop feelings. English has become the most useful tool in recent years because it is considered the most widely used language worldwide. English is used to study new subjects. It goes beyond much information available in other languages, including Spanish. That is why many students and teachers look for complete information. First, human communication is an arduous process that requires several steps for good communication. Language learning begins at birth and is an active process that continues for a long time. As mentioned above, humans use language to communicate with others and express their thoughts, experiences, and feelings. They also use it to build social and family relationships. That is why it is so important to develop knowledge of the mother tongue. Linguistic experience helps develop knowledge of a new language. The mother tongue is learned by children informally by listening and imitating before they can understand rules about the language and later the language is learned for specific purposes, a particular topic or for work purposes.

1.4.2 Productive skills

Zhang (2019) defined that productive language skills, speaking, and writing, are important because students are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language the more

have proof of the progress in the learner's language system. Teaching productive skills is also important because written and spoken communication are basic life skills. In real life, people generally may need to inform, convince, or share ideas. Students are also sometimes required to take notes, fill in forms, and write emails, letters, reports, or stories. Speaking fluently and effectively requires several steps and of course depends on different skills. This process takes place over time, with school, college, and university. Communicating in a language other than ours requires a lot of effort in speaking skills that are vocabulary, grammar, pronunciation, and fluency.

Hossain (2015) stated in his research that speaking and writing skills are called productive skills. Written and oral skills are crucial in a language and give students the opportunity to practice real life activities in the classroom. These two skills can be used to check how much students have learned. Teaching speaking skills is vital when someone is learning English. A good mastery of the speaking skill develops a real sense of progress among students and increases their confidence. Teaching writing is one of the most difficult skills because many do not have the facility to write in their native language and it will be more difficult to write in a second language. However, written communication is a fundamental skill for the life of every human being. Students need to write assignments, take notes, even write to a friend, many need to complete surveys or questionnaires about employment or education. The ability to have good writing skills gives each person confidence and marks her experience in a particular language. Writing reinforces what students have studied, and students benefit from seeing new or unfamiliar language in written form. This skill allows the student to practice their grammatical structures, helps students to discover, learn and recycle new vocabulary according to a specific topic. It also encourages the autonomy of students can perform writing tasks at home and thus reinforce their learning. It is important to mention that productive skills are complemented with the support of receptive skills. All the above mentioned applies to all languages. Listening and reading aloud are recommended to improve writing skills especially in a foreign language.

Golkova (2015), the ability to read is an interesting way to seek information or knowledge every day. Human beings have read countless texts about reading and have various ideas about this skill. Through reading we gain wisdom and develop better language skills. In addition, acquiring the habit of reading is a great advantage for students. Years ago, people in general, children, young people, and adults had a good

reading habit. Years ago there was no advance in technology like today and that is why reading was considered fun and a hobby. In fact, reading was an activity that took place in leisure time. But today many people do not have that habit, that is why it is difficult to instill in students the skill of speaking, now technology is the basis of entertainment and people spend hours in front of screens. This is a great disadvantage for students because by choosing technology instead of books they lose the opportunity to acquire useful vocabulary for their day-to-day life and by acquiring new vocabulary they also improve their fluency when speaking. Many experts recommend reading for at least half an hour, especially students. It is important to mention that the skill of reading helps to have quality writing and the person will be able to express himself victoriously.

1.4.3 Speaking skill

Torky (2012), speaking is defined in different ways such as the production of sounds to generate information directed at a listener. When teaching a language it is recommended to start with the smallest units, that is, from the simplest sounds to complete sentences in a speech.

According to Chastain (2015), speaking is a skill that involves several elements, such as tactics, grammar, sociolinguistics, and discourse, speaking is more than simply making the right sounds, choosing the elementary words, or getting the necessary structures. The four skills involved in learning a language are very important, but the productive skills are the most fundamental. It has been shown that a person can learn a language just by hearing the language spoken in different contexts without the need for grammar and vocabulary classes. The ability to speak is responsible for communication between people. The ability to speak requires verbal and non-verbal, its purpose is to build and share ideas in different contexts and with a specific meaning. In addition, the skill of speaking is one of the most difficult, so if a student is learning a language, it is essential to practice the skill of speaking in class, if the teacher does not implement interactive activities, the student will not progress in their productive skills.

Hammer (2007) mentioned that the improvement of linguistic skills is one of the most important objectives and goals in learning a language. For its improvement, oral interaction within the classroom is involved, this interaction that must be carried out within the classroom has been affected in recent years due to the traditional methodologies with which it has been working regarding the teaching of the English

language. There are many teachers who use the new technological tools and many who continue with old methodologies and tools. The use of applications such as Kahoot and Nearpod has greatly improved language skills in students. The improvement of linguistic skills implies several aspects for its improvement, among them is fluency. The word fluency implies having a conversation without pauses and understandable with a native speaker, that is to say that the person must be able to understand and understand others in a conversation.

Zenteno (2019) mentioned that evaluate this skill is a fundamental part of good speaking, it is the fact of expressing thoughts clearly and that the listener understands perfectly what the other person wants to express. This can be achieved through a good study of this skill and that is why, according to including several mobile applications have helped the development of improving speaking skills. This skill is constantly practiced in class by teachers because for the acquisition of a language the practice of this skill is essential. The ability to speak allows a person to communicate in the best way. It is essential that students use and practice the language, especially speaking skills. Teachers can apply different activities to practice this skill such as: dialogues, which is the most common activity, rhymes and poems. Despite the fact that teachers apply different strategies, the ability to speak has been affected, students have problems in the ability to speak in sub-skills such as: intonation, rhythm and stress. So, the use of mobile applications is a good strategy to improve this skill, it helps students to be independent and improve little by little which would improve speaking ability to talk. Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps. During conversations, responses are unplanned and spontaneous, and the speakers think on their feet, producing language which reflects this. A good speaker must have the ability to organize, plan and control the language he uses when speaking. However, there are times when the speaker changes his mind at the moment he is speaking, so it is important to practice and reinforce the language.

Similarly some people at the moment of wanting to express their ideas forget them at that moment or forget the previous ideas that they have already expressed, and so they repeat themselves.

According to Humerah (2018), speaking has been considered one of the most challenging skills in a second language, this skill involves several processes and steps for its development. People who are learning a second language have to think about what, how and when to communicate according to the cultural and social context. In addition, the ability to speak is carried out with the use of various parts of the body such as lips, tongue, teeth, lungs, among others. This skill requires the construction of a good meaning so that the person with whom one is speaking understands the meaning and context, for this reason verbal and non-verbal symbols are used. So, interacting in different contexts helps each person develop the skill of speaking, being in constant practice and with the right environment helps improve all skills. Learning a language, it is necessary to develop and improve several skills, however, speaking skills are mentioned as one of the most important, which includes many linguistic skills, including pronouncing words correctly, good intonation, speaking with a style, etc. Improving this skill is one of the main objectives of educators when teaching a language. To improve this skill, interaction inside and outside the classroom is necessary. However, the interaction within the classroom has had several problems due to the use of old methodologies and tools. The use of apps like Kahoot and Nearpod has greatly improved the language skills of the students. The improvement of language skills involves several aspects for their improvement, including fluency. The word fluency implies having a conversation without pauses and understandable with a native speaker, that is to say that the person must be able to understand others in a conversation. Using new strategies and methodologies to develop speaking skills has proven to be very useful and has helped students to have excellent speaking skills, many teachers have benefited from the use of technological tools and ensure that they are excellent not only for speaking skills if not for the other skills.

1.5 Objectives

1.5.1 General objective

- To analyze how mobile apps influence on the speaking skill in students from third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.

1.5.2 Specific objectives

- To identify the mobile app that improve the student's speaking skill.

- To determine the speaking subskills that are developed through the use of the mobile app.
- To establish the impact of the mobile app on the speaking skill of students of third semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato.

CHAPTER II.

METHODOLOGY

2.1 Resources

The process was developed in two different ways face to face and virtual interventions. Virtual interventions were needed due to the national strike that occurred in the country. In the first intervention it was taken the pretest Preliminary English Test PET validated by Cambridge. Next, the interventions using the Busuu application continued, there were 5 interventions using the application. In addition, the students worked in 1 asynchronous hour each intervention. Finally, the students were evaluated with a posttest Preliminary English Test PET in the same way validated by Cambridge as the pretest. Interventions were completed with a total of 9 interventions in 7 weeks.

2.1.1 Population

The human resources were students of third semester of PINE at Universidad Técnica de Ambato. Students were a total of 31 students 22 women and 9 men. In addition, it was necessary authorities and professors and the research tutor.

Table 1

Population

Population

Population	Experimental group	Total	Percentage
Male	9	9	30%
Female	22	22	70%
TOTAL	31	31	100%

Source: Students of third semester of Universidad Técnica de Ambato
Elaborated by: Vayas T. (2022)

2.1.2 Instruments

- Tests

For this research, a pre-test and post-test were carried out. These tests were validated by experts to be able to put it into practice in students with a level of B1, the pre and post-test were based on the PET Cambridge preliminary English test. With these tests the speaking level of the students was evaluated. It was carried out face to face and sheets were given to each pair of students.

