# UNIVERSIDAD TÉCNICA DE AMBATO




## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

## MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Tema:** **"EDUCATIONAL APPS AND THE ENGLISH ORAL PRODUCTION"**

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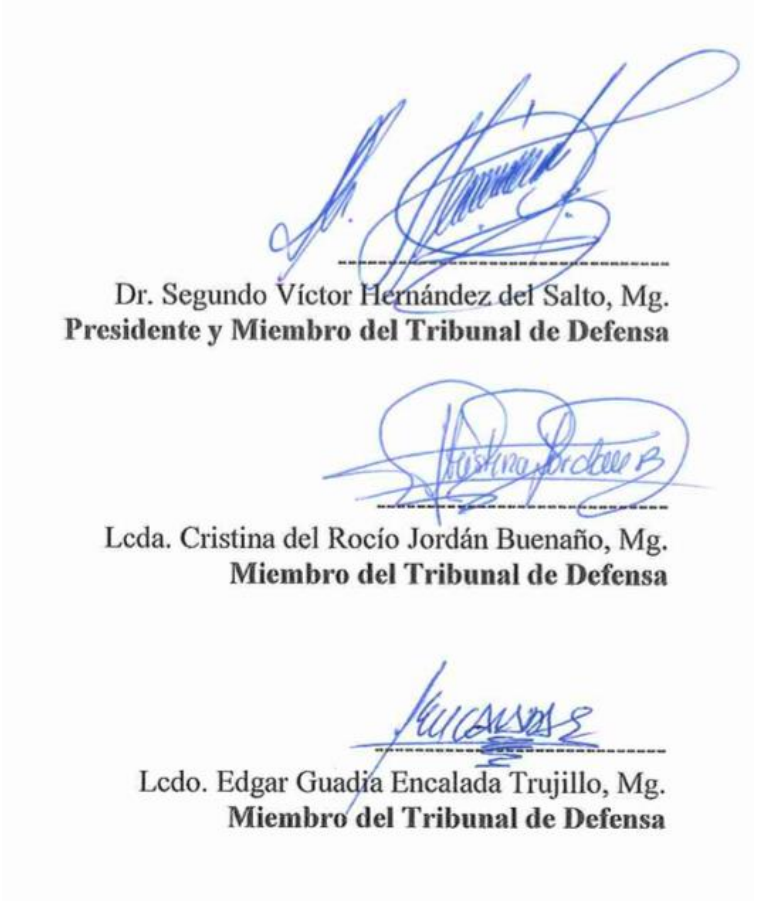
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*To God, because with his support, my academic, personal, and spiritual goalshave had a successful beginning and a successful end. To the teachers at the Technical Universityof Ambato who worked diligently to helped me to grow into a good human and professional being.*

*To my dear and valued teacher Mg. Ruth Infante, a thousand thanks for your experience, time, and brotherly affection, qualities of a good human being who knewhow to drive me properly during the realization of this work.*

***Enma***

## DEDICATORIA

*To my eternal life teacher, my grandfather Segundo, who after hisdeath taught me strength and courageto face life, and to my grandmother Teresita, who helps me enjoy the present through her love.*

*To my loved and respected parents, Lourdes and Adolfo, who have fed myjoy with positive words during thisstage. They are the pillars that support every step of my life.*

*To my siblings, Leo and Lourdes. Their words, accompanied by actions,penetrated the depths of my heart with daily examples of self- improvement and humility.*

***Enma***

**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS**

**TEMA:**

**"EDUCATIONAL APPS AND THE ENGLISH ORAL PRODUCTION"**

**AUTORA:** Licenciada Enma Susna Tualombo Chamba

**DIRECTORA:** Licenciada Ruth Elizabeth Infante Paredes Magíster

**LÍNEA DE INVESTIGACIÓN:** Proceso de Enseñanza y Aprendizaje.

**FECHA:** Marzo 29, 2023

## RESUMEN EJECUTIVO

Las aplicaciones educativas actualmente se han convertido en una herramienta muy necesaria para el aprendizaje de una lengua, en este caso el inglés y sobre todo su producción oral. El objetivo de esta investigación fue establecer la relación entre la producción oral en inglés mediante el uso de aplicaciones educativas. La población estuvo conformada por 28 estudiantes que formaron parte del grupo experimental y 27 estudiantes que formaron parte del grupo control. Los sujetos del estudio fueron los estudiantes de cuarto año C y D de la Unidad Educativa Saint Dominic School. El enfoque de la investigación fue cuantitativa, experimental porque se tuvo dos grupos con los cuales se trabajó, bibliográfica y de campo. Los instrumentos que se utilizaron fueron un test y un cuestionario de Cambridge con su respectiva rubrica. Para procesar los datos se utilizó la prueba paramétrica de Spearman. Los resultados de la investigación mostraron que las aplicaciones educativas como ayudaron a mejorar la producción oral de los estudiantes. Una vez que se terminó la investigación se pudo determinar que las aplicaciones funcionaron de forma conjunta puesto que todas se enfocaban en un punto especifico al final tres apps resaltaron más en su funcionamiento (**Learn English playing, Pili pop English y Lingokids**) como son la gramática y vocabulario, la interacción y la producción. La conclusión del estudio que se llevó a cabo mediante el uso de las aplicaciones educativas fue efectivo porque la producción oral de los estudiantes mejoró notablemente.

**Palabras clave**: Aplicaciones educativas, Gramática y Vocabulario, Learn English Playing, Lingokids, Pili Pop English, Producción oral, Pronunciación.

**UNIVERSIDAD TÉCNICA DE AMBATO**
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
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**"EDUCATIONAL APPS AND THE ENGLISH ORAL PRODUCTION"**

**AUTHOR:** Licenciada Enma Susana Tualombo Chamba

**DIRECTED BY:** Licenciada Ruth Elizabeth Infante Paredes Magíster

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## EXECUTIVE SUMMARY

Educational applications have currently become a very necessary tool for learning a language, in this case the English Language and especially its oral production. The objective of this research was to establish the relationship between oral production in English through the use of educational applications. The population consisted of 28 students who were part of the experimental group and 27 students who were part of the control group. The subjects of the study were fourth-year students C and D of the Unidad Educativa Santo Domingo. The research approach was quantitative, experimental because there were two groups with which the author worked, bibliographic and field. The instruments that were used were a test and a Cambridge questionnaire with their respective rubric. To process the data, Spearman's parametric test was used. The results of the research showed that educational applications helped to improve the oral production of students. Once the investigation was completed, it was possible to determine that the applications worked together since they all focused on a specific point. At the end, three apps stood out more in their operation (**Learn English playing, Pili pop English and Lingokids**) such as grammar. and vocabulary, interaction and production. The conclusion of the study that was carried out through the use of educational applications was effective because the oral production of the students improved remarkably.

**Keywords:** Educational applications, Grammar and Vocabulary, Learn English Playing, Lingokids, Pili Pop English, Oral production, Pronunciation

# CHAPTER I: PROBLEM STATEMENT

## 1.1 INTRODUCTION

This research work entitled **"TASK-BASED LEARNING AND THE ENGLISH SPEAKING SKILL IN STUDENTS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO"** has as primary target to analyze the connection between these two factors. It gives applicable data connected with Task-Based Learning stages, its parts, sorts of assignments and the speaking sub-skills. This exploration was completed on the grounds that it was recognized that there was a restricted connection among students during English classes. Besides, tasks created in class did not have an open reason. This issue prompts have an incapable correspondence involving English as a foreign language.

This study comprised in a field-exploratory examination because of the reality Task-Based Learning was applied to a particular gathering of students meaning to work on their oral production. It had a quantitative methodology. The instruments utilized for this research were a pre-test and post-test. It was exceptionally rousing to foster this study since it permitted the researcher to recognize the primary drivers why there is a low level of the English-speaking skill. Then, to execute Task-Based Learning as a potential answer for this problematic circumstance. Moreover, it was satisfying to see how learners worked on their oral production.

This research work added to have an outline of the new methodologies that could be executed in class. Besides, its improvement was critical in this manner and may be utilized as a reason for future examinations. The examination of the English language has become one of the main subjects for students in most of instructive foundations around the world. It has likewise turned into an urgent method for correspondence for people in different fields of information, as well as in the progression of equipped and monetary elements. Communication is a fundamental part of human social connection.

People can do nothing without it. If a person wants to do something, he or she ought to cooperate and have the option to arrange importance to do so and accomplish an objective. These days, it is basic to have the option to communicate with others paying little heed to where you are. Individuals all around the world require English as a foreign language, and one of the significant issues is the low degree of English-speaking skill. To accomplish a level A1 to C2, the Common European

Framework (CEFR) has normalized the boundaries that a student should meet. Most nations with an alternate first language show English as a foreign Language. For instance, in Europe, English is one of the subjects canvassed in the school educational program.

Students realize this language in the classroom as a mandatory subject since communication in English with people from adjoining countries is fundamental. Nonetheless, language learning results are not true to form since there is some of the time a low degree of oral production, so communication cannot produce results precisely. In spite of this, European learners have a great place of residing where they should communicate with local English speakers and have a method for reinforcing their language skills. English is also taught as a foreign language in Latin America because people believe it is crucial at the Education level. After all, it is used for various purposes around the world.

Its significance extends beyond the requirement of learning a second language as part of the curriculum. It is significant because it allows learners to broaden their worldview and look for the many possibilities that a bilingual speaker may have. However, according to with English Proficiency Index (EF EPI) fourth Edition, some Latin American countries, including Bolivia, Brazil, Venezuela, Panamá, Ecuador, and many others, have difficulty with the English learning process since students are unable to interact efficiently. This study demonstrates that the issue is not a lack of interest among students in learning English because some take extra lessons. The problem arises because the methodology used during classes is insufficient, and as a result, students' English-speaking skills are weak.

Ecuador is ranked 90th out of 112 countries in terms of English proficiency according to the English Proficiency Index 2021. It indicates that our country has a low English language Proficiency. The English Language has been taught in our nation for a long time. Language teachers improve English language skills and knowledge, particularly oral production, because it is an essential and indispensable skill. Teachers work hard and diligently to help students talk fluently and adequately in every classroom. Moreover, communication is a severe issue because pupils are ill-prepared to accomplish speaking activities or even converse with others about an essential topic.

The Ecuadorian government has searched for methods and strategies that teachers can use in classrooms to improve students' abilities. Content Language Learning, which promotes the learning of a subject in the English language, is one of the techniques that authorities have promoted for the

English teaching process. The Communicative Approach, which focuses on the use of language for communication purposes, is another academic trend being implemented in Ecuadorian classrooms. Despite these efforts, the issue remains: students' ability to communicate in English is unsatisfactory. The English Language is taught from the beginning levels in primary school up to the highest educational levels at university campuses.

The Unidad Educativa Particular Saint Dominic School is one of our largest and most significant educational institutions in our country, particularly in Quito at Valle de Los Chillos. This institution also has a low level of oral production due to tasks performed in the language class being sometimes unsuitable or opportunities for using the authentic language being limited. Most of the time, they lack communication and social purpose because the emphasis is on the form of language rather than its use. This problem results in inadequate communication when using English as a foreign language.

## 1.2 JUSTIFICATION

This study project was created with the goal of examining how Educational Apps improve English Oral Production. It is significant because English instructors want to stay up to speed on new subjects that could be beneficial in their lectures. Educational Apps are one of the latest methods being used to teach English in a communicative manner, which has assisted students in improving their English Oral Production. There are several researches which show the great importance in the educational field, that is why the author wants to use these tools to improve the oral production and at the end proves if students could master it. So it works will serve as a source tool for future researches.

The study is **significant** because it pushed English instructors to reconsider their attitudes about new language tool trends while also providing them with a foundation for understanding how Educational Apps may be used in the language classroom. In addition, students must integrate concretely the idea of assessment patterns for the development of critical thinking to facilitate their learning process, which justifies the requirement to use the Quizizz platform for the evaluation process of the past tense. The authorities and other teachers are supportive of the project and are willing to be transparent, which makes it possible for the researcher to gather the data needed in the institution through observation and the execution of a pedagogical intervention.

Furthermore, this research has a high grade of feasibility due to all the necessary resources and materials are coordinated. Besides of that, Unidad Educativa Saint Dominic School supports the development of this research. Its **impact** is educational because this research project pretends to solve the problem of the low level of English Oral Production that students face along the learning process. For this reason the author provides a list of some apps which considers will serve as a source of improvement in the oral production, the results will show and prove if these methodology help students with their problems, everything based on their needs.

It is appropriate to develop this research because through this, it was possible to enhance the English Oral Production and consequently students were able to communicate in any social context. This study is **original** because there are not enough studies about this topic at Unidad Educativa Saint Dominic School. In addition, these apps founded on the idea for fostering critical thinking, making the research innovative because it has never been utilized before. As a result, it is anticipated that the impact will be to inspire students, encourage introspective examination, and develop solutions to common issues with language learning.

This study **benefitted** students and instructors at Unidad Educativa Saint Dominic School by assisting them in fostering English Oral Production and using English in a communicative manner. Furthermore, when conversing with their peers, pupils significantly improved their performance. This project is being done in response to the students' demand and their improvement in the English Oral production by using Educational Apps. Students in their basic education will directly benefit since they will learn while having fun. Teachers will experience the same thing because of the use of Educational Apps which have enjoyable activities that lessen indifference and rejection toward any subject.

## 1.3 OBJECTIVES

### 1.3.1 GENERAL OBJECTIVE

- To determine the influence of the Educational Apps to improve theOral Production on students from 4th (C-D) years of basic education at Unidad Educativa Saint Dominic School.

### 1.3.2 SPECIFIC OBJECTIVE

- To determine the educational apps which will be used for developing student's oral production.
- To evaluate the level of English oral production by using the Cambridge test.
- To propose Educational Apps to improve English Oral Production

## CHAPTER II THEORETICAL FRAMEWORK

### 2.1 RESEARCH BACKGROUND

Several previous works were considered for the current study, which served as the foundation for an analysis of the use of Educational Apps and the English Oral Production. It is important to note that the selected documents contain themes similar to this work, which was completed by professional graduates, the digital files of whom are freely accessible in their institution's digital repository. Regarding the importance of using educational apps to improve English oral production, the following researches state how the implementation of some apps were and played an important role in national, international, and in specific classroom environments.

Haryadi, S & Aprianoto (2020), The purpose of this research was to see whether incorporating the English Pronunciation app (Busu) into a pronunciation lesson at Mandalika University of Education (UNDIKMA) might boost student involvement and self-learning. The quasi-qualitative design was used in this investigation. This study included 48 first-year English department students, aged 19 to 21, from two learning groups. Each group, A and B, was made up of 24 pupils. The study's findings include that the English Pronunciation app into pronunciation instruction boosted students' involvement (engagement, attitude, and conduct). Furthermore, the app had a favorable impact on the formation of autonomous learning for a large number of pupils.

González (2012), This study is part of a wider effort that looks at some of the most popular iPhone applications for learning English pronunciation (speakpipe). It provides a critical evaluation of the strengths and limitations of iPhone apps designed to improve the user's English pronunciation autonomously, informed by the literature on pronunciation teaching/acquisition, Computer Assisted Pronunciation Teaching (CAPT), Computer Assisted Language Learning (CALL), and Mobile-learning (M-learning). The article highlights feedback as one of the key constraints of current applications, while also noting that these restrictions might be readily addressed with existing technologies. It also suggests potential paths for the development of iPhone applications for pronunciation training that have hitherto been overlooked, such as the teaching of suprasegmental elements or communicative practice.

Liu & He (2014), said that the proliferation of apps and the popularity of mobile technology, Chinese college students may utilize mobile applications to enhance their English skills. According to the findings, the new learning technique is beneficial for college students to improve their English by utilizing hello talk. Undergraduates are eager to use apps to study English using a self-regulated learning approach rather than a conventional one. Some applications that are appropriate for college students are given. Based on our results, the authors provide practical instructional ways for college students to study English independently.

"Teaching pronunciation using experiential learning and pronunciation app duolingo," was conducted by (Martínez, 2016). The major goal, according to the author, is to improve the student's pronunciation by experimenting with novel ways. The strategy was mixed since it examined and presented the outcomes using questionnaires and surveys designed by the author that included the recommended pronunciation approaches. The research population consisted of 32 pupils from the "Luigi Pirandello" school's course 6A. The findings established that pronunciation strategies enhance teaching pronunciation, with an increase from 2.18 to 3.70 demonstrating a development of 30.4% in the students' pronunciation and increases in sub-skills such as vocabulary, grammar, fluency, and understanding.

Azevedo (2017), argued that digital technologies have aided in developing a new method of information exchange. This is especially important in English language education if it is seen as a means of increasing connectedness and enabling people to effect good social change. Given those educational institutions all over the globe have steadily adopted effective creative practices into their teaching sessions, the purpose of this study is to discuss Education 3.0 and the use of educational tools lingokids in EFL classrooms in a school in the south of Brazil. In terms of application, the article provides some examples of technical tools and current actual projects that use various sorts of technology, such as Osmo, smartphones, QR codes, apps, and so on.

Hirsh-Pasek (2015), said that children are immersed in a massive, unplanned experiment surrounded by digital devices that were not accessible even five years ago. The release of programs ("apps") for tablets and smartphones is the pinnacle of this surge. However, there aren't enough time, money, or resources to assess every software that hits the market. Thus, "educational" apps—the number of which reached 80,000 in Apple's App Store as of January 2015 (Apple, 2015) are mainly unlicensed and untested. This article provides a framework for evaluating the potential educational value of existing and future applications.

