



**TECHNICAL UNIVERSITY OF COTOPAXI**

**GRADUATE SCHOOL**

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO**

**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**MODALITY: RESEARCH REPORT**

**Theme:**

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**M-Learning in the development of speaking skills**

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Research dissertation before obtaining the master's degree in Applied Linguistics  
to Teaching English as a Foreign Language.

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**LATACUNGA –ECUADOR**

**2021**

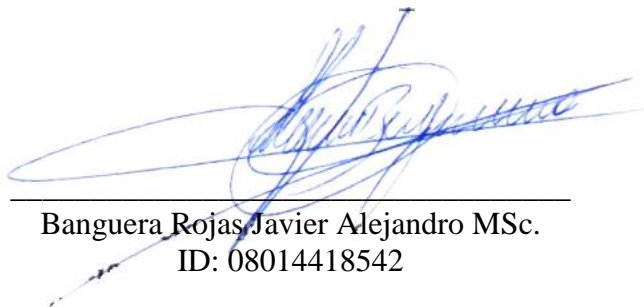
## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation titled M-LEARNING IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN FIRST BACCALAUREATE STUDENTS AT MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI EDUCATIVE UNIT investigated by Puco Chicaiza Cristian Rodrigo, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, November 5th, 2021



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## COMMITTEE APPROVAL

This research dissertation: M-LEARNING IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN FIRST BACCALAUREATE STUDENTS AT MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI EDUCATIVE UNIT, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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## **DEDICATION**

*I dedicated this thesis primarily to God for all your blessings to my family and me and permitted me to complete this beautiful stage of my life. I am grateful for the unconditional support of my dear parents Angel and Gloria, who have allowed me to achieve one more dream today with their love, patience, and sacrifice. Thank you for instilling in me the example of effort and courage, not fearing adversity. Dear God, thank you for my son, Christian Andrés, who is my life, my soul, my heart, and most of all, the reason for my existence.*

*Cristian*

## **ACKNOWLEDGEMENT**

*I am grateful to God for my health and for having my whole family together. I also want to thank the Technical University of Cotopaxi, the Postgraduate Management, directors, and teachers for their management, perseverance, knowledge, and revolutionary contingent and for the organization of the Master's program in Linguistics Applied to the Teaching of English as a Foreign Language.*

*Cristian Rodrigo*

## AUTHORSHIP

I, Pucó Chicaiza Cristian Rodrigo declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, August 17th, 2021

  
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## COMMITTEE PRESIDENT'S APPROVAL

I, Marcia Janeth Chiluisa Chiluisa, Mg.C declare that this research dissertation: M-LEARNING IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN FIRST BACCALAUREATE STUDENTS AT MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI EDUCATIVE UNIT, has the corrections and comments suggested by the members of the committee in the scientific session.

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**TECHNICAL UNIVERSITY OF COTOPAXI  
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**THEME:** M-LEARNING IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN FIRST BACCALAUREATE STUDENTS AT MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI EDUCATIVE UNIT

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**ABSTRACT**

This research with the name “M-Learning in the Development of English Speaking Skills in First Baccalaureate Students at Marco Aurelio Subía Martínez - Batalla De Panupali Educative Unit”. Has as the main objective to analyze Mobile learning in the development of speaking. The research was descriptive, qualitative, and not experimental. It was descriptive because it was described both variables (M-learning and speaking skills) in the theoretical framework, moreover, M-learning influences speaking skills. Besides, the research carried out a qualitative approach to analyze and describe the results obtained by the survey; the technique applied in this study, whose instrument was a questionnaire thus, it was identified the lack of use of mobile devices with educational purposes in English classes. To validate the proposal, which was a booklet entitled “M-learning to develop speaking skills”. It was applied a checklist as a technique and a questionnaire as an instrument to three experts and two users; the results affirmed that mobile applications could positively influence the development of speaking skills. Finally, the researcher socialized the proposal with his English colleagues. To conclude the four interactive applications used in the proposal and based on practicing, interacting, learning vocabulary and grammatical structures were very attractive and interesting for teachers, thus, being useful curricular tools in the teaching and learning of the English language in the classrooms.

**KEYWORD:** M-learning / APPS / Content interaction / Speaking development / Oral production / Pragmatic competence.

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**TÍTULO:** APRENDIZAJE MOVIL EN EL DESARROLLO DE HABLAR INGLÉS EN ALUMNOS DE PRIMERO BACHILLERATO DE LA UNIDAD EDUCATIVA MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI

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**RESUMEN**

Esta investigación con el nombre “Aprendizaje móvil en el desarrollo de las destrezas del hablar inglés en los estudiantes de Primer año de Bachillerato de la Unidad Educativa Marco Aurelio Subía-Batalla de Panupali”, tiene como objetivo principal analizar el aprendizaje móvil en el desarrollo del habla. La investigación fue descriptiva, cualitativa y no experimental. Fue descriptiva porque se describió ambas variables (Aprendizaje móvil y destreza del habla) en la revisión literaria. Además, la investigación llevo a cabo un enfoque cualitativo para analizar y describir los resultados obtenidos en la encuesta, técnica aplicada en la investigación, cuyo instrumento fue un cuestionario así, se identificó la falta de uso de dispositivos móviles con fines educativos en las clases de inglés. Para validar la propuesta el cual fue un folleto titulado “Aprendizaje móvil para desarrollar el habla”, se aplicó una lista de cotejo como técnica y un cuestionario como instrumento a tres expertos y dos usuarios, los resultados afirmaron que las aplicaciones móviles pueden influenciar positivamente en el desarrollo del habla. Finalmente, el investigador socializó la propuesta con sus docentes colegas de Inglés. Para concluir las cuatro aplicaciones interactivas usadas en la propuesta y basadas en la práctica, interacción, aprendizaje de vocabulario y estructura gramatical fueron muy atractivas e interesantes para los docentes. Así, convirtiéndose en herramientas curriculares muy útiles en el proceso de enseñanza-aprendizaje de idioma inglés en las aulas.

**PALABRAS CLAVE:** Aprendizaje Móvil /apps/ Interacción de contenido/ Desarrollo del habla/ Producción oral/ Competencia Pragmática.

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## INTRODUCTION

The teaching and learning of the English language are constantly evolving and the need to learn the English language is present in all the countries of the world, one of these countries being Ecuador. That is why the Technical University of Cotopaxi has offered a master's degree in strengthening the skills of teachers who teach the subject of English in different public and private institutions.

The present investigation has as a line of research “Information and communication technology” because M-Learning is carried out with the use of portable and computing devices. And the subline is “Technological tools in the teaching of foreign languages” due that all the smart devices are considered as technological tools. And the researcher used them to develop the speaking skills of the English language.

The Ecuadorian Constitution (2008), which determines that all people have the right to education, also states in article 343 that students should be the center of education, therefore, the Constitution calls for teachers to use a contemporary education. For this, the Ministry of Education has developed a National Curriculum, which is flexible and can be adapted at all levels of education, whether primary or secondary. In this way, teachers can adapt the contents to their realities. and based on the Reglamento de la Ley Orgánica de la Educación Intercultural, teachers can carry out pedagogical innovations in order to improve the educational quality of the institution and, therefore of the country.

The problem investigated was based on the development of speaking because the first-year high school students of the Marco Aurelio Subía Martínez Educational Unit - Batalla de Panupali” had deficiencies in English speaking, that was why the correlations that made it possible to establish which methodology was the best to be applied in the institution. Additionally, the pandemic has affected the teaching-learning process worldwide. The problem statement focused on the deficiency of using technological tools for teaching the English language. For many years, teachers have used traditional methodology to teach a foreign language to their students; it is common to observe methods such as grammar-translation or

direct method in classes. But since the emergence of the pandemic, this process has been complicated because classes must be held virtually, forcing teachers to change their teaching methodology and learn to use the available technological tools.

“Mobile learning or M-learning refers to the use of mobile or wireless devices for learning. Typical examples of the devices used for mobile learning include cell phones, smartphones, palmtops, and handheld computers; tablet PCs, laptops, and personal media players can also fall within this scope” (Kumar, 2013). The Social situations allowed the English teachers to develop new strategies to enhance the students' skills. So, teachers can use M-learning during English classes.

The **problem formulation** was established: How to develop the English speaking skills using the M-Learning?. The fundamentals of this research project were developed based on the analysis of M-learning apps (mobile learning applications) in the speaking development of English language learners, their benefits in the improvement of speaking in first-year students, and to choose the most appropriate M-learning apps in developing speaking.

The **general objective** of this research was to develop speaking skills through M-learning. To achieve this objective, it was necessary to establish three **specific objectives**, the same ones that were evaluated during the research, so the first objective was to establish theoretical foundations about the main characteristics of M-learning and its advantages for developing speaking. The second specific objective was to identify the M-Learning applications to develop speaking, and the third objective was to develop the speaking skills through a booklet based on M-Learning. Finally, the fourth objective was to validate the proposal through the beneficiaries' and experts' opinions and experiences.

*Tabla 1. Tasks for achieving the specific objectives*

<b>Objective</b>	<b>Activities (Tasks)</b>
<p><b>4. Specific Objective 1:</b> To establish theoretical foundations about the main characteristics of M-learning and its advantages for developing speaking.</p>	<p>It was done a literature review about the main characteristics and the advantages of M-learning.</p>
<p><b>2. Specific Objective 2:</b> To identify the M-Learning applications to develop speaking.</p>	<p>It was identified the different apps of mobile devices that teachers and students have and how they used them in the teaching-learning process</p>
<p><b>3. Specific Objective 3:</b> To develop the speaking skills through a booklet based on M-Learning</p>	<p>It was created a booklet with activities based on M-learning.</p>
<p><b>4. Specific Objective 4:</b> To validate the proposal through the beneficiaries and experts' opinions and experiences</p>	<p>It was shared with experts and colleagues the validation instrument of the proposal for their respective evaluation</p>

*Elaborated by: Puco, C. (2021)*

*Tabla 2. Research problem stages*

<b>Stage</b>	<b>Description</b>
<p><b>Stage 1.</b> <b>Constructivism</b></p>	<p>From constructivism, the knowledge of students is conceived through a process of development of cognitive and affective skills. Students assimilate and accommodate understanding so that it is as meaningful and understandable as possible. The students create their knowledge thanks to the interaction with other people.</p>



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**Stage 2.**  
**ICT in Education**

In recent years, ICT has played a vital role in education; students and teachers have learned and continue to learn to use the technological tools that are available to them as well as the technological applications that can be used to improve the teaching process learning.

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**Stage 3.**  
**M-Learning**

The evolution of education has created a new teaching-learning system called M-Learning, which involves acquiring knowledge and developing skills through the use of mobile devices such as laptops, smartphones, tablets, and any other device that can be carried mobilized without the need for cables. In other words, they can be easily mobilized by hand. Using a constructivist approach.

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*Elaborated by: Puco, C. (2021)*

The **justification** of this research work arises from the need to develop speaking skills in first-year of high school students through M-Learning. For a long time, teachers have taught English classes using traditional methodology, but the emergence of the pandemic has made teachers replace blackboards with computers or smartphones. Teachers and students develop new digital skills every day, while new applications appear to improve the teaching-learning process. Therefore, it is an innovative alternative to carry out research on how to improve speaking skills through the use of M-learning.

Mobile devices such as laptops, cell phones, tablets are part of both the personal and professional lives of people. That is why they have even become digital educational tools. But many teachers are unaware of the existence of many free applications that facilitate the teaching of a foreign language. At the same time, students can learn English in an easy, simple, and creative way, avoiding boredom when using the applications that the teacher can provide them after searching and planning how to use them to develop each of the English language skills. So there

are applications that develop speaking skills in students who are acquiring a new language.

The **methodology** used for this research was descriptive, qualitative, and non-experimental. The researcher described the basic concepts of the research carried out through the literary review of the independent and dependent variables, that is, about M-learning and speaking skills.

A survey was used as a research technique, and a questionnaire of 15 closed questions was used as an instrument, which was adapted from a survey previously validated by three experts (see appendix 5). The questionnaire used in the survey collected data of the teachers' opinions and experiences about the use of mobile devices for English language teaching from a total population of 6 English teachers, thus obtaining qualitative results that served to describe the study problem. Finally, to validate the proposal by the experts and users, a checklist was used as a technique and a questionnaire with nine closed questions and one open question as an instrument.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **RESEARCH BACKGROUND**

At this stage of research development, the review of different documentary and bibliographic sources that allow the analysis and synthesis of the study variables are described. Therefore, below are some theoretical bases related to previous research and scientific articles that help understand the importance of M-learning in teaching English as a foreign language, especially those references where methodologies for the development of education and education are conceptualized. Student skills at the high school level.

