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**“DIDACTIC GUIDE OF TECHNOLOGICAL STRATEGIES FOR THE
DEVELOPMENT OF SPEAKING SKILLS IN HIGH SCHOOL
LEARNERS FROM UNIDAD EDUCATIVA CRISTIANA "NAZARENO"
IN RIOBAMBA CITY, CHIMBORAZO PROVINCE”**

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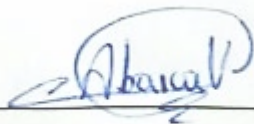
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Resumen

En un mundo cada vez más digital, los métodos, estrategias y recursos de enseñanza tradicionales se están complementando y, en algunos casos, reemplazando por soluciones tecnológicas innovadoras para desarrollar habilidades orales. Esta investigación realizada en la Unidad Educativa Cristiana “Nazareno”, tuvo como objetivo identificar y evaluar las diversas estrategias, herramientas y aplicaciones tecnológicas que utilizan los docentes de tercer año de secundaria para desarrollar la habilidad de hablar. El diseño de la investigación es de campo aplicado cuasi-experimental con un enfoque estadístico cuantitativo y descriptivo. Las técnicas aplicadas para la recolección de datos fueron encuestas y pruebas. A través de la aplicación de un pre-test, se evidenció que los estudiantes de tercer año de secundaria no lograban, o estaban cerca de lograr los aprendizajes en habilidades orales. Se seleccionaron y aplicaron diferentes recursos tecnológicos durante cuatro semanas, y se empleó un post-test para evaluar su efectividad. Los resultados mostraron una mejora significativa en varios aspectos del habla, incluida la pronunciación, la fluidez, el uso del vocabulario y la expresión coherente. Los hallazgos sirvieron como base para el desarrollo de una guía didáctica cuyo objetivo es brindar a los docentes herramientas de conocimiento y a los estudiantes escolares con las habilidades necesarias para comunicarse oralmente de manera efectiva en contextos académicos y del mundo real. En general, esta investigación contribuye al campo de la enseñanza de idiomas al ofrecer un recurso integral para profesores de secundaria que buscan mejorar las habilidades orales de sus estudiantes a través de la integración de la tecnología.

Palabras clave: *guía didáctica, estrategias tecnológicas, habilidades orales, estudiantes jóvenes.*

Abstract

In an increasingly digital world, traditional teaching methods, strategies, and resources are being complemented and, in some cases, replaced by innovative technological solutions for developing speaking skills. This research carried out at the Unidad Educativa Cristiana “Nazareno” aimed to identify and evaluate the various strategies, tools, and technological applications used by third-year high school teachers to develop speaking skills. The research design is a quasi-experimental, applied field with a quantitative and descriptive statistical approach. The techniques applied for data collection were surveys and tests. Through the application of a pre-test, it was evident that third-year high school students did not achieve, or were close to achieving oral skills learning. Different technological resources were selected and applied for four weeks, and a post-test was used to evaluate their effectiveness. The results showed significant improvement in various aspects of speech, including pronunciation, fluency, vocabulary use, and coherent expression. The findings served as a foundation for the development of a didactic guide which aim is to provide teachers with knowledge of tools school learners with the necessary skills to orally communicate effectively in academic and real-world contexts. Overall, this investigation contributes to the field of language teaching by offering a comprehensive resource for high school teachers who seek to enhance their students' speaking skills through technology integration.

Key words: *didactic guide, technological strategies, speaking skills, young learners.*

Introduction

The technological advances experienced in recent times have been the main engines that have allowed education to take a different direction; the permanent evolution of educational paradigms, teaching methods, techniques, and strategies applied for the development of the different skills of the English language motivate the teacher to keep in a period of constant updating in order to be prepared for the challenges of modern education. Based on Villa (2018), recognizing the critical role of communication skills in academic and personal growth is the main reason to consider strictly necessary the application of new teaching methods and the application of technological strategies to help teachers and high school students improve their communication skills.

Through the use and correct application of technological strategies, diverse conceptualizations that have always been considered abstract for the development of speech skills have been possible to determine; however, nowadays, it is easy to recognize how technology has been able to recreate them and achieve a significant effect on young students who have a large-scale mastery of technological devices. Consequently, the great advances in computer science to education processes have contributed to improving the teacher training process and, thus, the teaching-learning process (Mendes & Amorim, 2019).

In Ecuador, the lack of knowledge and little access to the new technological era have been the main barrier to English language teachers' inability to apply efficient technological strategies that allow young learners to develop speaking skills (Pereira, 2022). Based on this foundation, it is important to consider that teachers need more material for self-preparation because the teaching-learning process and the development of English

language skills will depend significantly on the student group, age, social, economic, and educational environment Carrasco (2018).

Moreira (2009) mentions that the use of technological strategies is a field of study that encompasses all the educational resources necessary for the development of speaking skills in the English language. Therefore, in recent years there has been an evident increase in the number of technological tools (digital learning activities, portfolios, blogs, etc.) designed to strengthen school environments and promote the acquisition of new skills. However, it is essential to have a high degree of knowledge to take advantage of them in a more functional way.

It is for this reason that the present research work has considered necessary to make a deep analysis of the current situation of the high school students and teachers of the English area of the Unidad Educativa “Nazareno”, where through a time of observation it was possible to diagnose that the teachers applied technological strategies, they had the necessary resources because the institution is private and has sufficient economic resources to provide the necessary equipment, however, the strategies applied for the development of speaking skills were not giving good results, since the students were unable to communicate eloquently in a conversation in the English language.

In view of this situation, after getting and analyzing the results, it is considered pertinent to elaborate a didactic guide that covers the essential technological strategies and their correct application in a detailed manner that will serve as knowledge training material for English teachers and thus achieve an adequate performance in young learners in speaking skills.

The current study has been organized into five chapters, which are the following:

Chapter I: It contains, problem research, justification, and the objectives to be reached at the end of the investigation process.

Chapter II: the referential framework, research background, the theoretical framework has been included in this chapter in order to establish the most crucial theoretical foundations, as well as basic terms and definitions related to the general topic of this investigation.

Chapter III: The Methodological framework contains a deep analysis of the methods, the research focus, the types of research, the research design, the population and sample, techniques and instruments for data collecting, and techniques for processing information.

Chapter IV: Contains the analysis and discussion of the obtained results.

Chapter V: It contains the designed proposal, which is a Didactic Guide to help teachers, students, and future researchers clearly understand how to use technological strategies to develop speaking skills in young learners, conclusions, recommendations and also, the bibliographic references are exposed in this final chapter.

Chapter I

Generalities

1.1 Problem Statement

The methodology of English language teaching has constantly changed according to the needs of society and its demands in terms of mastering this essential foreign language. Despite the increasing importance of practical speaking skills in today's globalized and technology-driven world, many high school learners need support to improve their oral communication abilities (Cazorla, 2017). Developing speaking skills among learners is crucial for their academic success, future career prospects, and overall personal growth. However, educators often need help in effectively incorporating technology-based strategies to enhance speaking skills in their teaching practices. Despite the potential benefits of various technological tools and resources, there needs to be more comprehensive and structured guidance in the form of a didactic guide specifically tailored for high school educators.

Nowadays, technology is widely used to enhance younger learners' capacity to acquire a second language. In fact, according to Chapelle (2019), it is possible to find many different technological strategies for developing language skills on the Internet. For example, online bamboozle, teleprompter apps, zoom.us, vocal delivery, audience engagement platforms, digital platforms, extraordinary speech, and free natural readers provide learners with enough beneficial activities to learn a second language and practice especially speaking skills. Unfortunately, those tools are not well-known in Ecuador and need to be applied in the classrooms. During a period of teaching practices at Unidad Educativa Cristiana "Nazareno" located in Riobamba, it was observed that learners were not

able to participate in oral activities and demonstrate practical oral communication skills, due to, technological resources were not used appropriately.

From this perspective, the aim of this research is to determine whether the application of some technological innovations can improve the speaking skills of young English as a second language learners of Unidad Educativa Cristiana "Nazareno." The findings of this research will be used as a base to elaborate a didactic guide for teachers.

1.2 Justification

This research is carried out because the quality of education given to students and whether it meets the objectives that were initially established by teachers are of great importance. It is essential to be aware that the educational process is a chain of proposals and objectives that must be fulfilled sequentially until the final objective is achieved, which is the academic formation of a human being ready to face and fulfill new challenges and objectives (Espinel, 2022).

Thus, developing speaking skills is a crucial challenge of English language learning, particularly for high school learners. However, Unidad Educativa Cristiana "Nazareno" in Riobamba City, Chimborazo Province, faces specific limitations in fostering speaking abilities efficiently among its high school learners. According to Galindez (2021), the central trouble may include limited access to resources, a lack of engaging and interactive speaking activities, and a gap in integrating technology to enhance speaking skills development.

In contrast, it is feasible to use games, audio, and texts that correspond to students' needs, as well as new technological teaching methods, which help students improve in speaking by providing them with enough material to encourage, practice, and motivate them to speak English in the context they are. Therefore, it is a big challenge for teachers to take

advantage of technological strategies and resources and bring them into the classroom based on their students' needs and levels (Pesantez, 2022).

Overall, the thesis is about the recognition of technological strategies to foster speaking skills in high school learners at Unidad Educativa Cristiana "Nazareno," who will be the principal beneficiaries, lies in the need to address specific challenges, bridge the gap between the traditional methods and technology integration, enhance engagement and motivation, promote digital literacy, and empower teachers.

In order to accomplish this research, there is feasibility and the appropriate resources to develop it due to the collaboration of those who direct the institution and those who are in charge of the instructional process, such as authorities and teachers respectively, who give all the facilities to comply with the entire research process.

1.3 Objectives

1.3.1 General Objective

- To determine if the application of some technological tools at teaching English as a second language can improve the speaking skill of young learners of Unidad Educativa Cristiana “Nazareno”

1.3.2 Specific Objectives

- To determine the current speaking level of high school students at Unidad Educativa Cristiana “Nazareno”.
- To identify the principal technological apps used to develop speaking skills and recommend the best ICTs toward students of Unidad Educativa Cristiana “Nazareno”.
- To apply some technological tools to develop the speaking skills of students of Unidad Educativa Cristiana “Nazareno”.
- To use findings to create a didactic guide to use correctly the technological strategies for developing speaking skill.

Chapter II

State of the Art and Practice

2.1 Research Background

Nowadays, using technology to teach a foreign language is a prevalent topic that has been investigated to solve different problems. Aliz (2019) states that technology provides students with self-directed activities, opportunities for independent interaction, privacy, and a safe environment for correcting errors, and providing specific feedback.

For those reasons, after a deep review of different repositories from national and international universities, it was possible to identify some vital research that can be taken as an essential background due to they contain relevant information about technological strategies and the development of speaking skills in young learners.

The first research was taken from the Universidad Nacional de Chimborazo repository titled “ANALYSIS OF THE SPEAKING STRATEGIES USED IN THE TEACHING-LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL, IN UNIDAD EDUCATIVA ISABEL DE GODIN, AT SECOND OF BACHELOR “A” CLOTHING INDUSTRY SPECIALTY, IN RIOBAMBA CITY, CHIMBORAZO – PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.” Pazmiño & Asqui (2018) concluded that using and correctly applying strategies to develop speaking skills in the English language is essential. Also, the authors need to connect with the technological environment because bachelor students feel more motivated when using technology.

A second research entitled “ANALYSIS OF TECHNOLOGICAL STRATEGIES IN THE PROCESS OF ENGLISH LANGUAGE LEARNING AT PRIMER AÑO DE BACHILLERATO PARALELO A STUDENTS OF UNIDAD EDUCATIVA “TOMÁS OLEAS,” PARROQUIA CAJABAMBA, DURING THE FIRST QUIMESTER, SCHOOL

PERIODO 2017-2018” Cadena & Buñay (2018). The conclusion established that high school learners can learn and manage language skills if the strategies are applied correctly; teachers are the principal authors because they provide and use strategies to reach the language outcome even though technology has not been used properly in classrooms.

In a national level an interesting research entitled “RECURSOS TECNOLÓGICOS EN EL DESARROLLO DEL SPEAKING EN LOS ESTUDIANTES DEL PRIMER AÑO DE BACHILLERATO EN LA UNIDAD EDUCATIVA “ACADEMIA ALMIRANTE NELSON” D.M. QUITO PERIODO 2015-2016” by Prado & Vasconez (2016), from Universidad Central del Ecuador established that teachers must always strive to stay up to date with technological innovations, know how to use these tools, and, above all, help students use them to learn inside and outside the classroom. Since technology is present in everything, it is necessary to master its language to avoid being controlled by it. Understanding who drives and where they want to go is essential in today's cyber world.

Also, research on "STRATEGIES TO IMPROVE SPEAKING SKILLS FOR TOURISM STUDENTS" was carried out by Saragih, Batubara, Halawa, Sipayung, and Napitupulu (2022). The study aimed to gather data about the methods educators might employ to help students studying tourism become more proficient speakers. According to experts consulted by the researchers, teaching practices such as role-playing, drilling, guessing games and discussion groups effectively improve students' speaking abilities. The researchers concluded that professors may employ various technological techniques to help their students become better speakers and that speaking is crucial for students studying tourism.

Finally, in the Taiwanese research “A STUDY OF EFL TECHNOLOGICAL AND VOCATIONAL COLLEGE STUDENTS’ LANGUAGE LEARNING

TECHNOLOGICAL SPEAKING STRATEGIES AND THEIR SELF-PERCEIVED ENGLISH PROFICIENCY” by Lee (2016), the author concludes that young English learners need a wide range of strategies to start developing their speaking skills; high school students are involved in technology, so teachers have to take advantage of this factor and create a variety of technological strategies to develop speaking skills and sound development of the students in the communication process.

The authors highlighted the necessity for young English learners to employ diverse strategies to enhance their speaking abilities. Given high school students' engagement with technology, teachers should leverage this interest by incorporating various technological methods to foster effective communication skills and overall student development.

2.2 Legal Framework

This investigation project is based on the Republic of Ecuador (2008) Constitution's national articles, which state that:

Art. 26: Education is a people's right and an unavoidable and unforgivable obligation of the state, serve as the foundation for this educational effort. It is a fundamental requirement for a decent life, a top priority for public policy and state investment, and a guarantee of equality and social participation. The right and obligation to engage in the educational process belongs to individuals, families, and society as a whole (Republic of Ecuador, 2008).

Art. 27: Education will be required, participatory, intercultural, democratic, inclusive, diverse, and centered on people, ensuring their holistic development within the frameworks of respect for human rights, the sustainable environment, and democracy. The Republic of Ecuador's 2008 Constitution states that: "It will stimulate the critical sense, artistic and physical culture, individual and community initiative, and the development of

different skills and abilities in order to create and work." It is inclusive and diverse, of high quality and warmth, and it will promote gender equality, justice, solidarity, and peace.

Art.28: Education will serve the public interest, not the interests of private individuals or businesses. At the basic, necessary, and baccalaureate levels, or their equivalent, universal access, permanence, mobility, and graduation will be ensured without discrimination and will be mandatory (Republic of Ecuador, 2008 Constitution).

Art. 343: States that the goal of the national education system is to create and apply knowledge, skills, arts, and culture, as well as to develop the capacities and individual and communal potentialities of the populace that enable learning. The learner will be at the core of the system, which will operate in a flexible, dynamic, inclusive, effective, and efficient manner (Republic of Ecuador, 2008 Constitution).

Art. 348: The State shall provide adequate, timely, and regular funding for public education, which shall be free of charge. Among other things, social, population, and geographical equality standards will control how educational resources are distributed (Republic of Ecuador, 2008 Constitution).

Art. 349: The State will ensure the academic and pedagogical advancement, updating, stability, and ongoing training of the teaching staff.

The law will create a national performance evaluation system, set wage guidelines for all levels of teaching, and control the career and scale of teaching. Policies will be created for teacher rotation, mobility, and advancement (Republic of Ecuador, 2008 Constitution).

Additionally, as stated in the Organic Law of Intercultural Education (2017):

Ambit 1 Art. In addition to guaranteeing the right to an education, this law establishes the main goals and guiding principles for Ecuadorian education within the

context of good living, interculturality, plurinationality, and the connections among its participants. It creates the fundamental rules for the composition, hierarchy, modes of operation, funding source, and involvement of the National Education System's stakeholders, in addition to strengthening and expanding the rights, duties, and constitutional guarantees in the area of education (Organic Law of Intercultural Education, 2017).

Art. 4 Right to education: The Republic's Constitution guarantees education as a fundamental human right, and achieving other human rights depends on it (Organic Law of Intercultural Education, 2017).

Art. 7. Rights. The following privileges are granted to students:

f. Get academic tutoring and pedagogical help based on their needs (Organic Law of Intercultural Education, 2017).

Art.10. Teacher's rights. The following rights apply to educators working in the public sector:

a) According to their demands and the needs of the National Education System, all levels and modalities of professional development, training, updating, continuing training, and pedagogical and academic improvement should be freely accessible (Organic Law of Intercultural Education, 2017).

Art.11 Obligations: The following are the responsibilities of teachers:

i. Support and pedagogical follow-up to help students overcome learning gaps and challenges and develop competencies, capacities, abilities, and skills (The 2017 Organic Law of Intercultural Education).

2.3 Theoretical Framework

2.3.1 *Strategy Definition*

Pomboza (2019) states that "strategy refers to a thoughtful and systematic action plan to achieve specific educational goals within an institutional, organizational, or educational context." This includes setting priorities, allocating resources, and implementing tactics to improve teaching and learning outcomes, increase institutional effectiveness, and promote continuous improvement.

Teaching is an art that requires the correct set of strategies to ensure students learn effectively. A strategy refers to educators' methods, techniques, procedures, and processes to impart knowledge to their students. The effectiveness of these strategies depends on the context in which they are applied. learning (Hattie, 2009; Marzano et al., 2001; Wayne & Young, 2003).

