UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

VOICE RECORDING MEDIA AND SPEAKING SKILL

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SUPERVISOR APPROVAL

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I, Mg. Manuel Xavier Sulca Guale, holder of the I.D No. 180244754-8, in my capacity as supervisor of the Research dissertation on the topic**: "VOICE RECORDING MEDIA AND SPEAKING SKILL"** investigated by Miss : Luisa Jacqueline Toapanta Lozano with I.D No.1804606901, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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

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DEDICATION

First, I dedicate my thesis to God for being my light and my strength to continue day by day to fulfill my dreams and purposes. To my father Nestor who is in heaven who has become my angel and the reason for finishing my career. To my mother Guillermina, who always with her mother's love, her affection and effort has been my motivation and the engine that has allowed me to achieve this very important achievement for me.

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Luisa.

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EXTRANJEROS

TOPIC: "Voice Recording Media and Speaking Skill**"**
AUTHOR: Luisa Jacqueline Toapanta Lozano
TUTOR: Mg. Manuel Xavier Sulca Guale

ABSTRACT

Technological resources have become very beneficial in the educational field, especially in the teaching and learning of a language for the reason that teachers and students have appealed to using them. This research aims to analyze how the use of voice recording media improves speaking ability. The study was based on experimental research and had a mixed approach and had a population of 28 students (21 men and 7 women) .These students were from the tenth level of the Unidad Educativa Bautista. This study was carried out in nine one-hour class sessions during four weeks of face-to-face classes. In addition, a rubric was used for the Flyers A2 speaking section to measure the level of speaking in the students in both pre-test and post-test which evaluated three criteria such as vocabulary and grammar, pronunciation and interaction, with a maximum score of 5 from which students could obtain a total score of 15 points. In this test, it was evidenced that the students had difficulty pronouncing words, grammatical errors and the fear of interacting with the teacher. Then the researcher used in each class the treatment of a voice-recording medium called Vocaroo for the students to carry out their activities. At the end of the interventions a post-test to determine the students' progress. The results showed that the use of voice recording media is an effective strategy as it motivates students to develop their speaking skills. Finally, it is recommended to use voice recording media in the teaching and learning of the English language.

Keywords: Voice Recording Media, speaking skill, Vocaroo website, English language, technological resources.

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RESUMEN

Los recursos tecnológicos se han vuelto muy beneficiosos en el ámbito educativo, especialmente en la enseñanza y aprendizaje de una lengua, por lo que profesores y alumnos han apelado a su uso. Esta investigación tiene como objetivo analizar cómo el uso de medios de grabación de voz mejora la capacidad de hablar. El estudio se basó en una investigación experimental y tuvo un enfoque mixto debido al uso de datos cuantitativos y cualitativos. Los participantes fueron 28 estudiantes (21 hombres y 7 mujeres) de décimo grado de la Unidad Educativa Bautista. Este estudio se llevó a cabo en nueve sesiones de clases de una hora durante cuatro semanas de clases presenciales. Además, se utilizó una rúbrica para la sección de expresión oral de Flyers A2 lo cual sirvió para medir el nivel de expresión oral de los estudiantes tanto en el pre-test como en el post-test que evaluó tres criterios como son el vocabulario y la gramática, la pronunciación y la interacción, con una puntuación máxima de 5 de la que los alumnos podían obtener una puntuación total de 15 puntos. En esta prueba, se evidenció que los estudiantes tenían dificultad para pronunciar palabras, errores gramaticales y miedo de interactuar con el profesor. Luego, la investigadora utilizó en cada lección de clase el tratamiento de un medio de grabación de voz llamado Vocaroo para que los alumnos realicen sus actividades. Al final de las intervenciones, un post-test basado en el mismo test sirvió para evaluar el progreso de los estudiantes. Los resultados mostraron que el uso de medios de grabación de voz es una estrategia efectiva ya que motiva a los estudiantes a desarrollar sus habilidades para hablar. Finalmente, se recomienda el uso de medios de grabación de voz en la enseñanza y aprendizaje del idioma inglés.

Palabras clave: Medios de grabación de voz, habilidad para hablar, sitio web de Vocaroo, idioma inglés, recursos tecnológicos

CHAPTER I
THEORETICAL FRAMEWORK
1.1 Investigative background

The following study is based on supporting previous research in academic papers from 2018 to the present. Those contain true information from various authors to analyze that the use of voice recording media strategy can be effective to help students to improve their speaking skills.

According to Lancini (2019), the use of voice recordings tools gives students the opportunity to develop the technique of learning vocabulary, grammatical structures, and their speaking ability improves more and more. In English language learning, it is important that students develop their speaking skills, which is why the use of voice recordings is a strategy that can be applied in learning a second language. Some research that has been carried out regarding the use of this tool has demonstrated its effectiveness in students of different institutions and levels. Next, the analysis of certain research related to the topic to be developed is detailed.

Tenelanda et al. (2017) conducted a research focused on improving two sub-skills of the oral expression of the English language through voice recordings using the mobile phone and it was found that the students had a better pronunciation when recording their conversations. The study was conducted in the first level of the National University of Chimborazo and the participants were 30 students. Afterwards, this study lasted 20 class sessions for three months. The methodology used was a quasi-experimental study with a mixed approach since the survey technique was used through two questionnaires addressed to teachers and students. In general, the results showed that the students were more confident when recording their conversations and the progress in oral expression was evidenced because they were motivated by reason of the cell phone was incorporated as a didactic tool.

Oña (2019) developed a study to determine whether the use of oral recordings through the WhatsApp application the students could improve oral fluency and attitude to speak English. This study used an action research with qualitative and quantitative data analysis considering that information was collected through post-

test interviews and quantitative data through a pre-test. The participants were 26 international baccalaureate students from a public school in Quito, Ecuador. Finally, the results of the study showed that by using oral recordings with the collaboration of WhatsApp, it was shown that the students could learn vocabulary, improved grammar and pronunciation as well as their attitude when speaking English..

Pino (2021) carried out a study to improve the students' speaking skills through recordings of their own voice to developed a better pronunciation and the self-assessment. The methodology was based on an action research study since the author is a participant in the study. This was a mixed approach with a total of 25 students from the "1A" and "1B" classes. This study focused on two phases: the first, the students learned about ICT tools for speaking through voice recordings and self-assess themselves, and the second, the students recorded their own audios at least twice during the weekend and self-assessed using a rubric with the following aspects: grammar, vocabulary and fluency. As a result, students improved their oral skills with the use of voice recordings

Le (2018) conducted a study whose primary objective was to determine how the use of voice recordings allowed the students to practice their oral skills outside the classroom. This study used a mixed method and the participants were 16 students of baccalaureate from three schools in a district in Vietnam. They were divided into three groups. The study focused on the students recording their speech on different topics and sharing them in closed Facebook groups, just as their classmates had to comment on their work, this was done around 6 weeks. Finally, the results were positive because of the voice recordings allowed the students to have opportunities to practice their oral production hence they improved their fluency and lexical complexity.

Lancini (2019) developed a research called whose objective was that through the use of Android and iOS voice recording tools it was possible to develop English-speaking skills. The participants were 15 students from a course of Applied Linguistics of the English language of a private university in Brazil. An action research was conducted for the reason that the actors involved participated together with the investigator and after students choose a teaching method and then talk about it using a voice-recording tool instead of presenting it orally. In general, the

results showed that the students improved their fluency and speaking skills, as they felt motivated to use the Android and iOS voice recording tools.