A study paper was discovered at the Universidad Técnica de Ambato's digital archive. The main goal of the project, which was developed by (Nuñez & Mike, 2020), with the theme "English pronunciation IPA mobile app in the English pronunciation," was to determine the relationship between the mobile app (pili pop English) and the English pronunciation of third-level students of the "CTT de los Andes" language center, with 30 participants involved. The following findings were reached: There is a direct association between the mobile app and the students' English pronunciation, Theoretical underpinnings justify the use of technology to aid language acquisition and The English pronunciation IPA app assisted the experimental group's pronunciation.

In another degree work by (Ramos & Diego, 2018) titled "Quality of evaluation of PTS (pronunciation training software) and the intention to use technology among English teachers from Ambato technical university," the PTS (pronunciation training software) is analyzed and evaluated as a tool to improve students' oral English skills, with the goal of identifying the validity of this software as an applicable tool within the teaching and learning process of the ESL. The investigation's findings resulted in the following conclusions: Because technology impacts students' learning, the validity of pronunciation training software is reliable. PTS are technical tools that stimulate students to self-learn. The usage of PTS must be regulated and directed by the instructor for the students' development to be right.

(Unda & Yesenia, 2018) presented the project focused on investigating M-learning applications in the development of oral output (speakpipe) of the English language in students of the third senior at Amazonas High School. The project's overarching goal was to examine the role of M-learning apps (mobile learning apps) on the development of oral output using a descriptive method study. The signs were as follows: an English conversation practice app, smartphones, interaction with portable

technology, information generation, and grammatical competence. In the research process, the researcher employed the quantitative and qualitative strategy, the model was field and documentary, and the degree of the study was a descriptive inquiry.

This is a social, educational endeavor. The researcher used the observation method and the checklist instrument to gather data. The results showed that daily learns English through the applications Talk English standard. In English Conversation practice, the researchers concluded that students always use the applications in classes, which have a broad software based on technique, interact, learn vocabulary, and grammatical structures with the application. Thus, these applications are very appealing and exciting for the students in the oral production of the English language. Consequently, the teacher may utilize these apps as a curricular tool in the classroom to teach and learn English.

Also, students continue to practice these applications in classrooms and in many areas where students are to get a better result in speech output (voice spice) during the academic year 2014 – 2015". The author of this project used a field and predictive research with a quantitative design. A test was used as a technique and a questionnaire as an instrument. The main finding was "Task - Based Learning Method has improved students English speaking skill in the 20 % from the first time the author uses it in the class". The previous study works provide a strong foundation for this inquiry since they are all concerned with how Educational Apps improve English Oral Production.

Taking these results into account, it is clear that Educational Apps assist learners in improving their oral output. Because the exercises performed in this technique generate meaningful learning, this methodology helps to improve their capacity to communicate. Furthermore, the student's drive and interest in learning, as well as his or her communication abilities, were promoted. It has been shown that Educational Apps promote student learning by assisting them in overcoming fear and speaking eloquently. This enhanced the pupils' vocabulary, grammar, pronunciation, fluency, and, as a result, their capacity to communicate with others.

## 2.2 THEOREICAL FRAMEWORK

### 2.2.1 INDEPENDENT VARIABLE

#### 2.2.1.1 TICs

English is without a doubt one of the most significant worldwide languages in the world today. It is the most frequently used language in science and technology, business and commerce, politics, and the arts. It is estimated that over 1.5 billion individuals globally (20% of the global population) are studying English now. English, like the Internet, is a necessary tool for future generations to consider as global citizens. As a result, English is already part of the official curriculum from school to higher education in many nations, such as Ecuador. As a result of the globalization trend, there are several reasons to study English and other foreign languages nowadays (Crystal, 2003).

One of these factors is the acknowledgment of English as a lingua franca since it is the language most utilized for face-to-face or virtual contact and engagement with other nations to build cultural and economic linkages. TICs are defined as a collection of services, networks, software, and devices designed to manage information and send it from one location to another at incredible speeds, making it a useful tool for improving communicative quality, expanding information, and learning about new services in order to compete in a globalized world (Cacheiro & Luz, 2011).

**TICs in the educational system**

Education has always been a component of cultural enrichment in civilization, and this is even more true now, with the emergence of technology that optimizes the educational field, allowing access to a large amount of didactic and information that promotes significant learning through the use of digital educational content (Juárez, Mengual, Vercher, & Peydró, 2013). Furthermore, from a constructivist standpoint, Tics enable teachers to acquire theoretical foundations and operational skills to integrate new technologies into the curriculum, analyzing the modifications referring to content, methodology, evaluation, and more. Thus broaden their vision to the technological world that becomes specific in the teaching-learning process (Regueiro & Saenz, 2015). Tics are very useful in society in various ways, most notably in the four areas listed below.

**Immateriality.** With the usage of Tics, information that was formerly subject to a physical medium becomes unimportant since digitalization allows for the instant storing of endless data in USB memories, DVDs, memory cards, and CDs.

**Instantaneity.** Tics enable the acquisition of relevant information, the establishment of quick communication, the saving of time, and the breaking down of barriers even when the original source is thus far away.

**Interactivity.** Information and communication technologies enable bidirectional communication, that is, social contact or reciprocal communication between persons or groups in real time, independent of geography.

**Tasks are automated.** It is possible to do automated tasks in computers and mobile phones with complete safety and efficiency using Tics. As a consequence, there are intriguing specialist programs available, such as online master's degrees in education

**The benefits and drawbacks of TICs.**

Technology is a tool that has become indispensable in practically every aspect of life, particularly in education, since students have access to a wealth of knowledge and tactics that they value and support self-learning through the Internet (Escribano & Marinez, 2015). However, it is critical to highlight both its good and bad aspects. Tics are instruments that stimulate interaction between subject-machine-subject in order to promote access to the flow of knowledge and information in order to empower and develop a person's educational and cognitive features. Students that participate in new activities have a significant advantage.

On the other side, the negatives of the Tics revolution may be seen in some areas, such as the pupils' addiction and usage of the same ones. For example, if a student is used to looking up the meanings of terms in an online dictionary, he may have difficulty when he is unable to access the Internet and has rely on a physical dictionary. Technology is the result of practices of various conceptions and educational theories, for the resolution of a wide range of problems, and it should be considered significantly within the classroom not only because it helps to improve the level of understanding, but also because Information and communication Technologies allow for the activation of psychic processes such as attention and motivation in a high percentage of students.

#### 2.2.1.2 Educational Technology

Speaking about new uses of information and communication technology, they have enhanced services and access in many sectors of society, including health care, education, media, and governance. The goal of this revolution is to provide chances for everyone. Education has always been a source of cultural enrichment for humanity, and this is even more true now with the advent of technology that optimizes the educational sector. As a result, teachers must understand the significance of using educational technology in the teaching-learning process, enabling them to be a part of the new educational modality that emerges more practically and straightforwardly.

Educational technology has a wide range of applications in society, but it is most useful in the four major categories listed below. Technology has become an invaluable instrument in practically all aspects of life, particularly in education, since instructors and students have access to a wealth of knowledge and tactics that stimulate and support self-learning through the Internet network. However, it is critical to highlight both its good and bad aspects. As a result, educational technology contains instruments that stimulate a person-machine connection and ease access to information in order to develop educational and cognitive features (Martinez, 2010).

On the other hand, the downsides of educational technology may be seen in specific areas, such as the dependency on the same ones that students demonstrate with their addiction and usage. To give an example, if a student is asked to look up the meanings of words in an online dictionary, he will encounter a problem if he does not have access to the Internet and is forced to rely on a manual dictionary; many emotional factors are implicit, his state will be affected, and their academic performance will suffer as a result.

### 2.2.1.3 Mobil Assistant Learning

Teaching is a collaborative endeavor between the instructor and the learner. Then it is possible to specify that the assistance provided by a mobile assistant learning to teach the user is vital. As a result, the media must be employed by educators and be of genuine benefit to learners in the development of didactic processes, interaction, and specialized abilities. Mobile assistant learning is one of the resources with great educational potential since the information is audiovisual and interactive, which helps students to acquire meaning (Sevillano, 2004).

On the other hand, the issues that arise in the educational environment are regulated by each country's educational system, which has a distinct curriculum as a pedagogical tool to satisfy the students' expectations and capabilities. Furthermore, from a constructivist standpoint, mobile assistance learning allows teachers to acquire theoretical foundations and operational skills to integrate new technologies into the curriculum, analyzing changes to the content, methodology, evaluation, and so on, and thus broaden their vision to the technological world, which becomes a natural ally in the teaching-learning process (Saenz, 2014).

Mobil assistance learning is the result of different academic theories' processes. It is widely used in the classroom to improve students' comprehension because information and communication activate psychic processes such as attention and motivation in a high percentage of students (Del Toro, 2011). It was discovered that instructors are driven to seek ways to enhance education by investigating educational possibilities for mobile-assisted learning. Students will be completely motivated and interested in finding new information if the usual way of teaching within the classroom is avoided.

#### 2.2.1.4 Educational Apps

Learn English Playing. This educational application is ideal for learning basic vocabulary, it has more than 1000 everyday words. It is designed for children between 3 and 15 years old. The Game consists of seeing a series of words from a specific field, professions, home, animals... Then they have to relate each word with its corresponding image. In addition, it has some interesting writing exercises. It is important to state that these online tools are used to improve students' production where they develop ways to share their ideas efficiently. The use of online tools for teaching and learning facilitates students' interaction in terms of discovering the innovations and digital developments.

Pili Pop English. This application is perfect for children up to 10 years old since it helps them improve their pronunciation, something basic when it comes to learning a second language and to be able to put into practice the knowledge they have acquired at school. In addition, with its 40 activities, they will learn new vocabulary. Food, body parts, clothes…Everything has a place when it comes to playing and learning at the same time. Lingokids. For children up to 8 years old, this app will allow them to learn English in an easy and fun way. Through the educational games proposed by the app, students will develop their minds, language skills, capacity and memory.

SpeakPipe. It is a free web web application that enables users to record 5 minutes of audio in the web application and send it via link or download it as an mp3 file. A great way for students to record and send it to the teacher for evaluation. Users are also not required to create an account in order to use the service. Voice Spice allows you to share a personalized audio message with friends and family using just your voice. Whether at home or out on an adventure, you can share your personal experience using audio. Busu is a free app that combines self-learning and the possibility to practice with more than 120 million native speakers. It is designed for any age and level.

Duolingo is an online game-style language learning tool. It provides a digital platform for students of all ages and abilities to learn a variety of new languages. Students can sign up for Duolingo for free and begin working with it immediately. HelloTalk is one of the free apps for learning English. This app is a popular language-learning way with diverse levels and benefits. It connects people from all over the world who want to practice languages together. Splingo's Language Universe Assessed in the Royal College of Speech and Language Therapists Bulletin magazine; 4 Star Rating, "This app is a playful, engaging method for working on understanding language targets." It is appropriate for children aged 6 to 11 with auditory memory and semantic difficulties.

**The Benefits of an Educational Apps.**

The inclusion of new technical applications has resulted in a revolution in social, political, economic, educational, and cultural sectors. The obstacles have vanished, and most individuals have acclimated to new technology paradigms. A new digital formation emerged in the educational system that grew autonomy and permitted the didactic design of activities, with cooperation between instructors and students yielding exceptional results, self-training, or distant learning. Indeed, among the many benefits they provide, the following should be mentioned (Ishii & Xuan, 2014).

**Easy communication.** Global connection has enabled communication to cross over obstacles in order to keep in touch with friends, family, businesses, and so on. As a result, the internet is one of the strongest ways to participate in international communication.

**Increase the development of skills.** Understanding your world via social and interactive places and learning has transformed humans into more skilled individuals by interpreting its complexity and increasing cognitive growth.

**Better learning.** The educational environment might incorporate a system of comprehensive education, exploration, and amusement with the assistance of new tools technologies since it enables understanding to maximize the curricular contents and increase knowledge of the problems. This is since you may employ multimedia presentations, extra content exposure, and educational material, among other things. As a result, it is a significant source of knowledge inside a learning institution.

**Increase economic productivity.** A worldwide culture has also enabled hundreds of public and private firms to publicize their services using current apps to get positioning and financial revenue. As a result, social networks are the most OK advertising friends.

**Research source.** The Internet gives several websites access to an infinite amount of knowledge, significant and entertaining material on any topic such as technology, science, politics, economics, society, history, etc.

**Disadvantages about Educational Apps**

Despite the benefits of an Educational Apps, several drawbacks or possible hazards may harm users directly or indirectly, resulting in social isolation or technology reliance. As a result, some of the weaknesses that they bring are as follows:

**Inadequate management of technology and its tools.** Individuals, businesses, and organizations must have previous knowledge to prevent disappointments since they may often become an unproductive medium rather than a constructive one. It is also worth noting that some individuals rely on technology to expose social circumstances and conflicts of interest, without considering that the vulnerable population of users also uses these social networks.

**Addiction.** The digital and modern era is also a vulnerability for many users, owing to the intimate communication contact that occurs at via social networks, programs that enable you to exchange text messages, e-mails, and so on. The fact is that although technology offers numerous advantages, none of them outweigh the benefits of human connection. Despite the fact that there are certain downsides

to using technology, it can be said that the Educational App is a safe application since it is simple to use, so students will be able to utilize it without trouble. Furthermore, it is publicly accessible, allowing people to join without revealing any personal information.

**Learner's Role**

The learner's function is primarily concerned with meaning. The job focuses on using language for real-world conversation. Because the assignments are focused on the students' needs, interests, and goals, they may play an active part in activity planning (Scarino & Liddicoat, 2009). These challenges urge pupils to utilize all of their linguistic resources rather than just a few. The language that is investigated is generated from the demands of the pupils, which dictate the language that will be adopted in the classroom. The four language skills are integrated by learners. Being active in the completion of activities adapts to a variety of learning methods. In an active form, students improve their fluency and grammatical precision (Rodriguez & Rodriguez, 2010).

Educational Apps may include additional activities. Students engage in awareness exercises to recognize and comprehend certain structures of the task text or transcripts, as well as to ask clarifying questions about what they do not understand. The instructor will go through each word, pattern, or helpful phrase analysis task with the students and may choose additional components of the language from the reporting stage.

**Teacher's Role**

The act of teaching and learning is complex, and it cannot be reduced to a few Educational Apps. Furthermore, teachers' roles do not consist of just getting prescriptions from others and then 'implementing' them in their environment. Teachers, on the other hand, approach teaching and learning with their own dynamic framework of knowledge and awareness of their own personal, social, cultural, and linguistic make-up, as well as that of their pupils. Their experiences, views, ethical ideals, motives, and commitments are all part of their knowledge framework and contribute to their attitude and identity as teachers (Scarino & Liddicoat, 2009). Teachers must have a clear knowledge of what an Educational App is, as well as the objective and justification for carrying out

activities. Using Educational Apps enables instructors to personalize the activity to their students' competence levels.

**Educational App Types**

Mobile app is a computer program that runs on mobile devices such as smartphones, tablets, and smart watches. Its purpose is to enable users to execute a broad range of jobs, access services, manage activities, diversions, leisure activities, learning, professionals, and many other things. These mobile apps may be obtained on specific distribution channels from each smartphone's operating system, such as Google Play (Android) or the App store (IOS). Because of the growing popularity of this sort of application in the global market, a broad range of software has been created to perform a number of duties that make users' lives simpler (Beatty, 2010) divides mobile apps into eight categories:

Gaming applications, which are aimed to amuse users by offering a range of games that try to de-stress them. Business or productivity applications, which enable users to execute a broad range of tasks ranging from sending emails online to transferring money to other users. Lifestyle apps, which are primarily focused on different elements of users' lives, such as diet apps, dating apps, and so on. M-commerce applications, which provide users access to a large range of items in order to purchase or sell them online. Entertainment applications, like game apps, attempt to relieve users' stress by providing social networks, video or audio material, and so on.

Utility applications, which include a variety of features that make users' lives simpler, such as calculators, scanners, and calendars, among others. Travel applications, which, in a nutshell, make it easier for users to travel by providing information about the areas they visit, suggestions from other users, and so on. Learning apps: This category will be the focus of this study since it comprises software that helps users to expand their skills and knowledge. It is essential that the Apps that students will use in class are appropriate and age-appropriate. An app may be ideal for young children of one age, but it can be dangerous if used with children of other ages because they do not understand or are not motivated. According to (Juan & Garcia, 2013) the primary education and the apps that can be played in class have a relationship:

- They begin to read and write at the age of five and have improved muscle control in addition to their autonomy. Each time, they spend more time playing with their teammates rather than individually. They can begin more complex, creative, and artistic activities and are capable of representing histories.

- From the age of six, children enjoy apps with more competition and activity, apps that require teamwork and cooperation, those that require movement (such as scoring, and launching), apps that require simple numerical skills. It is a great age for drawing and painting, as well as for playing with tools or manuals.

- Since they are seven years old, they enjoy working on projects that involve manual labor and the arts. This is a time of fantasy in which children enjoy magic and tricks and learn new things about other places. The teatro and representation are very appropriate for this time.

- A small change occurs at the age of eight; because language has a greater influence, learning, interpreting, or demonstrating in class is appropriate. The creation of stories and tales is facilitated by imagination and the majority dominance of writing. They enjoy group activities, but it is important that the rules are clear to avoid conflicts.