Moon et al (2020) conducted a research study to determine the difference between traditional learning and learning technology. He emphasized learning with mobile technologies and applications to enhance students' reading comprehension and constructionist learning. This research study was conducted using a quasi-experimental research design. In this study, 47 students were selected from the fifth level of primary school. The participants were divided into two groups: an intervention group (G1) and a comparison group (G2). The results indicate that the implementation of mobile technologies and tools helped students to improve their participation and motivation while learning through the use of constructionist learning. In addition, it was concluded that the use of technologies contributed to the improvement of the learning of a second language.

Hazaea and Alzubi (2016) developed a study to investigate the effectiveness of the use of mobile technology in a classroom for reading English as a foreign language. It worked with 30 participants from the University of Najran. He integrated the use of reading resources provided by Freebody and Luke in 1990 with the use of mobile-assisted language learning. A mixed-method was applied that involves qualitative and quantitative research. At the beginning of the experiment, the students were evaluated by applying a pre-test. The experiment involved the use of a mobile WhatsApp group and tools that allowed students to share images, check pronunciation and parts of speaking, create summary photos and mind maps. Likewise, semi-structured interviews and self-reflection diaries were applied. Finally, a post-test was applied. The results showed that the use of the WhatsApp mobile application, online and offline dictionaries, mobile resources, mobile devices, cameras, and notes helped to significantly improve their reading practices, such as the use and analysis of the text. Further research was recommended on the use of the WhatsApp application in developing students' writing skills.

Another research by Davie and Hilber (2015) conducted a project called “Mobile – Assisted Language Learning (MALL). Students Attitude for using Smartphones to Learn English Vocabulary” there were many advantages for students attitude when they used MALL as a tool to enhance English vocabulary, this researched applied a mixed-method, the researcher used a pre-test and a post-test. Learners admitted to owning a smartphone, so a pretest was applied to them in the summer of 2014; based on the pretest results, the researcher could see that vocabulary techniques were used through a tool called Quizlet Web. Once the experimental proposal finished, there was an increment after the post-test; it was accessible to evidence that in the criteria of vocabulary, students developed 76%, which was much more than in the pre-test. According to the survey, students agreed that Mobile-learning is an excellent method for vocabulary.

A research carried out on learning with mobile devices by Jaradat (2014) focused on the Attitudes and perceptions of students towards the use of mobile

learning. The main objective was to examine students' attitudes and perceptions towards mobile phones and how mobile phones are used in the language learning process. The researcher used a mixed methodology; a qualitative-quantitative method was applied. In addition, the study used a questionnaire to collect information on the use of technologies. In order to verify the increase or not, a pre-test and a post-test were carried out. The results showed that 76% of the students preferred to use mobile phones, while 24% preferred traditional learning methods such as textbooks, worksheets, etc. One point to emphasize is that 90% of the students were satisfied with the use of M-learning in the language learning process.

## **EPISTEMOLOGICAL FOUNDATION**

### **INDEPENDENT VARIABLES**

#### **Pedagogical model**

The constructivist conception of learning and its intervention in education is a convergence of different psychological approaches to problems such as - identifying and understanding the diversity of interests, motivations, and needs of students about the teaching-learning process. The rethinking of the contents of the curriculum, orienting it towards meaningful content. Recognize the existence of various learning styles and design the necessary strategies accordingly.

Piaget's theories, which focus on cognitive development from childhood to early adolescence. However, Vygotsky's theories are analyzed; for this researcher, the social environment is crucial for learning based on interaction with other people. Vygotsky also defined what he called "the Zone of Proximal Development" (ZPD) as the distance between the subject's current level of psychic development, determined by his ability to solve a problem independently, and the potential level of development, determined by through trial solving under the supervision of the teacher or a more capable peer (Tayebeh Fania, 2011).

Sometimes the teacher must support the student in the attention processes, others in the theoretical development of the knowledge that is sought; other times, the teacher's support could be in the field of motivation and affectivity, and it should

even induce in the student strategies and procedures for the effective handling of information. Ausubel's theory Applies techniques and methodologies based on constructivism means that adjustments must be made to the pedagogical support that the teacher provides to their students, considering the initial level of knowledge of each of their students and causing viable challenges that question, modify and increase that knowledge It can be viewed as an effective pedagogical aid when it increases the knowledge, competence, understanding and autonomous performance of students (Onrubia, 1993).

Within this same line of the constructivist approach, it is also worth mentioning Ausubel and his theory of meaningful learning, which according to the author, occurs when new information acquired can be related in a non-arbitrary and tangible way with what the student already knew. It affirms that learning means restructuring the perceptions, ideas, approaches, and concepts that the student has in their cognitive structure. For Ausubel, the student is an active processor of the information who participates in a complex, systematic, and organized learning process, which is not reduced to simple memory associations.

### **Constructivism in education**

Constructivist theories are not relatively new; They have been in the educational field for several decades. However, the curricular reforms necessary for their implementation have not been as extensive as they should. The methodological strategies proposed by these theories are far from being applied at all educational levels. It is necessary to encourage teachers to use current methods to achieve better results in the teaching-learning process in which students engage.

Koohang, Riley, and Smith (2009) mention three main ideas around which the constructivist conception is organized: first, it is the students who are ultimately responsible for their learning process; they are the ones who build and rebuild the knowledge of their cultural group. They are active subjects who explore, experiment, discover, manipulate and invent even when they only read or listen to others. Second, the constructivist activity of the students is applied to content that already has a considerable degree of elaboration; This means that students do not

have to discover or invent all the knowledge at all times since it is taught in educational institutions and a good part of the curricular content is already defined.

Therefore, and this is the third idea, the role of the teacher is to connect the construction processes of students with culturally organized collective knowledge. It means that the teacher's primary function is to create the optimal conditions for their students to implement constructive activities that expand their knowledge. However, they must also explicitly guide and orient these activities, promote the search for new knowledge, and the capacity for self-learning.

Regarding the activities and conditions to promote the construction of knowledge, Steffe and Gale (2009) mention the following: Activities that allow determining the previous knowledge that students need over the new ones they want to learn. Teachers must ensure that the proposed content is valuable and meaningful for students of both sexes; these activities are an accessible challenge for students. The activities should provoke a cognitive conflict and promote the mental activity of the students to establish relationships between new knowledge and previous knowledge. These are all components of active methodologies, such as cooperative learning.

Learning English as a Second Language (ESL) or English as a Foreign Language (EFL) at all levels of education is becoming increasingly important, with the ever-faster advances in information and communication technologies (ICT). Inclusive economic, academic and cultural globalization has made English a necessary communication tool for professional activities and our daily lives. The person who can communicate can continue to learn throughout life and therefore adapt to the environment. Education requires authentic experiences and social interactions, which are called mobile constructivism (Pande & Bharathi, 2020)

### **ICT (Information and Communications Technology) in Education**

Coscollola and Marqués (2011) mentioned that ICTs are a set of technological advances made possible by computing, telecommunications, and audiovisual technologies, all of these provide tools for the treatment and dissemination of information and have various communication channels integrated

by the internet. In education, ICTs are necessary tools for the management, administration, and transformation of information, construction materials that facilitate learning, awakening curiosity, attention to knowledge and access to inquiry, developing new skills and abilities to select, analyze and look for useful information to solve a problem or doubt that encourages cooperation and interaction between students and teachers.

### **ICT types**

Mainly with the development of ICTs, information can be stored, organized, reproduced, and exchanged most easily, either by electronic or automatic means. Some examples of these are:

Mobile phones allow communication from anywhere and in the same way you can keep in touch with other people. Mobile telephony is a public telecommunications service that allows all users to connect in a very simple way and thus be able to transfer from any point, this mainly seeks to facilitate the life of the human being and contribute to learning (González, Rodríguez, & Hernández, 2011).

PC or personal computers with this device we can save the information and enter all kinds of data. These are stored in memory devices. A USB is the external connection to the PC. Telematics: also known as Online Multimedia, everything related to the internet: virtual classrooms, environments, chats, email (Valente & de Almeida, 2020).

### **M-learning**

This method of learning is defined by Criollo et al. (2018) as distance education focused on virtual classes carried out through the use of new digital channels, i.e., communication networks, the Internet, or other electronic media used through hypertext tools or applications, including websites, e-mails, forums, training platforms, or others that serve as support in the teaching and learning process. There is the democratization of access to information, which determines



the abolition of geographical barriers and existing social obstacles. An effective solution to the need for permanent training can be determined, considering the autonomy of learning facilitated by the independence of place, time, and pace of knowledge.

Regarding M- learning, it constitutes the intersection that manifests between mobile computing and e-learning, which is characterized by the ability to access learning resources in different places, at any time, presenting high search capabilities, in addition to high interaction, also has increased support for effective learning and maintaining a constant assessment which is based on performance. This benefit of economy of scale allows a lower cost per student compared to face-to-face teaching. Wide access in a whole and fast way to the knowledge generated globally, total availability of information, training resources, books, and quality study materials. The incorporation of multimedia technology determines the experimentation, simulation, and practice of most learning processes (Crompton & Traxler, 2015).

Virtual education constitutes the ability to study and learn through direct access at any place or time to information regarding a specific subject. This characteristic is of great importance because a vast difference is marked both from traditional education and current instruction, the availability and the physical location of the information being fundamental (Cocha, 2021).

According to Barahona (2017) concerning distance education, such as virtual education and M-learning, they summarize a set of elements through which a group of advantages regarding the teaching-learning process, all this represents an enormous guarantee in the study and subsequent employment by educational institutions. It can be determined that the Virtual Learning Environment has allowed achieving a better and high motivation of the students about the study subjects since it is possible to directly link two elements that for today's generations are vital factors.

The case of smartphones differs from the rest of technology due to their compact screens that are easy to transport and handle. In a current educational

environment, these devices are already immersed and thanks to new technologies, personalization and individual learning become a simpler task. In addition, it is highlighted that mobile applications have characteristics that stand out as educational and interactive support that also considers special educational needs, contributing greatly to the teaching process (Barahona, 2017)

As mentioned by Avila, (2019) dynamism, speed and simplicity are the main characteristics of mobile applications with significant pedagogical objectives in favor of the entire educational community. Mobile applications are efficient due to their adaptability to what the user demands, but without avoiding the factor of previous analysis, such as what type of mobile device students have due to the influence on performance and speed; therefore, discerning characteristics and information are essential to maximizing favorable results in the acquisition of English as a foreign language.

There is an extensive number of applications to be executed in mobile technology that gives the ease of learning anywhere; in addition, with offline applications, accessing and achieving learning objectives is not interrupted by the barrier of not having an internet connection and even these resources. They have teaching materials that are focused on the development of the four linguistic skills (listening, speaking, reading, writing) and others that are predestined or especially focused on single communication skills.

### **Criteria for selecting an application**

The wide variety of mobile applications existing to date encourages to take into account and evaluate and compare before selecting the desired educational virtual resource that covers all aspects of learning to develop language skills; therefore, it is necessary to do a wide search until find what is needed as a strategy in the teaching-learning process. Guidelines must be used for the use of a mobile application for the teaching-learning process of a foreign language; objectives must be set that can expand the content of the class. On the other hand, the choice of multimedia content refers mainly to various media such as audios, sounds, the text of a topic to achieve optimal performance in the teaching-learning process. This

resource is developed initiative of interest, motivation, the interaction between students and teachers (Barahona, 2017).

### **M-learning apps**

It constitutes a software program designed to develop a specific learning process in various contexts, presenting countless social interactions and content. It uses mobile personal devices, which are small and wireless, through which the m-learner maintains mobility and interaction with portable technology. According to the authors Drigas & Angelidakis, 2017 it is in second place in the use of applications, and it remains linked to the educational field. It means that M-learning apps transform informal learning with technological aids and software-based materials that encompass adaptive learning educational content and immediate feedback.

According to the research, four applications have been determined: English Conversation Practice, Talk English Standard, English Listening and Speaking App, and Daily Learn English, being the most used applications in developing the speaking of the English language.

### **M-learning in the classroom**

Technological advancement has required the development of technical skills that are feasible for the use of resources for learning; that is, it is essential to have prior knowledge for the correct handling of these mobile devices and successfully incorporate them into the educational system. Teachers do not have specific training and in several situations, smartphones have been excluded because they have a certain affectation and since they have been classified as a distraction, however, if they have the necessary training, the implementation of an M-learning method reaches be helpful in the class (Chamocho, 2016).

