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Educación**

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THEME:

THE PODOMATIC TOOL AND THE DEVELOPMENT OF THE ORAL
FLUENCY OF THE ENGLISH LANGUAGE IN THE FIRST SEMESTER
STUDENTS OF THE PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES CAREER AT TECHNICAL UNIVERSITY OF AMBATO.

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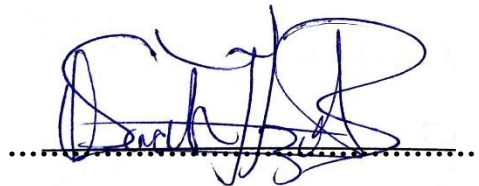
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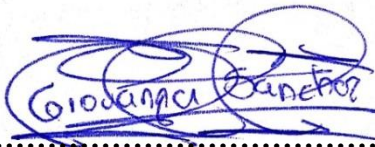
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TO

God for allowing me to achieve everything that I have resolute and for giving me the strength to overcome all the adversities that have been presented before me; to my parents for always supporting me emotionally and financially; and to my brothers for encouraging me to keep going and never decline.

Giovanna Sánchez

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Giovanna Sánchez

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RESUMEN EJECUTIVO

Tema: “THE PODOMATIC TOOL AND THE DEVELOPMENT OF THE ORAL FLUENCY OF THE ENGLISH LANGUAGE IN THE FIRST SEMESTER STUDENTS OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER AT TECHNICAL UNIVERSITY OF AMBATO”

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Tutora: Mg. Sarah Iza Pazmiño

El principal motivo para realizar esta investigación fue determinar si la herramienta Podomatic influye en el desarrollo de la fluidez oral en los estudiantes de primer semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. Para realizar esta investigación, se les aplicó una encuesta a 56 estudiantes del paralelo “A” y “B” y a 2 docentes con un cuestionario de 10 preguntas. Estas preguntas fueron desarrolladas en base a las variables dependiente e independiente en donde se crearon 6 preguntas para la variable independiente y 4 preguntas para la variable dependiente. Para esto, se determinó que no hay presencia de herramientas tecnológicas didácticas para el desarrollo de la fluidez oral en el aprendizaje del idioma inglés como lengua extranjera debido a que la mayoría de docentes desconocen de la existencia de estas herramientas interactivas para desarrollar la fluidez oral y continúan utilizando herramientas básicas. Por otra parte, en esta investigación se utilizó la investigación bibliográfica respaldando la información de artículos científicos, libros, y periódicos con el propósito de sustentar el marco teórico. Adicionalmente, los estudiantes de primer semestre pudieron utilizar la herramienta Podomatic para grabar un podcast y así desarrollar la fluidez oral del idioma inglés en donde pudieron interactuar en conversaciones en parejas y grupales. Finalmente, se pudo concluir que la herramienta Podomatic y la fluidez oral sí influyen en el aprendizaje del idioma inglés ya que se pudo relacionar ambas variables de la investigación.

Palabras clave: herramienta podomatic, fluidez oral, podcasting, herramienta tecnológica, aprendizaje del idioma extranjero.

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ABSTRACT

Theme: “THE PODOMATIC TOOL AND THE DEVELOPMENT OF THE ORAL FLUENCY OF THE ENGLISH LANGUAGE IN THE FIRST SEMESTER STUDENTS OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER AT TECHNICAL UNIVERSITY OF AMBATO”

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The main reason to carry out this research was to determine if the Podomatic tool influences the development of the oral fluency in the first semester students of the Pedagogy of the National and Foreign Languages Career at Technical University of Ambato. To carry out this research, a survey was applied to 56 students from the "A" and "B" sections of the aforementioned semester; as well as a 10-question questionnaire to 2 teachers. The questions were developed based on the dependent and independent variables where 6 questions were created for the independent and 4 for the dependent. The previously mentioned instruments determined the lack of didactic technological tools for the development of the oral fluency in English learning as a foreign language due to the majority of teachers being unaware of the existence of such interactive tools to develop the oral fluency and their continuous use of basic tools for this purpose. On the other hand, this research used bibliographic research in order to support the information in the theoretical framework with scientific articles, books, and newspapers. Additionally, the students of this research work were able to use the Podomatic tool to record a podcast and thus develop their English language oral fluency. This tool allowed them to interact through conversations in pairs and in groups. Finally, a conclusion states that the Podomatic tool used in the development of the oral fluency influences the English language learning inasmuch as both variables of the research could be related.

Keywords: podomatic tool, oral fluency, podcasting, technological tool, foreign language learning.

INTRODUCTION

The main purpose of this research work is to study the influence that the Podomatic tool has on the oral fluency of the English language inasmuch as the use of interactive technological tools to develop the oral fluency is limited. This has occurred because there is little theoretical foundation on the importance of the Podomatic tool and the oral fluency of the English language.

The main reason for carrying out this research project is because the oral fluency is not developed in the classroom as a primary element in the English language learning. Simultaneously, interactive technological tools are not used in the classroom to develop the aforementioned fluency. For this reason, this research work allows to identify the relationship that exists between the Podomatic tool and the oral fluency in the classroom; therefore, this project has been named "The Podomatic tool and the development of the oral fluency of the English Language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato".

Given the aforementioned scenario, it was desired to verify the hypothesis of this research project in order to check if the Podomatic tool influences in the development of the oral fluency of the English language. For this reason, the alternative hypothesis was taken into account and the null hypothesis was rejected.

Finally, a paper was written where the results of this research were presented based on the surveys made to students and teachers. Likewise, through the statistical test of the chi-square, the relationship between the dependent and independent variables was verified in order to obtain the conclusions and recommendations known to those who might be interested.

This research project has been divided into six chapters, which are detailed below:

CHAPTER I. The problem is composed by the topic, contextualization, critical analysis, prognosis, problem formulation, guidance questions, delimitation of the research object, justification, general objective, and specifics objectives.

CHAPTER II. The theoretical framework is composed by the investigative background, philosophical foundations, legal basis, key categories, theoretical foundations of variables where the study of the dependent and independent variable will be deepened, the hypothesis, and the pointing variables.

CHAPTER III. The methodology is composed by basic method of investigation, level or type of research, population and sample, operation of variables, information collection plan, and finally, information processing plan.

CHAPTER IV. The analysis and interpretation of the results is composed by analysis of the results, interpretation of the results through graphics, and the verification of the hypothesis through the statistical Chi-square.

CHAPTER V. This chapter is composed by conclusions and recommendations of the research project after verifying the hypothesis.

CHAPTER VI. The paper is composed by the abstract, introduction, theoretical framework, methodology, results, discussion, and conclusions.

CHAPTER I

THE PROBLEM

1.1 Theme

The Podomatic tool and the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato.

1.2 Problem Statement

1.2.1 Contextualization

The English language has become a universal language, that is to say, it is currently the most spoken language in most countries around the world and this has been given by the need to communicate correctly by various factors such as business, travel, educational exchanges, science, technology, medicine, and so on. A relevant aspect in this language is the ability to communicate the ideas in a fluent manner; well known as oral fluency. According to Cucchiarini, Strik & Boves (2000) oral fluency is also seen as a wide range of speech skills and characteristics. It is a way to convey our ideas in a clear and precise way, and this involves a correct pronunciation of words and sounds to allow listeners to understand the message. However, it is a difficult language to learn especially in countries where people just speak Spanish.

In **Ecuador**, the oral fluency of the English language is very low and it has happened because the language has not had a deep focus in the educational institutions at national level for its learning. According to El Comercio (2016), since 2014, the English language learning had left the national timetable and an approach was only taken if specialized teachers were available to teach this subject. The language that predominates in Ecuador is Spanish, so learning English has been left in the background. Today, the emphasis is being placed on the language itself, but its learning is still poor, especially in state primary and high schools because of the high

demand of students and changes in curricular reforms in education. According to El Comercio (2016) the curriculum reform of February 17, 2016, supported by the Ministry of Education, indicates that before this reform, in the law, students did not receive English compulsorily; implying that the majority of the population belonging to the public sector did not acquire the necessary knowledge of the English language in schools and high schools. In addition, in Ecuador, the English language is still considered as a foreign language while in other countries, it is already established as a second language; therefore students are not familiar with the language and thus, their lack of oral production is evident.

In **Tungurahua**, the level of English in students of public and private schools and high schools marks a significant difference. Public institutions have been affected by the government's decisions of suspending the English as an important subject. In addition, the great demand of students in each classroom affects their learning. According to parents in public institutions, their children feel crowded in their classrooms because in some of them, there are up to 46 students per classroom (La Hora, 2017). On the other hand, private institutions from Ambato such as "CEBI" and "Unikids" have a good level of English. These institutions work with the CLIL approach, which has had positive results in students. This approach consists on students learning subjects in Spanish and English, making it a good strategy to acquire a good level of knowledge, not only in subjects, but also for the English language. The most prevalent institutions in Tungurahua are public; for this reason, the English language and its oral fluency have not been able to be developed in an optimal way.

In the "**Pedagogía de los Idiomas Nacionales y Extranjeros**" Career, it has been identified that first semester students come from both public and private schools. For this reason, they make up a heterogeneous group where certain students have more English knowledge than others. In other words, some students do not show a fluent use of the language. In addition, "Pedagogía de los Idiomas Nacionales y Extranjeros" is a new career with a new curricular structure, but not all subjects

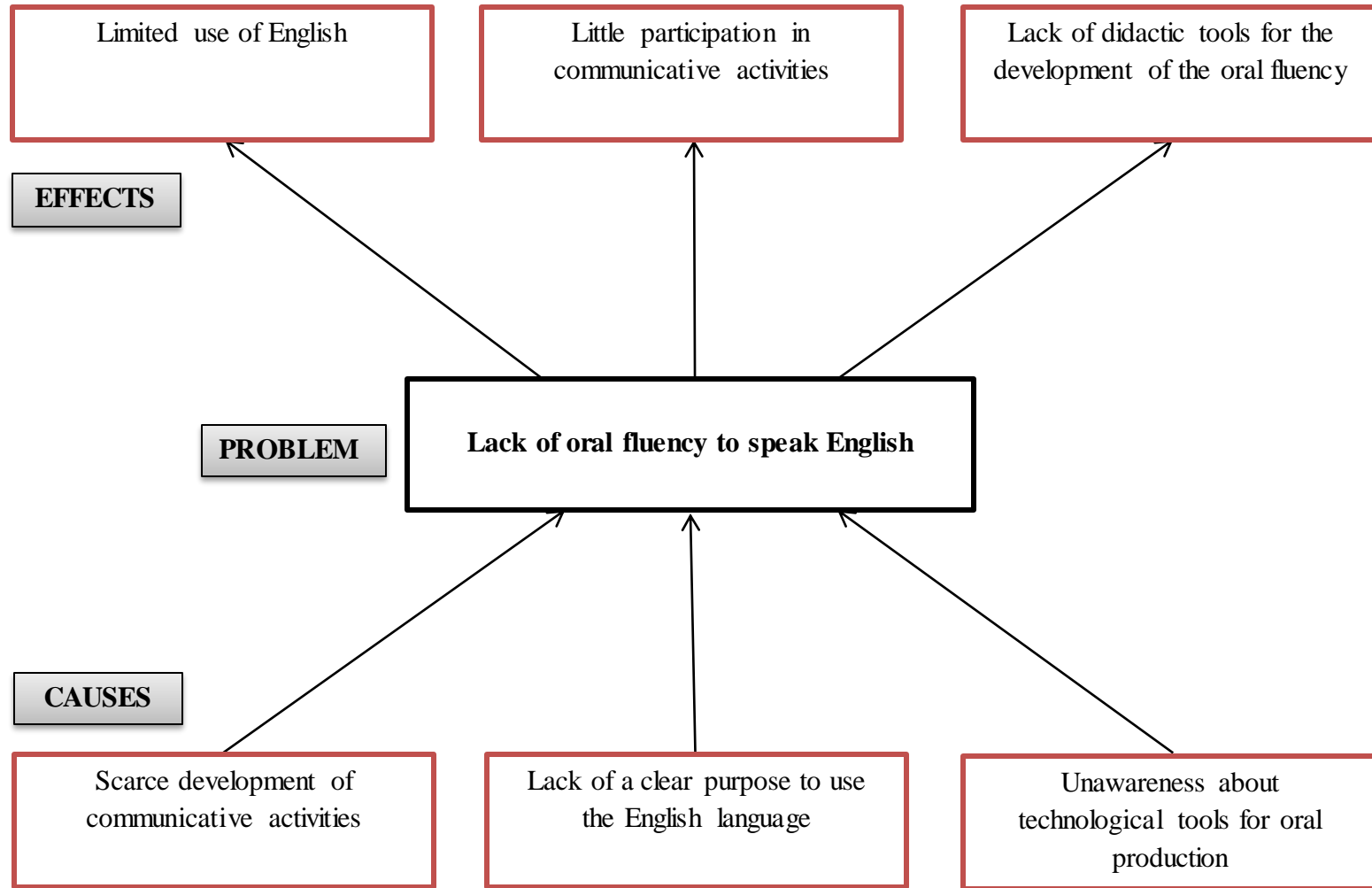
require the use of technological material, or in other cases, technological material is used but it is not an interactive option. Some teachers point out that students use daily basic tools for learning English like PowerPoint presentations and sometimes videos on YouTube; nevertheless, there are more interactive and sophisticated tools to develop the four skills of English. These interactive tools have not been introduced to students for their learning; thus, affecting the development of the language in them.

On the other hand, there are great demands of students as a group in the classrooms; hence, it is impossible to motivate them individually. Instead, teachers prefer to form big groups of students or to work with pair activities in order to assess them. This occurs because of the short period of time that each subject counts on. Another problem is the office hours that teachers have adopted. Now, they have to accomplish two roles: as office workers and as teachers; for this reason, they have limited time to prepare their classes, analyze and apply interactive methodologies or techniques, and more so, they cannot look for interactive technological tools to support their classes. Finally, the intermittent internet connection on the university does not allow applying interactive activities in class.

What is sought today in education is that the various communication technologies are available to simplify, enhance and spread English learning. Thus, the most important factor for this field is the availability of Internet access at the university, which is a great contribution for teachers to start working with technological tools in their classes. Furthermore, it is sought that teachers have less office work hours and more academic hours in order to allow them to prepare excellent lesson plans so they can enable the students to fulfill the proposed aims in each class.

1.2.2 Critical Analysis

Graphic 1: Problem Tree



Source: Direct Observation

Elaborated by: Sánchez, G. (2017)

The oral fluency of the English language has become a very important key component for communication since it is the ability of speech which focuses on communicating the foreign language in an easy and effective way. Starting from this point of view, a critical analysis has been produced on how the lack of oral fluency is affecting the English language speaking in the first semester students of the Pedagogy of National and Foreign Languages career.

First, the **limited use of English** is caused by the **scarce development of communicative activities** in class. This occurs because there are lots of students in the classroom and it is difficult for the teacher to prepare activities focused on each student's need. On the other hand, there are students that simply are not interested in learning the language, so participating in activities or doing homework is a nightmare for them. Finally, there are students that do not want to look foolish in front of the teacher and classmates because of their lack of English knowledge so they decide to go unnoticed in class.

Second, the **little participation in communicative activities** is caused by the **lack of a clear purpose to use the English language**. This occurs because students are not focused in what they want to learn in each class, causing a lack of purpose and objectives. In addition, activities are designed to develop all the four skills, so developing the oral fluency is not an intensive activity or it could take place once a week and in short periods of time. Finally, there are no specific methodologies or classes focused on oral fluency, so it is impossible to develop this speaking sub-skill.

Third, the **lack of didactic tools for the development of the oral fluency** is caused by **the unawareness about technological tools for oral production** that teachers have. This means teachers do not use innovative material or innovative technological tools to motivate students to develop oral fluency, so the improvement of the English language in students continues being negligible.

To sum up, it can be concluded that a structure should be created where new technological tools are not only available for the users' entertainment, but also for

them to be applied in an optimal, efficient, and meaningful way within the classroom; that is to say, in the educational field.

1.2.3 Prognosis

For the foregoing and considering that the group of students belongs to a career path where they will be future English teachers; if the lack of oral fluency to speak English continues and they do not use the Podomatic tool to improve it, it will devolve in a negative situation of great magnitude that will truncate the learning process of the students in an important area of the English language such as oral fluency.

If a solution to the problem is not found, students will lag behind the use and application of technology in the English language learning. Thus, they will not have important tools to develop oral fluency in an interactive way since technology gives them opportunities of practice and develop.

Technology goes beyond what teachers and programs based purely on textbooks can offer to students. Thereby, providing the opportunity to apply this technological tool as an innovative technological resource will help to solve this problem.

1.2.4 Problem Formulation

- How does the Podomatic tool influence the development of the oral fluency of the English language in the first semester students?

1.2.5 Guidance Questions

- What is the use and importance of the Podomatic and other tools in the development of the sub-skill?
- What is the theoretical basis of the oral fluency in the English language?
- What is the relationship between the Podomatic tool and the oral fluency of the English language?

1.2.6 Delimitation of the Research Object

- **Content delimitation**
 - **Field:** Educational
 - **Area:** English
 - **Aspect:** Technological tools

- **Spatial delimitation:** This research was carried out at the Technical University of Ambato, Pedagogy of National and Foreign Languages Career, with first semester students.

- **Temporary Delimitation:** This project was carried out throughout the semester of the academic period (September 2017 - February 2018).

1.3 Justification

This research project is based on the Podomatic tool and the development of the oral fluency of the English language in the first semester students. The reasons why this project is interesting, newfangled, important, and feasible are going to be explained further, as well as who will benefit from it.

First, the present research project is of great **interest** for educators, students, and in general, for anyone who is involved in teaching because the use of technological materials in the classroom opens new opportunities for students to have a meaningful learning. In other words, students are motivated to learn when they use innovative instruments and it gives better results when there are technological alternatives to develop specific skills; such as the Podomatic tool, which helps to improve the oral fluency.

Second, this is a **newfangled** project because nowadays, technology contributes in education positively and learners enjoy learning English in a technological

environment where they must interact with technological tools. In addition, the Podomatic tool offers some advantages to users and it is easy to use.

Third, this project is **important** because this tool offers a wide range of characteristics for students to develop their oral fluency. Students can create different kind of topics such as novels, debates, news, conversations, tell stories, talk about a place, and so on. It is worth mentioning that the use of podcasts in the classroom, which is the main purpose of this tool, is of great relevance for the development of the oral fluency.

Fourth, this project is **feasible** because authorities provide access for carrying out this kind of research project, as they offer students laboratories with modern computers and internet connection to develop the proposed activities. In addition, students can carry their computers to the university and use the internet connection in the classroom. On the other hand, the Podomatic tool does not have any cost, students and teachers can use it for free. Finally, students and teachers do not need sophisticated or specific equipment for the application of the tool, because Podomatic is simple and easy to use. Students only need a computer, an internet connection, and some USB device if necessary.