Strategies encompass a range of activities, including curriculum development, pedagogical innovation, assessment and evaluation methodologies, professional development initiatives, and student support services.

Based on Farias (2019), there is no guarantee that any single strategy will improve student outcomes; research has identified various practices that can significantly enhance student learning. The key to effective teaching is to adapt and apply the correct strategies to address each student's unique needs. By doing so, educators can help students learn the required course content and achieve the expected learning outcomes.

Therefore, educators must identify the intended learning outcomes and determine the most appropriate methods. With the right strategies, educators can create a positive learning environment that fosters academic growth and success.

2.3.2 Strategies for learning English as a Second language

Strategies for learning English as a second language (ESL) refer to the intentional and systematic approaches people use to acquire proficiency in English as a non-native language. These strategies encompass cognitive, metacognitive, socio-affective, and linguistic techniques to improve language learning outcomes (Avellaneda, 2018).

Learning English as a second language requires a multifaceted approach encompassing various strategies to acquire language proficiency effectively. Immersion is an effective method in which students are surrounded by English-speaking environments and exposed to authentic use of the language in everyday life. Additionally, incorporating various learning resources, such as textbooks, online courses, language exchange programs, and multimedia materials, improves comprehension and fluency. Active participation through oral, listening, reading, and writing activities cultivates language skills holistically. Regular practice, whether through conversations with native speakers, writing exercises, or watching English media, reinforces learning and builds confidence. Setting specific, achievable goals and tracking progress fosters motivation and persistence (Towler, 2022)

Furthermore, adopting cultural aspects of the English-speaking world through literature, music, and customs enriches language learning experiences. Finally, asking for feedback from teachers, classmates, or language tutors provides valuable information to improve and refine language skills. Using these methods and strategies, according to individual learning styles, students can effectively and efficiently master English as a second language.

2.3.4 Technological Strategies

Ruan (2021) defines technology strategy as "a series of planned and coordinated actions by an organization, institution, or individual to use existing technology tools and

resources to achieve specific objectives". These strategies range from acquiring and implementing new technologies to optimizing and continuously improving existing technologies.

They include identifying technology needs, selecting the most appropriate solution, allocating adequate resources, training personnel to use the technology, and periodically evaluating technology performance to ensure that organizational or personal objectives are reached. In today's environment, technology strategy is essential to remain competitive, innovate, and drive sustainable growth.

2.3.5 Importance of Using Technological Strategies

The importance of using technological strategies in education lies in their ability to transform and enrich the teaching and learning process, which benefits students, teachers, and the educational community as a whole.

Cando (2022) explained that technological strategies provide access to a wide range of online educational apps and resources that can adapt to different learning styles and individual needs, enriching curricular content and facilitating the personalization of learning. Additionally, using technology in the classroom promotes students' active participation and development of critical thinking, problem-solving, and cooperation skills. Technology tools, such as educational games, interactive simulations, and online learning platforms, offer immersive learning experiences that motivate and engage students in meaningful ways (Molinares, 2021).

Arifah, Santosa, and Ngadiso (2018) argued that technology strategies also allow teachers to create dynamic and adaptive learning environments to instantly monitor student progress, provide personalized feedback, and adapt teaching methods to individual needs. Furthermore, technology in education facilitates collaboration between students, teachers,

and external experts, breaks geographical barriers, and allows exchanging knowledge and experiences around the world.

Based on that, educational technology strategies are critical to improving the quality and equity of education, preparing students for the digital world of the 21st century, and promoting meaningful lifelong learning.

2.3.6 Benefits of Using Technological strategies in Education

Using technological strategies in the teaching and learning process has broad benefits that can significantly improve the educational experience of students, teachers, and society. Gavilanez (2022) established some of these benefits which are:

2.3.6.1 Access to diverse and up-to-date educational resources: Technology strategies provide rich online educational resources, such as digital books, videos, interactive simulations, and collaboration tools that enrich course content and promote personalized learning.

2.3.6.2 Increase engagement and motivation: Technological tools such as educational games, interactive applications, and online learning platforms can make the learning process more engaging and stimulating for students, thereby increasing their engagement and motivation.

2.3.6.3 Personalization of Learning: Technology strategies allow teachers to adapt content, resources, and learning activities to the individual needs of each student, promoting differentiated instruction and understanding of diversity.

2.3.6.4 Promoting digital skills: Using technology in the classroom can help students develop critical digital skills, such as digital literacy, information literacy, critical thinking to solve technological problems, and ethical and responsible use of technology.

2.3.6.5 Collaboration and teamwork: Technological tools facilitate collaboration between students, teachers, and external experts, allowing them to share ideas, solve problems, and build projects together, regardless of the location of the participants.

2.3.6.6 Instant Feedback: Technology strategies enable teachers to provide instant, personalized feedback to students through tools such as learning management systems (LMS), online feedback, and automated assessments. This enhances the learning process and allows students to make adjustments on the fly.

The use of technological strategies in teaching and learning can provide multiple benefits, improving the quality, efficiency, and equity of education and helping students succeed in an increasingly digital and globalized world.

2.3.7 Influence of Technological Strategies in Speaking Skills

Technological strategies are crucial for developing speaking abilities in English language learners because they allow students to practice oral communication skills engagingly. "The strategies the teacher uses can be enjoyable and fun while also achieving academic goals," claims Khameis (2007). Instead of selecting old exercises that are a waste of time for both teachers and students, educators should select ones using technology that will improve their pupils' learning.

Technological strategies significantly impact students' development of speaking skills by promoting speaking confidence and enhancing fluency, accuracy, and pronunciation. These strategies help students communicate more effectively and gain confidence when speaking. Using technological strategies means changing the learning process's environment, as Molinares (2016) noted.

According to Sosa (2022) social media platforms and online forums allow language learners to interact with peers who have similar learning objectives. By

participating in speaking challenges, holding discussions, and exchanging helpful criticism with other members of the community, online speaking communities provide a positive and encouraging learning atmosphere that helps students advance their speaking abilities. Multimedia content that accommodates various learning methods and preferences, like interactive simulations, podcasts, and movies, may be produced and shared thanks to technology. Also, it immerses the user in natural spoken language improves speaking and listening comprehension while introducing users to various linguistic situations and accents (Cueva, 2021).

In addition, Technology strategies are essential for improving speaking abilities because they give students access to various educational materials, real-world practice chances, tailored feedback, and a friendly learning environment. By incorporating technology into language instruction, students can become more fluent and confident speakers of the language they are studying.

2.3.8 Technological strategies to develop Speaking Skills.

Today's globally interconnected world has made the ability to communicate effectively in multiple languages increasingly valuable. The ability to communicate in spoken language is one of the essential elements of language mastery, yet for many students, mastering spoken language can be daunting (Silva, 2021). Fortunately, technological advancements have changed the landscape of language learning by providing novel approaches and tools to enhance oral proficiency.

Najera (2022) suggests using technological strategies, resources, and apps aimed at improving pronunciation, fluency, vocabulary, and overall confidence in speaking a new language They are:

2.3.8.1 PTE MAGIC

Vélez (2023) describes PTE Magic as an app that focuses on developing speaking skills and can offer various features to improve English speaking skills. Below are some possible features that could include:

Speaking Practice: It provides a series of speaking prompts similar to those on the PTE exam, covering topics such as describing images, expressing opinions, summarizing spoken text, answering questions, and more. **Recording and playback:** Users can record their spoken responses based on practice prompts and then play them back to evaluate pronunciation, fluency, intonation, and coherence.

Feedback and Analysis: The app provides automatic feedback on spoken responses, highlighting areas for improvement, such as mispronunciations, grammatical errors, or speaking speed. **Model Answers:** Users can listen to model answers to oral tasks given by native English speakers to understand expected skill levels and learn from the model answers.

Speaking Tips and Strategies: PTE Magic can provide tips and strategies specifically aimed at improving speaking performance, including time management techniques, structuring answers effectively, and using different vocabulary and expressions.

Track Progress: The app tracks users' oral practice and provides progress reports so they can monitor progress over time and identify areas where more training is needed.

Personalized Practice: Users can customize their speaking practice sessions based on their skill level and focus on areas that need the most improvement. **Integration with other PTE preparation resources:** PTE Magic can be integrated with other PTE preparation materials, such as mock tests, vocabulary exercises, and grammar courses, to provide users with a comprehensive learning experience.

Overall, PTE Magic would aim to provide users with a structured and interactive platform for honing their speaking skill.

2.3.8.2 VEEBSY

It is a mobile application designed to help users learn and improve their English skills in an effective and fun way. The app offers a wide range of features and resources designed to meet student's individual needs, regardless of their skill level (Silva,2023). Some of the critical features of this app include:

Voice Acknowledgment: It employs voice acknowledgment innovation to assess users' elocution, familiarity, and syntactic exactness as they talk.

Talking Works out: The application offers an assortment of works outlined to make strides in distinctive viewpoints of talking, such as articulation, pitch, cadence, and clarity of communication.

Discussion Subjects: It gives clients a wide range of discussion themes to hone, talking around diverse points and real-life circumstances.

Moment Criticism: The app gives quick input on the user's execution, highlighting ranges for enhancement and giving recommendations to sharpen talking abilities.

Discourse Models: The application incorporates recordings of local speakers that serve as models so that clients can tune in to and learn from capable speakers.

Advance Following: It tracks client advances over time, showing measurements and measurements that reflect development in discourse aptitudes.

Intelligently Works out: It incorporates intelligent workouts, games, and challenges outlined to create learning, prepare fun, and lock in.

Anytime, Anyplace, Get to: Clients can access the app anytime, anywhere, through versatile gadgets, permitting them to hone and improve their speaking abilities at their leisure.

Community and Collaboration: It incorporates social highlights that permit clients to associate with each other, share their learning encounters, and collaborate on talking hone exercises.

Personalization: The app adjusts to users' personal needs, advertising particular works and exercises based on their aptitude level and zones of intrigue.

In brief, VEEBSY speaking skill development app provides clients with an intelligent and successful way to improve their verbal communication capacity in their desired dialect.

2.3.8.3 EPISODEN

It is considered a face-to-face English discussion benefit Where individuals from all around the world share their stories. Much obliged to 1-to-1 discussion settings, there is always a bounty of time for everybody to talk in English. Accomplices are continuously from other nations with modern subjects, which makes the 7-minute session agreeable and constantly energizing (Towler, 2023)

According to (Lerrys) 2023 first, this app was born as a universal benefit to make strides in English skills for everyone. Presently, it is enthusiastic to realize something more than that. Human creatures recognize themselves by sharing their stories and getting others to tune in to them. Excellent communication creates Self-awareness and understanding of others, eventually leading to human advancement. The app's mission is to form everyone distant better, a much better, a higher, a more robust, an improved, a higher individual through more profound communication. Makers trust people not to as it improves users'

English aptitudes through this app, but moreover, it lets them encounter genuine esteem through discussion in another way.

2.3.8.4 Speak and Improve app

Benz (2020) stated that "Speak & Improve" is an application designed to help users improve their speaking skills in a specific language, such as English. This app provides an interactive platform for people to practice speaking skills and receive feedback on pronunciation, fluency, and grammar.

Speak & Improvement is a University of Cambridge research initiative. By utilizing it, users may contribute to improving technologies that will benefit English learners worldwide. First, you decide whether to practice speaking or pass a thorough exam, answer the questions, and get an automated grade in seconds. Listening to responses and speaking again can improve the obtained rating (Margolis, 2021)

The program allows you to build a profile, record progress, and practice on any device. It works with Sandi, a speech robot the University of Cambridge developed. He can determine how well you speak English simply by listening to you. The app accurately rates speaking on an international scale. This can help you understand your abilities to communicate at work, when studying, taking examinations (including Cambridge exams), or simply having fun.

2.3.9 Language Skills Definition

Towler (2015) states that language skills are a set of abilities that allow human beings to communicate orally and in writing within a given linguistic system. These capabilities are essential for interacting with people because they facilitate the exchange of information, feelings, ideas, and cultural peculiarities.

Acquiring and maintaining mastery of a language is essential to success in various spheres of life, such as work, education, social integration, and personal satisfaction. Lousier (2022) states, "Language skills can be defined as the abilities that allow a person to communicate and understand information through a specific language effectively." This encompasses oral and written communication, with four core areas to master a domain and a language correctly.

Language skills cover a broader field, including vocabulary knowledge, grammatical accuracy, pragmatics (the ability to understand and use language effectively in various social circumstances), fluency (the ability to communicate fluently and effectively), and precision (the correct application of linguistic rules) (Huises, 2018). Combining these factors determines an individual's linguistic competence and ability to communicate effectively within society

2.3.10 The four basic Language Skills.

Guarderas (2023) stated that "language skills are essential for navigating the complexities of interpersonal communication, cultural exchange, and knowledge acquisition." Four basic language skills are worth considering because they empower individuals to connect, collaborate, and thrive in diverse linguistic environments, fostering mutual understanding, empathy, and social cohesion in our interconnected world.

Understanding each skill that is developed during the teaching and learning of a new language becomes totally necessary to achieve the objective of mastering the basic language skills and being able to communicate successfully.

2.3.10.1 Listening skills.

Riofrio (2022) states that listening skills are "The ability to comprehend spoken language, including grasping the speaker's intent, following the flow of conversation, and identifying key points." Listening skills enable individuals to understand and interpret verbal messages accurately.

It means that effective listening involves active engagement, comprehension, discernment of tone and context, and the ability to extract meaning from verbal cues, even amidst varying accents, speech rates, and background noise.

2.3.10.2 Speaking skills.

According to Alvarado (2016), speaking skills are using language quickly and confidently with few unnatural pauses, called fluency. Speaking is the process of creating and transmitting meaning using oral and non-verbal language and symbols in a variety of contexts. Likewise, one of the primary skills that a person must master is speaking since communicating must be fluid and correct. For correct communication, we can base ourselves and help using ICTs (information and communication technologies), which are methodological strategies that develop this skill (Villena, 2018).

Speaking skills transmit information to establish communication. Its main feature is the use of a sound system with meaning. In addition, elements must be considered in this skill, such as grammar, functions and interaction, and vocabulary.

2.3.10.3 Reading skill

Reading is the capacity to comprehend and interpret written text effectively. It involves several cognitive processes, including decoding, understanding vocabulary, retrieving meaning, making inferences, and synthesizing information (Vélez, 2019). Skilled readers can effectively navigate texts of varying complexity, understand the author's

intended message, and critically analyze the content. Reading skills are essential for acquiring knowledge, expressing ideas, and interacting with the world. It includes basic reading skills, such as word recognition and comprehension, and higher-order skills, such as reasoning and critical analysis

2.3.10.4 Writing skill

Writing skills effectively convey ideas, thoughts, and messages in written language. It involves various processes, including organizing ideas, choosing appropriate vocabulary and grammar, crafting content coherently, and engaging your audience effectively. Skilled writers can communicate concisely and persuasively using various formats and genres (such as essays, reports, e-mails, articles, or creative works). Writing skills include the technical aspects of writing, such as spelling and grammar, creativity, originality, and the capability to personalize your message to your target audience.(Santos, 2017).

Good writing skills are essential for academic, professional, and personal communication and for expressing yourself and influencing others through written expression.

2.3.11 Speaking Skills Definition

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According to Alvarado (2016), speaking skills are using language quickly and confidently with few unnatural pauses, called fluency. Speaking is a process that involves creating and communicating meaning using verbal and nonverbal signals in a range of circumstances.

Likewise, one of the primary skills a person must master is speaking since communicating must be fluid and correct. For correct communication, we can base ourselves and help using ICTs (information and communication technologies), which are methodological strategies that develop this skill (Villena, 2018). Based on this statement, it is essential to know that nowadays, students need to master speaking skills in English language learning because, by speaking, they will get a successful communication process.

2.3.11.1 Speaking Skills in the CFRE

The Common European Framework of Reference for Languages (CEFR or CEFR) describes six levels of linguistic competence, from A1 (basic level) to C2 (master's level). Regarding English speaking skills, the CEFR provides detailed descriptions of what students can do at each level. Here is a summary of English Speaking skills according to the CEFR:

Level A1 (Beginner): Learners can engage in essential information exchanges daily, such as introducing themselves and greeting others. Can communicate simply if the interlocutor speaks slowly and clearly.

Level A2 (Elementary): Can converse about everyday topics, such as hobbies, work, and family. Can describe past experiences and events.

Level B1 (Intermediate): Can converse in everyday situations and express simple opinions. Can narrate past events and present plans and give simple instructions.

Level B2 (Upper Intermediate): Can participate in debates and discussions on various topics. Can express opinions and arguments clearly and coherently. Capable of using a more comprehensive range of vocabulary and grammatical structures.

Level C1 (Advanced): Can engage in complex conversations on abstract and specialized topics. Can express ideas precisely and fluently, adapting the speech to the context and the interlocutor.

Level C2 (Master): Can speak fluently and naturally without apparent effort. Can participate in academic and professional debates and argue persuasively. Have extensive knowledge of the language and can use it accurately in various contexts.

These descriptions guide assessing and developing English speaking skills at different proficiency levels based on CEFR standards.

2.3.12 Aspects of Speaking skills.

2.3.12.1 Grammar. Bohori (2020) explains that spoken and written language must follow grammatical rules. To obtain reliable results, students must follow grammatical rules. Learners can also discover grammatical structures in pronunciation, morphology, and syntax. Furthermore, grammar is the ability to understand English tenses and reproduce sentences correctly using grammatical structures. Students need to learn grammatical tenses because it allows them to speak with few grammatical errors and allows the listener to understand and recognize what is being said.

2.3.12.2 Vocabulary. It is defined as the ability to understand the meaning of words and know how to pronounce them to communicate. By knowing the meaning of words, speakers can express their opinions and thoughts and understand what others say. Learning new vocabulary using a dictionary is essential to keep the conversation going and develop your speaking skills. According to Bohori (2020), "it is one of the linguistic elements that involves multiple words and can combine words to form language when spoken. Furthermore, vocabulary is the component of language, the total number of words that make up a word" (p.70).

