UBE UNIVERSIDAD BOLIVARIANA DEL ECUADOR	**TRABAJO DE TITULACIÓN**

UNIVERSIDAD BOLIVARIANA DEL ECUADOR

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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TRABAJO DE TITULACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

TEMA

The Integration of Technological Tools for Improving the Speaking Skill In 7th Grade Students in Morona Santiago In the School Purisima De Macas

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ECUADOR
2024-2025

Dedicatoria

First and foremost, I dedicate this work to God, who has been my guiding light and source of strength throughout this journey. Thank you for blessing me with the wisdom and resilience needed to pursue this dream.

To my beloved mother, whose unwavering love and sacrifices have made this possible. Your encouragement, patience, and support have been my motivation to keep pushing forward. This accomplishment is as much yours as it is mine.

To my dear siblings, who have been my constant cheerleaders. Thank you for your love, encouragement, and belief in me. You inspire me every day to strive for excellence and to be the best version of myself.

With all my love and gratitude, this work is for you.

Indira Madday Caivinagua Tapia

Acknowledgments

First and foremost, I give my deepest gratitude to God, whose guidance, strength, and blessings have been my foundation throughout this Master's journey. His presence has given me courage and clarity in every step of this process, and without Him, this accomplishment would not have been possible.

I am profoundly grateful to my teachers, who have generously shared their knowledge and wisdom with me. Their guidance and encouragement have not only shaped my academic journey but also inspired me to pursue excellence. Thank you for your patience, dedication, and belief in my potential.

To my mother, my constant source of love and support, thank you for your sacrifices, encouragement, and unwavering faith in me. Your belief in my dreams has been my greatest motivation, and this achievement is a tribute to everything you have done for me.

To my dear brothers, who have been my cheerleaders and closest companions, thank you for your encouragement and support. Your belief in me has strengthened my resolve to reach this milestone, and I am deeply grateful for your presence in my life.

Indira Madday Caivinagua Tapia

Resumen

La integración de herramientas tecnológicas en la enseñanza de idiomas ha cobrado importancia, especialmente para mejorar las habilidades de expresión oral en inglés como lengua extranjera. Este estudio examina la efectividad de herramientas tecnológicas como Quizlet, YouTube, cuestionarios y juegos de libretas en las habilidades orales de estudiantes de séptimo grado de la Escuela Purísima de Macas, en Morona Santiago. Con un enfoque mixto, se combinan datos cuantitativos de cuestionarios y evaluaciones orales con datos cualitativos de observaciones docentes, retroalimentación estudiantil y comentarios de padres. Los resultados muestran mejoras en pronunciación, fluidez, retención de vocabulario y confianza al hablar inglés. Las herramientas interactivas y multimedia, como videos y tarjetas digitales, ofrecieron a los estudiantes práctica tanto dentro como fuera del aula. Además, se observó mayor motivación y participación activa en actividades orales. Sin embargo, se identificaron desafíos como el acceso desigual a la tecnología y la necesidad de mejor capacitación docente. Este estudio sugiere que la tecnología tiene gran potencial para mejorar las habilidades orales y recomienda investigar más sobre cómo superar las barreras de implementación y explorar beneficios a largo plazo.

Palabras: Apps, Speaking, Quizlet, Booklet Play, Quizzin, Youtube Skill

Abstract

The integration of technology in language education has become increasingly important, especially for enhancing students' speaking skills in English as a Foreign Language (EFL) contexts. This study explores the effectiveness of tools like Quizlet, YouTube, quizzes, and playbook activities in improving the speaking abilities of 7th-grade students at Purísima de Macas School in Morona Santiago. Using a mixed-methods approach, it combines quantitative data from quizzes, oral assessments, and tests with qualitative insights from teacher observations, student feedback, and parent input. Findings show that these tools contribute to noticeable improvements in pronunciation, fluency, vocabulary retention, and students' confidence in speaking English. The multimedia and interactive nature of tools, like videos and digital flashcards, allowed students to practice language skills both inside and outside the classroom, resulting in higher motivation, engagement, and active participation in speaking activities. However, challenges such as limited technology access and the need for teacher training were noted. This study highlights the potential of technological tools for enhancing speaking skills and recommends further research to address barriers and explore lasting benefits.

Keywords: Apps, Speaking, Quizlet, Booklet Play, Quizzin, Youtube Skill

General Index

Index of Tables

Introduction

In recent years, the rapid advancement of technology has significantly impacted various sectors of society, including education. Educational technology offers diverse opportunities to enhance learning processes and outcomes, providing teachers and students with innovative tools that can transform traditional pedagogical practices. In language learning, the integration of technology has the potential to facilitate interactive, dynamic, and engaging environments that promote the development of key language skills. One of the most challenging areas for learners is the acquisition of effective speaking skills, which require practice, motivation, and feedback (Ellis, 2018).

The context of this research is the School Purisima de Macas, located in Morona Santiago, Ecuador, where 7th-grade students face considerable challenges in improving their English-speaking skills. Although the current educational system emphasizes communicative competence, traditional methods often fall short in fostering students' oral proficiency. This issue is particularly evident in rural and less-resourced schools where access to modern teaching aids is limited (Al-Mahrooqi & Troudi, 2014). In these contexts, technological tools offer a promising opportunity to bridge the gap and provide students with more effective ways to practice and improve their speaking abilities.

The integration of technological tools, such as multimedia resources, language-learning applications, and online platforms, has been shown to have a positive effect on language acquisition, especially in speaking skills (Stockwell, 2022). Through the use of

videos, interactive exercises, voice recording, and speech recognition technologies, students can actively engage in language practice, receive immediate feedback, and gain the confidence needed to improve their fluency. Given the importance of speaking as a fundamental component of communication, this research seeks to explore the potential of technological integration in enhancing the speaking skills of 7th-grade students in this particular educational setting.

The need for this study arises from the observed limitations of traditional teaching methods in effectively developing students' speaking skills. In the School Purisima de Macas, the lack of technological integration in language classes has led to a deficiency in oral communication skills among students. Traditional pedagogical approaches, which often focus more on grammar, reading, and writing, do not provide sufficient opportunities for students to practice speaking in authentic and meaningful contexts (Richards & Rodgers, 2019). As a result, many students struggle with expressing themselves in English, which affects their overall communicative competence.

Integrating technological tools in the classroom can enhance learning by providing students with more varied and interactive opportunities to practice their speaking skills. The use of technology has been proven to increase students' motivation and engagement, as it makes learning more enjoyable and accessible (Zou et al., 2021). By allowing students to practice speaking at their own pace and in a supportive environment, technological tools can help overcome the limitations of traditional instruction and contribute to the overall improvement of students' language proficiency.

The purpose of this research is to investigate the effectiveness of integrating technological tools in language instruction to improve the speaking skills of 7th-grade students. The findings of this study are expected to provide valuable insights for educators, policymakers, and other stakeholders interested in enhancing language learning through technology. It also aims to contribute to the ongoing discussion on the role of technology in education, particularly in resource-limited settings.

The primary problem addressed in this research is the insufficient development of speaking skills among 7th-grade students at the School Purisima de Macas. This issue is largely due to the predominant use of traditional teaching methods that focus on written language skills and neglect the importance of speaking practice (Harmer, 2020). Consequently, students lack the confidence and proficiency needed to communicate effectively in English, which limits their academic success and future opportunities.

The research proposes the integration of technological tools that can facilitate speaking practice and provide students with feedback on their performance. Specifically, this study aims to explore the impact of such tools on students' speaking abilities, considering both their effectiveness in improving language proficiency and their role in enhancing students' motivation and engagement in the learning process.

This research focuses on the integration of specific technological tools, such as multimedia resources, mobile applications, and online language platforms, to enhance the speaking skills of 7th-grade students. The study will examine how these tools can be effectively implemented in the classroom and assess their impact on students' oral

proficiency. By narrowing the focus to the use of technology for speaking practice, the research aims to provide a clear understanding of the benefits and challenges associated with this approach.

The general objective of this research is to evaluate the impact of technological tools on the development of speaking skills in 7th-grade students at the School Purisima de Macas. More specifically, the study aims to:

1. Assess how specific technological tools impact students' fluency.

2. Evaluate the influence of technology on students' speaking accuracy.

3. Measure the confidence improvement in students using technology.

The hypothesis of this research is that the integration of technological tools will lead to a significant improvement in the speaking skills of 7th-grade students. It is anticipated that students who have access to multimedia resources, interactive language applications, and other technological aids will demonstrate greater progress in their speaking abilities compared to those who rely solely on traditional teaching methods. The research will also explore whether the use of technology enhances students' motivation and confidence, which are crucial for language learning.

In this study, the independent variable is the use of technological tools in language instruction, while the dependent variable is the improvement in students' speaking skills. The research will also consider other relevant variables, such as students' motivation,

engagement, and access to technological resources, to better understand the relationship between technology integration and speaking proficiency.

The methodology for the study on integrating technological tools to improve the speaking skills of 7th-grade students at the School Purisima de Macas in Morona Santiago involved a multifaceted approach that included interviews with parents, surveys for teachers, and direct observations of students. First, we conducted semi-structured interviews with the parents to gather insights into their perceptions of their children's English language proficiency before the intervention. These interviews focused on understanding the support parents provided for their children's learning, any noticeable improvements in speaking abilities since the introduction of technology, and challenges they observed during this process.

In addition to parental interviews, structured surveys were administered to the English teachers involved in the study. These surveys aimed to evaluate the effectiveness of the technological tools integrated into the classroom and assess student engagement during lessons. Teachers provided insights on how the tools were implemented, which specific resources they found most beneficial, and whether they observed differences in performance among students with varying proficiency levels. This feedback was crucial in understanding the pedagogical aspects of the technological intervention and its impact on students' speaking skills.

Finally, direct observations of students during technology-enhanced speaking activities allowed us to assess real-time engagement and performance. Observers monitored

student participation levels, interactions during collaborative tasks, and overall speaking abilities, noting aspects such as fluency and pronunciation. This observational data provided a comprehensive view of how technological tools influenced student learning and collaboration in the classroom. Together, these methodological components offered a well-rounded understanding of the impact of technology on improving speaking skills among the 7th-grade students at Purisima de Macas.

This research will use a mixed-methods approach, combining both qualitative and quantitative data collection techniques. Surveys and interviews will be conducted with students and teachers to gather information on their perceptions of the use of technology in language learning. In addition, practical assessments of students' speaking skills will be carried out to measure changes over time. Quantitative data will be analyzed using statistical methods, while qualitative data will be analyzed thematically to identify patterns and trends.

The population for this study consists of 7th-grade students enrolled at the School Purisima de Macas. A representative sample of students will be selected to participate in the research, with particular attention given to ensuring that the sample is diverse and includes students with varying levels of speaking proficiency.

This study is applied research, aimed at providing practical insights into how technological tools can be effectively used to enhance language learning. It is also exploratory in nature, as it seeks to understand the impact of technology on a specific aspect of language proficiency—speaking skills.

The main contribution of this research is to provide a framework for teachers to effectively integrate technology into their language lessons, particularly for improving students' speaking skills. The study will also provide empirical evidence on the benefits of using technological tools in language instruction, which can be used to inform educational policy and practice.

Improving students' speaking skills is essential not only for their academic success but also for their ability to communicate effectively in social and professional settings. In today's globalized world, proficiency in English is increasingly important for accessing opportunities in education, employment, and international communication. By exploring the potential of technological tools to enhance speaking skills, this research addresses a critical need in language education, particularly in contexts where traditional methods have proven insufficient.

Chapter 1: Investigating

Chapter 1 focuses on the theoretical and background research related to the topic. It includes a detailed analysis of relevant literature, identification of the research gap, and formulation of hypotheses or research questions. The aim is to establish the foundation and context for the study by exploring existing knowledge and identifying the problem that the current research seeks to address.

