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MODALITY: RESEARCH REPORT

THEME:

TECHNOLOGICAL TOOLS TO IMPROVE ENGLISH SPEAKING SKILL OF NINTH-GRADE STUDENTS AT UNIDAD EDUCATIVA PROVINCIA DE COTOPAXI DURING THE ACADEMIC YEAR 2022-2023

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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AUGUST 2023


TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**Technological tools to improve English speaking skill of ninth grade students at Unidad Educativa Provincia de Cotopaxi during the academic year 2022-2023**”, and researched by **Chochos Toapanta Mayra Alejandra** ID number **1727650507** and **Cuasque Pabon Jefferson Bryan** ID number **1004612410** for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English major.

I CERTIFY THAT:

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

Pujilí, August 2023



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COMMITTEE APPROVAL

The research report entitled “Technological tools to improve English skill of ninth grade students at Unidad Educativa Provincia de Cotopaxi during the academic year 2022 - 2023”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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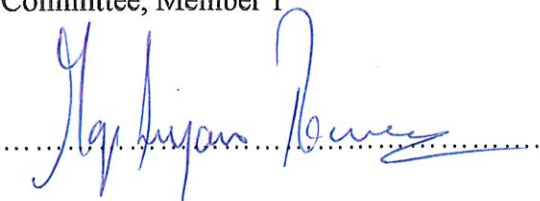
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Pujilí, August 2023



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GRATEFULNESS

First of all, we would like to thank God for giving us the willpower and health to complete this stage of our professional major.

We also thank our parents for their unconditional support.

*In the same way, we want to thank our tutor **MSc. Marcia Chiluisa** who was able to help us unconditionally in this research work. Finally, we would like to thank all our friends who motivated us to go ahead.*

Mayra Chochos & Jefferson Cuasque

DEDICATION

I would like to dedicate this project to the most important people in my life, to my parents, because they have always supported me throughout my college career and have never left me alone. I also dedicate it to my brother and my grandmother because they have always believed in me and have encouraged me to never give up. Finally, I dedicate it to my friends and my boyfriend because they have always been with me through thick and thin, they have been a fundamental part of this process.

Mayra Chochos

DEDICATION

I would like to dedicate this project to the most important people in my life. To my parents, José and Rosa. For the trust and support, they gave me.

I would also like to dedicate it to my sister: Kimberly, who has always motivated and supported me. Finally, I would like to dedicate this project to my two daughters who are the reason for my life.

Jefferson Cuasque

THEME: “TECHNOLOGICAL TOOLS TO IMPROVE ENGLISH SPEAKING SKILL OF NINTH GRADE STUDENTS AT UNIDAD EDUCATIVA PROVINCIA DE COTOPAXI DURING THE ACADEMIC YEAR 2022-2023”

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ABSTRACT

The main objective of this research is to improve English speaking skill through the use of technological tools in the ninth-grade students at Unidad Educativa Provincia de Cotopaxi during the school year 2022 - 2023. Therefore, the researchers designed a theoretical framework where topics and subtopics were classified in a clear and coherent manner to support the research project. Likewise, this project has a quantitative approach since a structured survey of ten questions was applied to twenty students. Additionally, a pre-test was applied to determine the student's level of English, and a post-test was applied to evaluate the improvement of oral expression using eight items, for which the researchers adapted an evaluation rubric to assess the progress of the students. Additionally, the researchers proposed activities that involved the use of the PPP (Presentation, Practice, and Production) method with a CLT (Communicative Language Teaching) approach in relation to technological tools such as Voki, Flipgrid, Duolingo, and Cambridge Dictionary . Finally, the researchers concluded that the use of technological tools improve speaking skills as they improve their social and communicative skills in a fun and motivating way, improving students' confidence and increasing their knowledge of vocabulary, fluency, and even grammar, and even allowing students to learn autonomously.

Keywords: Communicative Language Teaching, Presentation Practice and Production, speaking skill, technological tools.

TÍTULO: “HERRAMIENTAS TECNOLÓGICAS PARA MEJORAR LA HABILIDAD DE HABLAR EN EL IDIOMA INGLÉS DE LOS ESTUDIANTES DE NOVENO GRADO EN LA UNIDAD EDUCATIVA PROVINCIA DE COTOPAXI DURANTE EL AÑO LECTIVO 2022 - 2023”

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RESUMEN

El objetivo principal de esta investigación es mejorar la habilidad de hablar en el idioma inglés a través del uso de herramientas tecnológicas en los estudiantes de noveno grado de la Unidad Educativa Provincia de Cotopaxi durante el año lectivo 2022 - 2023. Por lo tanto, los investigadores diseñaron un marco teórico donde se clasificaron los temas y subtemas de manera clara y coherente para sustentar el proyecto de investigación. Asimismo, este proyecto tiene un enfoque cuantitativo ya que se aplicó una encuesta estructurada de diez preguntas a veinte estudiantes. Adicionalmente, se aplicó un pre-test para determinar el nivel de inglés de los estudiantes y un post-test para evaluar el mejoramiento de la expresión oral mediante ocho preguntas, para lo cual los investigadores adaptaron una rúbrica de evaluación para valorar el progreso de los estudiantes. Además, los investigadores propusieron actividades que implicaban el uso de la metodología PPP (Presentación, Práctica y Producción) con un enfoque CLT (Communicative Language Teaching) en relación con herramientas tecnológicas como Voki, Flipgrid, Duolingo y Cambridge Dictionary. Finalmente, los investigadores concluyeron que el uso de herramientas tecnológicas mejoran las destrezas orales ya que mejoran sus habilidades sociales y comunicativas de una forma divertida y motivadora, mejorando la confianza de los estudiantes y aumentando sus

conocimientos de vocabulario, fluidez e incluso gramática, e incluso permitiendo a los estudiantes aprender de forma autónoma.

Palabras claves: La Enseñanza Comunicativa de Idiomas, Practica Presentación y Producción, habilidad de hablar, herramientas tecnológicas.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: “Technological tools to improve English speaking skill of ninth grade students at Unidad Educativa Provincia de Cotopaxi during the academic year 2022 - 2023”

Starting Date: April 2023

Ending Date: August 2023

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Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Keywords: Communicative Language Teaching, Presentation Practice and Production, speaking skill, technological tools.

2. PROBLEM STATEMENT

Nowadays, learning English is essential for people to improve their skills and take advantage of opportunities to develop in different fields such as education, work, society, and culture. However, the way of learning can vary as some people tend to learn in a conventional way and other people tend to learn through technological tools which are not used in the right way. Sosas (2021) mentions that one of the most important skills in English is speaking because it allows people to communicate, but students often have difficulties in speaking. Despite the difficulty students have with oral production, modernization, and technology have made it possible to work with technological tools because they offer a series of solutions for the development of language skills (p.21).

According to the Ministry of Education of Ecuador (2012), students must achieve proficiency in English language skills to achieve fluency and therefore must reach the communicative competence of A1.2, however, achieving these outcomes are complicated because there are several inconveniences such as external and internal factors that affect the teaching and learning processes of students (p.8). In Ecuador, many students tend to become frustrated because many institutions tend to use a traditional, monotonous method. In addition, time is not usually adequate to cover the content, and this has resulted in students not being able to develop their speaking skills properly.

The students and teachers at Unidad Educativa Provincia de Cotopaxi have access to the computer labs and therefore to the technological tools to learn English and especially to improve their speaking skills, however the students and teachers do not use these tools because they are not trained and there is no real motivation to make use of the technological tools. So, the objective of the research is to motivate students to use technological tools which are essential for the development of English language learning and even more if it is for the improvement of speaking skills. Thus, technological tools allow students to acquire the language in a more entertaining and fun way, either synchronously or asynchronously.

Research question

How do technological tools influence the development of English-speaking skill in the ninth-grade students at Unidad Educativa Provincia de Cotopaxi?

3. OBJECTIVES

General

To improve English speaking skill through the use of technological tools in the ninth-grade students at Unidad Educativa Provincia de Cotopaxi during the academic year 2022 - 2023.