- At 9 years old, interaction with peers is very important and they like to be part of a team and use secret codes. At this age they have greater organizational capacity and greater manual and linguistic dexterity (riddles, tongue twisters...), so crafts of all kinds, puzzles, jigsaws, models, ceramics... will be suitable.

- Between the ages of 10 and 12, physical changes occur frequently, and the group's acceptance of these changes is one of their primary concerns. They can use a variety of apps, such as team games, cards, and word games, as well as ornate games.

According to pedagogues and teachers, one of the most effective ways for children of all ages to learn a second language is through games, it is for them that we must make available to students the necessary tools to achieve it. As Juan and Garcia (2013) says, the evolution of ICT and its great impact on society also affects the school environment, in which novelties are introduced in terms of the teaching materials to be used and involves collaborative learning. People cannot ignore or separate themselves from these changes and must update themselves to carry out a consistent daily practice adapted to the times in which we find ourselves.

The Internet presents a large number of possibilities where both teachers and students can find many tools suited to their needs or interests and that are very easy to use, such as blogs. These instruments have some advantages such as an increase in creativity, collaborative work, motivation, freedom, independence, and authenticity, where the student is the protagonist of their learning and has many options during their teaching-learning process. Teachers must include these new technologies in the classroom, but they should not be the only resource students use or be the center of learning. Teachers will be an essential piece in education since the motivation that they must achieve in the students will be key to achieving successful learning on many occasions.

A few years ago classes were organized around textbooks. Now this has changed, people use both textbooks and new technologies or even in some centers only new technologies. Although not everything is so simple, for teachers they suppose a certain ignorance of the possibilities that they offer them and their use, and they must make up for it by attending courses, with a search for information and with experience. Teachers must be trained in their area in relation to ICT because their presence is necessary in the Primary stage since technologies are used in many areas in the world, and students, as dictated by law, must acquire the digital competence.

The use of ICT in the classroom must be thoroughly prepared and organized and, in addition, people must bear in mind that on a specific day the computer or the Internet may not work, so we must have a second option ready. The introduction of ICT in the classroom has a large number of advantages, such as access to the information people want, research, motivation and participation, the development of autonomy, involvement in learning... but it also has some disadvantages such as the performance of a great job by the teachers, the confrontation with possible unexpected problems and the accentuation of the differences between the students who have technological resources at home and those who do not.

Therefore, ICTs must be present in the classroom, but always taking into account a series of factors so that their use is appropriate, and people must remember that they are a tool in the teaching-learning process in which the most important agents are the teachers, who will guide the students in their development.

### 2.2.2 DEPENDENT VARIABLE

#### 2.2.2.1 Language

The value of language is critical for the human person since it enables him to communicate with the other living beings and therefore live in community. If a human person does not have a linguistic system, he cannot collaborate on tasks with other people, which is the core of life in society or as a whole. Humans who did not need language throughout their lives are those exceedingly rare examples in which a kid grew up in the rainforest or in natural environs and never learnt any type of language. Language is an integral element of the culture of any group and nation, according to Noam Chomsky, one of the world's most famous linguists, who believes that all languages are varieties of human language (Caldeira, Andrade, & Miranda, 2006).

Communication styles differ based on where you are in the globe. Personal expression, such as being forthright and speaking what you believe, is prized in Western society, for example. Some Asian cultures, on the other hand, favor an indirect manner in which words like maybe and perhaps are more common than yes or no. Knowing more than one language makes us more aware of cultural differences and encourages us to value variety. Furthermore, developing good language abilities is a valuable tool that will help us to build successful communication skills. In a multilingual setting, students will be able to improve their production process and outcomes. It allowed students to take a more in-depth look at learning outcomes (Cesteros, 2004).

The Council of Europe approved the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) in 2001. It assumed a before and after in current language didactics when adopting a clear action-oriented emphasis. In this paper, the job evolves into yet another component that needs be included into broader work designs. The concept that a task is not a technique and only reacts to a focus should be clear: the one who knows that talking is to construct together the meaning of the texts rather than merely decoding and coding a message.

Currently, studies on language teaching and learning emphasize the importance of taking into account the specifics of the context in which the language is taught as well as the various characteristics of the learners and, as a result, selecting the most appropriate methodological options within existing

knowledge (Fathi & Hamidizadch, 2019). Language is no longer seen as a set of grammatical contents to be taught, according to the Communicative Approach.

It becomes a means to communicate meanings and in an interaction tool. The message and the use of language are relevant, and the themes are meaningful and exciting to students. Likewise, the four English language skills development is emphasized to communicate effectively and meaningfully in different situations and with other communicative purposes. Learning English entails mastery of four abilities that are essential for speaking and understanding this language. According to Cesteros (2004), master of these abilities (oral, writing, listening, and reading) will aid in the improvement of one's understanding of this language.

#### 2.2.2.2 Language Production

In psycholinguistics, the term "language production" refers to the process of speech from the first mental idea to the spoken or written language product. Simply described, it is the act of expressing oneself verbally. A basic example of language generation is straightforward. Imagine someone thinking of an apple, then physically pronouncing the word "apple" with their mouth; after hearing this and understanding the sounds that constitute the word "apple," the second person will have the mental image of an apple. The process of producing language looks like this. Different conceptions can be explained by cognition, which is an ampliative process that transforms a sparse or inaccurate picture of the world into something richer and more correct.

Language: God gave us language as a wonderful gift. Man and animals are separated from one another through language. The greatest gift of man is language. Although each word in a sentence has a unique identity and meaning, language does refer to a collection of words strung together in sentences. Actually, the words are combined in unique ways to provide a very methodical arrangement from which we can deduce a meaning. Language is a systematic behavior, where certain orderings are recognized as having predetermined meanings. For instance, "The sun is shining" and "Is the sun shining" are not the same. The meanings that follow will help you understand what each word means:

As per (Apimuntagul, 2019) Block & Trager: A social group can communicate by using a system of arbitrary voice symbols called a language. Language is a technique of communicating thoughts,

according to Allen. To the authors asserts that "language is a system of human habits with the function of expressing thoughts and feelings." Language is defined by Webster as "aural, articulate human speech generated by the action of the tongue and associated vocal organs." All of these definitions make it obvious that language is employed to convey the ideas and emotions of a social group. language of English English is a language that is also used to express the ideas and sentiments of a social group. But for Indians, it is a strange language.

Speaking as a Skill Fundamentally, language is a talent. It is not a topic with a content-based focus like Science, Social Studies, Business, Mathematics, etc., whose goal is to disseminate knowledge and saturate the mind with information. Language naturally falls under the psychomotor realm because it is a skill. The capacity to accomplish something well can be referred to as a skill. Those who have acquired certain skills use them to undertake activities like swimming and playing. Learning about these things is a cognitive exercise, and utilizing or performing them is a talent (action). Four subskills make up the complicated talent of language, and they are as follows:

**Classification of Language Skills**

The four and fundamental language skills, viz. LSRW (Listening, Speaking, Reading and Writing) may be further classified into two parts. Productive Skills (Active Skills) Speaking, Writing. Receptive Skills (Passive Skills) Listening Reading. Speaking and writing are referred to be "productive skills" since they require the student or user to be active as well as generate sounds when speaking and symbols when writing (letters, etc.) Contrarily, in writing, a student is typically passive and gets information either through reading or listening, hence listening and reading are regarded as receptive abilities.

**2.2.2.2 Oral Production**

Language may be thought of as modes of expression. The purpose of oral communication is to disclose any thinking or idea via the use of standard marks and in an ordered way. Understanding the particular information of oral messages pertaining to frequent communication settings, as well as the global information of oral texts referring to situations or recognized contents issued directly by speakers and media, is required for oral expression (Ur, 2013). Based on these results, experts believe that there

are four kinds of abilities that are essential while learning a new language, especially because individuals may communicate vocally, in writing, and in the same manner they comprehend.

The first skill acquired during mother language acquisition is listening to comprehension. Oral expression is a talent that comes after it, but not right away. Only after a prolonged time of exposure to the language can the youngster learn to utilize it orally in an acceptable manner. Based on this, English oral production is an important aspect of learning because it can be part of the two-way interaction between the learner and the teaching sources that are critical for students' direction, progress, and development. Educational apps as instruments of education help learners to acquire experiences and in developing new skills by providing them the opportunity for a brighter future. This is distinguished by the following characteristics:

a) It is the most crucial talent for several L2 students.

b) It has a concrete use, even if the abilities that they possess are largely of relevance to others.

c) The learner's chances to practice are influenced by a variety of external influences.

d) Acquiring a good mastery of this talent is difficult because it requires the ability to apply a large variety of micro-skills, modes of engagement, and performance all of which are nearly identical to those required for oral comprehension.

Learners must prepare, organize, create, and communicate the message under momentary pressure while developing productive abilities (written and spoken communication). Learning to express oneself in a foreign language, either in writing or vocally, implies being able to convey one's thoughts to a particular speaker. It is a long, analytical procedure that needs a great deal of attention. Furthermore, there are linguistic vices that occur when people go from one language to another, causing them to express themselves incorrectly (Cacheiro & Luz, 2011). These may include, for example, archaisms, which are old words or ways of describing things; Foreignisms are a foreign language voice, phrase, or spin employed in the language in which you are writing. Impropriety is defined as a lack of ownership over one's use of words.

Use of words with meanings other than what they have (false friends); Neologisms are the misuse of words, meanings, or new twists. Pleonasms, or the use of superfluous words; Solecism is the absence of syntax; a fault committed against the precision or purity of a language; and redundancy is the needless repeating of words or thoughts (Gonzalez & Padilla, 1997). There are four skills in English,

which are grouped into two categories: receptive skills (reading and listening) and productive skills (writing and speaking). These two final abilities are also known as active skills because they enable language users to convey the knowledge they generate in spoken or written form, resulting in engagement and communication between humans.

According to (Hossain, 2015), the most essential forms of expression in society are productive talents. They are mostly used to convince people and to transmit information, ideas, and feelings. Furthermore, productive abilities are closely related to Speaking and Writing subskills. Cohesion, coherence, fluency, and correctness are critical components of language production in order to achieve communication success. Active skills are also crucial in the Language Acquisition Process because they provide physical proof of language learning. The more the learner's ability to generate suitable and cohesive bits of language, the greater the learner's development may be shown (Golkova & Hubackova, 2014).

**Grammar and vocabulary**

Grammar and vocabulary are frequently viewed as distinct areas of language instruction and learning. Grammar and vocabulary are covered in their own sections in a lot of coursebooks; Separately, syllabuses list grammatical structures and key vocabulary items; Students are said to be "good at grammar" but have "limited vocabulary," or the other way around; Frequently, vocabulary and grammar are tested separately. Language classes have traditionally been organized around a set of grammatical points, with vocabulary chosen to support the topic of each unit. Word frequency has been used as the organizing principle of language teaching courses in recent years with grammar added as support when necessary.

The significance of vocabulary has also been widely acknowledged. In the majority of courses, units that list the specific verbs that are typically followed by a to-infinitive, a present participle, or both are where grammar and vocabulary meet. For instance, students must be taught that appear and manage are only followed by a to-infinitive; that only a present participle follows the finish and suggestion; that either form, with roughly the same meaning, comes after begin and like; However, the terms "forget," "remember," "stop," and "try" have distinct meanings when used in conjunction with each form. This approach to the grammar of individual words, which we refer to as "patterns," has many more applications than these conventional observations.

**Pronunciation**

In principle, the communicative method and the more contemporary task focus place equal emphasis on spoken abilities as they do on written ones. However, despite the gains suggested by the adoption of this strategy and the positive long-term results attained, it is likely that after a long or intense stay in the nation of the language studied, some alterations regarding the function of the written language will be required. In the communicative method, for example, written language is still employed as a supplement to the teaching of spoken language and pronunciation (Broadfoot, 2005).

When learning English, pronunciation is vital since it helps us avoid communication issues. Because a mispronounced vowel or consonant might cause misunderstanding, it is critical to speak and pronounce the words properly. It also gives us the courage to speak and helps us understand the indigenous better. Recording students' accents in order to enhance their diction and pronunciation is one of the most beneficial methods for learning a language whose phonetics vary from the home tongue. According to the majority of language scholars pronunciation includes both the production and perception of speech sounds.

Some writers, such as (Brückner, 2015) broaden this concept to include the creation and perception of sounds, accent, and intonation. As a result, (Cantero, 2003) associates' pronunciation with speech production and perception. Pronunciation, according to (Dalton & Seidlhofer, 1994) is the creation of meaningful sound in two meanings. Because English pronunciation differs greatly from Spanish pronunciation, recordings might be beneficial while learning to speak English. Without a doubt, from the start. The greatest books start teaching pronunciation at the most fundamental level. There is a common misperception that teachers should wait until the middle of the lesson to teach pronunciation.

This is simply because they disregard the significance of phonetics and then wonder why so many people do not comprehend audio. Also, the symbolism of phonetics in English is not something that can be learnt quickly. It is a process, and if instructors begin from the beginning, they will make their pupils' lives simpler. But, in the end, it is up to the individual. How many times has the instructor left the duty of pronunciation till the end, and the pupils themselves do not give it the weight that it deserves since there is no urging from other colleagues? Pronunciation is more than just hearing how particular words are pronounced. It involves observing word stress, intonation, and, most

importantly, what is known as word linkage. Stress and intonation are two characteristics that are taken into account when it comes to pronunciation.

**Interaction**

Interaction is transmitting and receiving information clearly and communicating actively with others in a manner that is effective and consistent with the organizational objectives. This competency excludes written communication such as notes or e-mail exchanges. Exceptions may be made for employees with disabilities, on a case-by-case basis. Core Motivation: To ensure that the message is received and understood as intended. It's about: focusing on the verbal messages transmitted and received between two or more people (a two-way communication process). While the communication could be facilitated at any level by the use of visual aids (such as PowerPoint presentations, graphs or pictures), it is the verbal communication that the competency focuses on.

If the word is not spoken properly, it might lead to confusion and misunderstandings since the recipient will comprehend erroneously. Many misconceptions occur as a result of poor speech or intonation. For example, if someone pronounces the phrases six / ill, eyes / ice, or fog / fox with little or no sound difference, there may be communication difficulties. The word may be thought of as a pattern made up of qualitative and quantitative features of its phonemes. Furthermore, the form of a polysyllabic word is determined by the relationships established between its parts (Cope & Kalantzis, 2000).

When dealing with solitary words, (Spada & Lightbown, 2002) believe that the stress pattern in English is fixed: the major emphasis always falls on a certain syllable, but free: the main accent is not related to any particular circumstance in the chain. The accent (stress), tone (pitch), quality, and number of segmental phonemes all contribute to its prominence. Stress is seen when a sound is intensified by exerting a great deal of exhalation and physical force in its articulation. Based on this, teaching encompasses more than those things , it is to engage learners in the active development of knowledge where they can use their experiences to generate new ideas for learning. It is why teaching motivates students to be more open and enthusiastic about acquiring new knowledge because they become more conscious of the value and necessity of learning (Cacheiro & Luz, 2011)

Although one of the communicative approach's aims is to improve oral communication, the anticipated outcomes are not obtained since instructors do not know how to incorporate pronunciation in the communicative class. As a result, as (Cope & Kalantzis, 2000) points out, the pronunciation is insufficient to avoid the use of behavioral methods and resources that have already been overcome in other areas of education. Furthermore, although there is attention in the pronunciation of the portions, their incorporation into speech is not taken into consideration. The listener's initial phonic phenomena are intonation and failing to account for it implies a significant conflict with the communicative aims of education (Kukulska-Hulme, 2019)

## 2.3 HYPOTHESIS

### 2.3.1 NULL HYPOTHESIS

Educational Apps do not influence on the English Oral Production in students at Unidad Educativa Saint Dominic School.

### 2.3.2 ALTERNATIVE HYPOTHESIS

Educational Apps influence on the English Oral Production in students at Unidad Educativa Saint Dominic School.

## CHAPTER III METHODOLOGY

### 3.1 LOCATION

This study was developed at Unidad Educativa Saint Dominic School located in El Valle de Los Chillos in Pichincha province. This School is one of the leading education centers for students who want to get bilingual education from the kinder garden until international bachelor. The students ranged in age from 8 to 9 years old and were in the 4th level of E.G.B. This research project took 30 hours to complete. These pupils also received the financial assistance of their families to buy the necessary tools for their instruction, such as cellphones, mobile phones, virtual applications, the Internet, P.C.s, and laptops. The students reside in various urban areas around El Valle de Los Chillos.

### 3.2 EQUIPMENT AND MATERIALS

Students' knowledge was assessed through the use of a pre and post-test. The evaluation procedure for the English production would be used to modify this instrument. Zoom and the educational apps (learn English playing, pili pop English, and lingokids) would be used to apply this evaluation method to the two groups. The pre-test was planned in accordance with the levels and requirements of the students by using the Cambridge rubric. Since students had not practiced the right production of the language, they were given an informal grade-free assessment to determine whether or not their responses were correct. The answers to the tests were checked and looked at to see how they compared to the control group.