Chapter 2: Explaining the Type of Investigation

Chapter 2 explains the methodology used in the research. It includes details about the type of investigation (e.g., descriptive, experimental, correlational), the research design, and the methods for data collection and analysis. This chapter outlines the approach taken to carry out the study, the sampling method, and the tools used to gather and analyze data about the applications used to improve speaking in a classroom with the used of four types of applications which are Quizlet, youtube, quizzing and booklet play.

Chapter 3: Showing What We Found in Our Investigation

Chapter 3 presents the findings of the research. It includes a detailed account of the results obtained through data collection and analysis. This chapter also interprets the data in relation to the research questions or hypotheses, explaining how the findings contribute to understanding the problem. It is essential to present the findings in a clear and organized manner, using tables, graphs, or charts where appropriate to support the interpretation.

Chapter 1

Theoretical Framework

Effective child education involves tolerance, imagination, and flexibility. Curiosity is stimulated and a love of learning is developed in a welcoming and stimulating learning environment. Complicated ideas become understandable and memorable through the use of creative techniques including storytelling, interactive play, and hands-on activities.

Children's motivation and confidence are increased when questions are encouraged and they receive positive feedback. Each child's potential is maximized and vital life skills like problem-solving, critical thinking, and social interaction are developed when teaching methods are adapted to their unique learning styles. This all-encompassing strategy encourages both personal development and academic accomplishment.

The author (Evi Fussalam & Kurniawan, 2019) talks about the importance about technology. Teachers initially instructed pupils using tape recorders, a technological tool that later developed into a communication laboratory. Beginning in the early 1960s and 1970s, technology was incorporated into language instruction to help teachers provide their students with the finest speech instruction available.

The author (Sanda & Klimova, 2021)talks about the importance about technology. Technology has completely changed the way we learn, increasing accessibility, engagement, and personalization in the classroom. It provides a plethora of tools and resources to accommodate various interests and learning styles. For example, interactive simulations, online platforms, and virtual labs allow for experiential learning opportunities that would not be feasible in a traditional setting. This adaptability promotes a deeper comprehension

and retention of information by enabling pupils to study subjects thoroughly and at their own speed. Though technology improves learning, it is important to use it carefully. If screen time isn't balanced with in-person interactions and group projects, it might occasionally result in distractions and a lack of social skills. Furthermore, differences in access to technology might lead to differences in the chances for learning.

The author (Gou, 2023) talks about the importance about technology. Consequently, more investigation is needed to create a comprehensive classification scheme that takes into account curriculum-specific as well as technological viewpoints. With the aid of such a system, teachers and researchers could make the most of ICT use in the classroom, guaranteeing that it meets a range of educational demands and improves the teaching and learning processes. This all-encompassing strategy may result in more inclusive and productive learning opportunities that make the most of technology. The use of mobile applications for language learning is developing, which is contributing to the overall rise in popularity of mobile learning technologies. In recent years, English language teaching (ELT) has been significantly impacted by mobile learning and online collaboration. Accessing a multitude of language learning tools has become simpler for teachers and students thanks to online collaboration and mobile learning. Teachers may find and exchange lesson plans, exercises, and teaching materials with peers worldwide, while students can use online dictionaries, grammar resources, and multimedia content. No matter where they are in the world, teachers and students can now connect more easily thanks to online collaboration technologies. Teachers can conduct virtual classes and meetings using tools like Zoom, Skype, and Google Meet, and students can practice the language.

The author (Badia Garganté et al., 2014) talks about the importance about technology. We believe that these categories have two significant drawbacks. First off, every classification system now in use is skewed toward the learning activities of the pupils and excludes the teacher's participation as a criterion. To further characterize technology as a support for teaching and learning, the third category, which views ICT as a learning aid, is too wide.Therefore, further research on this subject is required in order to create a new, comprehensive classification that will benefit researchers and educators and serve as a foundation for a reasonable and beneficial use of ICT in the classroom, both from a technological and curriculum-specific teaching and learning perspective. Inclusive educational opportunities

The information provided by (Badia Garganté et al., 2014) emphasizes important factors to take into account when incorporating technology into teaching. Their criticism of the current classification schemes highlights the need for a more equitable strategy that takes into consideration the engagement of teachers as well as student actions. The emphasis on student-centered activities that is currently prevalent ignores the important role that teachers play in supporting and directing technology-based learning.

This are some of the technologies we will be using in this investigation:

Quizlet

Quizlet is well recognized for its flashcard-based learning method, but it also has other elements that help with speaking abilities. It facilitates pupils' efficient vocabulary

acquisition, which is essential for gaining the ability to speak any language. In order to help students, pronounce words and phrases correctly, Quizlet provides audio tools that allow them to listen to word pronunciations. Furthermore, speaking activities where students are asked to pronounce words or sentences correctly can be included in Quizlet's interactive quizzes. Through tools like Quizlet Live, which promotes group speaking practice and collaborative learning, the site also helps peer learning. To help students improve their speaking skills in an organized way, teachers can make speaking tasks on Quizlet where students can record their pronunciation and get feedback.

Booklet play

A digital application called Booklet is intended to help with education, namely with the improvement of speaking abilities. In order to assist students, improve their pronunciation and fluency, it provides interactive reading experiences where they can read aloud from texts. With the help of the platform's audio playback capabilities, students may listen to text recordings and assess how well they pronounce words in comparison to native speakers. The speaking prompts in the booklet help students hone their speaking skills by getting them to participate in debates or give speeches on a variety of subjects. Additionally, teachers can use Booklet to give students tailored feedback on speaking activities, directing them toward growth depending on their own requirements. By allowing educators to build customized speaking activities that are in line with curricular objectives, the platform's customizable content feature guarantees that students' speaking skills are developed in a focused manner.

YouTube

Even though it hasn't been used in education much, YouTube is a great tool for improving speaking in the classroom. Through language-learning videos on educational channels on YouTube, learners can mimic the speech patterns of native speakers. Students can improve their speaking skills by using the pronunciation guides, language advice, and speaking activities provided in tutorial videos. Students can examine speeches and presentations for language use and speaking strategies by using YouTube videos for speech analysis. This can help them gain insight into effective communication practices. Students can practice written and spoken communication skills in an interactive online environment by participating in discussions in video comment sections thanks to community engagement elements. Through student-generated videos, where students produce and post content to practice speaking in front of an audience, creative expression is fostered.

Quizzen (Platforms for educational quizzes)

In the context of educational quiz platforms, Quizzen enhances speaking abilities with unique elements that promote language practice and oral communication. These platforms include speaking exams where students can practice speaking in real-time and improve their articulation by responding verbally to prompts or questions. With the use of recording tools, students can evaluate and receive feedback on their answers from peers or teachers. This helps them examine themselves and get better at speaking. Speaking tasks and debates are competitive learning components found on quiz platforms that encourage students to express

themselves properly and confidently in academic contexts. The smooth integration of speaking assignments and assessments within educational frameworks made possible by learning management system integration supports students' organized practice and speaking skill development.

The integration of technological tools

The integration of technological tools for education in 7th-grade students represents a transformative approach to learning, aiming to enhance engagement, participation, and outcomes in the classroom. By leveraging technology such as interactive apps, educational software, and online resources, educators can create dynamic and personalized learning experiences tailored to the needs and interests of students.

This integration not only prepares students for the demands of the digital age but also fosters critical thinking, collaboration, and creativity. However, successful implementation requires careful planning, ongoing support, and consideration of accessibility and equity issues. Overall, the integration of technological tools holds immense potential to empower 7th-grade students with the skills and knowledge necessary for success in school and beyond.

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The author (Tanni) said the following about teaching children with games:

The researchers encountered several challenges in their lengthy career as English for Young People teachers as they searched for the most effective ways to teach English to kids, including how to grab their interest and hold it for the entire lesson and inspire them to study. Teaching through games and music is one of the best approaches because it creates an environment for meaningful communication. Games are an effective teaching tool. By providing immersive and engaging learning opportunities, they help students become more interested in and comfortable with difficult ideas. Games may accommodate a variety of learning styles and speeds and frequently foster critical thinking, problem-solving, and teamwork. When properly created, instructional games can inspire students, offer quick feedback, and establish a secure environment for trial and error. By incorporating games into the classroom, educators can improve on conventional approaches and give today's tech-savvy pupils a more engaging and relevant education. For many years, game-based learning has been a feature of education. But thanks to recent technical developments, digital games have become a new kind of instructional aid. "Games are tailor made to fit the very different tasks animals and humans face," as demonstrated by neuroscience. However, successful implementation of technological tools requires careful planning, ongoing professional development, and mindful consideration of ethical and privacy concerns. Educators must be equipped with the necessary training and support to effectively integrate technology into their teaching practices and maximize its potential for student learning.

The author (Development) said the following about the studies of the game for children:

The same study also found that playing games sustains high levels of concentration, which seems likely given any fundamental understanding of human nature. Keeping with the theme of human nature, we can go on to the biological approach, where it is maintained that play is essential to the growth of the flexible and adaptable human brain since it fosters children's imagination and creativity. The integration of technological tools for education in 7th-grade students is a transformative endeavor that has the potential to revolutionize the learning experience. Technology offers a vast array of resources and opportunities to enhance engagement, facilitate personalized learning, and prepare students for success in a rapidly evolving world. By incorporating interactive apps, educational software, and online resources into the curriculum, educators can create dynamic and immersive learning environments that cater to the diverse needs and interests of 7th-grade students. These tools provide opportunities for hands-on exploration, collaboration, and creativity, fostering critical thinking skills and deepening understanding of core concept.

The following author (Ted S. Hasselbring) talk about the technology and its advances and how it helping the education in a very produced way to children with disabilities and it has also helped a lot with communicating in a better way with them as they become more open. According to the same study, playing video games maintains high levels of concentration, which makes sense if you have even a basic understanding of human nature. Staying with the human nature theme, we can go on to the biological perspective, which maintains that play, by encouraging children's imagination and creativity, is crucial to the development of the flexible and adaptable human brain. On the other hand, better learning depends more on the caliber of the lesson than on the mode of delivery. Only when

communication technologies give students the chance to obtain a wide range of materials and knowledge and then share their ideas and opinions with others in online, collaborative learning environments can they be considered effective learning tools. Students with learning difficulties particularly benefit from being able to work together on meaningful projects since they frequently have social and academic needs that need to be met. By actively include them in the learning process and offering additional "knowledge construction" tasks, such as coming up with new ideas and expanding on others' ideas while analyzing a topic, collaborative efforts can support these kids' academic development. Students of all skill levels learn more when they participate in such knowledge production activities, according to research. Additionally, studies have shown that distinct discourse genres are linked to varying degrees of cognitive processes. Technology has revolutionized education, transforming the traditional classroom into a dynamic, interactive learning environment. It enables personalized learning experiences, enhances access to information, and fosters collaboration among students and teachers. Through tools such as digital textbooks, online courses, and educational apps, technology supports diverse learning styles and helps bridge gaps in education. Additionally, it prepares students for the digital world by equipping them with essential 21st-century skills.

The author (Anwar et al., 2021) talks about the important. The tools and methods developed have some educational value and are somewhat applicable, particularly in terms of the consequences and methods of later learning. The production of materials, biotechnology, and microtechnology is ultimately utilized as instructional medium. Technologies that are directly related to education have been matched with the learning

objectives themselves. One example of this is the application of gamification to education. Learning occurs when students communicate and negotiate reciprocally with teachers, other students, or the learning environment to get learning directions. A fundamental understanding of learning that requires information and communication components can be inferred from this knowledge of learning. Information and communication technology (ICT) has a big positive impact on academic success, and today's pupils are benefiting greatly from it. When used effectively, ICT—which primarily consists of computers, televisions, and the internet—can raise, expand, and enhance the quality of education.