Finally, it seeks to incorporate the Podomatic tool as a significant learning resource within the classroom where its **beneficiaries** are students, teachers, university community, and society in general; who will develop a high level of oral fluency and a good level of English language skill. Consequentially, the career and the university in general, will count on teachers with a better profile.

1.4 Objectives

1.4.1 General

To study the Podomatic tool and the development of the oral fluency of the English language.

1.4.2 Specifics

- Identify the use and importance of the Podomatic and other tools in the development of the sub-skill.
- Explain the theoretical basis of oral fluency in the English language.
- Determine the relationship between the Podomatic tool and the oral fluency of the English language.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative Background

This present research project has as an objective to study the Podomatic tool and the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato. Thus, it has taken as reference some research works of ex-students of the Languages program, as well as some research projects from scientific articles with subjects related to the present research project. Some researchers are presented below:

In a research on the use of educational technology applications as an influence on pronunciation and its development, surveys were applied to eighth grade students of basic education and to English teachers which yield the following conclusions: Teachers are not aware of the benefit of these applications because of a lack of training. On the other hand, students have a deficit on pronunciation due to the lack of motivation in the use of interactive activities that the technological tools offer. Finally, the author concludes that these technological applications are of great contribution for the pronunciation and its development (Mariño, 2016).

Another research on technological tools to improve the oral skill focused on the application of surveys to ninth-year students of basic education where it was possible to conclude the following: On one hand, because of the lack of knowledge about technological tools and the limited use of them in education, teachers were afraid to use them. In addition, it was found that teachers were reluctant to use and incorporate these tools in their classes. Thus, the author concludes that technological tools are essential to motivate students to learn. In addition, she emphasizes that nowadays there is a sociocultural approach in the virtual field, whereby the use of these tools is of great help to exchange information through the oral skill. However, this skill

encompasses several sub-skills that must be developed for a natural communication such as the oral fluency is which was not mentioned in this research work (Borja, 2015).

In an article about the Readers Theater strategy through Podcasting (digital audio file) to improve fluency in reading and text comprehension, a study was carried out to second and third grade students in three schools of the North Texas. Six grades took place in the investigation. The quantitative and qualitative methodology was used for the data collection. An interview was applied to each group of students who participated in each script and conducted a questionnaire of open answers for teachers to determine their experience in the study, reaching the following conclusions: Just as technology offers several benefits for education, it also restricts a face-to-face interaction. On the other hand, the authors emphasize that the combination of strategies with technology must be applied to achieve a significant learning in the students belonging to the technological generation. Finally, the authors conclude that the use of audio as educational tools should be used to improve students' reading comprehension. However, this project has not focused on the development of oral fluency in communication, but only on the fluency in reading (Vasinda & McLeod, 2011).

In an article focusing on podcasting for the oral skills learning, a study was conducted on the effects of using podcasting in English as a foreign language with a group of 60 Iranian apprentices with an intermediate level of English. The study consisted in dividing the participants into three groups: One controlled group and two experimental groups. Participants had to work in pairs recording a podcast of their partner as well as group discussions and uploaded it to a podcasting tool. The study of student performance was carried out before and after the test, thus showing the following results: In the experimental groups, the use of podcasting had a positive effect since the students improved their ability of expression. It was also shown that students in the student-made podcast group improved their speech skills by comparison to other groups. Finally, it was concluded that the use of podcasting

incorporated in the textbook use and in the curriculum produces better results as a teaching material. This article focused on reading, pronunciation and grammar, but this article has not focused on oral fluency because what was intended with this sub-skill is that students learn to communicate their ideas fluently as we do in our native language (Farangi, Nejadghanbar, Askary, & Ghorbani, 2015).

An article on podcasting for learning English has focused on analyzing 20 articles taken from ProQuest, such as thesis, online magazines from Cambridge, among others, where the following results have been found: The use of podcasting not only helps to improve the listening skill, but also helps to improve pronunciation, grammar, vocabulary and speech itself. On the other hand, it has been found that podcasting helps students learn at their own pace and for slow learners there was a remediation application. Finally, it is pointed out that the learning of English through podcasting is questionable, i.e. learning is general and for this reason; this article does not focus on specific activities to develop oral fluency (Hasan & Hoon, 2013).

To sum up, information on podcasting and speaking has been found; however, no research has been found mentioning the Podomatic tool for oral fluency in communicative development.

2.2 Philosophical Foundations

This research work is based on **social constructivism** because with personal experiences that the teacher is acquiring when using the technology within the classroom; it allows them to build his own learning in the teaching field through technological tools. The theory of constructivism proposes that the learning environment must have interpretations of the reality and multiple perspectives; that is to say, it has to construct knowledge through activities based on rich experiences. For this reason, students have the chance to use new technologies as tools for constructivist learning in order to amplify their learning experience. (Hernández, 2008).

On the other hand, it is based on the critical-propositional paradigm. It is **critical** because the students' participation and interest in learning English is disputed, as well as the teachers' methodology and knowledge to teach the language. In this case, what is researched is the lack of oral fluency to speak English. Finally, it is **propositional** because it observes the change that arises from applying a technological tool to develop oral fluency in students; therefore, it seeks to provide some alternatives of solution to the problem through the recommendations. Thus, the purpose of this paradigm is delivering a "paper" that shows all the findings that were presented in the research work and recommend some aspects that were not possible to accomplish on it in order to allow future investigations to get better results.

2.3 Legal Basis

This research project is based on the “Ley Orgánica de Educación Superior (LOES)”.

Ley Orgánica de Educación Superior (2010) states that:

***Derecho a la Educación Superior.** El derecho a la educación superior consiste en el ejercicio efectivo de la igualdad de oportunidades, en función de los méritos respectivos, a fin de acceder a una formación académica y profesional con producción de conocimiento pertinente y de excelencia.*

Las ciudadanas y los ciudadanos en forma individual y colectiva, las comunidades, pueblos y nacionalidades tienen el derecho y la responsabilidad de participar en el proceso educativo superior, a través de los mecanismos establecidos en la Constitución y esta Ley (Art.4, p.7).

Derechos de las y los estudiantes.

c) Contar y acceder a los medios y recursos adecuados para su formación superior; garantizados por la Constitución.

g) Participar en el proceso de construcción, difusión y aplicación del conocimiento (Art.5, p.7).

Derechos de los profesores o profesoras e investigadores o investigadoras.

b) Contar con las condiciones necesarias para el ejercicio de su actividad.

g) Participar en el proceso de construcción, difusión y aplicación del conocimiento (Art.6, p.8).

Serán Fines de la Educación Superior.

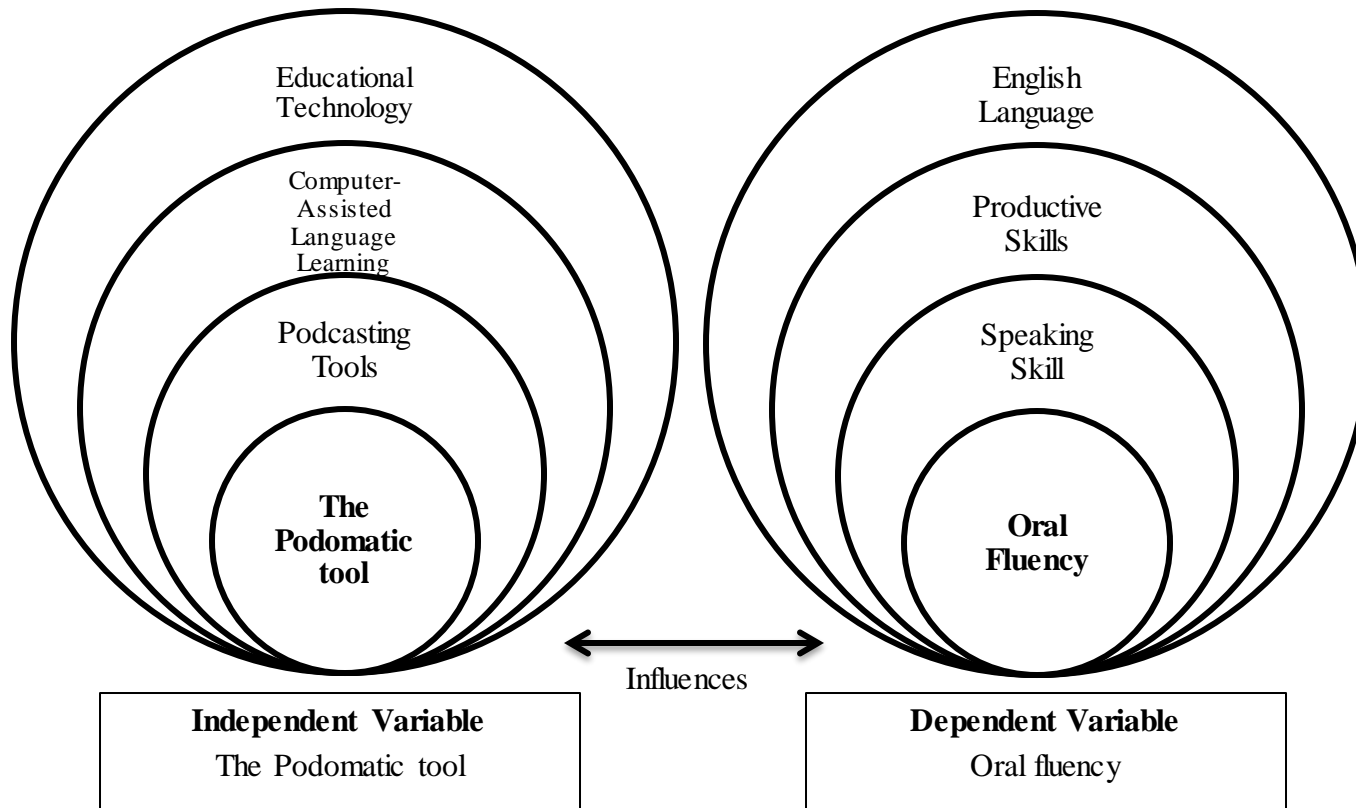
a) Aportar al desarrollo del pensamiento universal, al despliegue de la producción científica y a la promoción de las transferencias e innovaciones tecnológicas (Art.8, p.8).

Funciones del Sistema de Educación Superior.

b) Promover la creación, desarrollo, transmisión y difusión de la ciencia, la técnica, la tecnología y la cultura (Art.13, p.10).

2.4 Key Categories

Graphic 2: Key Categories



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Theoretical Foundations of Variables

Independent Variable: The Podomatic Tool

2.4.1. EDUCATIONAL TECHNOLOGY

Definition

Educational technology refers to the use of technological resources as tools to improve teaching and achieve meaningful learning from students. Jones & Paolucci (2000) argue that educational technology focuses on the use and application of technology-based tools that are of great help to the educational process. On the other hand, Yusef, Faiq, & Zayd (2016) say that educational technology, well known as “EdTech”, is an area of technology devoted to the development and application of tools intended to promote education. Technological tools refer to all those resources that technology provides us with a certain effect, and in this case, in the educational field, these tools have a great potential in the English language teaching. Therefore, educational technology aims to promote educational and social development through the use of technological tools.

Types of Learning in Educational Technology

Student learning occurs inside or outside of the classroom. Ronau, Rakes, & Niess, (2011) have mentioned two types of learning: The first one is asynchronous, where learning takes place at the students’ own rhythm; and the second one is synchronous, where learning is guided by the teacher. Likewise, Salazar (2010) says that these two types of learning are involved in the educational technology and as a result, educational tools can have the two aforementioned characteristics; depending on the purpose of each tool. In addition, Salazar (2010) argues that educational tools such as podcasts, wikis, course management systems, and videoconferences help to a better interaction between students. Therefore, there is an increase in the degree of participation between students and even, on the time they remain active in these activities.

Ronau, Rakes, & Niess, (2011) says that the **synchronous** learning offered by certain educational tools is given in real time, so the participants interact in it face to face. A clear example of this type of learning are the online courses where participants interact with each other or with the instructor live through discussions, debates, or exchanging ideas. According to Salazar (2010), the synchronous live audio and video can be achieved through conferences in the Web.

On the other hand, Ronau, Rakes, & Niess, (2011) argue that the **asynchronous** learning continues its own pace; in that, participants do not need to interact with others to share their ideas; in contrast, participants can do this when they decide so and through forums. According to Salazar (2010) in this type of learning it is not necessary to share the content live, but the participant can have access to the information, and even download it to use for free.

Types of Educational Tools

Technological learning tools are tools created to deliver content and solve learning problems of other users. According to Shank (2013) computer digital technologies have given rise to the development of all types of resources such as the digitization of books, magazines, and newspapers and the creation of new forms of digital information formats such as videos, podcasts, and animations. Clarke, Flaherty, & Mottner (2001) argue that technological learning tools have four types of uses such as personal, educational, professional, and business. This research work will focus only on tools for educational use.

There are several types of educational tools that have different purposes. Here are some examples of tools with their ranks and purposes:

Chart 1: Types of educational tools

Rank	Type of Tool	Educational Purpose
Videos	<ul style="list-style-type: none"> • YouTube 	<ul style="list-style-type: none"> • Record and share videos
Data storage	<ul style="list-style-type: none"> • Google Docs / 	<ul style="list-style-type: none"> • Store and share

	Drive	documents. • Edit documents online
Content management system	• WordPress • Blogger	• Create blogs as a website to show content.
Synchronizing files	• Dropbox	• Synchronize and share documents.
Presentation software	• PowerPoint • Prezi	• Create and share presentations.
Social networks	• Facebook	• Interaction between people.
Movie Editing Tool	• Movie Maker	• Edit videos or movies.
Course management system	• Blackboard	• Computational platform to promote e-learning
Podcasting	• Podomatic	• Broadcast content on the web platform in audio.
Translator	• Google Translator	• Translate languages online
Web Video Call Software	• Skype	• Make voice and video calls

Source: The investigator

Elaborated by: Sánchez, G. (2017)

These are some examples of tools that could be mentioned by its educational function; however, today there is a great variety of tools that are used according to each occupational field. According to Clarke, Flaherty, & Mottner (2001) the educational tools are unlimited; as there is an exorbitant number and variety of them.

2.4.2 COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Definition

The Computer-Assisted Language Learning (CALL) is an approach to teach and learn languages where a computer plays a very important role as the main support tool that is used for presentation, reinforcement and evaluation of the content to be learned, including interactive material (Hubbard & Levy, 2006). However, Davies (2016) says

that CALL approach is the study and the search for of applications of the computer in language teaching and learning. Hence, the CALL approach is the use of technological material for educational purposes such as teach and learn.

Historical Stages of CALL

Technology, from very remote times, has been evolving day by day until the present time to improve the quality of people's life. In the same way this has happened with CALL (focused on language education of through a computer), showing how it has evolved from a very basic approach to a very sophisticated one that has integrated technological tools for meaningful learning. Bax (2002) mentions three types of phases: structured CALL, communicative CALL and integrative CALL.

Structured CALL is a structural system that was initially conceived in 1950, but was implemented in the 1960s and 1970s (Bax, 2002). This stage focused on the mainframe technology, which consists on a central computer that is a large high-speed computer designed to support numerous peripherals and workstations. This stage was based on two teaching methodologies such as "Grammar-Translation Method" and "Audio-Lingual Method".

- "**Grammar-Translation Method**" is based on the translation of the second language into the native language or vice versa using grammatical rules (Douglas, 2007).
- The "**Audio-Lingual Method**" focuses on oral activity mainly in pronunciation, training models or repetitions, and practice of conversations (Douglas, 2007).

According to Bax (2002), this stage is also called Behavioristic and its main objective is the accuracy of the language.

The second phase of this approach is the **Communicative CALL** which emerged in the late 1970s and early 1980s (Bax, 2002). This stage focused on the computer as a technological tool, and its methodology was "Communicative Language Teaching" in

the cognitive aspect; this means, through a mentally constructed system. The "Communicative Language Teaching" is focused on various components such as grammar, functions, speech, sociolinguistics, and strategy. This method involves students in the pragmatic, authentic, and functional use of language through techniques for meaningful purposes (Douglas, 2007). According to Bax (2002), the computer was used in communicative exercises where the main objective was fluency.

Finally, Bax (2002) argues that the third stage that has emerged from this approach and is currently the focus in the 21st century, is the **integrative CALL** which is based on the integration of Multimedia (means of expression or communication) and the Internet (global computer network that provides some facilities such as a variety of information and communication). Douglas (2007) says that this stage is more innovative and focuses on the "Content-based Instruction" which is the integration of content learning. In addition, the integrative CALL has a view of language in the socio-cognitive, as it develops in a social interaction context. The main use of the computer here is for authentic speech and its primary objective is accuracy and fluency in communication.

Role of the Computer in CALL

In the Computer-assisted language learning (CALL), the computer plays a fundamental role in the learning process in order to facilitate teaching and learning. This role consists of:

- The computer functions as a mediator between the teacher and the student; where students assume ownership of the rules, advice, comments, and so on; about any activity that has been carried out (Levy, 2017).
- The material that the computer offers to students is designed according to each learning situation. According to Levy (2017), it is flexible and can be adapted to different situations. However, Moreno (2016) argues that to facilitate second language acquisition process by using particular computer

assisted language learning materials, it is necessary to take into account lesson features, learner characteristics and learning processes.

2.4.3 PODCASTING TOOLS

Definition

Nowadays, there is a great variety of technological tools designed specifically for podcasting; but what is podcasting? Podcasting is the production and distribution of digital recordings, that is to say, audio data where the owner of such content allows his subscribers free access and download (Morisse & Ramm, 2007). However, Lee (2005) argues that podcasting is essentially an audio form of the above technologies. These technological tools allow users to create the podcast, analyze its content, edit the information and publish it for free reproduction. If the content is of interest to a subscriber, he may have free access to it and download it. A very important aspect is that the content can be downloaded directly to a computer or smartphone. According to Lee (2005), users who do not have access to a portable music player can simply enjoy the content on their PCs. Therefore, the technological tools that are designed for the creation of podcasts serve as means of production and diffusion of this content.