Specific

- To design a theoretical framework with bibliographic information.
- To analyze the data on the development of speaking skill in relation to technological tools.
- To propose activities in speaking skill using technological tools.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES

Specific objectives	Activities	Verifications means
To design a theoretical framework with bibliographic information.	- Research bibliographical sources - Analyze the data to classify the topics and subtopics	- Theoretical framework
To analyze the data on the development of speaking skill in relation to technological tools.	- Apply a quantitative approach - Analyze and discuss the data.	- Structured survey - Pre-test and Post-test

To propose activities in speaking skill using technological tools.	- Elaboration of Lesson Plan - To elaborate activities to improve speaking skills	- Videos in Flipgrid Recordings in Voki -Rubric
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5. JUSTIFICATION

Mantuano & Rivadeneira (2022) mention that technological tools allow the development of communicative competencies in the English language since they offer a diversity of resources that with a good pedagogy give good results, which is why using technological tools is important because it enhances in a better way the development of receptive and productive skills of the English language since it awakens the interest of the students due to the fact that technology provides more striking and entertaining contexts and even several of them are very comfortable and easy to handle.

Thus, the researchers have proposed to use technological tools in ninth-grade students at Unidad Educativa Provincia de Cotopaxi to improve their speaking skill. This research is very important because it will allow students to know and use digital platforms focused on the English language, inside and outside of English classes to practice their speaking skill and, at the same time, this will result in improved pronunciation and fluency in the English language. Therefore, the researchers will propose activities that involve the use of technological tools such as Voki, Flipgrid, Cambridge dictionary, and Duolingo which will benefit the development of speaking skill. In the same way, this research will demonstrate that the use or implementation of the mentioned technological tools can become effective within the academic environment and therefore it is very useful for the students since they will have a better progress in learning the English language. In addition, the application of technological tools will be an innovative way to learn a second language and will also make good use of the Internet and its benefits.

The ninth-grade students at Unidad Educativa Provincia de Cotopaxi will be the direct beneficiaries of this research. Students will have the opportunity to access and explore

different digital platforms to develop activities that will allow them to practice their speaking and, at the same time, improve their pronunciation. Likewise, teachers, parents and members of the academic unit's community will benefit because they will see how these technological tools have become a positive and essential pedagogical support for students.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

According to the research of Asratie et al., (2023), who researched '*The effects of using educational technology tools to enhance EFL students' speaking performance*' This research explores technology tools like FORVO and YouGlish, quasi-experimental design was applied to two different groups experimental and control group to conduct tests, questionnaires, interviews with teachers, and a teacher's logbook. This study was carried out to collect relevant data that will lead to fruitful and beneficial results for the research, students who learned using speaking educational technology improved their speaking skill in pronunciation, and grammar compared to students who learned using conventional method. This research concluded that using technological tools improves speaking skill in a better way while the traditional way is not as efficient.

Soriano & Marino (2018) point out the '*flipped classroom to improve English speaking skills for students of eighth grade at Unidad Educativa Eloy Velásquez Cevallos, La Libertad, Santa Elena Province, School Year 2017-2018*' in which 12 students were chosen to be examined. The authors decided to use a qualitative method, and the instruments used were interactive lessons through WebQuests using the flipped classroom principles, rubrics with pre and post-test, interviews, and surveys. The results showed that the implementation of a Webquest lesson was effective to improve speaking skills, and also it contributed to increasing the motivation to learn the English language in students of eighth grade at Unidad Educativa Eloy Velásquez Cevallos. The researchers conclude that technological tools implemented in this project help students to support digital content from the web to become

new concepts that allow them to increase their critical thinking and then produce speaking skills.

Based on the research Díaz & Sairi (2023), conducted an investigation explaining how *‘Lingodeer develops English speaking skills with students from level 8th at Unidad Educativa Miguel Egas Cabezas in Otavalo’* This research aims to strengthen speaking skills using the leading apps. This research is centered on relevant theories about Linggo Deer. Furthermore, this research has a mixed quantitative and qualitative approach as data was collected through surveys and interviews. As a result, the research has the purpose of making an activity guide to improve speaking skills. The author of this research concludes that the use of technological tools can be very efficient and innovative for English language learning, however, there are some limiting factors.

Previous research by Paredes (2021) employed *‘Online technological tools to develop the English pronunciation of senior students at Victor Manuel Guzman High School during the scholar year 2020-2021’* This research aims to help the development of English pronunciation by identifying the problems that students face. So, in this research, the most appropriate technology tools that can solve the problem of pronunciation are determined. This research has two approaches such as qualitative and quantitative. These methodologies were used to apply surveys and interviews to obtain data and opinions about the technological tools. A guide was made to improve pronunciation and to find technological tools based on the information obtained. This research concludes that online technology tools can help improve English despite the factors of time to practice and pronunciation difference between English and Spanish.

6.2 Theoretical Framework

English teaching approaches

English is a foreign language that many people want to learn since it is the second most spoken language and it has been tried to be taught in different ways. Thus, to teach English

teachers have to apply different approaches according to the age, English level, and needs of the students. However, the researchers have taken into account the Communicative Language and Teaching (CLT) approach, and the Presentation, Practice, and Production (PPP) method with which they will work to obtain better results in terms of speaking development.

Communicative Language Teaching

Based on (Eisenring & Margana, 2019) Communicative Language Teaching (CLT) is a student-centered teaching method because students can interact with the target language through mechanical, meaningful, and communicative activities. In addition, Dos Santos (2020) mentions that CLT is a method that helps teachers and students to search for teaching and learning materials and activities within a real context.

According to the authors, Communicative Language Teaching is a method that helps the teacher to realize activities that permit the students to produce the English language through real communicative activities.

Communicative Syllabus in CLT.

According to the Srinivasulu (2020) the syllabus based on the CLT approach focuses on the development of communicative competences, so Richards (2006), cited by proposes two syllables to develop them: Skills-based syllabus- it focuses on the four basic language skills and their micro-skills so that the learner learns to use the necessary functions in English.

Functional syllabus- it is based on developing communicative functions such as agreement, likes, and dislikes, etc. In addition, vocabulary and grammar are selected according to the functions being taught, and the functions are practiced in a sequence of activities similar to the Presentation, Practice, and Production framework.

CLT and Activities in the Classroom.

According to Rambe (2017), there is a good alternative to invite students to use the language in a natural way through meaningful interaction and it does not matter if the students have

some limitations in their communicative competence, so students need to correct mistakes and work on fluency to be able to apply the language using correct grammar and pronunciation.

According to (Richards, cited by Rambe, 2017), other activities are related with accuracy activities which are focused on creating correct examples of language use. The activities are based on:

- Reflecting the use of language in the class.
- Focusing on forming correct examples of language.
- Practicing language out of context.
- Working in small samples of language.
- Do not require meaningful communication.
- Controlling language choice.

Based on Yakubov (2022) role-plays develop learners' speaking skills more than other activities, as interactive activities are more attractive to learners because they find it fun to play the role of another person. In addition, role plays are performed according to fictitious situations but can take place in a real context. Therefore, the use of role plays in conjunction with CLT aims to ensure successful foreign language learning through the development of communicative competencies and the ability to apply knowledge in real-life situations.

The PPP teaching framework

In English language teaching, several methods apply strategies according to their purpose, and language teachers need to implement them with their students to develop different language skills. One of these frameworks is called Presentation-Practice-Production (PPP). Moreover, this framework is identified as being based on a lesson that wants to achieve a goal and it expects to check that learners produce the foreign language with each resource and stage that this framework provides (Wiyanah et al., 2021).

It should be taken into account that there are authors who use the name PPP framework to refer to a strategy that focuses only on the learner's oral or productive skills, however, it should be emphasized that each stage of this type of teaching lesson contains activities that are mainly focused on being carried out in a more practical and free way until the time comes when the learner must produce the language on his own, so the teacher must take control of his activities during the process and provide help where the learner needs it (Rasulova, 2022).

Stages of PPP framework.