- Busuu app

The use of the Busuu application was essential since it was the technological application that was used for the development of this research. Busuu was used for all the interventions with the students for the analysis of its influence on the speaking skill.

- WhatsApp

For this study, it was necessary to use WhatsApp to contact the teacher and plan each class. In the same way, a group was created with the students to work quickly and resolve any doubts that the students have.

2.2 Procedure

Several articles and papers containing useful information on how the Kahoot, Duolingo and Busuu applications work were analyzed. These articles helped to identify that the Busuu application has many more benefits for teaching the English language, especially for speaking skills. Kahoot and Duolingo are applications that help learning but they do not have the necessary tools and they are kept with old formats that do not favor the teaching of students (Richards, 2020). Additionally, according to several studies and the findings made, it has been shown that the Busuu application ensures that the use of this app is effective in improving student pronunciation (Karmila, 2020).

In this research it was used of a mixed approach. The Busuu application and the speaking skills were the two important variables used, which share qualitative and quantitative characteristics. It is qualitative because it observes and analyzes the behavior of the participants and helps to evaluate the quality and magnitude of the research problem. It is also quantitative because numerical data was collected and interpreted through statistical data. All the data was collected through the application of a pre-test and post. Besides the results obtained will be evaluated through a rubric validated by Cambridge. It was developed with the field modality because it was necessary to observe the specific behavior of the participants. The real data was collected in by using the pre, posttest and the interventions using the application. Additionally, this research was experimental because the two variables are analyzed with the objective of observing a result after the manipulation. It was of an exploratory nature because an unknown area was explored or of which there is research and thus information on the subject can be obtained.

2.3 Methods

2.2.1 Mixed approach

The present research is quantitative and qualitative. Qualitative, because this research collects and analyzed non-numerical data. Bhandari (2020) explained thath qualitative research is commonly used in education. Also, this research analyzes how people experience the real world, investigates the characteristics of the two variables, the Busuu application and the ability to speak. This research analyzes notes, videos and audio recordings and follows a flexible research design, with this method it was able to observe face to face to the participants and apply the interventions with the Busuu app.

It is also quantitative because it collects numerical and statistical data according to the pre-test and post-test. Ostendorf (2012) stated in his research that quantitative research is responsible for objective measurements and numerical or statistical analysis of the results obtained through the tests. This research and the numerical data obtained explain how the Busuu application influences speaking skills.

2.2.2 Field research

This type of research according to Green (2017) is defined as a qualitative method where data is collected and its objectives are to observe, understand and interact with

the participants. Study in a natural environment the social phenomena that exist. The researcher does not manipulate any collected data because all the information is obtained from direct contact with the participants and the study.

2.3 Research modality

2.3.1 Bibliographic – documentary

Conroy (2017) stated in his study that a research modality is developed by the use of official documents or personal documents as the principal source of information. Besides, this research is also documentary and bibliographical modality because information was collected from magazines, articles, undergraduate programs, newspapers, and documents in order to obtain scientific support. All these documents are related to the two variables of this research which are mobile apps and speaking skill.

2.3.2 Experimental research

According to Harland (2020)this research is a scientific method which used two variables. The experimental research is implemented very often in education because it is based on observation and mainly logic. So, this is experimental research because it was collect quantitative data according to the research topic and perform statistical analysis. Moreover, the variables can be manipulated during the research and that is the principal characteristic.

2.4 Level or type of research

2.4.1 Exploratory

This is type of research investigates questions that have not yet been studied or analyzed. This research helped to have a general knowledge of reality according to the subject. Moreover, it is a starting point for new research. The present research located relevant information (Tegan, 2021).

2.5 Hypothesis

2.5.1 H0: Busuu app have a positive impact on the speaking skill with students of third semester of PINE at the Universidad Técnica de Ambato.

2.5.2 H1: Busuu app does not have a positive impact on the speaking skill with students of third semester of PINE at the Universidad Técnica de Ambato.

CHAPTER III

ANALYSIS AND DISCUSSION

3.1 Analysis and discussion

The present study was examining the use of the Busuu application in 31 students from third semester of PINE at Universidad Técnica de Ambato. To determine if it influences the ability to speak. The information was collected through the application of a pre-test and a post-test. One the one hand the pre-test it was evaluated inf ace to face classes. On the other hand, the post test was taken in a virtual modality due to the national strike that occurred in the country. These tests were developed based on the Cambridge PET Test rubric. The test evaluated 4 important aspects that were divided into 4 parts. First in part 1 on focuses on vocabulary and grammar, in part 2 deals with dialogue, in part 3 is evaluated the level of pronunciation and finally in part 4 was evaluated the interaction. According to the rubric, the grade for each part was a minimum of 1 and a maximum of 4.

The analysis and interpretation were collected through tables and figures, where the average result of each part was detailed. It was used the statistical program IBM SPSS in which it was used a normality test to identify that the results were scattered. After interpreting the results, a Wilcoxon 2-sample related nonparametric test was developed to identify the level of significance that allowed verifying whether the hypothesis is rejected or accepted.

Table 2

PRE-TEST PRELIMINARY ENGLISH TEST (PET) RESULTS

Pre-Test Results					
	Grammar and Vocabulary	Discourse management	Pronunciation	Interactive Communication	Pre-test score
Average	2,06	1,71	2,45	1,77	8,00

Source: These data were taken from students' speaking section of third semester at PINE by Vayas (2022)

Figure 1
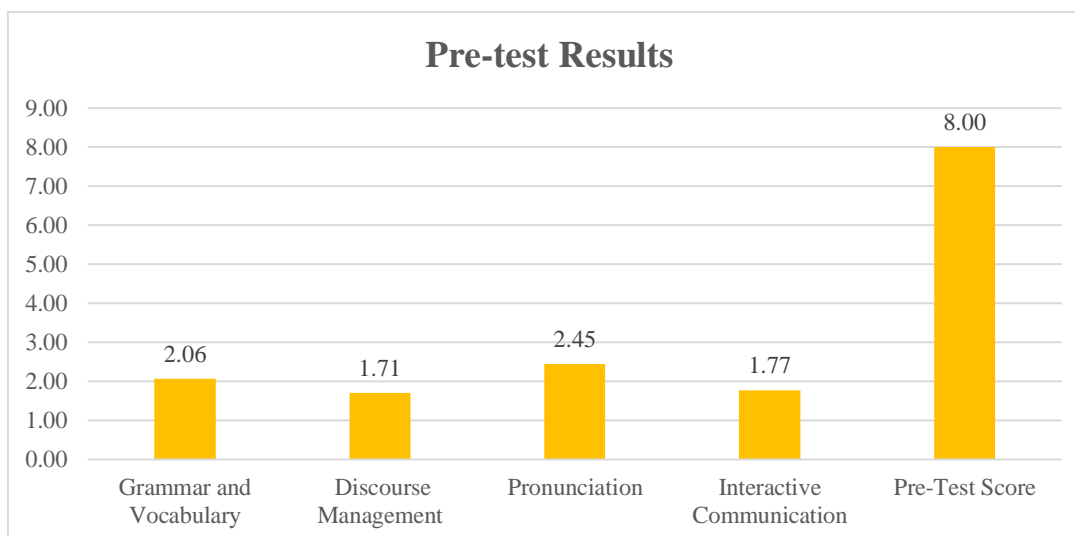
Source: These data were taken from students' speaking section of third semester at PINE by Vayas (2022)

Analysis and interpretation

The pre-test that was applied and developed based on the Cambridge rubric of the PET. In the rubric used each part had a maximum score of 4 and a minimum of 1. This test collected data from 31 students of third semester of PINE at Universidad Técnica de Ambato.

The table shows the average result according to each part of the test that was applied. The result was a mean range of 2.06 out of 4 points in the vocabulary and grammar part. The discourse management part had a mean range of 1.71 out of 4 points. On the other hand, the students obtained an average of 2.45 out of 4 points in the part of pronunciation. Finally, in the interactive communication part, the average range was 1.77 out of 4 points. The general average in the pre-test was 8.00 out of 16 points. At this point it was evident that the students had problems in their ability to speak and this was demonstrated in part 2 and 4, where the participants did not reach even half of the maximum mark in the test. Therefore, it is advisable to develop and give an improvement to the students' speaking ability.

