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Exploring the Role of Mobile Applications in Enhancing Oral Skills in A1 Level English

Language Learners

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DEDICATORIA

A nuestros queridos padres,

A ustedes, nuestros padres amados, les agradecemos por ser nuestros más grandes defensores y por creer en nosotras cuando a veces dudábamos de nuestras propias capacidades. Su apoyo constante ha sido la fuerza impulsora detrás de cada logro, queremos reconocer el papel fundamental que han desempeñado en nuestras vidas.

Su fe inquebrantable en nosotras nos ha dado la confianza necesaria para perseguir nuestros sueños y alcanzar nuestras metas. Hoy y siempre, ustedes serán nuestro faro de luz en los momentos oscuros y nuestra inspiración para alcanzar lo inalcanzable.



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AGRADECIMIENTO

A nuestros padres y hermanos por su apoyo incondicional a lo largo de esta travesía académica. Gracias por creer en nosotras, por ser nuestro constante pilar de fortaleza y por brindarnos el amor y la confianza necesarios para alcanzar nuestros sueños. Este logro es tanto suyo como nuestro, y estamos eternamente agradecidas por su presencia y apoyo inquebrantable.



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RESUMEN

Este estudio plantea como objetivo general investigar cómo contribuyen las aplicaciones móviles a mejorar la capacidad de expresión oral de los estudiantes de inglés de nivel A1 de 2BGU “G”. La metodología utilizada tiene un paradigma post positivista. El enfoque de la investigación es cuantitativo y cualitativo. La investigación es de tipo descriptivo y aplicada. La población seleccionada corresponde a un total de 31 estudiantes pertenecientes al nivel A1 de Inglés. La técnica aplicada para recopilar información se basa en dos instrumentos tipo cuestionario pre-test, post-test y la escala motivacional. Los datos obtenidos se procesaron por medio de un test estadístico creada mediante el programa Microsoft Excel. Los resultados obtenidos determinan que la mayoría de los estudiantes enfrentan ciertos niveles de desmotivación en relación a la pronunciación, vocabulario y gramática del idioma Inglés en el primer test, los resultados de la investigación sugieren que los estudiantes tienen una motivación moderada para utilizar aplicaciones móviles para practicar las destrezas de producción oral. Los profesores pueden aumentar la motivación de los estudiantes proporcionando oportunidades para aprender y practicar el inglés de una manera que sea relevante para sus intereses y que les proporcione una sensación de logro. Posteriormente en el post-test al utilizar las aplicaciones de forma interactiva con el grupo seleccionado, se evidenciada en la segunda encuesta el trascendente progreso de los indicadores elementales en el desarrollo de la producción oral del idioma inglés. Los profesores pueden aumentar la motivación de los estudiantes proporcionando recompensas externas, como la posibilidad de obtener un buen trabajo o sueldo en el futuro. También pueden personalizar las actividades, utilizar la tecnología de forma efectiva y ayudar a los estudiantes a desarrollar una mentalidad de crecimiento.

Palabras claves: Aplicaciones Móviles, Mejora, Destrezas Orales, Idioma Inglés





ABSTRACT

The general objective of this study is to investigate how mobile applications contribute to improve the speaking skills of A1 level English students of 2BGU "G". The methodology used has a post-positivist paradigm. The research approach is quantitative and qualitative. The research is descriptive and applied. The selected population corresponds to a total of 31 students belonging to English level A1. The technique applied to collect information is based on two questionnaire-type instruments, pre-test, post-test scale and motivational scale. The data obtained were processed by means of a statistical test created using Microsoft Excel. The results obtained determine that most students face certain levels of demotivation in relation to pronunciation, vocabulary and grammar of the English language in the first test, the research results suggest that students have a moderate motivation to use mobile applications to practice oral production skills. Teachers can increase students' motivation by providing opportunities to learn and practice English in a way that is relevant to their interests and provides them with a sense of accomplishment. Subsequently, in the post-test, when using the applications interactively with the selected group, the transcendent progress of the elementary indicators in the development of oral production of the English language was evidenced in the second survey. Teachers can increase students' motivation by providing external rewards, such as the possibility of getting a good job or a good salary in the future. They can also personalize activities, use technology effectively, and help students develop a growth mindset.

Key words: Mobile Apps, Enhancement, Oral Skills, English Language.





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INTRODUCTION

Mobile learning gives students the opportunity to learn from any location, with the aim of closing the educational gap that has hindered the development of English language skills. It provides flexibility and convenience, allowing students to access resources and participate in language learning activities at their own pace (Carreras et al., 2018). By leveraging mobile devices, students can access multimedia content, interactive exercises, and communication tools to practice the language. (Diaz et al., (2023). Mobile learning promotes inclusive and personalized learning experiences, improving students' language proficiency and communication skills. It ensures equitable access to quality education and adaptable learning opportunities for English learners (Soncco, 2022).

Based on the previously discussed information, mobile applications provide an interactive and accessible platform for students to practice and enhance their skills, such as oral production in English students. This is because they allow access to a variety of resources, such as multimedia content, interactive exercises, and communication tools. Furthermore, these applications offer an enriching and personalized learning experience.

Therefore, its implementation as an educational instrument can have an impact on enhancing oral production skills in English students. English learners sometimes find it hard to get better at speaking and understanding English. This can happen because they don't hear real English often, don't practice speaking enough, and don't have the right tools for their way of learning. People who study education and schools are trying new and creative ways to help A1 level English students overcome these challenges and make learning English more fun and effective. Therefore, the purpose of this study is to analyze the existing mobile applications available for English language learning and their specific features designed for



the development of oral production skills. We assessed the proficiency level of A1 level students in oral production skills before and after using mobile applications, measure their levels of motivation and participation, examine the perceived benefits and challenges of incorporating mobile applications, explore the role of feedback and evaluation provided by these applications, and develop recommendations for educators and language learning institutions on the effective integration of mobile applications to improve oral production skills.

The objective of this research was to investigate how mobile applications contribute to the improvement of speaking abilities among English language learners at the A1 level. By investigating the impact of these applications on students' competence, fluency, and confidence in oral communication, we aimed to shed light on the potential benefits and challenges associated with the integration of technology into language education. Through a comprehensive exploration of relevant literature, the collection and analysis of empirical data, this research aimed to provide valuable insights for educators, curriculum designers, and policymakers interested in harnessing mobile applications to address the specific needs of A1 level students.

The results of this study will be relevant to educators and institutions looking to improve their teaching methodologies and provide more effective learning opportunities for A1 level English learners. By understanding the potential benefits and challenges of mobile app integration, educators can make informed decisions about incorporating technology into their language classrooms. In addition, language learning institutions can develop guidelines and strategies to effectively integrate these applications into their curriculum to improve students' oral production skills.



Together, this project aligns with the research line of exploring innovative approaches to language learning and teaching at the Universidad Bolivariana the Ecuador. By examining the effectiveness of mobile applications in improving oral production skills, this study contributes to the ongoing exploration of innovative methods and technologies in language education. It serves as an example of how technology can be integrated into language learning practices to improve students' language skills and learning experience.

In the following chapters of this report, detailed information will be provided on the research methodology used, the data analysis process and the results obtained. At the conclusion of this report, comprehensive recommendations and guidelines will be offered for educators and language learning institutions on the effective integration of mobile applications to improve the oral production skills of A1 level English learners. These recommendations will build on the insights gained from the study and provide practical strategies for incorporating mobile applications into language teaching and learning contexts.

Given the problem and proposal mentioned above, the general objective of this work will be as follows: to investigate the impact of mobile applications on the improvement of oral production skills in A1 level English learners.

To meet the overall objective of investigating the impact of mobile applications on improving oral production skills in A1 level English learners, several specific objectives were identified, which were designed to guide the different stages of the project and contribute significantly to student learning.:

Analyze existing mobile applications available for English language learning and their features designed specifically for the development of oral production skills.

- Assess the proficiency level of A1 level students in oral production skills before and



after using mobile applications.

- Measure students' motivation and engagement levels when using mobile apps to practice oral production skills. To implement the proposal and validate the results, the researchers initially identified and thoroughly understood the specific variables involved (Table 1). The proposal aimed to modify the oral production skills of A1 level English learners, making it the dependent variable.

Identification variables

Dependent variable: Basic Oral Production Skills

Independent variable: Mobile Applications.

Table 1

Variable operationalization matrix

Category	Conceptual Definition	Dimensions/Aspects Measured	Indicators	Scales
Dependent variable: Basic Oral Production Skills	It refers to a set of fundamental abilities and competencies related to speaking and expressing oneself in a given language	Pronunciation Vocabulary Grammar	Clarity of speech regarding sounds and stress Word recognition and Appropriate word usage Formation of grammatically correct sentences.	1 (Poor) 2 (Fair) 3 (Good) 4 (Excellent)
Independent variable: Mobile Applications	It refers to software programs or applications designed for use on mobile devices such as smartphones or tablets	Availability Interactivity Content Diversity	Presence of speaking exercises in the app Degree of user engagement with the app Range of topics and contexts covered	1 (Not Available) - 5 (Fully Available) 1 (Low) – 5 (High) 1 (Limited) - 5 (Diverse)

Note. Own elaboration



Through the exploration of these variables, this study will provide valuable insights into the potential benefits, challenges, and effectiveness of mobile app integration to improve oral production skills in A1-level English learners. The findings will inform the development of recommendations and guidelines for educators and language teaching institutions on how to effectively incorporate mobile apps into their teaching practices to improve students' oral communication skills.