Based on Rasulova (2022), presents the three phases of the PPP framework for English language teaching:

Presentation

In this phase, the teacher is responsible for presenting the new class to the learners by introducing vocabulary or grammar. It is essential that the teacher uses clear examples. These can be done with the use of flashcards, pictures, sentences, or dialogue.

Practice

This phase, also known as "drilling", is for the learner to put the knowledge of the new lesson into practice and consists of several activities. Here learners can interact and share their knowledge to reinforce it. In addition, some activities that can be considered are multiple-choice exercises, filling in blanks, matching, sentence transformation, etc.

Production

This last phase is probably the most challenging for the students, as they have to apply the acquired knowledge in the new class. Activities such as creating dialogues or questions and answers in an oral lesson can be considered.

To summarize, the teacher is in charge of presenting and introducing the language at the learning pace, until the learner has the ability to understand and produce the language on his

or her own. Furthermore, the author explains that the production phase is composed of practical activities in which learners use the language to develop their productive language skills according to the activities and topics.

Common European Framework of Reference

According to the (Common European Framework of Reference for Languages, 2001) the English language is governed by standards provided by the Common European Framework of Reference (CEFR). This is divided into the following levels: A1, A2, B1, B2, C1 and C2 which range from the most basic to an expert level considering certain aspects that evaluate the receptive and productive skills of people (p,21).

Table 1. *Common European Framework Reference Levels*

Proficient User	C2	Can understand virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations
	C1	Can understand a wide range of demanding, longer texts and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling

		in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinion and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Taken from: (Common European Framework of Reference for Languages, 2001, p.24)

English productive skills

Productive skills in English to produce a language based on: writing and speaking as Golkova & Hubackova (2014) mentioned is the transmission of information that a language user produces in either spoken or written form developing an appropriate, coherent, and logical communication in the English language. This research focuses especially on speaking skill.

Writing

It is an English skill that allows writing coherent texts for purposes such as academic essays, reports, letters, e-mails, etc., allowing one to express thoughts, ideas, opinions, or some information in an orderly manner through the use of grammar, vocabulary, and proper spelling. Rao & Durga (2018) note that writing is a productive English language skill that is represented by a system of written symbols with different mechanisms: capitalization, spelling and punctuation, word form and function.

Speaking

It is one of the four most important skills of the English language, through speaking people can express themselves and communicate orally with others. It allows the use of a wide range of vocabulary and grammar. Also, pronunciation and intonation must be appropriate to convey the message correctly. (Brown and Yuke, 1989, as cited in Rao, 2019) “Speaking is the skill that the students will be judged upon most in real life situations” (p.8).

Main speaking skills

Speaking skills confidently, and fluently in English will eventually be achieved. For that reason, it is important to know the four main speaking skills that will benefit people to be good speakers.

Fluency and coherence

It is the ability to be able to speak a foreign language comfortably, that is, be logical in what you say, to have an orderly structure in each of the sentences argued, to use a varied, advanced, and extensive vocabulary, to be able to respond easily to a discussion, a debate or an interview, to use appropriate linking words for each idea or opinion and to be sure of what is going to be said, without redundancy of words. (Oxford Advanced Learner’s Dictionary, 1984, as cited in Afna, 2018) “Fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well” (p.46).

Vocabulary

According to Afna (2018), explaining vocabulary is one of the most essential English skills that can be acquired in the academic environment, as it is also a means to develop other skills, such as reading, writing, speaking, and listening. That is, having a broad knowledge of English vocabulary will have many advantages and will allow the learners to communicate more easily and clearly.

Grammar

Recognizing the system of rules of the English language is necessary since, with a good order of sentences, ideas, or opinions, the receiver of the message will grasp without any difficulty what to convey. It is important to identify the verb tenses as this will guarantee the speaker that the ideas are transferred accurately and safely. Betti (2022) claims grammar is the way in which the meanings of the English language are compiled. Grammar also includes the structure of phrases, sentences, words, clauses, and whole texts. Understanding and applying English grammar rules facilitates communication. It helps to convey precise meanings, establish relationships between words and ideas, and adhere to the conventions of the English language.

Pronunciation

It is a complex element of English speaking to achieve, but it is necessary in communication. (Otlowski, 1998, as cited in Gilakjani, 2016) “Pronunciation is the way of uttering a word in an accepted manner” (p.2). Also Kissova (2019) affirms the role of English pronunciation, which is not based on focusing on sounding like a native speaker, but on having and demonstrating a pronunciation that is understood, that conveys what the speaker intended to convey without confusing the listener.

Intonation in speaking demonstrates the confidence with which you are speaking Yang Klang (2013) comments, “The music of speech is the intonation that is a crucial factor in speaking” (p.446). Intonation is reflected in the rise and fall of the pitch of the voice. It plays a significant role in expressing meaning, attitudes, and emotions. Proper intonation patterns help convey questions, statements, and other nuances of communication.

Strategies to improve speaking

First of all, it is also essential to take into account the environment in which the students find themselves as (Bahrani & Soltani, 2012) remarks classroom management is also a good strategy because, in this way, the students can coexist daily with decorations, phrases or posters related to the target language, while making changes in the order of the desks, either

in rows, in groups or pairs, but which separates them from the other and provides motivation to learn the language.

When the teaching and learning process focuses on speaking English language skills, several effective strategies can be employed in the classroom to benefit learners to acquire and perform oral communication skills appropriately.

Oral expression

Create activities in which dialogues, role plays, debates, and expositions, in which the students have the opportunity to work by hand or, in other cases, to carry out movement activities and the class becomes more fun.

Incorporate technology

Technology is a useful educational tool that helps students to improve their English skills depending on the platform used through a digital device. There are several platforms to learn a language, as is an example of the *blabberize* platform, which consists of speaking through a picture of the student's choice, where the students have the chance to practice their speaking by telling any kind of information.

Provide support

Giving clear instructions is one of the main characteristics that the teacher must impart so that the learner can understand and perform the activity with ease, secondly giving the learner eye-catching material to solve, sharing short phrases or sentences of everyday use, thirdly, using videos or easy songs to practice the students' pronunciation, fourthly, using pictures to learn new vocabulary, finally, encouraging the learner when they make mistakes.

Technological Tools

Nowadays, the use of technological tools has become indispensable in the world, whether for academic, professional, or entertainment use, since each of them has a necessary function.

However, technological tools in education have had a greater impact. (Mucundanyi & Woodley, 2021) explained that a teacher can make use of some technological tools to have better support in their profession and in this way, can facilitate their teaching and achieve the objectives planned at the beginning of the classes. In addition, the use of technological tools allows a broader knowledge facilitating people's knowledge.

Benefits of using technological tools to improve speaking skills

Nowadays, technology is a necessity for people, so the educational field makes use of technological tools for better teaching of the English language. “In Australia it was recognized, that the technological advances influence the people's way of sharing, creating, using and developing information in the society and the young people must be highly skilled in using information and communication technologies ICT” (Ranasinghe and Leisher, as cited in Kouser & Majid, 2021). So, students need to be prepared to adapt to different teaching and learning methods and strategies. Thus, technological tools present benefits that help students improve their English language production.

The use of technological tools is a strategy that motivates students to acquire new knowledge, thus providing positive benefits to students in the case of platforms, Voki and Flipgrip help students practice their speaking through creative activities, while the Cambridge Dictionary and Duolingo platforms help students have a wider vocabulary, improve their pronunciation and have good grammar through different kinds of activities.

English language teaching through technological tools

Technology has become part of our daily lives, as in the case of the academic world. Students can make use of a large number of technological tools that benefit their academic performance and learn more innovatively. As Ahmadi (2018) remarked, technology plays an important role in the teaching and learning process, as it is also part of the training of teachers so that they can facilitate learning in the classroom with more entertaining activities. Teachers have the ability and ease of use of different digital platforms on the internet to provide more effective learning, since today, students have a good knowledge of the digital world, and for them, it is a motivation to learn through technology.

Besides, technology is a great advantage for both teachers and students, as they can enter different education digital platforms that provide them with more productive knowledge, as in the case of English language teaching, look for technological tools that help to improve each of the language skills and teachers can make use of these platforms to teach a more active class with students.