2.3.12.3 Pronunciation. Pronunciation is studied through phonology, the study of the sounds of language. Speakers need to know how to pronounce words with the correct intonation, emphasis, and rhythm to convey their point effectively, easily, and appropriately. In addition to vocabulary and grammar, speaking and listening are also part of pronunciation. Additionally, listening to the sounds of the language can help with pronunciation. Students will be able to pronounce words appropriately by observing and understanding the basic concepts and patterns of language. (Hancock, 2018).

2.3.12.4 Fluency. According to the British Council Online, "fluency" means communicating clearly and fluently, especially when speaking. Fluency is connecting sentences and words, articulating sounds, and responding logically using dynamics and intonation. Furthermore, fluency means producing spoken language by speaking for long periods without hesitation or pausing and pronouncing words appropriately.

2.3.12.5 Accuracy. It is the ability to produce words with precision and accuracy, especially in terms of grammar, vocabulary, pronunciation, and proper use of language. Accuracy focuses on correct grammar and clarity of the spoken words, while fluency focuses on speed and flow. The British Council Online teaches that accuracy is about learning to use appropriate vocabulary, syntax, and punctuation, including prepositions (in, on, from, in), articles (a, an, the), tenses (past, present, etc.) It reflects the capacity of the person.

2.3.13 Spoken Production

Kit (2021) explains that audio production involves the construction of statements that refer to different types of audio texts. English learners are also expected to demonstrate varying proficiency levels in oral presentations, including simple phrases and sentences to describe their home or introduce someone they already know. Spoken production includes the ability to speak in English.

Speakers can compose sentences in English and talk to others on any topic. Learners can introduce themselves and talk about their own lives using simple phrases and sentences.

2.3.14 Spoken Interaction

According to Tajeddin and Alemi (2018), "voice dialogue genres refer to conversations in daily life or organizations, in interactions involving two (dialogical) or many (multiple) interlocutors." small talks and interactions in the classroom. Vocal interaction refers to the ability to interact by speaking or maintaining and continuing a dialogue with others. Speakers should be able to participate in discussions, debates, and conversations and ask and answer simple questions on topics with which they are familiar.

Spoken interaction is necessary for managing many facets of life, including daily encounters, professional aspirations, educational pursuits, and cultural exchanges. Developing excellent communication skills in spoken contact may lead to better relationships, more success at work and school, and a better knowledge of oneself and others.

2.3.15 Speaking skills Development

Developing English speaking skills is an essential aspect of the language learning process and significantly impacts effective communication and academic and professional success. This skill includes the ability to pronounce words correctly, fluency, correct intonation, and clarity of speech. Through regular practice, exposure to authentic language models, and constructive feedback, students improve their ability to communicate confidently and accurately in English (Colina, 2018). Researchers are sure that enough information in this area provides the most effective strategies and methods for speech development.

Diaz (2019) states that good presentation skills enable an individual to actively participate in debates, presentations, and discussions, thereby promoting the sharing of ideas and developing critical thinking. Furthermore, mastering a foreign language not only improves intercultural understanding but also opens doors to educational and employment opportunities around the world. In short, developing speaking skills is essential for effective communication and success in all areas of life.

2.3.16 Teaching Speaking Skills in the Young Learners' Classroom

Teaching speaking skills to young people is critical for their academic and personal development. According to Peñaloza (2022), technology-based activities and careful practice help pupils enhance their capacity to communicate themselves effectively, confidently, and convincingly. By allowing kids to engage in debates, presentations, and group discussions, they are prepared to communicate effectively in various settings, from the classroom to the workplace. Furthermore, improving active listening and nonverbal communication skills promotes complete and meaningful conversation. This complete approach to teaching speaking enhances young people's language abilities and prepares them to be confident and skilled communicators in the future (Zurita, 2022).

When teaching young students, always remember that they are a mixed class with different abilities, motivation levels, expectations, knowledge, and learning styles. Therefore, we must change our focus to give the classroom an incredible opportunity to find something to hold on to, expand, and grow. According to Cáceres (2021) early childhood teachers must engage in closer observation and follow-up discussions to develop oral language skills and find patterns that generate student engagement and interest in foreign language learning.

Communication in English as a foreign language is a complex language-learning activity. For young students, starting to learn a foreign language is like starting to learn a

native language. They need more time to listen to foreign languages in class and more opportunities to repeat some of the words they hear. According to Slattery and Willis in their book *English for Primary Teachers* (2001: 43), although repeating fixed phrases does not mean that children learn the language, it is still essential. They argue that repetition prepares children for meaningful communication in several ways, helping them get used to speaking English, practice intonation patterns, and gain confidence, especially when teachers praise them a lot.

Therefore, young learners' teachers are recommended to provide students with opportunities and more time to listen to individual words, expressions, and sentence groups as a process to develop students' oral skills. In reality, teaching young students is not as difficult as we think; they are like sponges, and they absorb everything we say and how we say it. The teacher's ability to pronounce all words, phrases, and sentences is essential because young students will repeat exactly what they hear. It is believed that what young students learn early is difficult to change later. Therefore, teachers can apply the rules slowly and steadily through continuous review and repetition. In addition, children's teachers should also be concerned that a relaxed and positive atmosphere in children's classrooms is a crucial factor in achieving maximum results (Sosa, 2019). There are many different activities, such as dialogues, songs, poems, rhymes, choral reviews, and chants, that are effective sources to develop students' oral skills and improve their pronunciation. When preschool teachers use the above tools in teaching practice, they should pay more attention to student interaction as a way of learning (Benavides, 2018). This means that teachers should emphasize and provide students with as many opportunities as possible to practice.

2.3.17 The Roles of Young Students in Learning Speaking Skills

Brown (2001) identifies many categories for learners' roles in developing speaking abilities in the classroom.

2.3.17.1 Imitative: A small amount of classroom speaking time can be used for "human tape recorder speech," such as practicing intonation or identifying vowel sounds. Imitation of this sort is done not for the sake of meaningful contact but to focus on a specific feature of language form.

2.3.17.2 Intensive: It extends beyond imitative and includes any speaking acts intended to train phonological or grammatical parts of the language.

2.3.17.3 Responsive: It comprises brief responses to teacher or student-initiated inquiries or remarks.

2.3.17.4 Transactional (Dialogue): Transactional language refers to exchanging particular information and is an extension of responsive language.

2.3.17.5 Interpersonal (Dialogue): It mainly served to sustain social ties rather than to provide facts and information. Learners may struggle with informal, colloquial, emotionally charged, slang, and sarcastic interactions.

2.3.17.6 Extensive (monolog): Here, the register is more formal and deliberate. It might be planned or unplanned. Students at intermediate to advanced levels can develop large, individual, and complete oral reports and summaries of small speeches.

Finally, young students play an essential part in developing speaking abilities. While teachers offer direction, tools, and chances for practice, the students must actively participate in the learning process. Students may become confident and booming presenters by accepting difficulties, receiving criticism, and committing to continuous growth.

2.3.18 The role of technology in Speaking Skills Learning

Nowadays, technology plays an important role in human life; teaching and learning processes are not exceptions. Teachers have a big challenge, including technology, and they must take advantage of technological strategies to enhance students' learning. Some authors highlight the significant role of technology in language learning, emphasizing its potential

to enhance and transform the language learning experience. For Thomas and Reinders (2020), the role of technology in promoting learner autonomy and learner-centered approaches in language learning is a fundamental base because technology offers learners opportunities for self-directed learning, personalized goal setting, and creating a digital environment inside the classroom.

In recent years, the role of technology in oral skills has increased significantly, changing students' ability to develop oral communication. Technical tools, such as mobile applications, online platforms, and speech recognition software, provide innovative capabilities to practice and improve voice in various settings (Towler, 2021). These tools provide immediate and personalized feedback, allowing students to identify areas of improvement and follow an adaptive learning process.

Additionally, technology facilitates collaboration and the exchange of ideas between students and teachers, creating a rich and interactive learning environment. Metwally (2022) argues that from conversation simulations to guided pronunciation activities, technology offers a variety of resources that complement traditional instruction and promote more comprehensive development of speaking skills. However, it is essential that educators use these tools strategically and judiciously, integrate them effectively into the curriculum, and ensure that they remain a means to achieving stated educational objectives (Splinter, 2018).

Technology is vital in learning oral skills. It provides innovative tools that improve practice, feedback, and collaboration, preparing students for effective communication in an increasingly digital world.

2.3.19 Factors Influencing Effective Use of Technology for Speaking Skills

Several factors influence the effective use of technology for developing speaking skills in language learning contexts. These factors can impact technology integration's design, implementation, and outcomes.

2.3.19.1 Pedagogical Alignment between pedagogical goals, instructional strategies, and technology integration. Technology should be purposefully selected and integrated in ways that support the development of speaking skills and align with the overall language learning objectives (Gurumendi, 2021). The chosen technology tools and activities should complement and enhance the speaking tasks rather than be used for technology's sake. The learner's needs and characteristics should be considered when selecting and implementing technology for speaking skill development.

2.3.19.2 Consider learners' proficiency levels, learning styles, and technological literacy. Adapt the technology tools and activities to meet the diverse needs of learners, ensuring accessibility and providing appropriate levels of challenge and support.

2.3.19.3 Technological Infrastructure and Access: The availability and quality of technological infrastructure can significantly impact the effective use of technology for speaking skills. Adequate access to devices, a stable internet connection, and appropriate software or platforms are essential. Consider the resources and limitations of the learning environment and ensure that technology is accessible to all learners (Pomboza, 2018).

By considering these factors, educators can optimize the use of technology to support speaking skill development, enhance learner engagement, and promote compelling language learning experiences.

Chapter III

Methodology

3.1 Research Design

The present work was based on a quasi-experimental research design that combined fieldwork and documentary methods. Castellanos (2019) defines Quasi-experimental research as a social science research method that cannot randomly assign participants to treatment and control groups while simulating some features of a purely experimental design. Instead, existing groups are used, allowing the field to explore causal relationships. Also, it was Fieldwork, which was a type of research in which researcher collected data directly from the environment in which the phenomenon they were studying occurs. This approach allowed the researcher to gather detailed and contextual information about the topic under study, allowing for a deeper and more accurate understanding of the phenomenon (Zaruma,2021). This documentary analysis offered an exhaustive vision of the teaching and learning methods, techniques, and technological resources used to improve speaking skills. Additionally, the field allowed for a deeper understanding of their use and influence on the development of language skills.

3.2 Type of research

This research was characterized by being quantitative in terms of the type of data since it focused on the collection and analysis of numerical information related to technological strategies for teaching speaking. According to Garcia (2021) “The process of gathering, evaluating, and interpreting numerical data in order to answer research questions or hypotheses is known as a quantitative study. It strongly emphasized quantifying correlations, patterns, and trends within a given population or sample using statistical methods”. In order to collect data methodically for this kind of study, variables were

measured, and structured tools like tests, questionnaires, and surveys are used. Quantitative research aimed to offer a trustworthy and unbiased understanding of phenomena so that statistical analysis could be used to make predictions and generalizations.

3.3 Level of research

This research belongs to a descriptive level which was used in social sciences and other fields to systematically describe and present factual information about a particular phenomenon, group, event, or situation (Towler, 2019).

Based on the above statement, and a statistical analysis the researcher gained a better understanding and verify whether technological tools for teaching English as a second language could improve the speaking skills of young learners of Unidad Educativa Cristiana “Nazareno.”

3.4 Method of research

The chosen method allowed to investigate and understand in great detail if the use of technological strategies helps to improve the development of speaking skills of young learners from Unidad Educativa Cristiana “Nazareno.” Statistical analysis and the application of pre-and post-tests were applied to determine whether the use of the technological strategies is appropriate and contributes to the teaching and learning of speaking. Additionally, a first-hand observation was carried out through a survey on the application and effectiveness of these technological tactics in natural educational setting.

It was classified as applied research because its objective was to provide practical and applicable knowledge in the educational field, specifically in improving speech teaching through the use of technology. Córdova (2017) states that the applied research method focuses on creating concrete and practical solutions through the application of knowledge

and theories. This method collected and analyzed empirical data to obtain relevant information applicable to specific situations.

Likewise, based on the time, the research method used in this study was transversal and was based on surveys. This methodological approach allowed data to be collected at a specific moment in time, providing a representative snapshot of the population or sample studied in relation to the variables of interest (Campos, 2019).

3.5 Techniques and Instruments for Data Collecting

This investigation project used quantitative research techniques and instruments to identify a problem or phenomenon, its widespread extent, and its changing over time. By applying these techniques, reliable results could be obtained through numerical data collected using standardized tools (Benavides, 2020).

The quantitative approach made it possible to examine relationships, patterns, and trends within the studied sample. It also offered a strong foundation for interpreting the results and drawing conclusions. Using quantitative techniques and instruments ensured objectivity and precision in data collection, enabling a thorough assessment of the relevant factors and their implications for the investigated phenomenon.

3.5.1 Techniques

3.5.1.1 Survey.

Surveys was used as the primary data collection technique for this study. A structured questionnaire obtained detailed and systematic information on participants' views, opinions, and experiences. Technology facilitates the collection of quantitative and qualitative data, allowing for detailed and rigorous analysis of results.

According to Anand (2022), a survey is a type of research methodology that collects data from a predetermined sample of individuals to gain fresh insights and understanding of various fascinating subjects.

3.5.1.2 Tests.

Tests were applied as a data collection technique in research. Valbonia (2019) argues that a test is an instrument designed to evaluate skills, knowledge, attitudes, or any other phenomenon of interest within the framework of a study. These tests can be standardized, meaning they follow a specific format and protocol to ensure consistency in administering and interpreting results.

Tests may include questionnaires, psychometric assessments, or other instruments specifically designed to measure research-related variables. Its application provides quantitative and qualitative information that facilitates analyzing and understanding the phenomenon studied (Suarez, 2017).

3.5.2 Instruments

3.5.1.1 Questionnaires.

Third-year bachelorette students at Unidad Educativa Cristiana "Nazareno" were given a questionnaire as a survey instrument with a Likert scale and twelve statements. They were asked to select the response that best matched their English class to identify the technological strategies supporting their speaking skills development. This instrument allowed us to obtain precise and detailed information about the variables of interest through structured questions designed for this study.

López (2018) defines questionnaires as structured data collection techniques utilized in research to gather information from respondents. They typically consist of

predetermined questions designed to elicit specific information relevant to the research objectives. The careful selection of questions and rigorous application of the questionnaire ensured the reliability and validity of the data collected, thus providing a solid basis for the analysis and interpretation of the results.

Based on the previous statement, twelve questions were developed which were focused on knowing important aspects of the independent variable, that is, the technological strategies. The questions focused on knowing about the quality of their application, the frequency, the feasibility that these had in the development of speaking skills. Questions focused on the dependent variable that correspond to the development of speaking skills were also developed.

3.5.2.2 Pre and Post-tests.

In order to know the current level of speaking in the English language of the students at Unidad Educativa Cristiana "Nazareno," a pre-test was applied to 26 students from the third year of baccalaureate, which was used as a reference and starting point for the application of technological tools and strategies for the development of their speaking ability. Finally, after applying different technological apps, strategies, and resources, a post-test was applied to the same students to verify if there had been an improvement in their development when speaking in the English language. For Barroso (2022), a pre-test and post-test refer to an evaluation method used in research and programs to measure the change in a variable or set of variables before and after the intervention. In a pre-test, information on the variables technological strategies and speaking skills development was collected before the intervention or treatment. The intervention was then implemented, and subsequently, a post-test was conducted to collect similar information as the pre-test. Through a conservative analysis of the test results, it was possible to determine significant

change in the dependent variables measured as a result of the intervention. The obtained results in the pre and post-test showed the increasing of speaking level. This method helped to evaluate the intervention's effectiveness and better understand its impact on the phenomenon studied.

Both tests were structured based on model tests and the criteria set by Cambridge based on the Common European Framework of Reference for Languages (CEFR) B1 level. This choice ensures the consistency and validity of the assessments by harmonizing students' language proficiency with internationally recognized standards. Compliance with the CEFR ensures that the test is fair and comparable with other assessments worldwide, providing an objective and reliable measure of students' language skills.

3.6 Population and Sample

3.6.1. Population

The total population was integrated by three male and two female English teachers with more than five years of teaching experience. This group of teachers were selected due to they had enough experience and have been witnesses of how technology had advanced along the time, and 267 young EFL learners aged between 11 and 18 years from Unidad Educativa Cristiana “Nazareno.”

3.6.2. Sample

It was composed of a female English teacher and 26 young students, 15 women and 11 men aged between 16 and 18 years, belonging to the Third Year of baccalaureate who were exposed to a digital environment due to technological resources, multimedia and tools have been applied in their teaching and learning process. The sample students have been learning English for more than ten years, even though they are still trying to improve and develop successfully their speaking skills.

3.7 Procedure

For the implementation of technological strategies aimed at improving the development of speaking skills in young students, a systematic procedure was followed for a month, during which time they participated eight hours a week in the "Speaking Club" established in the planning of the teacher. Initially, a pre-test was applied to determine the level of oral competence of the students. Subsequently, interactive class sessions were designed using four technological tools, such as PTE MAGIC and Speak&Improve language learning applications, a video conferencing platform called EPISODEN, a VEEBSY voice recognition program. Each week, specific activities were carried out that included conversation practices, interactive games and simulations of everyday situations, encouraging active participation and the use of English in real contexts, taking advantage of each of the resources that technological applications offered. Additionally, personalized feedback was provided through audio and video recordings to monitor individual progress. At the end of the month, the post-test was administered to compare the results and measure the effectiveness of the implemented strategies, observing a significant improvement in the students' fluency and confidence when speaking in English.