To measure and validate the results of the proposed intervention, the researchers will employ a quantitative approach. The data collected will be subjected to rigorous analysis using appropriate statistical techniques and thematic analyses. Quantitative data will be verified by numerical measurements and analyzed to identify common characteristics, patterns and themes. Findings will be validated through triangulation and comparison with relevant theoretical frameworks and existing literature. This meticulous methodology will ensure the reliability and comprehensiveness of the data collected, providing valuable insights into the impact of mobile apps on improving oral production skills in A1 level English learners.

By investigating the impact of these applications on students' language proficiency and providing recommendations to educators and language learning institutions, the study aims to improve teaching methodologies and create more effective learning opportunities within the institution. The findings will also be relevant in a broader sense, as they will inform educational practices in language learning contexts beyond the specific institution by highlighting the potential benefits and challenges of integrating mobile apps into language learning contexts.

The research report is structured in several chapters. Chapter 1 offers a



comprehensive review of the relevant literature, presenting the theoretical underpinnings supporting the proposed solution to a specific problem in the English learning classroom. Chapter 2 describes the methodology and strategies used to develop and validate our original proposal, as well as subsequent improvements made. Chapter 3 presents a detailed analysis and discussion of the results obtained, evaluating to what extent our proposal has been successfully validated. The conclusion summarizes the key findings of our work and assesses the extent to which the objectives have been achieved. The final section suggests several future actions that can be undertaken to further enhance the benefits derived from this project.



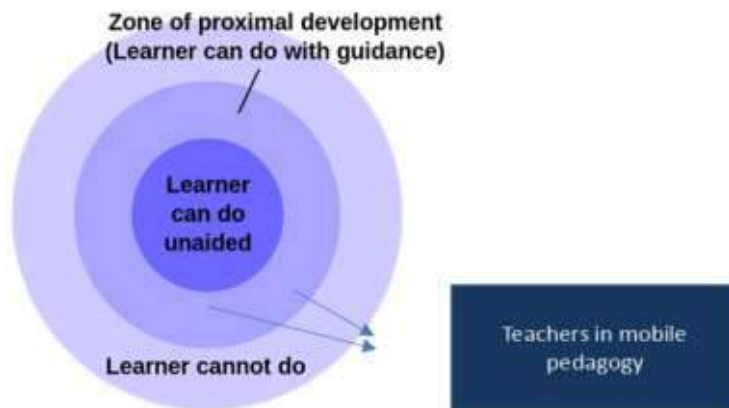
CHAPTER 1: THEORETICAL FRAMEWORK OR THEORETICAL BASIS

1.1. Social Constructivism

The theoretical underpinning of social constructivism provides a fundamental lens through which to understand how language learning takes place, particularly in the context of utilizing mobile applications. According to social constructivism, learning is not simply a passive absorption of information, but rather an active process in which learners actively construct their understanding by interacting with their environment, this environment encompasses not only physical surroundings but also the digital realm, including the tools and resources available through technology (Finnegan & Ginty, 2019).

Figure 1

Zone of Proximal development applied to Mobile Pedagogy



Note. Zhang et al. (2020)

In the context of language learning, social constructivism suggests that learners

engage in a dynamic process of meaning-making as they interact with language in authentic contexts: Mobile applications, functioning as digital tools, extend this constructivist perspective into the digital sphere; learners are not just consuming pre-packaged information, they are actively engaging with the language through interactive exercises, simulated conversations, and real-life scenarios offered by these applications. This aligns with the social constructivist notion that learning is a collective effort, even when mediated by technology (Zhang et al., (2020).

Mobile applications offer learners a virtual space to explore and experiment with the English language. Through these apps, learners can practice speaking, receive feedback, and engage in conversations. This takes place within a secure and controlled environment provided by the app. The applications effectively simulate the language interactions learners could encounter in real-life situations, thereby bridging the gap between classroom learning and authentic language use (Zahavi, 2022).

Furthermore, social constructivism highlights the significance of collaborative learning and interaction with others. While mobile applications may not fully replicate face-to-face interactions, they frequently incorporate features that promote peer engagement, such as discussion boards or language exchange platforms. These features facilitate a form of collaborative learning, enabling learners to share experiences, discuss challenges, and exchange strategies for enhancing their oral production skills (Zhang et al., (2020).

In conclusion, social constructivism provides a theoretical foundation that supports the integration of mobile applications in language learning. By recognizing that learning is a socially situated activity involving active engagement with the environment, including digital tools, educators and researchers can better understand the potential of these applications in



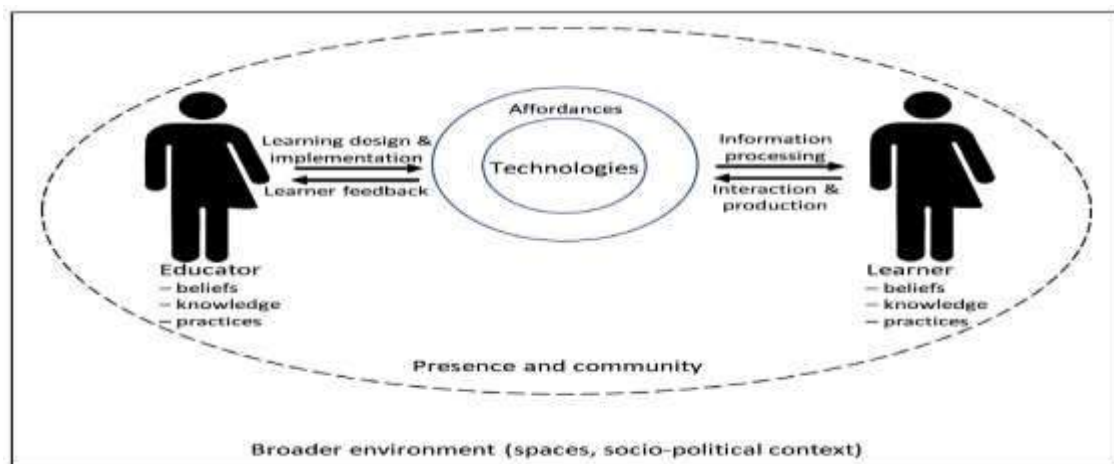
enhancing learners' oral production skills. Mobile apps align with the constructivist notion of learning as a process of active engagement, allowing A1 level English language learners to interact with the language in authentic ways and construct their linguistic abilities through meaningful interactions and experiences.

1.2. Technology-Mediated Learning

The concept of technology-mediated learning serves as a critical framework for understanding how mobile applications can enhance the oral production skills of A1 level English language learners. In an increasingly digital world, technology has become an integral part of education, offering new avenues for engagement, interaction, and skill development, mobile applications, as tools that facilitate language learning experiences, play a transformative role in how learners engage with language and practice oral production skills (Bower, 2019).

Figure 2

Technology mediating learning scheme



Note. Bower (2019)

Mobile applications act as intermediaries between learners and the target language,

as they create an environment that bridges the gap between classroom learning and real-world language use, by providing a platform for learners to interact with authentic content, native speakers' voices, and contextually relevant dialogues, these apps enable learners to immerse themselves in the language even beyond traditional classroom settings; this aligns with the key principle of technology-mediated learning, where technology acts as a bridge to real-world experiences (Brown et al., 2019).

Furthermore, mobile applications provide an array of interactive features that encourage active participation. For example, voice recognition technology enables learners to practice pronunciation and receive instant feedback. This real-time feedback loop enhances learning by allowing learners to adapt their speech patterns and rectify errors on the spot. Additionally, the interactive nature of these apps aligns harmoniously with the fundamental tenets of technology-mediated learning, placing a strong emphasis on learner engagement and empowerment (Zhong et al., 2022).

The asynchronous nature of mobile applications empowers learners to customize their learning experiences according to their unique needs and schedules. Learners can refine their oral production skills at a self-determined pace, replaying exercises as often as required to cultivate confidence and precision. This flexibility shows what technology-based learning is all about. It gives students control over their learning, letting them choose when and how they want to use the learning materials. (Messina et al., 2020).

Summarizing, technology like mobile apps is changing how we learn languages. These apps help beginners learn English by connecting them to real language experiences. They make learning interactive and fun. These apps also match the basic ideas of tech-based learning, making it easy for learners to improve their speaking skills in a fun and meaningful



way.