Table 3

POST-TEST PRELIMINARY ENGLISH TEST RESULTS

Post-Test Results					
	Grammar and Vocabulary	**Discourse Management**	**Pronunciation**	**Interactive Communication**	**Post-Test Score**
Average	2,55	2,00	2,84	1,97	9,35

Source: These data were taken from students' speaking section of third semester at PINE by Vayas (2022)

Figure 2
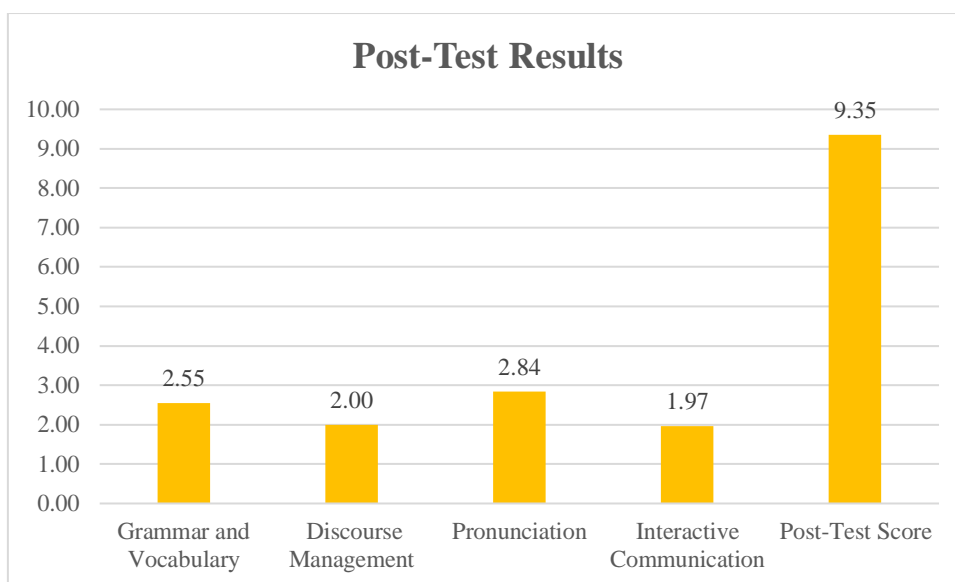
Source: These data were taken from students' speaking section of third semester at PINE by Vayas (2022)

Analysis and interpretation

For the application of the post-test, the Busuu application was first used, in order to show if it influenced the development of the speaking skill. This test collected data from 31 students who belonged to the third semester of the career in "Pedagogía de los Idiomas Nacionales y Extranjeros" of Universidad Técnica de Ambato. The Cambridge PET Test rubric was applied. The test contained the same 4 important parts, Part 1 focused on assessing vocabulary and grammar. In part 2, the subject to be evaluated was the dialogue or discourse of the students. On the other hand, in part 3 the level of pronunciation was evaluated. And finally part 4, evaluated the interaction. According to the rubric that was used, it was qualified with a maximum score of 4 and a minimum of

The table shows the average result that the students obtained in the post-test. In the vocabulary and grammar part, the result increased by an average range of 2.55 out of 4 points, while in the discourse management part, the value increased to 2.00 out of 4 points. In the pronunciation part, the students reached an average of 2.84 out of 4 points, and finally, in the interactive communication part, the average range improved to 1.97 out of 4 points. The general average in the Post-test improved and the value increased to 9.35 out of 16 points. At this point, it was evident that the use of the Busuu application had a positive impact on the students, who in the pre-test showed problems in their ability to speak. On the other hand, in the post-test it is evident that there was an increase in the scores, which shows that the use of this application is of great help in learning.

Table 4

COMPARATIVE RESULTS PRE AND POST TESTS

Criteria	Pre-Test Results	Post-Test Results	Difference
Grammar and Vocabulary	2,06	2,55	0,48
Discourse Management	1,71	2,00	0,29
Pronunciation	2,45	2,84	0,39
Interactive ComMunication	1,77	1,97	0,19
Test Score	8,00	9,35	1,35

Source: General Average and Difference pre-test and post-test.

Figure 3
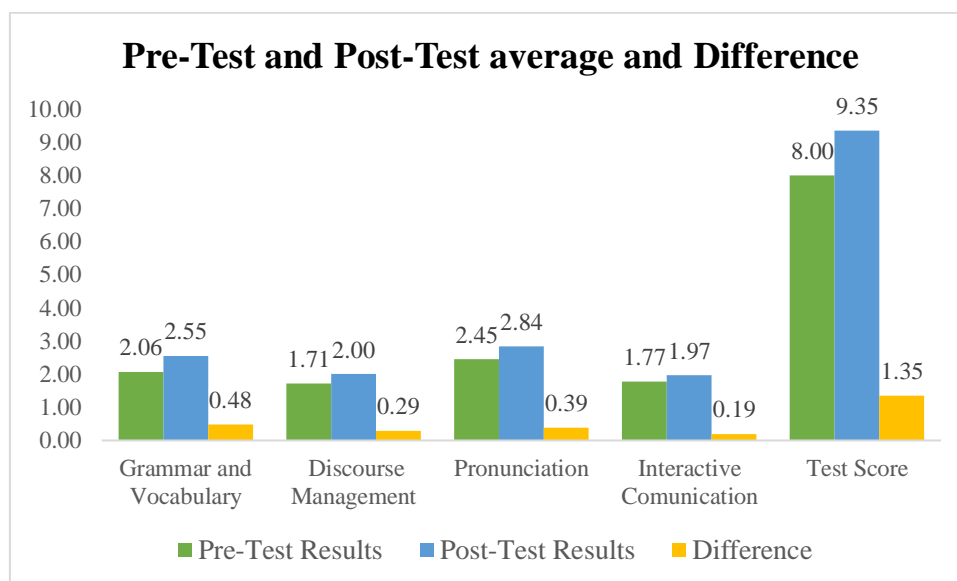
Source: These data were taken from students' speaking section of third semester at PINE by Vayas (2022)

25

Analysis and interpretation

The following comparative table shows a significant change in the results obtained both in the pre-test and the post-test. The 4 evaluated parts were compared. In part 1 of the pre-test vocabulary and grammar, the score was 2.06, this value increased in the post-test to 2.55 over 4 points where there was an increase of 0.48 points. In part 2 of the Discourse management the average in the pre-test was 1.71, this improved to 2.00 over 4 points, with an increase of 0.29 points. The pronunciation part showed a mean range of 2.45 in the pre-test, this value changed in the post-test to 2.84, with an increase of 0.39 points. Finally in part 4, which was related to interactive communication the initial score was 1.77, while the post-test score was 1.97 out of 4 points, there was an increase of 0.19 points. The general result between both tests was evident, the pre-test obtained a value of 8.00, while in the post-test the average range was 9.35 out of 16 points, there was an increase of 1.35 points between the two. tests.

The use of the Busuu Application influenced the ability to speak in the students. This was reflected through the scores in the post-test. The use of this application influences learning Because allows students to access from any mobile device, study and understand the information provided by this application. This allows them to analyze the vocabulary and have a better grammar, vocabulary, discourse management, pronunciation and interactive communication.

3.2 Hypothesis verification
Hipothesis statement

Null hipothesis

H0: The use of Busuu application does not have a positive impact on the speaking skill with students of third-semester students of PINE at Universidad Tecnica de Ambato.

Alternative hipothesis

H1: The use of Busuu application have a positive impact on the speaking skill with students of third-semester students of PINE at Universidad Tecnica de Ambato..

Table 5

Test of normality

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre-Test	,166	31	,030	,941	31	,090
Post-Test	,147	31	,086	,963	31	,347

Test of Normality

a. Lilliefors Significance Correction
Source: Kolmogórov-Smirnov Normality test values by Vayas (2022).

Analysis and interpretation

The analysis of the normality test between the pre-test and post-test needed the Kolmogórov-Smirnov statistic. This statistic works with a sample greater than 30. The results show a level of significance in the pre- test of 0.030, while in the post-test the level of significance is equal to 0.086. It is deduced that the results obtained are scattered. In addition, a Wilcoxon rank test was applied this statistic was developed from 2 related samples.

Table 6

Wilcoxon signed ranks test

Wilcoxon signed Ranks test

		N	Mean Rank	Sum of Ranks
Post_Test – Pre_Test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	22[b]	11,50	253,00
	Ties	9[c]		
	Total	31		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Source: Wilcoxon signed ranks test values by Vayas (2022).

Table 7

Test stadistic

Contrast statistics

	Post_Test – Pre_Test
Z	-4,161[b]
Sig. asintót. (2- tailed)	,000

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Source: Test stadistic values with asymptotic significance by Vayas (2022).

Analysis and interpretation

It was necessary to use a Wilcoxon 2-related samples nonparametric test after verifying that the results were scattering by means of the normality test. The table shows the result of subtracting the values between the post-test and the pre-test, in this part is the negative range with a value equal to 0. This means that no student had a lower grade in relation to the pre-test. In the positive range there is a value equal to 22, this means that it is the number of students who improved their scores in the post-test. Finally there were 9 ties, the score was the same in both pre-test as in the post-test. The middle range shows two values, the first is 0.00, and the other value is equal to 11.50. The sum of the ranges resulted in a value of 0.00 and another value of 253.00.

It was related to the level of asymptotic significance for the analysis of the following table, the value shown in the table is equal to 0.000, which is less than the value 0.05. It was inferred that the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore, the use of the Busuu application had a significant impact and was a key tool for students to improve their speaking skill. In conclusion, it was shown that this application improved learning and it is recommended to use the application for teaching students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results obtained according to the interventions with the use of the Busuu application to improve the ability of the speaking skill. Some conclusions were obtained that can be useful for future researches.