Types of technological tools

Technological tools are instruments or technical resources which can carry out a class in a synchronous or asynchronous way. Kouser & Majid (2021) Technological tools are resources that help improve the teaching and learning process and tools can help teachers create, manipulate, use, and share information through networks. The researchers considered four technological tools, two of which, Flipgrid and Voki, were used to improve students' speaking. In contrast, Cambridge Dictionary and Duolingo were used to help students' vocabulary and pronunciation.

Flipgrid

According to Stoszkowski (2018) Flipgrid is a free platform made for educational purposes that is designed to enhance and facilitate collaboration and social learning among students, so here the tutor or teacher in charge can invite students to upload short video responses to activities via a personalized link. While Amirulloh et al. (2021) mention that Flipgrid is a free platform that allows a video chat which is designed to engage in conversations with video and audio recording. This allows the activities to involve discussions or conversations around the group of students and the corresponding topic since this platform allows the development of speech, pronunciation, and communication among students, indicating that the Flipgrid platform is very good for speech development.

Voki

Mustapha (as cited in Manty et al. 2016) Voki is a technological tool that allows users to create their own speaking character, also known as an avatar, as the use of avatars in English

language learning can motivate student participation. The use of Voki in English teaching and learning can improve speaking skill in students and encourage their participation in the learning process as it helps their self-esteem since students prefer to learn in a virtual way rather than in a traditional way.

Cambridge Dictionary

Paredes (2021) mentions that Cambridge Dictionary is a website where you can find word meanings, translations, and pronunciations of some languages such as Spanish, British, and American. So, Cambridge Dictionary is a platform where you can find the meanings of words and you can translate them to the language of your choice. In this case, we focus on the translation from English to Spanish. This platform helps English learners to improve their vocabulary and above all to practice the pronunciation of English words either in the British or American accent.

Duolingo

Romero (2016) mentions that Duolingo is a platform that encourages language learning, where anyone can learn another language at their own pace and it is also a tool that transforms language learning into a game to make it more fun, it is also effective and the best thing is that it is free and gives many options for learning. Duolingo also has the ability to increase or decrease the level of complexity in the lessons based on feedback and also supports a principle of personalization based on knowing more about a topic and this encourages the development of speaking.

All these technological tools such as Voki, Flip grid, Cambridge dictionary, and Duolingo are important resources that help the teaching and learning process to be executed in a better way. That is to say that they allow students not to have a monotonous, boring, and traditional class because the use of technological tools are efficient and very useful if people use the internet in a productive, careful, and responsible way.

7. METHODOLOGY

Research approach

The present research is focused on a quantitative approach since it will help us to obtain relevant data which contribute to the study. Fernández & Díaz (2002) state that quantitative research is a structured way of collecting data experimentally on variables based on numerical aspects which must be investigated in a precise manner that allows the generalization of the data. This approach is appropriate for this research because the investigators are looking for how the technological tools influence the development of speaking in ninth-grade students at Unidad Educativa Provincia de Cotopaxi.

Research method or level

According to Ramón (2018), mentions that quantitative research also used the deductive method due to deductive method allows us to extract from logical reasoning that goes from the cause to the effect and that is why this method verifies its veracity based on numerical data and therefore has a quantitative approach so this research uses the deductive method because it analyzes how technology tools influence the development of speaking skills. Therefore, this helped the research to have logical conclusions that come from the inquiries about the research topic.

Research context

This research was conducted at Unidad Educativa Provincia de Cotopaxi, located in the canton Pujilí, which is a public institution located in the urban area of the city. The population density of the ninth grade corresponds to 219 students since there are six parallels, of which a sample of twenty students from parallel A have been taken into account, with an age range between thirteen and fourteen years old. However, the gender of the students has not been taken into account, since it is not important for the research.

Data collection procedure

The technique used for this research is the structured survey and the instrument applied was the ten questions from which the relevant data were obtained. Álvarez (2011) claims that the structured survey is the one that makes use of a set of questions in a standardized way since it allows to clarify doubts and to have more complete information. The survey questions are designed and coupled to an educational context and of which the questions are closed. In addition, a pre-test was conducted to know the level of English that the students have and a post-test was conducted to verify how technological tools influence the development of speaking and these tests were obtained from the Cambridge website. Thus, the researchers resolved the second objective of this research by means of the following analyses and interpreted results.

Data analysis process

To perform the data analysis, the researchers applied descriptive analysis, because it allowed us to have a clear vision of the research as it is presented in graphs and tables. The investigators use a structured survey that has ten questions that are applied to students in the ninth year of general basic education. Vazquez et al., (2010) mention that descriptive analysis is the extraction of results from numerical data, tables, or deductions. This information will be revalidated by means of a descriptive analysis of the quantitative approach which does not help to deduce the research results according to the data obtained by means of the survey.

8. ANALYSIS AND DISCUSSION OF RESULTS

The following are the results obtained after applying a survey with structured questions to 20 students at Unidad Educativa Provincia de Cotopaxi, of which the results are presented in percentages.

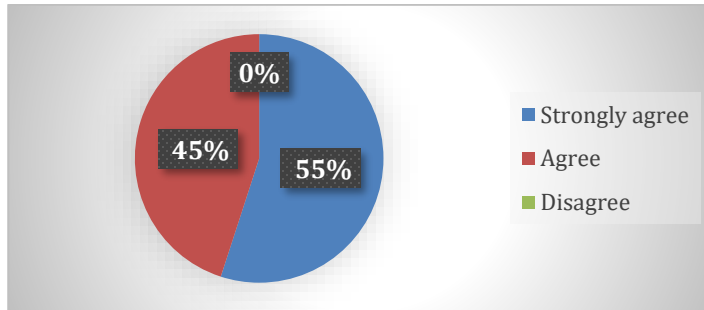
1.- Do you consider that educational units should incorporate the use of technological tools in English language learning?

Table 2. *Technological tools*

Options	Frequency	Percentages
Strongly agree	11	55%
Agree	9	45%
Disagree	0	0%
Total	20	100%

Figure 1.

Technological tools



According to the first question: Do you consider that educational units should incorporate the use of technological tools in English language learning? The results showed that 55% of students responded that they strongly agreed to include technological tools in the English language learning process, and 45% of students responded that they agreed to incorporate technological tools in English language learning.

Therefore, according to the answers obtained, the incorporation of technological tools in the educational field can be useful for students since it is a more effective way of teaching. As (Ahmadi, 2018) remarks, “Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process” (p.117).

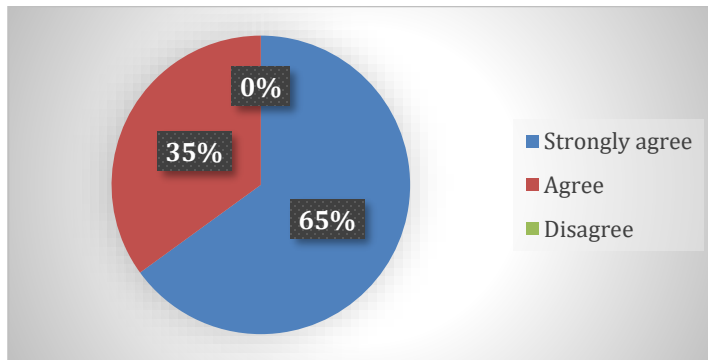
2.- Do you think that technological tools allow you to develop speaking skills?

Table 3. *Speaking development*

Options	Frequency	Percentages
Strongly agree	13	65%
Agree	7	35%
Disagree	0	0%
Total	20	100%

Figure 2.

Speaking development



The second question: Do you think that technological tools allow you to develop speaking skills? 65% of students responded that they strongly agree that technological tools allow them to develop speaking skills, and 35% of learners responded that they agree that technological tools allow them to develop speaking skills.