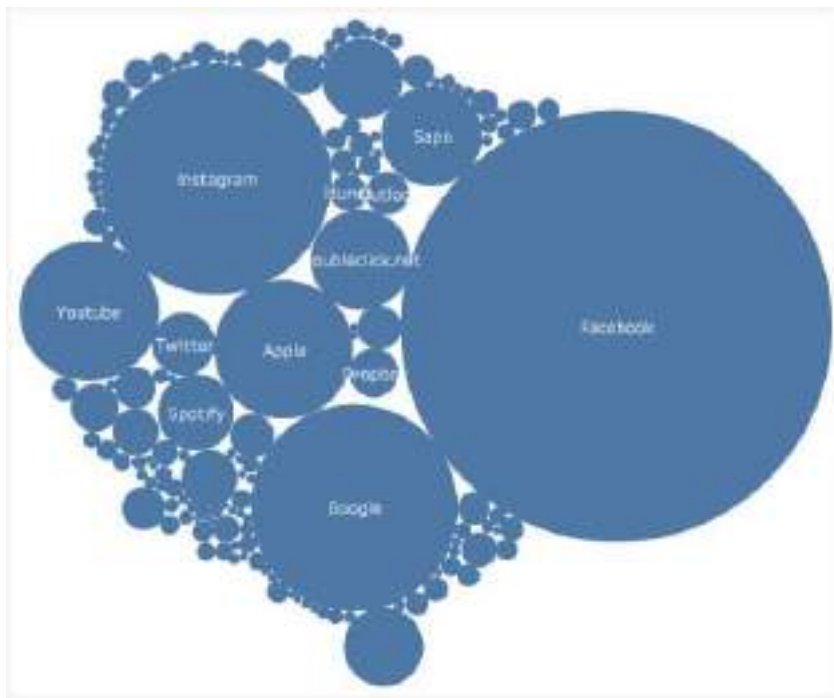
1.3. Key Variables

1.3.1. Mobile Applications.

Improving how beginners learn to speak English at the A1 level is all about using mobile apps. These apps are made to help learners practice speaking in a fun and creative way. They're great because they can adapt to what A1 learners need, and they fit well with how education is changing. So, mobile apps give A1 learners a special and personalized way to get better at speaking English. (Aqeel, 2021).

Figure 3

In-class apps frequency of usage



Note. Oliveira et al. (2021).

Interactive language learning apps are meticulously designed with a well-defined pedagogical aim: to bridge the gap between language acquisition and practical application.

These apps boast an array of tools meticulously crafted to address diverse aspects of oral production skills, encompassing pronunciation, fluency, vocabulary enrichment, and real-life communication scenarios. Through the adept incorporation of multimedia elements like audio clips, videos, and interactive exercises, these apps immerse learners in a multisensory encounter mirroring genuine language usage. This immersive approach harmonizes with the communicative essence of language learning, reinforcing the notion that effective language use transcends mere vocabulary and grammatical rules (Oliveira et al., 2021).

The foundational principle driving the design of mobile applications centers on interactivity and engagement. These apps ingeniously prompt learners to take an active role in simulated conversations, role-playing scenarios, and pronunciation exercises. A distinguishing feature, voice recognition technology, offers learners immediate feedback on their spoken language, nurturing accountability and enabling ongoing refinement. Additionally, the interactive essence of these applications amplifies learner motivation, channeling a sense of achievement and advancement through gamified elements and personalized challenges (Imdadullah et al., 2021).

Mobile applications help A1 English learners build language skills step by step, starting with basics and advancing as they gain confidence in speaking. These apps provide structured learning that matches their growing language abilities. This scaffolding method is similar to the idea in educational psychology called the "zone of proximal development." It means helping learners improve with the right support. (Denizalp & Ozdamli, 2019).

In summary, Mobile apps are like powerful tools for people learning basic English. They use fun and interactive methods, along with new technology, to help learners speak better. These apps give learners a complete set of tools to improve their speaking skills. When



people use these apps, they're not just getting better at English; they also gain the confidence and ability to talk confidently in real-life situations.

1.3.2. Oral production skills.

The central focus of this inquiry revolves around nurturing oral production skills in A1 level English language learners. These skills hold paramount significance within language acquisition, encapsulating the proficiency to articulate thoughts, ideas, and emotions coherently and precisely through spoken English (Arfé et al., 2021). A1 level learners are working on the basics of communication. Mobile apps can be a great way for them to practice and improve their speaking skills in a way that suits their needs.

At the A1 level of oral production skills, individuals demonstrate basic competence in interacting orally in English. Their spoken interaction is characterized by simplicity, often requiring repetition, slower speech rates, rephrasing, and repair for effective communication. They can initiate and respond to simple questions and statements related to immediate needs or familiar topics. Understanding native speaker interlocutors involves comprehending everyday expressions aimed at fulfilling straightforward needs, delivered clearly, slowly, and repeatedly. They can also follow carefully directed questions, instructions, and short directions. In conversations, they can make introductions, use basic greetings, inquire about people's well-being, and react to news (Council of Europe, 2020).

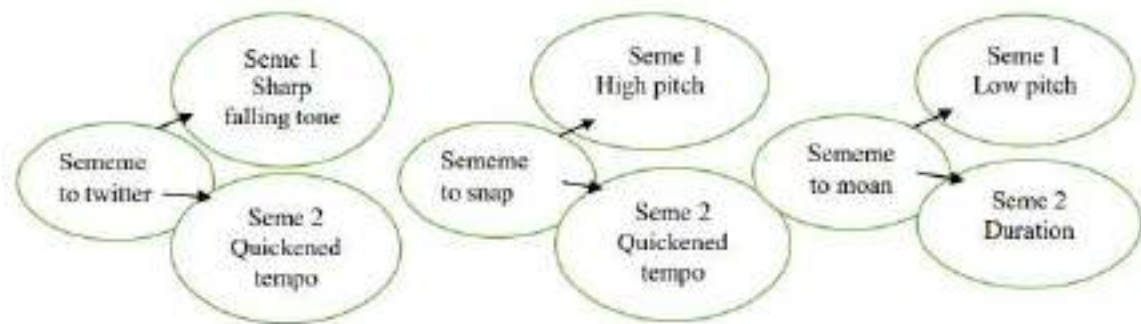
In informal discussions with friends and formal discussions and meetings, no specific descriptors apply. For goal-oriented cooperation, they can understand and follow simple instructions, ask for and provide items, and manage numbers, quantities, cost, and time. In information exchange, they can engage in simple conversations about themselves, others, living situations, acquaintances, and belongings, while indicating time phrases. During



interviews, they can respond to direct questions about personal details using non-idiomatic speech. Their general linguistic range encompasses a variety of simple expressions related to personal details and concrete needs (Muñoz, 2023).

Figure 4

Diagram depicting combinations of articulated prosodic features



Note. Yeremenko et al. (2020)

Pronunciation, as a cornerstone of oral communication, holds a prominent place in the learning process., clear and accurate pronunciation facilitates effective comprehension and communication; mobile applications, armed with voice recognition technology, allow learners to utter phrases, sentences, and conversations, and receive immediate feedback on their pronunciation accuracy., this real-time feedback loop is invaluable, as learners can instantly identify and rectify mispronunciations, a feature crucial for setting a strong linguistic groundwork (Brown et al., 2019).

Fluency goes beyond correct pronunciation, encapsulating the seamless flow of speech (Yeremenko et al., 2020). A1 level learners often grapple with hesitation and gaps in their speech as they search for words or formulate responses, mobile apps address this

challenge through interactive dialogues and role-play scenarios that encourage learners to practice spontaneous communication, these applications help learners build their confidence and fluency by engaging them in conversations that mimic real-life interactions, bridging the gap between classroom learning and practical application (Messina et al., 2020).

Accuracy, the precision in using grammatical structures and appropriate vocabulary, is another facet of oral production skills (Yow & Ting, 2022). Mobile applications offer structured exercises that guide learners in constructing grammatically sound sentences and using vocabulary in context. Through repeated exposure and practice, learners can internalize correct language usage and apply it to their spoken communication (Zhong et al., 2022).

Communication in real-life contexts is the ultimate goal of language learning. A1 level learners need the tools to engage in meaningful conversations beyond scripted exercises (Correa, 2022). Mobile apps simulate real-world scenarios, such as ordering food, asking for directions, or introducing oneself, empowering learners with the language resources necessary for authentic communication, by practicing these scenarios within the app, learners gain the confidence to navigate similar situations in the real world (Denizalp & Ozdamli, 2019).

To summarize, mobile applications, in their focus on oral production skills, provide a scaffolded approach that guides A1 level learners from basic linguistic elements to meaningful communication, they facilitate the development of accurate pronunciation, fluent speech, grammatical accuracy, and contextual communication. By engaging with these applications, learners not only refine their linguistic abilities but also gain the essential confidence to express themselves effectively in a foreign language. This aligns with the overarching goal of language education - empowering learners to use language as a tool for



communication and connection in diverse contexts.

1.4. Mediating Factors

Engagement

Engagement stands as a crucial factor in the success of any educational endeavour, and its significance is magnified in the context of utilizing mobile applications for enhancing oral production skills, engagement encompasses the depth of learner involvement and their sustained motivation in using these apps as platforms for language learning; A1 level English language learners, often in the early stages of their language journey, can greatly benefit from the intrinsic motivation that well-designed mobile applications can ignite (Camilleri & Camilleri, 2022).

Mobile applications offer a range of features that captivate learners' interest and encourage active participation, gamification elements, such as points, badges, and challenges, transform the learning process into an engaging and rewarding experience; learners are motivated to complete tasks, attain goals, and progress through levels, paralleling the mechanics of video games that capture attention and commitment, this gamified approach taps into learners' inherent desire for achievement and makes the language learning process feel dynamic and enjoyable (Gajdics & Jagodics, 2022).