Types of Podcasts

The word Podcast comes from the combination of two words: the word "Pod" is taken from the famous audio player called iPod and the word "Cast", which is taken from the word broadcast which means to emit or transmit (Morisse & Ramm, 2007). Likewise, Lee (2005) affirms that the term 'podcast' was coined from the iPod, Apple's popular portable music player. Thus, podcast means to transmit data or information through audio. However, nowadays there are podcasts that can be broadcast not only as audios, but also as videos. For this reason, Morisse & Ramm (2007) have classified podcasts into three types:

- **Audio podcast:** Where the content is broadcast through sound; similar to a radio broadcast.
- **Improved podcast:** Where still images are used plus the audio. According to Morisse & Ramm (2007) this means that besides having the sound, an image can be added to the recording and can serve to give a better presentation to the content or to attract the attention of the listener. Likewise, Lee (2005) refers to this type of podcast as “enhanced podcasts” and says that it is a type of podcast that combine audio podcast with synced images. In other words, it is similar to a narrated slideshow.
- **Video-Podcast:** Where moving images are used plus the audio; with the creator and/or other participants appearing in the video spreading the information.

Types of Content in Podcasts

Podcasts offer a wide variety of discussion topics. These can be debates, discussions about a specific topic, dramatizations, news, and so on. According to Morisse & Ramm (2007) podcasts have been classified into four types according to their content: entertainment, information, persuasion, and training.

- **Entertainment podcasts**, as their word says, they serve to entertain an audience. According to Morisse & Ramm (2007) the content of this type of podcast is diverse. The speaker can tell anecdotes of his life, make people laugh with jokes, tell curious things, or can also focus on horror stories or legends. In addition, the creator can work with a collaborative group to create novels or dramatizations. Prangle (2017) refers to this type of content as “solo-casts” and says that it features monologues and episodes based on the creator’s own experience and could be anything from comedy to advice-based content.
- On the other hand, **information podcasts** focus on informing the audience. According to Morisse & Ramm (2007) the content is diverse, but it can focus

on basic topics such as technological advances and other information of interest for a given audience. Prangley (2017) says that news can be added to this type of podcast where the speaker can inform the audience about world events.

- Also, there are **training podcasts** whose main purpose is to illustrate the audience about a certain topic. According to Morisse & Ramm (2007), this type of content can contribute widely to the educational field. Prangley (2017) says that the episodes will feature a specific lesson and listeners will tune in ready to learn about the topic at hand.
- Finally, **persuasion podcasts** focus on instilling to the audience the podcasters' own ideas or beliefs. Morisse & Ramm (2007) says that these can be used for political or religious purposes and it is very unlikely to find content of this type.

Types of Tools for Podcasting

As it was mentioned before, there is a great variety of technological tools that help to create podcasts. Some examples are:

- **SoundCloud** allows the user to record the podcast directly online or upload it from the computer. According to Ueland (2015) this tool allows the users to publish the podcast in social networks as an option. Likewise, Cleary (2015) says that this tool is good for free podcast and the user can tweet episodes out from Twitter. Therefore, it does not have cost and it has great development with social networks.
- **Podomatic** allows the user to record the content of the podcast in the form of audio or video. According to Ueland (2015), this tool works as a social network because the user can follow the owner of an interesting podcast and the followers or subscribers can share their opinions about the content through the comments section. In addition, Cleary (2015) argue that this tool is a platform with customizable embedded players and promotional tools. Hence,

Podomatic is an excellent social media where users can create a minicast, combining audio and images.

- **Ardour** allows easy recording of content where the user can edit information and mix audio tracks.
- **PodBean** is a free tool to record podcasts. According to Ueland (2015) this one offers us three simple steps to publish a podcast. In addition, Cleary (2015) says that this tool is a podcasting platform with management, syndication, analysis, and publishing tools. Therefore, it is a complete and interactive tool for podcasting.
- **WildVoice Podcast Studio** is a tool that allows the user to record podcasts. Ueland (2015) argues that with it, the user can include sound effects, edit and broadcast the podcast.

These mentioned are just a few tools for podcasting available. The present research work will focus directly on the Podomatic tool which will be discussed in a more detail manner about its operation and its purpose in teaching English.

2.4.4 THE PODOMATIC TOOL

Definition

Podomatic is a technological tool that offers a free service from the Internet and allows the user to create podcasts and videocasts in a simple way. According to Akcaoglu (2006), Podomatic allows anyone to find, create, distribute, promote and listen to videocasts and podcasts in an easy way inasmuch as it is a leading provider of free services and tools from the Web. Likewise, Pappas (2012) says that this tool is a Web 2.0 resource that allows the user to record an audio or video podcast and place it online. Therefore, Podomatic is a podcast creation tool to create and share podcasts.

Devices and Features to use Podomatic

Podomatic is a very simple tool to use and it has no cost. Here are some devices the user must have to enjoy this tool:

- The user must have a computer or a laptop.
- According to Akcaoglu (2006) the computer must have a microphone, a sound recorder, and a video recorder. However, Pappas (2012) argues that the user simply needs to have a microphone to record the audio content. In general, all modern computers and laptops have these features included. Finally, Salmon, Edirisingha, Mobbs, Mobbs, & Dennett (2008) say that the quality of the microphone determines the quality of the recording.
- The user needs to have internet access in order to upload audios and videos to the tool.

It is important to remember that:

- According to Lee (2015) podcasting provides a low-cost, low-barrier tool for disseminating content to a large, dispersed audience across the Internet. Therefore, Podomatic is free, so the user does not need anything else apart from the devices and features mentioned before.
- It is not allowed to upload videos or audios through the Podomatic application in smart phones, as its app is designed just to listen to and download podcasts (Akcaoglu, 2006).

Procedure to use Podomatic

All tools and apps need to follow a procedure to be used, so here is shown a simple procedure to publish a podcast using this tool. First, it is relevant to get registered in Podomatic; and second, there are some steps to record and publish a podcast.

A. Registering

Registering to this innovative tool is easy so the user must search the URL <http://www.podomatic.com> on the browser and follow some simple steps to create a basic account. There are two options to create an account in Podomatic.

- a) According to Akcaoglu (2006), the first option is signing up through the social network Facebook. This option allows the user just entering the e-mail account or phone number and then a password. Next, it is necessary to write the full name or just the first and last names and verify the e-mail account. Finally, the user has to agree with the “Terms of service” section, put a tick on it, and give a click in “Join PodOmatic”. Immediately, the tool will be ready to be used.

- b) The second option is signing up using an e-mail account (Akcaoglu, 2006). The user is free to use any e-mail account such as Outlook, Gmail, Yahoo, and so on. First, the user must choose “Sign up with Email” and then, it is relevant to write personal information such as the first and last names and an e-mail account. Also, the user must give a click on “Next”. Then, it is necessary to write a password and confirm it. Finally, the user has to select the Captcha “I am not a robot” and then, click on “Done”. Immediately, the tool will be ready for free use.

Likewise, Podomatic (2018) argues that first, the user has to go to podomatic.com and register for an account by clicking the “SIGN UP” button near the top of the page; then, it is necessary to complete the registration process by verifying the email or sign up through Facebook. According to Akcaoglu (2006), following any of these options of registering, the user must choose a unique URL for the podcast. It means an URL for the account that cannot be changed when it is submitted because it will be a unique identification for the podcast of the user. For example: giovannasanchez.podOmatic.com

B. Recording and Publishing a Podcast

Recording and publishing a podcast in the Podomatic tool is really easy. The user has to choose a topic of great interest such as debates, soap operas, news, and so on. It

could be for an individual or a group podcast. Then, it is important to follow some steps.

- 1) According to Akcaoglu (2006) the user has to record the audio or video using a computer. It does not matter the time it takes, and it is relevant to record clear sound or video.
- 2) Sign in the Podomatic account and choose the option “Create” which is in the upper right part of the screen.
- 3) It will appear an image and the user has to choose the audio or video from the computer clicking the option “Add files” and immediately click the option “Start upload” to upload the recording. The user can check the uploading progress on the screen.
- 4) It is necessary that the user writes the title of the recording and a description of it in order to inform what is the audio or video about.
- 5) The user has to choose and upload an image from the computer that best fits with the recording.
- 6) According to Akcaoglu (2006) it is necessary to select a quality level. In this part, there are three types of quality level such as original, talk, and music. The third one is the most recommended because it is a higher quality.
- 7) The user has to select the option “Continue” and finally, publish the episode.
- 8) Immediately an URL of the episode will appear, and it is necessary to copy and paste it in the browser to find the uploaded episode.
- 9) In addition, the user can share his URL on Facebook or Twitter.

Likewise, Podomatic (2018) argues that to create a new episode, the user has to select the media for it, enter the title and description, add the image, choose the quality level for the podcast, and finally, publish it. Therefore, it is an easy tool to use.

Dependent Variable: Oral Fluency

2.4.5 ENGLISH LANGUAGE

Definition

English is a language that emerged in England but is of Germanic origin. According to Gelderen (2014) this language is considered one of the most influential languages in the world since England colonized some countries leaving English as a first language. On the other hand, Mugglestone (2006) argues that speakers of English started to migrate from British Isles to North America and this process of migration continued over the best part of the three centuries. Therefore, English became the official language in the United States and throughout the United Kingdom.

History of English Language

As every language spoken around the world, English has its origins through history where it has been changing to the present. It has also expanded throughout the world. According to Gelderen (2014), English has some phases that have denoted its change over the years such as:

- Old English (450 - 1150)
- From Old English to Middle English.
- Middle English (1150 - 1500)
- Early Modern English (1500 - 1700)
- Modern English (1700 - until today)

English originated in England when the Germanic tribes settled for the first time in this country around the 450s. According to Gelderen (2014), it is relevant to understand that English has its origin in another language or set of languages; as the Germanic dialects belong to the Indo-European group of languages; that is to say that the Germanic is related to other linguistic groups. Mugglestone (2006) argues that **Old English** is the term that denotes the form of the English language used in

England for approximately seven centuries (C450 - 1150 AD). It is likely that the native Celtic inhabitants and newcomers lived nearby, and for this reason; the Germanic adopted certain linguistic characteristics of the original inhabitants. According to Gelderen (2014), a very important fact is that there was also a Latin influence in this period, especially by missionaries from Rome. Likewise, Mugglestone (2006) says that Old English is a synthetic language like Latin rather than an analytic one like modern English because it relies on endings (well known as inflections) on words in order to denote their function in sentences. Some evidence of **Old English** comes from a collection of texts from different regions. According to Gelderen (2014) this is how people can differentiate the old script and the old pronunciation with the current one. In addition, some works were made of very expensive and fine leather and were also written on parchment. Mugglestone (2006) argues that the poem from the Exeter Book is one of the four major extant Old English manuscripts that contain poetry; therefore, it provides a valuable insight into language from an Anglo-Saxon perspective.

The process of changing from **Old English to Middle English** involves external and internal changes. Mugglestone (2006) says that internal changes are systems of lexicon, grammar, and transmission such as speech and writing systems; on the other hand, external changes are the ways in which a language is employed over time. As a clear example, it is the substantial replacement of the vocabulary of Old Germanic English by Latin and French words where the endings of verbs, nouns, and adjectives disappeared. According to Gelderen (2014), it could have happened due to the contact of languages between Scandinavians and Celts during the old English phase.

On the other hand, Mugglestone (2006) says that **Middle English** is the dialectal phase of English and this occurs because in this period, the dialectal variation was represented in writing. Gelderen (2014) argues that it is considered that the Middle English began around the 1500s when the old English began to change. A clear example of this change is that in the Middle English there was a series of case endings that became in -e. These changes occurred in several places in Great Britain

such as in the North and in the East, and also occurred at various times. According to Gelderen (2014), in 1400 the vocal change began; in 1476 printing was introduced; and finally, in 1500 the most radical morphological and syntactic changes were completed.

Early Modern English began with the renaissance. A desire to revive Greek and Latin learning and culture emerged from the renaissance that was an intellectual and cultural development. According to Baugh & Cable (2002) the Renaissance promoted academic and scientific research with the purpose of having a humanistic world. Gelderen (2014) sees the Renaissance as a time for the freedom of ideas and this is like in this period, English continued being analytical. In 1700 the spelling was relatively uniform, and the change of the great vowel was more or less complete. The year 1700 is considered as the end of this phase.

Finally, after the 1700s (**Modern English**), there were fewer internal changes of the language than in the previous phases (Gelderen, 2014). However, there are several external developments that happened as a consequence of colonialism. This is how English spread to America, Africa, Australia, and Asia. Some examples are Kenyan English from Africa, South English from Asia, and Puerto Rican English from New York.

Importance of English

According to Gelderen (2014), nowadays, English is the most spoken language worldwide and this has occurred because it has become the first and second language for many speakers. English opens several doors and opportunities around the world such as studies, business, tourism, and above all, this language is involved in science and technology. Naved (2015) says that English it is the most common foreign language that everyone needs to learn in order to get in touch on an international level. For this reason, it is relevant to consider English as an important language not only for foreign countries but also in ours, with the purpose of allowing all citizens to take advantage of these opportunities and be productive entities for our country.

2.4.6 PRODUCTIVE SKILLS

Definition

According to Shastri (2009) learning to speak English involves learning and developing some types of English skills such as receptive and productive. Likewise, Morehouse (2017) says that the four skills of English are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. Therefore, the **receptive skills** are reading and listening, and they are focused on receiving information in the moment to read or listen for comprehension. On the other hand, **productive skills** include two types of skills such as speaking and writing. According to Shastri (2009) productive skills focus on producing the language in spoken and written way. This research project focuses on speaking that is a productive skill and it is fundamental to analyze all its sub-skills to understand and develop this project.

Types of Productive Skills

As it was stated before, there are two types of productive skills:

Speaking refers to producing the language in a spoken way; that is to say, it focuses on the discourse in order to transmit a message or code it to other people. According to Shastri (2009), speaking is developed through exposure to the language and especially through the practice of it. In the same way, Spratt, Pulverness, & Williams (2011) argue that speaking involves using speech to communicate meanings to others. When people speak, they do it for various reasons; such as answering questions, pronouncing words, asking others to clarify something (clarify or explain), taking place in conversations or debates, monitoring and correcting themselves, greeting people, asking and giving information, telling stories and even, paraphrasing what other people say.

In addition, when people speak, they do it in different ways such as using intonation, speaking with precision and even; they speak with small pauses and repetitions like

any speaker does in his native language. Douglas (2007) says that there are some techniques for teaching students conversation rules for topic nomination, maintaining a conversation, turn-taking, interruption, and termination. However, Spratt, Pulverness, & Williams (2011) show a very simple way for a teacher to motivate an apprentice to speak in English and develop this skill is following some steps such as:

- 1) Carry out introductory activities to a new topic, focusing on the grammatical structure that is going to work.
- 2) Provide the learner with various activities and tasks where they can practice a new grammatical structure.
- 3) Finally, work with free activities where the apprentice can choose the topic to be dealt with and can work on it without problems.

On the other hand, **Writing** refers to producing the language in written form (Spratt, Pulverness, & Williams, 2011). When people communicate the message in written form, they have to keep in mind that writing must be more structured than the spoken one. It means that when people speak, they do it without structuring the words well, sometimes with mistakes but in the same way, so it is comprehensible. According to Shastri (2009), unlike speaking, in writing the sentences must be well structured using the formula: Subject + verb + complement, and the correct grammatical time.

According to Douglas (2007) writing products are often the result of thinking, drafting, and revising procedures. However, Spratt, Pulverness, & Williams, (2011) argue that when people learn to write in English, it is important to follow a series of steps that will help them to improve their way of **writing increasingly**. These are:

- 1) **Developing** ideas that allow learners to choose an exact topic about what they want to talk about.
- 2) Organizing their ideas or **planning** allows learners to choose the order in which they want to say things.
- 3) Writing the **first draft** allows them to analyze the information and then change it if necessary.

- 4) **Editing** allows learners to correct and improve the information or content of the text.
- 5) **Proofreading** allows them to read and check the content to correct errors accurately.
- 6) Finally, **rewriting** allows them to write a second writing to obtain an already improved version. According to Douglas (2007) the final writing product has to fulfill an English rhetorical style, reflect accurate grammar, and be organized.

Finally, according to Spratt, Pulverness, & Williams (2011) the writing skill involves some sub-skills that focus on the accuracy of the language. These sub-skills are writing correctly, joining letters correctly, forming letters correctly, using a correct punctuation, choosing a correct vocabulary, using appropriate grammar and not writing long sentences but precise ones.

2.4.7 SPEAKING SKILL

Types of Speaking

Imitative speech is based on, as the word itself says, the imitation of a word, phrase and on rare occasions, a sentence (Douglas & Abeywickrama, 2010). This type of speech focuses more on the phonology of words to improve the pronunciation, rhythm, and intonation of words and its purpose is to retain short periods of language through repetition or imitation. Douglas (2007) points out that this kind of speaking is focused on a particular element of language form instead of meaningful interaction. Therefore, it allows learners try to pinpoint a certain vowel sound or practice an intonation contour.

Intensive speech is related to imitative speech (Douglas & Abeywickrama, 2010). It means that the production of these short periods of the language that has been acquired is required instead of just imitating them. Likewise, Douglas (2007) points out that this kind of speaking goes one step beyond imitative. Hence, intensive

speaking is can be self-initiated and it is designed to practice some grammatical or phonological aspect.

Responsive speech already includes interaction, but is limited to too short conversations, talks, and standard greetings (Douglas & Abeywickrama, 2010). In this type of speech requests are made and only comments are required. However, Douglas (2007) says that, in this kind of speaking, even student-initiated questions are required. Therefore, responsive speaking can be meaningful and authentic and requires short replies, self-initiated questions and comments from learners.

Interactive speech differs from responsive speech in that responsive already needs time and complexity in the interaction; however, interactive speaking already involves several participants and multiple exchanges between them. According to Douglas & Abeywickrama (2010), the interaction is divided into two types: the transactional language; whose primary purpose is to exchange specific information; and interpersonal language, whose primary purpose is to maintain social relationships. However, Douglas (2007) argues that transactional dialogue is an extended form of responsive language. On the other hand, Douglas (2007) agrees that transactional language is carried out for conveying or exchanging specific information; and interpersonal language is carried out for maintaining social relationships.

Finally, the **extensive** speech already includes several interactive activities such as telling stories, speeches, and oral presentations, in which achieving oral interaction is wanted. Douglas & Abeywickrama (2010) see it as a monologue. According to Douglas (2007) these monologues can be impromptu or planned. Therefore, in extensive speaking, learners are able to design what they want to tell or just improvise it. According to Douglas (2007) some examples of activities to develop this kind of speaking are summaries, short speeches, oral reports, and so on.

Types of Activities for each speaking type

Each type of speaking involves certain types of activities that are very useful to develop communication. This is given according to the level of difficulty that each one must start developing; from a very basic level to reach the most advanced or difficult level of communication.

For **imitative** speech, which is where pronunciation, rhythm and intonation will be developed, can work with exercises about repetition of words and sentences; for example: the teacher provides a phrase in English "What is your name?" and students repeat the phrase after hearing the instruction. In addition, a rubric can be used to evaluate pronunciation. According to Douglas & Abeywickrama (2010), the Versant test is a good example of a test that is designed to evaluate this type of exercise. On the other hand, Douglas (2007) affirms that drills offer students an opportunity to listen and to orally repeat certain strings of language. Therefore, drilling is an excellent activity in this kind of speaking.