### 3.3 RESEARCH METHOD

#### 3. 3.1 Quantitative Research

According to the selected paradigm in the philosophical foundation of the present research, the quantitative approach was applied because it is important to consider the whole, the total integration of a specific context, without dividing it to the study of its parts. It is based on data collection methods such as descriptions and observations, including numerical measurement. The objective is to demonstrate reality as observed by the members of a social system, and it is located in the critical-proactive paradigm because reality was changed according to the need of the socio-educational environment and an alternative solution was sought to improve the English Oral Production by using Educational Apps.

### 3.3.2 Correlational Research

This research was correlational because the relationship between Educational Apps and the English Oral Production was determined after the implementation of TBL in order to see the degree or relationship between the variables. In Addition, the survey was created to recognize the students' perception about the employment of the Educational Apps.

This created virtual sheets in Google form to work with the survey results. Likewise, this instrument had a questionnaire that measures the students' personal opinions about the use of this virtual application and the learning of the English language through oral production. Furthermore, it contained fifteen closed- questions, which saved the learners' opinions according to the two variables. The teacher also employed observation and description to know the assertive behavior, the personal talents, and competencies of the learners in the learning environment.

### 3.3.3 Experimental Research

In this research a study of the variables by observing and analyzing Educational Apps and the English Oral Production was performed. There were observed two groups, the experimental and the control group. The experimental and the control group were observed. In order to evaluate there were used a pre and posttest. The quasi-experimental design evaluates the causal hypotheses by identifying the control group with characteristics comparable to the treatment group. The comparison group records the outcomes to show what would have happened if the program had not been implemented. The investigation devised a pre-and post-test for the students and a survey to collect statistical data. The author of the current research project created the pre-and post-tests with the help of online books on linguistic competencies, phonetic proficiency, audio-verbal skills, and internet platforms and virtual apps.

## 3.5 POPULATION

The population for the development of this research were the $4^{th}$ C and D level students of the Unidad Educativa Saint Dominic School.

**Table 1. Population**

| **Description** | **Students** | |
|---|---|---|
| | **Experimental** | **Control** |
| **Male** | 15 | 12 |
| **Female** | 13 | 15 |
| **Total** | **28** | **27** |

**Source:** Unidad Educativa Saint Dominic School

**Author:** Tualombo, S. (2021)

### 3.6 DATA COLLECTION

To collect the data, it was necessary to apply a validated pre- test and a post – test taken from the Cambridge web page that consisted of a sample of the PET test for speaking. A rubric based on Cambridge parameters in order to assess the oral production was used. It was conducted to twenty-eight students from 4th level D at Unidad Educativa Saint Dominic School. Educational Apps were implemented for three months. An examination of the Super Mind 3 book was carried out in preparation for the pre-test. The educational apps were improved using items to determine its correct performance. During the current academic year, the author gathered the exam data over the course of three months.

The group was divided into two groups by the researcher: the experimental group and the control group. Five 15-minute meetings with the researcher were held with the research participants. The author administered the pre-test to the students during the first meeting to gauge their comprehension of English language. **Learn English playing** was used in the second meeting to reinforce the specific language point. The presentation of the word list that the students will work with was the first step. Second, they were able to listen to the vocabulary and relate images with its words, and finally practiced the aforementioned words to describe the things which it represents.

At the third meeting with the teacher's assistance. As a result, they were able to observe the significance of the right pronunciation with a clearer understanding of the words. The researcher

showed how to use the **Pili Pop English**. It is essential to specify that each app is used in a complementary source to continue mastering the oral production. The trial bunch chipped away at design 1 which is the utilization of the app and the expounded worksheets for the control practice, while the benchmark group dealt with design 2 which utilize customary classes.

For control practice of oral production, students worked with **Lingokids** through four worksheets (Annexes) that included bingo, crossword puzzles, gap filling, and other activities in which they identified the words which were studied. The author administered the post-test to the two groups on the fifth and final meeting day to determine whether or not their performance had improved. The use of educational apps to enhance the English oral production will be demonstrated next in the lesson plans, activities, and resources.

# CHAPTER IV ANALYSIS AND INTERPRETATION

## 4.1 ANALYSIS OF THE RESULTS

### Pre-test and Post-test Results Experimental Group

In this section, the examination and understanding of the outcomes acquired in the exploration is created, as per the targets and objectives set through the logical establishment and applying the various information assortment instruments, data with pertinence to the Educational App and English Oral Production with students of fourth year of basic instruction at Unidad Educativa "Saint Dominic School". Based on the recordings analysis, the measurement of the speaking skill was developed taking into consideration the rubrics criteria from the Movers examination to provide an accurate way of assessing students. Four sub-skills were evaluatedGrammar and Vocabulary, Pronunciation, and Interactive Communication.

Students' knowledge was assessed through the use of a pre-test. The evaluation procedure for the previous tenses would be used to modify this instrument. Zoom platform would be used to apply this evaluation method to the two groups. The pre-test was planned in accordance with the levels and requirements of the students. Since students had not practiced, they were given an informal grade-free assessment to determine whether or not their responses were correct. The answers to the tests were checked and looked at to see how they compared to the control group.

A post-test that looked at students' progress rather than the results of the pre-test. The teacher decided to use Rubric to evaluate the students during the post-test and provided the results. The Super Minds 3 book was used as part of their leaning process. Additionally, the Zoom platform was used to explain and measure to determine whether the correct assumption. The results of the test that the 28 project participants took were the basis for the subsequent analyses. The main goal of this test was to see if the students correctly answered certain questions where their oral production would be seeing.

## 4.2 DATA INTERPRETATION

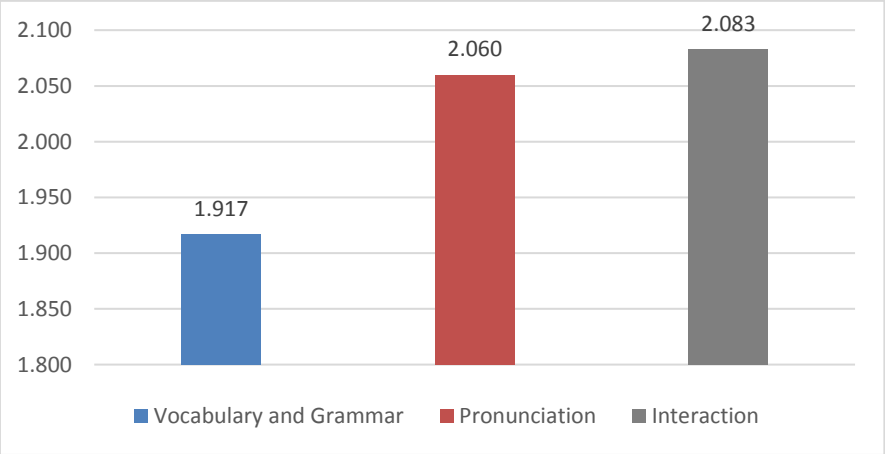
### 4.2.1 STUDENT'S PRE-TEST EXPERIMENTAL GROUP

**Table 2.. Pre-test Experimental Group**

| Pre - Test Experimental Group | | | |
|---|---|---|---|
| Vocabulary and Grammar | Pronunciation | Interaction | Total |
| 1.917 | 2.060 | 2.083 | 2.020 |

**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Figure 1. Pre-test Experimental Group**




**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Analysis of the Results**

The results of the pre-test administered to students in the experimental group are shown in this table. There are 3 parts in the test and each part has 3 items. First, in Vocabulary and Grammar shown that most of the students had a low level with 1.917marks of the test. Second, in Pronunciation most of the students did better with 2.060 marks, and finally in Interaction most of them did better in part 3 with 2.038 marks of the test. An English Oral Rubric (Annex # 2) was utilized for the purpose of determining whether or not the evaluation procedure is adequate for the purposes of the diagnosis table. The answers will be different for each student and for each item. At the end, the results were compared to see if the Educational Apps has improved or not.

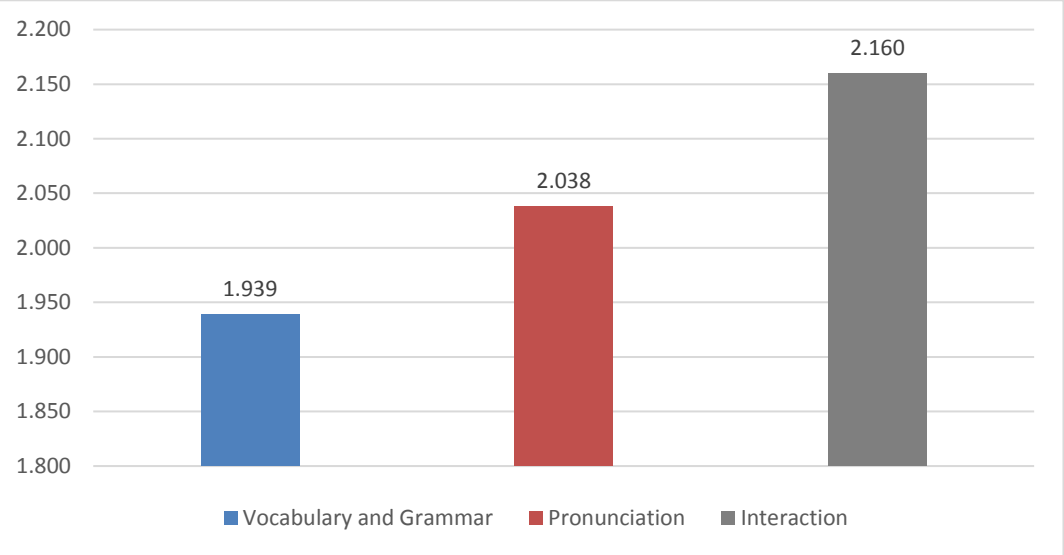
### 4.2.2 STUDENT'S PRE-TEST CONTROL GROUP

**Table 3. Pre-test Control Group**

| Pre - Test Control Group | | | |
|---|---|---|---|
| Vocabulary and Grammar | Pronunciation | Interaction | Total |
| 1.939 | 2.038 | 2.160 | 2.045 |

**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Figure 2 Pre-Test Control Group**




**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Analysis of the Results**

The results of the pre-test administered to students in the control group are shown in this table. There are 3 parts in the test and each part has 3 items. First, in Vocabulary and Grammar shown that most of the students had a low level with 1.939 marks of the test. Second, in Pronunciation most of the students did better with 2.038 marks, and finally in Interaction most of them did better in part 3 with 2.160 marks of the test. An English Oral Rubric (Annex # 2) was utilized for the purpose of determining whether or not the evaluation procedure is adequate for the purposes of the diagnosis table. The answers will be different for each student and for each item. At the end, the results will be compared to see if the Educational Apps has improved or not.

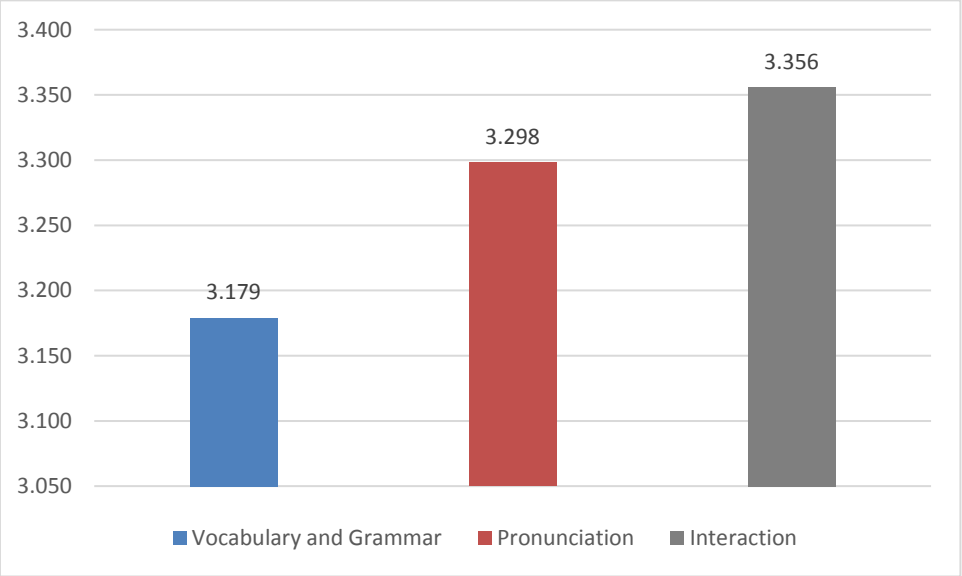
### 4.2.3 STUDENT'S POST-TEST EXPERIMENTAL GROUP

**Table 4.Post-test Experimental Group**

| Post - Test Experimental Group | | | |
|---|---|---|---|
| Vocabulary and Grammar | Pronunciation | Interaction | Total |
| 3.179 | 3.298 | 3.356 | 3.278 |

**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Figure 3.Post-test Experimental Group**




**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Analysis of the Results**

The results of the pre-test administered to students in the experimental group are shown in this table. There are 3 parts in the test and each part has 3 items. First, in Vocabulary and Grammar shown that most of the students had a low level with 3.179 marks of the test. Second, in Pronunciation most of the students did better with 3.298 marks, and finally in Interaction most of them did better in part 3 with 3.356 marks of the test. An English Oral Rubric (Annex # 2) was utilized for the purpose of determining whether or not the evaluation procedure is adequate for the purposes of the diagnosis table. The answers will be different for each student and for each item. At the end, the results will be compared to see if the Educational Apps has improved or not.

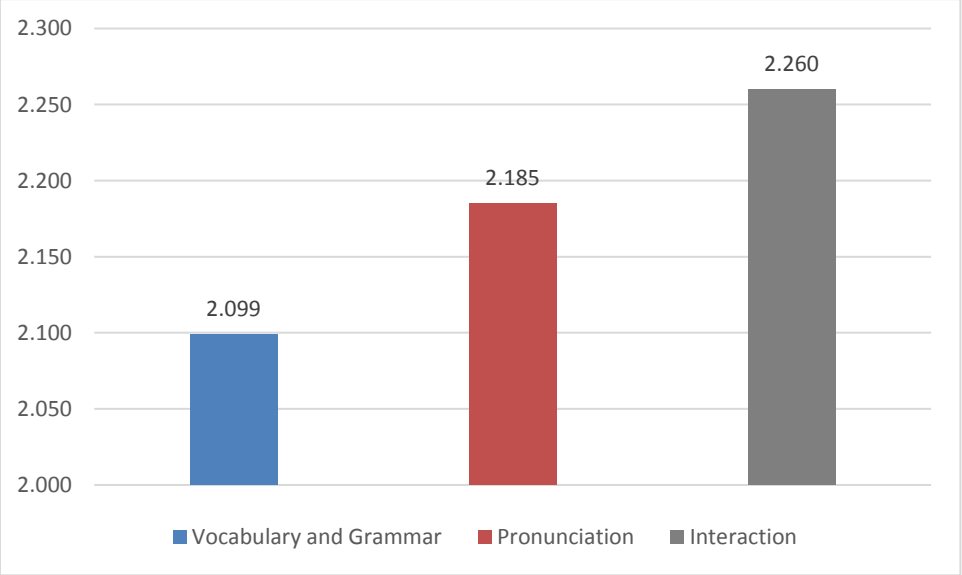
### 4.2.4 STUDENT'S POST-TEST CONTROL GROUP

**Table 5.Post-test Experimental Group**

| Post - Test Control Group | | | |
|---|---|---|---|
| Vocabulary and Grammar | Pronunciation | Interaction | Total |
| 2.099 | 2.185 | 2.260 | 2.181 |

**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Figure 4. Students´ Post-test Control Group**




**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

## Analysis of the Results

The results of the pre-test administered to students in the experimental group are shown in this table. There are 3 parts in the test and each part has 3 items. First, in Vocabulary and Grammar shown that most of the students had a low level with 2.099 marks of the test. Second, in Pronunciation most of the students did better with 2.185 marks, and finally in Interaction most of them did better in part 3 with 2.260 marks of the test. An English Oral Rubric (Annex # 2) was utilized for the purpose of determining whether or not the evaluation procedure is adequate for the purposes of the diagnosis table. The answers will be different for each student and for each item. At the end, the results will be compared to see if the Educational Apps has improved or not.

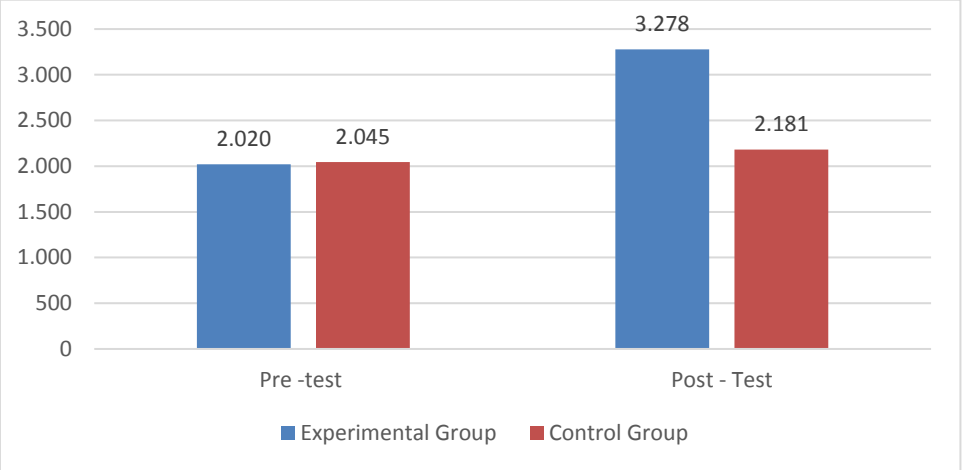
### 4.2.5 STUDENT'S PRE AND POST-TEST EXPERIMENTAL AND CONTROL GROUPS

**Table 6.Pre and Post-test Experimental and Control Groups**

| Pre and Post Test Results - Experimental and Control Groups | | |
|---|---|---|
| | Pre -test | Post - Test |
| Experimental Group | 2.020 | 3.278 |
| Control Group | 2.045 | 2.181 |

**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Figure 5. Students´ Pre and Post-test Experimental and Control Groups**




**Source:** Statistics Excel
**Author:** Tualombo, S. (2021)

**Analysis of the Results**

Figure 5 shows and demonstrates that there was an increase in the final scores of both groups Experimental and Control. The results show that once the educational applications were implemented, the students of the experimental group improved their oral production considerably, since most of them obtained a value of 3 in the three parts of the Cambridge test (1-5) marks. The results of the pre and post-test administered to students in the experimental and control groups are shown in this table. The pre-test showed that most of the students obtained 2.020 marks on the test in the experimental group. Second, the pre-test showed that most of the students obtained 2.045 marks on the test in the control group. Third,

the post-test showed that most of the students did better with 3.278 marks on the test in the experimental group, and finally, the post-test of the experimental group showed that the group obtained 2.181 marks on the test.