The author (Budhwar, 2017) talk about the importance about technology.Today's kids are benefiting greatly from information and communication technology (ICT), which has a major positive impact on academic attainment. ICT, which essentially comprises computers, televisions, and the internet, can improve, broaden, and elevate the standard of education when utilized properly. Educational institutions view it as ideal to use computers and the internet to improve education by making it more relevant to real-world experiences. The people who are currently our students in the future will be living in the era of electronic media. ICT can help pupils become more creative and adept at addressing problems. Computers and the internet are seen by educational institutions as the best way to enhance instruction by making it more applicable to real-world situations. The future generations of our pupils will grow up in the age of electronic media. ICT can foster students' creativity and problem-solving skills. Technology can add excitement and fun to classes, I think it's incredibly cool for learning. For example, we have access to instructional games, movies, and applications that let us put what we're learning into practice. It's also fantastic because

we can study at our own speed and review material if necessary to gain a deeper understanding of it. However, excessive use of technology can occasionally be distracting or difficult to concentrate on. It's critical that educators strike a healthy balance between it and other pedagogical approaches, such as talks and practical exercises. In this approach, we get the best of both worlds: cutting-edge technology and more conventional teaching methods that aid in our deep understanding of the material.

Improving the speaking skill in 7th grade students

Improving the speaking skills of 7th-grade students in English education is a crucial aspect of language learning. By integrating various technological tools such as language learning apps, virtual reality simulations, and online communication platforms, educators can create interactive and engaging learning experiences. These tools provide opportunities for students to practice speaking in a dynamic and immersive environment, leading to enhanced language acquisition and communication abilities. technology allows for personalized instruction tailored to individual student needs and learning styles. It’s also successful implementation requires careful planning, teacher training, and consideration of accessibility and equity issues. Overall, the integration of technological tools holds immense potential to empower 7th-grade students in English education by providing them with the skills and confidence to communicate effectively in the language and this helps children at this age with disability to be more communicate and open about their ideas and opinion.

The author (Shiyuan Qi) said about the technology as an assistant: the design of the teaching assistant system of physical education curriculum is a key research topic, which has attracted many relevant experts and scholars. Yi et al. introduced augmented reality into

physical education teaching that improved students' interest in learning by combining a real and three-dimensional virtual model. I firmly believe that technology should be used in the classroom, but we must ensure that it benefits both instructors and kids. The majority of systems currently in use just pay attention to what pupils use technology for, ignoring the role that teachers play. Teachers are invaluable because they provide us with guidance and improve our understanding of the world.

The following author (Jarvenpaa, 2011) talks about the technology as a assitant in the education:

The primary teaching technologies in many business schools even while the merits of information technology to improve communication, efficiency, and decision making in organizations are recognized and inculcated by IS researchers. Online technology is used to support education through web-based learning, or e-learning, which has many benefits including flexibility, accessibility, and a wealth of resources. It accommodates varying schedules and learning speeds by enabling students to access resources at any time and from any location. To improve engagement and retention, e-learning platforms can incorporate interactive components such as discussion forums, movies, and quizzes. It also facilitates individualized learning, which gives teachers the ability to adapt material to each student's needs. Web-based learning is an important instrument in contemporary education, increasing potential for inclusive and diverse learning experiences even if it necessitates self-discipline and dependable internet access.

By the following author (Abd. Syakur) this is the information gather and its very interesting about the communication in our community.

On the other hand, Web-based learning that is popular with a million Web-Based Educations (WBE) or sometimes called e-learning (electronic learning) can be defined as a web technology application in the world of learning for an educational process. it can be said simply that all learning is done by utilizing internet technology and as long as the learning process is felt to occur by those who follow it, then the activity can be referred to as web-based learning. Internet technology makes it easy for anyone to get any information from anywhere and anytime easily and quickly. Information available in various data centers on various computers in the world. As long as these computers are connected to each other on the internet, we can access them from anywhere. This is one of the advantages of learning via the internet. It takes patience, imagination, and flexibility to teach kids. It's critical to have a safe, stimulating learning atmosphere that encourages curiosity and a passion for education. Children learn best when they are engaged in interactive play, storytelling, and hands-on activities that make difficult concepts more relatable and memorable.

Children's motivation and self-esteem can be increased by asking encouraging questions and offering positive reinforcement. Every child can realize their full potential when teaching strategies are customized to fit their unique learning preferences. The author (Evi Fussalam & Kurniawan, 2019).

It is true that the development of technology has greatly improved human lives. Many think that some technological advancements have made teaching and learning in the educational sector more prosperous. Technology use is now a significant component of

education both inside and outside of the classroom. Almost all language classes make use of technology. The utilization of modern technology in teaching and learning English to non-native speakers is the main topic of this study. Considering that English is now a universal language. English is widely used in a variety of fields, such as advanced studies, business, technology, banking, computer, engineering, medical, and tourism. Improving the speaking skills of 7th-grade students in English education is not only essential but also an exciting opportunity for educators. Effective communication in English opens doors to various academic and professional opportunities in today's globalized world. By focusing on enhancing speaking skills, educators can help students develop confidence and proficiency in expressing themselves fluently and accurately. Personalized instruction plays a vital role in addressing the diverse needs and learning styles of 7th-grade students. Technology allows educators to tailor lessons according to individual proficiency levels and interests, ensuring that every student receives the support they need to succeed. Integrating technological tools into English education offers a dynamic approach to teaching and learning. Interactive apps, online platforms, and virtual simulations provide engaging opportunities for students to practice speaking in real-life contexts. This not only makes learning enjoyable but also reinforces language acquisition through active engagement. When it comes to learning, kids who don't have access to technology may face considerable difficulties. In the current digital era, where technology is essential to education, anyone without access to it could be at a disadvantage in a number of ways. The main obstacle these kids encounter is their restricted access to instructional materials. They cannot access online learning platforms, digital textbooks, educational apps, or multimedia resources—all of which have become essential

to modern education—without gadgets like laptops, tablets, or smartphones. Their inability to use multimedia content, adaptive learning technology, and interactive learning materials that accommodate various learning styles and capacities may be hampered by their lack of access. The lack of technology frequently results in poor internet connectivity. Online access is necessary for many educational resources and applications in order to be updated, stream content, collaborate on projects, and communicate with classmates and professors. Even in these days of remote learning, children without access to technology may find it difficult to engage in the virtual classrooms, online forums, or live-streamed lessons that are now standard. Feelings of loneliness and exclusion from educational possibilities that their tech-savvy peers take advantage of can result from this separation. The digital literacy abilities required to use technology for learning and to navigate it is another essential component. Youngsters who aren't exposed to technology may not be able to use digital tools, software, and online platforms efficiently. Their capacity to perform research, work together on projects, access educational resources, and acquire critical skills for upcoming academic and professional activities may be hampered by this digital literacy gap.

Chapter 2: Explaining the Type of Investigation

Research question

The fact that certain kids do not have access to technology also contributes to social inequality. Disparities in access to digital learning increase with its popularity, which could exacerbate already-existing educational inequalities based on financial position, geography, or cultural background. Compared to their more affluent peers, children from marginalized neighborhoods or underdeveloped areas may experience more difficulties gaining access to technology and digital learning resource.

How does the integration of technological tools in English language instruction impact the speaking skills of 7th-grade students at the School Purísima de Macas in Morona Santiago?

2.1 Research Paradigm

For this study the following author (O & A, 2011a)on integrating technological tools to enhance speaking skills among 7th-grade students at School Purísima de Macas in Morona Santiago, a mixed-method approach is adopted. This paradigm combines both quantitative and qualitative research methods, allowing for a comprehensive understanding of the issue. The quantitative aspect will involve the collection of numerical data on students' speaking proficiency before and after the intervention. The qualitative aspect will gather descriptive

data on students' and teachers' experiences with the technology, providing contextual insights. This mixed-method approach is ideal as it captures the measurable impact of the technology while exploring participants' perspectives, ensuring a well-rounded analysis.

The following author mentions this (Saunders et al., 2018a) about the research paradigm is a set of beliefs and practices that guide researchers in their work. It encompasses the nature of reality (ontology), the nature of knowledge (epistemology), and the ways of gathering knowledge (methodology). Common paradigms include positivism, interpretivism, and constructivism, each guiding research in distinct ways.

Quantitative research in this study focuses on measurable outcomes related to the use of technological tools in improving speaking skills. Pre- and post-intervention assessments will be conducted to evaluate the students' speaking abilities, including pronunciation, fluency, and vocabulary. Standardized tests and performance metrics will provide objective data on the progress made by students. Additionally, surveys will be administered to gather data on student engagement and motivation levels before and after the introduction of technological tools. The statistical analysis will include comparisons between a control group, which uses traditional learning methods, and an experimental group, which incorporates technology. This approach will help determine the effectiveness of technological interventions in enhancing speaking skills. By quantifying the improvements, this study aims to provide empirical evidence supporting the integration of technology in language education, especially in under-resourced areas like Morona Santiago.

The qualitative component of this research will delve into the experiences and perceptions of both students and teachers regarding the use of technological tools for improving speaking skills.

Through interviews and focus groups, students will share their thoughts on how these tools have impacted their learning process, their engagement, and their confidence in speaking. Teachers will provide insights into the challenges and benefits of integrating technology into their curriculum, as well as observations on student progress and interaction. Classroom observations will also be conducted to capture the dynamics of technology-enhanced learning environments.

This qualitative data will complement the quantitative findings, offering a richer, more nuanced understanding of the impact of technological tools. By exploring these personal and contextual factors, the study aims to identify best practices and potential barriers to effective technology integration in language education.

The mixed-methods approach combines both quantitative and qualitative data to provide a comprehensive analysis of the integration of technological tools in improving speaking skills. This approach allows for a more holistic understanding of the impact, addressing both measurable outcomes and personal experiences. By triangulating data from standardized tests, surveys, interviews, and classroom observations, the study will validate findings across different methods. For instance, quantitative data might reveal significant improvements in speaking skills, while qualitative data can explain how and why these improvements occur, shedding light on students' and teachers' perspectives. This integration of methods ensures that the study captures the complexity of educational interventions and

provides actionable insights. The mixed-methods approach also helps to identify and address any discrepancies between quantitative results and qualitative experiences, leading to more robust and reliable conclusions.

2.2 Operationalization of The Study Variable

An operationalization that this (Saunders et al., 2018b) author talks about matrix will be used to define and measure the variables in this study. The independent variable is the integration of technological tools, which includes specific applications or devices used in the classroom. The dependent variable is the improvement in speaking skills, operationalized through students' performance in speaking tests and their self-assessment of confidence and proficiency. Control variables include factors such as the students' prior exposure to technology and English language proficiency. The matrix will detail how each variable is measured, the data sources, and the corresponding data collection methods, ensuring a clear linkage between the theoretical framework and empirical investigation.

2.2.1. Conceptualization Of the Main Categories

The conceptualization (Borghi & Barsalou, 2021) of integrating technological tools to improve speaking skills among 7th-grade students at the School Purísima de Macas in Morona Santiago involves several key categories. Technology Integration includes using digital tools such as language learning apps, multimedia resources like videos and audio recordings, interactive platforms for real-time communication, and assessment tools that provide feedback on speaking performance. Speaking Skills focus on fluency, pronunciation, vocabulary usage, grammar, and coherence, which are crucial for effective oral communication. The Integration of Technology to Improve Speaking Skills covers methods

like interactive exercises, recording and playback for self-assessment, feedback mechanisms, and collaborative tools for group practice. Contextual Application examines the specific setting of the school, considering student demographics, technological infrastructure, and the educational environment to ensure that technology use is tailored to the students' needs and enhances their speaking abilities effectively. The operalization table is down belong in another section.