Chapter IV

Analysis and Description of the Results

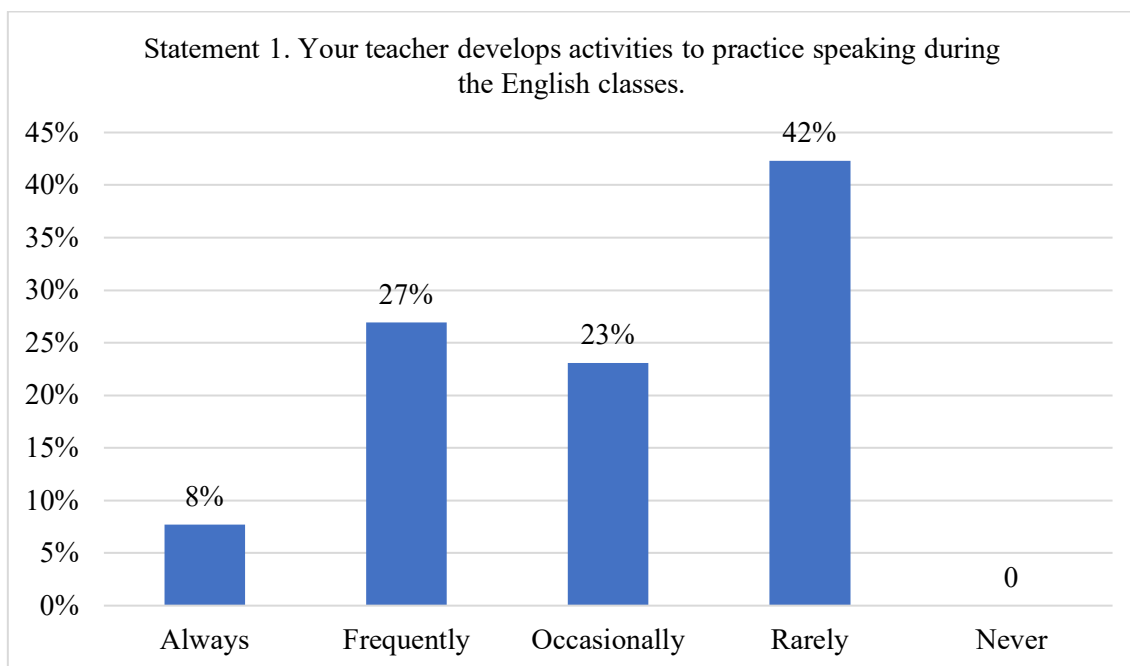
4.1 Analysis of the Survey

The survey was applied in order to know students' perceptions about using the main technological applications used to develop oral expression skills so that main information about the best information and communication technologies for students at Unidad Educativa Cristiana "Nazareno" can be recommended. This process sought to provide a comprehensive evaluation of the available tools and determine which are most effective in promoting the development of oral communication skills among the institution's students. The analysis and description of the results are detailed in the tables and graphs below.

Table 1

Statement 1. Your teacher develops activities to practice speaking during the English classes.

Options	Frequency	Percentage
Always	2	8%
Frequently	7	27%
Occasionally	6	23%
Rarely	11	42%
Never	0	0%
TOTAL	26	100%

Graphic 1.

Description 1: The graph shows that 65% of students responded that teachers only occasionally or rarely conduct activities to practice speaking skills in class. On the other hand, only 35% indicated that these types of activities are always and frequently conducted.

It can be seen that, there is a significant opportunity to improve the teaching and learning of this skill; based on Louise (2021), the key to achieving Effective foreign language communication focuses on the daily development and constant practice of speaking activities.

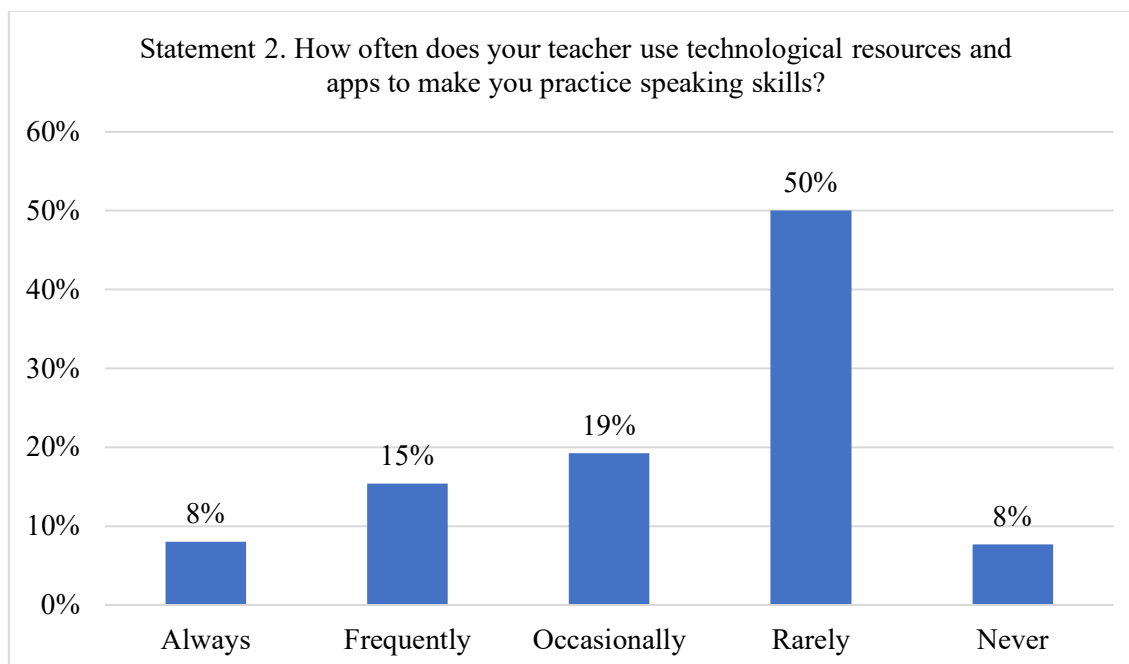
Table 2.

Statement 2. How often does your teacher use technological resources and apps to make you practice speaking skills?

Options	Frequency	Percentage
Always	2	8%
Frequently	4	15%
Occasionally	5	19%
Rarely	13	50%

Never	2	8%
TOTAL	26	100%

Graphic 2.



Description 2: The graph reveals that 77% of the students agreed that their teachers only use technological resources occasionally, rarely or even do not use them to encourage the practice of speaking skills. On the other hand, the remaining 23% indicated that these resources are frequently used to promote speaking practice.

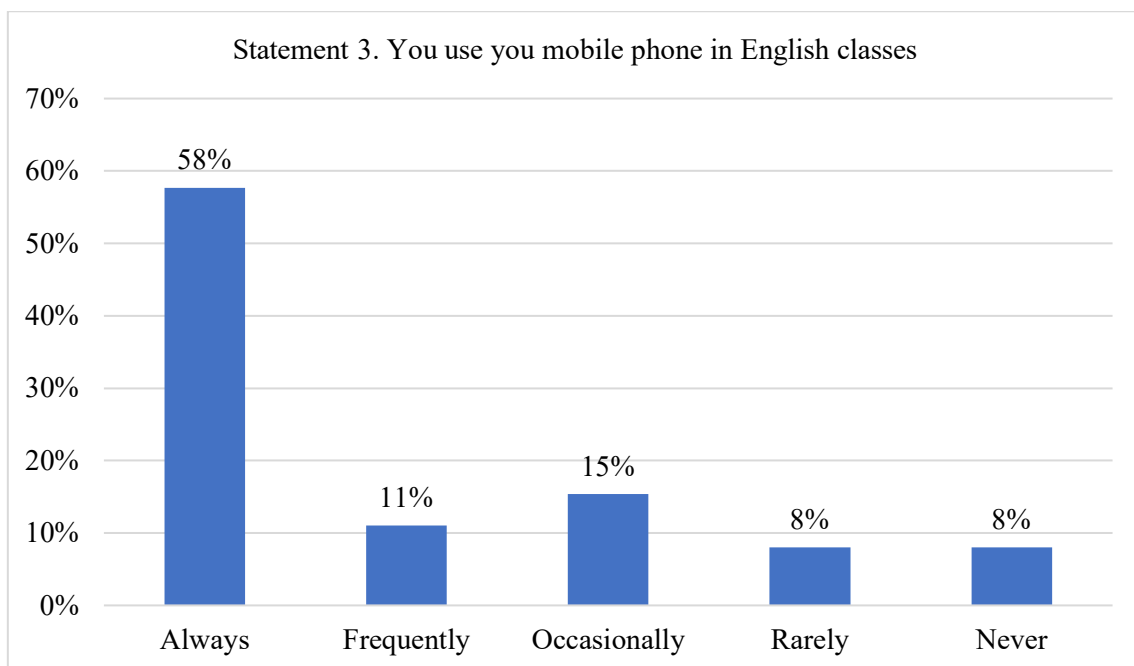
Given that information, this situation can be considered the initial point for implementing more effective strategies that take advantage of the potential of technology to improve the student's communicative competence, since according to González (2022), the use of technological resources and applications significantly increases the motivation to learn and practice speaking skills in a second language.

Table 3.

Statement 3. *You use your mobile phone in English classes*

Options	Frequency	Percentage
Always	15	58%
Frequently	3	11%
Occasionally	4	15%
Rarely	2	8%
Never	2	8%
TOTAL	26	100%

Graphic 3.



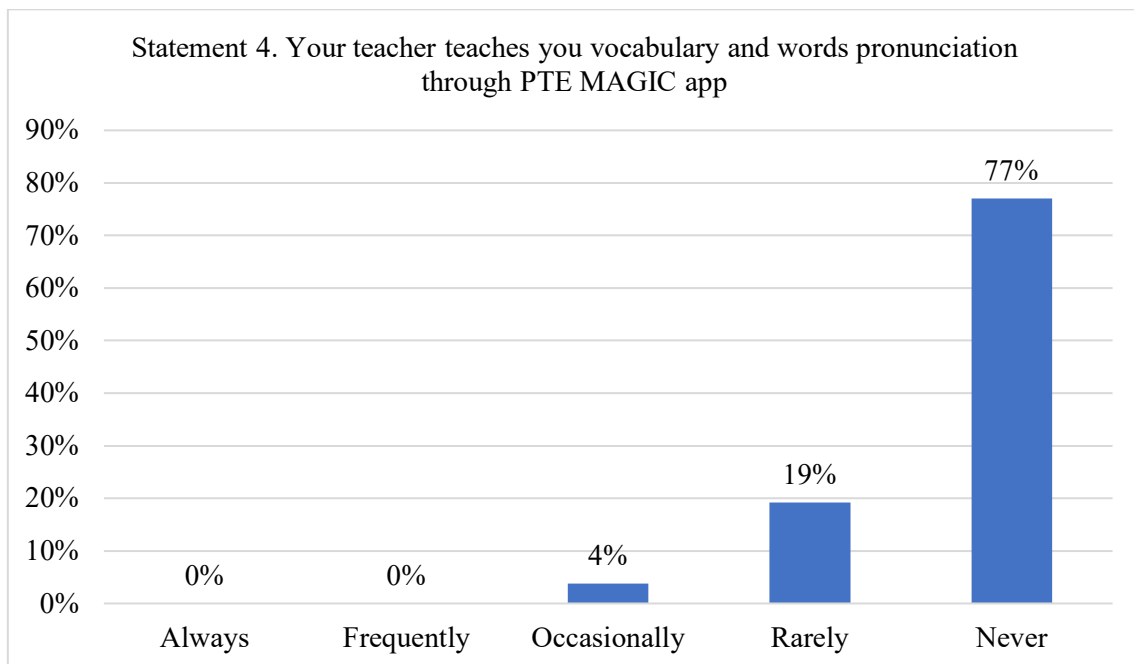
Description 3: As the graph shows, 69% of the students answered that they always or frequently used their mobile phones during class hours, while the remaining 31% indicated that they used them rarely or never.

These results show that most students have access to their mobile devices during class time, which is a positive fact to facilitate the use of applications necessary for developing and improving speaking skills.

Table 4.

Statement 4. *Your teacher teaches you vocabulary and words pronunciation through PTE MAGIC app.*

Options	Frequency	Percentage
Always	0	0%
Frequently	0	0%
Occasionally	1	4%
Rarely	5	19%
Never	20	77%
TOTAL	26	100%

Graphic 4.

Description 4: It is evidenced that the most surveyed students that correspond to 77% responded that the teacher does not use the PTE MAGIC application to teach vocabulary and practice pronouncing the learned words. Only some mentioned that the teacher occasionally or rarely does it.

The information presented in the graph highlights a significant situation in the educational environment under analysis. The finding that 100% of the students provided a

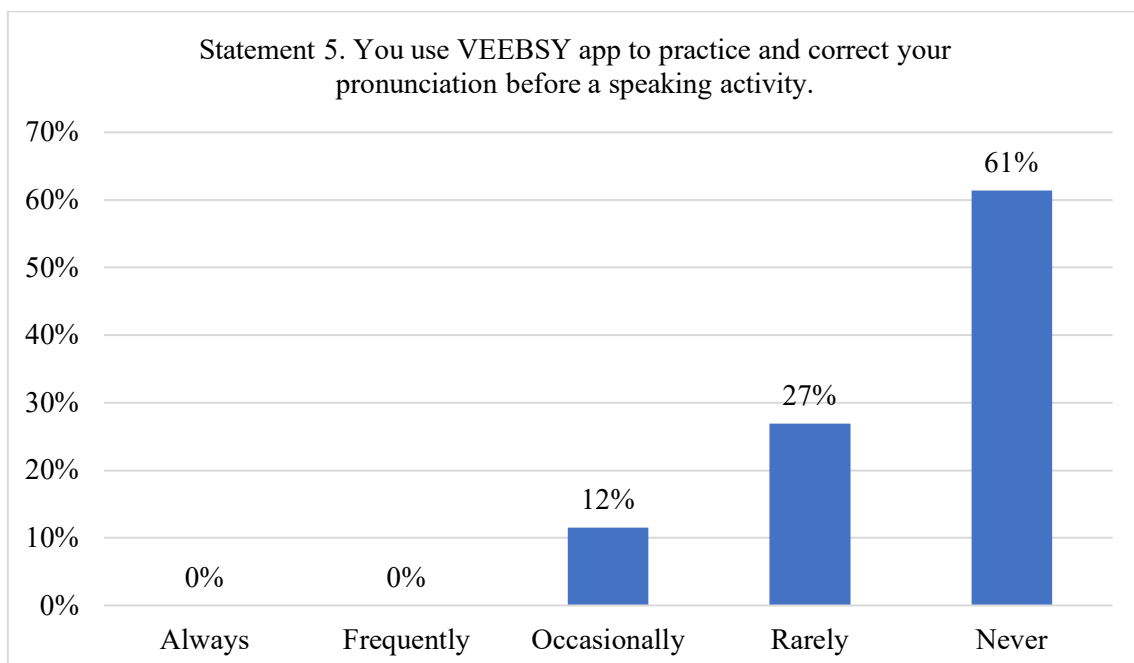
negative answer about the lack of use of the PTE MAGIC application for teaching vocabulary and practicing pronunciation suggests an opportunity for its immediate implementation. As Averos (2023) highlights, PTE MAGIC offers a platform for effective teaching of new vocabulary and continuous practice of pronunciation, especially suitable for young learners of a foreign language, all from the convenience of a mobile phone.

Table 5.

Statement 5. *You use VEEBSY app to practice and correct your pronunciation before a speaking activity.*

Options	Frequency	Percentage
Always	0	0%
Frequently	0	0%
Occasionally	3	12%
Rarely	7	21%
Never	16	61%
TOTAL	26	100%

Graphic 5.



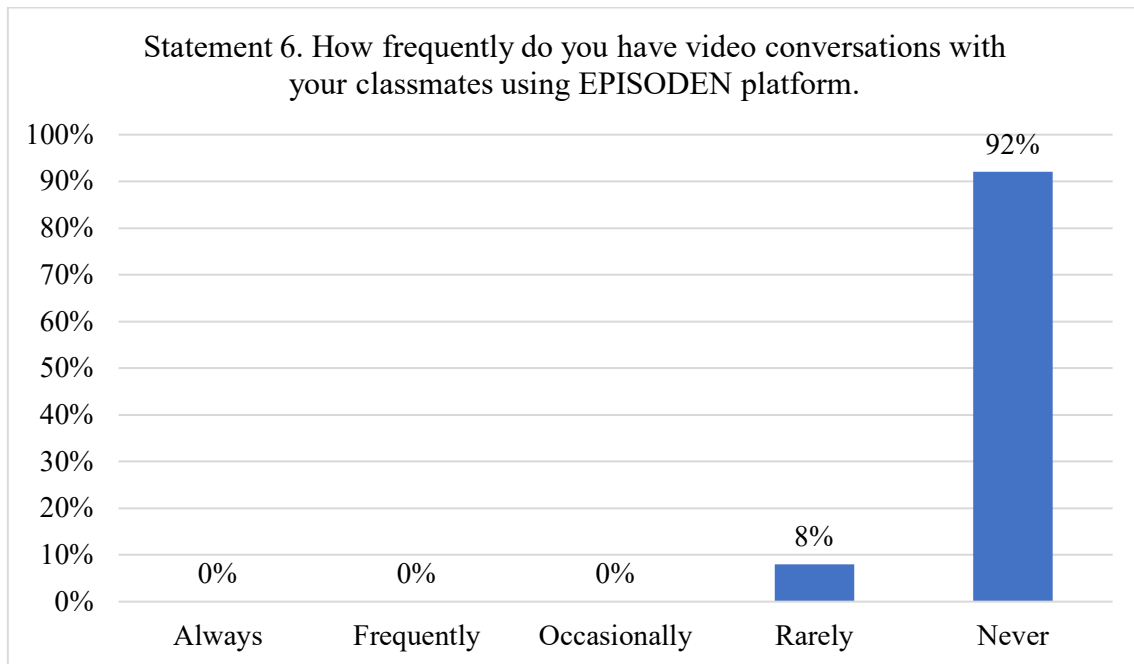
Description 5: According to the graph, 61% of respondents have never used the VEBBSY application, while 39% have used it occasionally or rarely.