According to Chamocho (2016), good practice includes the creation of forums, blogs, and learning communities to share experiences. In these collaborative virtual environments, teachers must adapt them for active interaction and put into practice certain skills that are not encouraged outside of class or, in

several cases, are neglected. Innovating and educating for teachers are terms that are linked every day; new technologies demand to be managed promptly and to make known how technology can contribute to learning and what are the steps for its progressive incorporation. The previous teacher training is relevant to identify, plan and investigate which are the ideal resources and tools that adapt to educational needs and achieve maximum favorable results.

Cascales et al. (2018) point out that the teaching-learning processes of English as a foreign language in order to develop communicative competencies, digital teacher literacy is added, resulting in a positive impact due to the integration of technologies in the classroom where permanent training for teachers, due to the continuous development and vertiginous evolution of technology. Technologies in teaching indicate an approach to change towards new challenges which imply knowledge, attitudes, and investment of time because it is necessary to carry out planning coupled to the subject taking into account the participants such as the institution, teachers, and students.

The role of the teacher in the management of a virtual educational environment is essential to subsequently facilitate the acquisition of information and is also in charge of offering actions against concerns raised to be reinforced until consolidating and verifying if the student has converted this information into habits. The student is the manufacturer of knowledge since it is the center of the educational process so that it is built progressively using their experiences as a starting point, also with the allocation of a mediator with skills to plan and deliver pedagogical resources attached to learning objectives that are appropriate to the needs of the educational community (Márquez & López, 2019).

### **Planning with M-learning**

The activities and resources selected to implement an M-learning must contain all the participants, such as teachers, students, and families. Sometimes it is elementary to start with an analysis of reality. It is relevant to organize and detail everything that is going to materialize, the times necessary to commit them, and the follow-up mechanisms to guarantee to learn. There must be a communication plan

that promises the perfect understanding by all the people involved of the changes that they entail and the role that each one has to play change. It is essential to have a risk plan that provides for all possible contingencies that may arise, define actions to minimize the probability of their occurrence and actions to reduce the impact if they materialize (Chamocho, 2016).

For proper planning, a diagnosis of the context in which it occurs, the development of the teaching and learning process, decision-making, evaluation of the results of pedagogical practice must be carried out in order to modify or enhance it, these factors must be studied by the teacher since he is a facilitator or moderator; therefore it is pertinent to develop competencies that allow him to carry out an adequate plan of action and during the learning process, the teacher must recognize situations that require modifications to respond to multiple events that appear (Farrell, 2002).

## **DEPENDENT VARIABLES**

### **Teaching English as a Foreign Language**

According to Setiyadi (2020), Englishman is required for international business and communication, which is linked to elements such as economic competitiveness and growth in global markets. For this reason, interest in learning this language as a foreign language continues to grow in the Latin sphere, making significant efforts to improve the teaching and learning process through the establishment of policies and programs that have resulted in more people accessing different platforms for learning. However, the education system is not graduating students with English proficiency, so schools are unable to provide the necessary English classes, and those that do are often of low quality. Learning opportunities outside the education system, although increasingly available, fail to compensate for the deficiencies, as described.

On this point of development, an essential policy framework has been established to guide English Language Learning, where an evaluation related to IEA policies (English Language Learning) was carried out in ten Latin American countries, among which Ecuador is one of them, demonstrating the advances and

progress made in overcoming the barriers to the mastery of English as a foreign language (Setiyadi, 2020).

In this line of thought, it is essential to summarize the need to link the different teaching methods with the objectives implicit in the educational process, where the teacher must consider that his or her performance is based on preparing a citizen with competencies and skills according to social needs, who can develop in a world that demands training in various areas that converge in assertive communication. Therefore, mobile learning methodology represents a relevant alternative for learning English since it can access and create knowledge societies globally. It is necessary to include technology in education capable of adapting to the challenges that are presented in the current reality.

### **Speaking skills**

This section deals with some points related to learning speaking skills involving a broad area of interest. They are the nature of speaking skills, learning to speak, and learning to speak using technology. They are presented as follows.

The Nature of Learning means acquiring knowledge by studying or experiencing something. There are various definitions of learning by some experts. According to (Slavin, 2003), learning is defined as a change in an individual caused by experience. Meanwhile, Woolfolk (2013) says that learning happens when experience causes a relatively permanent change in an individual's knowledge or behavior. A similar concept that can be drawn from the definition is "experience," which means learning is to experience. Therefore, education is when people experience something, there will be a change related to their knowledge and behavior.

### **Definition of Speaking Skills**

Burk & Chaney (1998) define Speaking as the process of constructing and sharing meaning through verbal and non-verbal symbols in various contexts. More broadly, Arcos (2020) defines speaking as an interactive meaning-making process that involves producing, receiving, and processing information. The form and meaning of speaking depending on the context in which it occurs, the participants,

and the purpose of the speaking. Operational speaking is defined as the ability of students to express themselves orally, coherently, fluently, and appropriately in a given meaningful context to fulfill both transactional and interactive purposes, using correct pronunciation, grammar, and vocabulary and adopting the rules pragmatic and discursive aspects of spoken language.

In other words, students are required to demonstrate mastery of the following sub-competencies and skills: Language proficiency includes the ability to use intelligible pronunciation, follow grammar rules, and use relevant, appropriate, and appropriate vocabulary. Speaking proficiency requires the ability to structure speaking coherently and cohesively, manage the conversation, and interact effectively to keep the conversation going. Pragmatic competence includes expressing various functions effectively and appropriately according to context and register; finally, fluency, which means speaking fluently while demonstrating a reasonable speed of speaking.

### **Importance of Speaking**

The ability to speak is critical to people's success in life. (Lezano, 2018) considers that mastering the art of speaking is the essential aspect of learning a language, also pointing out that of the four skills (listening, speaking, reading, and writing), speaking intuitively seems the most important." People who know a language are called "speakers" of the language as if speaking includes all other types of knowledge. Mena (2018) argues that, for most people, the ability to speak a language is synonymous with knowing that language since speaking is the most basic means of human communication.

Then she adds that the relevance of speaking is greater when it is integrated with other language skills; Among other benefits, speaking can help ESL learners develop their vocabulary and grammar, improve their writing and listening skills. By speaking, students can express their personal feelings, opinions, or ideas; Tell stories; inform or explain; Make requests; talk and discuss. Speaking can show the different functions of language.

Furthermore, (Barahona, 2017), proposes eight learning types. The first is signal learning, which occurs in the whole language process. It means that the learners make a general response to some kind of language (emotional, cognitive, verbal, or non-verbal). The second is stimulus or response learning, which is acquiring a foreign language's sound system. In this case, the learners acquire a response to a stimulus. The next is changing, which is the acquisition of phonological sequences and syntactic patterns.

The fourth type of learning is a verbal association, which differs between verbal and nonverbal chains. The next is multiple discrimination. In this type, the learners respond to many different stimuli, which means that each word has several meanings based on the context. The sixth type is concept learning, which includes the relationship between language and cognition. In this case, the learners should give a standard response that identifies the entire class of objects or events. The next type is principle learning, which extends concept learning to linguistic system formation. The last type is problem-solving, which is a kind of knowledge that refers to thinking.

### **Accuracy and Fluency**

One of the main goals of teachers working with communicative approaches in teaching EFL or ESL when developing oral skills is to achieve fluency in oral production. Hughes & Szczeppek (2017) define fluency as the ability to express oneself intelligibly, reasonably, and precisely without too much hesitation; otherwise, communication could break down if listeners lose interest. To achieve this goal, teachers must empower students to freely use their language, including intonation, stress, rhythm, and pauses, to express their ideas and avoid imitations of some models.

Furthermore, Nunan (2013) defines fluency as the ease and pace with which a student can formulate and generate ideas in the target language. It mainly comes through the practice of contextual speaking, not drilling with isolated words. It includes: Producing some connected ideas occasionally interrupted by hesitations as students search for the correct form of expression. Eliminate translation and omission or at least reduction of filler words. It is being able to speak fluently for



an adequate period. Answer and demonstrate the basic skills necessary for daily communication.

Ellis & Barkhuizen (2006) define precision as a reference to how well the target language is produced concerning its system of rules. Students should focus on various aspects, such as grammatical structure, vocabulary, and pronunciation. The following indicators should be considered to assess accuracy: correct pronunciation of known and unknown words. Limit grammar mistakes that don't interfere with the message. Use cohesion devices to connect ideas.

### **Speaking Activities in the Classroom**

EFL students need to practice the language regularly during their classes through various teacher-sponsored activities. These activities can serve the purpose of learning and developing speaking skills. Nooreiny (2007) defines practice activities as tasks used to perform or learn a particular element or involve language in a given model. Therefore, students should have extensive practice in the classroom at all levels, where they express themselves in situations where they can use spontaneous language.

It has been established that mastery of oral skills is essential in language learning; therefore, teachers must provide activities that involve interaction between students. The objective of the communicative activity in the classroom should be to get students to use the language they are learning to interact in a realistic and meaningful way, usually involving exchanges of information or opinions. There are activities for all levels, communication games, simulations, theater, role plays, debates, presentations.

### **1.3. FOUNDATION OF THE STATE OF THE ART**

The research by Torres & Yépez (2018) entitled "Cooperative learning and ICT and its impact on the acquisition of the English language", where it was intended to know the impact of a combined strategy of cooperative learning and information and communication technologies to improve the learning of the English language. In the problem situation, the English language has today a privileged

position in the world, due to globalization and the development of telecommunications; The authors used a cooperative methodology using information and communication technologies, which is a highly structured educational strategy of teamwork, where the activities are designed so that each participant contributes with their knowledge to achieve common goals. Results and conclusions, the cooperative methodology through ICT transforms and innovates pedagogical practice to raise the learning communication skills and forms of the foreign language.

The relationship between this research and the present project allows the learning of English to reinforce personal, professional, and work competencies in such a way that these skills are strengthened through ICT; It is also important to propose strategies and proposals that motivate a better pedagogical practice, to strengthen skills in this language; Like ICT as didactic strategies used in classes, they must be instruments that strengthen students' knowledge and enhance language skills in English, which is set out in the research proposal.

In research in Languages: English - French supported Mobile Applications in the learning of English of third-year language students, National University of Trujillo, The objective of the thesis was: To determine the mobile applications that are used in the learning of the English language of the students of the third year of the language specialty of the University of Trujillo, they developed a descriptive quantitative investigation with a population of 41 students who are part of the third year of the language specialty of the University of Trujillo, in 2018. The conclusions of this research indicate that Duolingo is the application most used by students to learn English (Reyna & Urtecho, 2019).

This research allows inquiring about Information Technologies and ICT communication, as a pedagogical tool for learning the English language through the Duolingo tool or application, so that spaces for pedagogical interaction in learning and application of tools can be fostered computer science; and at the same time favor the academic development of students, through skills that improve their level of learning in the English language.

According to the Ministry of Education, the communicative approach: Indicates the importance of communicating, and does not focus on grammar rules or isolated vocabulary; that is, it highlights the use made of the language and not only theoretical knowledge. Therefore, students develop four English language skills: listening, speaking, reading, and writing (Ministerio de Educación, 2012).

Oral comprehension is an activity that supports the exchange of information from the beginning of life. Students often learn to develop the receptive language skills of listening and then learn to speak, read, and write. However, the interaction between various sources of information contained in all those acoustic sounds such as, for example, someone's voice, audiovisual files, all these resources containing some type of information, will be captured by the listener. This will discriminate between these sources, will take those that interest him, interpret them, and, finally, he will be able to construct the meaning, which is not necessarily material; it can be a mental test that is understood by the subject

#### **2.1.1. 1.4. CHAPTER I CONCLUSIONS**

- Based on the literature review, it was possible to conclude that the use of mobile learning in students of a foreign language can develop their speaking, which is the aim of the research.
- Some authors point out that the students' and teachers' role inside the M-learning methodology is different from their roles in traditional methodology. The researchers have demonstrated that this methodology is focused on a student-centered approach because they are part of the teaching-learning process actively.
- The findings carried out for other researchers related to the advantages of using mobile applications can develop speaking skills easier in students, they can interact with their classmates easily taking into account the pandemic situation. Thus, teachers adapt the teaching-learning process to the current context.

## **CHAPTER II**

### **2. PROPOSAL**

#### **2.1 Proposal Topic**

A booklet with Mobile-Learning apps for English speaking skills.

#### **2.2 Objectives**

To develop English speaking skills through the application of a booklet based on the M-learning in the students of the First year of the Baccaureate at Marco Aurelio Subía Martínez - Batalla De Panupali Educative Unit.

##### **Specific Objectives**

- To carry out M- learning apps activities for the development of speaking.
- To identify the activities that the M- learning apps contain in the development of speaking.
- To demonstrate some M- learning apps activities in the English class.