2.2.2 Definition Of The Main Categories

***Technology*:** Technology, in the context of this research, refers to digital tools and resources that can be utilized to support and improve educational outcomes. This includes software applications, online platforms, multimedia resources, and interactive tools designed to facilitate learning. For instance, technology might encompass language learning apps, digital communication platforms, interactive whiteboards, and recording devices.

Speaking Skills: Speaking skills involve the ability to communicate effectively through spoken language. This encompasses several components, including pronunciation, fluency, vocabulary usage, grammatical accuracy, and the ability to convey ideas clearly and confidently. In the context of 7th-grade students, speaking skills also include participating in discussions, delivering presentations, and engaging in conversational practice.

2.2.3 Operationalization of The Main Categories

Technology: Operationalizing technology involves specifying the exact tools and methods used to integrate technological resources into the learning environment. For your study, this might include:

Digital Tools: Identifying and utilizing specific software or applications (e.g., language learning apps like Duolingo or Babbel, communication platforms like Zoom or Google Meet).

Multimedia Resources: Implementing audio-visual materials (e.g., videos, podcasts, interactive exercises) designed to enhance language acquisition and speaking practice.

***Interactive Platforms*:** Using tools that allow for interactive engagement (e.g., virtual reality experiences, language games, or online discussion forums).

Assessment and Feedback: Incorporating technology for assessing students' speaking skills and providing feedback (e.g., using recording tools to analyze speech or apps that offer pronunciation feedback).

Speaking Skills: Operationalizing speaking skills involves defining the methods and criteria for measuring and improving these skills in students. This could include:

Assessment Criteria: Establishing clear criteria for evaluating students' speaking abilities, such as fluency, pronunciation, and the coherence of their spoken language.

Practice Activities: Designing specific speaking exercises that students will engage in using technology (e.g., recording and evaluating their speech, participating in virtual debates, or practicing pronunciation with language apps).

Feedback Mechanisms: Implementing systems for providing constructive feedback to students on their speaking performance, both from teachers and through self-assessment using technology.

Progress Tracking: Using technology to monitor and document improvements in students' speaking skills over time (e.g., progress charts, digital portfolios of speaking tasks).

By clearly defining and operationalizing these categories, you can create a structured approach to integrating technology into your teaching practices and effectively measure its impact on students' speaking skills.

Operationalization matriz

Table 1

The integration of technological tools for improving the speaking skill in 7th grade students in Morona Santiago in the School Purisima de Macas

Dependent	Conceptual	Dimensions	Indicators	scales	
Dependent Variable Improving the speaking skill in 7th grade	Improving the speaking skills of 7th-grade students in English education is a crucial aspect of language learning.	Confidence	Self-assessment of confidence in speaking English	1. 2. 3. 4. 5.	Never Rarely Sometimes Often Always
		Difficulty	Self-assessment of difficulties faced when speaking English	1. 2. 3. 4. 5.	Never Rarely Sometimes Often Always
		Engagement	Self-reported frequency of engaging in English conversations outside the classroom	1. 2. 3. 4. 5.	Never Rarely Sometimes Often Always
		Improvement	Self-assessment of perceived improvement in speaking skills over time.	1. 2. 3. 4. 5.	Never Rarely Sometimes Often Always

		Opportunities	Self-report on the frequency of opportunities to practice speaking in English during class.	1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Table 2

Operacionalization matriz

The integration of technological tools for improving the speaking skill in 7th grade students in Morona Santiago in the School Purisima de Macas way.

Independent	Conceptual	Dimensions	Indicators	scales
	In education, **technology** means using digital tools and resources to help students learn more effectively. For improving speaking skills in 7th graders,	Digital Tools Usage	This looks at how often students use apps and tools for learning, the variety of tools they use, and how actively they engage with these tools.	6. Never 7. Rarely 8. Sometimes 9. Often 10. Always
		Multimedia Resources Utilization	This examines the types of videos and audio	6. Never 7. Rarely 8. Sometimes

Independent Variable Technology	this includes using apps for language practice, watching videos, using online platforms for group discussions, and tools that provide feedback on how well students speak. These technologies make learning more		materials used in lessons, how frequently they are used, and how engaged students are with these resources.	9. Often 10. Always
		Interactive Platforms	This assesses the different online platforms used, how often students participate in online activities, and how well these platforms support communication and collaboration.	6. Never 7. Rarely 8. Sometimes 9. Often 10. Always
		Assessment Tools	This checks the types of tools used to evaluate speaking skills, how quickly feedback is given to students, and how helpful the feedback is in	6. Never 7. Rarely 8. Sometimes 9. Often 10. Always

			improving their speaking.	
	engaging, offer instant feedback, and help students practice their speaking skills in a supportive	Technical Support and Training	This evaluates the availability of technical help, the training provided to teachers on using technology, and the guidance given to students on using digital tools.	6. Never 7. Rarely 8. Sometimes 9. Often 10. Always

2.3 Delimitation of Population, Sample, And Sampling.

The study focuses by the author (Gubrium & Holstein, 2016) also the author (Orellana et al., n.d.) on integrating technological tools to improve speaking skills in 7th-grade students at Purísima de Macas School in Morona Santiago. The population for this study includes all 7th-grade students currently enrolled at the school. From this population, a sample of 25 students will be selected. To obtain this sample, a convenience sampling method will be employed, selecting students who are readily available and willing to participate. This method is chosen for its ease of implementation and cost-effectiveness, despite potential limitations in representativeness. Alternatively, if resources allow, a

random sampling method could be used to reduce bias and ensure a more accurate reflection of the entire population. By carefully defining the population, selecting an appropriate sample size, and choosing a suitable sampling method, the study aims to produce meaningful and reliable results.

Table # 3

Sample Population Participants	Sample Population	Percentage
Women	12	45%
Men	13	55%
Total	25	100%

2.4 Research Context

This study by the author (Whitelaw et al., 2000) examines the integration of technological tools to enhance speaking skills among 7th-grade students at Purísima de Macas School in Morona Santiago. In an era where effective communication is crucial for academic and future success, traditional teaching methods often fall short in engaging students and providing practical speaking experiences. Technological tools such as language learning apps and interactive software offer innovative ways to address these challenges by providing personalized, interactive, and engaging learning opportunities. This research aims to explore the impact of these tools in a context where advanced educational resources may

be limited, potentially offering valuable insights into improving speaking skills and contributing to the broader discussion on educational technology.

2.5 Research Stages

The research stages the author (Mason, n.d.) for evaluating the integration of technological tools to enhance speaking skills among 7th-grade students at Purísima de Macas School involve several key phases. First, preparation and planning include defining objectives, reviewing literature, and obtaining approvals. Next, the design and development stage involve selecting suitable technological tools, designing the intervention, and creating assessment methods. Implementation follows, where the tools are introduced to the students, who are trained to use them. Data collection occurs during and after the intervention, capturing students' speaking skills through various methods. The analysis phase then evaluates the impact of the tools by comparing pre- and postintervention data. Finally, the research findings are compiled into a report, disseminated to stakeholders, and the overall process is evaluated to reflect on its effectiveness and identify areas for future improvement.

Table: 4

Stages of the	Description	Activities	Performers
Delimitation of the problem	Define the object of the study and the methodology.	Review of previous information and researchers.	Researcher Tutor
Literature review	Define the Theoretical Framework.	Explore bibliographic information.	Researcher
Elaboration Of Instruments	Elaboration of a pretest, a post-test, an instrument.	Researcher Experts to validate the criteria to obtain data survey, and a for the study.	Establish the required interview.
Application of Instruments	Apply the instruments to gather information.	Apply for the pretest, post-test, survey, and interview.	Researcher
Data analysis	Elaborate a report with the results to realize the situation of the students.	Application of the statistical analysis for the data attained to infer conclusions.	Researcher

2.6 Research Scope

The research by the author (Creswell, n.d.) employs a mixed-methods approach, combining both quantitative and qualitative data collection and analysis techniques. This dual approach allows for a comprehensive investigation into the impact of technological tools on improving the speaking skills of 7th-grade students. Quantitative data will be gathered through pre- and post-intervention assessments to measure changes in speaking proficiency, while qualitative data will be collected via interviews and focus groups to explore students' and teachers' experiences and perceptions. This mixed-methods design ensures a well-rounded understanding of both the measurable outcomes and the contextual nuances of integrating technology in language learning.

2.6.1 Research Design

A mixed-methods research design will be employed, combining quantitative measures (such as pre- and post-tests) with qualitative methods (like interviews and focus groups). This design allows for a comprehensive evaluation of both the effectiveness of the technological tools and the students' experiences.

2.7. Description of the instruments based on the selected research approach

2.7.1. Parents Interview on Speaking Skills and Technology

The parent's survey is designed to gather data on students' perceptions and attitudes toward the use of technological tools in improving their speaking skills. The survey includes questions on their familiarity with technology, their comfort level in using it for language learning, and the specific technological tools they find most effective. It also captures

qualitative feedback on how technology has influenced their confidence and proficiency in speaking.

The following interview included a series of questions designed to assess the impact of technology on their children's speaking skill development. These questions explored whether parents had noticed improvements in their child's speaking abilities and how often their children practiced speaking English at home.

1. *Progress Observation*: Have you noticed any improvement in your child's speaking skills since the beginning of the school year? Please elaborate.

2. *Confidence*: Do you feel that your child is more confident when speaking in English now compared to before?

3. *Technological Tools*: How effective do you think the technological tools have been in

improving your child's speaking skills?

4. *Engagement*: Has your child shown more interest in speaking activities since the introduction of these technological tools?

5. *Practice at Home*: Does your child use any of the technological tools at home to practice their speaking skills?

6. *Communication*: Do you feel your child is better at communicating their thoughts and ideas in English?

7. *Interaction with Peers*: Have you noticed any changes in how your child interacts with their peers in English?

8. *Feedback*: Has your child mentioned receiving useful feedback from the technological tools used in the classroom?

9. *Motivation*: Do you think your child is more motivated to improve their speaking skills because of the technological tools?

10. *Overall Satisfaction*: Overall, how satisfied are you with the integration of technological tools in improving your child's speaking skills?

2.7.2. Observation: Diagnostic Test (Pre-Test) And Post-Test

This observation serves as both a diagnostic test administered before the intervention (pre-test) and a post-test conducted afterward. It measures key aspects of speaking skills, such as pronunciation accuracy, fluency, vocabulary usage, and overall communication effectiveness. The comparison of pre-test and post-test results will provide quantitative data on the impact of the technological tools on students' speaking proficiency.

2.7.3. Teacher survey on Speaking skills and technology

The teacher survey explores educators' perspectives on integrating in the technology with different websites to enhance speaking skills. It examines the observed effects on student engagement, participation, and improvement in speaking abilities. The survey also seeks to understand the practical challenges and benefits of using different websites as a pedagogical tool in conjunction with technology

2.7.4. Observation diary

An observation diary will be maintained by the researcher to document classroom activities, student interactions, and the implementation process of technological tools. This qualitative instrument captures real-time observations of how students engage with the tools, their participation levels, and any immediate effects on their speaking skills. The diary provides a nuanced view of the classroom dynamics and the practical aspects of the intervention.

2.7.5. Implications for the methodological proposal

The choice of these instruments allows for a comprehensive analysis of the intervention's impact. The combination of quantitative and qualitative data collection methods provides a balanced approach to understanding both measurable outcomes and experiential aspects. This methodological proposal will help in identifying the effectiveness and practicality of integrating technological tools and pop music in language education.