Nurazizah et al. (2019) led a study that had the objective to prove if by applying voice recordings using WhatsApp application, students improved their speaking ability in Speaking Class. For this study, a qualitative research approach was used in which an English teacher and 35 tenth grade students were involved. Questionnaire, observation and interview were the instruments used in this research. Finally, this study showed that the use of WhatsApp voice notes was an attractive and easy-to-use way of learning since it was a very effective tool for students to practice their speaking skills in the English language.

Hapsari et al. (2022) carried out a study aimed to investigate that by using voice notes the students reduced their anxiety when speaking in a foreign language. First of all, the study was conducted in Indonesia, in the city of Malang. The study was presented to 31 students from tenth grade who took an additional English course. The method used in this research was a quantitative approach and a survey was designed. The researchers used a questionnaire with 33 items divided into two parts and rated numerically on a Likert scale from 1 to 5, ranging from disagree to totally agree. Part one of the questionnaire was about the causes of speech anxiety in students, which ranged from grammatical skills to personal reasons. On the other hand, the second part was about the use of voice notes to speech anxiety and its achievements, which covered items of motivation, focus and expectation. Finally, the data was statistically evaluated by analyzing the mean and standard deviation. Therefore, landing on the conclusion that students felt less anxious and they had a positive response since it was shown that the use of voice notes reduced their anxiety therefore they had the opportunity to self-assess, so the voice notes was preferred and approved by students.

Ocktarani (2021) led a research whose objective was to analyze the effectiveness of using WhatsApp and Flipgrid platforms the students could improve their speaking skill when they recorded their own voice. The study was presented to 37 students from first-semester of a Basic Speaking Class in Indonesia and a mixed method was applied in which a qualitative approach was used to describe in detail the opinions of the students and the quantitative approach for the data collection of a Google form

which contained 16 questions regarding the subject of study. According to the data collected, it was possible to analyze that the majority of the students preferred the WhatsApp application when recording voice notes because it was the easiest to use compared to another application. The researcher concluded that using a technological application for voice recordings helped students improve their speech production.

Siregar (2021) performed a study where voice recordings can be used to learning pronunciation. The participants were 28 third-semester students from the English area of Graha Nusuntara University in Indonesia. Descriptive research was the method used because it focused on the analysis of the students' pronunciation. The researcher obtained data during the meetings that he had with the students due to each one was assigned to record their own voices when they read some text in English. In addition, data was obtained from the interviews with the students and from the voice recordings that have been sent to private WhatsApp groups. All this was analyzed through an indicator that evaluated the development of pronunciation. Based on the results, the researcher reported that through voice recordings the students were able to speak more fluently and improved their speaking skill.

Widyawan and Hartati (2016) developed a research focused on improving students' speaking skill using own voice recording by virtue of some of them showed shyness or fear to speak fluently. The participants were students of SMP Bopkoni Godean .This study was conducted by using quantitative method. A pre-test and two cycles of post-test were applied to collect data. During the treatments, oral tests were recorded. In addition, there was a rubric with five criteria such as vocabulary, structure, fluency and content as they were adequate to rate students' speaking ability. Finally, the results of the study was that by using spoken audio recordings, students improved their ability to speak and progress in academic performance was also observed because it helped them to express themselves more easily.

To conclude, as a result the topic has been developed based on the research analyzed according to the authors mentioned above, the use of voice recordings media is an important tool for students who are in the process of learning the English language. Furthermore, most of the results obtained were very positive in terms of the strategy of using and motivating voice recording media to improve their speaking skill

because it can be a contribution to the teaching and learning of the English language.

Theoretical framework
Independent Variable (Cause)

ICT tools

Fernández (2018) mentions that ICT (Information and Communication Technologies) in the educational field are considered as a source of knowledge since by using different informational media it is possible to store, process and transmit information and this allows the development of skills in students. On the other hand, the advantages that ICT tools can provide to the student is the interactivity to exchange their ideas with their classmates the interest in learning the subject based on audios, videos or graphics that reinforce the understanding of content. It also provides the teacher with a didactic methodology and in turn is a motivation for the student in different areas or subjects.

Erben et al. (2009) explained five categorizations of ICT tools that are used in classrooms for learning the English language:

- Electronic creation tools (E-creation tools): These are tools that help students to use language in a creative - exploratory way and thus discover learning content.
- Communication Tools: This type of tool is software that allows teachers and students to communicate with each other.
- Electronic tools that facilitate reading/writing: Some examples of these tools are electronic books, blogs, journals and online bulletin boards.
- Listening/speaking facilitation tools: These tools help students develop their skills through files as well as the ease of sharing audio and video.
- Electronic Assessment Tools: With this type, students can demonstrate their learning through performances, portfolios, or projects.

ICT for developing speaking skill

Kuppuraj (2017) states that the development of computer technology and networks has allowed language learning to be reinforced and improved due to the large number of technological resources, the English language has been considered as the international communication medium.

On the other hand, Wulandari (2019) argues that teachers should use new ICT tools or social networks since the benefits that these can provide to students is that through the use of audio or video recording media they can record their voices and thus provide self-assessment through the same medium.

Mobile -assisted language learning (Mall)

According to Kukulska-Hulme and Shield (2008) defined MALL as "the use of technologies such as mobile phone, MP3/MP4 player, and palmtop computers for language learning"(pg.3). Moreover, the use of mobile devices today is an important part of our social life since it is an effective tool and is widely used for the teaching-learning of a language.

Apps for voice messaging

Walker (2018) suggests that recorded voice messaging allows people to communicate through applications such as WhatsApp, Telegram and Messenger, giving the user the opportunity to send voice messages with chat messages, resulting in a high sense of connection. Furthermore, WhatsApp and Messenger apps are the most popular for sending voice memo files due to their storage and power to process voice messages.

On the other hand, Villón (2016) suggests that there are some websites that can be used to record voice messaging, the following are described below:

- **Chirbit:** It is a website where the user can record a voice text
- **Audio Pal:** It is a website where users can record audio on any device and send it to blogs or websites.
- **Podomatic:** It is a tool where users can record podcasts

Voice recording media

Lancini (2019) explains that voice recording is a tool that is often integrated into the teaching and learning of the English language. Nowadays, learning a second language through voice recordings has been an effective strategy so that they can correct their mistakes when they are not yet experts in having a good pronunciation and thus be able to practice and improve their oral skills.

Aoki (2014) considers three empirical studies examining the potential of voice recording tools were analyzed. First, possibilities and limitations of using voice

recordings to improve pronunciation. Second, asynchronous audio interactions and feedback. Finally, promote student awareness through self-assessment of their own recordings.

Students can learn a language using voice recordings since through this tool they practice and develop their speaking skills especially in pronunciation, fluency and complexity. Voice recordings can be advantageous because it creates a channel to practice speaking the target language outside the classroom (Huang, 2015).

King (2016) mentions there are four ways that learning can be promoted through voice recording in a study plan:

- **Brainstorming:** Students who have difficulty to take notes can focus on recording their voice instead of stressing over the spelling of words.
- **Refining voice:** The voice recording helps students to hear their own voices so that they can have that confidence and that they can recognize where they can make pauses, repetitions and even compare their voices with their other classmates, also this step It leads to the process that through their voice they can have good writing.
- **Practice and Revision:** Voice recordings can help students check for errors when they are reading a paper aloud and is a tool for them to practice final presentations.
- **Self-assessment:** Language learning is focused on students' self-assessment since when they self-correct they can reflect on their strengths and challenges. With the audio recording, students can recall and practice new vocabulary and thus feel comfortable and confident.