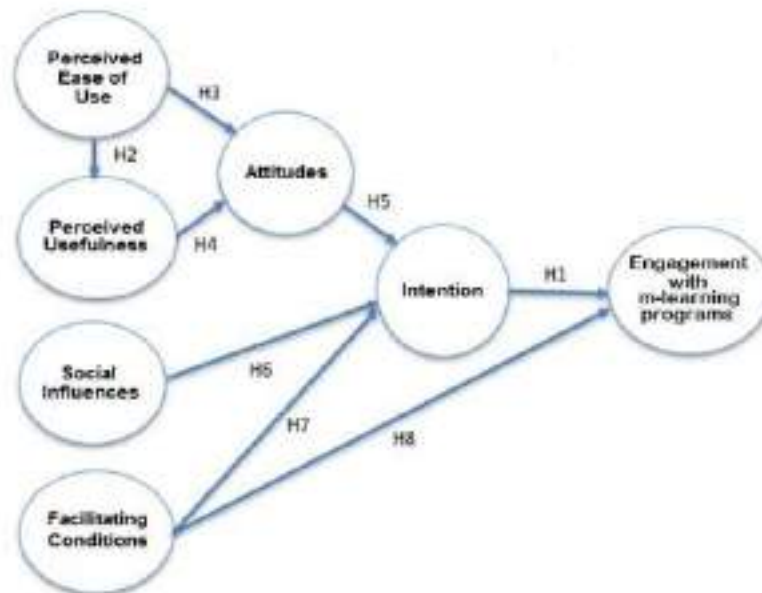
Interactivity is a big deal in mobile apps, and it's super important for keeping people interested. When you can talk back to the app, do exercises, and practice speaking, it makes you feel like you're in charge and part of the action. It's even better when the app responds right away because it makes you feel like you've achieved something quickly, and it motivates you to try even harder. This kind of interaction also makes learning feel more customized, so you can focus on what you need to improve. Basically, it makes learning more



fun and engaging. (Klimova & Polakova, 2020).

Figure 5

Elements influencing students' involvement in mobile learning initiatives



Note. Camilleri & Camilleri (2022)

The flexible and accessible nature of mobile applications supports engagement by accommodating learners' schedules and preferences, learners can practice oral production skills at their convenience, eliminating time and geographical constraints, this flexibility ensures that learners can engage with the app when they are most receptive and motivated, fostering a more effective learning experience (Puebla et al., 2021).

Moreover, mobile apps foster a sense of ownership over the learning journey, the learner-centered approach allows individuals to track their progress, set goals, and witness

their improvements over time, this tangible evidence of growth boosts learners' motivation and commitment to the learning process (Lee et al., 2023).

However, sustained engagement requires an intrinsic motivation that goes beyond gamification and interactive features, mobile applications should align with learners' aspirations, preferences, and cultural contexts., when learners perceive the content as relevant and meaningful to their lives, their intrinsic motivation to improve their oral production skills is reinforced (Abad et al., 2021).

In summary, engagement in the context of mobile applications is a multidimensional concept that encompasses learner involvement, motivation, and sustained commitment. The gamified elements, interactivity, flexibility, and personalized experiences that these apps offer all contribute to heightened engagement levels. A1 level learners, driven by the allure of achievement, the joy of interaction, and the convenience of mobile learning, can harness the power of engagement to enhance their oral production skills effectively.

1.5. Feedback Mechanisms

Feedback plays a pivotal role in the language learning process, guiding learners towards improvement and accuracy, in the context of mobile applications aimed at enhancing oral production skills for A1 level English language learners, feedback mechanisms assume a crucial role in shaping learners' pronunciation and language use; the instant and targeted feedback offered by these apps transforms the learning experience, contributing significantly to learners' progress (Abad et al., 2021).

Pronunciation feedback is particularly impactful. Accurate pronunciation is not only essential for effective communication but also boosts learners' confidence in using the language, mobile applications, equipped with voice recognition technology, analyse learners'



spoken language and provide instant feedback on their pronunciation accuracy; this immediate response serves as a valuable corrective tool, allowing learners to address pronunciation errors in real time, the iterative nature of this feedback loop ensures that learners can practice, refine, and adapt their speech patterns, ultimately enhancing their spoken language proficiency (Camilleri & Camilleri, 2022).

Moreover, these apps often offer visualizations that display the phonetic components of words and sentences, learners can compare their pronunciation to the app's model, aiding their self-correction process; this visual feedback not only addresses pronunciation challenges but also aids in understanding the finer nuances of English phonetics, contributing to an enhanced oral production experience (Klimova & Polakova, 2020).

Beyond pronunciation, these applications also provide feedback on language use and structure, learners receive guidance on using appropriate vocabulary, grammatical structures, and idiomatic expressions, this feedback is especially beneficial for A1 level learners who are navigating the complexities of English syntax and vocabulary; as learners engage in dialogues and exercises, they receive corrections that help them build accurate and contextually relevant sentences, leading to improved oral communication skills (Lee et al., 2023).

The instantaneous nature of feedback mechanisms is a pivotal advantage of mobile applications. Learners can practice speaking, receive feedback, and immediately integrate the corrections into their speech. This real-time interaction between learners and the app contributes to an active learning process, where learners continuously adapt and refine their language skills (Abad et al., 2021).

However, the efficacy of feedback mechanisms depends on the accuracy of the



technology employed, voice recognition technology should be robust and able to decipher a range of accents and variations; furthermore, the feedback provided should be clear, concise, and instructive, guiding learners on how to rectify errors and improve their spoken language (Puebla et al., 2021).

In conclusion, feedback mechanisms embedded within mobile applications offer a transformative dimension to enhancing oral production skills among A1 level English language learners. By providing instant feedback on pronunciation and language use, these mechanisms enable learners to actively correct errors, refine their speech, and progress toward accurate and effective spoken communication. The synergy between technology, feedback, and learner engagement makes mobile applications a potent tool for fostering oral proficiency in language learners.

1.5.1. Interactivity

Interactivity lies at the heart of effective language learning, particularly when it comes to using mobile applications to enhance oral production skills for A1 level English language learners, these apps are replete with features that not only captivate learners' attention but also foster active engagement, leading to more meaningful and impactful language learning experiences (Lee et al., 2023).

Voice recognition technology stands out as a groundbreaking interactive feature, learners can articulate sentences and conversations, and the app analyzes their pronunciation accuracy, this real-time analysis provides learners with immediate feedback, allowing them to make instant corrections; beyond being a corrective tool, voice recognition technology serves as a practice partner, providing a sense of simulated interaction akin to conversing with a native speaker, this immersive experience builds learners' confidence and prepares



them for real-world conversations (Camilleri & Camilleri, 2022).

Role-play exercises provide learners with scenarios that mirror everyday situations, learners assume different roles in conversations, allowing them to engage in a variety of contexts and linguistic registers; this interactive approach transcends rote memorization, enabling learners to apply their language skills to authentic scenarios, as learners navigate these role-play exercises, they develop their ability to formulate responses spontaneously, improving their fluency and communication skills (Puebla et al., 2021).

Figure 6

Reality-virtuality continuum



Note. Oleksiuk and Oleksiuk (2022).

Interactive dialogues offer learners the chance to engage in virtual conversations, these dialogues can be customized to suit various proficiency levels and topics, ensuring learners' needs and interests are met; by participating in these dialogues, learners practice listening, comprehension, and responsive speaking, the interactive nature of these exchanges sharpens learners' linguistic reflexes and hones their ability to navigate real-time conversations (Oleksiuk & Oleksiuk, 2022).

Furthermore, gamification elements contribute to the interactive appeal of these

applications, learners are motivated to complete challenges, earn rewards, and track their progress, turning language learning into an engaging and rewarding endeavor; this gamified approach taps into learners' natural inclination for competition and achievement, motivating them to invest time and effort into their language practice (Manegre et al., 2019).

Incorporating interactive elements in mobile applications goes beyond mere engagement; it mirrors the dynamic nature of language itself; language is a tool for communication, and learners acquire it best when actively participating in its use; interactive features in mobile apps simulate this communication process, allowing learners to actively shape and refine their oral production skills through continuous practice and engagement (Miller, 2018).

However, the efficacy of interactivity depends on the authenticity of the scenarios and the accuracy of voice recognition technology, the dialogues should mimic real-life conversations, and the technology should provide accurate feedback, additionally, a balance between technology-mediated practice and real-life communication is essential, as true language competence extends beyond interactions solely within the app (Nasi & Khan, 2020).

In conclusion, interactivity within mobile applications redefines language learning as an immersive and engaging endeavor. The fusion of voice recognition, role-play exercises, interactive dialogues, and gamified elements transforms learners from passive recipients of knowledge into active participants in the language learning process. Through active engagement, A1 level English language learners can build confidence, fluency, and accuracy in their oral production skills, preparing them for effective communication in real-world contexts.