As it can be seen, students responded that technological tools help them develop their speaking skills because it is an innovative way of learning. (Sosas, 2021) says, “Technology has become an additional tool for teaching in enhancing their student’s speaking competence” (p.960)

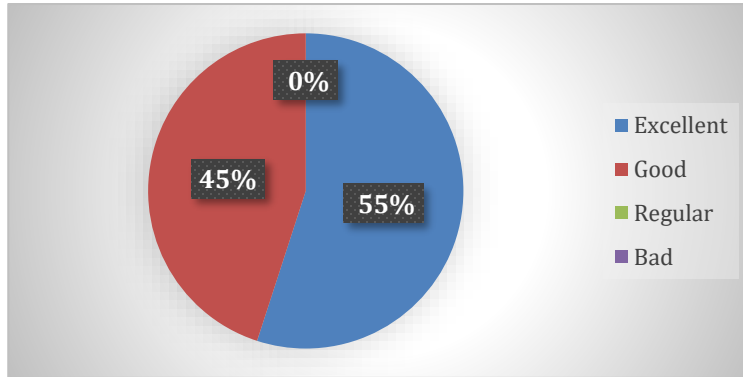
3.- How do you think technological tools influence speaking development?

Table 4. *Influence of speaking development*

Options	Frequency	Percentages
Excellent	11	55%
Good	9	45%
Regular	0	0%
Bad	0	0%
Total	20	100%

Figure 3.

Influence of speaking development



In the third question: How do you think technological tools influence speaking development? Of the total respondents who answered positively, 55% chose good and 45% excellent, however, the answer obtained concluded that the students after having used the technological tools consider that they do influence the speaking development.

The technological tools proposed by the researchers have proven to be effective, as can be seen in the figure, so it is considered that the activities contained in the platforms have helped to correctly develop the students' speaking. As Sosas (2021) mentions, technology in teaching has a positive effect which helps to improve speaking skills such as pronunciation and fluency.

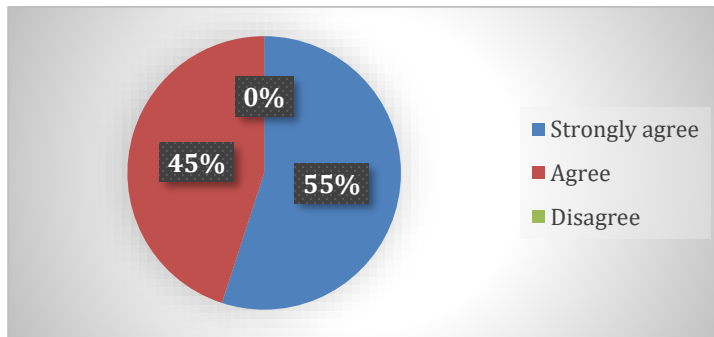
4.- Did the Flipgrid platform allow you to be more fluent in describing your personal profile?

Table 5. *Flipgrid*

Options	Frequency	Percentages
Strongly agree	11	55%
Agree	9	45%
Disagree	0	0%
Total	20	100%

Figure 4.

Flipgrid



According to the fourth question: Did the Flipgrid platform allow you to be more fluent in describing your personal profile? students mentioned with 55% strongly agree that the Flipgrid platform allows them to be more fluent when they describe their personal profile, and 45% of students responded that they agree that Flipgrid allows them to be more fluent in describing their personal profile.

Based on the results, Flipgrid is a platform that helps students to become more fluent in their activities. Stoszkowski (2018) explains Flipgrid has the option to pause and re-record the activity (video), allowing students to better practice what they are going to say before posting.

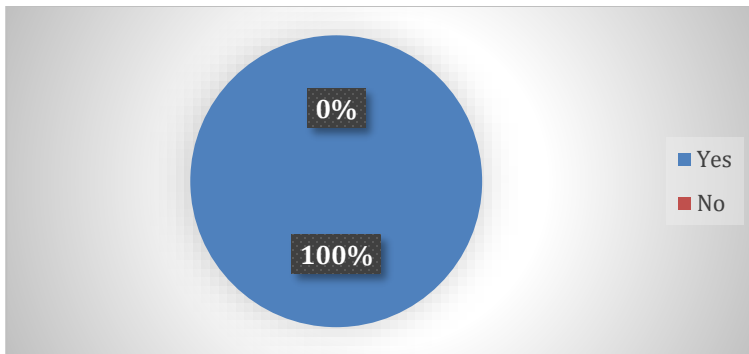
5.- Do you think Voki's activities encouraged you to practice speaking?

Table 6. *The Voki incentive*

Options	Frequency	Percentages
Yes	20	100%
No	0	0%
Total	20	100%

Figure 5.

The Voki incentive



In the fifth question: Do you think Voki's activities encouraged you to practice speaking? The results obtained from this question are 100%, the students responded positively (yes) that the Voki activities encouraged them to practice their speaking skills.

In short, the results show that the Voki platform is a very dynamic platform that attracts students' attention to practice their speaking skills, since within the activities students must create their avatars and then record their voices. Thamarana & Mounika (2018) remark, Voki is an animated application because it allows students to create a personalized avatar that can convey the message they want.

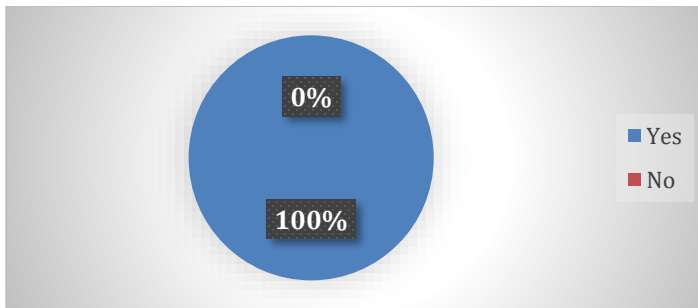
6.- Did Flipgrid help you build more confidence to put your speaking into practice?

Table 7. *The flipgrid confidence*

Options	Frequency	Percentages
Yes	18	90%
No	2	10%
Total	20	100%

Figure 6.

The flipgrid confidence



According to the sixth question: Did Flipgrid help you build more confidence to put your speaking into practice? The data collected shows that 90% of the students responded that Flipgrid helped them build confidence to practice their English. While 10% of the students responded that Flipgrid did not help them build confidence.

Therefore, the results show that Flipgrid is a platform that facilitates students to socialize which helps students to lose the fear of public speaking allowing students to have social learning as well as to become familiar with the technology. According to Stoszkowski (2018) mentions that Flipgrid helps students to become self-confident by increasing motivation and self-awareness, increasing the effectiveness of communicating as they lose their fear of speaking.

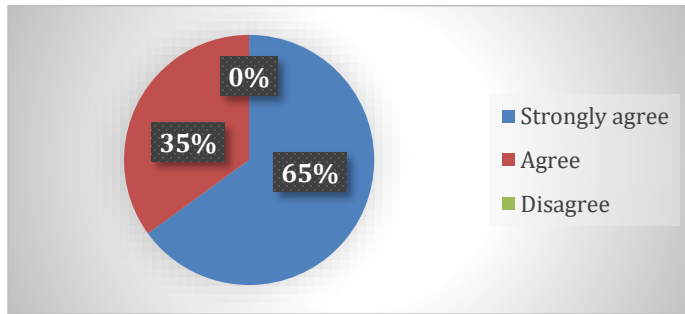
7.- Do you think Duolingo allowed you to improve your English pronunciation and vocabulary?

Table 8. *Duolingo*

Options	Frequency	Percentages
Strongly agree	13	65%
Agree	7	35%
Disagree	0	0%
Total	20	100%

Figure 7.

Duolingo



In the seventh question: Do you think Duolingo allowed you to improve your English pronunciation and vocabulary? According to the twenty students sampled, 65% of the students responded that they strongly agree that Duolingo helps them to improve their English pronunciation and vocabulary. Likewise, 35% of the students responded that they agree that Duolingo helps them improve their pronunciation and vocabulary.

So, according to the results, it is evident that Duolingo is a platform where students can improve their English vocabulary and pronunciation in a very efficient way, besides being fun and very accessible to students. Ponce (2022) claims that Duolingo helps to improve speech and pronunciation because this platform is very entertaining as it even has fun games and therefore also allows students to elevate their critical thinking.