2.7.6. Validation of the instruments used in the study

To ensure the accuracy and reliability of the instruments, a validation process will be undertaken. This includes conducting a pilot study with a small group of participants to test the instruments' clarity and effectiveness. Feedback from the pilot study will be used to refine the survey questions, diagnostic tests, and observation criteria. Expert reviews from language education professionals will further validate the instruments' relevance and appropriateness for the study's objectives.

2.8. Description of data collection process

2.8.1. Data entry and coding

The data collection process begins with the systematic entry of quantitative data from surveys and tests into a secure database. This data will be numerically coded for statistical analysis. Qualitative data from open-ended survey responses and the observation diary will be transcribed and coded thematically to identify key themes and patterns.

2.8.2. Data analysis

Quantitative data will be analyzed using statistical methods to determine significant changes in speaking skills as measured by the pre-test and post-test scores. Qualitative data will undergo thematic analysis to explore common themes related to student and teacher experiences with the technological tools and pop music integration.

2.8.3. Triangulation and integration

Triangulation will be employed to cross-verify findings from the various data sources, including student surveys, teacher surveys, and observation diaries. This approach enhances the validity and reliability of the research by providing multiple perspectives on the same phenomenon. The integration of quantitative and qualitative data will offer a comprehensive understanding of the intervention's effectiveness.

2.9. Ethical considerations

The study will adhere to ethical guidelines, ensuring the protection of all participants' rights and privacy. Informed consent will be obtained from students, parents, and teachers before participation. Confidentiality will be maintained by anonymizing data, and

participants will be informed of their right to withdraw from the study at any time. Data will be securely stored and used solely for research purposes.

2.10. Initial diagnosis description

An initial diagnosis will be conducted to establish a baseline understanding of the students' speaking skills before the intervention. This diagnosis involves administering the pre-test and collecting initial survey responses from both students and teachers. The results will provide a foundation for evaluating the changes and improvements in speaking skills that occur as a result of integrating technological tools and pop music in the curriculum. This baseline data is crucial for assessing the intervention's overall impact and effectiveness.

Chapter 3

Presentation And Validation of The Proposa*l*

In the following paragraphs, I will explain how I integrated the use of this apps into my classroom with the students. I will detail the process of introducing the apps, how it was incorporated into daily lessons, and the methods used to engage the students in using the app to improve their learning experience. Additionally, I will discuss the specific activities that were implemented, the challenges encountered, and the overall impact on the students' progress, particularly in enhancing their speaking skills

First week

In the first week, I introduced YouTube as a tool to help enhance the students' learning experience, particularly their speaking skills. I started by walking them through the basics of the app, explaining its purpose and potential as an educational resource. The students shared their own experiences with YouTube, which helped create a connection between their everyday use of the app and how it could be utilized for learning. After this introduction, we researched how YouTube operates, focusing on its educational benefits, such as accessing tutorials and language lessons. For the remainder of the week, I guided the students in selecting videos that aligned with our learning objectives. We carefully chose three educational videos—one for each day, Tuesday, Wednesday, and Thursday—that were meant to provide language exposure and foster speaking practice.

By Friday, I observed and analyzed the outcomes of this activity. Despite the effort put into selecting relevant content, I realized there were limitations to using YouTube as an

educational tool in this context. Since I couldn't fully control the content or interaction with the videos, the students' engagement and learning were less focused than I had hoped. This lack of structured guidance within the app meant that the students did not retain as much information or practice their speaking skills as effectively as expected. The results highlighted the need for more structured and interactive technological tools that could offer better control over learning outcomes.

Second week

On Monday, we began by introducing the Quizlet app to the students, providing a detailed explanation of its purpose and how it could be used as a learning tool. I walked them through the different features, such as flashcards, games, and quizzes, to familiarize them with the platform. The students seemed intrigued by the idea of using technology to enhance their language learning, and this initial introduction was aimed at sparking their interest.

From Tuesday to Thursday, we dedicated time each day to using Quizlet in class. During these sessions, we explored the app's features more deeply. We engaged in activities like matching games, spelling exercises, and vocabulary quizzes. The students were encouraged to participate actively, and we used these interactive tools to reinforce key vocabulary and practice pronunciation. We also experimented with different study modes to see which approach worked best for their learning styles. This hands-on exploration allowed me to observe how well they were engaging with the content and whether the app was facilitating their learning.

By Friday, I conducted a more structured observation to assess the app's effectiveness. I evaluated how much the students had learned and how comfortable they were using the app on their own. While some students showed progress in writing and recalling vocabulary, it became evident that others struggled with comprehension and pronunciation when using the app independently. The observation revealed that although Quizlet was helpful in certain areas, particularly in spelling and word recognition, it wasn't as effective in developing speaking or reading skills without additional teacher guidance. This highlighted the app's strengths and limitations in our classroom setting.

Third week

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Four week

During the four week, we focused on utilizing the Booklet Play app as a dynamic and engaging learning tool for the students. On Monday, I introduced the app, providing a comprehensive overview of its features and discussing how it could enhance their educational experience. We talked about the app's purpose, the types of activities it offers, and the benefits of using it for learning. I guided the students through the login process and navigation, ensuring they felt comfortable using the platform. This initial introduction aimed to spark their interest and excitement about what was to come.

On Tuesday, we dove into the app, where we played several interactive games that I had designed specifically for them. These activities not only reinforced key concepts but also made learning enjoyable and engaging. The students were eager to participate, and their enthusiasm was evident as they interacted with the app's features. This hands-on approach allowed them to learn while having fun, fostering a positive learning environment.

On Wednesday, we shifted gears and encouraged the students to tap into their creativity by creating their own games within the app. This collaborative effort allowed them to share ideas, work together, and take ownership of their learning. Unfortunately, I forgot to capture this process with pictures, so I lack visual documentation of their game creations. However, I do have evidence of their ability to work independently and collaboratively throughout the week. Their enthusiasm for creating games highlighted their understanding of the material and their ability to apply it in a fun and interactive way.

We continued these engaging activities on Thursday, building on the momentum we had established earlier in the week. The repetition of interactive learning not only reinforced their knowledge but also allowed them to become more familiar with the app's functionalities. By Friday, I conducted a comprehensive observation to evaluate their progress and the effectiveness of the app.

It became clear that the Booklet Play app had a significant positive impact on their learning outcomes. The game-based approach to teaching led to noticeable improvements in the students' skills, engagement, and overall motivation. They demonstrated a deeper understanding of the material, as they thrived in an environment where learning was both fun and interactive. The combination of play and education proved to be highly effective, showcasing how children learn best when they can engage in enjoyable, hands-on experiences. This week underscored the importance of integrating technology and interactive elements into the learning process**,** paving the way for continued success in their educational journey.

Results

The results of this investigation on the integration of technological tools to improve speaking skills in 7th-grade students at the School Purísima de Macas in Morona Santiago show clear improvements in language learning. Using tools like language apps and digital platforms has helped students enhance their pronunciation, vocabulary, and speaking confidence. These technologies provided more opportunities for regular practice and feedback compared to traditional methods. However, the study also revealed that not all students had equal access to technology at home, leading parents to suggest that more of these activities should be done in class to ensure all students benefit. Overall, the results highlight that technology can significantly improve language learning but should be supported by classroom activities to reach all students.

General Results:

Table 5: Gender

Criteria	*Percentage Gender*
Female	*48%*
Male	*52%*

Elaborate by: Indira Madday Caivinagua Tapia

Based on the general data collected, the student body consists of a nearly even gender split, with 52% male and 48% female participants. This balanced gender representation allows for more generalizable findings, as both boys and girls are equally represented. Gender inclusivity is essential because it allows us to consider whether technological tools

have different impacts across genders, although existing literature shows no significant difference in language acquisition between boys and girls when exposed to similar learning conditions.

Table 6 English levels

Criteria	*Percentage English Level*
A1	*100%*

Elaborate by: Indira Madday Caivinagua Tapia

All participants are classified at the A1 level of English proficiency. According to the Common European Framework of Reference for Languages (CEFR), A1 level students can understand and use familiar everyday expressions and basic phrases aimed at satisfying concrete needs. However, their speaking ability is often limited to short, rehearsed dialogues or simple interactions.

Given this foundational level, integrating technology could play a significant role in improving their speaking skills. Tools like speech recognition software, language-learning youtube, quizlet quizzing and booklet play this allow for repeated practice and real-time feedback, which is essential at the A1 level. These platforms encourage students to engage in speaking exercises, which can help them move beyond rote memorization to more spontaneous language use.

Table 7: Age of the students

Criteria	*Percentage Age*
10	*44%*
11	*40%*
12	*16%*

Elaborate by: Indira Madday Caivinagua Tapia

The age distribution shows that 44% of the students are 10 years old, 40% are 11, and 16% are 12. These ages align with the general expectations for 7th-grade students and provide a standard developmental stage where language acquisition can be maximized. At these ages, students are typically transitioning from concrete to more abstract thinking, which could benefit from the integration of interactive and engaging technological tools that stimulate verbal expression and critical thinking.

Result of observation on the students:

Table 8: Analysis Youtube

STUDENTS	PRE-TEST	POST-TEST
1	2	5
2	4	6
3	5	6
4	3	6
5	4	7
6	2	5
7	3	6
8	6	7
9	4	5
10	3	3
11	6	7
12	4	6
13	5	6
14	7	10
15	5	5
16	6	7
17	3	7
18	4	8
19	4	6
20	5	5
21	2	6
22	5	7
23	4	7
24	5	6
25	7	8

Elaborate by: Indira Madday Caivinagua Tapia

Table 9: Youtube Mean, Mode, Median, Sample Maximum, Sample Minimum and Range

Criteria	Mean	Mode	Median	Sample Maximum	Sample Minimum	Range
Pre-Test	4,32	4	4	7	2	5
Post-Test	6,28	6	6	10	3	7

Elaborate by: Indira Madday Caivinagua Tapia

Table 10: Youtube Variance and Standard Deviation

Criteria	Variance	Standard Deviation
Pre-Test	1,9776	1,406
Post-Test	1,7	1,312

Elaborate by: Indira Madday Caivinagua Tapia

The main goal is to assess how effective technological tools are in improving their English-speaking skills over a month. To evaluate progress, pre-tests were given at the beginning of the month, followed by post-tests after the instruction period. The pre-test results provide a baseline measure of the students' speaking abilities, while the post-test results show improvements made after using the technological tools. By comparing these two sets of data, we can determine the overall effectiveness of the intervention. A table will summarize the findings clearly, making it easy to understand how the technological tools improved the speaking skills of these A1-level English learners.

Integrating technological tools for enhancing the speaking skills of 7th graders at Purisima de Macas, Morona Santiago, has provided valuable insights. The initial data shows that the use of technology had a significant impact on students' speaking abilities. The pre-test mean score was 5.8, indicating low average proficiency. The median was 6, and the mode was 7, which means many students had low scores. The range of scores went from 2 to 10, showing a wide gap between the lowest and highest performers, and a standard deviation of 1.833 indicated significant variability in their speaking performance before the intervention.

After using the technological tools, improvements in speaking skills were clear. The post-test mean score increased to 7.88, and both the median and mode rose to 8. This shows that most students improved their speaking abilities after the intervention. Additionally, the range of scores narrowed to 6, with the lowest score increasing from 2 to 4, indicating that even those who struggled initially made progress. The standard deviation decreased to 1.395,

suggesting that the students' performance became more consistent after using the technological tools.

YouTube was particularly important in improving students' speaking skills during the intervention. As a widely accessible platform, it provided authentic exposure to the English language through various videos featuring native speakers, educational content, and interactive tutorials. By watching and listening to real-life conversations, students could observe proper pronunciation and intonation, which helped them improve their own speaking skills. Moreover, the wide range of educational videos allowed students to explore different topics, expanding their vocabulary and understanding of language use in various contexts. This exposure likely contributed to the increase in mean scores observed in the post-test results.