An English Oral Rubric (Annex # 2) was utilized for the purpose of determining whether or not the evaluation procedure is adequate for the purposes of the diagnosis table. The students' responses, as can be seen, were based on the measurement scale from 1 to 5 which tells us that the use of educational applications in oral production is productive and if it is used at all levels of education, the values of international standards required by the Common European Language Framework would be obtained.

**Table 7. Statistics**

| ***Element Statistics*** | | | |
|---|---|---|---|
| | **Media** | **Desv. Desviación** | **N** |
| **Grammar and Vocabulary** | 4,54 | ,942 | 28 |
| **Pronunciation** | 4,15 | ,988 | 28 |
| **Interaction** | 4,95 | ,969 | 28 |

**Note:** The table shows the elements that were taken for the validation of the data collection through the mean and typical deviation.

**Analysis of the Results**

The English Oral Production test and analysis are presented in the table. As can be seen, the SPSS program was utilized to analyze the items. By adding the values and dividing the result by the total number of values, the mean of the items was determined during the analysis. As a result, the values of each item fluctuate in response to the test. In contrast, the average of the individual deviations from the mean of a distribution for each observation was calculated by measuring the items' standard deviation. Therefore, the population's dispersion increases with the standard deviation.

**Hypothesis Verification**

The data in this study were analyzed using the statistical package IBM-SPSS. Statistics to confirm the hypothesis and ascertain the relationship between the investigative variables.

**Logic Model**

Hi: There is a significant effectiveness in the use of Educational Apps in the English Oral Production.

Ho: There is not a significant effectiveness in the use of Educational Apps in the English Oral Production.

**Statistics Model**

**Table 8. Kolmogorov-Smirnov test for a sample**

| | | Part 1 | Part 2 | Part 3 |
|---|---|---|---|---|
| **N** | | 28 | 28 | 28 |
| **Parámetros normales[a,b]** | **Media** | 4,54 | 4,15 | 3,95 |
| | **Desv. Desviación** | 0,942 | 0,988 | 1,169 |
| **Máximas diferencias extremas** | **Absoluto** | 0,432 | 0,266 | 0,252 |
| | **Positivo** | 0,312 | 0,196 | 0,184 |
| | **Negativo** | -0,432 | -0,266 | -0,252 |
| **Estadístico de prueba** | | 0,432 | 0,266 | 0,252 |
| **Sig. asintótica(bilateral)** | | ,000[c] | ,000[c] | ,000[c] |

a. The test distribution is normal.

b. It is calculated from data.

c. Lilliefors significance correction.

**Note:** The table shows the values at the time of verification of the hypothesis with the Kolmogorov-Smirnov rank test.

**Source:** Statistics Spss
**Author:** Tualombo, S. (2021)

This table demonstrates that the value of sig, asymptotic (bilateral), is less than 0.05. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted with a 95% confidence level. This demonstrates that students in the fourth year of basic education at the Unidad Educativa "Saint Dominic School" use the Educational Apps effectively to improve the English Oral Production.

# CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

## 5.1 CONCLUSIONS

Using Educational apps makes content engaging and students are motivated to learn. Learners can learn how to use any device in person or remotely by participating in live or offbeat sessions. They are drawn in by apps which highlights for the sake of entertainment, competitive tests, and intelligent introductions, while instructors and mentors receive immediate information and feedback. The author demonstrated, when the results were presented, that the utilization of the educational apps enhances the English oral production that is why there are some conclusions and recommendations to share for future investigations.

• With regard to the first specific goal: to determine the educational apps which will be used for developing student's oral production. It was ensured that activities associated with the improvement of the production of the language were identified. Pili pop, lingokids, duolingo, hellotalk, learn English playing, speakpipe, voivespice, were found to be intertwined in mentoring, such as the evaluation of the development and progression of individualized instructional tasks. These activities may have been intended to independently survey a few of the direction's errands rather than proclaim the objective of a comprehensive evaluation. However, some of them showed up in the methodological arrangement focusing on preparing primary facilitators and instructional coaches, not on its evaluation.

• With regard to the second specific goal: to evaluate the level of English oral production by using the Cambridge test. Students' oral production levels reaches the highest level of proficiency before the use of educational apps in English classes. When working on it they presented challenges. By attempting to adapt to new content, vocabulary, and grammatical structures students felt more confident when tell stories during the process of incorporating apps. It allowed them to improve their oral production, increase their creativity that involved students discovering and delving deeper into the subject matter they were learning. It was determined that **Learn English playing, Pili pop English, and Lingokids** make it easier to learn the language because those use interactive activities that teachers can create to improve classroom knowledge and encourage immediate feedback.

• With regard to the third specific goal: to propose Educational apps to improve English oral production. Since the **Learn English playing, Pili pop English, and Lingokids** were the center of every stage and step of teaching, it was determined that its usefulness was crucial. Teachers can delve deeply into the material they are teaching with the help of those apps. It explains to teachers how the teaching's material should be taught. Those apps offer teachers more advantages than they can possibly imagine, in addition to planning for these criteria, which are essential for in-depth learning. This impact of applying educational apps prepares students for digital experiences and increases students' oral production. In addition, the relationship between educational apps and the English oral production was influenced positively because it incremented students' production. This argument is supported with the verification of the alternative hypothesis where the use of educational apps improves students' oral production is accepted. It represents that students who use them influence effectively. In the statistical analysis, the P-value was less than 0.05 which indicates that the use of educational apps improved English oral production in terms of grammar and vocabulary, pronunciation, and interaction.

## 5.2 RECOMMENDATIONS

Prior to finishing up this research, the author means to overlook a few proposals and questions, for example, how this work has had the option to add to the literature about the educational apps and the English oral production of students who gain proficiency with a language, how much its information is delegate, what different factors would be considered to have a more complete vision of learners' improvements or what their potential applications are. Considering the result, the analysis, and the significant relationship between the educational apps to develop English oral production in the current study, it is important to recommend the following:

• This work will serve as a source for future research because it will help to understand from another point of view like the context in which the research was developed. On the other hand, the fact that all the hypotheses were corroborated in the development indicates that for the learning of a language, it is necessary to apply educational resources that will help to develop their learning. Despite the contribution of previous research, it is possible to say that there is no definitive study on the use of the educational apps, but the author recommends to apply educational apps such as: lingokids, learn English playing, and polipop in class since they will assist students with enhancing their oral production.

• After the strengths of the research project have been highlighted, it can be said that the use of technological tools in education is important because they help students develop a wide range of cognitive skills, improve relationships between teachers, students, and classmates, and ultimately contribute to the generation of new knowledge that enables them to improve their learning and have a significant contribution and commitment to the exercises. They also improve their ability to learn and interact with others. Teachers must evaluate students' production through the Cambridge test to identify their proficiency level. By evaluating students' English levels, teachers and coworkers should incorporate the apps in their classes as a positive way of engaging students in producing writing works creatively.

• The educational apps provide students with a vast array of resources for learning. It provides educators with additional information about students' strengths and weaknesses as well as a comprehensive analysis of their abilities. Students are free to use their skills to fill in the gaps and do not feel constrained to follow the predetermined imprint. Additionally, the examination proves to be more appropriate. Teachers are strongly encouraged to use these educational apps to continue improving students' oral production for future success. The activities in their lesson plans should motivate students to complete the tasks with the apps´ support. It is recommended that Pili pop, lingokids, duolingo, hellotalk, learn English playing, speakpipe, voivespice, and busu be implemented to facilitate the development of students' oral production.

## CHAPTER VI PROPOSAL

### Topic: "EDUCATIONAL APPS AND THE ENGLISH ORAL PRODUCTION"

### 6.1 INFORMATIVE DATA

| | |
|---|---|
| **Executing institution:** | Saint Domenic School |
| **Project responsible:** | Licenciada Susana Tualombo |
| **Coordinator:** | Licenciada Ruth Infante, Magíster |
| **Municipality:** | Quito |
| **Province:** | Pichincha |
| **Address:** | Los Chillos |
| **Phone:** | 02) 395-9960 |
| **Beneficiaries:** | Students and Teachers |
| **Estimated time:** | |
| **Beginning:** | Second week of December 2021 |
| **Closing:** | First week of January 2022 |
| **Approximate cost:** | $ 300,00 |
| **Sustenance:** | Privada |

### 6.2 GENERAL OBJECTIVE

To design an oral production booklet with lesson plans by using educational apps.

### 6.3 SPECIFIC OBJECTIVES

- To elaborate tasks base on the Cambridge test to improve students' oral production at the moment of learning English.
- To create activities by using educational apps to help students' improvement.
- To design lesson plans, with materials that suit the English oral production of the students.

## 6.4 INTRODUCTION

The design and distribution of a booklet containing lesson plans, activities, and resources for teaching English using Educational Apps to improve English Oral Production. The booklet includes a collection of materials, activities, and lesson plans that can be used to encourage students at the Unidad Educativa "Saint Dominic School". The researcher has created a guide as a practical tool to improve the oral production using the educational apps, which is specifically designed to meet the needs of learning English. This is due to the fact that English is currently very useful for communication.

As a result, English teachers have concentrated on implementing pedagogical approaches and teaching strategies that will assist students in gaining a taste for the language and generating a desire to learn it, resulting in distinct learning outcomes. English has become the most important and necessary language in today's world thanks to the phenomenon of globalization, which has made it the language of the dominant nations (particularly the United States and England). English has been advancing on the native languages of every place through cultural consumption (movies, music, and diplomatic, economic, and political spheres), allowing idioms, phrases, and abstract concepts to be spoken even in places where the population does not speak or fully master English.

## 6.5 JUSTIFICATION

Educational apps provides access to numerous learning resources and a window onto the world. Students gain the confidence and necessary skills to assist them in landing jobs after school by learning how to use it. Worldwide, the number of students using handheld devices like smartphones and mini-tablets is rapidly increasing. Educational apps are being used by industries to provide training where it is typically required. The teaching and learning of English in Ecuador is concerning. The Ministry of Education and the corresponding spokespersons have publicly stated more than once that students' English language proficiency is alarming because, despite years of study, they do not succeed in mastering it.

As a result, students' ages, abilities, and developmental stages necessitate the use of a variety of strategies, activities, methods, and resources. Students will benefit from the development of their thinking, skills, and brains through the use of these items. It is essential to emphasize that the

materials selected and constructed for the students were based on various learning theories, national curriculum guidelines, and the requirements of the Unidad Educativa "Saint Domenic School". Subsequently, assuming that the materials are good to go, they could draw in the interest what's more, consideration of the understudies, which will permit them to get familiar with an incredible assortment of things.

Another important point is that students may learn how to communicate using a language other than their native tongue if they are immersed in it as children. This is a good thing because it could open up a lot of doors for them in the future. Because of this, it is crucial that students begin learning English as soon as possible because it is so essential to many different fields. In addition, it is necessary to emphasize the significance of this project due to the author's intention to contribute to the educational process of students by designing plans, lessons, activities, and appropriate materials that satisfy students' learning needs regarding the oral production through the use of the educational apps.

Students in their fourth year of elementary education were the direct beneficiaries because they would learn in a fun and entertaining way. Teachers experienced the same thing because **Lingokids, Learn English playing,** and **Lolipop** provide enjoyable activities that reduce apathy and subject rejection. As a pedagogical tool, those apps are based on the idea of developing critical thinking. As a result, the expected impact will be to motivate students, engage in processes of reflective analysis, and construct solutions to everyday language learning issues. Additionally, the research is original because it has not been used before.

## 6.6 BACKGROUND

Lingokids, Learn English playing, and Lolipop are examples of educational apps. The purpose of using those apps is to turn teaching into learning games. They is presented as an instructive technology and can also be a gamification technique. Educators consistently use educational apps in class to take rare tests and support understudy cooperation (Brückner, 2015). As a result of technological advancements, it is now possible to coordinate classroom activities, such as helping to reinforce classroom knowledge. Students can learn in the classroom and at home under the multidimensional instruction model.

The evaluation is simultaneously guided by an institutional theory (laws, guidelines, pronouncements, and booklets) and the current evaluative culture, which is regarded as the manner in which the assessment measures have been carried out. This is accomplished through the arrangement of qualities that are concealed by teachers, students, administrators, parental chiefs, and managers' representatives regarding the method of envisioning and practicing assessment during a particular instructional cycle. According to Posner (1998), any educational evaluation should adhere to the aforementioned disarrays.

Educational apps and the English oral production was improved using Cambridge test to determine its correct production. During the current academic year, the author gathered the exam data over the course of four weeks. The entire group was divided into two groups by the researcher: the experimental group and the control group. Five 15-minute meetings with the researcher were held with the research participants. In the main gathering, the creator applied the pre-test to understudies to choose their understanding into oral production. The presentation of the educational apps that the students will work with was the first step. They used the aforementioned apps to improve their oral production.

As a result, they were able to observe the significance with a clearer understanding. The researcher used a video that showed how to use the apps. The exploratory gathering chipped away at design 1 with the use of the apps and the explained worksheets for the control practice, while the control group chipped away at design 2 which utilize conventional classes. For control practice of the oral production, students worked through some worksheets (Annexes) that included games, gap filling, and other activities.. The author administered the post-test to the two groups on the fifth and final meeting day to determine whether or not their performance had improved. The use of the educational apps to enhance the oral production will be demonstrated next in the lesson plans, activities, and resources.


SAINT DOMENIC SCHOOL
Educational Apps
WHAT WE USE
LEARN ENGLISH PLAYING, BUSUU, DUOLINGO, VOICE SPICE, LINGOKIDS, , SPEAKPIPE, PILI POP ENGLISH
Enma Susana Tualombo Chamba

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**Tabla 1** Lesson plan 1

**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

**PEDAGOGICAL SHEET EDUCATIONAL PLAN- COVID 19**

**SCHOOL YEAR 2021-2022**

**LESSON PLAN N ° 001**

**1. INFORMATIVE DATA**

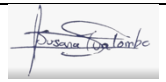
| **TEACHER:** | **AREA** | **TIME** | **CLASS:** | **PARALLEL:** | **START DATE:** | **FINISH DATE:** |
|---|---|---|---|---|---|---|
| Lic. Susana Tualombo | English as a Foreign Language | 80 minutes | 4th | D | 08/12/21 | 24/12/21 |

**Educational Apps:**
Learn English Playing
**Oral production elements:**
Grammar and Vocabulary
**Bibliographic references:**
Super Mind 3, Cambridge
https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Curriculum_Specifications_EFL-SPECS_-Level-A1.pdf