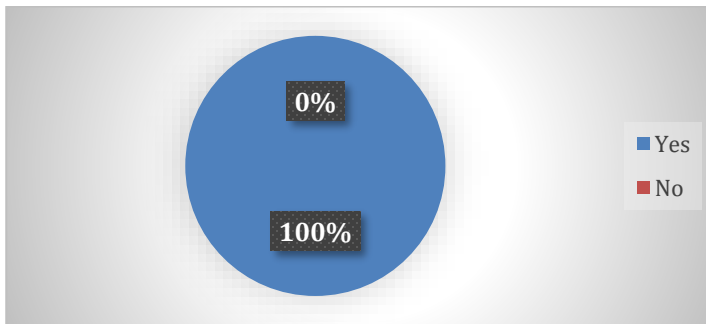
8.- Do you feel that Cambridge Dictionary helped you improve your pronunciation for the Voki and Flipgrid activities?

Table 9. *Cambridge Dictionary*

Options	Frequency	Percentages
Yes	18	90%
No	2	10%
Total	20	100%

Figure 8.

Cambridge Dictionary



According to the eighth question: Do you feel that Cambridge Dictionary helped you improve your pronunciation for the Voki and Flipgrid activities? In this question, 90% of the students answered that Cambridge Dictionary does help to improve pronunciation for the Voki and Flipgrid activity. However, 10% of the students answered that it does not.

Based on the data obtained, the results show that Cambridge Dictionary helps to improve the pronunciation of the English language and therefore supports the Voki and Flipgrid activities to be performed in a better way. Paredes (2021) mentions that this platform helps English learners to improve their vocabulary through translation and, above all, to practice the pronunciation of English words, either with a British or American accent.

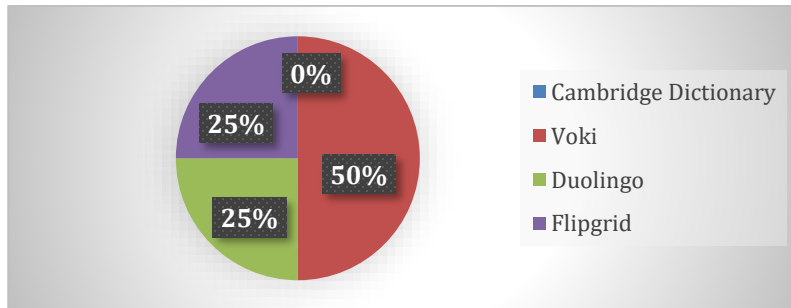
9.- Which of these technological tools did you enjoy using the most?

Table 10. *The most used technological tools*

Options	Frequency	Percentages
Cambridge Dictionary	0	0%
Voki	10	50%
Duolingo	5	25%
Flipgrid	5	25%
Total	20	100%

Figure 9.

The most used technological tools



In the ninth question: Which of these technological tools did you enjoy using the most? The graphs show that 50% of the ninth-grade students like the Voki platform, while 25% of the students prefer Flipgrid and the rest like Duolingo. However, 0% of the students do not prefer Cambridge Dictionary.

According to the results, this question shows that the students liked using technological tools like Flipgrid and Duolingo but especially Voki because it is more training. According to the results, this question shows that students liked to use technological tools such as Flipgrid and Duolingo but especially Voki because it is more training. Paredes (2018), mentions that Voki facilitates the practice of speaking skills in a safe environment which enhances self-esteem.

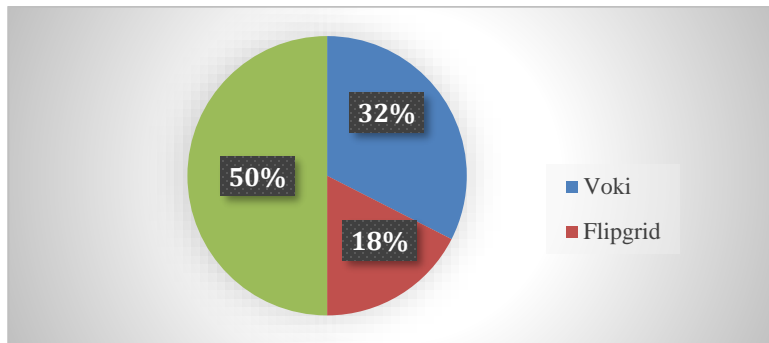
10.- Which of these platforms did you find most effective in carrying out the activities and putting your speaking into practice?

Table 11. *The most effective platform.*

Options	Frequency	Percentages
Voki	13	65%
Flipgrid	7	35%
Total	20	100%

Figure 10.

The most effective platform



According to the tenth question: Which of these platforms did you find most effective in carrying out the activities and putting your speaking into practice? 65% of the respondents show that the Voki platform is very effective while 35 remaining % show that Flipgrid is also effective.

The results collected show that students believe the Voki platform is more efficient than Flipgrid to put into practice speaking skill in the English language. Mustapha (as cited in Manty et al. 2016) mentions that Voki is a technological tool that allows the development of imagination and creativity through the creation of an avatar which greatly benefits the development of speaking. While Stoszkowski (2018) mentions that Flipgrid is a platform that facilitates the realization of videos. This means that students learn better by interacting more with Voki than with Flipgrid.

Pre and Post test analysis

In this research, a pretest and a posttest were also applied to measure, observe and evaluate the effectiveness of the technological tools before and after their application in the students of the ninth year parallel A, at Unidad Educativa Provincia de Cotopaxi who have an A1 level. Four main parameters were taken into account in the rubric: fluency, grammar, vocabulary, and pronunciation which are evaluated in the activities. (See annex 3)

Table12. *Pre-test & Post-test*

N°	Pre-test					Post-test				
	Fluency	Vocabulary	Grammar	Pronunciation	Score	Fluency	Vocabulary	Grammar	Pronunciation	Score
Student 1	1	1	2	1,5	6,5	2	2,5	2	2	8,5
Student 2	2	1,5	2	2	7,5	2,5	2	2,5	2,5	9
Student 3	1,5	2	1,5	1,5	6,5	2	2	2	2,5	8,5
Student 4	1	1,5	1,5	2	6	2	2,5	2,5	2	9
Student 5	2	2	1,5	1,5	7	2,5	2,5	2	2,5	9,5
Student 6	2	2	2,5	1,5	8	2,5	2,5	2,5	2,5	10
Student 7	1,5	1,5	2	1,5	7,5	2	2	2	2	8
Student 8	1,5	1	1,5	2	6	2	2	1,5	2	7,5
Student 9	2	2,5	1,5	1,5	7,5	2	2,5	2,5	2	9
Student 10	1	1,5	1,5	1	5	2	2	2	2,5	8,5
Student 11	1	1,5	1,5	1,5	5,5	2	2	2,5	2	8,5
Student 12	1	1,5	1	1	4,5	2	2	2	2	8
Student 14	1	1,5	1,5	1	5	2	2,5	2	2,5	9
Student 15	1	2	1,5	1	5,5	2,5	2	2	2	8,5
Student 16	1	1	1,5	1,5	5	2	2,5	1,5	2	8
Student 17	1	2	1	1,5	5,5	2	2,5	2	2	8,5

Student 18	1	1,5	1,5	2	6	2	2	2	2,5	8,5
Student 19	2	1	1,5	1,5	6	2,5	2	2,5	2	9
Student 20	1	1,5	1,5	2	6	2	2,5	2	2,5	9
Total					5,825					8,25

This table shows a comparison of the pre-test and post-test data in relation to the data taken from the students at Unidad Educativa Provincia de Cotopaxi. The data show that most of the students have improved their grades and therefore have improved their speaking skills, since they have taken fundamental parameters such as fluency, vocabulary, grammar and pronunciation in which the students show a radical improvement. That is why it is evident that the technological tools do improve the speaking skill since the students feel more motivated and active in relation to the proposed activities.

Academic proposal

Title

Activities to improve speaking skills

Speaking skill is one of the most important qualities of the English language since it allows us to interact in a better way with other people, through the transmission of ideas, opinions, or different arguments on a topic of interest.

Therefore, as researchers we have decided to propose activities to put into practice during class hours, with the objective of improving the speaking skills of ninth-grade students at Unidad Educativa Provincia de Cotopaxi using technological tools such as Voki, Flipgrip, Duolingo, and Cambridge Dictionary, each of these platforms have a specific function to fulfill.