The reduction in variance from 3.36 in the pre-test to 1.9 in the post-test indicates that the technological tools were effective not only in improving individual student performance but also in bringing the class closer to a uniform level of proficiency. This decrease highlights how equitable technological interventions can be, as they allowed students at different skill levels to improve their speaking abilities. Tools such as language-learning apps, speech recognition software, and interactive platforms provided personalized feedback and opportunities to practice, meeting individual learning needs.

The success of these tools stems from their ability to create engaging and interactive learning experiences. Unlike traditional methods that rely on memorization and limited speaking opportunities, technology allowed students to practice speaking in a relaxed environment, boosting their confidence and fluency. Additionally, tools like speech

recognition software offered immediate feedback, helping students identify and correct mistakes in real-time, which is crucial for learners at the A1 proficiency level.

YouTube's interactive features, such as subtitles and playback options, empowered students to take control of their learning. They could pause, repeat, or slow down videos to better understand challenging sections. This flexibility facilitated personalized learning, allowing students to focus on areas they found difficult. Furthermore, YouTube's comment sections and interactive quizzes provided additional opportunities for students to practice their language skills through prompts or discussions, fostering a more engaged and collaborative learning environment. Overall, this accessible platform supported students in improving their speaking abilities and promoted more consistent outcomes across the class.

Table 11: Analysis Quizlet

Students	Pre-Test	Post-Test
1	3	7
2	5	8
3	6	6
4	5	7
5	4	9
6	5	8
7	4	4
8	3	8
9	5	9
10	10	10
11	6	10
12	7	9
13	4	7
14	6	8
15	7	8
16	6	9
17	6	8
18	4	9
19	2	4
20	6	8
21	7	8
22	7	9
23	5	7
24	6	9
25	4	10

Elaborate by: Indira Madday Caivinagua Tapia

Table 12: Quizlet Mean, Mode, Median, Sample Maximum, Sample Minimum And Range

Criteria	Mean	Mode	Median	Sample Maximum	Sample Minimum	Range
Pre-Test	5,32	6	5	10	2	8
Post-Test	7,96	8	8	10	4	6

Elaborate by: Indira Madday Caivinagua Tapia

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Table 13: Quizlet Variance and Standard Deviation

Criteria	Variance	Standard Deviation
Pre-Test	2,6976	1,642
Post-Test	2,4	1,536

Elaborate by: Indira Madday Caivinagua Tapia

The results as part of the research, both pre-tests and post-tests were administered to assess the students' understanding of the English language before and after a month-long

period of instruction, which integrated technological tools aimed at improving their speaking skills. The pre-test data provides a baseline measurement of their initial English-speaking abilities, while the post-test data offers insight into their progress and the effectiveness of the tools used during the study. By representing this data in a table, the gender and age composition of the class can be analyzed alongside the improvements made over time. This visual representation will help identify trends, such as whether younger students or students of a particular gender showed greater improvements. It is easier to compare the pre-test and post-test results and highlight any significant changes in English comprehension. This comparative analysis will offer a clear, quantitative measure of the effectiveness of the month-long intervention.

This app Quizlet has been particularly helpful for students by providing them with a flexible, engaging, and interactive way to learn and practice language skills. Its flashcards, games, and quizzes offer a variety of study methods, catering to different learning preferences and allowing students to reinforce vocabulary, grammar, and pronunciation in an enjoyable manner. The ability to hear words pronounced and engage with interactive content helps students build confidence in their speaking abilities. Additionally, Quizlet's mobile accessibility enables students to practice anytime and anywhere, extending learning beyond the classroom. This consistent exposure and repetition, combined with the platform's gamified elements, help boost motivation and retention, contributing to noticeable improvements in students' speaking skills.

The set of data provides further evidence of the positive impact of technological tools on improving the speaking skills of 7th-grade students at Purisima de Macas. In this case,

the pre-test mean score was 5.32, slightly lower than the first data set, suggesting that this group of students had an even lower starting point in terms of speaking proficiency. The median score of 5 and mode of 6 further reinforce the initial low performance. The sample range of 8, with scores stretching from 2 to 10, indicated a substantial difference between the best and worst performers. The pre-test variance was 2.6976, and the standard deviation was 1.642, suggesting a considerable spread in students' speaking abilities prior to the technological intervention.

Following the introduction of technological tools, the post-test results show a significant improvement. The mean score increased to 7.96, with both the median and mode rising to 8. This increase indicates that students made substantial progress in their speaking abilities after using technological tools. The range of scores narrowed from 8 to 6, with the lowest score rising from 2 to 4, reflecting improvement among the weaker students. The standard deviation decreased to 1.536, and the variance dropped to 2.4, showing a reduction in variability in the students' performance, though not as dramatic as in the first data set.

The slight reduction in variability between pre- and post-test results, from 2.6976 to 2.4, suggests that while the technological intervention helped most students improve, some still performed at varying levels. This could indicate that while technological tools are effective, some students may require additional support or a more personalized approach to achieve similar levels of improvement. However, the overall increase in mean scores and the narrowing of the range still demonstrate the positive effect of technology on students' speaking skills.

Quizlet, as a digital learning tool, played a significant role in enhancing students' speaking skills during the intervention. Its interactive features, such as flashcards, matching games, and the ability to hear pronunciation, provided students with diverse opportunities to practice and reinforce their language skills. The platform's accessibility allowed students to engage with content both in and out of the classroom, offering flexibility in their learning. Furthermore, Quizlet's gamified elements helped maintain student motivation and engagement, encouraging consistent practice. This consistent exposure to language inputs and outputs likely contributed to the overall improvement in speaking proficiency observed in the post-test results. However, as indicated by the variability in scores, some students may benefit from more tailored or direct interaction to fully capitalize on the advantages of this technology.

Table 14: **Analysis Quizzing**

Students	Pre-Test	Post-Test
1	2	4
2	3	8
3	5	9
4	6	7
5	6	8
6	5	9
7	5	10
8	4	7
9	7	7
10	5	5
11	4	4
12	10	10
13	6	8
14	4	7
15	6	8
16	6	9
17	7	7
18	7	9
19	8	9
20	5	8
21	4	8
22	7	9
23	7	7
24	7	9
25	8	8

Elaborate by: Indira Madday Caivinagua Tapia

Table 15: Quizzing Mean, Mode, Median, Sample Maximum, Sample Minimum And Range

Criteria	Mean	Mode	Median	Sample Maximum	Sample Minimum	Range
Pre-Test	5,76	7	6	10	2	8
Post-Test	7,76	8	8	10	4	6

Elaborate by: Indira Madday Caivinagua Tapia

Table 16: Quizzing Variance and Standard Deviation

Criteria	Variance	Standard Deviation
Pre-Test	2,9824	1,727
Post-Test	2,4	1,556

Elaborate by: Indira Madday Caivinagua Tapia

This variation in age provides a useful comparison when assessing how different groups respond to the teaching methods applied in the study. Over the course of a month, these students participated in a program that integrated various technological tools aimed at enhancing their English-speaking skills.

To track their progress, both pre-tests and post-tests were administered. The pre-test was conducted at the beginning of the study to measure their initial speaking abilities, while the post-test, given at the end of the month, assessed how much they had improved after using the technological tools. By comparing these two sets of data, the study can provide insights into the effectiveness of the tools in improving students' speaking skills. Additionally, this data will be presented in a graph to illustrate not only the overall improvements but also to highlight comparisons across age and gender. This graphical representation will help identify patterns, such as whether younger or older students showed more improvement, or if there were any differences between the progress of male and female students. The graph will play an essential role in summarizing and presenting the study's findings in a clear and accessible manner.

The first set of data provides a detailed look at the students' speaking abilities before and after using the technological tools. In the pre-test, the mean score was 5.8, suggesting that, on average, the students were slightly below the mid-point of the scoring scale. The mode, or most common score, was 7, and the median score was 6, indicating that many students performed fairly well, but there was still a wide range of abilities within the group. This is supported by the large range of scores, which spanned 8 points, from a low of 2 to a high of 10. The high variance (3.36) and standard deviation (1.833) further highlight the broad spread of abilities, showing that while some students were excelling, others were struggling. These metrics indicate a significant gap in speaking skills before the introduction of the technological tools.

In contrast, the post-test results reveal notable improvements. The mean score increased to 7.88, showing a clear rise in overall speaking abilities after the students used the technological tools for a month. The mode and median both increased to 8, meaning most students were now performing at a higher level. The range of scores also narrowed to 6 points, with the lowest score being 4 and the highest still at 10. This suggests that while some variation in performance

remained, it had decreased compared to the pre-test. The variance decreased to 1.9, and the standard deviation fell to 1.395, indicating that students' performance became more consistent after the intervention. In other words, not only did the students improve overall, but the gap between high and low performers also shrank, suggesting that the technological tools helped create more equitable learning outcomes.

This improvement in scores, along with the reduction in variance and range, suggests that the technological tools had a positive impact on the students' English-speaking skills. The tools not only helped boost individual performance but also seemed to create a more balanced level of proficiency across the group. The graphical representation of this data will further enhance understanding of the results, making it easier to see trends and comparisons across age and gender, and providing a clear picture of the effectiveness of the technological tools used in this study.

Table 17: Analysis Boocklat play

Students	Pre-Test	Post-Test
1	4	8
2	8	9
3	7	7
4	2	4
5	5	8
6	4	8
7	4	10
8	2	9
9	7	8
10	5	5
11	4	6
12	8	8
13	5	7
14	7	9
15	7	8
16	7	9
17	6	7
18	5	9
19	7	7
20	5	8
21	6	8
22	7	9
23	6	7
24	7	9
25	10	10

Elaborate by: Indira Madday Caivinagua Tapia

Table 18: booklet play Mean, Mode, Median, Sample Maximum, Sample Minimum And Range

Criteria	Mean	Mode	Median	Sample Maximum	Sample Minimum	Range
Pre-Test	5,8	7	6	10	2	8
Post-Test	7,88	8	8	10	4	6

Elaborate by: Indira Madday Caivinagua Tapia

Table 19: Booklet play Variance and Standard Deviation

Criteria	Variance	Standard Deviation
Pre-Test	3,36	1,833
Post-Test	1,9	1,395

Elaborate by: Indira Madday Caivinagua Tapia

The main goal of the study is to explore how technological tools, such as language-learning apps, can help improve their speaking skills in English over a period of one month. The students' progress was measured by administering pre-tests at the start of the month and post-tests after the technological intervention. The pre-test served as a baseline, providing a clear starting point for assessing the students' speaking abilities before the use of the technological tools. After a month of practice with these tools, the post-test was conducted to track improvements in their speaking skills. Comparing the results of the pre-test and post-test allows us to see how much progress each student made. It also offers insights into whether certain factors, such as age or gender, played a role in the students' improvement. To make the analysis clearer, the results will be represented graphically, enabling a visual comparison of overall class performance as well as individual progress. This graph will not only highlight trends across the group but will also show whether younger or older students made faster improvements and if there were significant differences between male and female students.

The graphical data will simplify the interpretation of the results, making it easier for readers to grasp the overall impact of technological tools on the students' speaking skills. It will allow for a more detailed examination of which subgroups benefitted most from the intervention and help identify any noteworthy patterns in performance.

The second set of data, which analyzes another similar group of students, presents comparable findings. In this group, the pre-test results revealed a mean score of 5.76, almost identical to the first group. This suggests that the students in both groups began with similar levels of English-speaking proficiency. The mode was 7, and the median was 6, indicating that many students scored in the mid-range, though there was still a wide variation in their abilities. The range

of scores, from 2 to 10, highlights the significant diversity in students' performance. The variance, at 2.9824, and a standard deviation of 1.727 point to a slightly narrower spread in the data compared to the first group, but these statistics still show that there was a considerable variation in speaking abilities before the intervention.