These findings reflect a reality among the students surveyed since many need to take advantage of a technological tool that, according to Villa (2022), could significantly impact their academic performance. The proper use of this application could significantly improve English language proficiency since its frequent use strengthens pronunciation and correct practice of speaking skills.

Table 6.

Statement 6. *How frequently do you have video conversations with your classmates using EPISODEN platform?*

Options	Frequency	Percentage
Always	0	0%
Frequently	0	0%
Occasionally	0	0%
Rarely	2	8%
Never	24	92%
TOTAL	26	100%

Graphic 6.

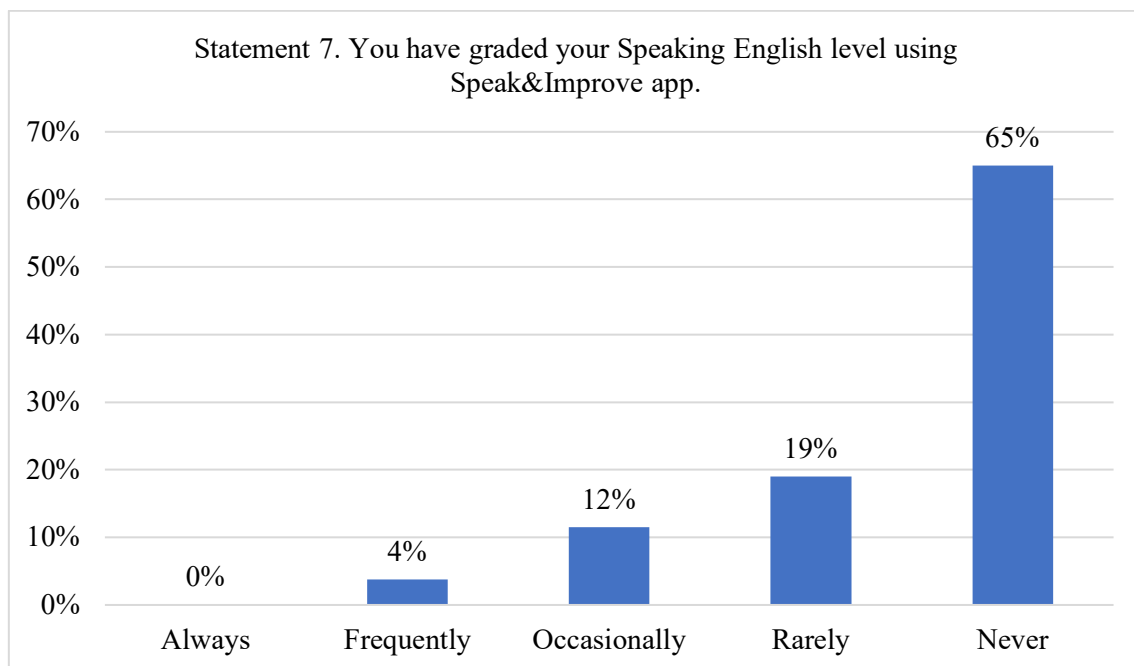
Description 6: The graph shows that 100% of the students surveyed responded that they have never used the EPISODEN platform to carry out video conversations in English with their classmates and teachers. A small percentage of them that is 8% rarely have used it.

A notable situation is revealed regarding using the EPISODEN platform to carry out video conversations in English among the students surveyed. This fact suggests a lack of widespread adoption of this technological tool for the practice of communication skills in English, which, according to Zaruma (2023), provides significant advantages in practicing speaking skills to its users, all thanks to the wide range of utilities offered by the platform.

Table 7.

Statement 7. You have graded your Speaking English level using Speak&Improve app.

Options	Frequency	Percentage
Always	0	0%
Frequently	1	4%
Occasionally	3	12%
Rarely	5	19%
Never	17	65%
TOTAL	26	100%

Graphic 7.

Description 7: The graph above shows that 31% of the students had occasionally or rarely used the Speak & Improve application to evaluate their speaking level in English, while the vast majority of students, represented by 65% have never used it.

These results highlight the general perception of students' lack of knowledge about the application's use and benefits. According to Salinas (2021), the speaking level can be

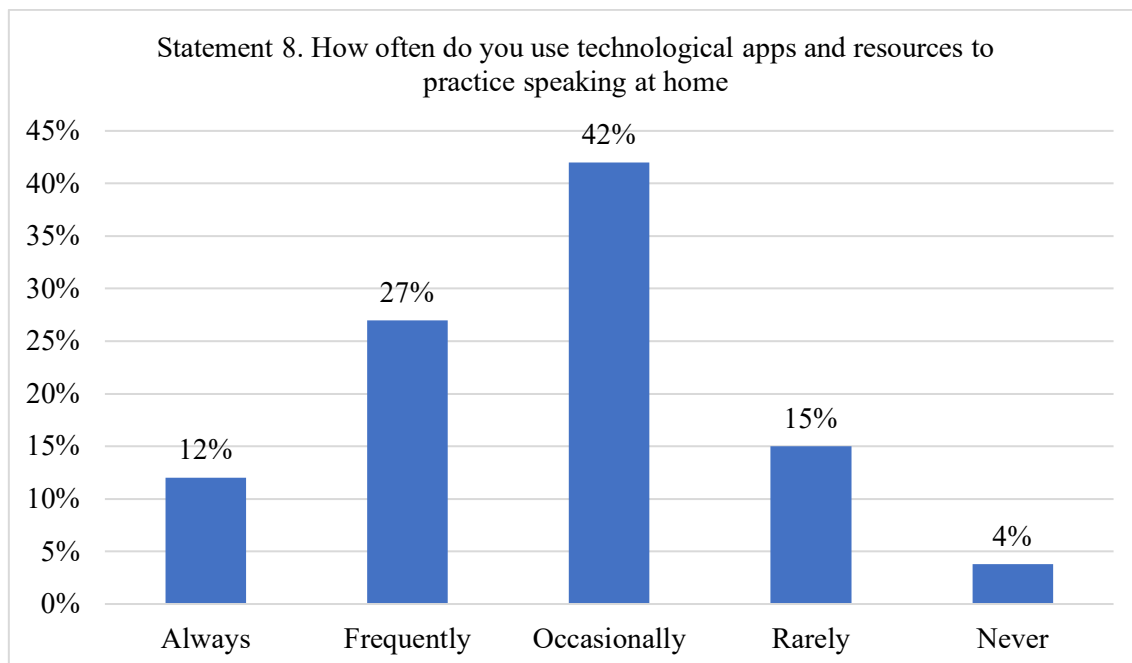
evaluated through the Speak & Improve application, which allows significant progress to be observed each time it is used.

Table 8.

Statement 8. How often do you use technological apps and resources to practice speaking at home.

Options	Frequency	Percentage
Always	3	12%
Frequently	7	27%
Occasionally	11	42%
Rarely	4	15%
Never	1	4%
TOTAL	26	100%

Graphic 8.



Description 8. The graph shows that 39% of students surveyed frequently or always use technological applications to practice speaking skills at home; however, 62% responded that they rarely or never use these tools.

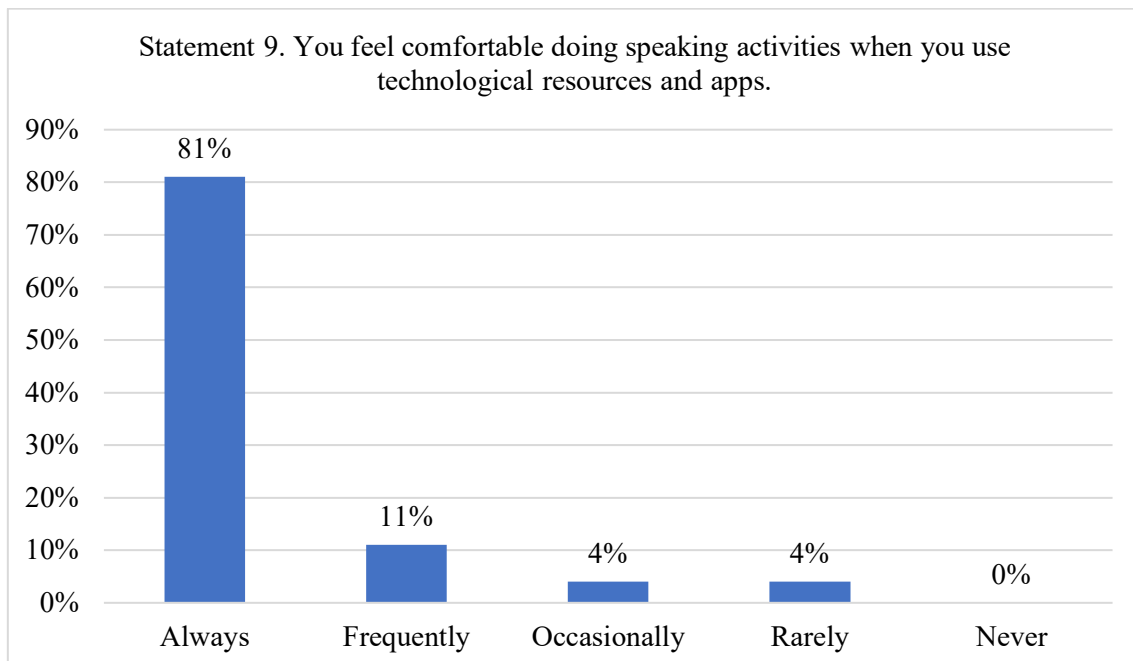
These results suggest a significant gap in adopting technology to improve speaking skills, with a considerable percentage of students not using these tools at home. It is essential to highlight that the frequent use of technological applications for speaking practice could positively impact the development of students' speaking skills, offering additional opportunities for practice and feedback (Rea, 2019).

Table 9.

Statement 9. *You feel comfortable doing speaking activities when you use technological resources and apps.*

Options	Frequency	Percentage
Always	21	81%
Frequently	3	11%
Occasionally	1	4%
Rarely	1	4%
Never	0	0%
TOTAL	26	100%

Graphic 9.



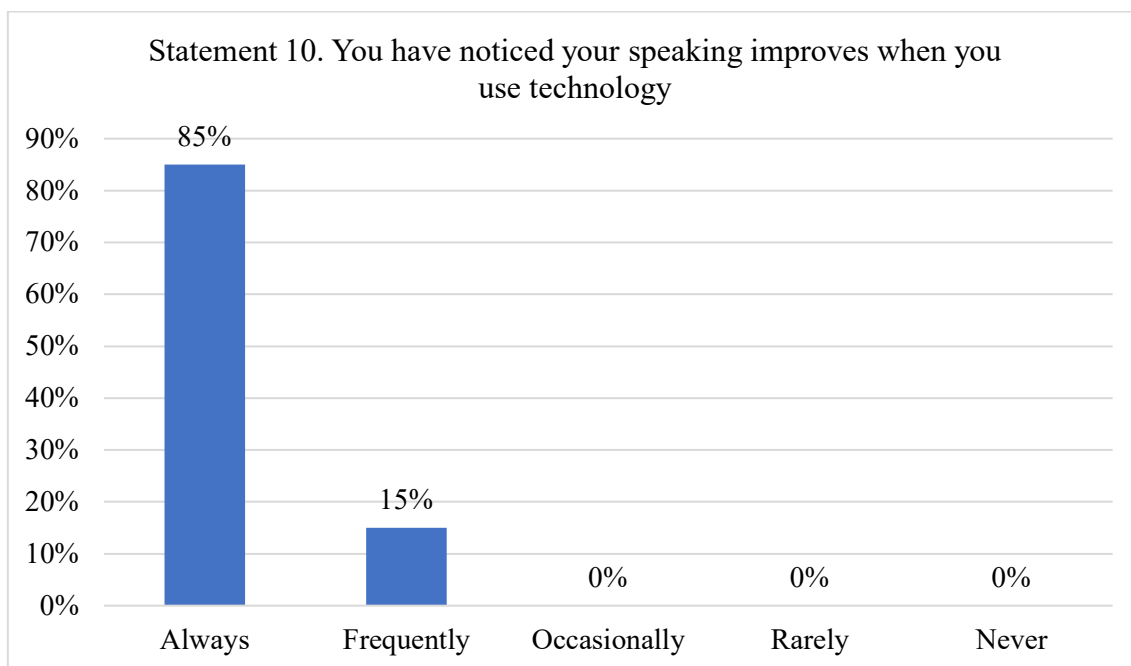
Description 9: The graph details that 92% of the students surveyed expressed feeling comfortable when carrying out speaking activities with the support of technological resources and applications, while only 8% responded otherwise.

This finding highlights that, young students are more motivated to develop their speaking skills when technology supports them. As Zurita (2018) points out, this use of technology provides them with additional comfort and confidence to function in a globalized world.

Table 10.

Statement 10. *You have noticed your speaking improves when you use technology*

Options	Frequency	Percentage
Always	22	85%
Frequently	4	15%
Occasionally	0	0%
Rarely	0	0%
Never	0	0%
TOTAL	26	100%

Graphic 10.

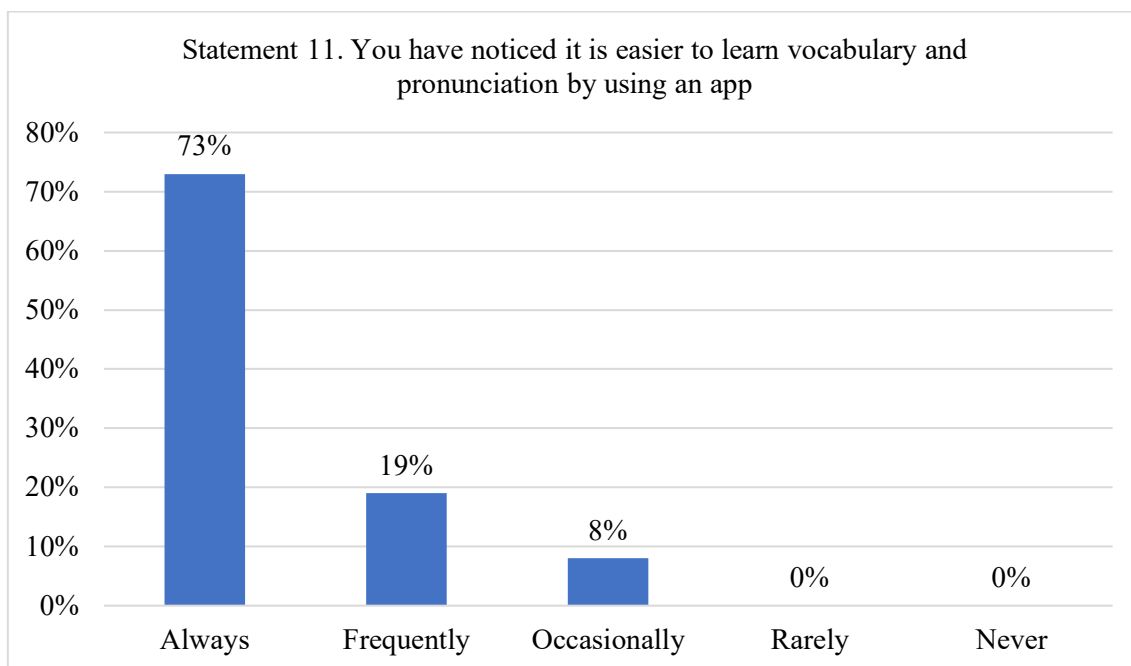
Description 10. All students surveyed responded positively, stating they have noticed improved speaking ability when using applications and technological resources.

These results support Montevideo's (2022) idea that technology provides a valuable tool to improve our speaking skills, offering interactive and practical tools that help us perfect our pronunciation and fluency in the language.

Table 11.

Statement 11. You have noticed it is easier to learn vocabulary and pronunciation by using an app.

Options	Frequency	Percentage
Always	19	73%
Frequently	5	19%
Occasionally	2	8%
Rarely	0	0%
Never	0	0%
TOTAL	26	100%

Graphic 11.

Description 11: Based on the results presented in the graph, 92% of students agree that the use of technological applications considerably facilitates learning vocabulary and pronouncing words and phrases in the English language; only 8% answered the contrary.

These results show that most students perceive technological applications as an effective means to improve language skills. The results highlight the importance of using technology in learning English and suggest that applications can play an essential role in developing students' vocabulary and pronunciation (Suarez, 2021).

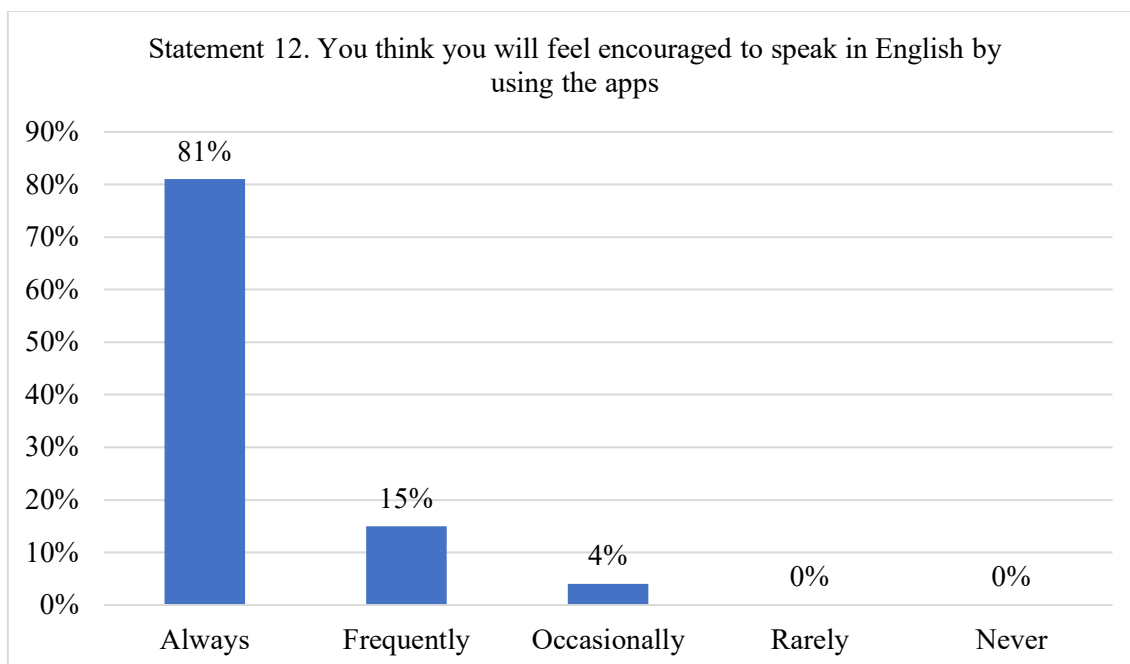
Table 12.