The activities were carried out through the PPP method (practice, presentation, production) using the CLT (communicative language teaching) approach, the planning will last approximately 40 minutes, and this planning can be used by teachers in charge of the English subject. (See annex 5)

9. RESEARCH IMPACTS

This research project would have an educational impact due to the innovative information on technological tools obtained during the elaboration of the project to improve English language speaking skills.

The use of technological tools in education is positive. According to the data collected from the survey, students state that technological tools are useful to improve speaking skills and solve main elements such as pronunciation, vocabulary, fluency, and grammar, thus fulfilling the second specific objective.

It is also worth noting that Voki was a platform of preference for the students, as it contains dynamic activities that have managed to capture their attention. The academic environment had a significant impact, as the students were able to interact with each other through the use of Flipgrip, thus losing the fear of recording themselves while speaking. It is also important to note that all four technological tools were positive in the learning process, as each of them fulfilled an essential function in improving speaking skills, putting into practice the theme of the personal profile.

This research would also benefit teachers since they can make use of these technological tools already implemented in an institution with positive results so that they can teach their classes in a more entertaining way to the students. Besides, through the use of technological tools, it became evident how the students gradually improved their academic performance in the English subject, focusing on speaking skills.

10. CONCLUSION AND RECOMMENDATION

Conclusion

- In conclusion, the authors selected for the elaboration of the theoretical framework explain that the use of technological tools brings many benefits for students since in this way students can obtain a more motivating education at the same time, they explained that each of the platforms applied to students plays an important role in the development of speaking skill in students since they improve pronunciation, fluency, grammar and enrich the vocabulary of the English language.
- Through the data obtained from the survey, the results show that students like and need to make use of technological tools such as Flipgrid, Voki, Duolingo, and Cambridge Dictionary to develop English language skills as students improve their social and communicative skills in a fun and motivating way, improving students' confidence and increasing their knowledge of vocabulary, fluency, and even grammar, and even allowing students to learn autonomously.
- In the proposal of the activities where the technological tools were used, the researchers made use of the CLT approach together with the PPP which was very well adapted to the class since the ninth-grade students were able to correctly perform their activities in both Voki and Flipgrid and these were evaluated by means of a rubric that was used to evaluate the development of English-speaking skill.

Recommendation

- It is recommended to use useful academic papers that contain relevant information and provide good arguments for the research project. It is also suggested to investigate more technological tools with more positive benefits, or that are platforms without internet access or with new dynamic activities that help with the development of students' speaking skills.
- It is a good recommendation to make use of a more comprehensive method such as the mixed method, that is, to make use of both qualitative and quantitative approaches as this allows the use of surveys and interviews. The survey allows the researchers to obtain numerical data from the students, while the interview would allow to have data from the teachers in a descriptive way, thus revealing the teachers' perspective and numerical data from the students which would enrich the research.
- It is recommended that instead of proposing activities to improve speaking skill, it is necessary to propose a manual on how to improve the oral communication, which implies making use of many technological tools where a series of playful and motivating activities are proposed in order to capture the interest of the students and also make use of the manual in the Cotopaxi Province Educational Unit to promote the development of speaking.

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12. APPENDIX

Annex 1. Pre-test & Post-test

Topic	Speaking
Giving personal information.	<ol style="list-style-type: none"> 1. What is your name? 2. Where are you from? 3. How old are you? 4. Where do you live? 5. What is your phone number? 6. What is your favorite color? 7. What is your favorite sport? 8. What is your favorite number?

Annex 2. Rubric

Criteria categories of evaluation	Excellent (4)	Good job (3)	Acceptable (2)	Needs improvement (1)	Score
Fluency	He/she expresses his/herself correctly with ease and spontaneity.	He/she expresses his/herself correctly with ease and spontaneity. The pauses he/she makes when conversing does not distort the clarity of the message.	He/she expresses his/herself with difficulty. The message is not understood.	It is not expressed correctly. There is no spontaneity. Pauses in conversion distort the clarity of the message.	
Content and vocabulary	Speak on the tight topic. Bring new ideas and encourage	Although it talks about the subject, it does not provide new ideas.	He/she limits his/herself to commenting on his/her partner's contributions.	What is provided is not related to the topic indicated. His/her use of	

	member participation. Use the vocabulary correctly learned in class. Explains the new concepts.	Uses the vocabulary studied in class most of the time correctly. Explains new concepts, but not always correctly.	Does not promote spontaneous participation. His/her use of vocabulary studied in class indicates that he/she does not know the meaning of some terms. Explains the new concepts.	the vocabulary studied in class indicates that he/she does not know its meaning.
Grammar	Uses the grammatical structures studied in class without mistakes. Uses structures not learned in class.	Frequently uses grammatical structures studied in class, with mistakes that do not affect the message.	Most of the time using grammatical structures studied in class, mistakes affect the message.	His/her use of the structures studied in class indicates that he/she does not know their application.
Pronunciation	Speak clearly. Almost no pronunciation mistakes. Applies the pronunciation rules studied in class.	Speak clearly. He/she makes pronunciation mistakes that do not affect the clarity of the message.	Most of the time he/she speaks clearly. His/her pronunciation has little effect on the clarity of the message.	He/she does not speak clearly and makes pronunciation mistakes that affect the clarity of the message.
Communication skills	Elaborate at least three	Elaborate two questions on the indicated	Elaborate a question on the topic to	He/she does not ask questions of

questions on the indicated topic to his/her partner. The conversation is one hundred percent.

topic to Hesitate to give his/her answer the naturalness of the conversation.

to his/her interlocutor. Hesitation in his/her participation shows that his/her conversations are not natural.

his/her partner. He/she limits his/herself to answering. Hesitates to answer. The waiting time of his/her participation reflects that his/her conversation is not natural.

Taken from: (D'Avanzo & Salazar, 2015, p. 15)

Annex 3. Rubric adaptation

Category	Excellent (2,5)	Good (2)	Regular (1,5)	Bad (1)	Score
Pronunciation	The student pronounces correctly the words learned in class.	The student has problems pronouncing some words learned in class.	The student has a lot of problems pronouncing the words learned in class.	The student makes too many pronunciation errors that affect the clarity of the message.	
Fluency	The student can easily express their ideas without stopping while speaking.	The student has problems pronouncing some words learned in class.	The student continually pauses when speaking.	The student does not express himself correctly since he makes many pauses that distort the clarity of the message.	
Vocabulary	The students use the	Students use the vocabulary learned but do	The students do not use the vocabulary	The student shows a very limited	

	vocabulary learned in class or do not show any lexical mistakes.	not apply it adequately.	it learned, have a few mistakes.	but vocabulary and does not know the meanings.
Grammar	Learners can use the sentences in the correct way.	Learners cannot use the grammar structure but sentences are comprehensible	Learners cannot use the grammar structure in a correct way and sentences are not comprehensible	The student is totally unaware of the structures of the grammatical rules studied, which indicates that he/she does not know their application.

Annex 4. Interview Questions

1.- ¿Considera usted que las unidades educativas deben incorporar el uso de herramientas tecnológicas en el aprendizaje del idioma inglés?

- a. Muy de acuerdo
- b. En desacuerdo
- c. Desacuerdo

2.- ¿Cree usted que las herramientas tecnológicas le permiten desarrollar el speaking?

- a. Muy de acuerdo
- b. En desacuerdo
- c. Desacuerdo

3.- ¿Cómo cree que influyen las herramientas tecnológicas en el desarrollo del speaking?