- After analyzing various applications and their influence on speaking skills, it was identified that the Busuu application improves speaking skills to a great extent because with the use of this application the students were able to practice different sub-skills in speaking skill such as pronunciation and intonation which are some of the most important in this productive skill.

- It was concluded that the Busuu application helps the development of different sub-skills such as: pronunciation, discourse management, interactive communication, grammar and vocabulary. The students were able to clearly express their ideas, just as having a good level of communicative interaction helped the students to exchange clear meanings in the language.

- The present investigation showed a great impact in speaking skills in third-semester students of PINE at Universidad Técnica de Ambato. It could be observed an improvement and progress between the pre-test and post-test. Thanks to the interventions applied with the use of the Busuu application, the students improved their speaking skills. Students obtained a general average of 2 in the post-test and 2,33 in the post-test, which shows progress. Nevertheless, the progress that is observed is not a high amount, so students must continue to practice their speaking skills and sub-skills.

- After carrying out the investigation, it was determined that there is a great influence of mobile applications on speaking skills because the students showed good progress in the results and put the learned pronunciation into practice.

4.2 Recommendations

- It is recommended that teachers use the Busuu application in their classes because in this project an improvement in speaking skills was demonstrated with the use of the application. Teachers should use the application according to the needs of the students.

- Teachers must recognize the importance of each subskill and identify which subskill students need to practice. In that way teachers could apply a correct exercise with the application according to the subskill that must be step up.

- Finally, it is recommended that teachers use this application because, as mentioned before, it was beneficial for students. It is important to mention that there was a little progress due to the number of interventions, but it is recommended that teachers carry out more interventions with the application to observe a great progress in the students' speaking skills.

- It is recommended to apply new strategies and mobile applications in the teaching and practice of the English language because students could be showing more interest in learning with the use of innovative tools.
Teachers must use new strategies inside and outside the classroom that are helpful for students' language progress.

C. REFERENCE MATERIALS

Bibliographic references

Ahmadi, D. (2018). *The Use of Technology in English Language Learning*. Retrieved from https://ijreeonline.com/article-1-120-en.pdf

Ali, H. (2014). *TECHNOLOGY IN TEACHING*. Retrieved from https://www.academia.edu/download/58074103/TECHNOLOGYINTEACHIN GSPEAKINGSKILL_.pdf

Alsaid, G. A. (2020). *Investigating Students' Attitudes towards Using Mobile Learning Applications to Develop Speaking Skill. Sustech.edu.* Retrieved from https://doi.org/http://repository.sustech.edu/handle/123456789/25935

Ameri, M. (2020, August). *The Use of Mobile Apps in Learning English Language*. Retrieved from https://www.researchgate.net/publication/343926211_The_Use_of_Mobile_App s_in_Learning_English_Language

Amores, J. (2020, February 12). *Motivation and the new technologies*. Retrieved from https://www.campuseducacion.com/blog/revista-digital-docente/las-nuevas-tecnologias-como-factor-de-motivacion/

Babbie, E. R. (2010). The practice of social research. In E. R. Babbie, *The practice of social research.* London: Belmont, CA : Wadsworth ; London : Cengage Learning [distributor], ©2010. Retrieved from https://libguides.usc.edu/writingguide/quantitative#:~:text=Quantitative%20met hods%20emphasize%20objective%20measurements,statistical%20data%20usin g%20computational%20techniques.

Bhandari, P. (2020, June 19). *An introduction to qualitative research*. Retrieved from https://www.scribbr.com/methodology/qualitative-research/#:~:text=Qualitative%20research%20involves%20collecting%20and,ge nerate%20new%20ideas%20for%20research.

Camilleri, A., & Camilleri, M. (2019). *Mobile Learning via Educational Apps: An interpretative Study*. Retrieved from file:///C:/Users/DELL/Downloads/mobilelearningtechnologiesviaeducationalapp s.pdf

Carvajal, S. O. (2018). *The use of the virtual learning platform Busuu as a tool for the*. Retrieved from https://www.researchgate.net/publication/325550404_Busuu_how_do_users_rat e_this_app_for_language_learning

Chavez, F., & Guijarro, J. (2019). *Improving the speaking skill through the application of learning strategies and the strengthening of group work*. Retrieved from http://repositorio.ug.edu.ec/handle/redug/43936

Chiang, I. (2020). *Quasi-Experimental Research*. Retrieved from https://opentextbc.ca/researchmethods/chapter/quasi-experimental-research/

Conroy, D. (2017). *What is Documentary Research?* . Retrieved from https://www.lifepersona.com/what-is-documentary-research

Garcia, I., Fernandez, J., Sanches, D., & Luque, A. (2019). *Using Mobile Devices for Improving Learning Outcomes and Teachers' Professionalization*. Retrieved from https://www.mdpi.com/2071-1050/11/24/6917/pdf

Ghavifekr, S. &. (2015). *Teaching and learning with technology:*. Retrieved from https://files.eric.ed.gov/fulltext/EJ1105224.pdf

Golkova, D. (2015). *Productive Skills in Second Language Learning*. Retrieved from file:///C:/Users/DELL/Downloads/Productive_Skills_in_Second_Language_Learning.pdf

Green, G. (2017). *Field Research*. Retrieved from https://www.lifepersona.com/field-research-what-it-is-characteristics-and-stages

Guo, H. (n.d.). *Analysing and Evaluating Current Mobile.* Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/analysing_and_evaluating_current_mobile_applications_v2.pdf

Hammer. (2007). *Teachong speaking as a productive skill*. Retrieved from https://media.neliti.com/media/publications/243865-teaching-speaking-as-a-productive-skill-c10d03ec.pdf

Harland, D. (2020). *An introduction to experimental research*. Retrieved from https://cemast.illinoisstate.edu/downloads/hsrs/types_of_research.pdf

Hossain, M. (2015). *Teaching Productive Skills to the students: A secondary Level Scenario.* . Retrieved from https://core.ac.uk/download/pdf/74352632.pdf

Hossain, M. (2015). *Teaching Productive Skills to the Students: A secondary leven scenario*. Retrieved from https://core.ac.uk/download/pdf/74352632.pdf

Humerah. (2018). *Students speaking ability and factors influence their ability*. Retrieved from https://digilibadmin.unismuh.ac.id/upload/1200-Full_Text.pdf

Irudayasamy, J. (2021, March 24). *Exploration and Exploitation of Mobile Apps for English Language*. Retrieved from https://files.eric.ed.gov/fulltext/EJ1293051.pdf

James, E. a. (2016). *Mobile Learning Apps to Support Students.* Retrieved from http://iieng.org/images/proceedings_pdf/U0616008.pdf

Johana, A., & Paola, H. (2019). *"METHODOLOGY FOR SPEAKING SKILL TO OVERCOME THE B2 LEVEL*. Retrieved from

http://dspace.unach.edu.ec/bitstream/51000/1729/1/UNACH-FCEHT-TG-IDIOMAS-000011.pdf

Karmila, N. (2020). *THE APPLICATION OF BUSUU AS MEDIA IN IMPROVING STUDENT'S PRONUNCIATION AT CLASS XII IN SMA*. Retrieved from https://digilibadmin.unismuh.ac.id/upload/10193-Full_Text.pdf

Kovacs, P., Murray, N., & Rozinaj, G. (2015). *Application of immersive technologies for education: State of the art*. Retrieved from https://ieeexplore.ieee.org/abstract/document/7359604

Kuning, D. S. (2019, May). *TECHNOLOGY IN TEACHING SPEAKING SKILL*. Retrieved from https://doi.org/10.31540/jeell.v2i1.243

Kusmaryani, W. M. (2019). *The influence of mobile applications on students' speaking skill and critical thinking in English language learning. Journal of Physics: Conference Series, 1193, 012008*. Retrieved from https://doi.org/10.1088/1742-6596/1193/1/012008

León, W. U. (2010). *Encouraging Teenagers to Improve Speaking Skills*. Retrieved from http://www.scielo.org.co/pdf/prf/v12n1/v12n1a02.pdf

M., G., & K., S. (2016). *Tic's in the development of listening and speaking skills in the English language in students of eighth, ninth and tenth year of basic education of the Technological Central Technical Institute, Quito, period 2013-2014*. Retrieved from http://www.dspace.uce.edu.ec/handle/25000/11651?mode=full

Mcgovern, E. (2018). *On the use of mobile apps in education: The impact og Digital magazines on student learning*. Retrieved from https://www.researchgate.net/publication/325418189_On_the_Use_of_Mobile_Apps_in_Education_The_Impact_of_Digital_Magazines_on_Student_Learning

Murray, A. (2019). *Competition as a Teaching Strategy*. Retrieved from https://files.eric.ed.gov/fulltext/EJ1230312.pdf

Nevarez, C. L., & Mcgovern, E. (2018). *On the Use of Mobile Apps in Education: The Impact of Digital Magazines on Student Learning*. Retrieved from https://www.researchgate.net/publication/325418189_On_the_Use_of_Mobile_Apps_in_Education_The_Impact_of_Digital_Magazines_on_Student_Learning/link/5cc7582fa6fdcc1d49b982a9/download