Statement 12. *You think you will feel encouraged to speak in English by using the apps.*

Options	Frequency	Percentage
Always	21	81%
Frequently	4	15%
Occasionally	1	4%
Rarely	0	0%
Never	0	0%

TOTAL	26	100%
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Graphic 12.



Description 12: The graph reveals that 96% of the people surveyed expressed a positive attitude, indicating they would feel motivated to communicate in English through technological applications. In comparison, only 4% stated the opposite.

This positive trend reinforces that technology can be a powerful resource to stimulate English language practice and development, thus supporting Portillo's (2019) assertion. According to his analysis, technological applications are mostly perceived as motivational tools to improve communication skills in this language.

4.2. Analysis of the Tests

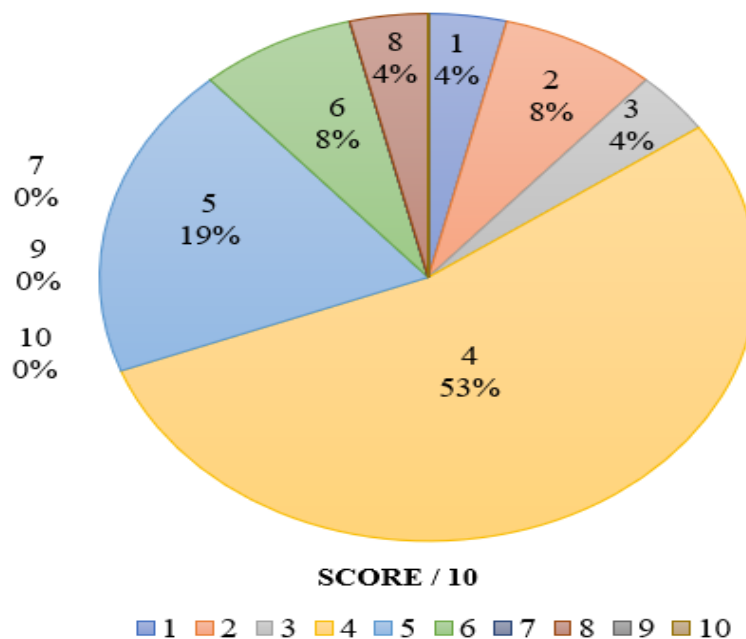
A pre-test was applied to determine the current level of the speaking skills of high school students at Unidad Educativa Cristiana "Nazareno" This initial evaluation established a clear baseline regarding the students' speaking skills before the intervention. Subsequently, a program (didactic guidelines) of activities based on the use of apps and technological tools

to develop the students' speaking skills was carried out. After the implementation of this program, a post-test was applied to evaluate whether there had been any improvement in the student's speaking skills. The post-test was used to compare the results with those obtained in the pre-test, thus providing a quantitative measure of any progress made during the intervention. The results and their description are shown below.

4.2.1. Analysis of the Pre-Test

Table 13.

Score/ 10	Number of Students	Percentage
1	1	4%
2	2	8%
3	1	4%
4	15	53%
5	4	19%
6	2	8%
7	0	0%
8	1	4%
9	0	0%
10	0	0%
TOTAL	26	100%

Graphic 13.

Description 13. The graph reflects the distribution of the grades obtained by the students in the pre-test. The results show that 4% of the students obtained a grade of one point. 8% of students received a score of two, while another student achieved a score of three points. 53% obtained a score of four, this being the most common score among participants. Additionally, 19% of the students obtained a score of five, another 8% of students achieved a score of six; no students achieved seven., 4%, got eight points, while no students achieved nine. Finally, 0% of the students scored ten on the pre-test.

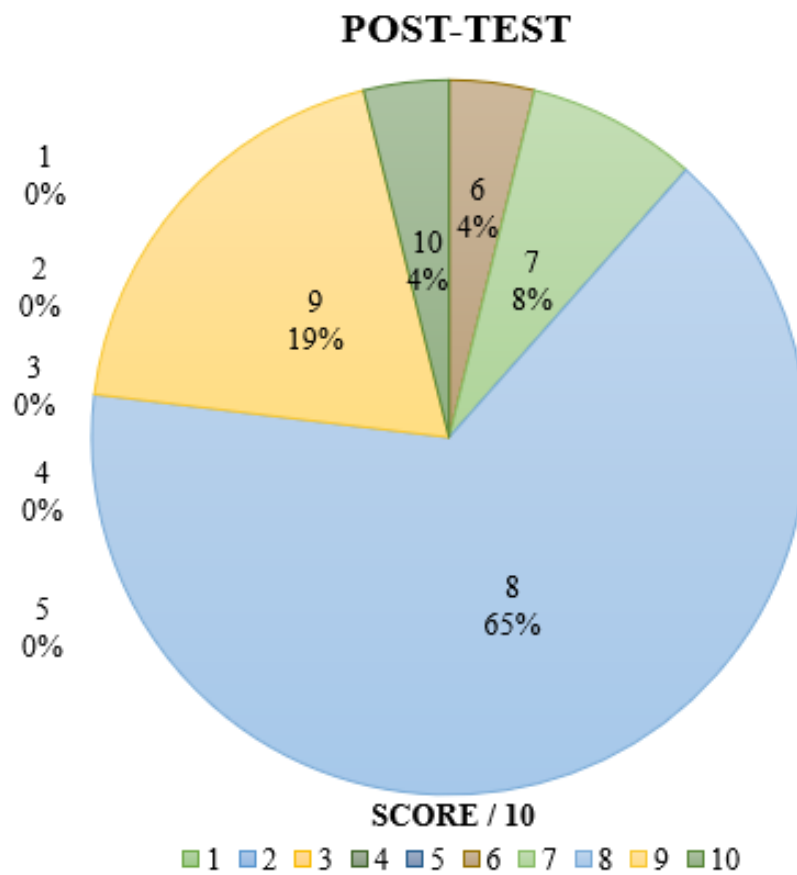
Based on the results obtained during the application of the pre-test to evaluate the level of oral expression, the majority of the students, that is, 96%, obtained scores below seven points, which, according to the qualitative evaluation scale established by the Ministry of Education of Ecuador (2018) means that students do not achieve or are close to achieving the required learning. These findings indicate that most students need to improve the skill level evaluated.

4.2.2. Analysis of the Post-Test

Table 14.

Score/ 10	Number of Students	Percentage
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
6	1	4%
7	2	8%
8	17	65%
9	5	19%
10	1	4%
TOTAL	26	100%

Graphic 14.



Description 14: This graph reflects the scores obtained by the students in the post-test after a period of time applying technological resources and applications for the development of speaking skills during their English classes. It is observed that 4% achieved the maximum grade of 10. In addition, 19% obtained a score of 9. 65% of the students achieved 8 points, also, 8% obtained a grade of 7. Likewise, only 4% obtained a grade of 6 points. No student obtained the scores 5, 4, 3, 2, and 1, so the percentage for these grades is 0%.

Based on the results presented above, technological resources and applications have significantly increased the speaking level of the participating students. According to the quantitative scale provided by the Ministry of Education of Ecuador (2018), 96% of students have achieved and mastered the learning, while only 4% are close to achieving the required learning. The positive influence of the applied technological tools was evident when comparing these results with those obtained in the pre-test.

Chapter V

Proposal Framework

Title of the Proposal:

Didactic Guide of Technological Strategies for the development of Speaking Skills in young learners.

Background:

The development of the Didactic Guide of Technological Strategies for the Development of Speaking Skills in Young Students is based on exhaustive research in language learning and teaching and the use of educational technology with third-year high school learners at Unidad Educativa Cristiana "Nazareno." This research includes studies on the specific needs of students in the development of speaking skills, as well as the analysis of the technological tools available and their effectiveness in the language learning process. This guide is based on solid evidence and identified best practices to provide teachers with valuable resources and innovative strategies that promote the optimal development of oral communication skills in young learners.

Introduction

In the current educational context, mastery of the English language has become a fundamental and highly valued skill. However, teaching and learning communication skills, such as speaking, can pose significant challenges, especially when working with younger students. Integrating technological strategies, resources, and apps into the classroom provides new opportunities to address these challenges effectively and engagingly.

This teaching guide aims to provide teachers with practical tools and innovative resources to teach young students to speak dynamically and motivatingly, making the most of the technology available in educational environments. Through a student-centered approach and the creative use of digital tools, this guide aims to promote the development of authentic and relevant communication skills in the current context.

In addition, this manual is designed to provide a comprehensive and comfortable framework that can be implemented in various educational situations and environments. Specific strategies, hands-on activities, and carefully selected technology resources will be presented to provide teachers with the tools they need to design meaningful and compelling learning experiences that promote spoken language development in young learners.

By integrating the technological strategies described in this guide, teachers will be able to enrich their teaching practice and encourage active participation, collaboration, and authentic use of English in the classroom. This manual will likely become a valuable resource to stimulate creativity and innovation in teaching speaking skills, thus contributing to young students' academic and personal success in learning English.

Objectives:**General Objective:**

- Provide teachers a didactic guide with various innovative and effective technology strategies that can be integrated into the classroom to improve young learners' speaking skills significantly.

Specific Objectives:

- Promote the selection and appropriate use of technological means that satisfy students' needs and desires, thereby promoting their active participation and developing oral skills in the English language.
- Encourage the development of specific communication and language skills through the strategic use of interactive technological resources and practical activities designed to strengthen critical areas of speech such as pronunciation, intonation, fluency, and oral expresión.
- Enhance the speaking skill level of young learners by leveraging apps and technological resources.

CONTENT

Technological Strategies

Technological strategies are planned and systematic methods that use digital tools, devices, and resources to achieve specific objectives in various contexts, such as educational, business, or social (Campos, 2021). These strategies take advantage of technology's potential to facilitate processes, improve performance, and optimize results, whether in teaching and learning, project management, communication, or any other area where its application is required.

1.- PTE MAGIC



<https://ptemagic.com/>

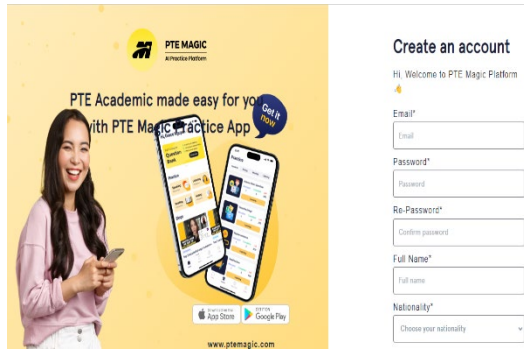
WHAT IS IT?

PTE Magic is an innovative application that enhances speaking proficiency, particularly in learning English. Additionally, it incorporates gamification elements to engage users and motivate consistent practice while providing access to different resources, including podcasts, interviews, and speeches, to enrich the learning experience further (Velez, 2023). Through its user-friendly interface and personalized learning pathways, PTE Magic emerges as a valuable tool for language learners seeking to sharpen their oral communication skills.

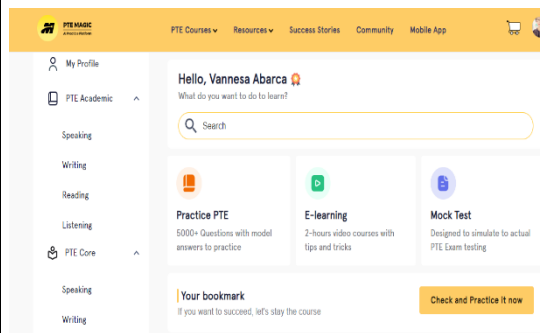
HOW TO USE IT?

Using this app your students will be able to practice their pronunciation.

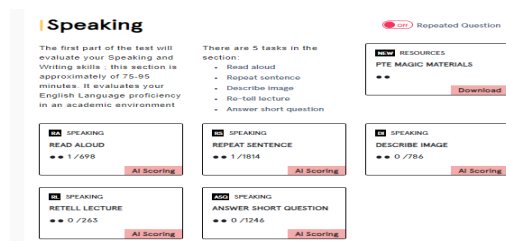
1.- You and your students need to sign up using their email address or creating an account.



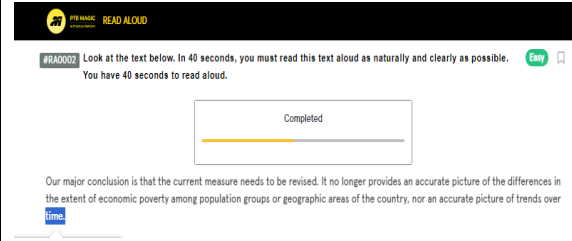
2.- You will find a variety of activities. Select one according to your and your students needs.



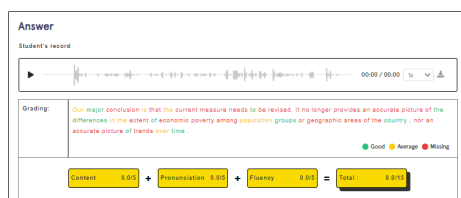
3.- It is possible to choose the level and the topic.



4.- Students need to complete the activities you assigned



5. You and they will receive their scores based on some rubric parameters



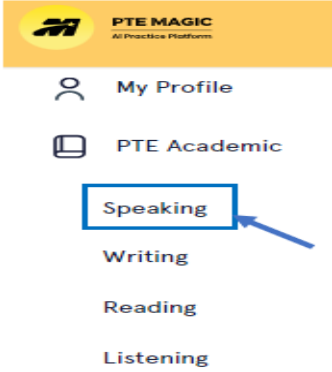
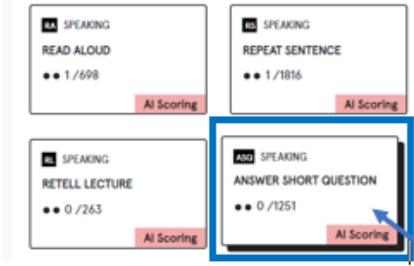
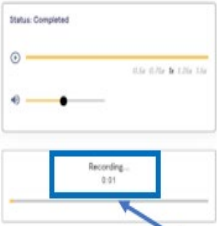
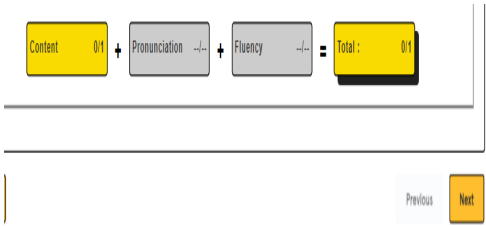
6.- If you disagree with the score, you can program the exercise so your students can do the activities whenever they prefer.



ACTIVITIES:

- ✓ **Pronunciation Tests:** Students can use PTE Magic's pronunciation tests to practice pronouncing English words and phrases. They can record their voice and receive instant feedback on their pronunciation.

Steps:

<p>1. From your profile, choose the option of speaking.</p> 	<p>2. Click on answer short questions.</p> 
<p>3. Speak and record your answer.</p> 	<p>4. Check your answers.</p> 

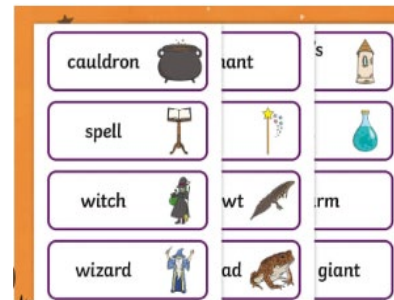
- ✓ **Vocabulary Exercises:** PTE Magic offers vocabulary exercises and tests to help students expand their knowledge of English words. You can assign these activities as homework and then review the new vocabulary in class.

Steps:

1. From your profile, choose the option “Resources”



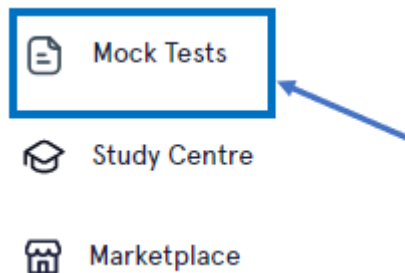
2. Click on vocabulary flashcards and practice their pronunciation.



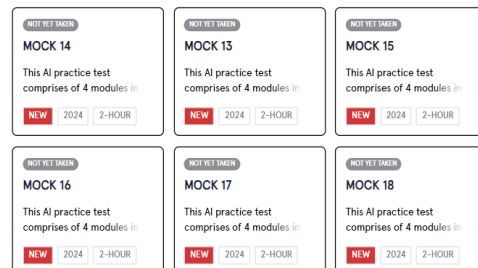
- ✓ **Mock Exams:** Use PTE Magic's mock exams for students to practice all sections of the PTE exam, including the pronunciation and vocabulary sections. This will help them become familiar with the exam format and develop effective testing strategies.

Steps:

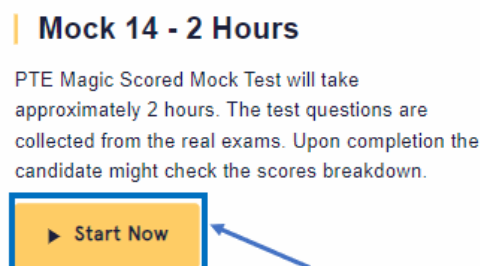
1. Click on the “Mock Test” option.