Aoki (2014) states that the first voice recordings tools used for language learning were cassette tapes, which students had to carry recorders to listen to their oral production. Nowadays, the use of technological tools such as telephones, applications or websites has made it possible to easily record a voice note and not only save it but also share it on other pages or with other users.

Kinds of recordings

According to Wijayani (2010), there are two types of recordings:

- **Analog audio recording:** A code is used to track and know precisely what the person wants to reproduce.
- **Digital audio recording:** It is commonly used in speaking classes since it helps students to store their voice in digital form so that they can listen again and thus reflect their performance in speaking practice.

Media

Imam (2014) relates that it is necessary to use the media so that there is a message of knowledge, experiences, skills and ideas and thus there is good communication. Moreover, the media can be defined as any device with the intention of helping the teacher in his teaching process as well as the students in their learning process so that thanks to this the contents are understood in a more affective way.

Smaldino et al. (2008) define media to the form of communication which carries information from a source to a receiver. On the other hand, Wamalwa and Wamalwa (2014) argue that there are several types of media that serve as instruction used in the teaching and learning process.

In addition, Smaldino et al. (2004) categorize three types of media. They are audio media, visual media and audio-visual media .One of the most commonly used medium is Audio media.

- **Audio media:** According to Mantiri (2014), audio media is everything that can be heard such as a person's voice, noise, music, etc. In addition, Harmer (2007) classified audio media in: songs, podcast, radio new programs and recorder material.

Vocaroo website

Vocaroo website it is a very easy to use online application where users can record audio and then listen to it again and download it in Mp3, FLAC, WAV, Ogg formats, they can also upload their own audio files.

It is not necessary to register or have a vocaroo account since it is an easily accessible page just go to the page and click on the record option the student can record, save and share their message or voice audio.

The advantages of using this application is that it can be shared by email or through a social network and it is completely free and does not require any registration.

Dependent variable and development (Effect)
Language skills

Language is a natural ability of people which is not a subject like Social Studies, Mathematics or Science and whose objective is to transmit information and provide knowledge to the human mind. (Husain ,2015).

Language is one of the complicated skills, for this reason it involves four sub-skills that provide support to the students and give them the opportunity to develop in contexts in which the language is used. These sub skills are the following: listening, speaking, reading and writing.

Productive skills

Husain (2015) classified language skills as productive and receptive. Productive skills are called the action of producing sounds when speaking and symbols when we write, for example, letters, therefore the productive skills are speaking and writing. On the other hand, receptive skills are listening and reading, since here the student only receives information by reading or listening.

Sreena (2018) mentions that productive skills are also known as active skills because students are able to generate ideas through language. In society, there are several styles of speech such as informal and formal and these styles are based on different situations such as a student who has practiced receptive skills such as listening or reading proceeds to develop their productive ability writing or speaking by their own. Moreover, the author suggested that speaking skills are based on expanding ideas and therefore need to have an expression so that the speaker feels confident and can express himself comfortably especially when it is a live audience.

Speaking skill

Al-Eiadeh et al. (2016) define speaking skill is recognized as one of the main skills that people must develop to have effective communication. On the other hand, Hossain (2015) stated that if a person wants to ask, express, find out or give instructions, the ability to speak is very important. Moreover, Hadfield (2008) stated speaking as the act of having a conversation this represents the need for interaction

between people it is not only about putting together a message but also about the response that the listener can give to the speaker. However, this interaction is a great difficulty for students learning English as a foreign language, as they need to feel confident and motivated to express it. Then, transmit the message of everything they have learned to other people.

Teachers often teach speaking skills as dialogue memorization and repetition in which the student goes through the process of constructing and sharing verbal and nonverbal meanings in various contexts (Ramadan, 2016). If the speaking skill is used properly, students will be able to express and develop vocabulary, grammar and pronunciation so that they can correctly express their ideas, opinions or feelings.

Components of speaking skill

a) Pronunciation

Gilakjani (2021) argues pronunciation is the repetition of sounds that are improved when a word has been wrongly produced. When students learn a second language (L2) the pronunciation need to be correct many of them make mistakes, so teachers must carry out activities that help fluency and precision to produce sounds or words correctly. Moreover, Boyer et al. (2012) mention that pronunciation is as a necessary part of speaking (oral communication) this includes three important elements such as making correct sounds in a language, understanding how to indicate the greatest intensity in the pronunciation of words and how to use the proper intonation.

b) **Vocabulary**

Vocabulary is a basic aspect that must be learned before mastering English skills. Alqahtani (2015) argues that a language learner needs extensive vocabulary acquisition so that he can use structures and functions for correct communication. Furthermore, According to Hornby (2006) defines that vocabulary as all the words that people know or use in a given language.

Nation (2013) suggests three types of categories that involve the knowledge of a word both at the receptive and productive levels. First, word form includes the spoken and written form, as well as the parts of the word (suffixes, prefixes). Second, meaning of the word it is the form of connection and meaning. Third, use

of the word includes grammar functions and their use.

c) **Fluency**

Kusumawardani (2018), the term fluency refers to the ability of people to master a second language. Fluency is the ability to speak at an average speed without the need for repetition to make use of harmonious speech. According to Segalowitz (2010), fluency as the ease to dominate grammar, vocabulary and even pronunciation in learning a second language.

d) **Grammar**

Eunson (2020) states that grammar is a system of rules and structures that give meaning to a language, the components of grammar are syntax and morphology. Syntax is the succession of words in sentences, and morphology refers to their shape.

Speaking assessment criteria

Thornbury (2005) mentions that there are certain criteria when evaluating the student's oral ability:

Discourse management: Refers to the ability to connect and justify ideas that have a coherent meaning so that in this way there is a correct expression of language.

Interactive communication: It refers to using a functional language it means speak in a correct rhythm and speed so that there is a good interaction between the candidate and the examiner.

Pronunciation: It refers to the ability of a correct oral production of sounds and correct intonation to transmit information correctly.

Grammar and Vocabulary: Involves to the correct use of grammatical structures and the knowledge of a precise vocabulary.

Speaking activities

Harmer (2007) mentions that the activities used in the classroom involve the practice of oral strategies promotes the development of the student's speech and they are the following:

Role play: It is a form of stimulation for the students since this helps them to speak

and assume roles in the different social contexts of the real world.

Discussion: Students can share their ideas about a certain discussion in order to find solutions and then reach a conclusion.

Game based activities: These activities students can practice oral strategies such as giving feedback, predicting or describing ideas or different situations.

Dialogue: According to Winston (2011), dialogue is a conversation between two participants in which each gives their point of view in order to work cooperatively to foster understanding.

1.3 Objectives
1.3.1 General Objective

- To analyze how the use of voice recording media to improve speaking skill for learning the English language in the tenth level at Unidad Educativa Bautista.

1.3.2 Specific Objectives

- To evaluate the student's speaking skill level from tenth level at Unidad Educativa Bautista
- To determine the effects of voice recording media on the students' speaking skill.
- To establish the use of voice recording media as a strategy when learning English language.

Objective fulfillment process

- First of all, to meet the general objective, it was essential to know fundamental aspects of voice recording media and how these technological tools help students to better learn a language. The researcher applied activities such as dialogues, vocabulary, exchange of questions and answers using a voice recording medium so that the students could know how this material is suitable to improve their speaking ability.
- Second, to fulfill this objective, it was applied to students to a standardized test from Cambridge. It was applied the parts 1 and 4 of the speaking section

from A2 Flyers in order to identify students 'speaking skill. This group consisted of 28 students from 10th basic level EGB.