**2. CURRICULAR DEVELOPMENT**

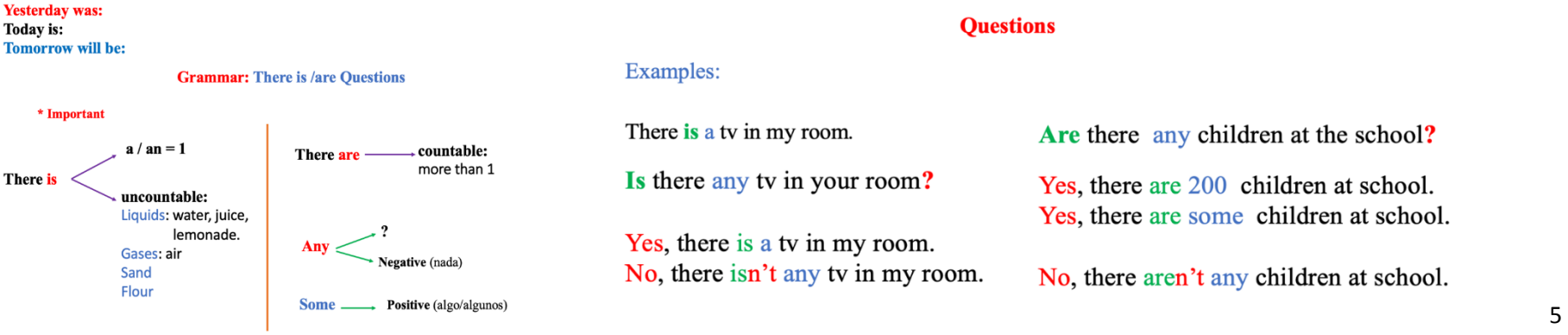
| **Day** | **Activities / Methodological Strategies** | **Resources** | **Time** |
|---|---|---|---|
| **First meeting** | **PRAYER**<br>Pray "Holy Mary" with students. | Power Point<br>Microsoft teams | 5 minutes |

| | | | |
|---|---|---|---|
| | Daily video reflection. | | |
| | **MOTIVATION.**<br><br>"Hangman"<br>https://www.hangmanwords.com/play/custom?g=VGhlcmUlMjBpcyUyMG5vdCUyMGFueSUyMGNob2NvbGF0ZQ== | Hangman<br><br>Microsoft teams | 5 minutes |
| | **LEARNING CYCLE ERCA**<br>**EXPERIENCE**<br>Teacher asks students to draw the scene according to the teacher's description. (There is a bus, there are 4 people, there is a tree and more). Also, presents the **Learn English playing** app in order to improve their vocabulary. | Notebook<br><br>Learn English playing | 10 minutes |
| | **REFLECTION**<br>Techer presents some real objects (markets, books and bags) and describes by using "there is/are. Then teacher describes objects which are not in the group (candies, cake, cars) by using negative form *"There is not any cake"*<br>Students participate in order by using *"There aren't/ isn't any"* to create some examples. | Markets, books and bags<br><br>Microsoft teams | 10 minutes |
| | **CONCEPTUALIZATION**<br>Teacher explains about "there is/are negative sentences", with some examples. (slides)<br>Students copy the information according to the teacher requirements. | Power Point<br><br>Microsoft teams<br><br>Notebook | 20 minutes |
| | **APPLICATION**<br>Teacher shares a link and gives the instructions to play in groups by using **there is/are** in the negative form.<br>https://n9.cl/fzl3w<br>Learn English Playing will be used as a teaching tool in order to get students interested and motivated.<br>The app is a highly engaging and visual appealing platform which allows the students to do activities in a funny way full of excitement and energy within and outside the classroom.<br>Students will collaborate in pairs and use the app to check the grammar and vocabulary. | Microsoft teams<br><br>Wheel decide<br><br>Learn English Playing | 30 minutes |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Some slides are used as a fun and engaging way to allow students to use the grammar and vocabulary learned in the app. | | | | | | |
| **3.VERIFICATION** | | | | | | | |
| **ELABORATED** | | **CHECKED** | | **APPROVED** | | | |
| **Date:** 05/12/2021 | | **Date:** 06/12/2021 | | **Date:** 07/12/2021 | | **Date:** 07/12/2021 | |
| **TEACHERS:** | Lic. Susana Tualombo | **AREA COORDINATION:** | Lic. Mónica Franco | **ACADEMIC DIRECTION** | Msc. Natalia Bedón | **DECE:** | Dra. Diana Carrillo |
| **Physical or Digital Signature:** |  | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Note:** The beginner level was the focus of this lesson plan. The class meets four times per week for 20 minutes each, so the students completed 80 minutes across the four sessions. The majority of students are unfamiliar with the right pronunciation of the words. They came from a wide range of different places. A computer, the internet, smartphones, a book, and the Learn English Playing are provided for the sessions. All of the students are able to use their phones or computers, and they have indicated that they are very comfortable using technology during each session.

**Illustration 1** There is and there are






**Educational App** Learn English Playing https://play.google.com/store/apps/details?id=com.app.city.milPalabras.ingles&hl=en_US

**Tabla 2** Lesson plan 2

**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

**PEDAGOGICAL SHEET EDUCATIONAL PLAN- COVID 19**

**SCHOOL YEAR 2021-2022**

**LESSON PLAN N ° 002**

**1. INFORMATIVE DATA**

| TEACHER: | AREA | TIME | CLASS: | PARALLEL: | START DATE: | FINISH DATE: |
|---|---|---|---|---|---|---|
| Lic. Susana Tualombo | English as a Foreign Language | 80 minutes | 4th | D | 24/12/21 | 10/01/22 |

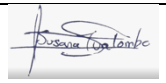
**Educational Apps:**
Duolingo, Online Spelling bee
**Oral production elements:**
Grammar and Vocabulary, pronunciation
**Bibliographic references:**
Super Mind 3, Cambridge
https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Curriculum_Specifications_EFL-SPECS_-Level-A1.pdf

**2. CURRICULAR DEVELOPMENT**

| Day | Activities / Methodological Strategies | Resources | Time |
|---|---|---|---|
| **First meeting** | **PRAYER**<br>Pray "Saint Dominic Spirit" with students. | YouTube<br>Microsoft teams | 5 minutes |

| | | | |
|---|---|---|---|
| | Daily video reflection. | | |
| | **MOTIVATION.**<br>Video "Guess the sound"<br>https://www.youtube.com/watch?v=pbxFOxz9c1g | YouTube<br>Microsoft teams | 5 minutes |
| | **LEARNING CYCLE ERCA**<br>**EXPERIENCE**<br>Teacher starts the class by asking some students to participate in the **Online spelling bee** game/Food 1.<br>Students participate in order.<br>https://www.gamestolearnenglish.com/spelling-bee/<br>Also, presents the **Duolingo** app in order to improve their vocabulary. | Online spelling bee<br>Microsoft teams<br>Duolingo | 10 minutes |
| | **REFLECTION**<br>Teacher shows a real basket with some food and asks some questions "Are there any vegetables? Is there any soup?<br>Students practice vocabulary and grammar by saying the answer. Yes, there are some vegetables.<br>No, there isn't any soup. (examples) | Basket, apples, bananas, carrots, candies, yogurt, water<br>Microsoft teams | 10 minutes |
| | **CONCEPTUALIZATION**<br>Teacher gives instructions for activity 1 on pages 24 and 25 in the student's book.<br>Students follow the instructions and complete the activities.<br>Students share their ideas with their classmates about the activities. | Microsoft teams<br>Student's book | 15 minutes |

| | | | |
|---|---|---|---|
| | Students check their answers with different pairs. | | |
| | **APPLICATION**<br><br>Teacher gives instructions for activity 3 on page 25 from the student's book.<br><br>Students work in teams to develop the activity.<br>Students practice the vocabulary section in the Online spelling bee app.<br>Teacher provides feedback to the previous task to check mistakes and to reinforce students´ pronunciation.<br>Students continue working on the tasks independently and present the work they made in class. | Microsoft teams<br><br>Old magazines about food.<br><br>Online spelling bee. | 35 minutes |

| **3.VERIFICATION** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **ELABORATED** | | **CHECKED** | | **APPROVED** | | | |
| **Date:** 05/12/2021 | | **Date:** 06/12/2021 | | **Date:** 07/12/2021 | | **Date:** 07/12/2021 | |
| **TEACHERS:** | Lic. Susana Tualombo | **AREA COORDINATION:** | Lic. Mónica Franco | **ACADEMIC DIRECTION** | Msc. Natalia Bedón | **DECE:** | Dra. Diana Carrillo |
| **Physical or Digital Signature:** |  | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Note:** The beginner level was the focus of this lesson plan. The class meets four times per week for 20 minutes each, so the students completed 80 minutes across the four sessions. The majority of students are unfamiliar with the right pronunciation of the words. They came from a wide range of different places. A computer, the internet, smartphones, a book, and the Duolingo, Online spelling bee are provided for the sessions. All of the students are able to use their phones or computers, and they have indicated that they are very comfortable using technology during each session.

**Illustration 2** Food and drinks







**Educational App** Duo Lingo https://es.duolingo.com/

Online Spelling Bee https://www.gamestolearnenglish.com/spelling-bee/

**Tabla 3** Lesson plan 3

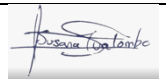
**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

| **PEDAGOGICAL SHEET EDUCATIONAL PLAN- COVID 19**<br>**SCHOOL YEAR 2021-2022**<br>**LESSON PLAN N ° 003** | | | | | | |
|---|---|---|---|---|---|---|
| **1. INFORMATIVE DATA** | | | | | | |
| **TEACHER:**<br>Lic. Susana Tualombo | **AREA**<br>English as a Foreign Language | **TIME**<br>80 minutes | **CLASS:**<br>4th | **PARALLEL:**<br>D | **START DATE:**<br>10/01/22 | **FINISH DATE:**<br>25/01/22 |
| **Educational Apps:**<br>Poli Pop English<br>**Oral production elements:**<br>Pronunciation<br>**Bibliographic references:**<br>Super Mind 3, Cambridge<br>https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Curriculum_Specifications_EFL-SPECS_-Level-A1.pdf | | | | | | |
| **2. CURRICULAR DEVELOPMENT** | | | | | | |
| **Day** | **Activities / Methodological Strategies** | | | | **Resources** | **Time** |

| | | | |
|---|---|---|---|
| **First meeting** | **PRAYER**<br>Pray "Our Father" with students.<br>Daily video reflection. | YouTube<br>Microsoft teams | 5 minutes |
| | **MOTIVATION.**<br>Song "I can't stop this feeling"<br>https://www.youtube.com/watch?v=oWgTqLCLE8k&list=PLBnd4asXkTSMcdaTPIpksPvW-e3yINFhP&index=5 | YouTube<br>Microsoft teams | 5 minutes |
| | **LEARNING CYCLE ERCA**<br>**EXPERIENCE**<br>The teacher writes soup and salad across the center of the presentation as headings and asks to brainstorm what there can be in each group. Also, presents the **Poli pop English** app in order to improve their pronunciation. | Markets, vocabulary about food<br>Microsoft teams<br>Poli Pop English | 10 minutes |
| | **REFLECTION**<br>Teacher starts the class by asking some questions about the last class.<br>Students participate in order.<br>Students have previous knowledge about grammar and vocabulary concerning a number of activities and the vocabulary necessary to understand the teacher's explanations and commands.<br>Students know how to use there is and there are to talk about food<br>Students will talk about themselves and what they will cook, after the lesson, at the | Microsoft teams | 10 minutes |

| | | | |
|---|---|---|---|
| | weekend, during the vacation, etc. | | |
| | **CONCEPTUALIZATION**<br>Teacher gives instructions for activities 1 and 2 on pages 24 and 25 from workbook.<br>Students follow the instructions and complete the activities.<br>Sufficient explanation, practice and a list for reference will be provided<br>The difference will be highlighted and practiced in drills.<br>The correct pattern for sentences will be shown clearly on the board. | Microsoft teams<br>Workbook | 20 minutes |
| | **APPLICATION**<br>Teacher gives the instructions to complete worksheet N. 9, "What's in your basket?" from unit 2.<br>Students follow the instructions and complete the activity.<br><br>**SPEAKING ACTIVITY**<br>Teacher describes a dish by using vocabulary and grammar learned.<br>Teacher shows a picture of herself and says "This is me. In my free time, I like to cook, my favorite food is pizza, there are some pieces of pineapples, there is some cheese, etc."<br>Teacher asks, "What kind of food do you like?" and pairs Ss up to add activities by using the Poli Pop English app. Students participate in order to talk about their favorite food and practice their pronunciation. | Microsoft teams<br>Activity N. 9<br>Speaking Activity. | 10 minutes<br>30 minutes |
| **3.VERIFICATION** | | | |

| **ELABORATED** | | **CHECKED** | | **APPROVED** | | | |
|---|---|---|---|---|---|---|---|
| **Date:** 05/12/2021 | | **Date:** 06/12/2021 | | **Date:** 07/12/2021 | | **Date:** 07/12/2021 | |
| **TEACHERS:** | Lic. Susana Tualombo | **AREA COORDINATION:** | Lic. Mónica Franco | **ACADEMIC DIRECTION** | Msc. Natalia Bedón | **DECE:** | Dra. Diana Carrillo |
| **Physical or Digital Signature:** |  | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Note:** The beginner level was the focus of this lesson plan. The class meets four times per week for 20 minutes each, so the students completed 80 minutes across the four sessions. The majority of students are unfamiliar with the right pronunciation of the words. They came from a wide range of different places. A computer, the internet, smartphones, a book, and the Poli Pop English are provided for the sessions. All of the students are able to use their phones or computers, and they have indicated that they are very comfortable using technology during each session.

**Illustration 3** There is, there are, there is not, there are not.



1 Look and write. Use *there is*, *there are*, *there isn't*, and *there aren't*.

In Emily's picnic basket, there is some orange juice.

2 Write the words from the shopping list. Make the song rhyme.

## The monster picnic song

Oh, no, what a picnic!
Oh, that can't be fun.
The monster's going shopping,
For a picnic in the sun.

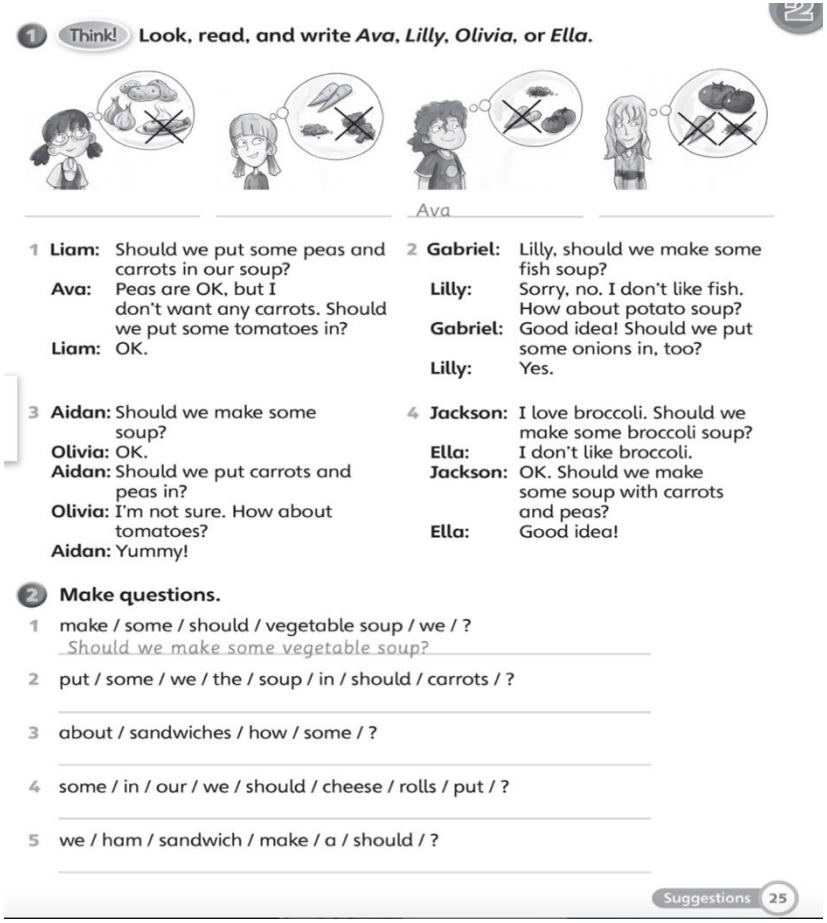
Are there any (1) watches ?
Is there any (2) ?
Yes, there are lots of yukky things,
For monster and for you!

Is there any (3) ?
Is there any (4) ?
Yes, there are lots of yukky things,
This picnic is not good!

yummy yummy!

Shopping list for my party
glue
rubbish
watches
wood

24 Practice



1 Think! Look, read, and write *Ava*, *Lilly*, *Olivia*, or *Ella*.

Ava

1 **Liam:** Should we put some peas and carrots in our soup?
**Ava:** Peas are OK, but I don't want any carrots. Should we put some tomatoes in?
**Liam:** OK.

2 **Gabriel:** Lilly, should we make some fish soup?
**Lilly:** Sorry, no. I don't like fish. How about potato soup?
**Gabriel:** Good idea! Should we put some onions in, too?
**Lilly:** Yes.

3 **Aidan:** Should we make some soup?
**Olivia:** OK.
**Aidan:** Should we put carrots and peas in?
**Olivia:** I'm not sure. How about tomatoes?
**Aidan:** Yummy!

4 **Jackson:** I love broccoli. Should we make some broccoli soup?
**Ella:** I don't like broccoli.
**Jackson:** OK. Should we make some soup with carrots and peas?
**Ella:** Good idea!

2 Make questions.

1 make / some / should / vegetable soup / we / ?
Should we make some vegetable soup?
2 put / some / we / the / soup / in / should / carrots / ?
3 about / sandwiches / how / some / ?
4 some / in / our / we / should / cheese / rolls / put / ?
5 we / ham / sandwich / make / a / should / ?