#### **2.3 Justification**

Through the result of the diagnosis made by Teachers (see appendix 5), it was possible to determine the lack of knowledge of mobile applications for learning and the lack of practice of the speaking skills, which leads the teacher to apply traditional tools for the English teaching as a foreign language and which is necessary for the new reality that the students face with the pandemic. This is how the suggested applications and the procedure to develop them, as well as the use of suggested activities that supplement them, will be available to the teacher and may

be modified according to their work environment, level of English, and characteristics of the students. With the development of the activities of the proposal, both the student and the application will be able to interact in a sequential way, where the students will be able to listen and record their voice making a dialogue through a recording that is based on an interpreter and correct the errors in the exercises as well as the planned activities for the student. Furthermore, through this type of activity guide, it will be possible to verify the recordings made by interacting with the applications, providing a correct answer, thus allowing the student to correct the errors found in the activities carried out and obtain personalized learning knowledge. And oral production in the English language.

## **2.4. Proposal development**

The implementation of the applications will be carried out on the mobile devices of the first-year high school students of the educational unit "Marco Aurelio Subía Martínez - Batalla de Panupali, "which facilitates the development of the activities for the teacher, which are given in student and mobile device interaction, this new form of learning is what M- Learning refers to and with it the use of new technologies in language learning, which is very useful.

### **2.4.1. Proposal components**

The proposal is constituted by the theoretical fundament and a booklet with eight activities based on M-learning. The activities are structured with the name of the activity, the topic, the purpose of the application, the speaking goal, the resources, the time, the procedure, the further activity, and finally, the assessment.

#### **Theoretical fundamentation.**

**Constructivism.-** “Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn” (Olusegun, 2015).

**M-learning.-** “It is sometimes considered merely an extension of E-learning, but quality M-learning can only be delivered with an awareness of the special limitations and benefits of mobile devices. Mobile learning has the benefits of mobility and its supporting platform” (Kumar, 2013).

**English Listening and Speaking App.-** This is an advantageous application to develop English skills, especially auditory ones, developing speaking with confidence and fluency. The application is made up of several lessons that can be basic and advanced.

**Talk English Standard.-** It is a free android application, it contains many lessons to develop speaking and listening activities, so the student learns by speaking.

**Daily Learn English.-** It is a free application that allows you to develop your English skills. It is divided into the following categories: everyday English sentences, English expressions, English grammar, idioms, compound verbs, and vocabulary.

**English Conversation Practice.-** It is an application that can be downloaded on all mobile devices, it is composed of many lessons that will allow you to develop listening, understanding, and speaking, surprisingly improving your level of English.

**Speaking.-** “It is defined as the production of auditory signals designed to produce differential verbal responses in a listener” (Torky, 2006).

**Booklet:** It is a summarized and “concise version” of a book. This summarizes relevant information, characteristics, and advantages of something. (Oxford, 2021)

**Activity.-** “an educational procedure designed to stimulate learning by firsthand experience” (Merriam-Webster, 2021)

**Topic:** It is the name of the subject that is going to be studied or talked about. (Cambridge, 2021)

**Purpose of the application.-** It is the main objective to be developed with the use of the mobile application.

**Speaking goal.-** It is the ability that students are going to develop with the activity proposed.

**Resource.-** “It is the material, money, and other things that they have and can use in order to function properly” (Collins, 2021).

**Procedure.-** It is a series of actions that teachers have to guide their students.

**Further activity.-** It is an additional or alternative activity that teachers can guide if it is not possible to work with the main activity for any reason.

**Assessment.-** “the process of testing, and making a judgment about, someone's knowledge, ability, skills, etc.” (Cambridge, 2021)

#### **2.4.2. Proposal explanation**

The proposal to which this research refers is focused on presenting a booklet for teachers based on M- learning apps. Teachers will be able to use these applications to develop the English speaking in the first-year students of baccalaureate at Marco Aurelio Subía Martínez Educational Unit - Batalla de Panupali, through the guide the teachers will be able to implement, identify and exemplify various activities of the M- learning apps, for which the teachers will have a broad knowledge of the management, use, and importance of mobile applications in teaching a foreign language.

This booklet determines eight activities that will facilitate the development of speaking; therefore, teachers must insert them in the lesson plans; through different activities, they will have: The name of the activity, the logo of the app, the topic of the activity, the Purpose of the application, the Speaking goal, objectives that each application contains, the resources that will be used, time that the movement will last, the procedure for each activity, the further activity and finally the evaluation through the application or rubric.

In addition, it can be determined that the teacher can make use of these applications being at the same time a didactic reinforcement of the tasks, individual works and group work in speaking development through the different activities that the four applications contain, such as English Listening and Speaking App, is a free

application for listening to speak English. All the articles are categorized and divided into levels, which means that students can easily start listening to English practice from the level students are comfortable in and work their way through the more advanced levels and conversations. With preset scenarios that cover almost all the aspects of their daily lives, they can record their voices.

Talk English Standard; students can have an automatic recording tool. It is easier to practice with established sentences starting from a basic, intermediate and advanced level where students can develop oral production of the English language. In addition to this, it has audios to listen to, answer the questions, and record the conversation with the application's established audio.

Daily Learn English, through this application presented in phases, vocabulary, and games through which it is possible to consolidate learning, be easy to download and audio, so it is possible to listen and practice the proper pronunciation.

English Conversation Practice, through this application you can have varied audios through which you can listen, it is also possible to perform an evaluation of said application which allows reinforcing knowledge, in addition to these students can have a conversation with a native where the student will be able to interact as many times as required and, in this way, finally obtain a good pronunciation.

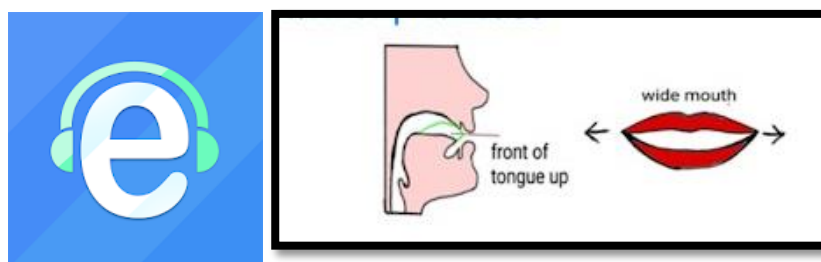


# Mobile Learning Apps



**SPEAKING  
SKILL**

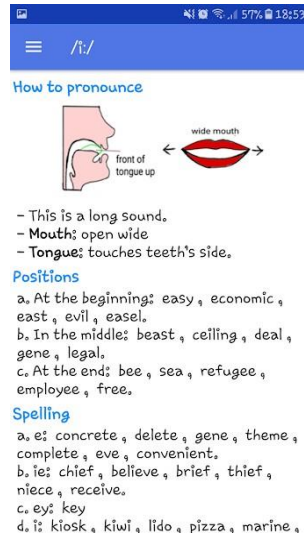
## ACTIVITY N ° 1 PRONUNCIATION



<b>Topic</b>	Vowel sounds
<b>Purpose of the application</b>	Students will increase their pronunciation knowledge.
<b>Speaking goal</b>	To practice vowel sounds as many times as the students can.
<b>Resources</b>	<p><b><u>English Listening and Speaking App</u></b></p> <p><a href="https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&amp;hl=en_US">https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&amp;hl=en_US</a></p> <p>Vowel sounds chart, cardboard, and markers.</p>
<b>Time</b>	20 min.

### Procedure:

1. For this activity, the teacher needs to prepare a big chart with vowel sounds beforehand. Students practice the sound with the teacher as many times as they can pronounce correctly.
2. Teachers and students identify many more vowel sounds there are different from the five that they use. The teacher plays the correct pronunciation of the vowel sounds.
3. Students work in pairs, and then they read the lists of words for each vowel sound with the correct pronunciation; they have to listen to the audios of the app.

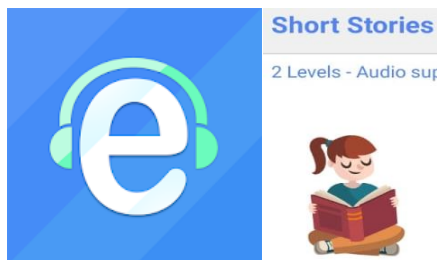


**Further activity:** Teachers and students can play bingo in the face-to-face or synchronic class. The teacher can put a chart to play Bingo, with the words list for each vowel sound. In addition, the teacher can use make charts of confusing words because of vowel sounds, and students identify differences.

**Assessment:**

The teacher will apply a formative evaluation while using the application in class; the teacher will verify if the student recognizes the vocal sound.

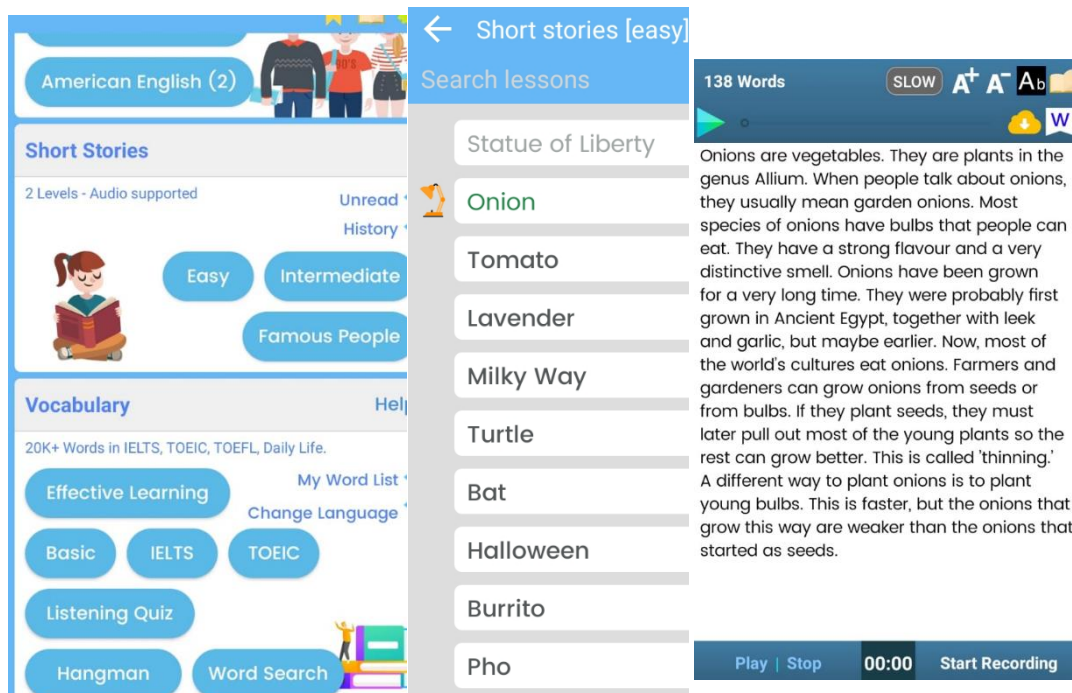
## ACTIVITY N ° 2 LET'S TELL A STORY



<b>Topic</b>	Short story
<b>Purpose of the application</b>	Students will increase vocabulary and pronunciation as well as reading comprehension.
<b>Speaking goal</b>	To practice pronunciation and reading understanding.
<b>Resources</b>	<b><u>English Listening and Speaking App</u></b>  <a href="https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&amp;hl=en_US">https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&amp;hl=en_US</a>
<b>Time</b>	25 min.

### Procedure:

1. For this activity, the teacher asks the students to do a schematic reading to understand the assignment in a general way.
2. Students take notes of unfamiliar words and investigate the meaning with the teacher's help.
3. The teacher requests to play the recording to hear the pronunciation of the words.
4. Then the students read the text in pairs.
5. Through the application, the students record their voices while reading the text.
6. Finally, in pairs, they carry out a general summary of the reading and talk to each other.

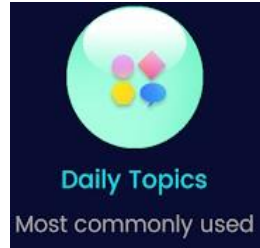


**Further activity:** In pairs, students write questions about the text to ask another group. Between groups, they interact by asking and answering questions from each group member.

**Assessment:**

The teacher may consider a speaking rubric to grade the interaction and fluency.