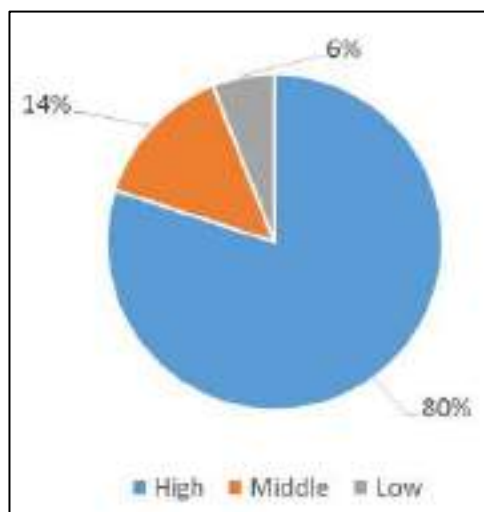
1.6. Gamification Elements

Gamification, an innovative approach to education, finds a significant role in the realm of language learning through mobile applications, the integration of gamification elements within these apps transforms the learning process into an engaging and motivating journey; for A1 level English language learners, gamification proves especially effective in cultivating motivation and sustaining engagement (Amelina et al., 2022).

Points, rewards, and challenges within language learning apps tap into learners' innate desire for achievement and progression; by completing tasks, exercises, and challenges, learners accumulate points and unlock rewards, these rewards can range from digital badges to access to higher levels of content, this system of tangible achievement provides a sense of accomplishment and pride, fostering a positive attitude towards language learning (Harring et al., 2023).

Figure 7

Desire to acquire a second language via mobile phone



Note. Amelina et al. (2022)

Challenges presented within the apps serve to push learners beyond their comfort zones, encouraging them to tackle more complex tasks as their skills improve, this sense of progression keeps learners engaged and invested in the learning process, as learners overcome challenges and witness their progress, their motivation to excel and master oral production skills is enhanced (Galimova et al., 2020).

In conclusion, incorporating gamification elements goes beyond the extrinsic rewards., the inherent fun of the gamified learning experience becomes a source of intrinsic motivation; learners derive pleasure from the interactive exercises, role-play scenarios, and competitive aspects of language practice, this enjoyment contributes to sustained engagement, as learners eagerly return to the app to experience both the challenge and the satisfaction of advancement.

1.6.1. Content Diversity.

Mobile applications catering to A1 level English language learners understand the diversity in learning preferences and styles, content diversity becomes a crucial aspect of these apps, as it ensures that learners can engage with the material in ways that resonate with them individually, a wide array of resources enriches the learning experience and accommodates learners' varying needs (Nasi & Khan, 2020).

Audio clips embedded within the apps expose learners to authentic pronunciation and intonation; listening to native speakers enhances learners' aural comprehension and helps them internalize the sounds of the language, through repeated exposure, learners develop an ear for the language's rhythm and cadence, which contributes to improved oral production (Miller, 2018).



Videos offer visual context and contextually relevant scenarios, visual cues aid in understanding language in context, enabling learners to grasp meaning beyond mere vocabulary and grammar, videos also simulate real-life interactions, giving learners the opportunity to observe how language is used in authentic conversations, which subsequently informs their own spoken communication (Camilleri & Camilleri, 2022).

Real-life scenarios offered by the apps immerse learners in practical language use, these scenarios simulate everyday situations such as ordering food, asking for directions, or introducing oneself; this contextual practice bridges the gap between language learning and real-world application, learners not only learn language but also gain the confidence to communicate effectively in actual situations (Amelina et al., 2022).

This content diversity caters to a range of learning styles, including auditory, visual, and kinesthetic preferences. It acknowledges that learners absorb and internalize language in distinct ways; by presenting information through various mediums, mobile apps empower learners to engage with content in a manner that resonates with them personally, enhancing their learning efficiency and enjoyment (Soncco, 2022).



Figure 8*Diversity of learning apps**Note.* Miller (2018).

In conclusion, gamification elements and content diversity within mobile applications significantly contribute to the success of enhancing oral production skills among A1 level English language learners. Gamification capitalizes on learners' intrinsic and extrinsic motivations, while content diversity acknowledges and respects their varied learning styles. Together, these features create a comprehensive and engaging language learning experience that fosters motivation, sustains engagement, and cultivates effective oral communication skills.

1.7. Practical Implications

The exploration into the role of mobile applications in Enhancing Oral Skills for A1 level English language learners bears significant practical implications for both educators

and app developers. These ideas, coming from what we've learned in research, help make teaching languages better and create special tools for learning languages that suit you.

1.7.1. Language Learning Pedagogy

Educators play a central role in shaping the language learning experience of A1 level learners, the findings from this research offer a valuable resource that educators can draw upon to optimize their teaching strategies; by understanding the impact and potential of mobile applications in Enhancing Oral Skills, educators can adapt their instructional methods to incorporate these tools effectively (Soncco, 2022).

Integrating mobile applications into pedagogy can occur in several ways, educators can recommend specific apps that align with their curriculum, assign app-based exercises as supplementary practice, or even design in-class activities that leverage the interactive features of these applications; by doing so, educators provide learners with opportunities to practice speaking in a controlled environment while encouraging engagement and motivation, this integration bridges the gap between classroom learning and real-world language use, ensuring that learners are well-prepared to communicate effectively beyond the classroom (Gajdics & Jagodics, 2022).

1.7.2. App Design.

The insights gathered from research not only impact educators but also influence the design and development of language learning applications, app developers can utilize these insights to craft more effective, user-friendly, and engaging platforms that cater to the unique needs of A1 level English language learners (Hossein et al., 2020).

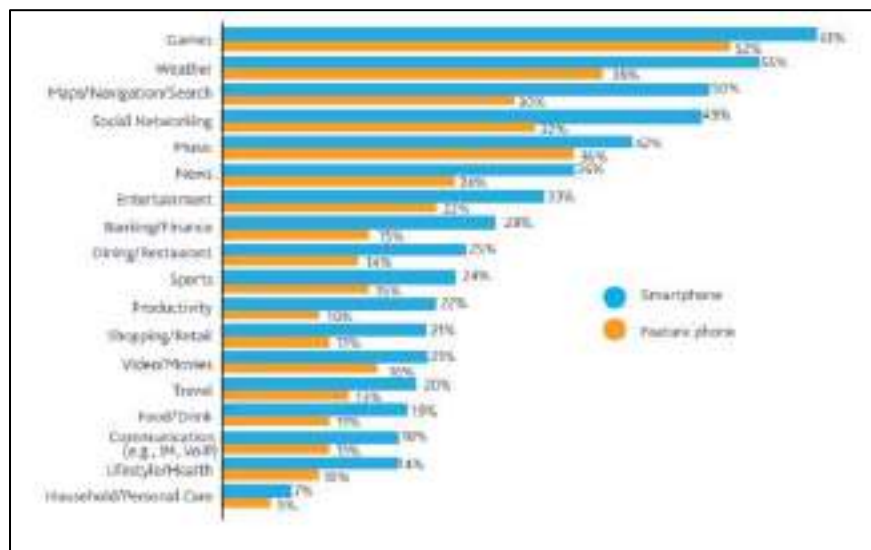
Taking into account the significance of engagement, interactivity, and gamification, developers can design apps that prioritize these elements, they can refine voice recognition



technology to provide even more accurate feedback, ensuring learners receive meaningful guidance on their pronunciation; additionally, incorporating a diverse range of content, including audio clips, videos, and real-life scenarios, will enhance learners' exposure to authentic language use (Messina et al., 2020).

Figure 9

Emerging Patterns in the Rapidly Expanding Mobile Applications Industry



Note. Hossein et al. (2020).

Moreover, app developers can collaborate with language educators to ensure the alignment of app content with language learning objectives; by understanding the pedagogical needs of A1 level learners, developers can create apps that scaffold language acquisition, progressing from foundational to more complex language skills.

1.7.3. State of the art.

In this research, we'll look at three studies that together help us understand how

mobile apps for learning languages are changing and getting better. Research shows that nowadays, technology has changed how we teach and learn languages. One exciting development is how mobile apps are helping people learn languages, especially when it comes to speaking well. Speaking clearly and accurately is really important in language learning because it's a big part of being good at a language.

The study conducted by Raj and Baisel (2022) extensively explores the evolving landscape of educational mobile applications, with a particular focus on second/foreign language learning. In the context of a rapidly advancing digital era where mobile technologies seamlessly integrate into learning frameworks, the research addresses the limited investigations into the role of mobile apps in English language acquisition. Situated within the Mobile Learning framework, the study employs smartphones and iPads to facilitate language acquisition. This research looks at language learning apps in a detailed way. It sorts these apps into groups for students in different school levels: primary, secondary, and college. It also talks about how these apps are made, what methods they use, the ideas behind them, and how they help people learn. The research mainly focuses on making language skills better, especially using phones and tablets. It shows that these apps are good at helping people get better at listening in a foreign language compared to other parts of language learning.

Also, the study shows that using special learning tools, like personalized mobile apps, can really help people learn better when it comes to listening skills. Fan et al. (2023) investigate the evolving role of mobile apps in language education, focusing on English learning in China. The study highlights the benefits of language learning apps, including user-friendly design, broad learning materials, enhanced skills, and compatibility with



traditional teaching. However, it also identifies drawbacks such as feedback limitations, connectivity issues, and underutilization. The research underscores the necessity for collaborative efforts between educators, teachers, and developers to design more effective apps and offers guidance to optimize their utilization. In a technological era, the study emphasizes the potential of mobile apps to reshape language education while addressing associated challenges.