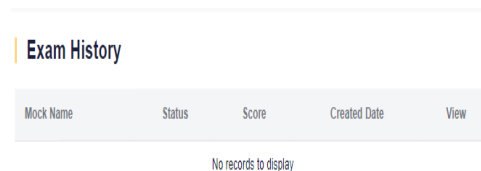
2. Choose one of them.



3. Click on Start now, take the exam.

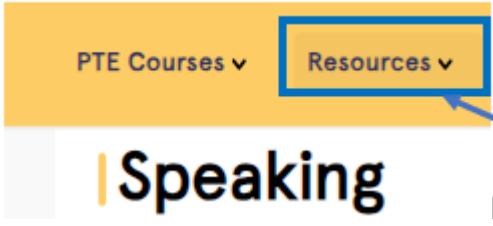



4. Check the results and exam history.



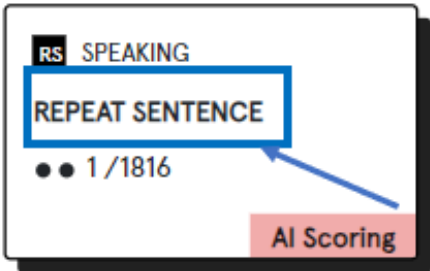
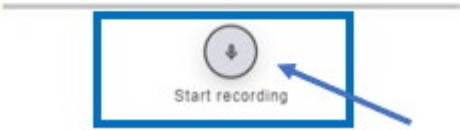

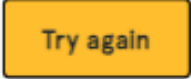
- ✓ **Guided Practice Sessions:** Host sessions where students practice pronunciation and vocabulary using PTE Magic resources while you supervise and provide personalized feedback.

Steps:

<p>1. Click on “Resources” option</p> 	<p>2. Join to the guided session you prefer practicing</p> <p>Features resources</p> 
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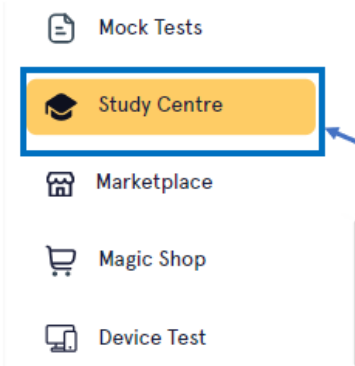
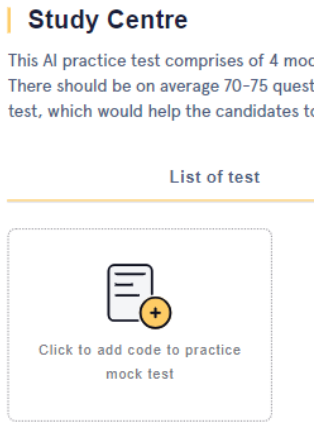
- ✓ **Active Listening Skills:** Use active listening activities in PTE Magic to help students improve their listening comprehension and ability to correctly recognize and pronounce words in different contexts.

Steps:

<p>1. Click on the “Repeat Sentence” option</p> 	<p>2. Listen and Repeat, click on “Start recording” to record your voice.</p> 
<p>3. Check your answers and grading.</p> <p>Answer</p> <p>Student's record</p> 	<p>4. Repeat if it is necessary.</p> 

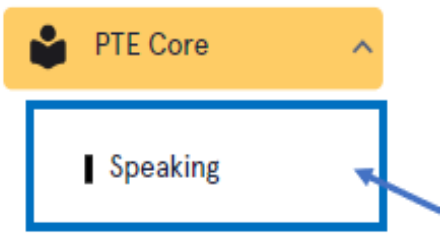
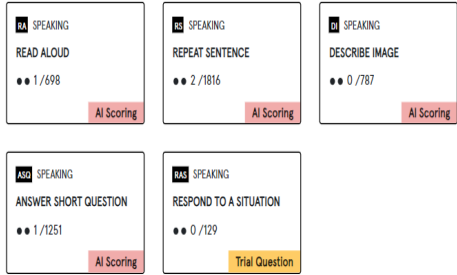
- ✓ **Personalized Tracking Activities:** Use PTE Magic's progress tracking tools to monitor individual students' pronunciation and vocabulary performance and adapt your instructions and activities accordingly.

Steps:

<p>1. Choose the option Study Centre.</p> 	<p>2. Add the information you want to personalize.</p> 
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- ✓ **Speaking Practice:** Host sessions where students practice speaking using relevant conversation topics and then use PTE Magic assessment tools to assess their pronunciation and fluency.

Steps:

<p>1. From PTE Core menú, choose "Speaking" option.</p> 	<p>2. Select the activity your prefer practicing.</p> 
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- ✓ **Individualized Feedback:** Use the feedback provided by PTE Magic and your own feedback as a teacher to help students identify specific areas of improvement in their pronunciation and vocabulary use.

Transcript:											
	Content	0/5	+	Pronunciation	0/5	+	Fluency	0/5	=	Total :	0.0/15

By integrating these activities into your classes using the PTE Magic platform, you can provide your students with more effective and focused learning, also working on improving their pronunciation and expanding their English vocabulary.

2.-VEEBSY

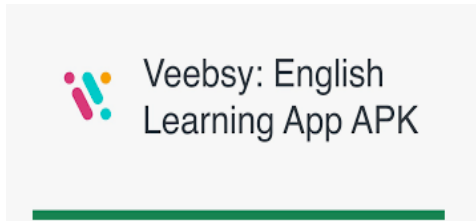


WHAT IS IT?

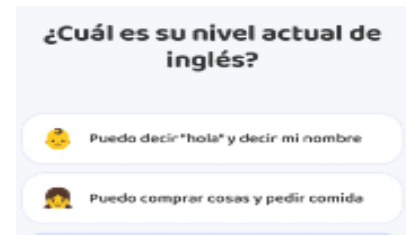
It is a comprehensive platform that transforms English learning into an immersive and practical experience. With a combination of interactive resources and advanced tools, VEEBSY offers students a dynamic and personalized learning environment. From structured lessons to hands-on activities, users can improve their language skills at their own pace, anytime, anywhere (Solis,2022). The platform incorporates cutting-edge technology to provide instant feedback and progress tracking, allowing students to identify and address improvement areas efficiently. With a focus on authentic communication and language immersion, VEEBSY is designed to inspire confidence and success in English proficiency, making learning accessible, motivating, and rewarding for all users.

HOW TO USE IT?

1.- Download the app on your cellphone and ask your students to do the same.



2.- Open the app and complete the information it requires.



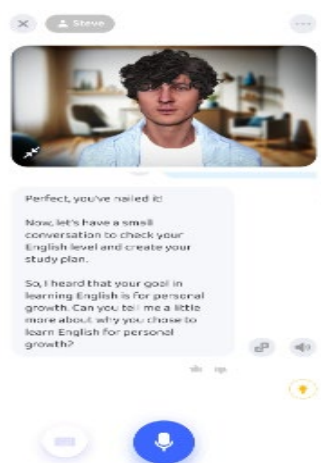
3. Choose a tutor



4.- Speak about the topic you want to practice.



5.- Listen to your tutor and continue speaking.




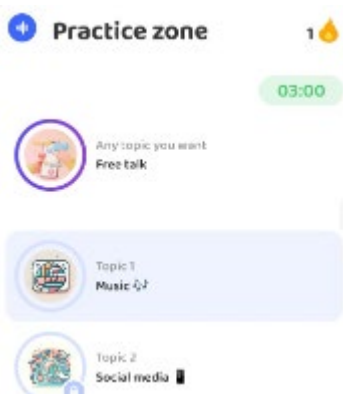
6.- If you do not what to say you can have an option to look for some answer samples.



ACTIVITIES:

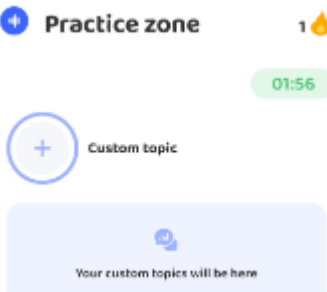

- ✓ **Thematic Group Chats:** Organize group discussions on specific topics relevant to the curriculum using VEEBSY's chat rooms feature. Assign roles to students to encourage equal participation and sharing of ideas.

Steps:

<p>1.From your profile click on “practice”</p> 	<p>2.Add the topic and create the room for your students.</p> 
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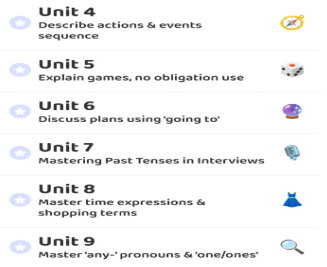
- ✓ **Virtual Discussions:** Create online discussions using VEEBSY's video conferencing feature. Students can research and prepare arguments on a given topic and then participate in debates moderated by the teacher.

Steps:

<p>1.Click on custom topic and create the discussion room.</p> 	<p>2.Check the development of your students in the discussion rooms.</p> 
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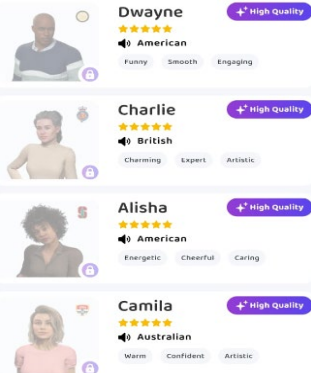
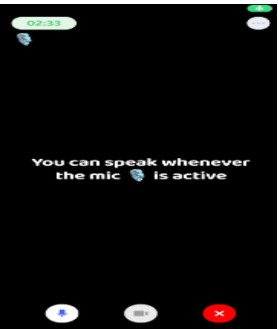
- ✓ **Simulations of real situations:** Design real-life scenarios, such as asking for directions, making restaurant reservations, or negotiating prices in a store. Students can practice these situations using VEEBSY's audio recording feature and then receive feedback from the teacher.

Steps:

<p>1. Click on the option Lessons.</p> 	<p>2. Choose or create a real situation to practice speaking</p> 
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- ✓ **Role Interviews:** Assign each student a character or profession and organize role interviews where students interact with each other in simulated situations. For example, one student may be the interviewer, and another may be the interviewee for a job.

Steps:

<p>1. Choose an interviewer</p> 	<p>2. Active your microphone and cámara and answer the questions</p> 
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- ✓ **Individual and Group Presentations:** This option allows students to prepare and present individual or group speeches on assigned topics. VEEBSY's slideshow feature visually supports presentations.

Steps:

1. Look for the assigned topic.



2. Practice your speaking presentation with your virtual tutor.



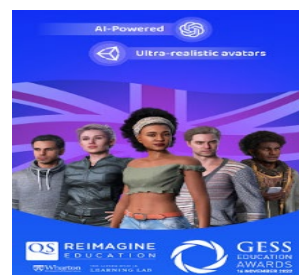
- ✓ **Interactive Role Plays:** Use VEEBSY's live chat feature to host interactive role plays where students take on different roles and communicate to achieve a common goal.

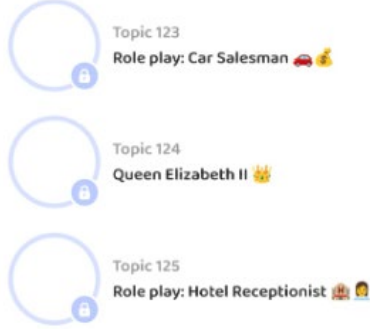
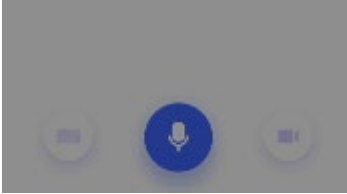
Steps:

1. Click on Practice from your profile.




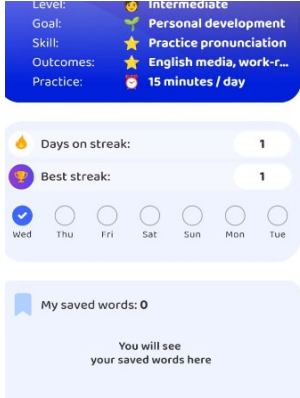
2. Choose Interactive Role plays and assign roles to your students



<p>3. Select the topic.</p> 	<p>4. Press the icon and start the conversation.</p> 
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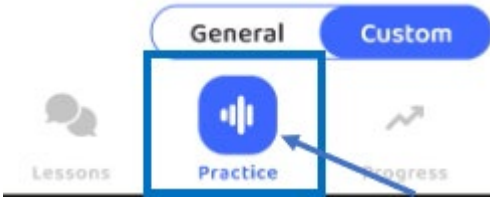
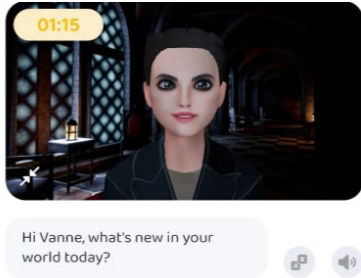
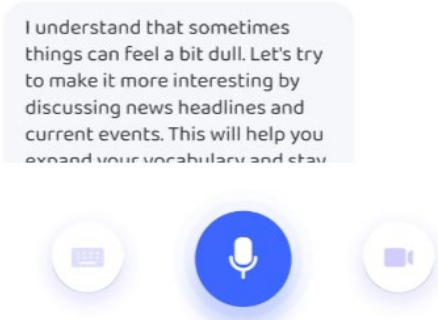
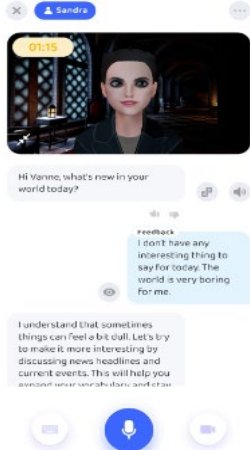
- ✓ **Personalized Corrections and Feedback:** After performing speaking activities, use VEEBSY's feedback feature to provide personalized grammar and pronunciation corrections to each student.

Steps:

<p>1. Click on the “Progress” option</p> 	<p>2. You can see a feedback about your personal development.</p> 
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- ✓ **Listening and Responding Activities:** Provide students with audio recordings or short videos and ask them to respond verbally to questions related to the content using VEEBSY's audio recording feature.

Steps:

<p>1. Click on the “Practice” option</p> 	<p>2. Choose the speaker option to listen to your avatar and speak with it.</p> 
<p>3. After listening you need to answer by speaking on your microphone icon.</p> 	<p>4. Practice your Reading, listening and speaking skills.</p> 

3.- EPISODEN



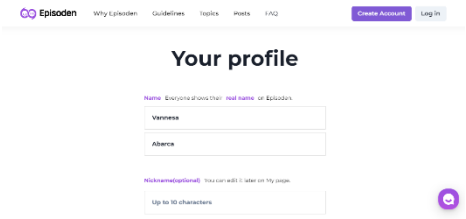
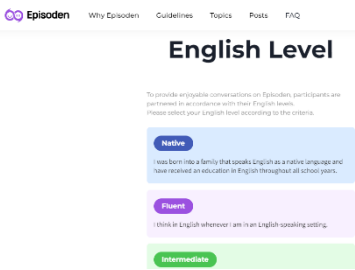
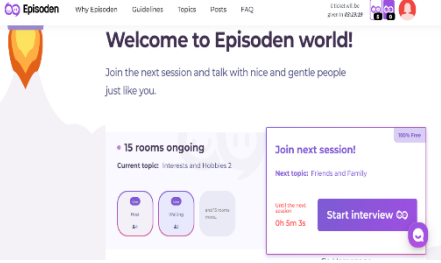
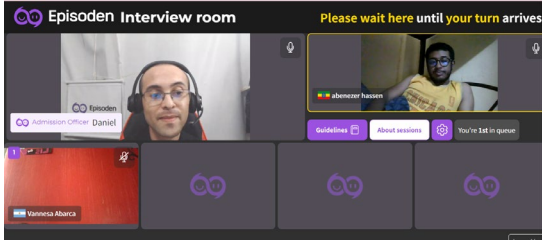
<https://www.episoden.com/>

WHAT IS IT?

EPISODEN is an innovative platform designed to enhance the development of oral communication skills through interactive video conferencing. With its intuitive interface and

advanced functionalities. According to Marcillo (2023) EPISODEN allows users to participate in speaking practice sessions collaboratively and effectively. From stimulating discussions to simulations of real situations, students can improve their verbal fluency, pronunciation, and listening comprehension while interacting with peers and teachers in a dynamic virtual environment. With instant feedback tools and the ability to record and review sessions, EPISODEN offers a personalized and enriching learning experience for those who want to hone their ability to communicate in English and other languages.

HOW TO USE IT?

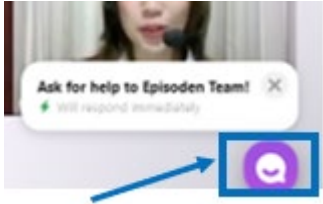
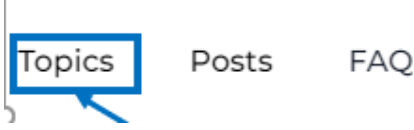
<p>1. Create an account</p> 	<p>2.- Select your English level</p> 
<p>3.- You can select the romos to get in and particpate</p> 	<p>4.- You can speak through video conferences with your students.</p> 

ACTIVITIES:

- ✓ **Thematic debates:** Organize online debates on topics relevant to young people, such as the use of social networks, climate change, or education. Divide students into

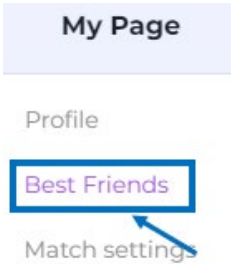
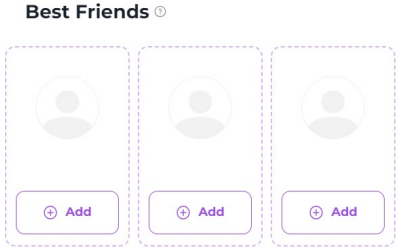
teams and give them time to prepare their arguments before the EPISODEN video conference.