For **intensive** speech, direct response exercises can be performed where the teacher asks simple questions and the student must answer those (Douglas & Abeywickrama, 2010). According to Douglas (2007) the teacher can also work with reading exercises aloud which is very good for detecting the type of pronunciation and **speed** of speech. In addition, the teacher can work with images or drawings where the student should describe what is being seen. Therefore, in intensive speaking, learners go over the forms of language.

For the **responsive** speech, the teacher basically works with questions and answers, and paraphrasing (Douglas & Abeywickrama, 2010). Unlike **interactive** speech where it is more difficult, and the teacher works with tasks such as interviews, role-plays, discussions and conversations, and interactive games. Finally, Douglas (2007) points out that **extensive** speech involves oral presentations, telling stories through drawings or retelling a story, or any event. It means that these exercises are essential for oral fluency.

Sub-Skills

The speaking skill is not simply communicating the message accurately and using correct grammar in a spoken way, but it also involves something more analytical regarding with whom people speak and employ a series of speaking sub-skills. According to Spratt, Pulverness, & Williams (2011), when people want to transmit a code, they do it in the most correct way, so the receiver understands the message and transmits his own message too. These sub-skills are:

- Body language.
- Use of interactive activities (Turn-taking).
- Pronunciation.
- Stress, rhythm and intonation of words.
- Using the correct register when speaking (formal and informal).
- Using the correct grammar, vocabulary and functions.
- Using connected speech.
- Oral fluency and speech length.

Body language allows transmitting the message not only with words, but involving the use of gestures, visual contact, facial expressions, and the movement of the body that complements what people speak. According to Spratt, Pulverness, & Williams (2011), body language helps people to give a strong and clear meaning of what they communicate when speaking. On the other hand, Müller, Cienki, Fricke, Ladewig, McNeill, & Tessendorf (2014) argue that gestures are similar to words in a utterance because they fulfill various functions at a time, and they are multidimensional; that is to say, each dimension of the gesture such as size of gesture, gesture dynamics, their local position in gesture space, and their temporal position within the verbal utterance, bring in certain semantic and pragmatic properties with the purpose of leading up to the final meaning and function of the gesture. Therefore, all these complements of body language help to transmit a clear and complete message.

Another important sub-skill at the moment to speak is the application of interactive activities as turn-taking. According to Spratt, Pulverness, & Williams (2011), **turn-taking** skills involve identifying when and how to interpose, provoke or prevent speech intervention. On the other hand, Nordquist (2017) says that a turn is the time when the speaker is talking and turn-taking is the skill of knowing when to start and finish a turn in a conversation. It is important to know when to speak without interrupting the other speaker and when to speak applying certain techniques as pausing to give the turn to another person. In addition, making sounds like "ums" or "ehh", show the other speaker that the person will continue communicating the message. According to Spratt, Pulverness, & Williams (2011), the ability to take turns is used to invite another person to speak, have a conversation, or end the conversation. Another interactive activity is paraphrasing, which people often do in a natural conversation when they want to transmit a message with different words. Therefore, turn-taking is an important organizational tool in spoken discourse.

When speaking in English, it is necessary to use a correct **pronunciation** inasmuch as a single change of any sound in a word will give a different meaning (Spratt, Pulverness, & Williams, 2011). According to Nordquist (2017), pronunciation is the manner or act of speaking a word, but in English, words are not pronounced in the same way as they are spelled. On the other hand, Vocalis (2005) says that pronunciation in English is challenging because there are several ways to say some of the letters of the alphabet. For this reason, it is necessary to use a phonetic pronunciation chart that will allow people to identify and learn how to pronounce correctly.

Using a correct **stress, rhythm and intonation** of the words helps to convey the correct meaning of the message. According to Nordquist (2017) stress is the degree of emphasis given a sound or syllable in speech, also called lexical stress or word stress. A clear example of the stress is when people want to differentiate a compound noun from a compound verb such as "**some**one" where the stress is in the first word allows people to determine that it is a compound noun. In contrast, "outs**mart**" has the stress

in the second word, which allows people to determine that it is a compound verb. On the other hand, Nordquist (2017) says that rhythm is the sense of movement in speech and it is marked by the stress, quantity of syllables, and timing. A clear example of rhythm and intonation happens when people formulate questions; for example in Wh-questions the intonation goes from top to bottom "falling intonation"; unlike information questions where the intonation goes from bottom to top, known as "raising intonation". According to Spratt, Pulverness, & Williams (2011), the intonation also allows people to show their attitudes and emotions when speaking. Therefore, the stress patterns can help distinguish the meanings of phrases or two words that a naked eye, they look to be the same; and the rhythm and intonation determine the sense of movement in speech through the stress.

Another relevant sub-skill is the type of **register** that is used in a conversation or in communication. Spratt, Pulverness, & Williams (2011) point out that when people refer to register, they refer to the level of formality or informality in which they speak. Likewise, Nordquist (2017) says that the term "register" refers to the degrees of formality with which populations use language and these formal variations are sometimes called codes. Therefore, people can use register or apply it according to the type of people they are addressing to; such as friends or family to talk informally, and unknown people or important people with higher ranks to speak formally.

Another important sub-skill is the use of **grammar, vocabulary, and appropriate functions** when speaking. According to Thornbury (2002) grammar is the study of what structures are possible in a language. Grammar itself involves all grammatical structures and tenses when speaking towards a better understanding and it goes jointly with a varied use of vocabulary to use the correct function of grammatical structures. On the other hand, Tesol (2018) says that vocabulary refers to all the words in a language. It means the entire vocabulary of a language. Therefore, Thornbury (2002) says that both, grammar and vocabulary communicates meaning. Finally, according to Spratt, Pulverness, & Williams (2011) a function of language is the reason why people communicate something such as; suggesting, presenting

ourselves, asking people to clarify something, apologizing, saying hello, and so on. Hence, grammar, vocabulary, and functions work together to convey meaning.

Connected speech is also very important for communication as it involves contractions (don't, haven't, and so on), stress in sentences, and links (linking) (Spratt, Pulverness, & Williams, 2011). According to Nordquist (2017) connected speech is spoken language that is used in a continuous sequence. On the other hand, linking is an important factor in connected speech; for that, Spratt, Pulverness, & Williams (2011) point out that linking is when a person finishes a word connecting its sound with the next word instead of just pronouncing them separately. Likewise, Norquist (2017) argues that links are given when a word ends in a consonant sound and the next word begins with a vowel, for example "up above". Therefore, connected speech means fluent speech that flows with a rhythm and the words bump into each other.

Finally, **oral fluency** is the last speaking sub-skill which refers to speaking at a normal speed with few repetitions, pauses or self-corrections, and with a slight connected speech as any native speaker of English does. According to Spratt, Pulverness, & Williams (2011), a good fluency allows speakers to make sure that the listener does not get bored by the excess of pauses and mistakes that could be made in a speech. However, Cambridge Dictionary (2018) argues that fluency is when a person is able to speak a language easily, well, and quickly. Hence, oral fluency means to speak easily, well, with repetitions, pauses and self-corrections, in the same way that any native speaker does in his own language.

2.4.8 ORAL FLUENCY

Oral fluency, as a result of a previous encounter, is an underestimation of speaking that is based on a measure of how ideas can be communicated accurately and clearly, and how well this communication is done. According to Baker (2008) oral fluency is seen as oral proficiency that is the ability to communicate verbally the target language in a functional and accurate way. In the same way, Götz (2013) argues that fluency is defined as overall oral proficiency in speech that focuses on some aspects such as

length of runs, pause ratio, speech rate, and accuracy. For this reason, it is important to determine the factors that are involved in oral fluency.

Oral Fluency Factors

Oral fluency is the ability to speak naturally. It means at a normal speed with little self-correction or repetition, hesitation or pauses, length of run, and with calm or relaxed use of connected speech. According to (Spratt, Pulverness, & Williams, 2011), in activities designed for oral fluency, learners try to convey meaning instead of being corrected in their speaking. Some factors in oral fluency are:

Speed or **speech rate** is the first factor and it is the number of words the speaker speaks per minute (wpm). According to Rodero (2012) speech rate is determined by speed and pauses; therefore, it is an important factor in establishing clarity and intelligibility at the moment to speak. On the other hand, Thornbury (2005) refers to speech rate as speed and it is the ability to speak fast and he mentions some types of speech rate according to the words per minute:

- **Slow speech** that is 110 words per minute or less.
- **Conversational speech** occurs in two stages: 120 words per minute if the conversation is slow, and between 160 to 200 words per minute when the conversation is faster.
- 150 to 160 words per minute are spoken for people who **read** books for **podcasts** or the **radio**.
- Auctioneers or commentators speak from 250 to 400 words per minute, because they practice **speed speech**.

The second factor is **pausing** or **hesitation**. It means making a pause in the moment to say something and it could be before or while speaking. According to Thornbury (2005), all speakers pause, and it occurs because it is necessary to breath to continue speaking. However, Cornish (2007) points out that pauses in speech are extremely complex phenomena and these influence several syllables and several parameters of

speech in their linguistic surroundings. Therefore, it is necessary to pause in order to allow the formulation of utterances; however, frequent pausing is a sign of a non-fluent speaker.

Placement of pauses is another factor in oral fluency. It means to pause at the intersection of clauses or after groups of words that convey meaning. According to Thornbury (2005), pauses that are unnatural occur midway between groups of words. However, Cornish (2007) says that pauses may have physiological functions such as breathing and swallowing; linguistic functions such as syntactic or semantic, for example: “it was...too late”; or super-ordinated, higher-level functions such as organizing thoughts.

The **length of run** is another factor in oral fluency. It means the number of syllables that occur between pauses. According to Thornbury (2005), auctioneers and horse-race commentators are examples of fluent speakers talking about fast-paced events. Likewise, Cornish (2007) argues that auctioneers and horse-race commentators speak faster with no hesitations, and for breath, they take minimal pauses. Hence, speak fast takes time and it is necessary to train to be a fluent speaker.

Production Strategies

- **Disguise pauses** using “uh” or “um” that are common pause fillers.
- Use “sort of” and “I mean” that are **vagueness** expressions used to fill pauses.
- Finally, **repetition** of a word is used by the speaker to formulate the next clause, or group of words. According to Thornbury (2005), repetitions and fillers are used to indicate or show a short pause.

How to assess oral fluency

Oral fluency is assessed according to the type of oral activity that is proposed in each class. It depends on the type of speaking that was described previously. Some activities are oral productions, role-plays, class debates, interviews, and so on. In addition, each activity must use specific rubrics to evaluate the aspects that the

teacher considers necessary to show students' learning. According to Douglas & Abeywickrama (2010) assessment encompasses a wide range of methodological techniques; for that, it is an ongoing process. On the other hand, a rubric is a chart designed to assess any skill and it contains some aspects to be evaluated with a specific score. For example, to assess speaking there are aspects such as pronunciation, vocabulary, and so on, and each one has a score such as excellent, good, and poor carrying a number from excellent (5) to poor (1).

In oral productions and role-plays, the teacher will assess a great variety of aspects; such as content, vocabulary, speaking clearly, pronunciation, fluency, and so on. These aspects help students to put their effort in showing an excellent product and understanding.

On the other hand, in debates and interviews the answers are open questions. It means that learners will give their own opinions. In this part, oral fluency is assessed with the following aspects: volume, pauses, speaking clearly, production strategies, and so on.

2.5 Hypothesis

The Podomatic tool influences in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career from the Faculty of Human Sciences and Education of the Technical University of Ambato.

2.6 Pointing Variables

Independent variable: The Podomatic tool

Dependent variable: Oral fluency of the English language

CHAPTER III

METHODOLOGY

3.1 Basic method of investigation

The present project was carried out under the research modality of field, bibliographic-documentary and social intervention.

Field

The field research happens in the place of events where the phenomenon occurs (Sierra, 2012). For that, the present project was used to obtain data from the first source of students and teachers in the English area. In other words, the investigation was carried out in the place of the facts; in this case, it was in the Pedagogy of National and Foreign Languages Career at Technical University of Ambato; in order to collect the information needed that provides alternatives of solution to the exposed problem.

Bibliographic-Documentary

In this type of method of investigation, the researcher obtains the information needed from documentary sources (Sierra, 2012). It means bibliographic information obtained from books, magazines, newspapers, and the internet; which had a direct relationship with the object under study and have allowed getting greater knowledge of it to sustain the development of the proposed variables.

Social Intervention

The present research topic had a favorable social intervention for all the members that are part of the career because when analyzing the detected problem, it was possible to explore it to propose alternative solutions for the benefit of the entire educational community.

3.2 Level or type of research

Exploratory

An exploratory study allows us to approach unknown phenomena in order to increase the degree of familiarity and contribute ideas about the correct way to approach a particular investigation (Sierra, 2012). For that, this type of research was used in the first semester students of the Pedagogy of National and Foreign Languages career to examine the problem on the application of technological tools in the development of the oral fluency of the English language. It being the starting point for obtaining information, it was collected through brochures, documents, reports and through the application of primary techniques such as observation and dialogue with involved people.

Descriptive

This research project is descriptive because it highlights the characteristics or features of the situation, phenomenon or object of study (Sierra, 2012). It means that in the investigation, it is necessary to make a short description of the reality without checking the hypothesis and with the purpose of not altering the established reality. Descriptive research is mainly based on techniques such as interviews and surveys. These techniques help to directly identify forms of behavior of people who are in the research universe. In this way, it is intended to discover and verify the possible association between both research variables. In this case, the independent variable that is the "Podomatic tool" and the dependent variable that is the "oral fluency" of the English language.

Correlation

This research is based on correlation research or well-known as relationship between variables. According to Sierra (2012) the purpose of this type of research is to evaluate the relationship between both variables to be investigated. In this type of research information is collected through a survey to prove one of both established

hypotheses. This process is intended to show if the independent variable does or does not affect the dependent variable.

3.3 Population and sample

The universe of study of the present research project is made up of the 56 students and 2 teachers from first semester of the Pedagogy of National and Foreign Languages career at Technical University of Ambato.

Chart 2: Population

Population	Number of students and teachers	Percentage
First Semester "A"	20	34%
First Semester "B"	36	62%
English teachers	2	4%
TOTAL	58	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Due to a low number of population to be researched, it is not necessary to apply the formula to have the sample. For this reason, the 56 students and 2 teachers are the total population participating in the research project.

3.4 Operationalization of variables

3.4.1 Independent Variable: The Podomatic tool

Chart 3: Operationalization of the independent variable

Conceptualization	Dimensions	Indicators	Basic Items	Techniques and Instruments
<p>It is a free interactive technological resource to produce online radio programs (podcasts). It is used in various functions in order to speak and to know diverse content.</p>	<p>1. Interactive technological resource</p> <p>2. Various Functions</p> <p>3. Content</p>	<ul style="list-style-type: none"> • Productive (speaking) • Auditory (Listening) • Visual (video) • Listening to audios • Record audios • Comment • Economy • Health • Wars • Poverty • Education 	<ul style="list-style-type: none"> • Does the teacher use interactive tools to develop oral fluency? • What kind of tools does your teacher use for developing oral fluency? • Do you know what Podomatic is? • Do you know what podcasting is? • Does the teacher encourage students to record a podcast (an episode series of digital audio or video) in the classroom? • Does the teacher encourage students to broadcast their podcasts through the Podomatic tool? 	<p>Technique: Survey aimed to students and teachers</p> <p>Instrument: Structured questions</p>

Source: The investigator

Elaborated by: Sánchez, G. (2017)

3.4.2 Dependent Variable: Oral Fluency

Chart 4: Operationalization of the dependent variable

Conceptualización	Dimensiones	Indicadores	Items Básicos	Técnicas e Instrumentos
<p>Oral fluency is a sub-skill of speaking that refers to the ability to express oneself easily and correctly in a speech; that is to say, speaking normally without several pauses.</p>	<p>1. Speed</p> <p>2. Errors</p>	<ul style="list-style-type: none"> • Number of words • Time • Number of errors • Clause 	<ul style="list-style-type: none"> • How often do you use English in your daily life? • Do you consider yourself a fluent speaker? • Does the teacher encourage students to talk about topics of interest (economy, health, poverty, education, etc.) to develop oral fluency? • Does the teacher motivate students to create and talk about their own discussion topics? 	<p>Technique: Survey</p> <p>Instrument: Structured questions</p>

Source: The investigator

Elaborated by: Sánchez, G. (2017)

3.5 Information collection plan

The collection of information was carried out through the survey. For this reason, it is necessary to make known the following aspects of the research project:

Chart 5: Basic Questions

Basic Questions	Explanation
1. ¿For what?	<ul style="list-style-type: none">• To achieve the objectives of the research.• To propose alternative of solutions.
2. What people or objects?	<ul style="list-style-type: none">• Students from first semester.
3. On what aspects?	<ul style="list-style-type: none">• About the Podomatic tool and the oral fluency of the English language.
4. Who?	<ul style="list-style-type: none">• The researcher
5. When?	<ul style="list-style-type: none">• In the academic period September 2017 - February 2018.
6. Where?	<ul style="list-style-type: none">• At the Pedagogy of National and Foreign Languages career of the Technical University of Ambato.
7. How many times?	<ul style="list-style-type: none">• Once
8. With what?	<ul style="list-style-type: none">• With a structured questionnaire (Survey)
9. In which situation?	<ul style="list-style-type: none">• Must have openness, awareness and flexibility.

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Survey: It is a technique that is used for data collection. According to Casas, Repullo & Donado (2003) a survey is a technique that uses a set of standardized research procedures in which a series of data from a representative sample of cases of a population or large universe are collected and analyzed with the purpose of exploring, describing, predicting and explaining a series of features. Therefore, a survey is a technique that is used for exploring data collection which enables to obtain descriptive answers from a certain group of people that are the sample of the research work.

Questionnaire: It is the basic instrument used in survey research. According to Casas, Repullo & Donado (2003) the questionnaire is a document that collect, in an organized way, the indicators of the independent and dependent variables involved in the survey's objective. Hence, the questionnaire is the form, belonging to the survey, which contains the questions that are aimed to the subjects under study.

3.5.1 Validation of the data collection instrument

Before applying the survey to the selected population for the present research, a pilot survey was conducted to 20 people to verify the reliability of the questions. For this, the Cronbach's Alpha was calculated by tabulating the results in an Excel spreadsheet in order to verify the consistency and effectiveness of the instrument.

Likert scale: It is a series of statements used in each question of the survey to assess the degree in which a person agrees or disagrees with them. In other words, the Likert scale is a common way to evaluate opinions, attitudes and more. Alaminos & Castejón (2006) argue that in a questionnaire or scale, the items are presented with different alternatives graduated in intensity, for example: absolutely agree (score 5), agree (score 4), indifferent (score 3), in disagreement (score 2), and absolutely disagree (score 1).