In the study of Torres (2020), the objective is to analyze the incidence of the use of the cooperative learning model for the development of speaking skills in the area of English aimed at A1 level students, in the "Unidad Educativa Hermano Miguel" located in the city of Latacunga, for the school year 2019-2020. The research employs a mixed approach, the design is non-experimental because it does not intervene with the subject of study, the intention is to propose a pedagogical proposal to solve a problem. A, projective type, since its main characteristics are reflected in proposing a pedagogical proposal. The population to be treated in the research is a course of English students of level A 1 of the private school "Hermano Miguel" in the city of Latacunga and, determining a number of less than one hundred students, the complete population is taken as a group of 58 students and 7 teachers of the English area. A survey directed to students and teachers and an interview to 4 teachers of the area were used, each one referred to the specific objectives of the research.

The hypothesis of the research yields positive information about the application of the cooperative learning model, both students and teachers of the English area express their empathy for its application in benefit of the development of the speaking skill in the students of English level A1, their empathy coincides with the practice of oral English, without restriction to their fluency according to the established English level. According to the results



of the interview with the A1 level English teachers, it is concluded that the teachers knew little or almost nothing about the cooperative learning model, which is a mitigating factor to be able to define that it is not applied in the development of the English classes, since it hinders the development of the speaking skill in the students.

When applying the survey to the English teachers, it can be perceived that the viability of using the cooperative learning model is reflected positively, since most of them consider that working together is better than working individually, since the students work in an inhibited way, their fluency is appreciated with greater fluency and they are able to express themselves freely. Likewise, students in the application of the survey expressed that they agree to work together, considering that each participant fulfills a role in cooperative work.

Through the bibliographic review, it became evident that its application enables a favorable development in the fluency of English in its praxis, as well as, in the student surveys, positive conclusions for its possible application are reflected. Therefore, the cooperative learning model is viable for the development of the speaking skill because it motivates the subject to participate orally in the cooperative work process.

In the pursuit of understanding the dynamic interplay between mobile applications and oral production skills enhancement, this study is grounded in a comprehensive theoretical framework that draws upon various educational principles. The framework serves as a conceptual scaffold, guiding the exploration of the intricate relationship between mobile applications and the development of oral production skills in A1 level English language learners.

Central to this theoretical framework is the paradigm of social constructivism, which postulates that learning is fundamentally a social process wherein learners actively construct



knowledge through interactions with their environment and peers. Social constructivism underscores the role of collaborative learning and interaction in knowledge acquisition. Though mobile applications might not replicate face-to-face interactions, they often feature tools that foster peer engagement, such as discussion boards and language exchange platforms. These mechanisms encourage learners to collaboratively share experiences, challenges, and strategies for refining their oral production skills, thereby enriching their learning journey.

Embedded within this theoretical framework is the concept of technology-mediated learning. Mobile applications serve as intermediaries that facilitate authentic language use and practice, bridging the gap between language acquisition and real-life application. These applications offer a range of interactive features, encouraging learners' active participation in simulated conversations, role-playing scenarios, and pronunciation exercises. Voice recognition technology, a prominent feature, provides learners with immediate feedback, enabling real-time adjustments and corrections, ultimately enhancing the learning process. The interactive nature of these apps aligns harmoniously with the principles of technology-mediated learning, placing learner engagement and agency at the forefront.

Central to this framework are two key variables: mobile applications and oral production skills. Mobile applications are interactive language learning tools meticulously designed to address various aspects of oral production skills. Simultaneously, oral production skills encompass the ability to effectively speak English, encompassing pronunciation, fluency, accuracy, and communication in real-life contexts.

Several mediating factors contribute to the impact of mobile applications on oral production skills enhancement, including engagement, feedback mechanisms, interactivity,



gamification elements, and content diversity.

The framework further extends to practical implications, delineating the potential impact on language learning pedagogy and app design. Insights derived from this study can guide educators in integrating mobile applications into A1 level English language teaching strategies, enhancing the overall learning experience. Meanwhile, app developers can use the research findings to refine and create language learning apps that cater precisely to the needs of A1 level learners, prioritizing engagement and interactivity.

This theoretical helps us start looking into the latest research about using phone apps to get better at speaking English. We'll focus on three studies that show how apps can help beginners (A1 level) improve their speaking skills. By studying these, we want to figure out what's happening, what problems we might face, and what good things we can do with apps to learn languages.



CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND DIAGNOSTIC STUDY

2.1. Conceptualization and operationalization of main categories

This study was oriented to improve oral production skills in English students of level A1 of 2BGU "G" through the impact generated by mobile applications. This research was determined under the criteria of technological skills within the educational system in virtual spaces, as is the case in classrooms influenced by technology, some of these areas of work are represented by:

- Mobile apps: Technology-mediated learning, practical implications, language learning pedagogy, application design, and state of the art.
- Oral production in English language learners: Construction of oral production learning and skills.
- Mediating factors: Engagement, feedback mechanism, interactivity, gamification elements and content diversity.

2.2. Main categories

This segment details in a table (table 1) the category system, the interview and observation sheet, and the responses of the 2BGU "G" English teachers and students:

Table 1

Category systems

Mobile applications in the improvement of oral production skills in 2BGU "G" English students.		
1	2	3
Development of oral skills in English: Oral expression	Mobile applications and their impact on the improvement of	Impact of mobile applications on the improvement of oral



Oral interaction	oral production skills in 2BGU "G" level A1 English learners.	production in 2BGU "G" level A1 English students.
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Note. Own elaboration

2.3. Statement and justification of the research approach

The approach of this study was defined as quantitative and qualitative, the first inspired by positivism, this method as a unit of analysis is based on the exact and natural sciences. Data collection made it possible to answer the research questions based on measurements and the use of statistics to establish behavioral patterns of the population addressed (Sánchez, 2019). The second is based on action research, which is a strategy that tries to find realistic solutions to the difficulties and problems of organizations. It's similar to applied research. It's basically about learning by doing

The scientific rigor of the topic was considered as a guide, highlighting the analysis of existing mobile applications for English language learning, considering the characteristics that allowed the development of oral production skills in the Tarqui Fiscal Educational Unit, focusing on why, when and how, from the general to the specific context. To obtain the data, logical reasoning was used, checking each of the elements that defined it in order to design strategies that can be applied in the current academic plans (Hanzeliková & Noriega, 2016).

2.3.1. Methods used and their purposes in the context of the preparation of the proposal.

In principle, being research whose approach is quantitative, it was supported by the following methods:

- a) Deductive method, whose thinking focuses on logic and rationality and on the principles or laws of a specific fact to study the role of mobile applications in



improving oral production skills in English students of level A1 of 2BGU "G". In this regard Méndez (2020), indicates that it is analyzed from the general to the particular, arguing each of its variables, verifying the observed reality according to the individual premises.

- b) Statistical method: defined by a series of processes in quantitative data. Their specificity indicates aspects related to the statistical methodology whose research design was chosen to test the verifiable consequences in question (Cadena et al., 2017).

It should be noted, that in this study statistical data were applied where the data were analyzed and represented graphically, mainly taking into account the research approach that was applied. This method was used during the analysis of the results where numerical data were used, graphically tabulated by calculating descriptive measures.

2.4. Design or Type of Study

The entire information collection procedure is defined to achieve the study objectives through the exploration and interpretation of reality (Ansolabehere et al., 2017). Quasi-experimental research is a type of study characterized by the fact that the study subject is not selected randomly but is found or established previously. The methodology of this type of research is characterized by being descriptive, which consists of observing the behavior of individuals and different variables and recording quantitative and qualitative data. Quasi-experimental research is located between experimental research and observational study. However, it does not control variables or the elements that intervene in the context of the study subject. The group is selected for analysis. It focused on identifying the way in which an independent variable is related to the dependent variable and what this produces. We used



a cross-sectional design similar to studies reported by Hernandez et al.:(2018). This means that data were collected at specific times during 2023, with the objective of description and verification of variables.

This project also included documentary, field and descriptive research elements. In the first case, in the words of Arias and Corvinos (2021) documentary studies rely on bibliographic sources, documents and other resources such as academic papers, to have a theoretical approach to the problem of oral production skills and the role of mobile applications. Our documentary study is reported in chapter 1. The “field” in this case was the school described in the introduction and later in this chapter.

Finally, the research is descriptive because the elementary components of a fact or characteristics of a particular context were established, taking into account its variables, and how the study phenomenon was approached, the particularities that define the problem addressed were described (Escobar & Bilbao, 2020). Therefore, the main variables linked to the topic were revealed, and the current status of these students was highlighted by measuring the levels of motivation and engagement when using mobile applications to practice oral production skills.

2.4.1. Instruments derived from the selected methodology.

The instruments are auxiliary means to collect and record the data obtained. In this research, they were applied for the collection of information and a survey of students was conducted in order to characterize the target population and identify the use of mobile applications and English language skills of students, all of the process that we carried out to validate the instruments can be seen in appendix 8. A pre-test and post-test were used in order to measure students' oral language levels at the beginning and at the end of the evaluation.



The level of competence, commitment and motivation for the practice of oral production were considered.