Steps:

<p>1. From your profile, click on the icon for debates</p> 	<p>2. Click on the icon and add the topic you prefer.</p> 
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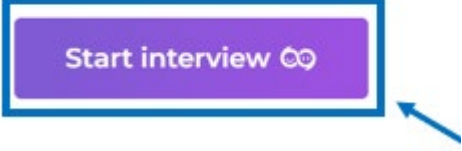

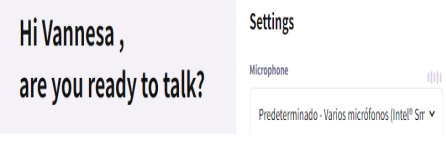
- ✓ **Virtual Book Club:** Invite students to participate in a book club where they discuss interesting books, articles, or news. Use EPISODEN to facilitate discussions and encourage active participation from all group members.

Steps:

<p>1. From your profile, select the option "Best Friends"</p> 	<p>2. Add to your students</p> 
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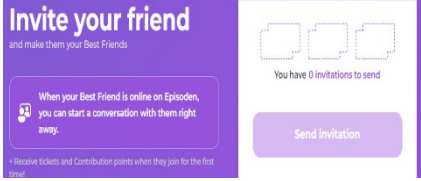
- ✓ **Career Interviews:** Simulate job or college interviews where students practice answering common questions in interview situations. The teacher can act as the interviewer and provide feedback after each simulation.

Steps:

<p>1. Create an interview room</p>  <p>No history yet. You can see the history by joining sessions now!</p> <p>Start interview </p>	<p>2. Send the link in order your students to join.</p>  <p>Hi Vannesa , are you ready to talk?</p> <p>Settings Microphone Predeterminado - Varios micrófonos (Intel® Sr</p>
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- ✓ **Role-playing:** Organize activities where students assume different identities and practice everyday situations. Use EPISODEN to have students realistically interact with each other.

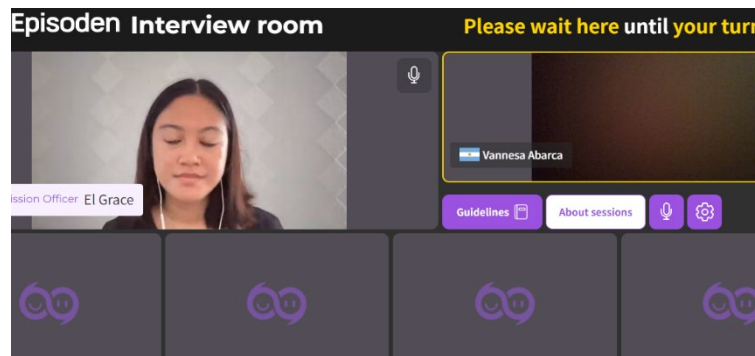
Steps:

<p>1. Create a room where your students must join.</p>  <p>Match settings Invitation Match history Achievements</p>	<p>2. Select the topic and send the invitations to your students.</p>  <p>Invite your friend and make them your Best Friends</p> <p>You have 0 invitations to send</p> <p>Send invitation</p>
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- ✓ **Individual Presentations:** Allows each student to prepare and present a short presentation on a chosen topic. Use EPISODEN to help students practice their public speaking skills and receive teacher and peer feedback.

Steps:

1. Students can join to room to prepare their presentations and receive feedback from others



- ✓ **Word Games:** Host online word games and puzzles where students practice their vocabulary and verbal fluency. EPISODEN can be used to facilitate interaction between students while playing.
- ✓ **Pronunciation Practice:** Provides students with lists of words or phrases to practice pronunciation. Use EPISODEN to have students record their voice and receive feedback on their pronunciation from the teacher.

Steps:

1. Create a room to practice pronunciation and play games

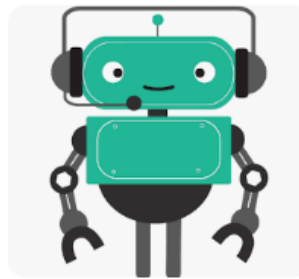
The next session starts at 20:45:19 ON GOING
in your local time zone

Start interview

The session starts 00 hours : 02 minutes : 29 seconds



4.- SPEAK&IMPROVE



& speakandimprove.com
Speak & Improve

<https://app.speakandimprove.com/>

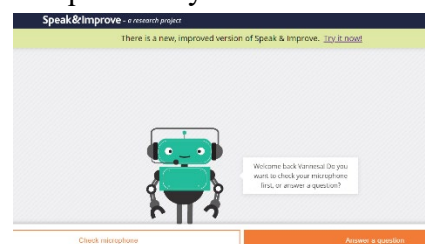
What is it?

Speak&Improve is an innovative application designed to evaluate and improve students' English level effectively and personally. In real-time, this app uses advanced speech recognition technology to evaluate users' pronunciation, fluency, and listening comprehension. Based on this evaluation, the application offers activities and exercises adapted to the level of each student, helping them strengthen specific areas of weakness and develop greater confidence in their ability to communicate in English. With its user-centric approach and ability to provide instant feedback and progress tracking, Speak&Improve becomes an invaluable tool for those who want to hone their language skills effectively and efficiently (Mideros, 2019)

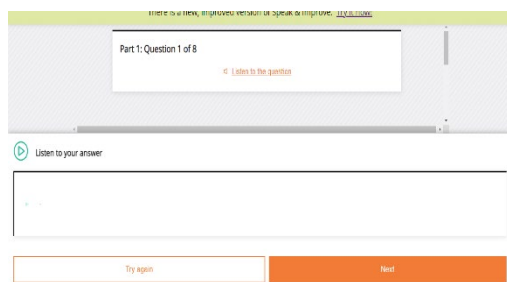
HOW TO USE IT?

1.- Create an account

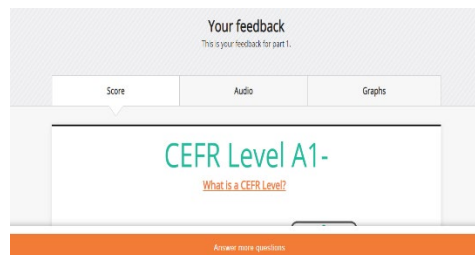
2.- You can start speaking. Answer the different questions you will find.



3.- You can listen to your answer and repeat it, if it is necessary



4.- At the end it is possible to see the feedback and answering more questions to be evaluated.

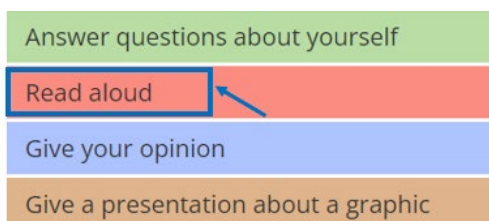


ACTIVITIES:

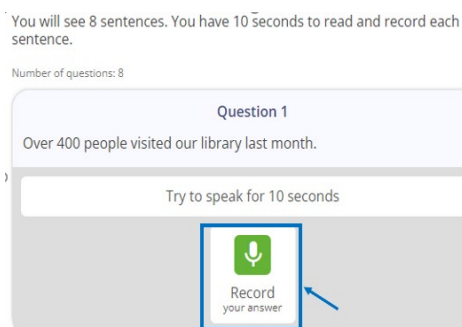
- ✓ **Pronunciation tests:** Teachers can assign pronunciation recordings in the Speak&Improve app, where students must read specific phrases or words. The teacher can then review the recordings to assess pronunciation accuracy and provide individualized feedback.

Steps:

1. Choose the option “Read aloud” to record words or phrases then your students can listen to teacher’s recordings and repeat them.




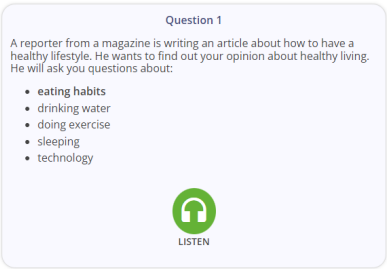
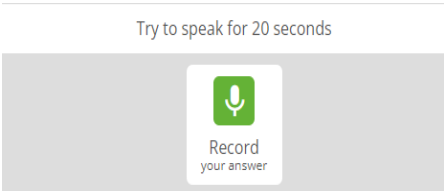
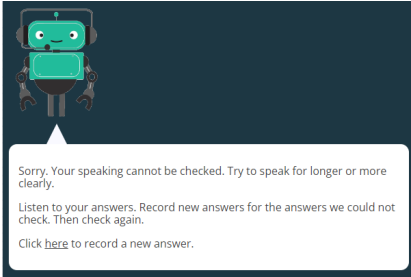
2. Click on the microphone icon and record your voice.



- ✓ **Simulated Conversations:** Host conversation practice sessions where students use the Speak&Improve app to engage in simulated conversations on various topics. Teachers can provide students with topics and guiding questions to practice their fluency and communication skills.

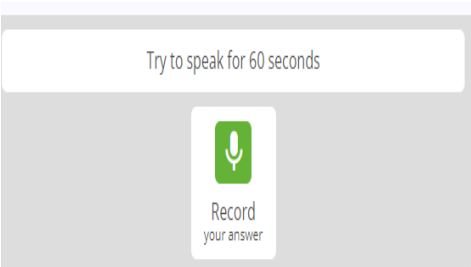
- ✓ **Listening and Answering Activities:** Teachers can select audio recordings or video clips in the Speak&Improve app and ask students to listen and answer questions about the content. This activity helps improve students' listening comprehension and oral response-ability.

Steps:

<p>1. Click on the icon “Answer questions about a topic”</p> 	<p>2. Listen to the question</p> 
<p>3. Record your answer</p> 	<p>4. Receive your feedback according to your answers.</p> 

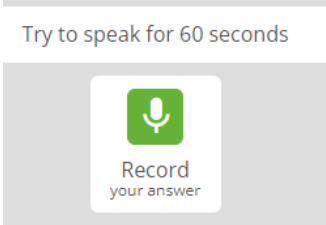

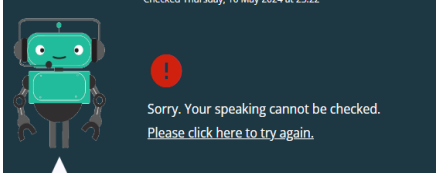
- ✓ **Individual Presentations:** Assign each student to prepare and record a short presentation on a specific topic using the Speak&Improve app. Teachers can evaluate the structure of the presentation, the use of vocabulary, and the clarity of pronunciation.

Steps:

<p>1. Depending on what presentation you prefer choose from the options</p> <ul style="list-style-type: none"> Give your opinion Give a presentation about a graphic Give a presentation about something personal Give advice or make a recommendation 	<p>2. Record your answer</p> 
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- ✓ **Role-playing:** Organize activities where students take on different roles and situations, such as asking for directions, making restaurant reservations, or conducting a job interview. Use the Speak&Improve app to record interactions and provide feedback on student performance.

Steps:

<p>1. Listen and read the situation in which you have to interact.</p> <p>Give a presentation about something personal #1</p> <p>You have 1 minute to talk about a topic. First, read the task and prepare your answer. Then speak for one minute.</p> <p>Talk about a new place you visited this year. You should say:</p> <ul style="list-style-type: none"> • When you went there • Where the new place was • How you felt about visiting this place 	<p>2. Record your answer.</p> 
<p>3. Send your answer</p> <p>You have 1 minute to talk about a topic. First, read the task and prepare your answer. Then speak for one minute.</p> <p>Talk about a new place you visited this year. You should say:</p> <ul style="list-style-type: none"> • When you went there • Where the new place was • How you felt about visiting this place 	<p>4. Receive your feedback</p> 

Conclusions:

- It is concluded that before the intervention program most of the investigated students, that is 96% were at a deficient speaking level. According to the qualitative scale established by the Ministry of Education of Ecuador, these students did not achieve the required learning.
- It was evidenced through the techniques and instruments of data collection that neither basic nor advanced technological resources and applications to develop students' speaking skills were used. It was also found epistemologically that is, through a bibliographic, scientific and cognitive theoretical search great four digital platforms to help the development and improvement of speaking skills.
- The use of technological platforms, PTE MAGIC, VEEBSY, EPISODEN, and SPEAK&IMPROVE significantly increased the participation and commitment of students in oral skill development activities, enriched the learning process, providing additional opportunities for practice and feedback, and contributed to the progressive development of student's communication skills as it was demonstrated in the post test, where 88% of students got high grades between 8 and 10 showing that they domain the learning as required by the qualitative scale established by the Ministry of Education of Ecuador.
- A didactic guide was created. It offers detailed guidance on effective use of technological strategies to develop students' speaking skills. This guide provides teachers with a solid and adaptable framework that will allow them to effectively integrate digital tools into their pedagogical practice, thus promoting meaningful and motivating learning for students.

Recommendations:

- Carry out regular evaluations to determine the students' speaking levels and, if necessary, find alternative solutions in time.
- Encourage the exploration and adoption of new applications and technological resources that can complement and enrich existing pedagogical practices.
- Teachers should regularly integrate PTE MAGIC, VEEBSY, EPISODEN, and SPEAK&IMPROVE technology platforms into oral skills development activities.
- Distribute the teaching guide among all teachers at the educational institution and provide specific training on its content and application.
- Promote collaboration between teachers to share experiences, resources, and best practices related to using the teaching guide in the classroom.

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Appendices

Appendix A. Survey

SURVEY

Objective: To identify the principal technological apps used to develop speaking skills, frequency and way of application of them.

- Please take a few minutes to complete the survey. Your responses will be kept confidential and used for research purposes only.

Instructions:

- Read and mark with an X the answer for each statement according to your experience in English classes.

STATEMENTS	Always	Frequently	Occasionally	Rarely	Never
1.- Your teacher develops activities to practice speaking during the English classes.					
2.- How often does your teacher use technological resources and apps to make you practice speaking skills?					
3.- You use your mobile phone in English classes					
4.- Your teacher teaches you vocabulary and words pronunciation through PTE MAGIC app					
5.- You use VEEBSY app to practice and correct your pronunciation before a speaking activity.					
6.-How frequently do you have video conversations with your classmates using EPISODEN platform.					
7.- You have graded your Speaking English level using Speak&Improve app.					
8.- How often do you use technological apps and resources to practice speaking at home					

9.- You feel comfortable doing speaking activities when you use technological resources and apps.					
10.- You have noticed your speaking improves when you use technology					
11. You have noticed it is easier to learn vocabulary and pronunciation by using an app					
12. You think you will feel encouraged to speak in English by using the apps					

THANKS FOR YOU COOPERATION!

Appendix B. Pre-test

PRE-SPEAKING TEST

- **Objective:** To determine the current speaking level of high school students at Unidad Educativa Cristiana “Nazareno”.
- **Student’s name:** _____
- **Instructions:**
 - You will talk some basic information about yourself.
 - Try to use the vocabulary and grammatical structures you know.
 - Answer the questions according to your real context.
 - You have 10 minutes to solve the test.

PART 1

Listen carefully to the teacher and answer the following questions:

QUESTIONS	SCORE
What’s your full name? How old are you?	
Where do you live? Who do you live with?	
How often do you use a mobile phone?	
How do you get to school every day?	
Which do you like best, the morning or the afternoon? (Why?)	
TOTAL	/5

PART 2

You are going to talk with a classmate. Listen to your teacher's instructions and develop the conversation

Teacher: Listen carefully the following situation and talk with your classmate about it:

Situation:

Imagine you are from a small village school. You are going on a trip to any capital city. Talk about this trip and the different activities you could do in that capital city.

At the end, decide which activity would be the most interesting to be done.

You can use the following prompts as appropriate

- ✓ Would you like to have more school trips? (Where would you like to go?)
- ✓ What do you need to take when you go on a trip?
- ✓ Do you prefer to go on trips with your friends or your family? (Why?)
- ✓ What do you think is the best time of year to visit a city? (Why?)
- ✓ Which do you think could be the most interesting thing to do there? (Why?)

PARAMETERS	Student A Score	Student B Score
Collaborative task		
Individual long turn		
Discussion		
Use of prompts		
Answer completion		
Total Score / 5		

EVALUATION RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Appendix C. Post-test

POST- SPEAKING TEST

- **Objective:** To determine the current speaking level of high school students at Unidad Educativa Cristiana “Nazareno”.
- **Student’s name:** _____
- **Instructions:**
 - You will talk some basic information about yourself.
 - Try to use the vocabulary and grammatical structures you know.
 - Answer the questions according to your real context.
 - You have 10 minutes to solve the test.

PART 1

Listen carefully to the teacher and answer the following questions:

QUESTIONS	SCORE
Could you tell me about your personal information?	
What did you do last weekend?	

Do you think that English will be useful for you in the future? (Why/Why not?)	
Tell me about the people you live with.	
What are your favorite leisure activities?	
TOTAL	/5

PART 2

You are going to talk with a classmate. Listen to your teacher's instructions and develop the conversation

Teacher: Listen carefully the following situation and talk with your classmate about it:

Situation:

A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Talk together about the different activities he could do, and say which would be most relaxing.

You can use the following prompts as appropriate

- ✓ Do you think people spend too much time working/studying these days? (Why?/Why not?)
- ✓ What do you do when you want to relax? (Why?)
- ✓ Do you prefer to relax with friends or alone? (Why?)
- ✓ Is it important to do exercise in your free time? (Why?/Why not?)
- ✓ How/what about you?
- ✓ Do you agree?
- ✓ Is it useful to learn new skills in your free time? (Why?/Why not?)
- ✓ Which do you think could be the most relaxing activity (Why?)

PARAMETERS	Student A Score	Student B Score
Collaborative task		
Individual long turn		
Discussion		

Use of prompts		
Answer completion		
Total Score / 5		

EVALUATION RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			