- To achieve this objective, it was essential to explain to the students how easy it is to use a voice recording medium called Vocaroo. The researcher carried out several activities that were found in the book to practice their pronunciation as well as interact with each other in order to verify the positive effects of using voice recording which helped them to improve their speaking ability

- Finally, to reach the last objective, it was necessary to establish that the use of voice recording media is an effective strategy since it was possible to show positive effects that the students had during and after the treatment. Therefore, learning was more conscious, pleasant and motivating for them, so they became self-confident and was a great help in learning the English Language

CHAPTER II

METHODOLOGY

2.1 Resources

To conduct this research, institutional and technological resources were of great importance. The institutional tutor, academic tutor, authorities and teachers were part of the human resources. In addition, the participation of the group of students from "Unidad Educativa Bautista from 10th level" was an essential element to apply the experimental approach of the use of voice recording media to improve speaking skill. On the other hand, internet access and the application Vocaroo, was necessary to obtain data and information. Finally, photocopies and transportation were economic resources to evidence information that supports this research.

2.1.1 Research approach

This research was carried out using a mixed approach. According to Barrantes (2014), mixed approach is a contribution of quantitative data and understanding of qualitative data in an investigative process. Moreover, Hernández (2018) states that quantitative approach refers as objective and deductive knowledge and which is measured through statistical analysis, numerical mediation and the results are tested by formulated hypotheses. On the other hand, qualitative research studies reality in its natural context and uses a variety of instruments to collect information such as interviews or observations, in which problematic situations are described in the life of the participants. Therefore, this study is quantitative because through the pre-test and the post-test, the researcher obtained results for the statistical analysis. Furthermore, it was qualitative because information was collected about how the use of voice recording media to improve speaking skill.

2.2 Research modality

2.2.1 Bibliographic-documentary

This research is developed with bibliographic documentary Scott and Morrison (2006) mentions that bibliographic-documentary is based on analyzing the results of first-hand research that exists in different materials since this contributes to finding key concepts and the development of research instruments. In this way, it will help the researcher to know more about the variables in this case the independent variable (Voice Recording Media) and the dependent variable (Speaking Skill).

2.2.2 Experimental research

Arias (2020) defines experimental research, as the most precise of all for this reason is the process of knowing if the dependent variable remains constant when modifying the independent variable. The sample to carry out this type of research is based on choosing groups at random to observe and check the changes.

The current study was conducted using the experimental design. Therefore, the researcher used the group of the students from "Unidad Educativa Bautista from 10th level" to apply the pre-test to know the level of speaking skill. After that, a treatment using voice-recording media was applied to improve speaking skill. Finally, the entire group performed the post-test to prove the effectiveness of the treatment and obtain good results.

2.3 Level or type of research
2.3.1 Correlational level

Hernandez (2017), correlational level can be defined as a connection between the variables and measure the independent variable, in this case, voice recording media, and the dependent variable, which is speaking skill. In addition, it also searches to determine if the correlation between variables is positive or negative to confirm if the

use of voice recording media improves speaking skill.

2.4 Population

The sample of this research were 28 students of 10th level from Unidad Educativa Bautista, the participants were 21 men and 7 women with a level of A2 referring to the Common European Framework of Reference for Languages (CEFR).

Table 1

Population

Population	Participants	Percent
Male	21	75%
Female	7	25%
Total	28	100%

Note: These data were taken from students of tenth level at "Unidad Educativa Bautista" by Toapanta, L (2022).

2.5 Instruments

For the current research, the instruments applied were a pre-test, a treatment and a post-test. To start with, the pre-test as an experimental part in the group and to measure the level of speaking of each student, the Flyers English Exam (by Cambridge Assessment English) was applied because of the level of the students is A2. This test contains three papers, the first paper belongs to listening, the second to reading and writing and the third paper is about speaking. On this occasion for the research, the speaking paper was considered, which had a duration of 7 to 9 minutes and was divided into 4 parts. The first part consisted of short questions about your name or age and describing four differences from a picture. The second part was to ask the student questions about one picture and then the student should have asked similar questions about the other similar picture. The third part was to

show four pictures telling the beginning of a story so that the student can continue telling it. The fourth part, the students answered personal questions such as hobbies, family, school or holidays.

On the other hand, another important instrument for the development of the study was the application of " Vocaroo" website that was part of the treatment focused on the use of voice recording media in which the students recorded their voice and practiced to enhance their speaking skills. After that, with the results obtained from the pre-test, the post-test was applied to find out if the use of voice recording media is effective in improving speaking skill.

In addition, other resources such as the Internet, the Google Forms website, computers, books, prints and sheets were used**.** Finally, lesson plans were developed to apply the use of voice recording media to improve speaking skill in the classroom.

2.6 Procedure

The procedure was carried out in nine one-hour class sessions during four weeks of face-to-face classes, for which the lessons focused on developing the students' speech skills for the reason that they presented problems when they developed the pre-test. The first class focused on explaining the use of the Vocaroo website in order to explain to students the importance of using voice recordings media to improve speaking skill. The second lesson was related to unit 10 of the students' book, so it focused on the speaking part and in which they were assigned to use the Vocaroo website so they can practice their pronunciation, the link of the recordings were shared it in the course WhatsApp group.

In addition, the researcher also worked on collaborative activities such as dividing the class into pairs where each member practiced speaking activities based on the

units of the book such as example ask questions to the partner and vice versa. During this lesson, the students recorded and sent the audios related to vocabulary. The second collaborative activity was related with think and speak ideas related with their town, in this part, each member recorder one audio related to the topic. The third was a group activity, in this part, the students had to answer some questions related with adjectives of feeling and record replying to them. The fourth activity consisted in create a short dialogue, this activity was performed in pairs and the students had to record in Vocaroo website and share the audio. The last activity was performed in pairs and consisted of recording a dialogue based on the topic from the previously reviewed unit, and send the link to the WhatsApp group.

To conclude, the respective scores of the pre-test as well as those of the post-test were collected to carry out the statistical information, the post-test was conducted in order to demonstrate the effects that the use of voice recording media had on the development of speaking skills in students. The statistical analysis was carried out using the SPSS software (Statistical Package for the Social Sciences) in order to verify the hypothesis and in which positive results were obtained, demonstrating that through the use of any voice recordings media, students can improve their speaking skill. Finally, graphs and tables with quantitative values were made to show the result.

2.7 Hypothesis
Alternative hypothesis

H1: The use of voice recording media has a positive effect to improve speaking skill in the tenth level at Unidad Educativa Bautista.
Null hypothesis

H0: The use of voice recording media does not have a positive effect to improve speaking skill in the tenth level at Unidad Educativa Bautista.

2.8 Variable identification

- Voice Recording Media (independent variable)
- Speaking skill (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter deals with the analysis of the results collected, through the application of a pre-test and Post-Test. applied to the group of students from "Unidad Educativa Bautista from 10th level". The test used to collect the information was based on the Flyers English Exam (by Cambridge Assessment English). The results obtained was treated and was analyzed through the elaboration of tables and graphs to have a greater appreciation and ease of analysis and interpretation of the data. For the application of the pre-test a specific sample of 28 students was selected, who were part of the research and participated in the data collection process.

The students participated in the use of voice recording media to verify a positive effect on improving the speaking skill. The tables and graphs developed are intended to show in detail the results of each of the evaluated parts, which include the pre-test and the post-test. The information detailed in the tables and graphs is the average result of the scores obtained by the students in each of the parts considered for evaluation, this was the review and analysis of the scores.