The pre-test and post-test were performed in a time interval of approximately 20 minutes. These instruments. To do this, a pre-test was conducted at the beginning to determine the knowledge that students have about English in terms of vocabulary, grammar and pronunciation, and at the end the proposal is designed and after this stage a post-test will be implemented to observe the progress, as well as the motivation scale the (Academic Motivation Scale: adapted to Stover et al. 2012), will be conducted to measure the levels of motivation and commitment of students to use mobile applications to activate oral production skills. Finally, it will be demonstrated whether the proposal has validity or not through the application of an instrument for this purpose.

The first part starts with the main questions such as greeting and What's your name, then they were asked to point out certain elements of the scene image such as Where is the door, the student is asked to place two object cards in different places of the scene image such as "Place the robot on the red chair. In the second part, questions were used to check how much vocabulary the students know, this activity was done individually. The duration of the test is approximately 4 minutes. The evaluator asked everyone about the type of work, the students answered on a personal level their position on this. Also, not only pronunciation, but also vocabulary and grammar were taken into account. And in the third part, the students' progress was checked with the mobile application Duolingo and 2books to verify the level of learning acquired.

To obtain reliable information, the researcher classified the students into A and B, so she applied the questions for each of them. Supporting questions were used to understand the



information. This level focused on improving oral expression using mobile applications.

2.4.2. Delimitation of the target groups of intervention and their characteristics.

In this research the study was conducted in a school of Regular Education located in the province of Pichincha, Quito canton in the parish of Chimbacalle, the mode of study is face-to-face whose day is morning and afternoon and the educational level of EGB and Baccalaureate. The name of the institution is Unidad Educativa Fiscal Tarqui located in Gualberto Perez E2-136 Andres Perez, receiving a total of 1059 students, with a teaching population of 59.

Thus, the population is a group of individuals in which it is desired to explore a certain reality based on scientific knowledge (Arias, 2012). The target group of intervention in this work, was constituted by being finite, composed of thirty-one (31) English students of level A1 of the Unidad Educativa Fiscal Tarqui, in which they participated in one hundred percent of the total population. As it is represented in the following table:

Table 2

Target group of intervention

Population	Number
English students of level	31
Total	31

Note: Own elaboration. Data extracted from 2BGU "G" of the Tarqui Fiscal Educational Unit

As for the sample, it is intentional since it is characterized by being a small population selected by the researcher, with characteristic data in which the scenario and its variables were taken into account, i.e., the role played by mobile applications in improving oral



production skills in English language learners. The choice of this sample was made because the researcher is a teacher at the center and has direct access to the students to whom the different instruments will be applied.

2.4.3. Data processing and interpretation for initial diagnosis.

Statistical tools and Excel were used in the processing of the data, for its analysis and in the discussion of the results applied (Arias, 2012). Tables and graphs were made with their frequency and percentages using statistical methods and processed quantitatively.

The instruments were applied for four 20-minute weeks. First, the pretest was applied to determine pronunciation, vocabulary, and grammar skills of A1 2BGU "G" level English learners.

This instrument was adapted from previous research, such as that of Sabando (2022), whose study has some elements similar to the present work. In addition, it was chosen because it is a standardized test and was previously applied for an A1 level in the Unidad Educativa Fiscal Tarqui.

The mobile application offers voice chat in a variety of tense, sentence structures, everyday conversations and common idioms and verbs, irregular verbs and sounds, texts and language and of all texts, pronunciation of names and surnames, their pronunciation was used to identify and check their grammar, they were given a post-test on the use of the apps to measure students' motivation in Duolingo's mobile app, 2books, in which they tested.

2.4.4. Initial diagnosis for the elaboration of the methodological/technological proposal.

In order to obtain the methodological diagnosis, the information was collected, analyzed and validated, and the proposal for its intervention or adequate application was



designed, achieving its evaluation. The tools used by teachers in the classroom for learning English were analyzed considering vocabulary, grammar and pronunciation, the use of mobile applications was determined. The methodology was based on learning theories that allow the construction that explains how one can learn with theoretical foundations and with the support of mobile tools to contribute with different approaches that allow understanding people's learning processes. Therefore, the methodological model of the proposal was based mainly on constructivist theory through meaningful and collaborative learning, using technological and didactic tools, the importance of play, socialization, participation and a climate of trust. listening and speaking App in the English subject to learn pronunciation.

We accepted the position that meaningful and collaborative learning is fundamental because students, start from their previous knowledge, enhancing their skills and knowledge through cooperative interaction with other learners and with the mediation of the teacher. In this case, we selected/designed didactic activities on mobile applications and designed lesson plans to guide this collaboration with the aim of improving oral production skills in the target group.

In summary the pre-test was used in this research with the purpose of comparing in a group of students or measuring the change resulting from learning in the area of English, achieving that oral expression is fluent and their communication is effective and with mastery in this language.

In all sessions, it is part of the closest environment, their interests, their preferences, the stage of development of the inheritance in which it is located. According to Vygotsky, the stimulation of oral language in education would work in the zone of proximal development, where it is necessary to know the characteristics of cognitive development and



interaction with the relationship of the individual and the environment.

2.4.5. Proposal evaluation and validation process.

This proposal requires an evaluation, which was carried out by a group of experts in the area who were in charge of reviewing, verifying and determining the feasibility, achievement and effectiveness of the proposal. This process is described more fully in chapter 3.

2.4.6. Resources.

2.4.6.1. Human resources.

It refers to any person who is required in the different types of research and in the different procedures of the scientific method (Figuera, 2012). The target group of intervention in this work was constituted by being finite, integrated by thirty-one (31) English students of level A1 of the Tarqui Fiscal Educational Unit, in which one hundred percent of the total population participated.

2.4.6.2. Material Resources.

They are those tangible goods that the researcher has to carry out the research, they refer to everything needed to carry out the study such as: project rooms, computer equipment, programs, among others (Quiroa, 2020). It will consist of: Pre-test and post-test surveys, notebook, photographs, folders, pens, etc.

2.4.6.3. Technological resources.

It is the means using technology to achieve the objectives set. These can be tangible like a computer or printer, or intangible are virtual systems or application. Among the technological resources for the development of this work are computer equipment, printer, and cell phone.



2.5. Hypothesis

The alternative hypothesis was the motivation for this work, characterized by being an affirmation that is sustained in the research, with which it is intended to demonstrate; while the null hypothesis is what is to be refuted.

2.5.1. Alternative hypothesis.

Mobile applications improve oral production skills in A1 level English learners.

2.5.2. Null hypothesis

Mobile applications do not improve the oral production skills of A1 English learners.

Considering that the before and after test is an immediate way to take measurements of the students who participated in the study. Pronunciation, vocabulary and grammar were taken into account, checking the progress of the students with the mobile application Duolingo and 2books allowing the verification of the level of learning obtained, the differences were analyzed, and the significant effects achieved were demonstrated, evidencing the contribution of mobile applications in the development of oral communication skills in English. Therefore, Duolingo and 2books applications were used in the intervention process with the study group, for the realization of learning activities that facilitated the performance of students in the area, aspects such as the interaction of students with the platform were considered in order to know the progress in the learning process.

Next, the results were analyzed and discussed, according to the data obtained through the application of the pre-test, which are defined in a before evaluating the levels of pronunciation, vocabulary use and grammar. The data collection was extracted through the participation of 31 English 2BGU "G" students, considering the research objectives by determining how mobile applications contribute to improve the speaking ability of A1



English learners to determine the level of pronunciation.

2.6. Descriptive analysis of the results of the pre-test

In this section, the results obtained from the application of the pre-test instruments are described in tables and graphs, as represented as follows:

As shown in Table 3 and Figure 10, the data obtained in the pre-test show that in item 1: What is your name, it can be specified that in pronunciation the highest frequency was 55% regular, 29% limited and 16% good. As for vocabulary, the result was 45% regular, 39% good and 16% limited; finally, in relation to grammar, 52% was regular, 26% of the students have good grammar and 23% are limited. As evidenced by these results, the group's score in the pre-test suggests that the students have a low level of English, and therefore require educational support in this regard.

Table 3

Question 1. Pre--Test What is your name?

1, What is your name?	Pronunciation		Vocabulary		Grammar	
	N	F %	N	F%	N	F%
1 Limited	9	29%	5	16%	7	23%
2 Regular	17	55%	14	45%	16	52%
3. Good	5	16%	12	39%	8	26%
4 Excellent	0	0%	0	0%	0	0%

Note. Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

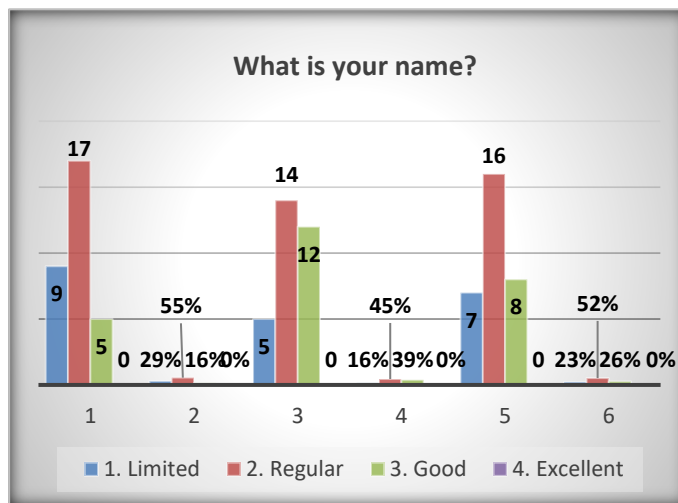


Figure 10. Question 1. What is your name?