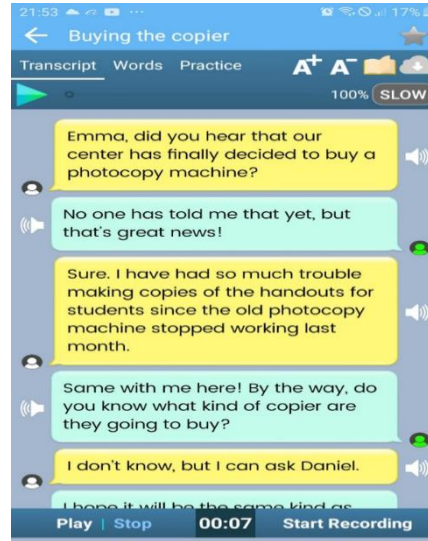
### ACTIVITY N ° 3 TAKING ABOUT DAILY LIFE



<b>Topic</b>	Daily topics
<b>Purpose of the application</b>	Students will improve their use of vocabulary, language about specific topics.
<b>Speaking goal</b>	To practice vocabulary related to daily life.
<b>Resources</b>	<b><u>English Conversation Practice</u></b>  <a href="https://play.google.com/store/apps/details?id=com.talkenglish.conversation">https://play.google.com/store/apps/details?id=com.talkenglish.conversation</a>
<b>Time</b>	20 min.

#### Procedure:

1. The teacher chooses a dialogue from the daily topics section of the application. It is suggested to start with the topic Shopping. The teacher asks the students to download the audio of that conversation beforehand.
2. In the classroom or synchronized class, students use their cell phones to listen to the audio and look for words they do not understand.
3. The teacher guides the students to have a bank of verbs taken from the application.
4. In groups of three students, the students listen and, individually, repeat the conversation, following the correct pronunciation for a couple of minutes.
5. Finally, the students record their voices talking about Shopping and using the unknown words at the beginning.



### **Further activity:**

In pairs, students create a dialogue with the vocabulary learned in the application, taking into account the pronunciation. The teacher encourages the inclusion and practice of phrases in the conversation. This conversation should last 3 minutes.

### **Assessment:**

The teacher may consider a speaking rubric with different criteria.

## ACTIVITY N ° 4 SHORT INTERVIEW



<b>Topic</b>	Interview
<b>Purpose of the application</b>	Students will improve common responses in daily life.
<b>Speaking goal</b>	To practice answering questions.
<b>Resources</b>	<b><u>Talk English standard</u></b> <a href="http://play.google.com/store/apps/details?id=talkenglish.com.standard">http://play.google.com/store/apps/details?id=talkenglish.com.standard</a>
<b>Time</b>	30 min.

### Procedure:

1. The teacher chooses the interview item and asks the students to open the application.
2. In the classroom or synchronized class, students use their cell phones to listen to the audio and practice different responding methods.
3. The teacher guides the students to choose one or more of the answer options.
4. The students record the answer chosen by pronouncing each sentence appropriately.
5. Finally, the teacher encourages the students to respond to the whole class by including new phrases or vocabulary.



TalkEnglish Standard	
Lesson Categories	
English Speaking Basics	
Regular English Lessons	
Business English Lessons	
<b>Interview English Lessons</b>	
Travel English Lessons	
Idioms and Phrases	
Listening Lessons	
Extra English Lessons	

← Tell me a little about yourself. ★

▶ Tell me a little about yourself.

**"Tell me a little about yourself."**

You should take this opportunity to show your communication skills by speaking clearly and concisely in an organized manner. Because there is no right or wrong answer for this question, it is important to appear friendly.

**Short Answers**

"I attended MIT where I majored in Electrical Engineering. My hobbies include basketball, reading novels, and hiking."

"I grew up in Korea and studied accounting. I worked at an accounting firm for two years and I enjoy bicycling and jogging."

"I'm an easy going person that works well with everyone. I enjoy being around different types of people and I like to always challenge myself to improve at everything I do."

"I'm a hard worker and I like to take on a variety of challenges. I like pets, and in my spare time, I like to relax and read the newspaper."

"I've always tried to be balanced. When I work, I

**Further activity:**

In pairs, students take on different roles; one is the interviewer and the other the interviewee. With the teacher's help, students talk about themselves using vocabulary and practiced phrases; then, students can switch roles.

**Assessment:**

The teacher may consider a speaking rubric with different criteria.

## ACTIVITY N ° 5 LET'S EAT SOMETHING

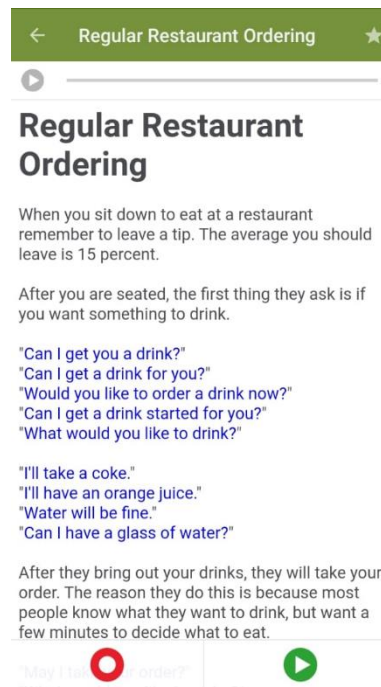
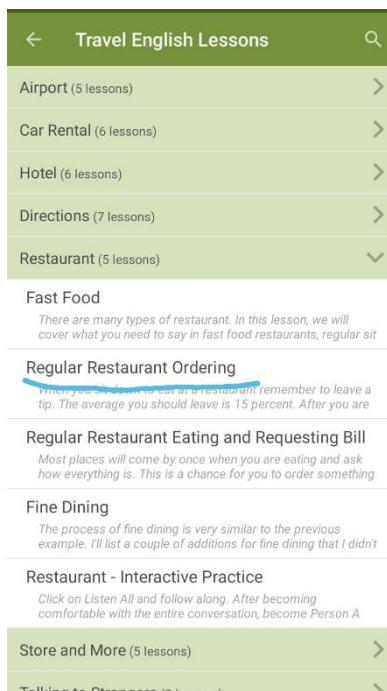


<b>Topic</b>	At restaurant
<b>Purpose of the application</b>	Students will improve common responses in familiar situations.
<b>Speaking goal</b>	To practice requests and offers.
<b>Resources</b>	<p><b><u>Talk English standard</u></b>  <a href="http://play.google.com/store/apps/details?id=talkenglish.com.standard">http://play.google.com/store/apps/details?id=talkenglish.com.standard</a></p> <p><b>Realia about food or pictures</b></p>
<b>Time</b>	25 min.

### Procedure:

1. The teacher asks students to open the application in the Travel English Lessons item; it is suggested to work according to the class lesson. It is recommended to start with the regular order of the restaurant.
2. In the face-to-face or synchronic class, students use their cell phones to listen to audio and practice different ways of offering and requesting food.
3. The teacher guides the students to work in pairs to choose one or more of the question and answer options.
4. Students record their chosen responses by pronouncing each sentence appropriately.

5. Students use different types of food to vary the menu and respond to the waiter.
6. Students practice the phrases and record their voices and then listen to the pronunciation; it should be similar to the original audio.
7. Finally, the teacher chooses two pairs of groups to practice the dialogue of the application.



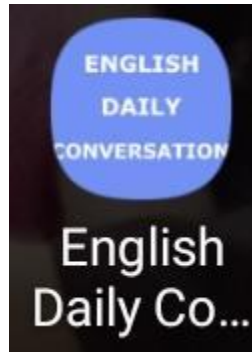
### Further activity:

In groups of four students, the teacher encourages them to work on a role play where one of them will be the waiter and the other two customers, using the phrases of offering, requesting and the vocabulary practiced, the students develop this activity, it is suggested to use realia if they attend to face-to-face classes or graphics in the case of the virtual class.

### Assessment:

The teacher may consider the following criteria through a speaking rubric.

## ACTIVITY N °6 I AM LOST

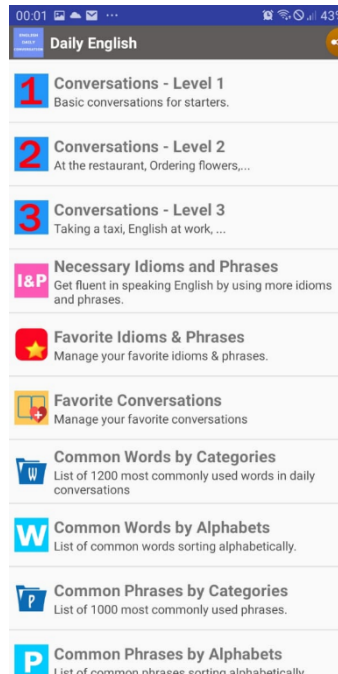


<b>Topic</b>	Asking directions
<b>Purpose of the application</b>	Students will practice common conversations.
<b>Speaking goal</b>	To practice usual conversations in different situations.
<b>Resources</b>	<b><u>English Daily Conversation</u></b> <a href="https://play.google.com/store/apps/details?id=com.lqeducation.dailyenglishconversation">https://play.google.com/store/apps/details?id=com.lqeducation.dailyenglishconversation</a>
<b>Time</b>	20 min.

### Procedure:

1. In this activity, the teacher encourages students to download a new mobile application. In this application, the student will be able to listen to dialogues of different situations.
2. The student selects conversations level 1, which contains simple dialogues. If the teacher considers, she can choose another type of level.
3. The teacher guides the activity by asking for directions since it is a topic that first-year high school students handle.
4. The student works in groups of 3 to read the conversation and obtain new vocabulary and vague phrases.
5. Students should listen to the audio and repeat the pronunciation as many times as necessary.

6. In teamwork, students practice the conversation with particular emphasis on pronunciation.
7. Finally, the students practice the conversation and add extra information.



### Further activity:

In groups of 3 students, the teacher performs a simulation. Students practice vocabulary by requesting information on how to get to a place known to the participants. Roles and locations are alternated for each group. The teacher can bring a map with different areas to facilitate the activity.

### Assessment:

The teacher may consider the rubric for this kind of activity see rubric two.

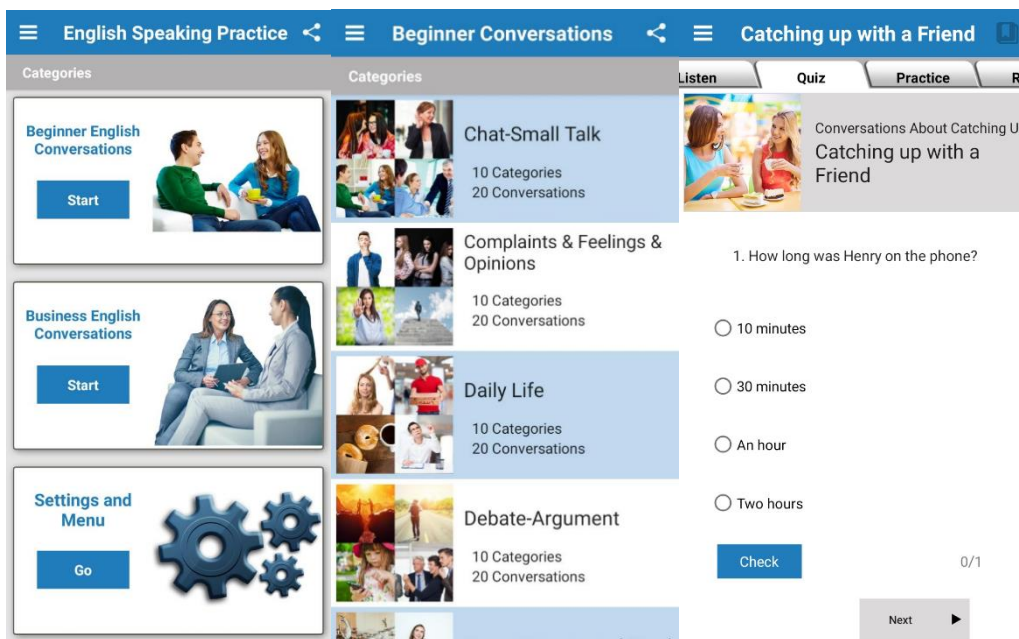
## ACTIVITY N °7 LET'S INTERACT



<b>Topic</b>	<b>CHAT – SMALL TALK</b>
<b>Purpose of the application</b>	Students will interact with other virtual people.
<b>Speaking goal</b>	To interact fluently practicing vocabulary and pronunciation
<b>Resources</b>	<u><b>English Speaking Conversation</b></u> <a href="https://play.google.com/store/apps/details?id=com.talkenglish.practice">https://play.google.com/store/apps/details?id=com.talkenglish.practice</a>
<b>Time</b>	20 min.

### Procedure:

1. In this activity, the teacher encourages the students to download a new mobile application. In this application, the student will be able to choose a variety of short dialogues.
2. The student selects the topic that he wants to practice, then listens to the audio to practice the pronunciation.
3. Once the dialogue has been heard, the comprehension questions are answered within the app.
4. The student can practice speaking and select the type of speaker. It is suggested to practice with the two roles.