The study of the investigation was developed through the use of inferential statistics, the use of the IBM SPSS software (Statistical Package for the Social Sciences) was used, through this program the hypothesis proposed for this study was verified, a normality test was used for the analysis of the results. In this part, it was shown that the data do not follow a normal distribution. For which a non-parametric test of two Wilcoxon related samples was developed with this it was verified if the hypothesis is accepted or rejected.

3.1.1 Pre-test results

Pre-test results

Results				
	Vocabulary and Grammar	**Pronunciation**	**Interaction**	**Pre-Test Score**
Average	4,04	3,25	3,57	10,86

Note: These results were taken from pre-test of the Tenth level students at "Unidad Educativa Bautista" by Toapanta, L (2022).

Pre-test results
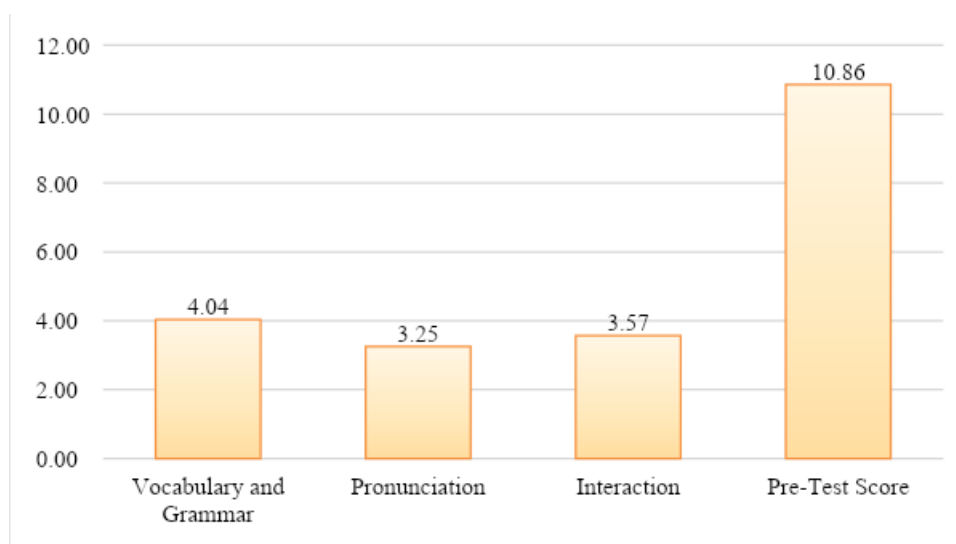
Note: These results were taken from pre-test of the Tenth level students at "Unidad Educativa Bautista" by Toapanta, L (2022).

Analysis and interpretation

The initial test consists of three parts; each part has a maximum score of 5 points. Therefore, students obtained a total score of 15 points on the test. The table shows an analysis of each part, where an average of 4.04 out of 5 points was obtained in part 1 of the test. In part 2 an average of 3.25 out of 5 points was reached. Finally, in part three, the students obtained an average of 3.57 out of 5 points. The overall average of the test scores is 10.86 out of 15 points.

At the end of the analysis of the pre-test results, it was evident that the students had a difficulty in the pronunciation of the words for example nervous, embarrassed, bored, birthday and stressed ,etc,; part two showed the lowest score in relation to the other parts it was also evident that there is a problem in part three referring to

21

the interaction. While part one shows a higher average, which means that the students in this part had a better understanding and development when speaking. However, in the other parts if there is a deficiency and it is necessary that the development and improvement in the speaking skill in students.

3.1.2 Post-test results

Table 2: Post-test results

RESULTS				
	Vocabulary and Grammar	**Pronunciation**	**Interaction**	**Post-Test Score**
AVERAGE	4,86	4,79	4,36	14,00

Note: These results were taken from post-test of the tenth level students at "Unidad Educativa Bautista" by Toapanta, L (2022).

Post-test results
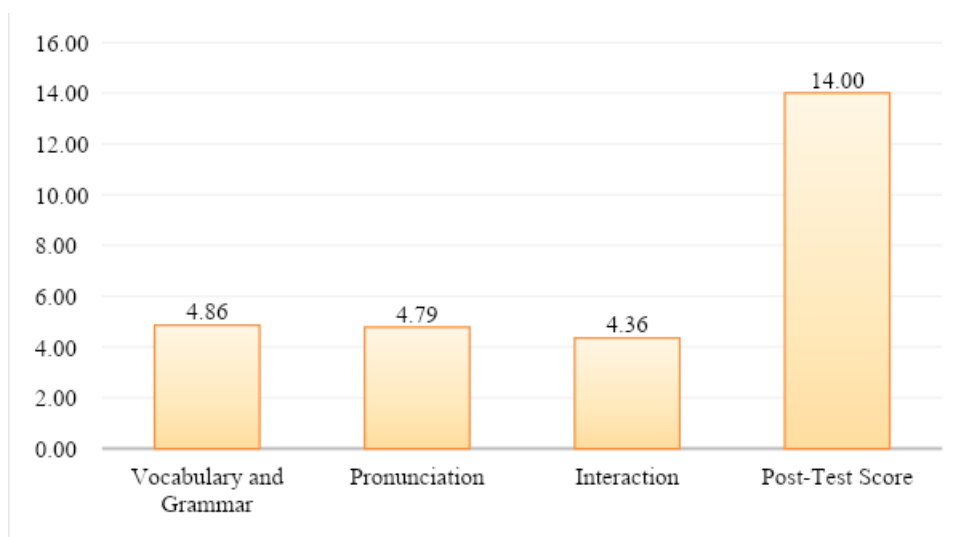
Note: These results were taken from post-test of the Tenth level students at "Unidad Educativa Bautista" by Toapanta, L (2022).

Analysis and interpretation

Figure 2 shows that in the post-test, in part 1 there was an increase in the mean of 4.86 over 5 points. In part two, an average of 4.79 out of 5 points was achieved. Finally, in part three the students obtained an average of 4.36 out of 5 points. The overall average of the test scores is 14.00 out of 15 points.

Once the analysis of the post-test results was completed, it was evident that the

students had a remarkable development in the ability to speak. In part two, showed a positive increase the students demonstrated greater ease when pronouncing the words. In part three, regarding interaction an improvement in the score is also evident. While part 1 continued with a higher average which means that the students in this part had a better understanding and development when speaking.

In conclusion, it is inferred that the use of voice recording media helped in a positive way and contributed to the development of the students' ability to speak this is evidenced in the table because in the three parts, almost the maximum test score was reached. This means that the use of these media influences learning and can also understand the information so this means allows students to reproduce the information as many times as necessary and accomplish to understand this allows them to analyze the words and to pronounce correctly.

3.1.3 Comparative results pre-test and post-test

Table 3. Comparative results pre-test and post-test

Criteria	PRE-TEST AVERAGE	POST-TEST AVERAGE	DIFFERENCE	EXPECTED AVERAGE
VOCABULARY AND GRAMMAR	4,04	4,86	0,82	5
PRONUNCIATION	3,25	4,79	1,54	5
INTERACTION	3,57	4,36	0,79	5
TOTAL	**10,86**	**14,00**	**3,14**	**15**

Note: These comparative results were taken from pre-test and post-test of the Tenth level students at "Unidad Educativa Bautista" by Toapanta, L (2022).