Suggestions 25

**Educational App** Duo Lingo https://play.google.com/store/apps/details?id=air.com.swasa.PiliPopEnglish&hl=es_419&gl=US

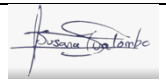
**Tabla 4** Lesson plan 4

**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

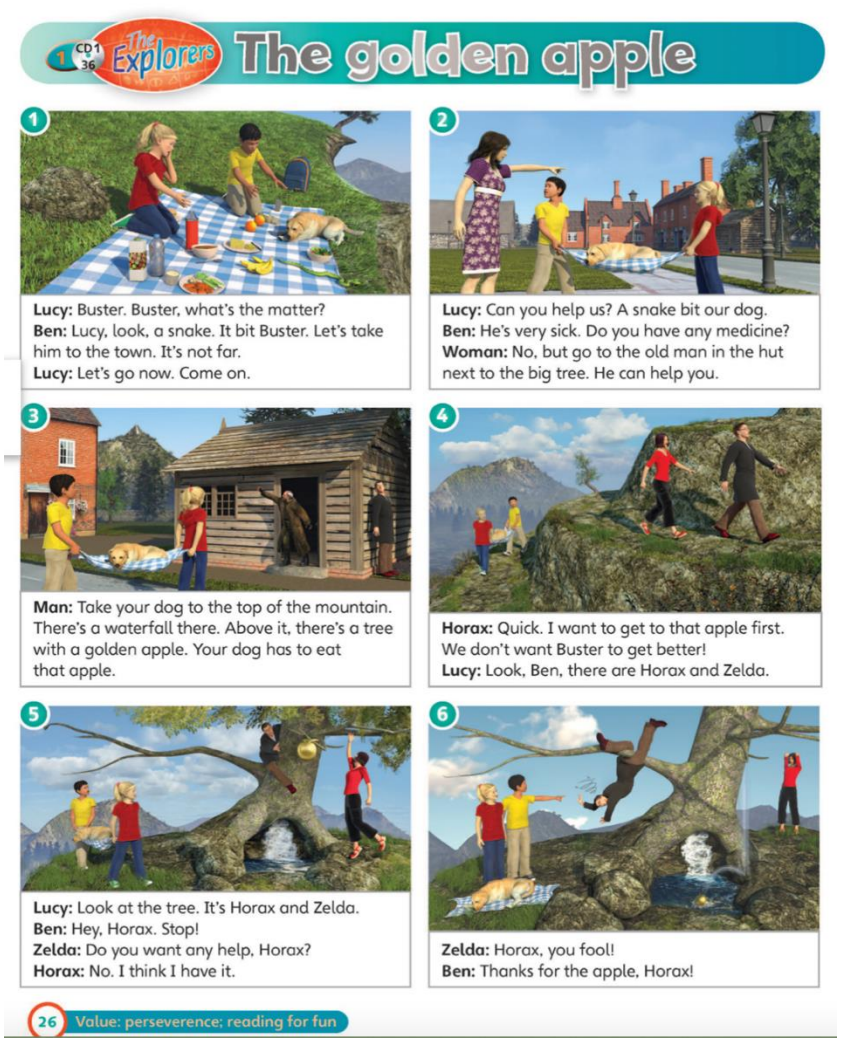
| **PEDAGOGICAL SHEET EDUCATIONAL PLAN- COVID 19**<br>**SCHOOL YEAR 2021-2022**<br>**LESSON PLAN N ° 004** | | | | | | |
|---|---|---|---|---|---|---|
| **3. INFORMATIVE DATA** | | | | | | |
| **TEACHER:**<br>Lic. Susana Tualombo | **AREA**<br>English as a Foreign Language | **TIME**<br>80 minutes | **CLASS:**<br>4th | **PARALLEL:**<br>D | **START DATE:**<br>26/01/22 | **FINISH DATE:**<br>11/02/22 |
| **Educational Apps:**<br>Speakpipe<br>**Oral production elements:**<br>Pronunciation, interactive communication.<br>**Bibliographic references:**<br>Super Mind 3, Cambridge<br>https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Curriculum_Specifications_EFL-SPECS_-Level-A1.pdf | | | | | | |
| **4. CURRICULAR DEVELOPMENT** | | | | | | |
| **Day** | **Activities / Methodological Strategies** | | | | **Resources** | **Time** |
| **Second Meeting** | **PRAYER**<br>Pray "Holy Mary" with students.<br>Daily video reflection. | | | | Power Point<br>Microsoft teams | 5 minutes |
| | **MOTIVATION.**<br>"Hangman"<br>https://www.hangmanwords.com/play/custom?g=VGhlJTIwZ29sZGVuJTIwYXBwbGU= | | | | Hangman<br>Microsoft teams | 5 minutes |
| | **LEARNING CYCLE ERCA**<br>**EXPERIENCE** | | | | Questions | 10 minutes |

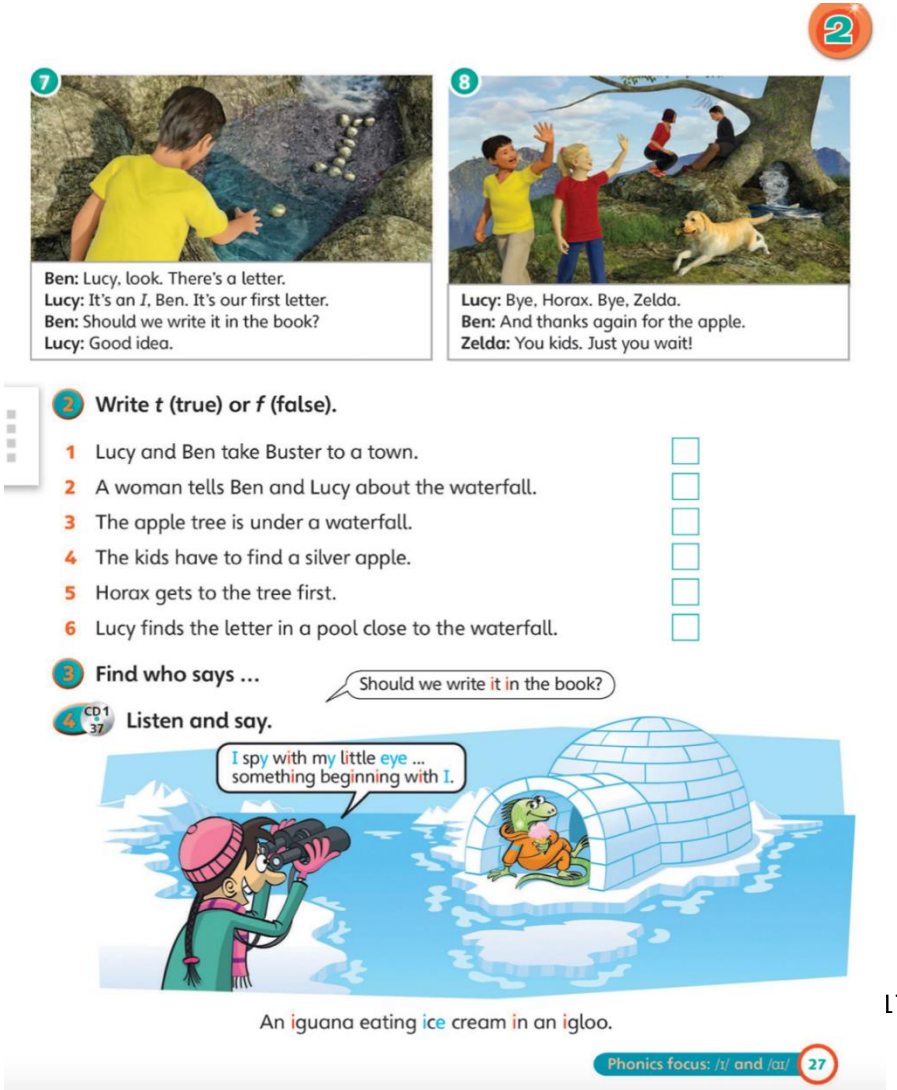
| | | | |
|---|---|---|---|
| | Teacher starts the class by asking some questions about the story of Lucy, Ben and Buster. “What happened the last time with Buster? Where were kids?<br>Students participate in order. (speaking)<br>Also, presents the **Speakpipe** app in order to improve their pronunciation. | Speakpipe | |
| | **REFLECTION**<br>Teacher presents the story about “The golden apple and selects some students to read.<br>Students read according to their roles by using the speakpipe app. | Microsoft teams | 10 minutes |
| | **CONCEPTUALIZATION**<br>Teacher presents the video “The golden apple” from the book and ask to complete activity 2 on student’s book page 27.<br>Teacher adds the headline “story” in the chart and explains that they will read it to practice their pronunciation. | Power Point<br>Microsoft teams<br>Student’s book | 20 minutes |
| | **APPLICATION**<br>Teacher sends a link to play.<br>https://wheeldecide.com/index.php?c1=What+bit+Buster%3F&c2=The+vet+gave+Buster+the+medicine.+%28True+or+false%29&c3=Who+fell+from+the+tree%3F&c4=Lucy+and+Ben+found+the+letter+I.+%28True+or+false%29&c5=What+was+the+fruit+that+they+found%3F&c6=Buster+died+for+the+snake%27s+bite.+%28True+or+false%29&c7=Who+are+the+characters+from+this+story%3F&t=The+golden+apple&time=5 | Microsoft teams<br>Wheel decide | 30 minutes |

| **3.VERIFICATION** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **ELABORATED** | | **CHECKED** | | **APPROVED** | | | |
| **Date:** 09/12/2021 | | **Date:** 10/12/2021 | | **Date:** 11/12/2021 | | **Date:** 11/12/2021 | |
| **TEACHERS:** | Lic. Susana Tualombo | **AREA COORDINATION:** | Lic. Mónica Franco | **ACADEMIC DIRECTION** | Msc. Natalia Bedón | **DECE:** | Dra. Diana Carrillo |
| **Physical or Digital Signature:** |  | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Note:** The beginner level was the focus of this lesson plan. The class meets four times per week for 20 minutes each, so the students completed 80 minutes across the four sessions. The majority of students are unfamiliar with the right pronunciation of the words. They came from a wide range of different places. A computer, the internet, smartphones, a book, and the Speakpipe are provided for the sessions. All of the students are able to use their phones or computers, and they have indicated that they are very comfortable using technology during each session.

**Illustration 4** The golden apple











**Educational App** SpeakPipe [https://www.speakpipe.com/voice-recorder](https://www.speakpipe.com/voice-recorder)

**Tabla 5** Lesson plan 5

**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

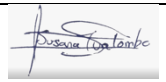
*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

| **PEDAGOGICAL SHEET EDUCATIONAL PLAN- COVID 19**<br>**SCHOOL YEAR 2021-2022**<br>**LESSON PLAN N ° 005** | | | | | | |
|---|---|---|---|---|---|---|
| **3. INFORMATIVE DATA** | | | | | | |
| **TEACHER:**<br>Lic. Susana Tualombo | **AREA**<br>English as a Foreign Language | **TIME**<br>80 minutes | **CLASS:**<br>4th | **PARALLEL:**<br>D | **START DATE:**<br>11/02/22 | **FINISH DATE:**<br>26/02/22 |
| **Educational Apps:**<br>Voice spice<br>**Oral production elements:**<br>Grammar and Vocabulary, Pronunciation, Interactive Communication<br>**Bibliographic references:**<br>Super Mind 3, Cambridge<br>https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Curriculum_Specifications_EFL-SPECS_-Level-A1.pdf | | | | | | |
| **4. CURRICULAR DEVELOPMENT** | | | | | | |
| **Day** | **Activities / Methodological Strategies** | | | | **Resources** | **Time** |

| | | | |
|---|---|---|---|
| **Third meeting** | **PRAYER**<br>Pray “Saint Dominic Spirit” with students.<br>Daily video reflection. | YouTube<br>Microsoft teams | 5 minutes |
| | **MOTIVATION.**<br>Song “Move and freeze”<br>https://www.youtube.com/watch?v=388Q44ReOWE | YouTube<br>Microsoft teams | 5 minutes |
| | **LEARNING CYCLE ERCA**<br><br>**EXPERIENCE**<br>Teacher presents an example about the description of the classroom by using voice spice app.<br>https://voicespice.com/Player.aspx?c=p&h=717596D9&j=496C95<br><br>Students participate in order by describing places or dishes.<br>Also, presents the **Voice spice** app in order to improve their oral performance | Microsoft teams<br>Voice spice | 10 minutes |
| | **REFLECTION**<br>Teacher makes a review about “There is/are -suggestions” by presenting some examples. | Notebook<br>Microsoft teams | 20 minutes |

| | | | |
|---|---|---|---|
| | Teacher asks students create some examples alone and asks them to pair up to share their examples.<br>After students have completed the exercise, we check the examples by reading out the<br>each one. | | |
| | **CONCEPTUALIZATION**<br>Teacher gives the instructions to complete grammar focus on the book.<br>Students follow the instructions and complete the activity about grammar focus. | Microsoft teams<br>Book | 10 minutes |
| | **APPLICATION**<br>Students will tell their partners 1 problem by using the grammar learned and ask for suggestions.<br>Use expressions like<br>Should we……<br>How about……<br>Then students listen to their partners and answer what he/she said by using voice spice.<br>Teacher monitors the activity and provides vocabulary or other help where there is need. | Microsoft teams<br>Voice spice | 20 minutes |

| **3.VERIFICATION** | | | |
|---|---|---|---|
| **ELABORATED** | **CHECKED** | **APPROVED** | |
| **Date:** 09/12/2021 | **Date:** 10/12/2021 | **Date:** 11/12/2021 | **Date:** 11/12/2021 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **TEACHERS:** | Lic. Susana Tualombo | **AREA COORDINATION:** | Lic. Mónica Franco | **ACADEMIC DIRECTION** | Msc. Natalia Bedón | **DECE:** | Dra. Diana Carrillo |
| **Physical or Digital Signature:** |  | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Note:** The beginner level was the focus of this lesson plan. The class meets four times per week for 20 minutes each, so the students completed 80 minutes across the four sessions. The majority of students are unfamiliar with the right pronunciation of the words. They came from a wide range of different places. A computer, the internet, smartphones, a book, and the Voice spice are provided for the sessions. All of the students are able to use their phones or computers, and they have indicated that they are very comfortable using technology during each session.

**Illustration 5** There is and there are Questions.

**Yesterday was:**
**Today is:**
**Tomorrow will be:**

**Lets Remember!**

**Suggestions**

1. **I'm hungry.**
**Should you eat some chocolate.**
2. **He is tired.**
**How about some minutes to rest.**
3. **She is sad.**
4. **We have an exam tomorrow.**
5. **They are new in the city.**

**Questions**

1. **Is there any milk for the breakfast?**
**Yes, there is some milk.**
**No, there isn`t any milk.**
2. **Are there any oranges?**
3. **Are there any students at SDS?**
4. **Is there any teacher's computer?**
5. **Are there any English books?**

**Questions**

Examples:

There **is** a tv in my room.

**Is** there any tv in your room**?**

Yes, there is a tv in my room.
No, there isn't any tv in my room.

**Are** there any children at the school**?**

Yes, there are 200 children at school.
Yes, there are some children at school.

No, there aren't any children at school.

# Unit 2: Grammar focus

## Questions and answers with *some* and *any*

| | |
|---|---|
| Is there **any** salad? | Yes, there is **some** salad. / No, there isn't **any** salad. |
| Are there **any** grapes? | Yes, there are **some** grapes. / No, there aren't **any** grapes. |

**1** **Write *some* or *any*.**

1 There aren't ___any___ parks in our town.
2 Are there ___any___ cookies in the cabinet?
3 There's ___some___ fish in this salad. Yuck!
4 There are ___some___ cats in the yard.
5 Is there ___any___ juice in the fridge?




## Suggestions

| | |
|---|---|
| **Should** we **go** to the movies? | Good idea! |
| **How about** a dance? | No, thank you. |
| **Should** we **make** some sandwiches? | OK. |




**1** **Put the words in order.**

1 soup / dinner / we / should / have / for
**Should we have soup for dinner** ?

2 some / about / lemonade / how
**How about some lemonade** ?

3 help / Mom / we / ask / should / for
**Should we ask for mom help** ?

4 cheese / lunch / how / a / for / about / sandwich
**How about a cheese sandwich for lunch** ?

**Educational App** Voice Spice https://voicespice.com/

**Tabla 6** Lesson plan 6

**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

**PEDAGOGICAL SHEET EDUCATIONAL PLAN- COVID 19**

**SCHOOL YEAR 2021-2022**

**LESSON PLAN N ° 006**

**3. INFORMATIVE DATA**

| **TEACHER:** | **AREA** | **TIME** | **CLASS:** | **PARALLEL:** | **START DATE:** | **FINISH DATE:** |
|---|---|---|---|---|---|---|
| Lic. Susana Tualombo | English as a Foreign Language | 80 minutes | 4th | D | 27/02/22 | 16/03/22 |

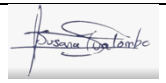
**Educational Apps:**
Lingokids, Youtube
**Oral production elements:**
Grammar and Vocabulary, Pronunciation, Interactive Communication
**Bibliographic references:**
Super Mind 3, Cambridge
https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Curriculum_Specifications_EFL-SPECS_-Level-A1.pdf

**4. CURRICULAR DEVELOPMENT**

| **Day** | **Activities / Methodological Strategies** | **Resources** | **Time** |
|---|---|---|---|
| **Third meeting** | **PRAYER**<br>Pray "Our Father" with students. | YouTube<br>Microsoft teams | 5 minutes |

| | | | |
|---|---|---|---|
| | Daily video reflection. | | |
| | **MOTIVATION.**<br>Song “What do you like to eat?”<br>https://www.youtube.com/watch?v=ZZ2nN58YOCw | Questions<br>YouTube<br>Microsoft teams | 2 minutes |
| | **LEARNING CYCLE ERCA**<br>**EXPERIENCE**<br>Tell the students they are going to listen to an interview. “A girl is talking about lunch at school”.<br>The teacher asks to Brainstorm words they think they might hear. (speaking)<br>Also, presents the **Lingokids** app to reinforce the oral performance | Microsoft teams<br>Lingokids | 5 minutes |
| | **REFLECTION**<br>Teacher plays the recording and gives the instructions to complete activity 1 on page 28 from student’s book.<br>Students read about food and complete activity 1 on page 28. | Book<br>Microsoft teams | 5 minutes |
| | **CONCEPTUALIZATION**<br>Teacher asks students to read the information about “breakfast” on student’s book page 29 and complete activity 1.<br>Students read and develop activity 1 according to the instructions. | Microsoft teams<br>Book | 10 minutes |
| | **APPLICATION**<br>The teacher should instruct students to go to Lingokids app and look at the vocabulary related with food to get more familiar with the topic. | Microsoft teams<br>Lingo kids | 40 minutes |

| | | | |
|---|---|---|---|
| | Teacher gives the guidelines to create a presentation about "Preparing my favorite food description"<br><br>Sufficient explanation, practice will be provided.<br><br>The correct pattern for sentences will be shown clearly on the board.<br><br>Teacher presents the rubric and explains the speaking activity.<br><br>Students make some questions and prepare for 15 minutes their speaking activity.<br><br>The aspect of collaboration allows students to use the grammar, vocabulary, pronunciation, and interactive communication in an authentic way. | Student's presentation<br><br>Rubric | |

| **3.VERIFICATION** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **ELABORATED** | | **CHECKED** | | **APPROVED** | | | |
| **Date:** 09/12/2021 | | **Date: 1**0/12/2021 | | **Date:** 11/12/2021 | | **Date:** 11/12/2021 | |
| **TEACHERS:** | Lic. Susana Tualombo | **AREA COORDINATION:** | Lic. Mónica Franco | **ACADEMIC DIRECTION** | Msc. Natalia Bedón | **DECE:** | Dra. Diana Carrillo |
| **Physical or Digital Signature:** |  | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Note:** The beginner level was the focus of this lesson plan. The class meets four times per week for 20 minutes each, so the students completed 80 minutes across the four sessions. The majority of students are unfamiliar with the right pronunciation of the words. They came from a wide range of different places. A computer, the internet, smartphones, a book, and the lingokids are provided for the sessions. All of the students are able to use their phones or computers, and they have indicated that they are very comfortable using technology during each session.