Cronbach's Alpha: The Cronbach's Alpha measures the reliability that exists between the Likert scale and the items of the survey. According to Quero (2010) reliability refers to the consistency or stability of a measure. The reliability of this measure ranges from 0 to 1 where the alpha coefficient that is greater than 0.7 is acceptable. In Contrast, if the alpha coefficient is lower than 0.7, it is mandatory to reformulate the questions.

In the following chart, the result of the Cronbach's Alpha will be presented according to the criteria of the Likert scale used in the items that are: Always (3), Sometimes (2), and Never (1). The formula was carried out in the Excel spreadsheet obtaining a result of 0.763 that means the reliability of the survey. Therefore, the items are sufficiently reliable to be applied formally.

Chart 6: Cronbach's Alpha

SURVEY	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	TOTAL		
1	2	2	2	3	3	3	1	16		
2	2	2	3	3	3	1	1	15		
3	3	2	3	3	3	3	1	18		
4	2	1	2	2	1	1	1	10	K	7
5	2	1	2	1	1	1	1	9	Σvi	2,47
6	2	1	2	1	1	2	1	10	Vt	7,15
7	2	1	3	1	3	1	1	12		
8	3	1	2	2	2	2	1	13	Section 1	1,16666667
9	2	2	2	2	2	1	1	12	Section 2	0,65
10	2	2	3	3	3	2	1	16	Absolute Value	0,65
11	2	1	3	3	3	2	1	15		
12	2	2	3	3	3	1	1	15	α (Alpha)	0,76363636
13	2	2	2	1	2	1	1	11		
14	2	1	2	2	3	2	1	13		
15	2	2	3	3	3	3	1	17		
16	3	2	3	3	3	2	1	17		
17	2	2	2	2	3	2	1	14		
18	2	1	3	2	3	1	1	13		
19	2	2	3	2	3	2	1	15		
20	1	1	3	1	1	1	1	9		
VARIANCE	0,19	0,2475	0,2475	0,6275	0,6475	0,51	0	7,15		

Source: The investigator

Elaborated by: Sánchez, G. (2017)

3.6 Information Processing Plan

For the processing, analysis, and interpretation of the information, a critical review of the collected information has been carried out. In addition, the tabulation and ordering of the information has been carried out through statistical graphs. Then, there was a statistical study and analysis of the answers: "always", "sometimes", "never", "yes" and "not". Finally, the verification of the hypothesis was carried out in order to obtain the conclusions and recommendations.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

In this chapter, the information obtained in the survey applied to teachers and students was presented through the analysis and interpretation of the results by using percentages and graphics.

In addition, the hypothesis was verified through the chi-square statistical test where 2 questions related to the dependent variable and 2 questions related to the independent variable were taken from the survey and used in this statistical test.

Finally, one of both null and alternative hypothesis was verified to know if the Podomatic tool influenced or did not influence the oral fluency of the English language.

QUESTIONNAIRE AIMED TO STUDENTS FROM FIRST SEMESTER OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

Question 1. How often do you use English in your daily life?

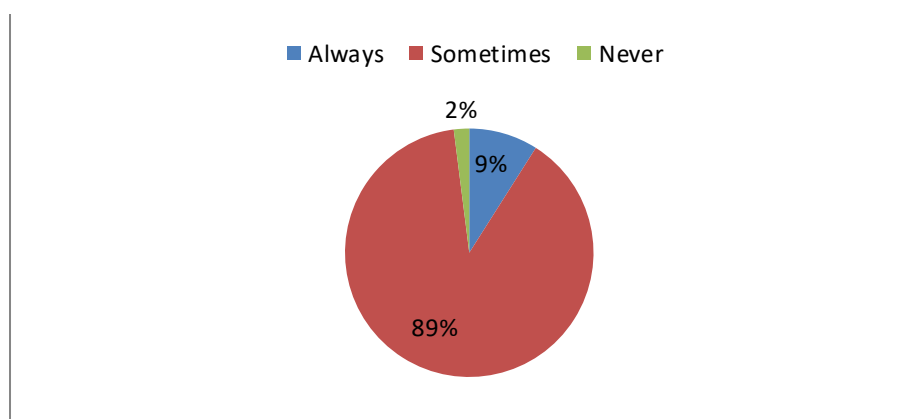
Chart 7: The daily use of English

CATEGORY	FREQUENCY	PERCENTAGE
Always	5	9%
Sometimes	50	89%
Never	1	2%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 3: The daily use of English



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 9% of the students affirm that they always use English in their daily lives. However, 89% say that they sometimes use English in their daily lives. Finally, 2% of students say they never use English in their daily lives. In conclusion, students sometimes use the English in their daily lives that is not good for the development of their oral fluency.

Question 2. Do you consider yourself a fluent speaker?

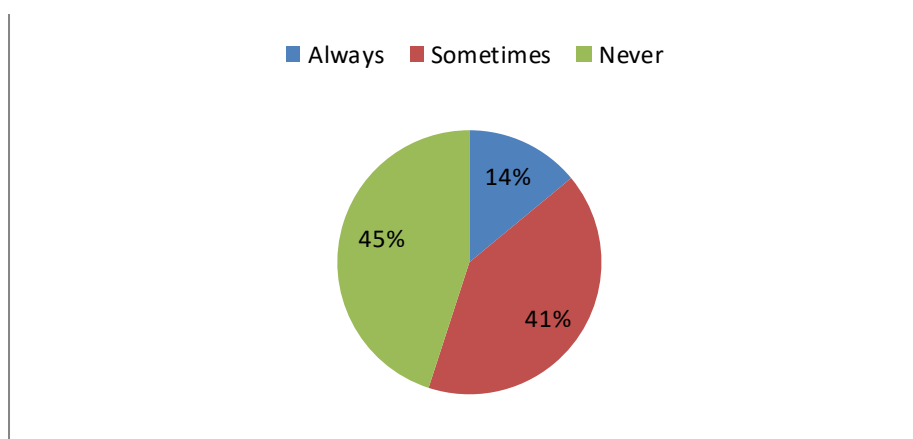
Chart 8: Fluent speaker

CATEGORY	FREQUENCY	PERCENTAGE
Always	8	14%
Sometimes	23	41%
Never	25	45%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 4: Fluent Speaker



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 14% of the students always consider themselves as fluent speakers. However, 41% of students sometimes consider themselves as fluent speakers. Finally, 45% of students never consider themselves as fluent speakers. Based on these results, it is determined that students are not fluent speakers and for that, they cannot develop their oral fluency.

Question 3. Does the teacher encourage students to talk about topics of interest (economy, health, poverty, education, etc.) to develop oral fluency?

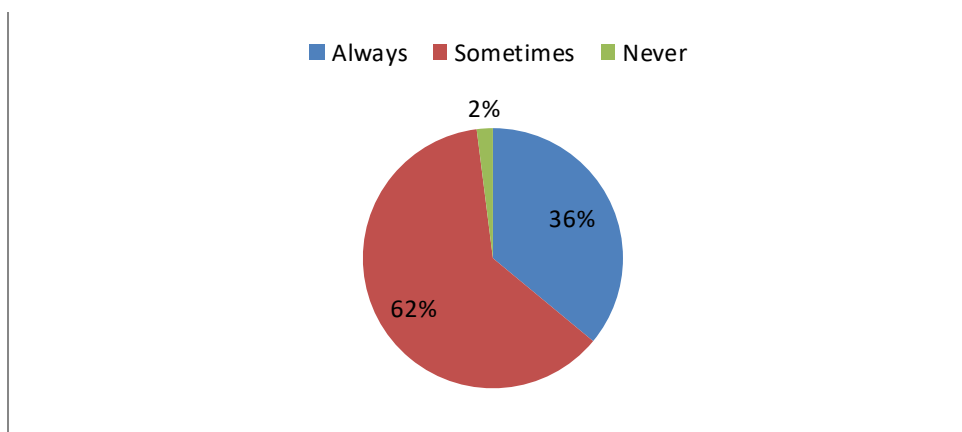
Chart 9: Topics of interest

CATEGORY	FREQUENCY	PERCENTAGE
Always	20	36%
Sometimes	35	62%
Never	1	2%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 5: Topics of interest



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 20% of the students affirm that teachers always encourage students to talk about topics of interest to develop oral fluency. However, 62% of students affirm that teachers sometimes encourage students to talk about topics of interest to develop oral fluency. Finally, 2% of students affirm that teachers never encourage students to talk about topics of interest to develop oral fluency. To sum up, teachers encourage students to talk about topics of interest just when it is necessary or depending on the task they are focused on.

Question 4. Does the teacher motivate students to create and talk about their own discussion topics?

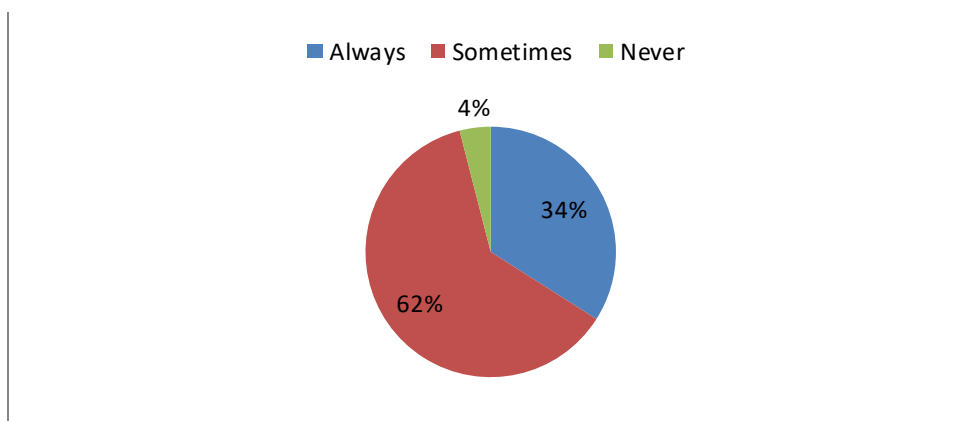
Chart 10: Discussion topics

CATEGORY	FREQUENCY	PERCENTAGE
Always	19	34%
Sometimes	35	62%
Never	2	4%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 6: Discussion topics



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 34% of the students affirm that teachers always motivate students to create and talk about their own discussion topics. However, 62% of students affirm that teachers sometimes motivate students to create and talk about their own discussion topics. Finally, 2% of students affirm that teachers never motivate students to create and talk about their own discussion topics. Based on these results, it is determined that teachers work with both controlled and open activities to develop oral production.

Question 5. Does the teacher use interactive tools to develop oral fluency?

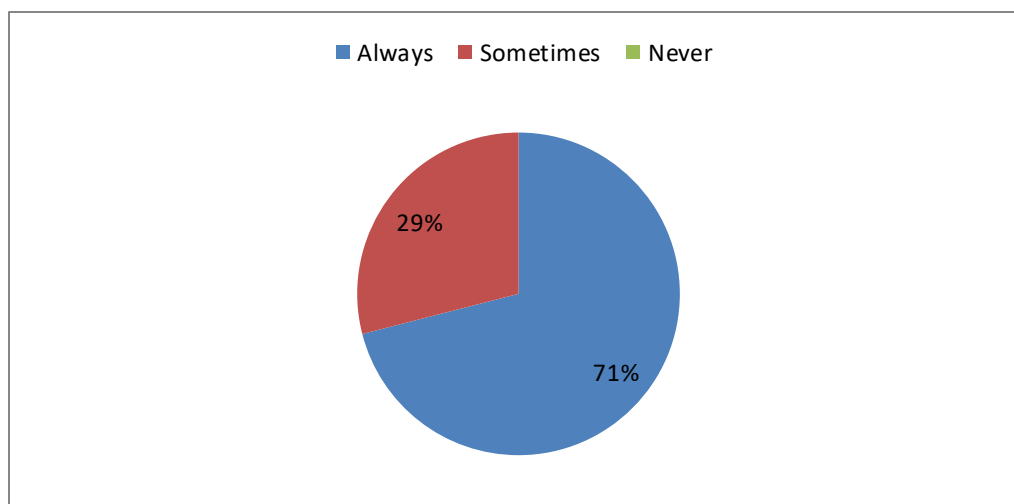
Chart 11: Interactive tools

CATEGORY	FREQUENCY	PERCENTAGE
Always	40	71%
Sometimes	16	29%
Never	0	0%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 7: Interactive tools



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 71% of the students affirm that teachers always use interactive tools to develop oral fluency. However, 29% of students affirm that teachers sometimes use interactive tools to develop oral fluency. In conclusion, teachers are up-to-dated in tools to develop speaking that is good for developing the language in students.

Question 6. What kind of tools does your teacher use for developing oral fluency?

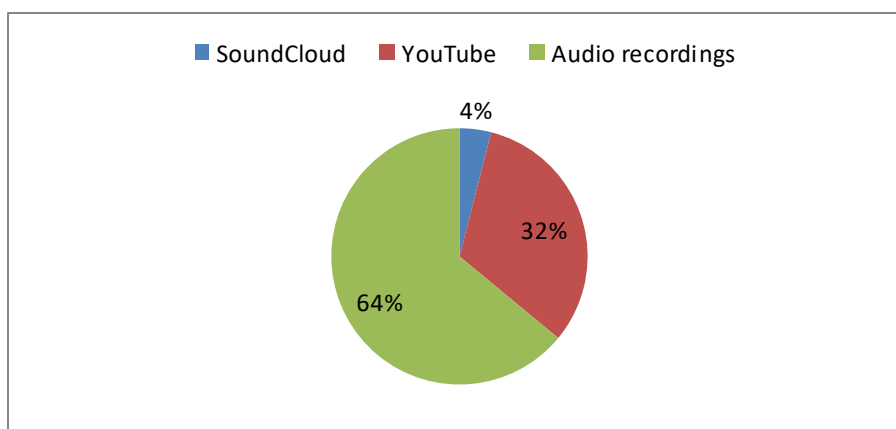
Chart 12: Kind of tools

CATEGORY	FREQUENCY	PERCENTAGE
Podomatic	0	0%
SoundCloud	2	4%
Youtube	18	32%
Audio recordings	36	64%
Others	0	0%
TOTAL	56	100%

Source: The investigator.

Elaborated by: Sánchez, G. (2017)

Graphic 8: Kind of tools



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 2% of the students use SoundCloud for developing oral fluency. However, 32% of students use YouTube for developing oral fluency. Finally, 64% of students use audio recordings for developing oral fluency. To conclude, teachers use different types of tools to develop oral production; however, audio recordings is the most used tool in the classroom.

Question 7. Do you know what Podomatic is?

Chart 13: Podomatic meaning

CATEGORY	FREQUENCY	PERCENTAGE
Yes	0	0%
No	56	100%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 9: Podomatic meaning



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the students do not know what Podomatic is. Focused on these results, it is determined that students do not have knowledge about the Podomatic tool; for this reason, they have not used it.

Question 8. Do you know what podcasting is?

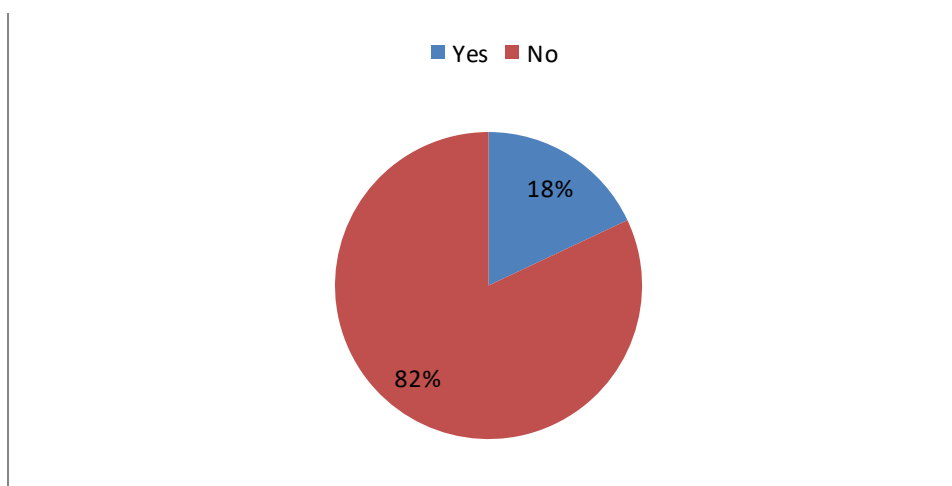
Chart 14: Podcasting meaning

CATEGORY	FREQUENCY	PERCENTAGE
Yes	10	18%
No	46	82%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 10: Podcasting meaning



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 18% of the students know what podcasting is. On the other hand, 82% of students do not know what podcasting is. To sum up, students do not have knowledge about podcasting and for this reason; they ignore the benefits it has for oral production.

Question 9. Does the teacher encourage students to record a podcast (an episode series of digital audio or video) in the classroom?

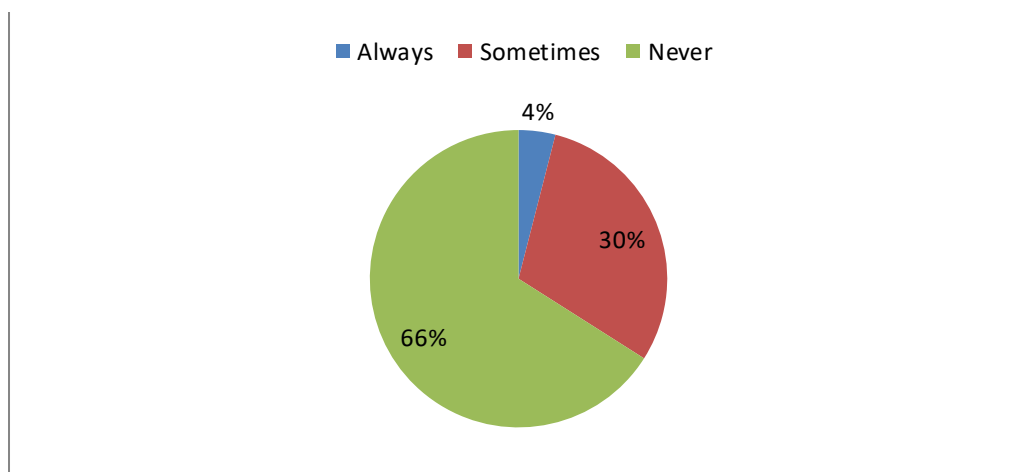
Chart 15: Record a podcast

CATEGORY	FREQUENCY	PERCENTAGE
Always	2	4%
Sometimes	17	30%
Never	37	66%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 11: Record a podcast



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 4% of the students affirm that teachers always encourage students to record a podcast. On the other hand, 30% of students affirm that teachers sometimes encourage students to record a podcast. Finally, 66% of students affirm that teacher never encourage students to record a podcast. Based on these results, it is determined that teachers encourage students to record oral activities, but these are not specifically podcasts.