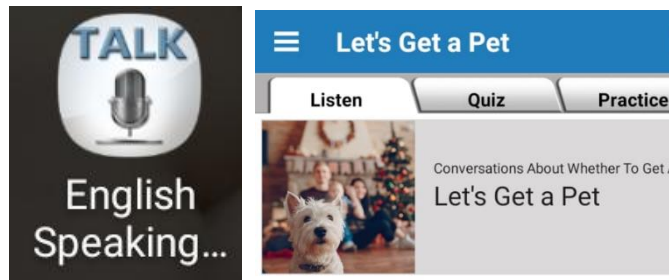
**Further activity:**

The teacher will work individually with the students. The teacher asks each student to ask three questions related to the conversation heard. All students will ask their classmates questions. For example, Juan would ask Pedro his question, then he would choose another classmate at random for his question, and so the rest of the class would continue.

**Assessment:**

The teacher may consider the evaluation propose in the App.

## ACTIVITY N°8 MY FIRST DEBATE



<b>Topic</b>	<b>A GOOD PLAN</b>
<b>Purpose of the application</b>	Students will interact with other virtual people related to.
<b>Speaking goal</b>	To practice vocabulary and pronunciation
<b>Resources</b>	<u><b>English Speaking Conversation</b></u>  <a href="https://play.google.com/store/apps/details?id=com.talkenglish.practice">https://play.google.com/store/apps/details?id=com.talkenglish.practice</a>
<b>Time</b>	25 min.

### Procedure:

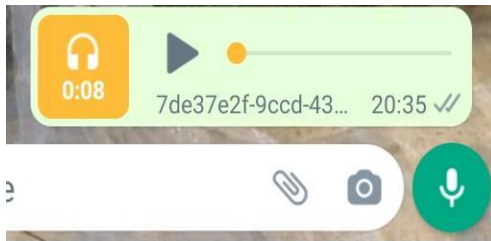
1. In this activity, the same steps as the previous activity are carried out. However, it is suggested to work with a WhatsApp group to develop the following activity.
2. The teacher encourages students to practice the dialogue and complete the activities proposed by the application.
3. The teacher will emphasize the final recording. Once the students have recorded their audio, they should send the WhatsApp group to compare the pronunciation of each student.
4. Students will listen to the audios and provide positive feedback.
5. Finally, students will work in pairs to practice the entire conversation.



The screenshot shows a mobile application interface. At the top, there is a blue header with a hamburger menu icon, the title "Let's Get a Pet", and a download icon. Below the header are three tabs: "Listen", "Quiz", and "Practice". The "Listen" tab is active. The main content area features a small image of a dog and a woman, with the text "Conversations About Whether To Get A Pet" and "Let's Get a Pet". Below this is a dialogue transcript:

**John:** Let's get a pet.  
**Elizabeth:** How about a cat?  
**John:** I was thinking about a dog.  
**Elizabeth:** Dogs are too much work.  
**John:** I'm allergic to cats.  
**Elizabeth:** No, you're not. You just don't like cats.

At the bottom of the transcript area is an audio player with a play button, a progress bar, and a timestamp of "00:00".



**Further activity:**

The following dynamic can be done as a couple or in a group. It involves writing the word "agree" on pieces of paper and "disagree" on other pieces. Then the papers are distributed, and someone says a topic (if we are in class, it can be the teacher who says the topic). Then, whoever has the role of “agree” will have to give arguments in favor of the issue in question. On the contrary, whoever has the role of "disagree" will have to prostrate an opposite position.

For example, the topic could be “use the mobile phone in class”. From here, there are arguments for or against, depending on the role that you have played. This is ideal for encouraging dialogues in English to practice speaking.

**Assessment:**

The teacher may consider the rubric for speaking.

**Tabla 3. Rubric to assess Oral communicative competence**

<b>Speaking</b>	<b>Superior performance</b>	<b>Good performance</b>	<b>Poor performance/Major improvement is needed</b>
	<b>5</b>	<b>3-4</b>	<b>1-2</b>
<b>Comprehensibility</b>	The student was easily understood by others and was able to comprehend and respond to all questions and topics that were discussed with ease	The student was generally understood by others and was able to comprehend and respond to most questions and topics that were discussed	The student was difficult to understand by others and had trouble understanding questions and topics that were discussed
<b>Pronunciation</b>	Pronunciation was very clear and easy to understand	Pronunciation was good and did not interfere with communication	Pronunciation was difficult to understand, unclear
<b>Vocabulary</b>	Makes extensive use of appropriate vocabulary	Makes good use of appropriate vocabulary	Makes poor use of appropriate vocabulary
<b>Accuracy</b>	Excellent use of grammatical accuracy	Good grammatical accuracy	Poor grammatical accuracy
<b>Contribution task</b>	Speaks at least 50% of time	Speaks about 40% of the time	Speaks less than 30% of the time

*Adapted from: University of Notre Dame, (2000).*

*Tabla 4. Rubric for simulation*

<b>CRITERIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Preparedness	The student is highly familiar with his role and uses specific evidence to support their arguments.	The student is highly familiar with his role and uses some evidence to support their arguments.	The student is somewhat familiar with his role but provides little or no evidence to support their arguments.	The student is not familiar with their role and provides no evidence to support any statements/arguments they make.
Participation	The student suddenly participates in the simulated meeting, speaking multiple times, adding new information/evidence each time.	The student actively participates in the simulated meeting, speaking more than once, adding new information/evidence each time.	The student actively participates in the simulated meeting, speaking more than once, but repeats information each time.	The student does not participate in the simulated meeting.
Active Listening/Response	The student demonstrates active listening skills by providing thoughtful responses addressing specific aspects of other students' statements, including asking questions.	The student demonstrates active listening skills by providing thoughtful responses to other students' statements but asking a few questions.	The student demonstrates active listening skills by listening attentively while other students speak but provides little or no response to any statements.	The student provides no indication they are listening to other students by speaking while others speak or repeating what others have already stated.

Source: <https://static.nsta.org/connections/highschool/201307RolePlayAssessmentRubric.pdf>

Adapted by Puco, C. (2021)

### **2.4.3. Premises for Its Implementation**

For the implementation of M-learning in the development of speaking skills in first-year students of the secondary school at the Marco Aurelio Subía Martínez Educational Unit - Batalla de Panupali "

1. Theoretical approval of professionals with technical criteria in the pedagogical field.
2. Prepare a structured work schedule for the development of socialization for teachers.
3. Develop pedagogical instruments.
4. Management of didactic materials, technological resources for the implementation of the proposal
5. Schedule a meeting for socialization with the teachers who are part of the first-year students of the secondary school students of the Marco Aurelio Subía Martínez Educative Unit - Batalla de Panupali "
6. Holding a meeting with the teachers who were part of the socialization of the proposal to carry out the validation.

## **2.5 Chapter II Conclusions**

- The design of a booklet based on M-learning influences positively in the development of the students' speaking. Also, teachers use new methodology through mobile devices, making the teaching-learning process easier.
- The use of free mobile applications for English classes has awakened the interest of teachers to teach their classes using technological tools that are part of their daily lives.
- The procedure, the resources, and the assessment of the activities are essential parts of the booklet that determine the speaking goal achievement.

## **CHAPTER III**

### **APPLICATION OR VALIDATION OF THE PROPOSAL**

#### **3.1. Experts' Evaluation**

To validate the proposal, which is a booklet based on M-learning to develop speaking, it was unavoidable to have the participation of three experts in education, who evaluated and validated the proposal feasibility. A checklist was used as an instrument with determinative criteria that evaluate the contribution for developing the speaking skills, the originality, the research process, the internal structure, the argumentation based on the content, the harmony between the objectives and the results and the impact of the proposal. Besides, the evaluation indicators to evaluate these criteria were: Excellent, good, and deficient. Finally, the experts who validated the proposal were:

Freddy Cayenato Duque Galvez, with ID number 1713540266 and with an Academic Degree of Master in Education, studied at the University of Houston, Texas; his current job is as the Academic Director of TOEFL iTB with Fred Duque. He evaluates all the proposal criteria with excellent (see appendix 6). He said that the impact could be applied at a national level, it would be important to take into account the results at the local high school as proposed initially by the author, and then make any necessary changes to use the strategies and techniques for different age levels, group sizes, and national demographic areas.

The magister in Science of Education, Daniela Belén Tapia Freire with ID number: 050315345-4, who works as an English Language and Literature Teacher at Naciones Unidas School in Saquisilí, evaluated the proposal criteria with excellent (see appendix 7), and she mentioned that it is relevant to adapt the topics

and previous knowledge of the students to their context, that means that it is important to consider the students' age, their developmental stage, and so on, moreover, to use correctly all the didactic resources offered by the educational institution, in special the technology that we currently have access in the educative institutions.

The third expert was the Magister in Linguistics applied to bilingual education English-Spanish Edgar Guadia Encalada Trujillo, with the ID number: 0501824171, he works as Professor at Pedagogy of Local and Foreign languages training program, he evaluated the proposed contribution as good (see appendix 8) and expressed that the researcher has to use "clear instructions to understand the proposal activities, the materials are an essential aspect to teach different topics." Besides, he said that to take into account the time to develop the different proposed activities and suggested not to issue any information in the activities instruction. Some actions should also be improved for a better understanding.

### **3.2. Users' Evaluation**

Through the users' evaluation of the proposal, the researcher can determine that M-learning can influence the development of speaking skills positively, so it was chosen two users, who are English Teachers in high schools, taking into account their academic preparation, the users were:

The English teacher Verónica Viviana Sandoval Cuevas, with ID number: 050323525-1, works as English Teacher in Quito. She evaluated the proposal with excellent (see appendix 9); she said that the proposal is a perfect tool to develop speaking skills, using mobile devices to learn a foreign language, such as the use of Mobile-Assisted Language. Students need to speak the learned language fluently as the primary goal of learning a second language.

The second user was the English teacher Alfredo Efrain Vargas Segovia with ID number: 0501206692, who works at Marco Aurelio Subía Martínez-Batalla de Panupali Educative Unit, he evaluated the criteria to validate the proposal with excellent (see appendix 10), and he considered that the proposal should be

socialized with all the colleagues that work in the Educative unit. For that reason, the researcher decided to perform a meeting with all the English teachers in the Institution to socialize about the proposal. Besides, he mentioned that the proposal is helpful in this pandemic situation.

### **3.3. Chapter III: Conclusions**

- The points of view, and the suggestions made in the proposal validation by specialists and users, affirm that the use of the booklet based on M-learning presented is considered as an alternative for developing the speaking skills of the English Language.
- The socialization of the proposal was a successful decision because the English teachers of the Marco Aurelio Subia Educative Unit knew and understood what M-Learning is and how to use it in class hours to apply the proposal in a future time.



## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

- The literature review related to the use of M-Learning to develop speaking skills of English as a foreign language was necessary for the development of the proposal and the validation of it.
- The diagnosis, which was done by the previous survey to the teachers about the use of M-learning to teach a foreign language, evidence that the English teacher in the Educative Unit does not use mobile devices to enhance the Teaching-learning process.
- The validation of the booklet with activities based on the M-learning to develop the speaking of English was a relevant process that allowed M-learning to be considered as an innovative methodology that teachers and students can use without difficulty in the teaching-learning process.

### **Recommendations**

- To continue analyzing more studies about the use of M-learning and its effectiveness in the development of speaking skills in students of A1, A2, and B1 level according to the Common European Framework.
- To apply the proposal in future time, so to get numerical data about the effectiveness of M-learning to develop the speaking skills.
- It is recommended that students practice and use the free applications to learn English, which will allow developing a better reception and production of the English language; these applications are accessible any time without difficulties. Also they can be used for providing feedback about any topic.

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APPENDICES

APPENDIX 1.- AUTHORIZATION LETTER

Latacunga marzo 19, 2021

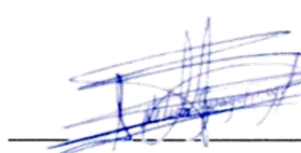

OFIC – POS-LIN.APLI.INGLÉS -000030- 2021

M.Sc. Mónica del Rocío Yupangui Toaquiza

**VICERRECTORA DE LA UNIDAD EDUCATIVA "MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI"**

Luego de expresarle éxitos en sus funciones, me dirijo a Usted para solicitarle autorización para el desarrollo y aplicación del Trabajo de Titulación, modalidad Informe de Investigación con el Primer Año de Bachillerato, con el título: "M-LEARNING IN THE DEVELOPMENT OF SPEAKING SKILL AIMED AT FIRST LEVEL OF SENIOR HIGH SCHOOL STUDENTS AT UNIDAD EDUCATIVA MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI" del postulante Lcdo. Cristian Rodrigo Puco Chicaiza CI: 0502658388 de la maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, Cohorte 2019.