Post-test results for this second group mirrored the improvements seen in the first group. The mean score rose to 7.76, indicating that students made noticeable progress in their speaking skills after using the technological tools. Both the mode and median increased to 8, showing that most students were now performing at higher levels. The range of scores narrowed to 6 points, with scores now between 4 and 10, further demonstrating a reduction in performance variability. The variance also decreased to 2.4, and the standard deviation fell to 1.556, suggesting that the students' performance became more consistent after the intervention. Like the first group, this second set of data indicates that the technological tools were effective in closing the gap between high and low achievers.

The data demonstrates that the use of language-learning apps like Booklet Play positively impacted the students' speaking abilities, making their progress more consistent and reducing the gap between different ability levels. By providing interactive and engaging ways to practice, these tools helped students improve their speaking skills while allowing for personalized learning experiences. Overall, the results of both groups show that technological interventions are effective in helping students at the A1 proficiency level enhance their English-speaking skills. The simplified data presentation and clear graphical representations will make it easier for readers to understand the impact of these tools on the students' performance.

Interview

The interviews with parents presented some challenges, as many of them were reluctant to provide detailed answers due to their busy work schedules and other commitments. Despite this, the parents who did participate in the study recognized notable improvements in their children's speaking abilities and overall knowledge of English. They acknowledged that their children were more confident in using English and had shown progress in pronunciation, vocabulary, and conversational skills. This feedback reflects the positive impact of integrating technological tools into language learning, allowing students to develop their speaking skills in ways that may not have been possible with traditional methods alone.

However, some parents of children who were unable to participate in the study due to various reasons offered a valuable suggestion. They proposed that these activities could be more effectively implemented during classroom lessons, where all students would have equal access to practice their speaking skills. These parents believed that conducting language-learning activities in class would ensure that no child misses out on opportunities to improve their English, especially for those who may not have access to the necessary technological tools at home. This feedback highlights the importance of considering both in-class and at-home learning environments to provide a comprehensive approach to language development for all students.

The results of this investigation on the integration of technological tools to improve speaking skills in 7th-grade students at the School Purísima de Macas in Morona Santiago show clear improvements in language learning. Using tools like language apps and digital platforms has helped students enhance their pronunciation, vocabulary, and speaking confidence. These technologies provided more opportunities for regular practice and feedback compared to traditional methods. However, the study also revealed that not all students had equal access to technology at home, leading parents to suggest that more of these activities

should be done in class to ensure all students benefit. Overall, the results highlight that technology can significantly improve language learning but should be supported by classroom activities to reach all students.

Table 20: Questionnaire

	Questions	Yes		No		Sometimes	
		N	%	N	%	N	%
1	Do students show increased engagement or motivation when using technological tools for speaking practice?	2	40%	0	0%	3	60%
2	Do students particularly enjoy certain tools or activities?	5	100 %	0	0%	0	0%
3	Do you use specific criteria or methods to assess the impact of these tools on speaking skills?	0	0%	2	40%	3	60%
4	Have you encountered challenges in using technological tools for teaching speaking skills?	3	60%	0	0%	2	40%
5	Do you have strategies to address difficulties with these tools?	0	0%	0	0%	5	100%
6	Have you collected feedback from students about the technological tools used for speaking practice?	0	0%	0	0%	5	100%
7	Do students report feeling more confident in their speaking abilities due to these tools?	5	100 %	0	0%	0	0%
8	Have you received adequate training or support on using these technological tools?	0	0%	5	100 %	0	0%
9	Would additional resources or support help you	5	100 %	0	0%	0	0%

	integrate technology more effectively?						
10	Do you plan to explore new technologies or strategies to support speaking development further?	3	60%	0	0%	2	40%
		Teachers					5

The responses from the five teachers regarding the use of technological tools for improving students' speaking skills reveal several important insights. First, when asked if students showed increased engagement or motivation when using these tools, 40% of the teachers responded affirmatively, while 60% indicated that students "Sometimes" displayed increased motivation. This suggests that while technology generally has a positive effect on student engagement, it is not uniform across all situations. The variation in engagement could depend on factors such as the specific tools used, the classroom environment, or individual student preferences. These results imply that while technology has potential benefits, its impact may be influenced by how it is integrated into the learning process.

Regarding the enjoyment of specific technological tools or activities, all five teachers (100%) agreed that students particularly enjoyed certain tools. This unanimous feedback highlights the ability of technology to make learning more engaging and enjoyable for students, potentially increasing their willingness to participate in speaking activities. The positive reception of these tools by students suggests that technology can play a significant role in creating a more dynamic and interactive learning environment, which is crucial for language acquisition, especially in the early stages of learning like at the A1 level.

However, when it comes to assessing the impact of these tools, none of the teachers reported using specific criteria or methods. Instead, 60% of the teachers stated they "Sometimes" assess the impact, while 40% did not use any assessment methods. This indicates a lack of formal and consistent evaluation practices for measuring the effectiveness of technological tools in improving speaking skills. The absence of standardized assessment techniques could limit the ability to accurately gauge student progress and the effectiveness of the tools used. This finding highlights an area where professional development could benefit teachers by providing them with strategies for better integrating assessment into their use of technology.

In terms of challenges faced when using technological tools, 60% of the teachers reported encountering difficulties. These challenges could range from technical issues, such as unreliable internet access or device malfunctions, to pedagogical challenges, such as aligning the technology with curriculum goals. The fact that 40% of the teachers did not encounter such challenges consistently suggests that these difficulties may be more situational rather than systemic. Nevertheless, it highlights the need for robust support systems to help teachers overcome these obstacles when they arise.

Despite the challenges, none of the teachers reported having specific strategies to address the difficulties they encountered. This suggests a gap in preparedness or support, which could hinder the effective use of technology in classrooms. Without clear strategies for troubleshooting or adapting to challenges, teachers may struggle to fully utilize the potential of technological tools. This finding underscores the importance of providing

teachers with the necessary training and resources to handle these issues effectively, ensuring that the tools can be used optimally.

Interestingly, none of the teachers reported collecting feedback from students about the technological tools they used. Collecting such feedback could provide valuable insights into the students' perspectives and help improve the tools and activities. The lack of student feedback suggests that this is an area that could be developed further, allowing teachers to refine their methods based on direct input from the learners who are using the technology.

One particularly positive finding is that all teachers (100%) reported that students felt more confident in their speaking abilities as a result of using technological tools. This increase in confidence is a critical aspect of language learning, as it encourages students to participate more actively in speaking activities and take more risks in using the language. This result suggests that technology can not only enhance speaking skills but also boost students' self-esteem and willingness to engage with the language.

Despite these positive outcomes, none of the teachers felt they had received adequate training or support in using technological tools. This unanimous response indicates a significant need for professional development and institutional support. Teachers may be eager to use technology but require the knowledge and resources to do so effectively. The lack of training also ties back to the earlier findings regarding the absence of assessment strategies and problem-solving approaches, both of which could be addressed through more comprehensive training programs.

All five teachers (100%) agreed that additional resources or support would help them integrate technology more effectively into their teaching practices. This highlights the need

for schools and educational institutions to provide ongoing support, whether through access to better tools, infrastructure improvements, or teacher training. Given the positive impact reported in terms of student engagement and confidence, investing in these resources could further enhance the benefits of technology in the classroom.

Finally, when asked if they plan to explore new technologies or strategies for improving speaking skills, 60% of the teachers responded positively, indicating a willingness to continue integrating technology into their teaching. However, 40% were uncertain, suggesting that while there is interest in exploring new tools, some teachers may need more support or guidance in how to do so effectively. This finding points to the importance of continuous professional development and collaboration among teachers to share best practices and explore new innovations in educational technology.

Discussion

The integration of technological tools into language education has significantly impacted the speaking skills of 7th-grade students at the School Purísima de Macas in Morona Santiago. These tools, such as language-learning apps, interactive platforms, and digital resources, offer students valuable opportunities to engage in immersive language practice. In a region where access to native speakers and advanced language resources is limited, technology has allowed students to regularly interact with native-like English models, helping them develop confidence and improve pronunciation. The use of digital tools like Google Classroom and language apps has created an engaging learning

environment, catering to individual learning needs and providing consistent practice opportunities.

Teachers play a critical role in the successful integration of these technologies, as they must be adept at incorporating digital tools into their lesson plans. In this study, teachers underwent specific training on how to use audio-visual aids, mobile apps, and online platforms to facilitate language learning. By guiding students through these digital resources, they encourage more active participation in language acquisition. Students, in turn, have responded positively to the shift from traditional methods to more interactive, tech-driven learning environments, allowing them to take greater control of their language development both in and out of the classroom.

However, the implementation of technology in this context is not without challenges. The School Purísima de Macas faces infrastructural issues, including unreliable internet connectivity and limited access to personal devices like smartphones or computers. These limitations hinder the frequency with which students can engage with these tools outside the classroom. To address this, the school has adopted alternative strategies, such as pre-downloaded materials that can be used offline. Still, the inconsistency in access to technology remains a significant barrier to maximizing the benefits of these tools for all students.

Despite these challenges, the long-term benefits of integrating technological tools for language learning are evident. These innovations have increased student engagement and motivation, with many students reporting a higher interest in practicing speaking skills due to the interactive nature of the digital platforms. The sustainability of these tools will depend on continued investment in teacher training, digital literacy, and infrastructural support. Overall, the integration of technology at the School Purísima de Macas has demonstrated considerable potential in improving speaking skills and could serve as a model for other schools in similar contexts.

Conclusions

The integration of technological tools within the curriculum significantly enhanced the speaking skills of 7th-grade students who had access to these resources. The use of multimedia resources, language-learning applications, and online platforms provided students with interactive and engaging opportunities to practice their speaking skills. This engagement motivated students to participate more actively in their language learning and allowed them to develop greater confidence in their speaking abilities. The combination of visual, auditory, and kinesthetic learning experiences facilitated a deeper understanding of the language, as supported by research indicating that technology can effectively foster language acquisition (Zou et al., 2021).

Students who were able to utilize technological tools at home demonstrated marked improvement in their speaking skills compared to those who relied solely on classroom activities. The additional time spent practicing outside of school hours allowed these students

to reinforce what they had learned, experiment with new vocabulary, and gain familiarity with different speaking contexts. The findings align with existing literature that emphasizes the importance of continuous practice and exposure in language learning (Richards & Rodgers, 2019). By having the opportunity to engage with the material at their own pace, students were able to build fluency and enhance their overall communicative competence.

Despite the overall success of the technological integration, a significant challenge emerged regarding the disparity in access to technology among students. Those without access to devices or reliable internet connections were unable to take advantage of the resources available, leading to a noticeable gap in learning outcomes. This inequity highlights a critical issue within the educational system, where socio-economic factors can significantly impact students' ability to benefit from modern teaching methodologies. As indicated by Al-Mahrooqi and Troudi (2014), access to technology plays a crucial role in the effectiveness of language instruction, suggesting that without equitable access, the benefits of technology cannot be fully realized.

The investigation underscores the necessity for future research to address the challenges of technology access among students. It is essential to explore strategies that can ensure equitable access to technological tools for all learners, particularly in underserved communities. This may involve implementing school-wide programs that provide devices to students or creating partnerships with local organizations to establish community tech hubs where students can practice and enhance their speaking skills outside of the classroom. Additionally, further studies could examine the long-term effects of technological integration on language acquisition and the potential for scalable solutions that promote

equity in educational technology. By prioritizing access, educators can help bridge the gap and create a more inclusive learning environment that supports all students in developing their speaking skills.