Question 10. Does the teacher encourage students to broadcast their podcasts through the Podomatic tool?

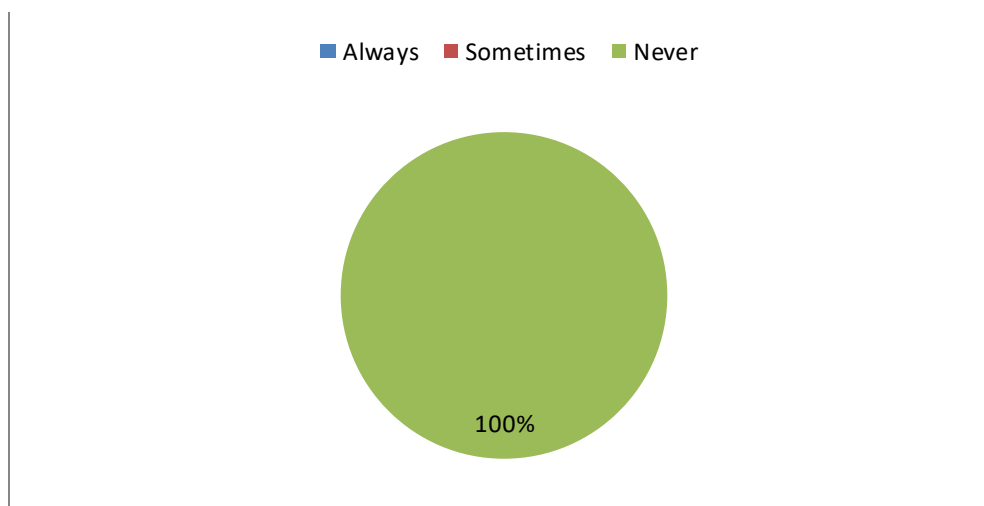
Chart 16: Broadcast a podcast

CATEGORY	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	0	0%
Never	56	100%
TOTAL	56	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 12: Broadcast a podcast



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the students affirm that teachers never encourage students to broadcast their podcasts through the Podomatic tool. In conclusion, teachers and students ignore the existence of the Podomatic tool and hence, they ignore its benefits in the oral production.

**QUESTIONNAIRE AIMED TO TEACHERS FROM FIRST SEMESTER
OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
CAREER**

Question 1. Do you consider yourself a fluent speaker?

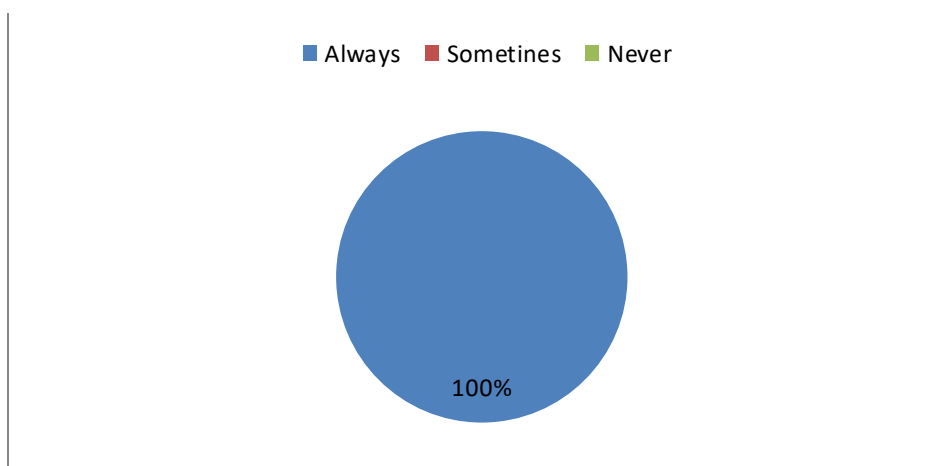
Chart 17: Fluent speaker

CATEGORY	FREQUENCY	PERCENTAGE
Always	2	100%
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 13: Fluent speaker



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers always consider themselves as fluent speakers. Based on these results, it is determined that teachers are fluent speakers.

Question 2. Do you consider fluency is an important element in the rubric to assess speaking?

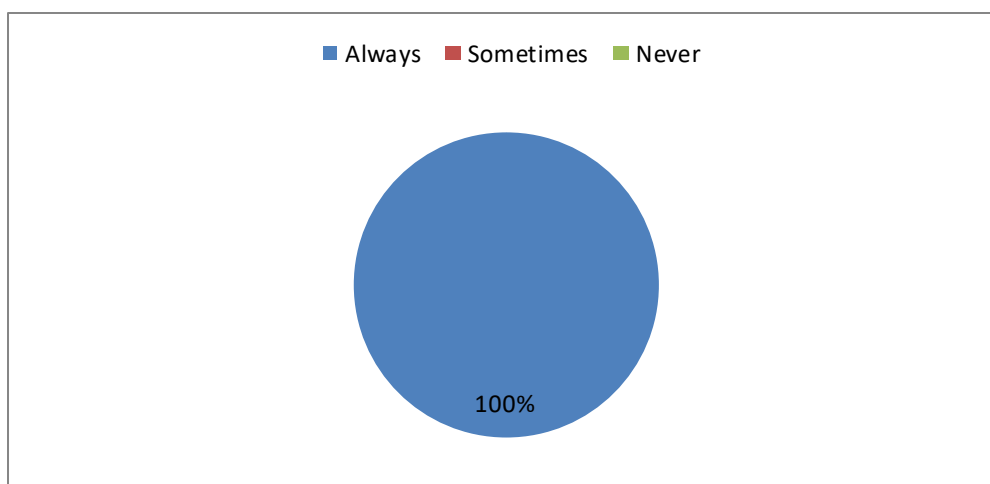
Chart 18: Fluency

CATEGORY	FREQUENCY	PERCENTAGE
Always	2	100%
Sometimes	0	0%
Never	0	0%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 14: Fluency



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers always consider fluency is an important element in the rubric to assess speaking. To conclude, it is evident that teachers always assess oral fluency in speaking activities.

Question 3. Do you encourage students to talk about topics of interest (economy, health, poverty, education, etc.) to develop oral fluency?

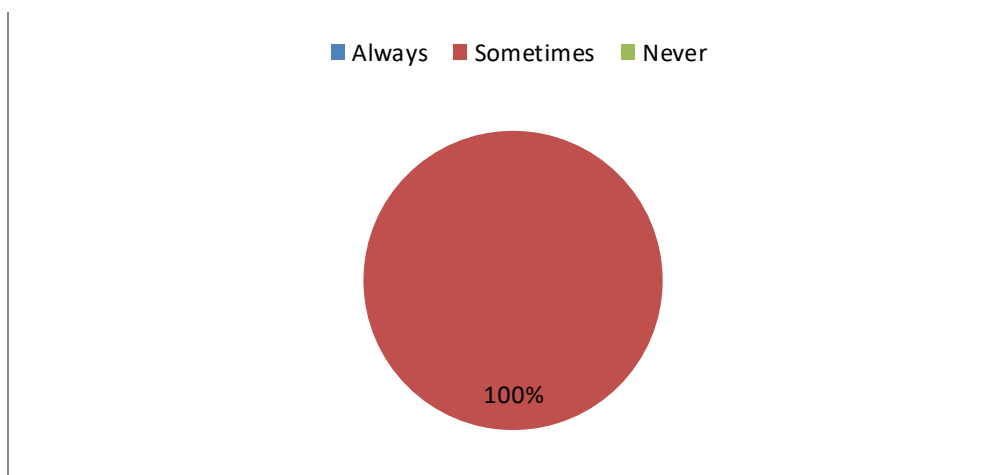
Chart 19: Topics of interest

CATEGORY	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	2	100%
Never	0	0%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 15: Topics of interest



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers sometimes encourage students to talk about topics of interest (economy, health, poverty, education, etc.) to develop oral fluency. To sum up, teachers work with these topics depending on the activity they are developing in that moment in the classroom.

Question 4. Do you motivate students to create and talk about their own discussion topics?

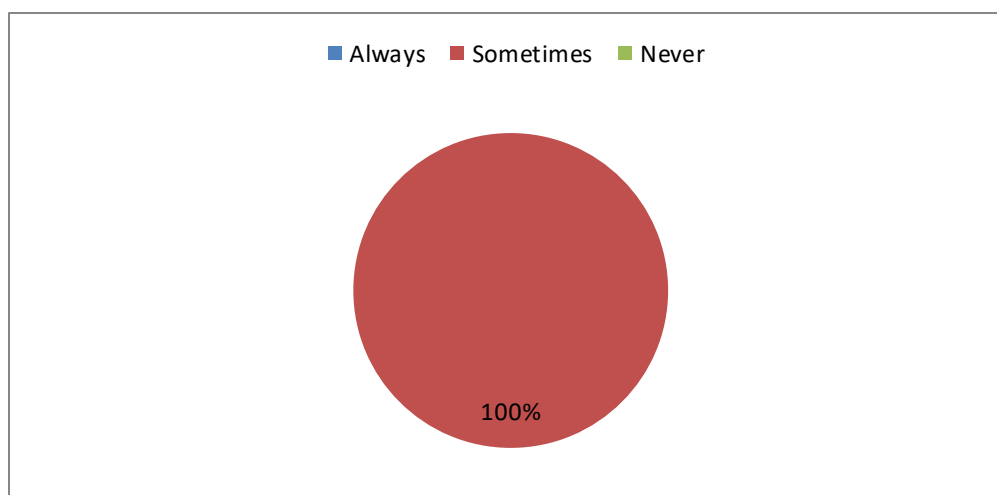
Chart 20: Discussion topics

CATEGORY	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	2	100%
Never	0	0%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 16: Discussion topics



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers sometimes motivate students to create and talk about their own discussion topics. Based on these results, it is determined that teachers work with controlled and open activities and topics to develop oral production.

Question 5. Do you use interactive tools to develop oral fluency?

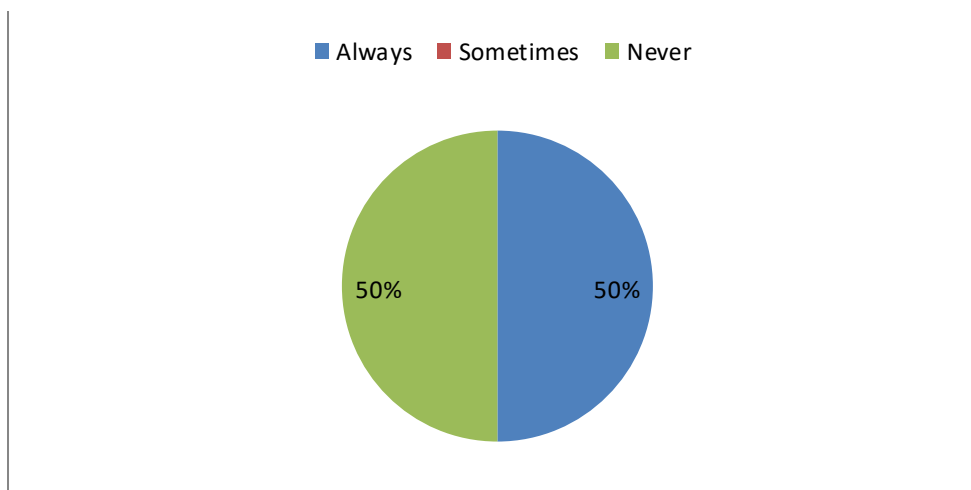
Chart 21: Interactive tools

CATEGORY	FREQUENCY	PERCENTAGE
Always	1	50%
Sometimes	0	0%
Never	1	50%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 17: Interactive tools



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 50% of the teachers always use interactive tools to develop oral fluency. In contrast, 50% of the teachers never use interactive tools to develop oral fluency. To conclude, interactive tools are used depending on the teacher's needs, and knowledge they have on these tools.

Question 6. What kind of tool do you use for developing oral fluency?

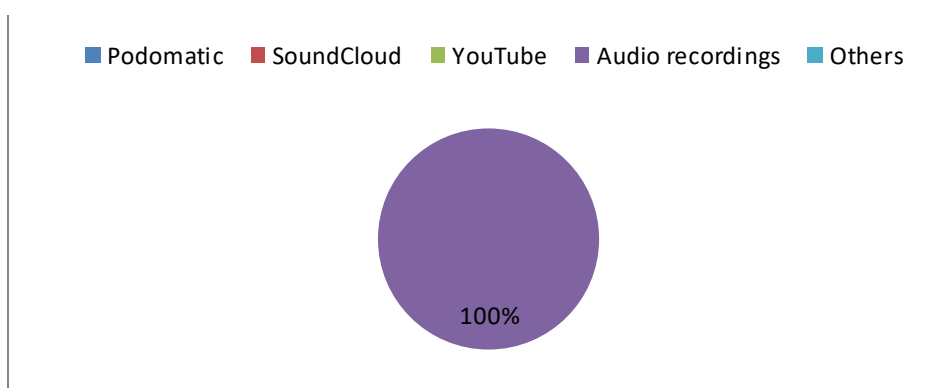
Chart 22: Kind of tools

CATEGORY	FREQUENCY	PERCENTAGE
Podomatic	0	0%
SoundCloud	0	0%
Youtube	0	0%
Audio recordings	2	100%
Others	0	0%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 18: Kind of tools



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of teachers use audio recordings for developing oral fluency. To sum up, audio recordings is the unique effective material teachers use to encourage students to develop speaking and it is good because the use of audio recordings is the first step to record a podcast.

Question 7. Do you know what Podomatic is?

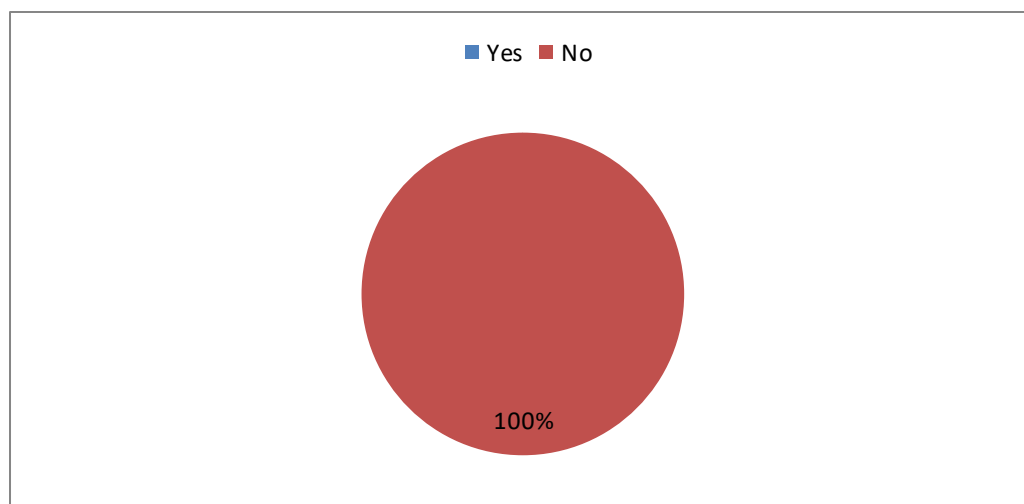
Chart 23: Podomatic meaning

CATEGORY	FREQUENCY	PERCENTAGE
Yes	0	0%
No	2	100%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 19: Podomatic meaning



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers do not know what Podomatic is. Based on these results, it is determined that teachers ignore this tool and its benefits in English communication.

Question 8. Do you know what podcasting is?

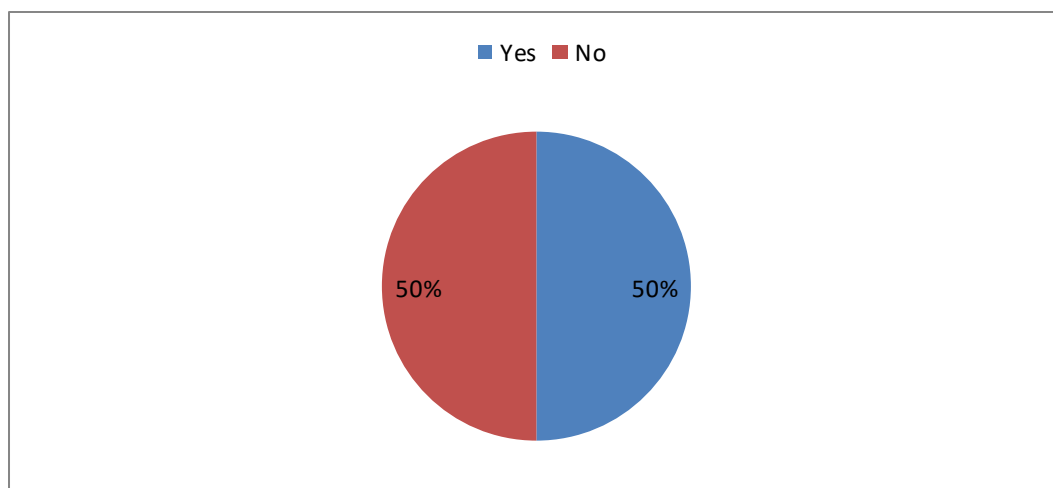
Chart 24: Podcasting meaning

CATEGORY	FREQUENCY	PERCENTAGE
Yes	1	50%
No	1	50%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 20: Podcasting meaning



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 50% of the teachers know what podcasting is. In contrast, 50% of the teachers do not know what podcasting is. Based on these results, it is determined that not all teachers have knowledge about podcasting; however, when they try it, they will enjoy of its benefits in oral production.

Question 9. Do you encourage students to record a podcast (an episode series of digital audio or video)?

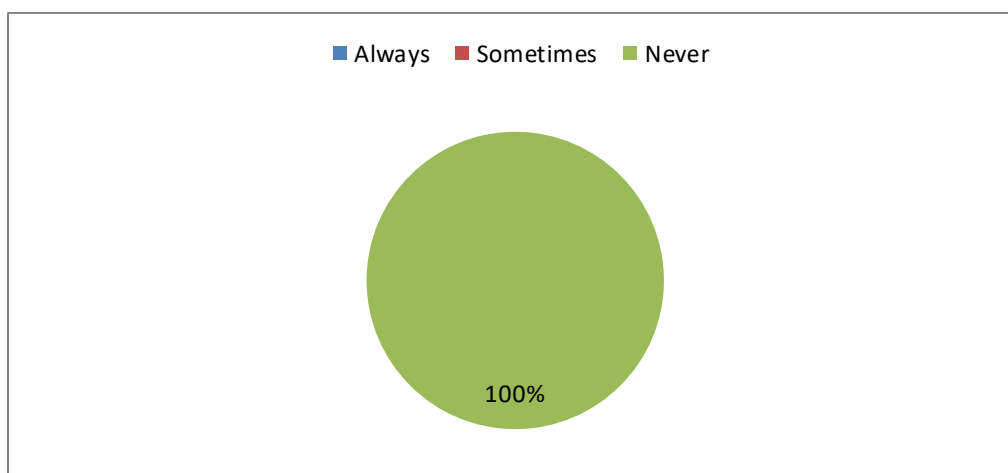
Chart 25: Record a podcast

CATEGORY	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	0	0%
Never	2	100%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 21: Record a podcast



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers never encourage students to record a podcast (an episode series of digital audio or video). To conclude, it is evident that teachers encourage students to record short oral activities, but not a podcast that is a long oral activity to develop the speaking skill.