Seguro de contar con su atención, me despido cordialmente.


Mg.C. Nelson W. Guagchinga Ch.

**Coordinador de la Maestría en Lingüística Aplicada a Enseñanza del Idioma Inglés como Lengua Extranjera**

cc. Archivo personal  
NG/ng  
Latacunga - Ecuador

Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

*Autorizado  
19/03/2021  
Por favor aplicar las  
medidas adecuadas  
que respeten la seguridad*

  
*[Handwritten signature]*

## APPENDIX 2.- SURVEY APPLIED TO TEACHERS

“Unidad Educativa Marco Aurelio Subía Martínez - Batalla de Panupali”

### MASTER’S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

**OBJECTIVE:** Collect data for the research "M-learning in the development of English-speaking skills".

**INSTRUCTIONS:** Answer the questions by marking an X in the box that corresponds to your reality. The survey is anonymous.

This instrument will take approximately 5 minutes.

N.	Questions	Always	Usually	Sometimes	Never
1	Do you use multimedia resources (video, audio, or animations) on mobile devices (smartphones, tablets, laptops) to teach speaking?				
2	Do you use a mobile application to assess the students speaking level?				
3	Do your students understand the content of the audios used for speaking activities?				
4	Do you use M-learning methodology (teaching with mobile devices) in the English teaching process?				
5	Does your educational institution offer wireless internet connection to your mobile devices in all areas for learning English?				
	Is there interactivity between teacher - students, student-students when carrying out a speaking activity on a mobile device?				
7	Do your students discriminate identical sounds when they perform a dialogue in English?				
8	Do you promote active learning of speaking English?				
9	Do your students participate actively with their classmates in speaking activities?				
10	Do you carry out interactive activities in class (audiobooks, recordings, debates) in speaking practice?				
11	Do you check if your student understood the message in English in the speaking stages (before, during and after)?				
12	Do you use mobile resources to contribute to the purpose of speaking (informational, academic, and social) in English?				
13	Do your students use the correct intonation of affirmative and negative sentences and questions asked in English?				
14	Are your students able to select specific and general information in English speaking activities such as dialogues and other assignments in class?				
15	Do your students give clear instructions and messages in English to the teacher?				

Thank you for your cooperation!

## APPENDIX 3. SURVEY SOURCE

### Anexo E: Cuestionario aplicado a los docentes

UNIVERSIDAD CENTRAL DEL ECUADOR  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
INSTITUTO DE INVESTIGACIÓN Y POSTGRADO

PROGRAMA DE MAESTRIA EN LINGÜÍSTICA Y DIDÁCTICA DE LA ENSEÑANZA DE IDIOMAS EXTRANJEROS

ENCUESTA DIRIGIDA A LOS **DOCENTES**

**OBJETIVO:** Recolectar datos para la investigación de la metodología M-learning en el desarrollo de la escucha del idioma inglés.

**INSTRUCCIONES:** Responda las preguntas marcando X en el casillero que se adecue a su realidad. La encuesta es **anónima**. Este instrumento le tomará 5 minutos aproximadamente.

No.	PREGUNTAS	Siempre	Casi siempre	A veces	Nunca
1	¿Utiliza usted <b>recursos</b> multimedia (video, audio o animaciones) en dispositivos móviles (teléfonos inteligentes, tablets, computador portátil) para enseñar la escucha del idioma inglés?				
2	¿Utiliza alguna aplicación móvil para <b>evaluar</b> el nivel de escucha del idioma inglés?				
3	¿Sus estudiantes entienden el <b>contenido</b> de los CDs utilizados para actividades de escucha en la clase de inglés?				
4	¿Utiliza <b>metodología móvil learning</b> (enseñanza con dispositivos móviles) en el proceso de enseñanza de inglés?				
5	¿Su <b>institución</b> educativa ofrece conexión inalámbrica a internet a sus dispositivos móviles en todas las áreas para el aprendizaje del inglés?				
6	¿Existe interactividad entre <b>docente – estudiantes, estudiantes-estudiantes</b> al momento de realizar una actividad de listening en un dispositivo móvil?				
7	¿Sus estudiantes discriminan <b>sonidos</b> idénticos cuando escucha un diálogo en inglés?				
8	¿Fomenta un aprendizaje activo de la escucha del idioma inglés?				
9	¿Su estudiante <b>participa</b> activamente con sus compañeros de clase en actividades de escucha en inglés?				
10	¿Realiza actividades <b>interactivas</b> (audiolibros, audiotexts, listening lab) en la práctica de la escucha de inglés?				
11	¿Usted comprueba si su estudiante entendió el mensaje en inglés en las <b>etapas del escucha</b> (antes, durante y después)?				
12	¿Utiliza recursos móviles para contribuir con el <b>propósito</b> de la escucha (informativo, académico y social) en inglés?				
13	¿Sus estudiantes <b>reconocen</b> la entonación correcta de oraciones afirmativas, negativas y preguntas formuladas en inglés?				
14	¿Sus estudiantes son capaces de <b>seleccionar</b> información específica y general en actividades de escuchar en inglés como pruebas y tareas en clases?				
15	¿Sus estudiantes <b>comprenden</b> instrucciones y mensajes en inglés dadas por el docente?				

Source: <http://www.dspace.uce.edu.ec/bitstream/25000/5840/1/T-UCE-0010-1013.pdf>




## APPENDIX 4.- SURVEY VALIDATION

### Anexo C: Formularios para validación del cuestionario aplicado a docentes.

Programa de Maestría: PROGRAMA DE MAESTRÍA EN LINGÜÍSTICA Y DIDÁCTICA APLICADA A LA ENSEÑANZA DE IDIOMAS EXTRANJEROS													
Autor del instrumento: Lcda. Angélica Raquel Leiva Y.													
Tema de investigación: "La metodología M-learning en el desarrollo de la escucha del idioma Inglés".													
Instrumento a validar: Cuestionario a Docentes													
Ítem	Criterios a evaluar									Acción a ejecutarse		Observaciones	
	PERTINENCIA		CALIDAD TÉCNICA Y REPRESENTATIVIDAD				CALIDAD DEL LENGUAJE Y REDACCIÓN			Mantenerse	Eliminarse		Modificarse
	Partiente	No partiente	Optima	Buena	Regular	Deficiente	Adecuado	Inadecuado					
1	X		X				X		X				
2	X		X				X		X				
3	X		X				X		X				
4	X		X				X		X				
5	X		X				X		X				
6	X		X				X		X				
7	X		X				X		X				
8	X		X				X		X				
9	X		X				X		X				
10	X		X				X		X				
11	X		X				X		X				
12	X		X				X		X				
13	X		X				X		X				
14	X		X				X		X				
15	X		X				X		X				
Aspectos generales del instrumento											Si	No	Observaciones
1	El instrumento contiene instrucciones claras y precisas para responder el cuestionario										X		
2	Los ítems permiten recopilar información para conseguir el objetivo de investigación										X		
3	Los ítems están distribuidos en forma lógica y secuencial										X		
4	El número de ítems es el adecuado para recoger la información. Si es No, sugiera los ítems a agregar.										X		
5	Las escalas utilizadas para los ítems tienen coherencia con la información que se recopilará										X		

Luego de revisado el instrumento considero que es aplicable para la recolección de datos.  
Quito, 20 de octubre del 2015

  
MSc. Byron Francisco Chasi Solórzano  
Validador

C.C. 0502645354

Cargo: Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación. Materia: TIC aplicadas a la educación. Años de experiencia: 17 años  
Teléfono: 0998226383 Correo Electrónico: bychs@hotmail.com

Source: <http://www.dspace.uce.edu.ec/bitstream/25000/5840/1/T-UCE-0010-1013.pdf>

Programa de Maestría: PROGRAMA DE MAESTRÍA EN LINGÜÍSTICA Y DIDÁCTICA APLICADA A LA ENSEÑANZA DE IDIOMAS EXTRANJEROS													
Autor del instrumento: Lcda. Angélica Raquel Leiva Y.													
Tema de investigación: "La metodología M-learning en el desarrollo de la escucha del idioma Inglés".													
Instrumento a validar: Cuestionario a Docentes													
Ítem	Criterios a evaluar									Acción a ejecutarse		Observaciones	
	PERTINENCIA		CALIDAD TÉCNICA Y REPRESENTATIVIDAD				CALIDAD DEL LENGUAJE Y REDACCIÓN			Mantenerse	Eliminarse		Modificarse
	Partiente	No partiente	Optima	Buena	Regular	Deficiente	Adecuado	Inadecuado					
1	X		X				X		X				
2	X		X				X		X				
3	X		X				X		X				
4	X		X				X		X				
5	X		X				X		X				
6	X		X				X		X				
7	X		X				X		X				
8	X		X				X		X				
9	X		X				X		X				
10	X		X				X		X				
11	X		X				X		X				
12	X		X				X		X				
13	X		X				X		X				
14	X		X				X		X				
15	X		X				X		X				
Aspectos generales del instrumento											Si	No	Observaciones
1	El instrumento contiene instrucciones claras y precisas para responder el cuestionario										X		
2	Los ítems permiten recopilar información para conseguir el objetivo de investigación										X		
3	Los ítems están distribuidos en forma lógica y secuencial										X		
4	El número de ítems es el adecuado para recoger la información. Si es No, sugiera los ítems a agregar.										X		
5	Las escalas utilizadas para los ítems tienen coherencia con la información que se recopilará										X		

Luego de revisado el instrumento considero que es aplicable para la recolección de datos.  
Quito, 20 de octubre del 2015

  
MSc. Javier Sancán González  
Validador

C.C: 1715374052

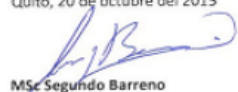
Cargo: Docente del Centro de Idiomas. Universidad Católica de Cuenca Sede Azogües. Materia: Inglés Años de experiencia: 7 años  
Teléfono: 0992039853 Correo Electrónico: javenglish@gmail.com

Source: <http://www.dspace.uce.edu.ec/bitstream/25000/5840/1/T-UCE-0010-1013.pdf>

Programa de Maestría: PROGRAMA DE MAESTRIA EN LINGÜÍSTICA Y DIDÁCTICA APLICADA A LA ENSEÑANZA DE IDIOMAS EXTRANJEROS													
Autor del instrumento: Lcda. Angélica Raquel Leiva Y.													
Tema de investigación: "La metodología M-learning en el desarrollo de la escucha del idioma Inglés".													
Instrumento a validar: Cuestionario a Docentes													
Ítems	Criterios a evaluar								Acción a ejecutarse			Observaciones	
	PERTINENCIA		CALIDAD TÉCNICA Y REPRESENTATIVIDAD				CALIDAD DEL LENGUAJE Y REDACCIÓN		Mantenerse	Eliminarse	Modificarse		
	Partinente	No partinente	Óptima	Buena	Regular	Deficiente	Adecuado	Indecuado					
1	X		X					X		X			
2	X		X					X		X			
3	X		X					X		X			
4	X		X					X		X			
5	X		X					X		X			
6		X		X					X			X	
7	X		X					X		X			
8	X		X					X		X			
9	X		X					X		X			
10	X		X					X		X			
11	X		X					X		X			
12	X		X					X		X			
13	X		X					X		X			
14	X		X					X		X			
15	X		X					X		X			
Aspectos generales del instrumento											Si	No	Observaciones
1	El instrumento contiene instrucciones claras y precisas para responder el cuestionario										X		
2	Los ítems permiten recopilar información para conseguir el objetivo de investigación										X		
3	Los ítems están distribuidos en forma lógica y secuencial										X		
4	El número de ítems es el adecuado para recoger la información. Si es No, sugiera los ítems a agregar.										X		
5	Las escalas utilizadas para los ítems tienen coherencia con la información que se recopilará										X		

Luego de revisado el instrumento considero que es aplicable para la recolección de datos.

Quito, 20 de octubre del 2015



MSc Segundo Barreno

Validador

C.C: 0801551052

Cargo: Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación. Materia: Metodología de la Investigación. Años de experiencia: 15

Teléfono: 0995862448

Correo Electrónico: segbarr70@hotmail.com

Source: <http://www.dspace.uce.edu.ec/bitstream/25000/5840/1/T-UCE-0010-1013.pdf>

## APPENDIX 5.- SURVEY RESULTS APPLIED TO TEACHERS

“Unidad Educativa Marco Aurelio Subía Martínez - Batalla de Panupali”

### MASTER’S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

**OBJECTIVE:** Collect data for the research "M-learning in the development of English-speaking skills".

**INSTRUCTIONS:** Answer the questions by marking an X in the box that corresponds to your reality. The survey is anonymous.

This instrument will take approximately 5 minutes.