Comparative results pre-test and post-test
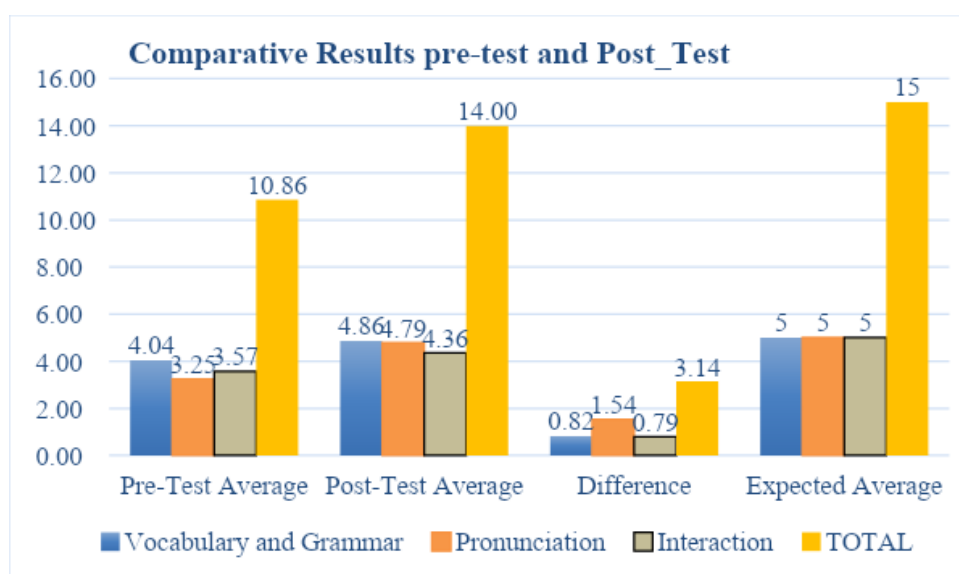
Note: These comparative results were taken from pre-test and post-test of the Tenth level students at Unidad Educativa Bautista" by Toapanta, L (2022).

Analysis and interpretation

After performing the analysis of the results of both the pre-test and the post-test, a comparative table was drawn up, this table shows the average results of the two tests, where a positive change is evident in the development to speak. The 3 parts that were evaluated were compared, in part 1 of the pre-test the score was 4.04 this increased in the post-test to 4.86 over 5 points an increase of 0.82 points was evidenced. In part 2, the average in the pre-test was 3.25 this improved to 4.79 out of 5 points there was an increase of 1.54 points which means that there is a really positive improvement in the students. Finally, in part three, the initial score was 3.57 while the post-test score was 4.36 out of 5 points there is an increase of 0.79 points. The difference between the final results is evident, as shown in the table, in the pre-test the general average was 10.86, while in the post-test the general average was 14 out of 15 points. Therefore, there were an increase of 3.14 points. It was observed that the scores obtained in the pre-test increased in relation to the post-test, after the use of recording media was applied, which allows us to deduce that the ability to speak in the students improved considerably. This means that the use of these means influences learning and allows a greater ease of understanding of the information, considering this means allows students to reproduce the information as many times as necessary and to understand, this allows them to

analyze the words and can have a better style and clarity in a correct pronunciation.

3.2 Verification of hypotheses

To carry out the verification of the hypothesis of this research work, the analysis of the results collected was carried out by means of a Wilcoxon range test, the statistical program IBM SPSS Statistic was used.

Hypothesis statement

Alternative hypothesis (H1)

H1: The use of voice recording media has a positive effect to improve speaking skill in the tenth level at Unidad Educativa Bautista.

Null hypothesis (H0)

H0: The use of voice recording media does not have a positive effect to improve speaking skill in the tenth level at Unidad Educativa Bautista.

3.2.1 Test of normality

Table 4 Test of normality

	Test of normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Stadístic	gl	Sig.	stadístic	gl	Sig.
Pre-Test	,214	28	,002	,853	28	,001
Post-Test	,214	28	,002	,812	28	,000
a. Lilliefors Significance Correction						

Note: These data were taken from Shapiro Wilk test by Toapanta, L (2022).

Analysis and interpretation

To verify the hypothesis, a normality test was developed this test was carried out through the pre-test and the post-test. For the analysis of this test, the Shapiro Wilk test was considered because the study sample is less than 30. It is evident that the pre-test has a significance level of 0.001, while in the post-test the significance level is 0.000, it means the results do not follow a normal distribution. For this reason, it is necessary to apply a non-parametric test of two related samples called Wilcoxon to determine whether or not the hypothesis is accepted.

3.2.2 Wilcoxon signed Ranks test

Table 5: Wilcoxon signed Ranks test

		N	Mean Rank	Sum of ranks
	Wilcoxon signed Ranks test			
Post-Test - Pre-Test	Negative Ranks	0^a	,00	,00
	Positive Ranks	28^b	14,50	406,00
	Ties	0^c		
	Total	28		
	a. Post-Test < Pre-Test			
	b. Post-Test > Pre-Test			
	c. Post-Test = Pre-Test			

Note: These data were taken from Wilcoxon signed Ranks test by Toapanta, L (2022).

3.2.3 Test statistics
Table 6: Test statistics

Test statistics^a	
	Post-Test – Pre-Test
Z	$-4,683^b$
Sig. asintót. (2- tailed)	,000
a. Wilcoxon signed Ranks Test	
b. Base don Negative rank.	

Note: These data were taken from Test Statics by Toapanta, L (2022).

Analysis and interpretation

After the application of the normality test a range test was developed. As a result of the difference of the subtraction between the pre-test and the post-test. The results obtained show that there was no negative range (a), while the positive ranges (b) had a value of 28. In addition, there was no value for ties (c). The result of the

average ranges was also evident, where two results were shown. The first was 0.00, while the second was 14.50. The sum of these ranges gave as results, the first of 0.000 and the other of 406.00.

The following table shows the statistic of the significance test, which is related to the hypothesis. The table shows a value of 0.000 which is less than 0.05. This means that the null hypothesis is rejected and the alternative hypothesis is accepted. In conclusion, the use of voice recording media positively infers and contributes to the development of the students' speaking skill. This is evidenced in the table because in the three parts, almost the maximum test score.

This means that the use of voice recording media influences learning and can also understand the information due to this medium allows students to reproduce the information as many times as necessary and achieve understanding, this allows them to analyze the words and can pronounce correctly.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions were raised after the analysis and interpretation of data that the researcher has collected.

- The results obtained in the pre-test of the Flyers English Exam (by Cambridge Assessment English) showed that the students did not have a good level of oral expression. As a consequence, they had a deficit in their pronunciation and there were certain grammatical mistakes for this reason they could not feel safe and there was not a good interaction with the teacher. In comparison with the results of the post-test, it was shown that there was a relevant increase in their communication skills because the alternative hypothesis with a value ,0.000 was accepted. On the other hand, it was confirmed that after the interventions using voice recordings it was evidenced that the speaking ability improved considerably.

- The activities that were developed in class had positive results because during the interventions with the use of voice recordings they were highly effective. For this reason, by applying a recording medium called Vocaroo website, it was a very easy tool to use so that students could record vocabulary, dialogues and exchange questions and answers on the different topics contained in the book. In addition, they had the opportunity to improve their pronunciation, grammar and interaction and they knew how to show it through their confidence which reduced their fear when expressing themselves when speaking in English.