Question 10. Do you encourage students to broadcast their podcasts through the Podomatic tool?

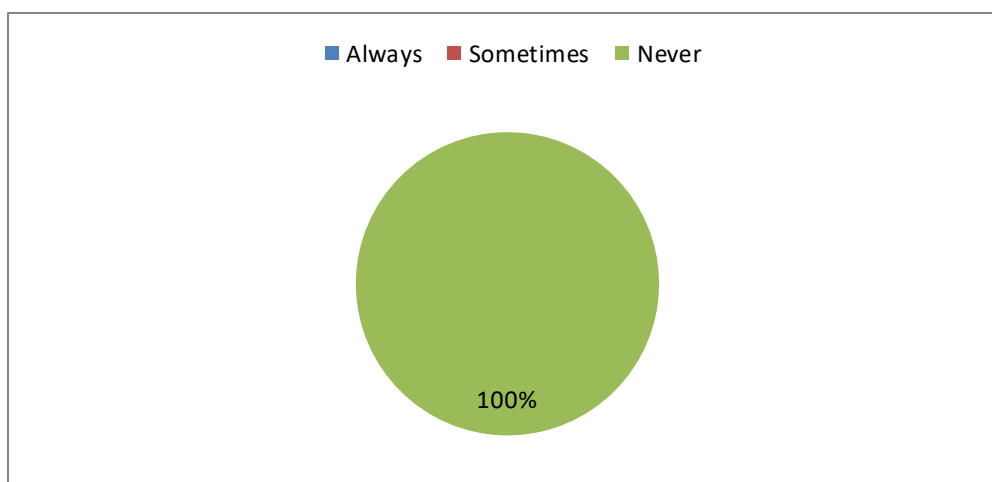
Chart 26: Broadcast a podcast

CATEGORY	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	0	0%
Never	2	100%
TOTAL	2	100%

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Graphic 22: Broadcast a podcast



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Analysis and Interpretation

According to the data obtained in the survey, 100% of the teachers never encourage students to broadcast their podcasts through the Podomatic tool. Based on these results, it is determined that teachers ignore this tool and for this reason, they do not use this tool as an intermediary to transmit any kind of oral activity.

4.2 Verification of hypotheses

The present research project “The Podomatic tool and the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato” used the Chi-Square statistical test in some questions of the survey for the verification of the hypothesis.

4.2.1 Hypothesis Formulation

Null Hypothesis (H0): The Podomatic tool does not influence in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato.

Alternative Hypothesis (H1): The Podomatic tool influences in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato.

4.2.2 Statistical model

The Chi-square used and executed the following formula in order to verify the hypothesis.

$$X_c^2 = \sum \frac{(O-E)^2}{E}$$

Where:

X_c^2 = Chi Square

\sum = the “sum of”

O = observed frequencies

E = expected frequencies

4.2.3 Significance level

The obtained results were analyzed and interpreted to verify the hypothesis; for that, it has been taken into account the following:

$$\alpha = 0,05$$

95% of reliability

4.2.4 Observed Frequencies

Chart 27: Observed frequencies

Variables	Always	Sometimes	Never	TOTAL
Question 2 Do you consider yourself a fluent speaker?	8	23	25	56
Question 3 Does the teacher encourage students to talk about topics of interest (economy, health, poverty, education, etc.) to develop oral fluency?	20	35	1	56
Question 9 Does the teacher encourage students to record a podcast (an episode series of digital audio or video) in the classroom?	2	17	37	56
Question 10 Does the teacher encourage students to broadcast their podcasts through the Podomatic tool?	0	0	56	56
TOTAL	30	75	119	224

Source: The investigator

Elaborated by: Sánchez, G. (2017)

4.2.5 Expected Frequencies

Chart 28: Expected frequencies

Variables	Always	Sometimes	Never
Question 2	7,5	18,8	29,8
Question 3	7,5	18,8	29,8
Question 9	7,5	18,8	29,8
Question 10	7,5	18,8	29,8

Source: The investigator

Elaborated by: Sánchez, G. (2017)

4.2.6 Contingency table

Chart 29: Contingency table

Variables	O	E	O - E	$(O - E)^2$	$(O - E)^2 / E$
Question 2	8	7,5	0,8	0,25	0,033333333
Question 3	20	7,5	12,5	156,25	20,83333333
Question 9	2	7,5	-5,5	30,25	4,033333333
Question 10	0	7,5	-7,5	56,25	7,5
Question 2	23	18,8	4,2	17,64	0,938297872
Question 3	35	18,8	16,2	262,44	13,95957447
Question 9	17	18,8	-1,8	3,24	0,172340426
Question 10	0	18,8	-18,8	353,44	18,8
Question 2	25	29,8	-4,8	23,04	0,773154362
Question 3	1	29,8	-28,8	829,44	27,83355705
Question 9	37	29,8	7,2	51,84	1,739597315
Question 10	56	29,8	26,2	686,44	23,03489933
TOTAL	224	224,4	-0,4	2470,52	119,6514208

Source: The investigator

Elaborated by: Sánchez, G. (2017)

Interpretation: The X^2 value is **119,65**

4.2.7 Degrees of Freedom

Chart 30: Degrees of freedom

Degrees of freedom = (#rows - 1)*(#columns - 1)		
Rows = 4	Columns = 3	$(4 - 1) * (3 - 1)$
		$(3) * (2)$
		6
Chi square: level of confidence of 0,95 and alpha level of significance of 0,05		Critical square value = 12,59

Source: The investigator

Elaborated by: Sánchez, G. (2017)

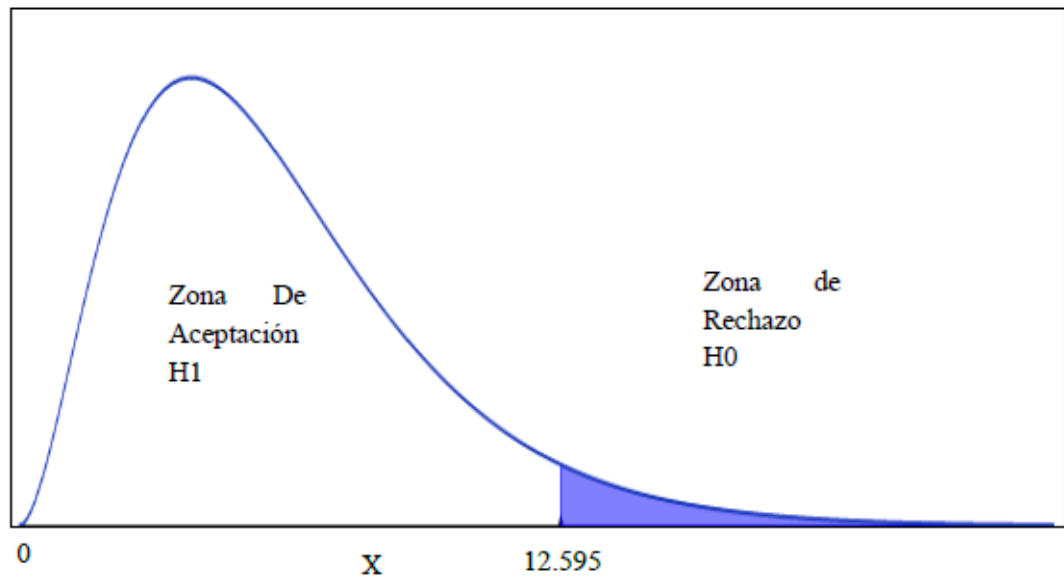
Chart 31: Chi-square distribution table

d.f.	.995	.99	.975	.95	.9	.1	.05	.025	.01
1	0.00	0.00	0.00	0.00	0.02	2.71	3.84	5.02	6.63
2	0.01	0.02	0.05	0.10	0.21	4.61	5.99	7.38	9.21
3	0.07	0.11	0.22	0.35	0.58	6.25	7.81	9.35	11.34
4	0.21	0.30	0.48	0.71	1.06	7.78	9.49	11.14	13.28
5	0.41	0.55	0.83	1.15	1.61	9.24	11.07	12.83	15.09
6	0.68	0.87	1.24	1.64	2.20	10.64	12.59	14.45	16.75
7	0.99	1.24	1.69	2.17	2.83	12.02	14.07	15.71	18.48
8	1.34	1.65	2.18	2.73	3.49	13.36	15.51	16.92	20.09
9	1.73	2.09	2.70	3.33	4.17	14.68	16.92	19.02	21.67
10	2.16	2.56	3.25	3.94	4.87	15.99	18.31	20.48	23.21
11	2.60	3.05	3.82	4.57	5.58	17.28	19.68	21.92	24.72
12	3.07	3.57	4.40	5.23	6.30	18.55	21.03	23.34	26.22
13	3.57	4.11	5.01	5.89	7.04	19.81	22.36	24.74	27.69
14	4.07	4.66	5.63	6.57	7.79	21.06	23.68	26.12	29.14
15	4.60	5.23	6.26	7.26	8.55	22.31	25.00	27.49	30.58
16	5.14	5.81	6.91	7.96	9.31	23.54	26.30	28.85	32.00
17	5.70	6.41	7.56	8.67	10.09	24.77	27.59	30.19	33.41
18	6.26	7.01	8.23	9.39	10.86	25.99	28.87	31.53	34.81
19	6.84	7.63	8.91	10.12	11.65	27.20	30.14	32.85	36.19
20	7.43	8.26	9.59	10.85	12.44	28.41	31.41	34.17	37.57
22	8.64	9.54	10.98	12.34	14.04	30.81	33.92	36.78	40.29
24	9.89	10.86	12.40	13.85	15.66	33.20	36.42	39.36	42.98
26	11.16	12.20	13.84	15.38	17.29	35.56	38.89	41.92	45.64
28	12.46	13.56	15.31	16.93	18.94	37.92	41.34	44.46	48.28
30	13.79	14.95	16.79	18.49	20.60	40.26	43.77	46.98	50.89
32	15.13	16.36	18.29	20.07	22.27	42.58	46.19	49.48	53.49
34	16.50	17.79	19.81	21.66	23.95	44.90	48.60	51.97	56.06
38	19.29	20.69	22.88	24.88	27.34	49.51	53.38	56.90	61.16
42	22.14	23.65	26.00	28.14	30.77	54.09	58.12	61.78	66.21
46	25.04	26.66	29.16	31.44	34.22	58.64	62.83	66.62	71.20
50	27.99	29.71	32.36	34.76	37.69	63.17	67.50	71.42	76.15
55	31.73	33.57	36.40	38.96	42.06	68.80	73.31	77.38	82.29
60	35.53	37.48	40.48	43.19	46.46	74.40	79.08	83.30	88.38
65	39.38	41.44	44.60	47.45	50.88	79.97	84.82	89.18	94.42
70	43.28	45.44	48.76	51.74	55.33	85.53	90.53	95.02	100.43
75	47.21	49.48	52.94	56.05	59.79	91.06	96.22	100.84	106.39
80	51.17	53.54	57.15	60.39	64.28	96.58	101.88	106.63	112.33
85	55.17	57.63	61.39	64.75	68.78	102.08	107.52	112.39	118.24
90	59.20	61.75	65.65	69.13	73.29	107.57	113.15	118.14	124.12
95	63.25	65.90	69.92	73.52	77.82	113.04	118.75	123.86	129.97
100	67.33	70.06	74.22	77.93	82.36	118.50	124.34	129.56	135.81

Critical square value

Source: Nazarathy, J. (2017)

Graphic 23: Distribution of Chi square



Source: The investigator

Elaborated by: Sánchez, G. (2017)

Interpretation

The null hypothesis is accepted when the calculated chi-square value is less than the critical chi-square value. In contrast, the alternative hypothesis is accepted when the calculated chi-square value is greater than the critical chi-square value. Having a probability of 0.05 with a confidence level of 95%, it has been obtained a calculated chi-square of 119.65 and a critical chi-square of 12.59. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted saying that “The Podomatic tool **influences** in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato”.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

To conclude with this research work, this chapter focuses on showing the conclusions and recommendations obtained throughout it.

5.1 Conclusions

The aim of the present research work was to study the influence of the Podomatic tool in the development of the oral fluency of the English language. Thanks to this aim, it was possible to determine that all technological tools that are focused on serving as a means of learning, especially in learning each English skill, are totally innovative for learning English in a modern and interactive way.

Regarding the tools that are used in the English classes, the tool which is commonly used to practice speaking is audio recordings through their cell phones where the teacher asks students to record any oral activity and then, students are given feedback to improve their mistakes. However, the Podomatic tool that is an interactive technological tool and serves as a means of broadcasting content, is unknown for teachers and students and therefore; it is not used in the classroom.

On the other hand, it was possible to explain theoretically the development of oral fluency of the English language in a learning context because both oral fluency factors and production strategies were detailed to understand how oral fluency works and what strategies students can use to be fluent speakers.

In addition, this research work was newfangled because the Podomatic tool was new for students and they showed a great interest on knowing how it works due to the great interest they have in technology.

Finally, through the chi-square statistical test applied in the survey, it was possible to prove that the Podomatic tool is a good interactive tool to develop the oral fluency of the English language; therefore it was possible to determine the existing relationship between both variables.

5.2 Recommendations

- Implement more class hours in English, especially focused on oral fluency, where students get familiar and develop this sub-skill, and where they could be assessed individually to know their oral fluency development.
- Establish the use of the Podomatic tool as an elementary tool in the classroom where students practice their oral fluency in oral activities with the purpose of recording podcasts and broadcasting their content through this tool.
- Establish interactive oral production activities in a participatory classroom environment, where students know and improve the oral fluency factors applying oral production strategies to become fluent speakers.
- Due to the lack of time, it was impossible to apply a pre-test and a post-test to know the level of students' oral fluency. Therefore, it is recommended to apply a pre-test to know the initial level of oral fluency. Then, it is necessary to apply a treatment where students relate the Podomatic tool with the oral fluency of the English language through interactive speaking activities in at least ten sessions with the purpose of students developing their oral fluency. Finally, it is necessary to apply a post-test to know the final score of students' oral fluency in order to prove if the Podomatic tool influences in the development of the oral fluency of the English language.

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ANNEXES

Annex 1. Survey applied to students



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



QUESTIONNAIRE AIMED TO STUDENTS FROM FIRST SEMESTER
OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
CAREER

OBJECTIVE: Collect information about the Podomatic tool in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages career.

INSTRUCTION: Answer individually by using an (X).

QUESTIONS:

1. How often do you use English in your daily life?

Always Sometimes Never

2. Do you consider yourself a fluent speaker?

Always Sometimes Never

3. Does the teacher encourage students to talk about topics of interest (economy, health, poverty, education, etc.) to develop oral fluency?

Always Sometimes Never

4. Does the teacher motivate students to create and talk about their own discussion topics?

Always Sometimes Never

5. Does the teacher use interactive tools to develop oral fluency?

Always Sometimes Never

6. What kind of tool does your teacher use for developing oral fluency?

Podomatic

Soundcloud

Youtube

Audio Recordings

Others (specify)

7. Do you know what Podomatic is?

Yes

No

What is it?

8. Do you know what podcasting is?

Yes

No

What is it?

9. Does the teacher encourage students to record a podcast (an episode series of digital audio or video) in the classroom?

Always

Sometimes

Never

10. Does the teacher encourage students to broadcast their podcasts through the Podomatic tool?

Always

Sometimes

Never

Annex 2. Survey applied to teachers



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



QUESTIONNAIRE AIMED TO TEACHERS FROM FIRST SEMESTER
OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
CAREER

OBJECTIVE: Collect information about the Podomatic tool in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages career.

INSTRUCTION: Answer individually by using an (X).

QUESTIONS:

1. Do you consider yourself a fluent speaker?

Always

Sometimes

Never

2. Do you consider fluency is an important element in the rubric to assess speaking?

Always

Sometimes

Never

3. Do you encourage students to talk about topics of interest (economy, health, poverty, education, etc) to develop oral fluency?

Always

Sometimes

Never

4. Do you motivate students to create and talk about their own discussion topics?

Always

Sometimes

Never

5. Do you use interactive tools to develop oral fluency?

Always

Sometimes

Never

6. What kind of tool do you use for developing oral fluency?

Podomatic

Soundcloud

Youtube

Audio Recordings

Others (specify)

7. Do you know what Podomatic is?

Yes

No

What is it?

8. Do you know what podcasting is?

Yes

No

What is it?

9. Do you encourage students to record a podcast (an episode series of digital audio or video)?

Always

Sometimes

Never

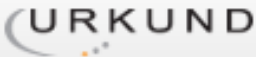
10. Do you encourage students to broadcast their podcasts through the Podomatic tool?

Always

Sometimes

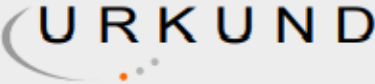
Never

Annex 3. Report of the URKUND anti-plagiarism tool



Documento	Thesis_Giovanna Sánchez.docx (D33598503)
Presentado	2017-12-10 20:14 (-05:00)
Presentado por	bgiova19@gmail.com
Recibido	cristinadjordanb.uta@analysis.orkund.com
Mensaje	Thesis_Giovanna Sánchez Mostrar el mensaje completo

0% de estas 26 páginas, se componen de texto presente en 0 fuentes.



Urkund Analysis Result

Analysed Document: Thesis_Giovanna Sánchez.docx (D33598503)
Submitted: 12/11/2017 2:14:00 AM
Submitted By: bgiova19@gmail.com
Significance: 0 %

Sources included in the report:

Instances where selected sources appear:

0

Annex 4. Paper

The Podomatic tool and the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages career.