Nushi, M. (2021). *Speaky -Language Exchange: An App to Improve Second Language Speaking Skills (App Review)*. Retrieved from https://www.researchgate.net/publication/348339336_Speaky_-Language_Exchange_An_App_to_Improve_Second_Language_Speaking_Skills_App_Review

Ostendorf, W. (2012). *Social Spaces and Urban Policies. International Encyclopedia of Housing and Home*. Retrieved from https://www.sciencedirect.com/topics/social-sciences/quantitative-research

Pratt, M. (2019). *ICT (information and communications technology, or technologies)* . Retrieved from https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies

Richards, E. (2020, April). *Amid coronavirus, students flock to Kahoot and Duolingo*. Retrieved from https://www.usatoday.com/story/news/education/2020/04/07/coronavirus-online-learning-language-app-kahoot-duolingo-classroom-rosetta-stone/5114864002/

Sadiku, M. (2015). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hou*. Retrieved from https://revistia.org/files/articles/ejls_v1_i1_15/Lorena_Manaj.pdf

Schütz, E. (2019). *Language and Language Learning*. Retrieved from https://www.edu.gov.mb.ca/k12/cur/ela/docs/s2_framework/lang_learning.pdf

Segev, E. (2014, February 27). *Mobile learning: improve your English anytime, anywhere*. Retrieved from https://www.britishcouncil.org/voices-magazine/mobile-learning-improve-english-anytime-anywhere

Segey, H. (2015). *The Role of Technology-Based Education and Teacher Professional Development in English as a Foreign Language Classes*. Retrieved from https://www.frontiersin.org/articles/10.3389/fpsyg.2022.910315/full

Segura, A. (2013). *The importance of listening.* Retrieved from https://www.ucm.es/data/cont/docs/119-2015-03-17-

Selviana, I. (2020). *Lesson Plan Template*. Retrieved from https://pdfcoffee.com/lesson-plan-template-for-igcse-pdf-free.html

Sharma, N. (2019, June 22). *How Mobile Education Apps Are Improving Education System In The World?* Retrieved from https://elearningindustry.com/mobile-education-apps-improving-education-system-world

Simin Ghavifekr, a. W. (n.d.). *Teaching and Learning with Technology:*. Retrieved from https://files.eric.ed.gov/fulltext/EJ1105224.pdf

Srango, M. (2021). *Cake application and oral fluency*. Retrieved from https://repositorio.uta.edu.ec/handle/123456789/33987

Sunitha, R. (2020). *A study on Mobile Applications in Education* . Retrieved from http://www.iitmjanakpuri.com/iitmjournal/data/2020_Vol11_No1_it18.pdf

Tegan, G. (2021). *Exploratory Research Definition, Guide and Examples*. Retrieved from https://www.scribbr.com/methodology/exploratory-research/#:~:text=Exploratory%20research%20is%20a%20methodology,can%20be%20quantitative%20as%20well.

Torky, F. (2012). *The Effectiveness of a Task- Based Instruction program in*. Retrieved from https://files.eric.ed.gov/fulltext/ED523922.pdf

Trochim, W. M. (2022, May 26). *Qualitative Approaches.* Retrieved from
https://conjointly.com/kb/qualitative-approaches/

Yasunary, D., Bernardo, J., & Arcila, P. (2020). *Web 3.0 as a Tool to Support Distance
Education Web 3.0 as a Tool to Support Distance Education.* Retrieved from
https://www.ugr.es/~sevimeco/revistaeticanet/numero10/Articulos/Formato/artic
ulo3.pd

Zenteno, C. P. (2019, December). *Smartphone Screen Recording Apps: An Effective
Tool to Enhance Fluency in the English Language*. Retrieved from
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-
46412019000200208

Zhang. (2016). *Learning on The Fingertips: The Opportunities and*. Retrieved from
https://files.eric.ed.gov/fulltext/EJ1079047.pdf

Zhang, C. (2019). *What is skill?* Retrieved from
https://www.researchgate.net/publication/337274617_What_is_Skill

Annexes
Annex N°1 Approval

CARTA DE COMPROMISO

Ambato, 26/04/2022

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

Yo, Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Mobile apps and the speaking skill"** propuesto por la estudiante Tatiana Victoria Vayas Velastegui, portadora de la Cédula de Ciudadanía 1803805918, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

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

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMIÑO

Lic. Sarah Jacqueline Iza Pazmiño Mg.
CI. 0501741060
0984060528
sj.iza@uta.edu.ec

Annex N° 2 Pre and Post test

Name: _____ **Level:** _____ **Date:** _____

SPEAKING PRE-TEST

PET (CAMBRIDGE B1 PRELIMINARY ENGLISH TEST)

SPEAKING: PART 1

Instructions:

- **Students work in pairs**
- **Time:** 8 minutes
- Read all the instructions carefully
- **SPEAKING** part 1
  Phase 1: Students should ask and answer personal questions so they can introduce themselves and talk about themselves.
  Phase 2: Students must answer a variety of questions about hobbies, customs, experiences, tastes, etc.
- **SPEAKING** part 2, each student will have a photograph given by the teacher.
- Each student must talk about their photograph

Phase 1

Interlocutor   Good morning/afternoon/evening.
Can I have your mark sheet, please?

Hand over the mark sheets to the Assessor.

I'm ………… and this is ………… .
He/She is just going to listen to us.

What's your name? Where do you live/come from?
Thank you.

(Interlocutor asks the following questions)

Back-up prompts

Where do you work or are you a   Do you have a job?
student?   Do you study?

What do you do/study?   What job do you do?
                                        What subject do you study?

Thank you.

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

Back-up prompts

How do you get to work/school/university every day?   Do you usually travel by car? (Why/Why not?)

What did you do yesterday evening/last weekend?   Did you do anything yesterday evening/last weekend? What?

Do you think that English will be useful for you in the future? (Why/Why not?)   Will you use English in the future? (Why?/Why not?)

Tell us about the people you live with.   Do you live with friends/your family?

Thank you.

SPEAKING: PART 2

- **Talk about this photograph**

Student A: Your photograph shows **someone learning how to do something.**

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Student B: Your photograph shows **someone at home after school**

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Note: Cambridge exam

Annex N° 3 Rubric

Criteria	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
4	Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition.	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support
2	Shows sufficient control of simple grammatical forms.	Uses basic cohesive devices. Produces responses which are characterized by short phrases and frequent hesitation.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty.
1	Uses a limited range of appropriate vocabulary to talk about familiar topics	Repeats information or digresses from the topic.	The pronunciation is difficult to understand	Repeats information or digresses from the topic.
TOTAL 10				

Annex N°5 Leeson Plan templates

LESSON PLAN 1				
Teacher: Tatiana Victoria Vayas Velastegui			**Type of lesson:** PPP	
Class: Third semester "A"			**WEEK:** 1	
General objective: To assess the level of students' speaking skill using a pre-test.			**Specific Objective:** To evaluate speaking skill and their components fluency, pronunciation, and vocabulary	
Subject: English			**Group:** 32	
Materials: PET Preliminary exam				
No.	**Date**	**Time**	**Activities**	**Material/ Resources**
1	20/05/2022	5 minutes	-Teacher introduces herself and explains to students what they will be participating in. -Teacher gives general instructions for the activity.	PET Preliminary English Test
		5 minutes	-The teacher delivers the PET B1 level pre-test. -The teacher explains that they will work in pairs and each pair will have 8 minutes.	
		40 minutes	-The teacher asks students to enter their personal information in copies of the pre-test. -The students start with the pre-test PET B1 level of PET Preliminary English Test **Evidence 1** -The teacher monitors the course.	