- After the study it can be argued that the use of voice recording media is an effective strategy in a meaningful way. Therefore, students find in these a motivation because it is a great help in learning the English Language. Besides, the voice recordings allowed the students to practice their pronunciation, as well as to interact with each other. An improvement was

also noted in the speaking tests that they carried out with the teacher. In this way, the students had the advantage of repeating their recordings before sending them and thus ensuring that they have done a good job.

- Finally, the use of voice recording media has favored the improvement of the speaking skill in the tenth level students of the Unidad Educativa Bautista. Due to the use of these recording media, the students were able to reproduce their own audios and in this way they verified if their information was correct, thus being a source of feedback. On the other hand, the teachers also had the opportunity to listen to the audios of the students and be part of the awareness regarding the difficulties and mistakes that each student has, thus providing the opportunity to correct them. For this reason, voice recording media were a tool that contributed positively to the students because it made it easier for them to practice and develop at the moment to speak.

4.2 Recommendations

After having used voice recording media as a strategy to help students develop their speaking skills, it is suggested to take into account the following recommendations.

- Teachers must apply standardized tests that make it easier for them to identify the level of abilities that each student has. In this case, to know the level of speaking of the students it is recommended to identify the strategies that could be used to help the student improve their pronunciation, their fluency and not make mistakes. In this way, teachers could find support so that students feel highly motivated when learning the English language.

- It is important to encourage teachers to carry out activities in which they had to give their opinion, exchange ideas , expressed their emotions and ideas, described images, asking and answering questions or found differences where students can develop their speaking skills, thus being those that promote communication, participation and interaction such as dialogues, exchanging questions and answers or role-plays. To all this, it is also proposed to work in groups to involve them in practical and interactive learning, therefore it is mentioned that the use of voice recording media is a fundamental strategy for understanding the information required especially in learning a language.

- The use of voice recording media is suggested in educational settings for the teaching and learning of the English language. The main reason is that through these educational tools, students have gained self-confidence and lose their fear of speaking, as well as helping to improve other skills such as listening and critical skills. On the other hand, teachers have the advantage of recognizing the mistakes that the student is making when expressing themselves and thus focus on activities that contribute to the development of their skills and consequently their academic performance.

- It is recommended to apply the use of voice recording media in English classes because they are extremely necessary technological tools to carry out a good learning and teaching of a language. Moreover, recording voice audios

is essential for students to develop their skills, especially speaking skills because this way they will have the opportunity to communicate and interact inside and outside the classroom.

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ANNEXES

Annex 1: Commitment letter

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 20 de abril de 2022

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

Dra. Ximena del Pilar Estrella Cherrez en mi calidad de Directora de la Unidad Educativa Bautista, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "VOICE RECORDING MEDIA AND SPEAKING SKILL" propuesto por la estudiante Toapanta Lozano Luisa Jacqueline, portadora de la Cédula de Ciudadanía 1804606901, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

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Annex 2: Pre-test and Post –test

UNIDAD EDUCATIVA BAUTISTA

EDUCACIÓN GENERAL BÁSICA

PRE – TEST

Candidate name: _____ Date: _____

Class: Level A2   Hour: 15 minutes

Introduction: This test is based on Cambridge Assessment (Flyers) English Sample Exam

Objective: To evaluate the students' speaking skill before the use of voice recording media.

Instructions:

- Say "hello" and "goodbye" to the teacher at the beginning and the end of the test
- Be ready to answer the questions in Speaking Parts 1,2,and 3
- The teacher will ask again the question If you do not understand or you can say "sorry, I don't understand"
- For Part 2, you can write questions on sheets with words: what, where, how many, when, etc. before the lesson
- Be ready to answers every day question for part 3 (personal questions).
- Each question is worth 0.5

SPEAKING

PART 1

Questions 1 – 5: The teacher asks questions about the students. Remember to answer in sentences not with just one word.

1) Where do you live?

2) How do you go to school?

3) What sport do you play?

4) What do you eat for breakfast?

5) What is your favorite subject?

PART 2

SPEAKING

Questions 6-10: Look each picture. What are the differences? Find five differences

Example:

Teacher: In my picture, there is a cake on the table

Student: In my picture, there.................

Link access: https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf

Annex 3: Rubric

PRE – TEST / RUBRIC

Candidate name: _____ *Date:* _____

Class: Level A2   *Hour: 15 minutes*

Introduction: This test is based on Cambridge Assessment (Flyers) English Sample Exam
Objective: To evaluate the students' speaking skill before the use of voice recording media.

	Vocabulary and Grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support/required Fluency/Promptness	Score
5	-Uses a range of vocabulary to deal with all test tasks -Uses a range of simple structures and, although there are some mistakes, meaning is clear. -Responds at word, phrase or longer utterance level -Can join ideas with a range of simple linkers (eg. and, but, when, then, because)	-Is mostly intelligible. -Has some control of stress and intonation at both word and longer utterance levels.	-Responds appropriately to all instructions, questions and visual prompts, and very little support is required. -Is able to ask for support if required. Responds promptly with only natural hesitation and pausing	
4	*Performance shares features of Bands 3 and 5*			
3	-Uses the vocabulary required to deal with most test tasks. -Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. -Responds at word, phrase or longer utterance level. -Can join ideas with some simple linkers (e.g. and, but, when, then).	-Is mostly intelligible. -Has limited control of word stress and intonation	-Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. -Is able to ask for support if required. – -Almost always responds promptly, although there may be hesitation and some pausing mid-utterance	
2	*Performance shares features of Bands 1 and 3*			
1	-Uses the vocabulary required to deal with some test tasks. -Attempts some simple structures but makes some basic mistakes which may obscure meaning. -Generally responds at word or phrase level but may also produce longer utterances Can join ideas with a few simple linkers (eg, and)	-Is mostly intelligible, although some sounds may be unclear -Has limited control of word stress	-Responds appropriately to some Instructions, questions and visual prompts with some support. -May attempt to ask for support if required. -Often responds promptly, although there may be hesitation and pausing mid-utterance.	
0	*Performance below Band 1*			

Linkaccess:https://static.cambridge.org/content/id/urn:cambridge.org:id:article:S1366
728920000747/resource/name/S1366728920000747sup001.pdf

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Annex 4: Lesson plans

Lesson Plan 1		
Teacher: Luisa Jacqueline Toapanta Lozano	**Date:** May 12th,2022	
Topic: Introduction and Pre-test Application	**Subject:** English	
Level: A2 **Grade:** tenth	**Number of students:** 28	**Timing:** 80 min
Objectives: By the end of the lesson students will be able to respond to the different questions contained in the pre-test		
Materials: Pre-test (Flyers Speaking test) , photocopies		

Time	Activities	Procedure
5 min	**Presentation Instructions**	The teacher introduces herself to the students and explains about the activities they will do in the 8 English lessons
70 min	**Production**	The teacher begins to call each student by their name and asks some questions put in the pre-test Students respond to the teacher while they are graded using Flyers Test's Speaking rubric. The rest of the students keep working with the English teacher on different tasks
5 min	**Assessment**	The teacher gives an introduction about the Vocaroo website and explains the activities that they will do the next class.