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ABSTRACT

The main reason to carry out this research was to determine if the Podomatic tool influences the development of the oral fluency of the first semester students of the Pedagogy of National and Foreign Languages Career at Technical University of Ambato. To carry out this research, a survey was applied to 56 students from the "A" and "B" sections of the aforementioned semester; as well as a 10-question questionnaire to 2 teachers. The questions were developed based on the dependent and independent variables where 6 questions were created for the independent and 4 for the dependent. The previously mentioned instruments determined the lack of didactic technological tools for the development of the oral fluency in English learning as a foreign language due to the majority of teachers being unaware of the existence of such interactive tools to develop the oral fluency and their continuous use as basic tools for this purpose. On the other hand, this research used bibliographic research in order to support the information in the theoretical framework with scientific articles, books, and newspapers. Additionally, the students of this research work were able to use the Podomatic tool to record a podcast and thus develop their English language oral fluency. This tool allowed them to interact through conversations in pairs and in groups. Finally, a conclusion states that the Podomatic tool used in the development of the oral fluency, influences the English language learning inasmuch as both variables of the research could be related.

Keywords: podomatic tool, oral fluency, podcasting, technological tool, foreign language learning.

1 Introduction

The English language has become a universal language, that is to say, it is currently the most spoken language in most countries around the world and this has been given by the need to communicate correctly by various factors such as business, travel, educational exchanges, science, technology, medicine, and so on. A relevant aspect in this language is the ability to communicate the ideas in a fluent manner; well known as oral fluency. According to Cucchiarini, Strik & Boves (2000) oral fluency is also seen as a wide range of speech skills and characteristics. It is a way to convey our ideas in a clear and precise way, and this involves a correct pronunciation of words and sounds to allow listeners to understand the message. However, it is a difficult language to learn especially in countries where people just speak Spanish.

In Ecuador, the oral fluency of the English language is very low and it has happened because the language has not had a deep focus in the educational institutions at national

level for its learning. Since 2014, the English language learning had left the national timetable and an approach was only taken if specialized teachers were available to teach this subject (El Comercio, 2016). The language that predominates in Ecuador is Spanish, so learning English has been left in the background. Today, the emphasis is being placed on the language itself, but its learning is still poor, especially in state primary and high schools because of the high demand of students and changes in curricular reforms in education. The curriculum reform of February 17, 2016, supported by the Ministry of Education, indicates that before this reform, in the law, students did not receive English compulsorily; implying that the majority of the population belonging to the public sector did not acquire the necessary knowledge of the English language in schools and high schools (El Comercio, 2016). In addition, in Ecuador, the English language is still considered as a foreign language while in other countries, it is already established as a second language; therefore students are not familiar

with the language and thus, their lack of oral production is evident.

In Tungurahua, the level of English in students of public and private schools and high schools marks a significant difference. Public institutions have been affected by the government's decisions of suspending the English as an important subject. In addition, the great demand of students in each classroom affects their learning. According to parents in public institutions, their children feel crowded in their classrooms because in some of them, there are up to 46 students per classroom (La Hora, 2017).

On the other hand, private institutions from Ambato such as "CEBI" and "Unikids" have a good level of English. These institutions work with the CLIL approach, which has had positive results in students. This approach consists on students learning subjects in Spanish and English, making it a good strategy to acquire a good level of knowledge, not only in subjects, but also for the English language. The most pervasive institutions in Tungurahua

are public; for this reason, the English language and its oral fluency have not been able to be developed in an optimal way.

In the "Pedagogía de los Idiomas Nacionales y Extranjeros" Career, it has been shown that first semester students come from both public and private schools. For this reason, they make up a heterogeneous group where certain students have more English knowledge than others; that is to say, some students do not show a fluent use of the language. In addition, "Pedagogía de los Idiomas Nacionales y Extranjeros" is a new career with a new curricular structure, but not all subjects require the use of technological material, or in other cases, technological material is used but it is not an interactive option. Some teachers point out that students use daily basic tools for learning English like PowerPoint presentations and sometimes videos on YouTube; nevertheless, there are more interactive and sophisticated tools to develop the four skills of English. These interactive tools have not been introduced to students for their learning; thus, affecting the

development of the language in them.

On the other hand, there are great demands of students as a group in the classrooms; hence, it is impossible to motivate them individually. Instead, teachers prefer to form big groups of students or to work with pair activities in order to assess them. This occurs because of the short period of time that each subject count on. Another problem is the office hours that teachers have adopted. Now, they have to accomplish two roles: as office workers and as teachers; for this reason, they have limited time to prepare their classes, analyze and apply interactive methodologies or techniques, and more so, they cannot look for interactive technological tools to support their classes. Finally, the intermittent internet connection on the university does not allow to apply interactive activities in class.

What is sought today in education is that the various communication technologies are available to simplify, enhance and spread English learning. Thus, the most important factors for this field are the

availability of Internet access at the university, which is a great contribution for teachers to start working with technological tools in their classes. Furthermore, it is sought that teachers have less office work hours and more academic hours in order to allow them to prepare excellent lesson plans so they can enable the students to fulfill the proposed aims in each class.

THEORETICAL FRAMEWORK

THE PODOMATIC TOOL

Podomatic is a technological tool that offers a free service from the Internet and allows the user to create podcasts and videocasts in a simple way. According to Akcaoglu (2006), Podomatic allows anyone to find, create, distribute, promote and listen to videocasts and podcasts in an easy way inasmuch as it is a leading provider of free services and tools from the Web.

Podomatic is a very simple tool to use and it has no cost. Here are some devices the user must have to enjoy this tool:

- The user must have a computer or a laptop.

- The computer must have a microphone, a sound recorder, and a video recorder. In general, all computers and laptops have these features included.
- The user needs to have internet access in order to upload audios and videos to the tool.

It is important to remember that:

- This tool is free so the user does not need anything else apart from the devices and features mentioned before.
- It is not allowed to upload videos or audios through the Podomatic application in smart phones as its app is designed just to listen to and download podcasts.

Procedure to use Podomatic

All tools and apps need to follow a procedure to be used so here is shown a simple procedure to publish a podcast using this tool. First, it is relevant to get registered in Podomatic; and second, there are some steps to record and publish a podcast.

A. Registering

Registering to this innovative tool is easy so the user must search the URL <http://www.podomatic.com> on the browser and follow some simple steps to create a basic account. There are two options to create an account in Podomatic.

The first option is signing up through the social network Facebook. This option allows the user just entering the e-mail account or phone number and then a password. Next, it is necessary to write the full name or just the first and last names, and verify the e-mail account. Finally, the user has to agree with the “Terms of service” section, put a tick on it, and give a click in “Join Podomatic”. Immediately, the tool will be ready to be used.

The second option is signing up using an e-mail account. The user is free to use any e-mail account such as Outlook, Gmail, Yahoo, and so on. First, the user must choose “Sign up with Email” and then, it is relevant to write personal information such as the first and last names and an e-mail account. Also, the user must give a click on “Next”.

Then, it is necessary to write a password and confirm it. Finally, the user has to select the Captcha “I am not a robot” and then, click on “Done”. Immediately, the tool will be ready for free use.

Following any of these options of registering, the user must choose a unique URL for the podcast. It means an URL for the account that cannot be changed when it is submitted because it will be as a unique identification for the podcast of the user. For example: giovannasanchez.podOmatic.com

B. Recording and Publishing a Podcast

Recording and publishing a podcast in the Podomatic tool is really easy. The user has to choose a topic of great interest such as debates, soap operas, news, and so on. It could be for an individual or a group podcast. Then, it is important to follow some steps.

1. The user has to record the audio or video using a computer. It does not matter the time it takes and it is

relevant to record a clear sound or video.

2. Sign in the Podomatic account and choose the option “Create” which is in the upper right part of the screen.
3. It will appear an image and the user has to choose the audio or video from the computer clicking the option “Add files” and immediately click the option “Start upload” to upload the recording. The user can check the uploading progress on the screen.
4. It is necessary that the user writes the title of the recording and a description of it in order to inform what is the audio or video about.
5. The user has to choose and upload an image from the computer that best fits with the recording.
6. It is necessary to select a quality level. In this part, there are three types of quality kevel such as original, talk, and music. The third one

is the most recommended because it is a higher quality.

7. The user has to select the option “Continue” and finally, publish the episode.
8. Immediately an URL of the episode will appear and it is necessary to copy and paste it in the browser to find the uploaded episode.
9. In addition, the user can share his URL on Facebook or Twitter.

SPEAKING SKILL

Imitative speech is based on, as the word itself says, the imitation of a word, phrase and on rare occasions of a sentence. This type of speech focuses more on the phonology of words in order to improve the pronunciation, rhythm, and intonation of words and its purpose is to retain short periods of language through repetition or imitation.

On the other hand, **intensive** speech is related to imitative speech. However, in this case, the production of these short periods of the language that has been acquired is required instead of just imitating them.

Responsive speech already includes interaction but is limited to too short conversations, talks, and standard greetings. In this type of speech requests are made and only comments are required.

Interactive speech differs from responsive speech in that it already needs time and complexity in the interaction; this type of speech already involves several participants and multiple exchanges between them. According to Douglas & Abeywickrama (2010) the interaction is divided into two types: the transactional language whose primary purpose is to exchange specific information; and interpersonal language whose primary purpose is to maintain social relationships.

Finally, the **extensive** speech already includes several interactive activities such as telling stories, speeches, and oral presentations in which achieving oral interaction is wanted.

Types of Activities for each speaking type

Each type of speaking involves certain types of activities that are

very useful to develop communication. This is given according to the level of difficulty that each one must start developing communication; from a very basic level to reach the most advanced or difficult level of communication.

For **imitative** speech, which is where pronunciation, rhythm and intonation will be developed, it can work with exercises about repetition of words and sentences, for example: the teacher provides a phrase in English "What is your name?" and students repeat the phrase after hearing the instruction. In addition, a rubric can be used to evaluate pronunciation. According to Douglas & Abeywickrama (2010), the Versant test is a good example of a test that is designed to evaluate this type of exercise.

For **intensive** speech, direct response exercises can be performed where the teacher asks simple questions and the student must answer them. Furthermore, the teacher can also work with reading exercises aloud which is very good for detecting the type of pronunciation and **speed** of speech. Finally, the teacher can work

with images or drawings where the student should describe what is being seen.

For the **responsive** speech, the teacher basically works with questions and answers, and paraphrasing. Unlike **interactive** speech where it is more difficult, and the teacher works with tasks such as interviews, role-plays, discussions and conversations, and interactive games. Finally, **extensive** speech involves oral presentations, telling stories through drawings or retelling a story, or any event. These exercises are essential for oral fluency.

ORAL FLUENCY

Oral fluency, as a result of a previous encounter, is an underestimation of speaking that is based on a measure of how ideas can be communicated accurately and clearly, and how well this communication is done. For this reason, it is important to determine the factors that are involved in oral fluency.

Oral Fluency Factors

Oral fluency is the ability to speak naturally. It means at a normal speed with little self-correction or

repetition, hesitation or pauses, length of run, and with calm or relaxed use of connected speech. According to (Spratt, Pulverness, & Williams, 2011) in activities designed for oral fluency, learners try to convey meaning instead of being correct in their speaking. Some factors in oral fluency are:

Speed or **speech rate** is the first factor and it is the number of words the speaker speaks per minute (wpm). According to Thornbury (2005) speed is the ability to speak fast. There are some types of speech rate according to the words per minute:

- **Slow speech** that is 110 words per minute or less.
- **Conversational speech** occurs in two stages: 120 words per minute if the conversation is slow, and between 160 to 200 words per minute when the conversation is faster.
- 150 to 160 words per minute are spoken for people who **read** books for **podcasts** or the **radio**.

- Auctioneers or commentators speak from 250 to 400 words per minute because they practice **speed speech**.

The second factor is **pausing** or **hesitation**. It means making a pause in the moment to say something and it could be before or while speaking. According to Thornbury (2005) all speakers pause and it occurs because it is necessary to breath to continue speaking. In addition, it is necessary to pause in order to allow the formulation of utterances. In contrast, frequent pausing is a sign of a non-fluent speaker.

Placement of pauses is another factor in oral fluency. It means to pause at the intersection of clauses or after groups of words that convey meaning. According to Thornbury (2005) pauses that are unnatural occur midway between groups of words.

The **length of run** is another factor in oral fluency. It means the number of syllables that occur between pauses. According to Thornbury (2005) auctioneers and horse-race commentators are examples of fluent speakers that do it in fast-paced

events. They speak faster with no hesitations and for breath, they take minimal pauses.

Production Strategies

Disguise pauses using “uh” or “um” that are common pause fillers.

Use “sort of” and “I mean” that are **vagueness** expressions used to fill pauses.

Finally, **repetition** of a word is used by the speaker to formulate the next clause, or group of words. According to Thornbury (2005) repetitions and fillers are used to indicate or show a short pause.

How to assess oral fluency

Oral fluency is assessed according to the type of oral activity that is proposed in each class. It depends on the type of speaking that was described previously. Some activities are oral productions, role-plays, class debates, interviews, and so on. In addition, each activity has to use specific rubrics to evaluate the aspects that the teacher considers necessary to show students learning. A rubric is a chart designed to assess any skill and it contains some aspects

to be evaluated with a specific score. For example, to assess speaking there are aspects such as pronunciation, vocabulary, and so on, and each one has a score such as excellent, good, and poor carrying a number from excellent (5) to poor (1).

In oral productions and role-plays, the teacher will assess a great variety of aspects such as content, vocabulary, speaking clearly, pronunciation, fluency, and so on. These aspects help students to put their effort in showing an excellent product and understanding.

On the other hand, in debates and interviews the answers are open questions. It means that learners will give their own opinions. In this part, oral fluency is assessed with the following aspects: volume, pauses, speaking clearly, production strategies, and so on.

2 METHODOLOGY

Population

The universe of study of the present research project is made up of 56 students and 2 teachers from first semester of the Pedagogy of National

and Foreign Languages career from the Faculty of Human Sciences and Education of the Technical University of Ambato.

For that, a survey was created for both students and teachers to attain important information through 10 questions. These questions were created based on the independent and dependent variables.

Collection and verification of data

For the data collection, the survey was applied to the 56 students and 2 teachers of the first semester of the Pedagogy of National and Foreign Languages career. In addition, a chi-square statistical test was carried out to verify the hypothesis where 2 questions of the dependent variable and 2 questions of the independent were chosen for their respective analysis.

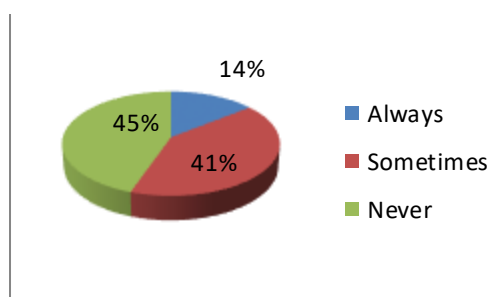
3 RESULTS

The verification of the hypothesis was made with a probability of 0.05 and a confidence level of 95%; where a calculated chi-square of 119.65 was obtained. In addition, through the degrees of freedom, the critical value of the chi-square was

calculated giving a value of 12.59 with the purpose of comparing both values and accepting or rejecting the null hypothesis. In this case, the null hypothesis was rejected, and the alternative hypothesis was accepted because when the calculated chi-square was higher than the critical chi-square value. The alternative hypothesis is accepted. In contrast, when the calculated chi-square is lower than the critical chi-square value, the null hypothesis is accepted.

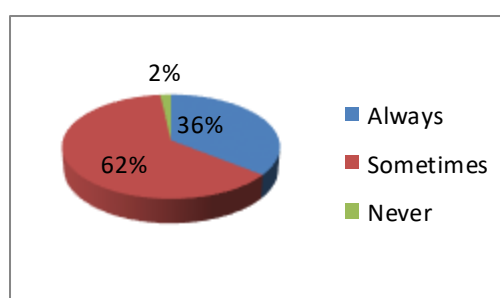
Dependent Variable

Graphic 1. Question 2



Elaborated by: Sánchez, G. (2017)

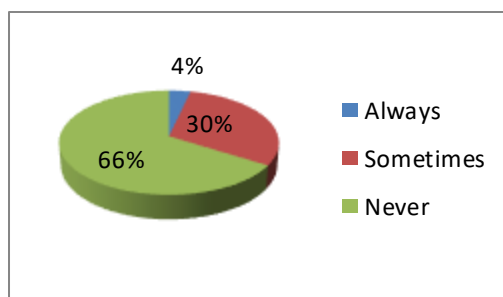
Graphic 2. Question 3



Elaborated by: Sánchez, G. (2017)

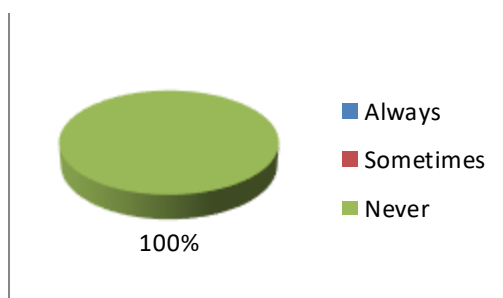
Independent Variable

Graphic 3. Question 9



Elaborated by: Sánchez, G. (2017)

Graphic 4. Question 10



Elaborated by: Sánchez, G. (2017)

In addition, students could use the Podomatic tool to record a podcast. Students worked in pairs to develop a conversation about a free topic. In that activity, students showed great interest in communicating their ideas and they developed their fluency in an environment of interaction, communication, and confidence.

4 DISCUSSION

The main objective of this research was to determine if the Podomatic tool influences in the development of the oral fluency of the English language in the first semester students of the Pedagogy of National and Foreign Languages career; where it was demonstrated that students were interested in improving fluency to record a quality podcast with real and well developed content and thus, to spread it to other users.

In addition, it is assured that this interactive technological tool motivated students to interact and put their English into practice in the classroom inasmuch as the only objective was to communicate their ideas in a natural way; as native speakers do in their mother tongue.

5. CONCLUSION

The aim of the present research work was to study the influence of the Podomatic tool in the development of the oral fluency of the English language. Thanks to this aim, it was possible to determine that all technological tools that are focused on serving as a means of learning,

especially in learning each English skill, are totally innovative for learning English in a modern and interactive way.

Regarding the tools that are used in the English classes, the tool which is commonly used to practice speaking is audio recordings through their cell phones where the teacher asks students to record any oral activity and then, students are given feedback to improve their mistakes. However, the Podomatic tool that is an interactive technological tool and serves as a means of broadcasting content, is unknown for teachers and students and therefore; it is not used in the classroom.

On the other hand, it was possible to explain theoretically the development of oral fluency of the English language in a learning context because both oral fluency factors and production strategies were detailed to understand how oral fluency works and what strategies students can use to be fluent speakers.

In addition, this research work was newfangled because the Podomatic tool was new for students and they

showed a great interest on knowing how it works due to the great interest they have in technology.

Finally, through the chi-square statistical test applied in the survey, it was possible to prove that the Podomatic tool is a good interactive tool to develop the oral fluency of the English language; therefore, it was possible to determine the existing relationship between both variables.

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