N.	Questions	Always		Usually		Someti mes		Never		Total	
		F	%	F	%	F	%	F	%	F.	%
1	Do you use multimedia resources (video, audio, or animations) on mobile devices (smartphones, tablets, laptops) to teach speaking?	0	0	0	0	2	33	4	67	6	100
2	Do you use a mobile application to assess the students speaking level?	0	0	0	0	1	17	5	83	6	100
3	Do your students understand the content of the audios used for speaking activities?	0	0	0	0	5	83	1	17	6	100
4	Do you use M-learning methodology (teaching with mobile devices) in the English teaching process?	0	0	0	0	2	33	4	67	6	100
5	Does your educational institution offer wireless internet connection to your mobile devices in all areas for learning English?	1	17	5	83	0	0	0	0	6	100
6	Is there interactivity between teacher - students, student-students when carrying out a speaking activity on a mobile device?	0	0	0	0	5	83	1	17	6	100
7	Do your students discriminate identical sounds when they perform a dialogue in English?	0	0	0	0	3	50	3	50	6	100
8	Do you promote active learning of speaking English?	0	0	1	17	4	67	1	17	6	100
9	Do your students participate actively with their classmates in speaking activities?	0	0	0	0	4	67	2	33	6	100
10	Do you carry out interactive activities in class (audiobooks, recordings, debates) in speaking practice?	0	0	0	0	5	83	1	17	6	100
11	Do you check if your student understood the message in English in the speaking stages (before, during, and after)?	2	33	4	67	0	0	0	0	6	100
12	Do you use mobile resources to contribute to the purpose of speaking (informational, academic and social) in English?	0	0	0	0	4	67	2	33	6	100

13	Do your students use the correct intonation of affirmative and negative sentences and questions asked in English?	0	0	0	0	4	67	2	33	6	100
14	Are your students able to select specific and general information in English speaking activities such as dialogues and other assignments in class?	0	0	0	0	3	50	3	50	6	100
15	Do your students give clear instructions and messages in English to the teacher?	0	0	0	0	3	50	3	50	6	100

Thank you for your cooperation!

## APPENDIX 6.- EXPERTS' VALIDATION 1

### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

##### 1. Research Proposal Data

**Author:** Puco Cristian

**Topic:** M-LEARNING IN THE DEVELOPMENT OF SPEAKING SKILLS

**Objective:** To present an activity guide for M-learning apps in the development of speaking in first-year students at the Marco Aurelio Subía Martínez - Batalla de Panupali.

##### 2. Evaluator's information

Evaluator's name:	Freddy Cayenato Duque Galvez
ID number:	1713540266
Academic Degree:	Master's in Education
Senescyt Registration Number	University of Houston, Texas
Current job:	Academic Director – Toeflwithfred.com
Phone number:	099 553 9470
E-mail:	toeflwithfred@gmail.com

##### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current, and relevant contribution to enhancing English Speaking Skills.	X		
b) The proposal topic is appropriate and innovative.	X		

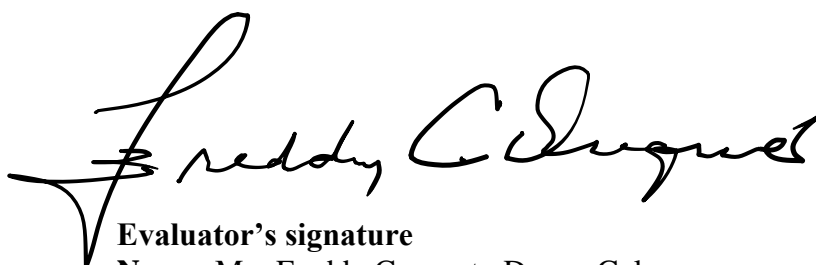
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The activities are well structure, and the instructions are clear.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kinds of images and tables) are relevant; they clarify and provide significance.	X		
g) The length of the activities is appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives of the activities are met, so that there is harmony between objectives and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	X
International	

**4. General comments and recommendations for the Author.**

As for recommendations, since the impact could be applied at a national level, it would be important to take into account the results at the local high school as proposed initially by the author, and then make any necessary changes to use the strategies and techniques for different age levels, group sizes, and demographic areas nationally in order to make effective use of the same.



**Evaluator's signature**

**Name:** Mg. Freddy Cayenato Duque Galvez

**I.D:** 1713540266

## APPENDIX 7.- EXPERTS' VALIDATION 2

### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

#### 1. Research Proposal Data

**Author:** Puco Cristian

**Topic:** M-LEARNING IN THE DEVELOPMENT OF SPEAKING SKILLS

**Objective:** To present an activity guide for M-learning apps in the development of speaking in first-year students at the Marco Aurelio Subía Martínez - Batalla de Panupali.

#### 2. Evaluator's information

Evaluator's name:	Daniela Belén Tapia Freire
ID number:	050315345-4
Academic Degree:	Master's Degree in Science of Education.
Senescyt Registration Number	1027-2018-1967582
Current job:	English and Language and Literature Teacher at Naciones Unidas School in Saquisili.
Phone number:	0984691816
E-mail:	dannyta_pia@hotmail.com

## Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current, and relevant contribution to enhancing English Speaking Skills.	X		
b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The activities are well structure, and the instructions are clear.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kinds of images and tables) are relevant; they clarify and provide significance.	X		
g) The length of the activities is appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives of the activities are met so that there is harmony between objectives and results.	X		

### 3. Impact. What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	X
International	

### 4. General comments and recommendations for the Author.

It is essential to adjust the themes and previous knowledge of the students to their context (age, developmental stage, standards). Making good use of the didactic resources offered by the educational institution, in particular of the technology to which we currently have access in the schools or high schools.

**Evaluator's signature**

**Name:** Mg. Daniela Belén Tapia Freire

**I.D:** 050315345-4



## APPENDIX 8.- EXPERTS' VALIDATION 3

### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

#### 1. Research Proposal Data

**Author:** Puco Cristian

**Topic:** M-LEARNING IN THE DEVELOPMENT OF SPEAKING SKILLS

**Objective:** To present an activity guide for M-learning apps in the development of speaking in first-year students at the Marco Aurelio Subía Martínez - Batalla de Panupali.

#### 2. Evaluator's information

Evaluator's name:	Edgar Guadia Encalada Trujillo
ID number:	0501824171
Academic Degree:	Magister in Linguistics applied to bilingual education English-Spanish
Senescyt Registration Number	1027-15-86062862
Current job:	Professor at Pedagogy of Local and Foreign languages training program
Phone number:	0996575373
E-mail:	<a href="mailto:gar.encalada71@gmail.com">gar.encalada71@gmail.com</a>

#### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current, and relevant contribution to enhancing English Speaking Skills.		X	

<b>b)</b> The proposal topic is appropriate and innovative.	X		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	X		
<b>d)</b> The activities are well structure, and the instructions are clear.	X		
<b>e)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
<b>f)</b> The graphic illustrations (all kinds of images and tables) are relevant; they clarify and provide significance.		X	
<b>g)</b> The length of the activities is appropriate depending on the complexity of the topic and the objectives.	X		
<b>h)</b> The objectives of the activities are met so that there is harmony between objectives and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	X
International	

**4. General comments and recommendations for the Author.**

Mr., Rodrigo Puco uses clear instructions to understand the proposal activities. The materials are an essential aspect of teaching different topics.

He should use the necessary time according to the English class theme to be discussed to get a better understanding of the topic.

It is necessary not to issue any information in the activities instruction; some activities should also be improved for a better understanding.



**Evaluator's signature**

**Name:** Mg. Edgar Encalada Trujillo

**I.D:** 0501824171

## APPENDIX 9.- USERS' VALIDATION 1

### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

#### 1. Research Proposal Data

**Author:** Puco Cristian

**Topic:** M-LEARNING IN THE DEVELOPMENT OF SPEAKING SKILLS

**Objective:** To present an activity guide for M-learning apps in the development of speaking in first-year students at the Marco Aurelio Subía Martínez - Batalla de Panupali.

#### 2. Evaluator's information

Evaluator's name:	Verónica Viviana Sandoval Cuevas
ID number:	050323525-1
Academic Degree:	Third level-English teacher
Senescyt Registration Number	1020-12-1160777
Current job:	Teacher
Phone number:	0984349441
E-mail:	vivianas1989@hotmail.com

#### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current, and relevant contribution to enhancing English Speaking Skills.	X		
b) The proposal topic is appropriate and innovative.	X		

c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The activities are well structure, and the instructions are clear.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kinds of images and tables) are relevant; they verify and provide significance.	X		
g) The length of the activities is appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives of the activities are met so that there is harmony between objectives and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	X
National	X
International	

**4. General comments and recommendations for the Author.**

It is a good tool for students for learning and they can improve the speaking skills among students in communicating; mobile phone is also a means for learning language, such as the use of Mobile-Assisted Language. Students need to speak the language fluently as the primary goal of learning a second language.



**Evaluator's signature**

**Name:** Lic. Verónica Viviana Sandoval Cuevas

**I.D:** 0503235251

## APPENDIX 10.- USERS' VALIDATION 2

### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

#### 1. Research Proposal Data

**Author:** Puco Cristian

**Topic:** M-LEARNING IN THE DEVELOPMENT OF SPEAKING SKILLS

**Objective:** To present an activity guide for M-learning apps in the development of speaking in first-year students at the Marco Aurelio Subía Martínez - Batalla de Panupali.

#### 2. Evaluator's information

Evaluator's name:	Alfredo Efrain Vargas Segovia
ID number:	0501206692
Academic Degree:	Licenciado en Ciencias de la Educacion mención Inglés
Senescyt Registration Number	1020-04-473883
Current job:	Marco Aurelio Subía Martínez-Batalla de Panupali
Phone number:	0999665940
E-mail:	ae Vargas2006@hotmail.com

#### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current, and relevant contribution to enhancing English Speaking Skills.	X		

<b>b)</b> The proposal topic is appropriate and innovative.	X		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	X		
<b>d)</b> The activities are correctly structured, and the instructions are clear.	X		
<b>e)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
<b>f)</b> The graphic illustrations (all kinds of images and tables) are relevant. They clarify and provide significance.	X		
<b>g)</b> The length of the activities is appropriate depending on the complexity of the topic and the objectives.	X		
<b>h)</b> The objectives of the activities are met so that there is harmony between goals and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	X
International	

**4. General comments and recommendations for the Author.**

I consider that the proposal should be socialized with all the colleagues that work in the Educative unit. Also, the suggestion is helpful for English teachers considering the current social situation, which is the pandemic situation.



**Evaluator's signature**

**Name:** Lic. Alfredo Efrain Vargas Segovia

**I.D:** 0501206692

## APPENDIX 11.- PROPOSAL SOCIALIZACION

### M-Learning in the development of speaking skills

#### Research Problem:



In teaching English as a foreign language, it is to use tools that provide the facility to develop s teachers and students through M-Learning.



#### Proposal Topic:

To propose a booklet with Mobile-Learning apps for improving speaki



#### General Objective:

To develop speaking skills through the application of a booklet based on the M-learning apps in the students of the first year of the baccalaureate at Marco Aurelio Subía Martínez - Batalla de Panupali Educative Unit.



#### Justification

The reasons for the development of my proposal are as follo developed speaking skills. Second, the pandemic has forc mobile applications. One of the things we take advantage of applications and most of them are free to download.



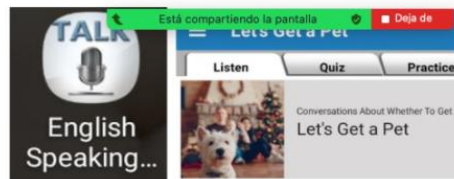
**ACTIVITY N°6 I AM LOST**



<b>Topic</b>	Asking directions
<b>Purpose of the application</b>	Students will practice common conversations.
<b>Speaking goal</b>	To practice usual conversations in different situations.
<b>Resources</b>	<b>ENGLISH DAILY CONVERSTION</b> <a href="https://play.google.com/store/apps/details?id=com.lqeducation.dailyenglishconversation">https://play.google.com/store/apps/details?id=com.lqeducation.dailyenglishconversation</a>
<b>Time</b>	20 min.

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**ACTIVITY N°8 MY FIRST DEBATE**



<b>Topic</b>	<b>A GOOD PLAN</b>
<b>Purpose of the application</b>	Students will interact with other virtual people related to.
<b>Speaking goal</b>	To practice vocabulary and pronunciation
<b>Resources</b>	<b>ENGLISH SPEAKING CONVERSATION</b> <a href="https://play.google.com/store/apps/details?id=com.talkenglish.practice">https://play.google.com/store/apps/details?id=com.talkenglish.practice</a>