- a. Excelente
- b. Bueno
- c. Regular
- d. Malo

- 4.- ¿La plataforma "Flipgrip" le permitió tener más fluidez al momento de describir su información personal?
- Muy de acuerdo
 - En desacuerdo
 - Desacuerdo
- 5.- ¿Considera que las actividades de Voki le incentivaron a practicar el speaking?
- Si
 - No
- 6.- ¿Flipgrip le ayudó a generar más confianza para poner en práctica su speaking?
- Si
 - No
- 7.- ¿Cree usted que Duolingo le permitió mejorar la pronunciación y vocabulario del idioma inglés?
- Muy de acuerdo
 - En desacuerdo
 - Desacuerdo
- 8.- ¿Considera usted que Cambridge Dictionary le ayudó a mejorar su pronunciación para realizar las actividades de Voki y Flipgrip?
- Si
 - No
- 9.- ¿Cuál de estas herramientas tecnológicas le gustó usar más?
- Cambridge Dictionary
 - Voki
 - Duolingo
 - Flipgrip
- 10.- ¿Cuál de estas plataformas le resultó más efectiva para realizar las actividades y poner en práctica su speaking?
- Voki
 - Flipgrip

Annex 5. Lesson plan PPP

1. INFORMATIVE DATA

1.1. Trainee teacher

Chochos Mayra
Cuasque Jefferson

1.2. School's name

Unidad Educativa Provincia de Cotopaxi

Province

Cotopaxi

Cantón

Pujilí

District

Distrito Educativo 05D04 Pujilí-Saquisilí

City

Pujilí

1.3. Subject

English

1.4. Grade

Ninth

1.5. Title of the unit

All about me

1.6. Title of the lesson

Personal profile

1.7. Teaching Framework

CLT (communicative language teaching) approach

1.8. Learning Framework

PPP (Presentation – Practice - Production)

1.9. Place and date

Pujilí, July 31st 2023

1.10. Supervisor 's name

MSc. Marcia Chiluisa

2. CLASS DESCRIPTION AND TIMETABLE FIT

Class Description: The students have basic knowledge of the language; therefore, their participation is active after carefully observing all the didactic material that we use on the subject of "personal profile". The intention is to develop a competitive environment since the 20 students are motivated to learn, taking into account the relationship that we were able to develop with us in order to reach them quickly.

Timetable Fit: The lesson takes 40 minutes. This lesson was planned and developed after obtaining good results in the previous class; we were able to make use of didactic material

of videos that help to identify the topic of “personal profile”. The time is distributed according to the pace at which students understand the topic, carry out the activities and to participate

3. LESSON OBJECTIVE

USE-TO-IN

At the end of the lesson, students will be able to talk about their personal profile in Voki and Flipgrid

4. ACTIVITIES, AIDS, PROCEDURES AND TIMING

Activity/Aids	Interaction	Presentation	Timing
“Meet” meeting		<p>Introduction:</p> <ul style="list-style-type: none"> Teachers and students join the meeting. This is the first class and we have a new teaching topic for the students. Then, the teachers ask the students to pay attention and be respectful with others, in the same way they give some indications to the students so that they can develop the class without any problem. 	2’
	T S		
Video from youtube	Teacher working with the students	<p>Introduction to the topic:</p> <ul style="list-style-type: none"> Teachers and students begin to talk about the topic that is going to be taught in class, which is "personal profile" to learn to listen to speak and pronounce. <p>Presentation stage (P):</p> <ul style="list-style-type: none"> Teachers present a short video on the topic. https://youtu.be/nigdC6Qn6Mw Teachers ask the students a question about the topic seen. The teacher plays a quiz game and the winner gets a smiley face and also does a fun activity to see if the student learned the new topic in class. https://wordwall.net/es/resource/29759420/ingl%C3%A9s/personal-information 	1’ 7’

Practice (P):

- | | | |
|-----------|-----|--|
| Worksheet | T C | <ul style="list-style-type: none"> ● Teacher asks students to use the Duolingo platform to complete the first initial lesson 1 (greetings). 9' ● Teacher explains to the students how they can access that platform to develop the activities. ● Students complete the activity and then the teacher gives feedback about it. |
|-----------|-----|--|

Production: (P)

- | | | |
|-------------------|---|---|
| Activity platform | with T C
S S

Student's working on their own | <ul style="list-style-type: none"> ● Teacher asks students to create a character on the VOKI platform and record their voice with their personal profile. ● Teacher explains to the students how they can access that platform to develop the activity. ● Teacher asks students to use greetings 18' and all about themselves. |
|-------------------|---|---|

Feedback:

- The teacher presents an activity in a worksheet to develop in class. 5'
 - As Homework, students have to send the link about the Voki platform.
-

Assessment: The teacher will ask students to create a video in Flipgrip platform talking about their personal profile.

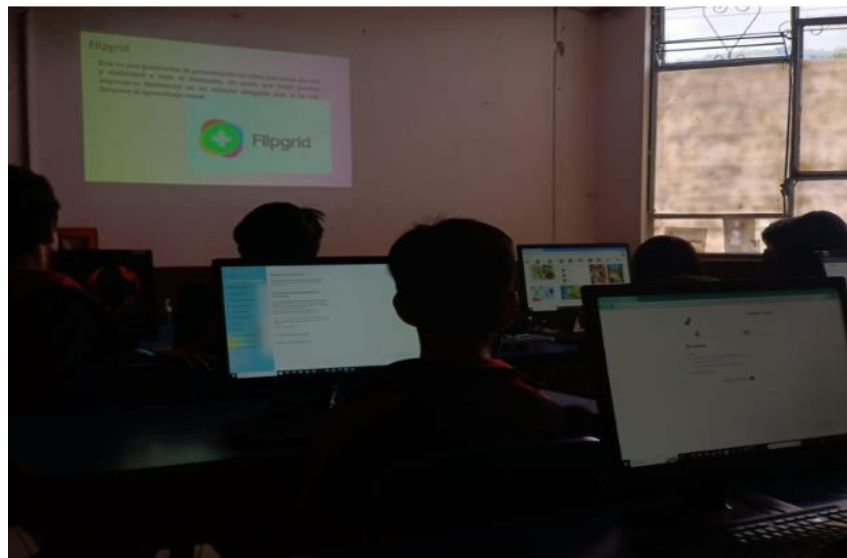
Annex 6. *Flipgrip activity*

- <https://drive.google.com/file/d/1Gyxw9u9GD8yUTsSISF4z2zd2Px-3-iyz/view?usp=sharing>
- https://drive.google.com/file/d/1m26aTzN1_dvXNDsEJQ8RRt1wLA_YMliZ/view?usp=sharing

Annex 7. Voki activity

- <https://tinyurl.com/26y567c5>
- <https://www.voki.com/site/pickup?scid=19626912&chsm=bde8d867574411d3a900a3c1c130cf1c&allowshare=0>

Annex 8. Classes



Annex 9. Acuerdo de confidencialidad



UNIDAD EDUCATIVA
"PROVINCIA DE COTOPAXI"
RECTORADO
Pujilí-Ecuador

ACUERDO DE CONFIDENCIALIDAD

En Pujilí a los 7 días del mes de junio del 2023, por una parte, los señores **CHOCOS TOAPANTA MAYRA ALEJANDRA Y CUASQUE PABON JEFFERSON BRYAN**, con Cédulas de Identidad N° 1727650507, 1004612410 respectivamente estudiantes de 8vo Ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi y por otra parte la **MASTER ANA BELEN CASTRO CHANGO**, con Cédula de Identidad en calidad de Rectora de la Unidad Educativa "Provincia de Cotopaxi" suscriben la presente acta de confidencialidad.

La señora Rectora de la Unidad autoriza para que el alumno arriba mencionado realice el proyecto de investigación denominada "TECHNOLOGICAL TOOLS TO IMPROVE SPEAKING SKILL", con la compañera docente Olmos Caisaguano Ana Lucia los alumnos de la UTC, se comprometen a conservar en secreto y mantener la confidencialidad de la información recabada, y no permitirá que se divulgue.

Este acuerdo tendrá validez a partir del momento en que quede firmado por ambas partes, y se extenderá de forma indefinida.

Y en virtud de lo establecido anteriormente, ambas partes firman por duplicado este acuerdo.

M. Sc. Ana Belén Castro Chango.

RECTORA E.

Srtá. Mayra Alejandra Chochos Toapanta

ALUMNA U.T.C.

1727650507

Sr. Jefferson Bryan Cuasque Pabón

ALUMNO U.T.C.

1004612410