Source: Selviana (2020)
Elaborated and adapted by: Vayas, T (2022)

Evidence 1

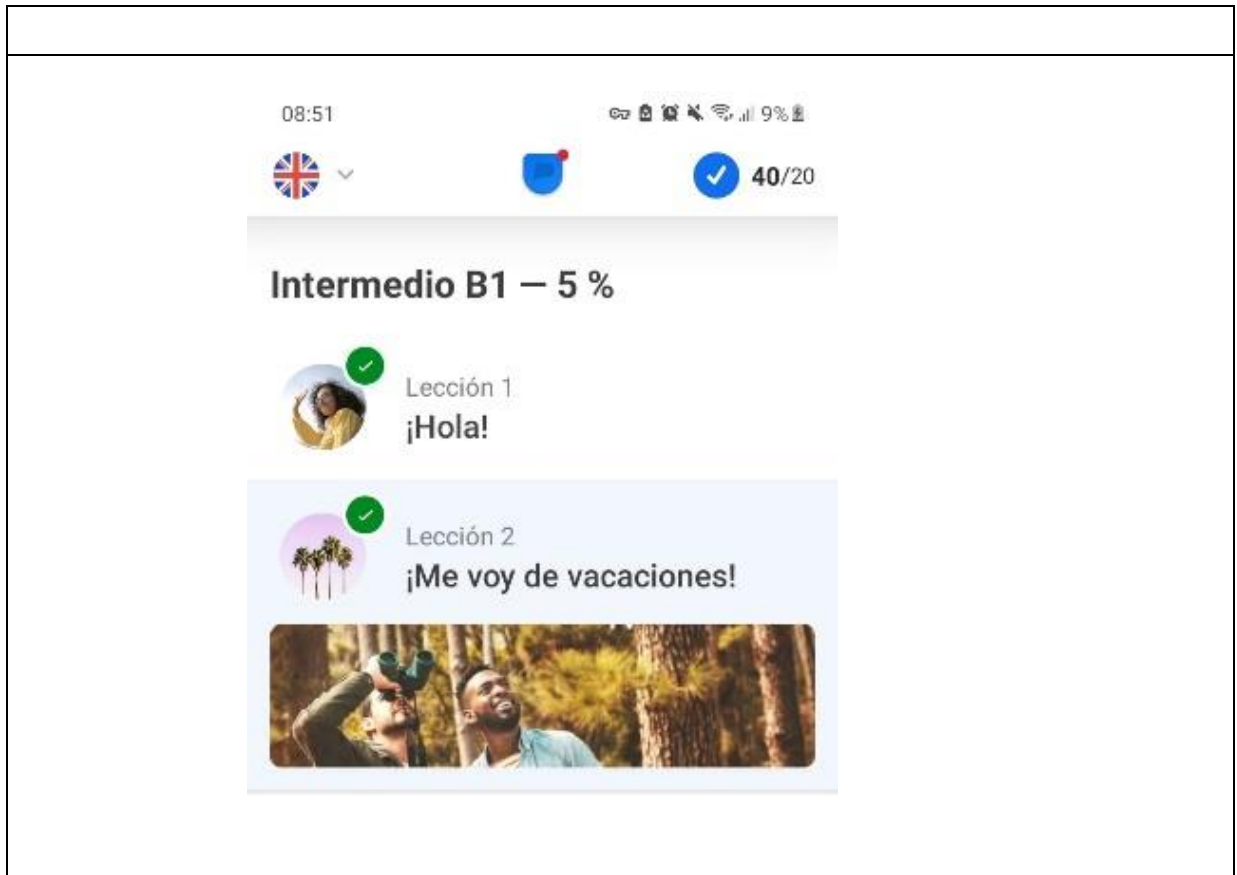**Link: P**re-test videos

Pre-test VIDEOS

LESSON PLAN 2	
Teacher: Tatiana Victoria Vayas Velastegui	**Type of lesson:** PPP
Class: Third semester "A"	**WEEK: 2**
General objective: • To introduce students Busuu app.	**Specific Objectives:** • To introduce students what is the application about and how it works • To practice the speaking skill using Busuu app
Subject: English	**Group:** 32

Materials: Busuu application

No.	Date	Time	Activities	Material/ Resources
2	27/05/2022	10 minutes	-Teacher introduces students what will be the activities what will be the activities that will be worked on in class. -Teacher introduce students Busuu application and how it works	Busuu application – student's cellphones
		20 minutes	-Students download the application The teacher explains the activities that students must develop in the first lesson according Busuu app. -Students work in the activities. **Evidence 2** -During this class, the **pronunciation** subskill will be worked on and practiced with lesson number 1. This lesson contains audio phrases about how to introduce your personal information. Students will listen and repeat each phrase with the correct pronunciation.	
		20 minutes	-The teacher explains the next activities that students must develop according Busuu app. -The teacher explain students the homework for the next class.	

Source: Selviana (2020)

Elaborated and adapted by: Vayas, T (2022)

Evidence 2

LESSON PLAN 3

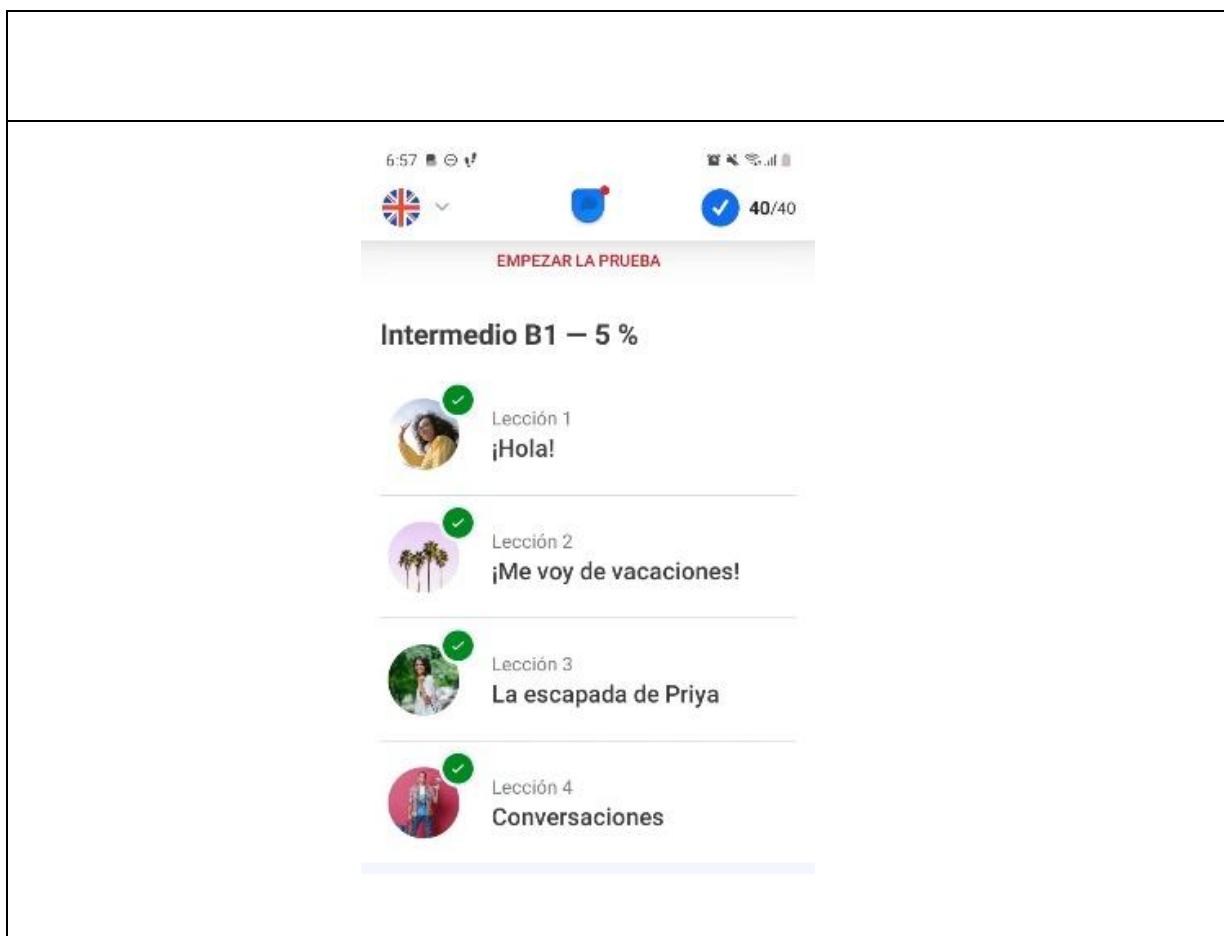| **Teacher:** Tatiana Victoria Vayas Velastegui	**Type of lesson:** PPP
Class: Third semester "A"	**WEEK: 3**
General objective: To use Busuu app and interact with different topics and vocabulary	**Specific Objectives:** • To introduce students what is the application about and how it works • To practice the speaking skill using Busuu app
Subject: English	**Group:** 32

Materials: Busuu application – cellphones

No.	Date	Time	Activities	Material/ Resources
3	03/06/2022	10 minutes	**Warm up: S**tudents must answer to some questions about travelling -Teacher introduces students what will be the activities what will be the activities that will be worked on in class.	Busuu app – student's cellphones
		20 minutes	-Teacher introduce students the topic according to the lesson -The teacher explains the activities that students must develop in lessons 4 and 5 and sixth lesson according Busuu app. **<u>Evidence 3</u>** -Students work in the activities -During this intervention the **rhythm** subskill will be practiced, these lessons that will be worked on contain phrases with a specific rhythm according to the situation or topic. The students will have to repeat and use the phrases during the intervention.	
		20 minutes	-The teacher explains the next activities that students must develop according Busuu app. Lesson 6 -The teacher explains students the homework for the next class. Lesson 7	

Source: Selviana (2020)
Elaborated and adapted by: Vayas, T (2022)