**Illustration 6** My favorite meal




**Educational App** Lingo kids https://acortar.link/Tnw7B6

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## ANNEXES

### Annex 1. Approval

Formato de la Carta de aceptación

Quito, 31 de agosto de 2021

Hna. Maribel Silva Carrasco

**RRECTORA DE LA UNIDAD EDUCATIVA SAINT DOMINIC SCHOOL**

**Presente.**

Con un cordial saludo, deseándole el mejor de los éxitos en sus funciones. Yo, Lic. Enma Susana Tualombo Chamba con cédula de identidad 1804484242 estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito de la manera más comedida me autorice realizar mi proyecto de investigación en la en la Unidad Educativa Saint Domin School Sección Primaria, área de Inglés previo a la titulación de Magíster, requerimiento solicitado por la Facultad de Ciencias Humanas y de la Educación, Coordinación de Posgrado de la Universidad Técnica de Ambato.

El tema de investigación es "Educational Apps and Oral Production''y tiene como objetivo fortalecer la habilidad de la producción Oral de los estudiantes de Inglés de cuarto grado mismo que se desarrollará durante el período académico septiembre 2021- abril 2022.

Por la atención favorable que se dé a la presente, anticipo mi agradecimiento.

Atentamente

Lic. Enma Susana Tualombo Chamba

CI: 1804484242

Autorizado 31/08/2021

UNIDAD EDUCATIVA PARTICULAR SAINT DOMINIC SCHOOL
SAINT DOMINIC SCHOOL
RECTORADO
QUITO - ECUADOR

## Annex 2. Cambridge Exam

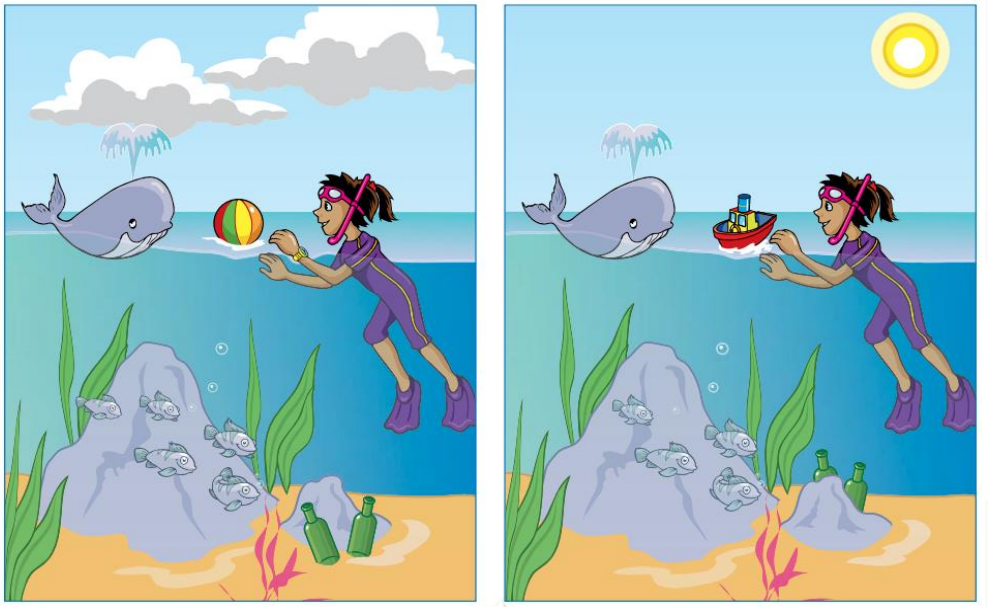
GROUP: 4th grade.

LEVEL: A1

TEST: Cambridge - Movers

A1 Movers Speaking

58 Cambridge Assessment English



A1 MOVERS SPEAKING. Find the Differences

A1 Movers Speaking

60 Cambridge Assessment English



A1 MOVERS SPEAKING. Odd-one-out

**A1 Movers**

| | **Vocabulary and grammar**<br>Range<br>Control<br>Extent<br>Cohesion | **Pronunciation**<br>Individual sounds<br>Stress<br>Intonation | **Interaction**<br>Reception/Responding<br>Support required<br>Fluency/Promptness |
|---|---|---|---|
| 5 | • Uses the vocabulary required to deal with all test tasks.<br>• Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.<br>• Responds at word, phrase or longer utterance level.<br>• Can join ideas with some simple linkers (e.g. *and*, *but*, *then*, *when*). | • Is mostly intelligible.<br>• Has limited control of word stress and intonation. | • Responds appropriately to instructions, questions and visual prompts, and very little support is required.<br>• Is able to ask for support if required.<br>• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance. |
| 4 | Some features of 3.0 and some features of 5.0 in approximately equal measure. | | |
| 3 | • Uses the vocabulary required to deal with most test tasks.<br>• Produces some simple structures but makes some basic mistakes which may obscure meaning.<br>• Generally responds at word or phrase level but may also produce some longer utterances.<br>• Can join ideas with a few simple linkers (e.g. *and*). | • Is mostly intelligible, although some sounds may be unclear.<br>• Has limited control of word stress. | • Responds appropriately to instructions, questions and visual prompts, although some support is required.<br>• Is able to ask for support if required.<br>• Often responds promptly, although there may be hesitation and pausing mid-utterance. |
| 2 | Some features of 3.0 and some features of 1.0 in approximately equal measure. | | |
| 1 | • Uses the vocabulary required to attempt some test tasks.<br>• Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.<br>• Generally responds at word level but may also produce phrases.<br>• Can join words with simple linkers (e.g. *and*). | • Sometimes may be difficult to understand. | • Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.<br>• May attempt to ask for support if required.<br>• There is hesitation and pausing mid-utterance; responses may be delayed or halting. |
| 0 | Performance does not satisfy the Band 1 descriptor. | | |
| | Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation. | | |

## Speaking Part 3



MOVERS SPEAKING. Odd-one-out

THE TASK

- The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate has to identify which picture is the odd one out in the remaining three sets and say why.

HOW TO APPROACH THE TASK

- For Part 3, children should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of a girl buying something among three pictures of people painting, a picture of a small animal/fish among three pictures of animals and a picture of a boy swimming among three pictures of people washing things. Candidates are only expected to give simple reasons for choosing a picture as the different one. For example: *These are fruit, this isn't. These people are painting, but this girl is buying bread. This fish is small, but these are all big. This boy is swimming, but these people are washing.*
- There may be many different ways of expressing the same difference. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

ASSESSMENT

- This part tests describing pictures.

## Speaking Part 4

THE TASK

- The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies.

HOW TO APPROACH THE TASK

- Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as: *Who do you play with at school? What games do you play at school? What do you have for lunch?*
- Only simple answers of between one and four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

ASSESSMENT

- This part tests understanding and responding to personal questions.

# Advice by task

## Speaking Part 1



THE TASK

- The examiner greets the candidate and asks the candidate for their name and age.
- The examiner then demonstrates what is required and shows the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences.

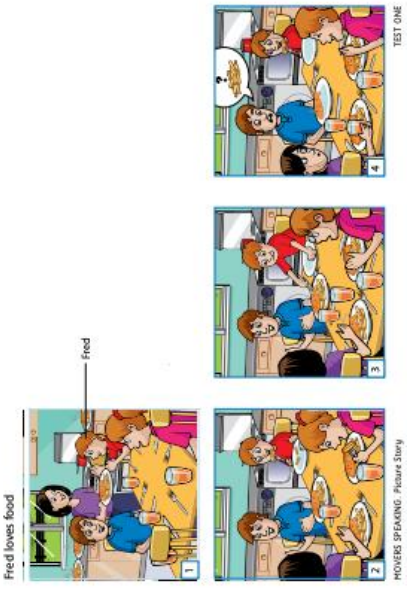
HOW TO APPROACH THE TASK

- For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc. For example: *Here it is sunny, but here it is cloudy. Here there are four fish, but here there are five. The bottles are behind the rock here, but in front of the rock here. The girl is playing with a ball in this picture, but in this one she is playing with a boat.* Although the above represent examples of ideal responses, something much simpler is acceptable. For example: *Here red and here yellow. This is boy and this is girl.*

ASSESSMENT

- This part tests describing pictures.

## Speaking Part 2




THE TASK

- The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

HOW TO APPROACH THE TASK

- Part 2 in the A1 Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.
- Before asking candidates to tell the story, the examiner says, 'Look at the pictures first.' Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence. The examiner will prompt by asking a question if a candidate needs help.
- The structures candidates will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example: *play*, *read*, *look at*, *write*, *laugh*, *go*). They should be able to say things like *The man is talking. The children are eating*. Candidates should also be able to describe simple feelings, for example: *The boy is/isn't happy*. The examiner will prompt by asking a question if a candidate needs help.

ASSESSMENT

- This part tests describing things and events.

**Annex 3. Rubric**

# Cambridge English

## Assessing Speaking Performance – Level A2

| A2 | Grammar and Vocabulary | Pronunciation | Interactive Communication |
|---|---|---|---|
| 5 | • Shows a good degree of control of simple grammatical forms.<br>• Uses a range of appropriate vocabulary when talking about everyday situations. | • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | • Maintains simple exchanges.<br>• Requires very little prompting and support. |
| 4 | *Performance shares features of Bands 3 and 5.* | | |
| 3 | • Shows sufficient control of simple grammatical forms.<br>• Uses appropriate vocabulary to talk about everyday situations. | • Is mostly intelligible, despite limited control of phonological features. | • Maintains simple exchanges, despite some difficulty.<br>• Requires prompting and support. |
| 2 | *Performance shares features of Bands 1 and 3.* | | |
| 1 | • Shows only limited control of a few grammatical forms.<br>• Uses a vocabulary of isolated words and phrases. | • Has very limited control of phonological features and is often unintelligible. | • Has considerable difficulty maintaining simple exchanges.<br>• Requires additional prompting and support. |
| 0 | *Performance below Band 1.* | | |

**Annex 4. Lesson Plan Format**

**UNIDAD EDUCATIVA PARTICULAR "SAINT DOMINIC SCHOOL"**

*"FORMAMOS PERSONAS NUEVAS PARA UN MUNDO NUEVO"*

| **PEDAGOGICAL SHEET EDUCATIONAL PLAN**<br>**SCHOOL YEAR 2021-2022**<br>**LESSON PLAN N ° 00** | | | | | | |
|---|---|---|---|---|---|---|
| **1. INFORMATIVE DATA** | | | | | | |
| **TEACHER:** | **AREA**<br>English as a Foreign Language | **TIME** | **CLASS:** | **PARALLEL:** | **START DATE:** | **FINISH DATE:** |
| **Bibliographic references:** | | | | | | |
| **2. CURRICULAR DEVELOPMENT** | | | | | | |

| **Day** | **Activities / Methodological Strategies** | **Resources** | **Time** |
|---|---|---|---|
| | **PRAYER** | | |
| | **MOTIVATION.** | | |
| | **LEARNING CYCLE ERCA**<br>**EXPERIENCE** | | |
| | **REFLECTION** | | |
| | **CONCEPTUALIZATION** | | |
| | **APPLICATION** | | |

| | | | |
|---|---|---|---|
| | | | |

| **3.VERIFICATION** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **ELABORATED** | | **CHECKED** | | **APPROVED** | | | |
| **Date:** 09/12/2021 | | **Date: 1**0/12/2021 | | **Date:** 11/12/2021 | | **Date:** 11/12/2021 | |
| **TEACHERS:** | | **AREA COORDINATION:** | | **ACADEMIC DIRECTION** | | **DECE:** | |
| **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | | **Physical or Digital Signature:** | |

**Annex 5. Researches**

| Research | Author | Objective | App |
|---|---|---|---|
| English Pronunciation app and pronunciation lesson at Mandalika University. | Haryadi, S & Aprianoto (2020) | The purpose of this research was to see whether incorporating the English Pronunciation app into a pronunciation lesson at Mandalika University of Education (UNDIKMA) | English Pronunciation app |
| iPhone applications for learning English pronunciation. | González (2012) | To prove the tremendous potential of iPhone applications for practicing and improving some areas of English pronunciation, such as sound discrimination, learning English phonemes, or pronunciation of particular words, and it discusses future improvements to current apps. | iPhone applications |
| Mobile devices to improve English language. | Liu & He (2014) | To evidence that the new learning technique is beneficial for college students to improve their English by utilizing their mobile devices. | Mobile devices. |
| Teaching pronunciation using experiential learning and pronunciation strategies. | Martínez, 2016 | To improve the student's pronunciation by experimenting with novel ways. | |
| | | | |

| | | | |
|---|---|---|---|
| Education 3.0 and the use of technology tools in EFL classrooms in a school in the south of Brazil. | Azevedo (2017) | To discuss Education 3.0 and the use of technology tools in EFL classrooms in a school | Osmo |
| | Hirsh-Pasek (2015) | To provide a framework for evaluating the potential educational value of existing and future applications. | Mobile Apps |
| English pronunciation IPA mobile app in the English pronunciation | Nuñez (2020), | To determine the relationship between the mobile app and the English pronunciation of third-level students of the "CTT de los Andes" language center | IPA mobile app |
| Quality of evaluation of PTS (pronunciation training software) and the intention to use technology among English teachers from Ambato technical university | Ramos (2018) | To nalyzed and evaluated as a tool to improve students' oral English skills, with the goal of identifying the validity of this software as an applicable tool within the teaching and learning process of the ESL. | PTS (pronunciation training software) |
| M-learning applications in the development of oral output of the English | Unda (2017) | To examine the role of M-learning apps (mobile learning apps) on the development of oral output using a descriptive method study. | M-learning applications |

## Annex 6. Urkund Report

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### Document Information

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| **Analyzed document** | THESIS SUSANATUALOMBO URKUND.pdf (D162452858) |
| **Submitted** | 3/28/2023 8:22:00 PM |
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### Sources included in the report

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|---|---|---|
| SA | **Ajitimbay Z_01.docx**<br>Document Ajitimbay Z_01.docx (D57387276) | 3 |
| W | URL: https://www.researchgate.net/publication/342359783_INTEGRATING_ENGLISH_PRONUNCIATION_APP_INTO_...<br>Fetched: 5/10/2021 3:05:56 AM | 2 |
| SA | **e02727a434b2a112326fabefe03067e49ebc38b4.html**<br>Document e02727a434b2a112326fabefe03067e49ebc38b4.html (D137004407) | 1 |
| SA | **UNIVERSIDAD TECNICA DE AMBATO / Online resources and speaking skill.pdf**<br>Document Online resources and speaking skill.pdf (D111399076)<br>Submitted by: jcastro3354@uta.edu.ec<br>Receiver: wilmaesuarezm.uta@analysis.urkund.com | 1 |
| SA | **URKUND TANYS.docx**<br>Document URKUND TANYS.docx (D57607104) | 1 |
| SA | **UNIVERSIDAD TECNICA DE AMBATO / ANTEPROYECTO FINAL 1.pdf**<br>Document ANTEPROYECTO FINAL 1.pdf (D66361615)<br>Submitted by: cmena3299@uta.edu.ec<br>Receiver: deadv.pved.07.uta@analysis.urkund.com | 1 |
| W | URL: https://doi.org/10.1017/CBO9781139519526.030<br>Fetched: 3/28/2023 9:23:00 PM | 1 |
| W | URL: https://www.raco.cat/index.php/iem/article/view/204137<br>Fetched: 3/28/2023 9:23:00 PM | 1 |

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