Lesson Plan 2		
Teacher: Luisa Jacqueline Toapanta Lozano	**Date:** May 19th,2022	
Topic: Have Fun	**Subject:** English	
Level: A2 **Grade:** tenth	**Number of students:** 28	**Timing:** 40 min

Objectives: By the end of the lesson students will be able to
   ▪ Speak about free-time activities
   ▪ Practice and record the vocabulary		

Materials: Book, Vocaroo website		

Time	Activities	Procedure
5 min	**Warm-Up**	Presentation of the students with vocabulary about free-time activities
5 min	**Presentation Instructions**	The teacher introduces the topic and the activities that will do in class.
5 min	**Generating question**	Teacher asks students the vocabulary that they remember Teacher asks students "**What do you like doing in your free time?** The students have to tell the teacher free time activities that they know
15 min	**Production**	The teacher asks the students to open the book to the page 95. The teacher reads the vocabulary from exercise 1. The teacher asks the students to repeat the vocabulary Students complete Exercise 1 The teacher performs an activity in pairs. Answering the questions:Where do you usually do the activities? Are there any activities you don't do?
5 min	**Practice**	The teacher asks a pair to come to the front of the class and present the activity The teacher helps the students to speak if they make a mistake
5 min	**Assessment**	The teacher asks to send a voice recording using the Vocaroo website answering the following question "**What are you top five favorite activities from Exercise 1**?"

Lesson Plan 3	
Teacher: Luisa Jacqueline Toapanta Lozano	**Date:** May 20th,2022
Topic: Weekend Fun	**Subject:** English

Level: A2 **Grade:** tenth	**Number of students:** 28	**Timing:** 40 min

Objectives:

By the end of the lesson students will be able to
- Speak about weekend plan activities
- Practice and record the vocabulary

Materials: Book, Vocaroo website

Time	Activities	Procedure
5 min	**Warm-Up**	The teacher starts the class by asking students about vocabulary that they remembered the last class
5 min	**Presentation Instructions**	The teacher introduces the topic and the activities that will do in class.
5 min	**Generating question**	Teacher asks students "**How did you feel using Vocaroo website**? The students reply to the teacher
15 min	**Production**	The teacher asks the students to open the book to the page 96. The students read aloud the article Weekend Fun. The teacher asks the students to underline the vocabulary about free-time activities Students complete Exercise 3 The teacher explains grammar about Indefinite pronouns The teacher performs an activity in pairs. The activity is exchange ideas about which activity in the article you like best and why.
5 min	**Practice**	The teacher asks a pair to come to the front of the class and present the activity The teacher helps the students to speak if they make a mistake
5 min	**Assessment**	The teacher asks to send a voice recording using the Vocaroo website and they must answer exercise 8 of the book

Lesson Plan 4		
Teacher: Luisa Jacqueline Toapanta Lozano	**Date:** May 27th,2022	
Topic: Fun in my town	**Subject:** English	
Level: A2 **Grade:** tenth	**Number of students:** 28	**Timing:** 40 min

Objectives:
By the end of the lesson students will be able to
- Use indefinite pronouns
- Record ideas about things their town

Materials: Book, Notebook, Vocaroo website

Time	Activities	Procedure
5 min	**Warm-Up**	The teacher starts the class by asking students about vocabulary that they remembered the last class
5 min	**Presentation Instructions**	The teacher introduces the topic and the activities that will do in class.
10 min	**Production**	The teacher explains grammar about indefinite pronouns The students pay attention. The teacher asks the students if they have any doubt The teacher asks students complete the activity 6 and 7 from the book
15 min	**Practice**	The teachers performs an activity in pairs of the activity 6 of speaking from the book The teacher helps the student if they have any problem The teacher asks a pair to come to the front of the class and present the activity The teacher helps the students to speak if they make a mistake
5 min	**Assessment**	The teacher asks the students to record the same activity and send the link to WhatsApp group

	Lesson Plan 5	

Teacher: Luisa Jacqueline Toapanta Lozano	**Date:** June 9th,2022	
Topic: Exciting trips	**Subject:** English	
Level: A2 **Grade:** tenth	**Number of students:** 28	**Timing:** 40 min

Objectives:
By the end of the lesson students will be able to
- Speak using adjectives of feeling
- Record answering personal questions

Materials: Book, Notebook, Vocaroo website

Time	Activities	Procedure
5 min	**Warm-Up**	The teacher starts the class with a game to reinforce personal questions
5 min	**Presentation Instructions**	The teacher introduces the topic and the activities that will do in class.
15 min	**Production**	The teacher performs an activity in group. The teacher asks the students to listen partners' voice recording The teacher asks students write the free-time activities that they heard from their classmates
10 min	**Practice**	The teachers asks students send the words. The teacher asks to students record a question about Adjectives of feeling "**When are you afraid? When do you feel this way?** The teacher helps the student if they have any problem The teachers asks students send the voice recording to WhatsApp Group
5 min	**Assessment**	The teacher asks to record 5 words about Adjectives of feeling for example: embarrassed, stressed, bored, excited, nervous

	Lesson Plan 6		
Teacher: Luisa Jacqueline Toapanta Lozano		**Date:** June 10th,2022	
Topic: Let's Celebrate		**Subject:** English	
Level: A2 **Grade:** tenth	**Number of students:** 28		**Timing:** 40 min

Objectives:
By the end of the lesson students will be able to
- Speak using birthday plans vocabulary
- Record talking about birthday plans

Materials: Book, Vocaroo website

Time	Activities	Procedure
5 min	**Warm-Up**	The teacher starts the class by asking personal questions
5 min	**Presentation Instructions**	The teacher introduces the topic and the activities that will do in class.
10 min	**Production**	The teacher performs an activity in pairs. The teacher asks the students complete a dialogue of the activity 3 from the book The teacher asks students if they understand the activity
15 min	**Practice**	The teacher asks the students to record the dialogue about birthday plans on Vocaroo website The teacher helps the student if they have any problem The teachers asks students send the voice recording to WhatsApp Group
5 min	**Assessment**	The teacher asks the students to review the vocabulary previously checked in class.

Lesson Plan 7		
Teacher: Luisa Jacqueline Toapanta Lozano		**Date:** June 16th,2022
Topic: An invitation		**Subject:** English
Level: A2 **Grade:** tenth	**Number of students:** 28	**Timing:** 40 min

Objectives:
By the end of the lesson students will be able to
- Speak to invite a friend to a fun event
- Record talking about inviting an event

Materials: Book, Vocaroo website

Time	Activities	Procedure
5 min	**Warm-Up**	The teacher starts the class with a game about personal questions
5 min	**Presentation Instructions**	The teacher introduces the topic and the activities that will do in class.
10 min	**Production**	The teacher asks the students to review the invitation they wrote in the previous class. The teacher asks some students to read their invitation aloud.
15 min	**Practice**	The teacher asks the students to record their invitation on Vocaroo website The teacher helps the student if they have any problem The teachers asks students send the voice recording to WhatsApp Group
5 min	**Assessment**	The teacher asks the students to study vocabulary and personal questions seen in the previous class

	Lesson Plan 8	

Teacher: Luisa Jacqueline Toapanta Lozano	Date: June 17th, 2022
Topic: Post-Test Application	**Subject:** English

Level: A2 Grade: tenth	Number of students: 28	Timing: 80 min

Objectives:
By the end of the lesson students will be able to respond to the different questions contained in the post-test

Materials: Post-test (Flyers Speaking test) , photocopies

Time	Activities	Procedure
5 min	**Presentation Instructions**	The teacher greets the students and explains the activity to be carried out in class
70 min	**Production**	The teacher begins to call each student to ask some questions put in the post-test Students respond to the teacher while they are graded using Flyers Test's Speaking rubric. The rest of the students keep working with the English teacher on different tasks
5 min	**Assessment**	The teacher thanks the students for their collaboration and participation and says goodbye to the teacher and the students

Annex 5: Vocaroo website

Annex 6: Urkund report

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