Evidence 3

<table>
<tr><td colspan="6" style="text-align:center">LESSON PLAN 4</td></tr>
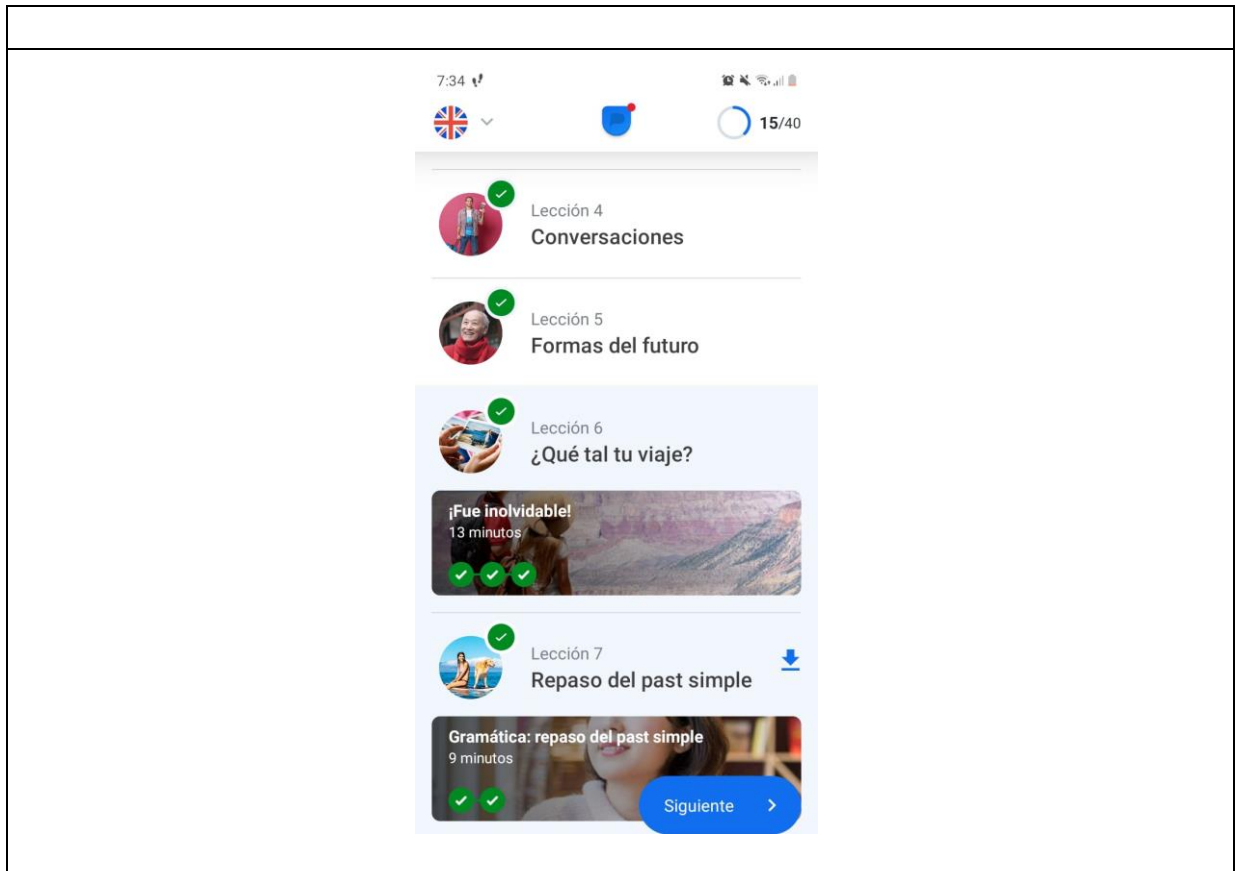<tr><td colspan="3">Teacher: Tatiana Victoria Vayas Velastegui</td><td colspan="3">Type of lesson: PPP</td></tr>
<tr><td colspan="3">Class: Third semester "A"</td><td colspan="3">WEEK: 4</td></tr>
<tr><td colspan="3">General objective:
• To use Busuu app and interact with different topics and vocabulary.</td><td colspan="3">Specific Objectives:
• To apply the vocabulary that is used in everyday life
• To practice the speaking skill using Busuu app</td></tr>
<tr><td colspan="3">Subject: English</td><td colspan="3">Group: 32</td></tr>
<tr><td colspan="6">Materials: Busuu application – cellphones</td></tr>
</table>

No.	Date	Time	Activities		Material/ Resources
4	10/06/2022	10 minutes	**Warm up:** -Students answer some questions about what to do when your are new in a place **-**Teacher introduces students what will be the activities what will be the activities that will be worked on in class.		Busuu app – student's cellphones- markers – whiteboard
		20 minutes	-Teacher introduce students the topic according to the lesson -The teacher explains the activities that students must develop in lessons 6 and 7 according Busuu app. -The teacher solve student's questions -The teacher and students complete the activities at the same time -In this intervention, **intonation** will be practiced. These lessons contain questions and normal sentences with specific grammar. Students must listen and repeat the sentence or questions with the correct intonation.		
		20 minutes	-The teacher explains the next activities that students must develop according Busuu app. Finish lesson 7 -The teacher explains students the homework for the next class Lesson 8 -The teacher ask students if they have questions		

Source: Selviana (2020)
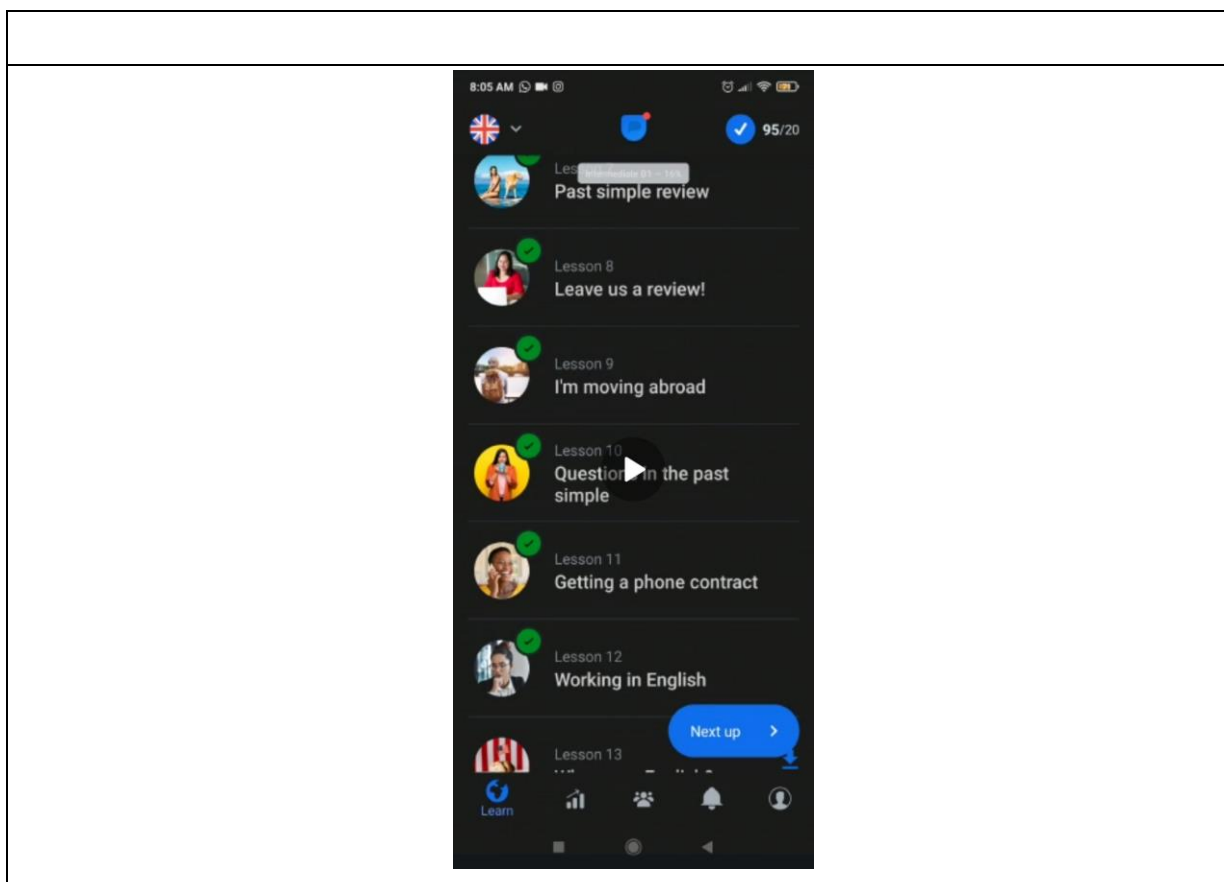
Elaborated and adapted by: Vayas, T (2022)

Evidence 4

LESSON PLAN 5

Teacher: Tatiana Victoria Vayas Velastegui	**Type of lesson:** PPP
Class: Third semester "A"	**WEEK:** 5
General objective: • To use Busuu app and interact with different topics and vocabulary.	**Specific Objectives:** • To apply the vocabulary that is used in everyday life • To practice the speaking skill using Busuu app
Subject: English	**Group:** 34
Materials: Busuu application – cellphones	

No.	Date	Time	Activities	Material/ Resources
5	17/06/2022	5 minutes	**Warm up:** Students must share ideas about how is working in different countries **-**Teacher introduces students what will be the activities what will be the activities that will be worked on in class.	Busuu app – student's cellphones- markers – whiteboard
		25 minutes	-Teacher introduce students the topic according to the lesson -The teacher explains the activities that students must develop in lessons 8 and 9 according Busuu app. -Students work in the activities --During this class, the **pronunciation** subskill will be worked on and practiced. This lesson contains useful audio phrases in different contexts. Students will listen and repeat each phrase with the correct pronunciation.	
		20 minutes	-The teacher explains the next activities that students must develop according Busuu app. Lesson 10 -The teacher explains students the homework for the next class.	