Recommendations

Implementation and Evaluation of Technology Tools: It is recommended that the school administration and teachers implement technological tools such as language learning apps, video recording, and feedback systems in the classroom. Future studies could assess the long-term impact of these tools on students' speaking skills.

Teacher Training: Provide training for teachers to effectively use technological tools, which could help maximize their impact on students' speaking abilities. Workshops and seminars could be organized to familiarize educators with the latest educational technologies.

Parental Involvement: Encourage parents to use similar technological tools at home to reinforce what students learn in class. Providing simple guides for parents could help extend learning opportunities outside of school.

Further Research: Conduct future research on different aspects of technological tools, such as their impact on various language skills or their effectiveness in diverse cultural and linguistic contexts. Additionally, studying the integration of virtual reality or AI tools could be valuable for enhancing speaking proficiency. Customized Content: It is suggested to tailor the content of technological tools to fit the specific needs and interests of 7th-grade students. Customization can make learning more engaging and relevant, leading to better outcomes in speaking proficiency.

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Anexos

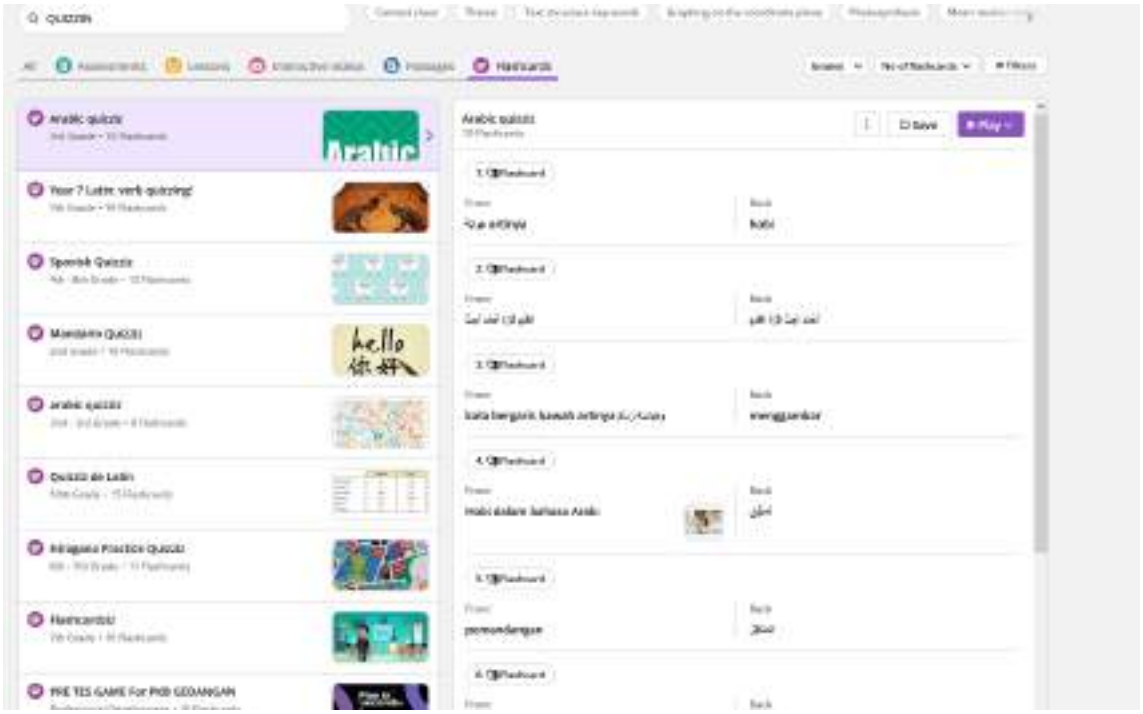
The following are the questions for the teacher about the changes in the students using this appications.

Teacher's	Answers		
Questions	Yes	No	Sometimes
Do students show increased engagement or motivation when using technological tools for speaking practice?			
Do students particularly enjoy certain tools or activities?			
Do you use specific criteria or methods to assess the impact of these tools on speaking skills?			
Have you encountered challenges in using technological tools for teaching speaking skills?			
Do you have strategies to address difficulties with these tools?			
Have you collected feedback from students about the technological tools used for speaking practice?			
Do students report feeling more confident in their speaking abilities due to these tools?			
Have you received adequate training or support on using these technological tools?			
Would additional resources or support help you integrate technology more effectively?			
Do you plan to explore new technologies or strategies to support speaking development further?			

Parents Interview

Parents Interview	*Answers*
Progress Observation: Have you noticed any improvement in your child's speaking skills	
Confidence: Do you feel that your child is more confident when speaking in English now compared to before?	
Technological Tools: How effective do you think the technological tools have been in	
Engagement: Has your child shown more interest in speaking activities since the	
Practice at Home: Does your child use any of the technological tools at home to	
Communication: Do you feel your child is better at communicating their thoughts and ideas in English?	
Interaction with Peers: Have you noticed any changes in how your child interacts with their peers in English?	
Feedback: Has your child mentioned receiving useful feedback from the technological	
Motivation: Do you think your child is more motivated to improve their speaking skills because of the technological tools?	
Overall Satisfaction: Overall, how satisfied are you with the integration of technological tools in improving your child's speaking skills?	

Quizzin


Quizzin
Flashcards
Arabic quizzi
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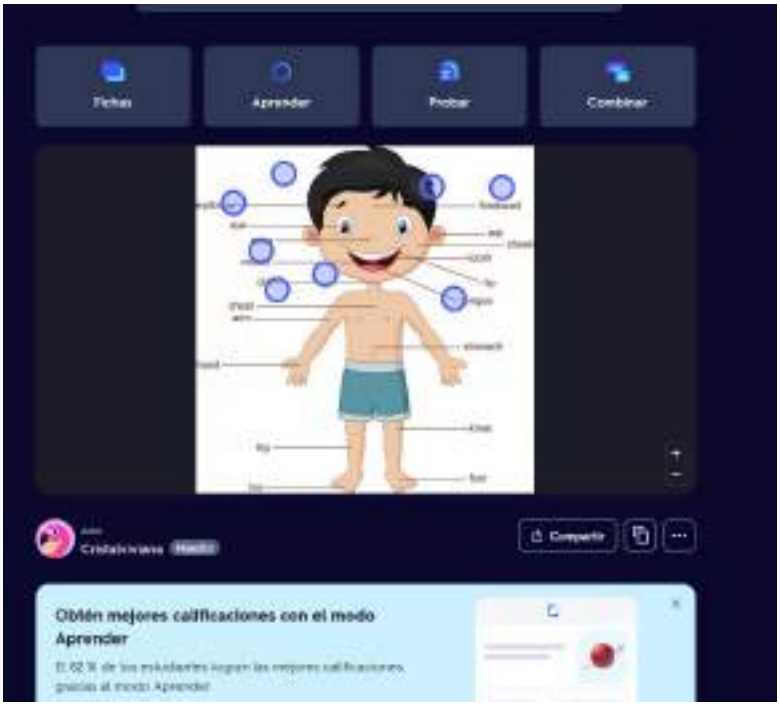
arabic quizzi
Quizzi de Latin
Hiragana Practice Quizzi
Flashcardzi
PPE TES GAME For PKB GEOANGAN

Quizlet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2:32
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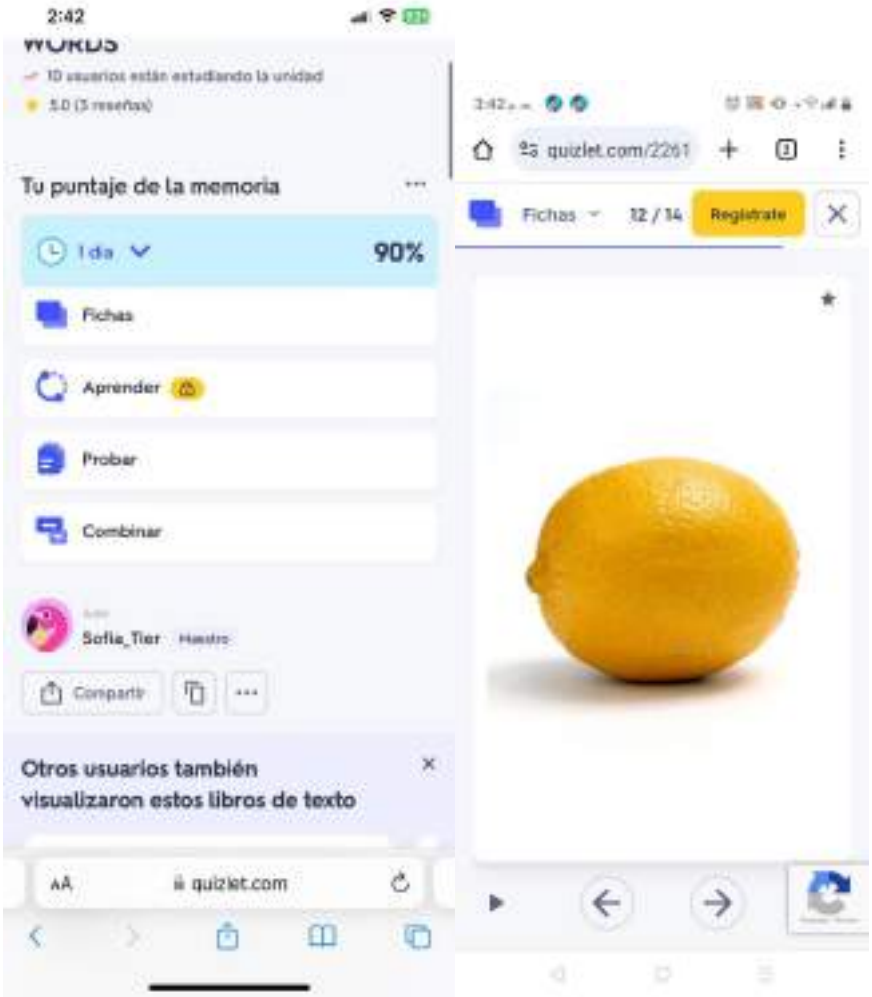
2:42
10 usuarios están estudiando la unidad
5.0 (3 reseñas)
Tu puntaje de la memoria
1 día
90%
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Aprender
Probar
Combinar
Sofía_Tier
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Booklet Play


Partes del Cuerpo Humano

UBE UNIVERSIDAD BOLIVARIANA DEL ECUADOR	**TRABAJO DE TITULACIÓN**

Plan of class for YouTube:

	"PURÍSIMA DE MACAS" EDUCATIVE UNIT	***LECTIVE YEAR 2023-2024***

LESSON PLAN								
1. INFORMATIVE DATA								
Teacher:	***Lic. Indira Caivinagua***	***Área/:***	***English as a Foreign Language***	***Course:***	***Seventh***	***Paralel:***	***"B"***	
3 N.º Unit of Planification	***1***	***Title of the Unit of Planification***	***Family***	***Class N.º***	***1***	***Date:***	*May 09 th, 2023*	
2. TECHNIC DATA:								
Topic:	***EATING OUT***							
OBJETIVES: - *OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.*								
3. DESARROLLO DE LA CLASE								

Skills with performance criteria	***Methodological Estrategies*** ***Activities***	***Resources***	***Evaluation Indicators***	***Activities of Evaluation/ Techniques / Instruments***
EFL 3.4.2. Write a short simple paragraph to describe yourself or other	***WARM UP 5mts*** *Songs of family and we watch the video as I took them to them lap.* *https://youtu.be/uVYP8U2I8NA?si=hVp8E-FqhjuLkjwN* *How many brothers and sisters do you have?*	*Speaker* *Song* *Notebook*	*I.EFL.3.17.1. Learners can write short simple paragraphs to describe people, places,*	*Activity of application* *Technique:* *Instrument*