Source: Selviana (2020)

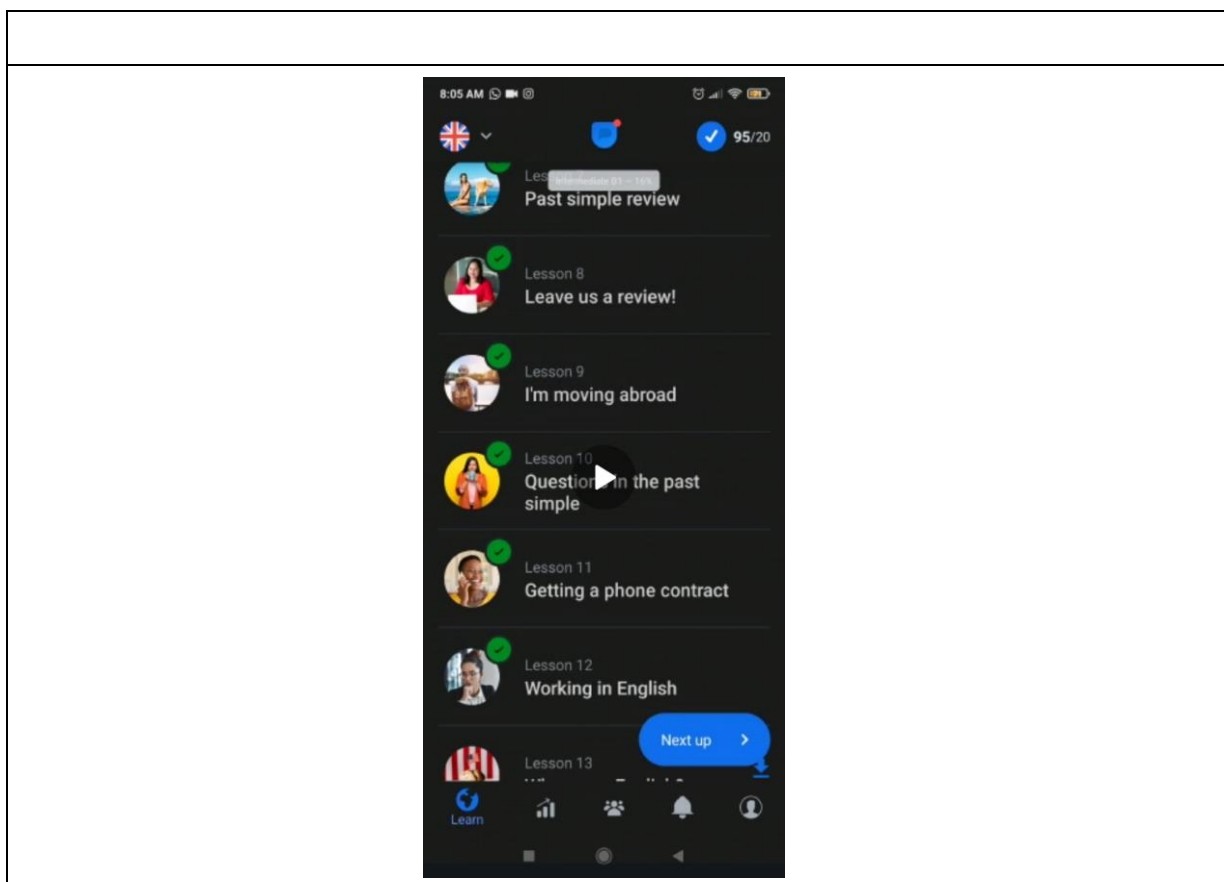Elaborated and adapted by: Vayas, T (2022)

Evidence 5

LESSON PLAN 6

Teacher: Tatiana Victoria Vayas Velastegui	**Type of lesson:** PPP
Class: Third semester "A"	**WEEK: 6**
General objective: • To use Busuu app and interact with different topics and vocabulary.	**Specific Objectives:** • To apply the vocabulary that is used in everyday life • To practice the speaking skill using Busuu app
Subject: English	**Group:** 34
Materials: : PET Preliminary exam	

No.	Date	Time	Activities	Material/ Resources
6	24/06/2022	5 minutes	**Warm up:** Students must share ideas about tips to have a good interview	Busuu app – student's cellphones- markers – whiteboard
		30 minutes	-Teacher introduces students what will be the activities what will be the activities that will be worked on in class. -The teacher explains the activities that students must develop in lessons 11 and 12 according Busuu app. -Students work in the activities. -In this intervention, intonation will be practiced. These lessons contain questions and normal sentences with specific grammar. Students must listen and repeat the sentences, questions and also phrases with the correct intonation.	
		15 minutes	-The teacher explains the next activities that students must develop according Busuu app. Lesson 18 -The teacher explains students the homework for the next class.	

Source: Selviana (2020)

Elaborated and adapted by: Vayas, T (2022)

Evidence 6

LESSON PLAN 7				
Teacher: Tatiana Victoria Vayas Velastegui			**Type of lesson:** PPP	
Class: Third semester "A"			**WEEK:** 7	
General objective: • To identify the student's progress in the speaking skill with the seven interventions using Busuu app.			**Specific Objectives:** • To evaluate speaking skill and their components fluency, pronunciation, and vocabulary	
Subject: English			**Group:** 34	
Materials: : PET Preliminary exam				

No.	Date	Time	Activities	Material/ Resources
7	01/07/2022	5 minutes	**Warm up:** Students will tie a scarf around their neck and then untie it and pass it to their other partner as soon as possible, the music will stop and the student who keeps the scarf must answer a question	Busuu app – student's cellphones-markers – whiteboard
		30 minutes	- The teacher explains the activities that students must develop in the class. -The teacher makes sure that the students understand the activities. -The teacher explains that they will work in pairs and each pair will have 8 minutes.	
		15 minutes	-The teacher asks students to enter their personal information in copies of the pre-test. -The students start with the post-test PET B1 level of PET Preliminary English Test -The teacher monitors the course.	

Source: Selviana (2020)

Elaborated and adapted by: Vayas, T (2022)

Evidence 7

Link: Post test videos Post-test videos

Curiginal

AnnexN°6
Urkund report

Document Information

Analyzed document	THEORETICAL FRAMEWORK.docx (D141711035)
Submitted	2022-07-04 17:36:00
Submitted by	
Submitter email	tatyvayas@gmail.com
Similarity	1%
Analysis address	albaphernandezf.uta@analysis.urkund.com

Sources included in the report

UNIVERSIDAD TECNICA DE AMBATO / DISEÑO DE PROYECTO.pdf

SA
Document DISEÑO DE PROYECTO.pdf (D111265927)
Submitted by: tvayas5918@uta.edu.ec
Receiver: deadv.pved.02.uta@analysis.urkund.com

CHAPTER II Carlos Muñoz 1 13 2016.docx
1

SA
Document CHAPTER II Carlos Muñoz 1 13 2016.docx (D17215727)

Entire Document

CHAPTER I.
THEORETICAL FRAMEWORK
1.1 Investigative Background
The information presented in the background of this research has been taken from different academic resources, articles, books, and monographs that served for the development of the two variables. All these articles contained current information that is related to the topic. It is important to emphasize that all these resources mentioned above contain essential information to progress. Ameri CITATION Mar20 \n \t \l 12298 (2020) stated in the study "The Use of Mobile Apps in Learning English Language" that the current study set out to investigate how mobile apps influence the speakingskill" and to do this research a sample of 35 B1 students were selected. A pre-test and post-test according to PET Preliminary English test were applied as instruments in this study. Also, the number of interventions helped to the progress of all the candidates, the participants were evaluated just in one group so the teacher could notice the progress of students according to the pre-test at the beginning and the post-test at the end. The results obtained were first a fairly good progress with the teacher's interventions. According to the techniques and strategies used by the teacher, the participants were able to improve their oral expression. Many opportunities were provided for the participants to use their skills in different contexts and their progress could be observed during this study. In conclusion, the good use of mobile applications in the classroom helps students improve several of their skills and a notable improvement was observed compared to the pre-test in which the results were not very good. The educational environment has been highly benefited from the use of technological devices. However, the use of the aforementioned devices was used in a limitedway, and for this reason no significant progress has been seen in the learning process.

https://secure.ouriginal.com/view/135224648-621735-792489#/details/findings/matches/14

Firmado electrónicamente por:
ALBA PAULINA HERNANDEZ FREIRE

55