In Table 4 and Figure 11, the scores obtained by all students in the pre-test on question 2, it 58% scored in the fair category, 32% in the good category and 10% in the limited category. Regarding vocabulary, 48% scored in the fair category, 39% in the good category



and 13% in the limited category. In grammar, 55% scored in the fair category, 35% in the good category and 10% in the limited category. These data show that during the application of this test, the scores demonstrate that students need more reinforcement in these areas in English.

Table 4

Question 2 Pre-Test: Where is the door?

2, Where is the door?	Pronunciation		Vocabulary		Grammar	
	N	F %	N	F%	N	F%
1. Limited	3	10%	4	13%	3	10%
2. Regular	18	58%	15	48%	17	55%
3. Good	10	32%	12	39%	11	35%
4. Excellent	0	0%	0	0%	0	0%

Note. Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

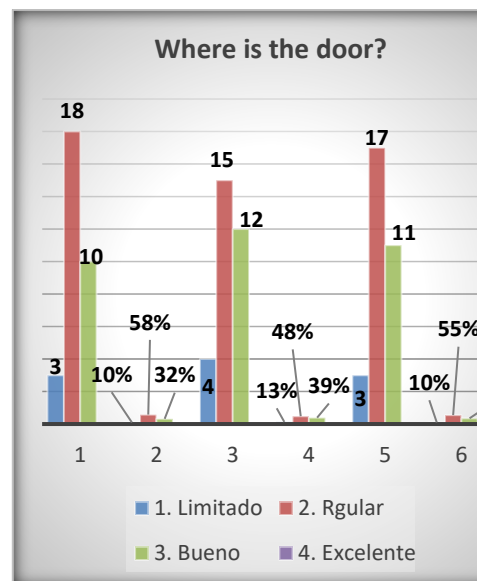


Figure 11. Question 3. Pre-Test Where is the door?

Question N°3 of the pre-test, represented in Table 5 and Figure 12, shows that the highest frequency in terms of pronunciation is 55% in the regular category, followed by 29% in the limited standard and 16% in good. In relation to vocabulary, 52% of this population had a weighting of fair, 35% in good and 13% in limited. For grammar, 55% were in the fair category, 29% good and 16% limited. Proving that the students in question 3 of the pre-test maintained a regular score at that time, being necessary to activate educational mechanisms that achieve a better weighting and performance in this aspect.

Table 5

Question 3. Pre-Test. What is this?

3, What is this??	Pronunciation		Vocabulary		Grammar	
	N	F %	N	F%	N	F%
1 Limited	9	29%	4	13%	5	16%
2 Regular	17	55%	16	62%	17	55%
3. Good	5	16%	11	35%	9	29%
4 Excellent	0	0%	0	0%	0	0%

Note. Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

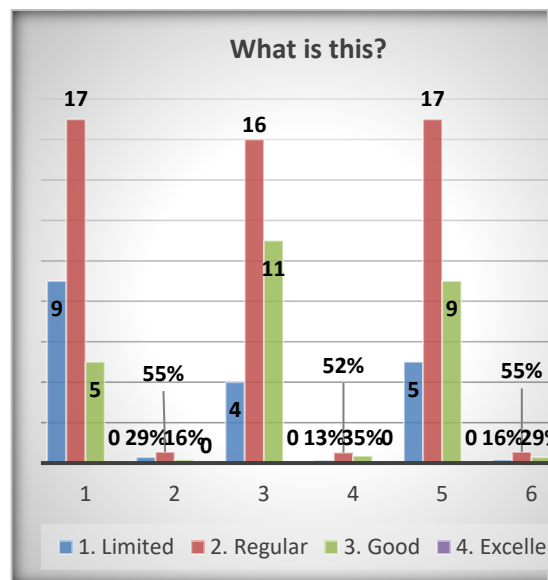


Figure 12. Test. What is this?

In Table 6 and Figure 13, represented by pre-test question 4, dealing with What color is it? whose results are described below, in pronunciation 61% were fair, while 39% were good. In vocabulary, 58% were good and 42%. And in grammar, 68% were fair and 32% were good. In this evaluation, it is observed that the students have a better performance in the definition of color, which allows us to determine that in their pronunciation, vocabulary and grammar they achieved better results. It was evidenced that the use of technologies drives significant changes in the habits of students where the tools have become a useful resource to strengthen learning, indicating that mobile applications consolidated their use reinforced by the apps for language development.

Table 6

Pre-test question 4 What color is it?

4, What color is it?	Pronunciation		Vocabulary		Grammar	
	N	F %	N	F%	N	F %
1 Limited	0	0%	0	0%	0	0%
2 Regular	19	61%	13	42%	21	68%
3 Good	12	39%	18	58%	10	32%
4 Excellent	0	0%	0	0%	0	0%

Note. Survey of students of the Unidad

Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

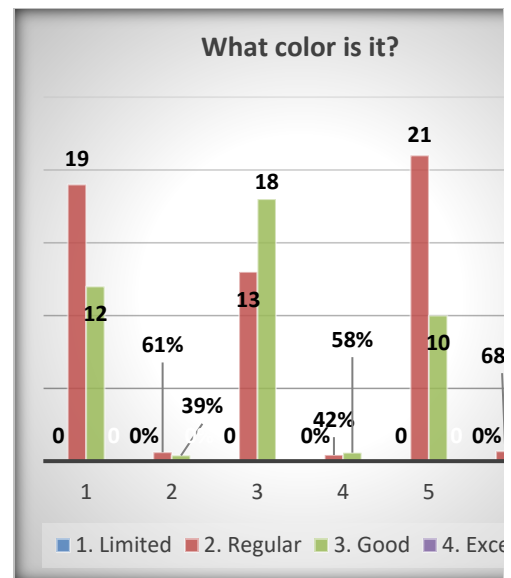


Figure 13. Pre-test question 4 What color is it?

In Table 7 and Figure 14, question 5 of the pre-test shows that in pronunciation 48% are in fair, 36% in good and 16% reached a category of limited. Likewise, in vocabulary they obtained 48% as good, 39% regular and 13% limited. And in grammar they achieved 45% regular, 32% good and 23% limited. This shows that in this question it is evident that it is necessary to apply new mechanics to improve pronunciation, vocabulary and grammar in this area. This data is fundamental, because the application of technological tools are didactic and attractive being motivating for the students, becoming how they can learn and improve their English, using the game that generates changes in the appreciation and conviction of the language.

Table 7

Question 5.Pre-Test. What is the boy doing?

5, What is the boy doing?						
	Pronunciation		Vocabulary		Grammar	
Categories	N	F %	N	F%	N	F%
1.limited	5	16%	4	13%	7	23%
2 Regular	15	48%	12	39%	14	45%
3 Good	11	36%	15	48%	10	32%
4Excellent	0	0%	0	0%	0	0%

Note. Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

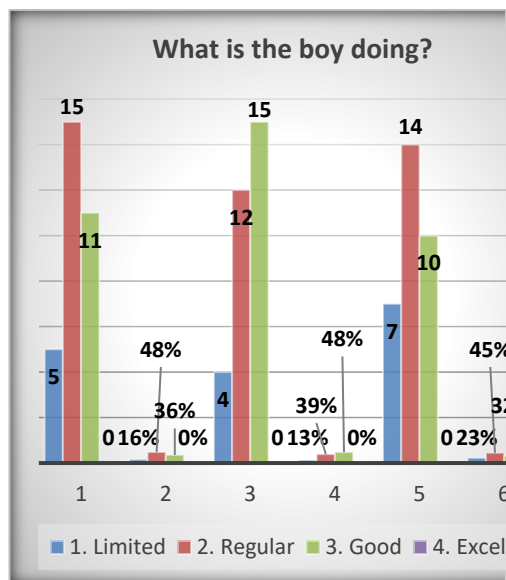


Figure 14 Question 5.Pre-Test. What is the boy doing?

Finally, the pre-test results show that A1 level students have a low level of English in general. In particular, students have difficulties in the following areas:

- Pronunciation: 55% of students are at the fair level, 29% at the limited level, and 16% at the good level.
- Vocabulary: 45% of students are at the fair level, 39% at the good level and 16% at the limited level.
- Grammar: 48% of students are at the fair level, 29% at the good level and 23% at the limited level.

The results of the study helped us to characterize the level of spoken competence amongst the participants and confirmed our initial identification of them as having a level corresponding to A1 in the Common European Framework of Reference.

The following are the results obtained prior to the implementation of the proposal: motivation was measured according to the Achievement Motivation Scale (AMS), adapted to Stover et al. (2012) characterized as a questionnaire-type survey.

Analysis of the results of the Academic Motivation Scale. Secondary Version

Each of the following questions describes a reason that may serve to explain why you are attending college. Please indicate for each one the grade that corresponds to your personal reasons for coming to college (indicate the appropriate number).

Table 8

Analysis of the results of the Academic Motivation Scale

Strongly Disagree	Somewhat Agree	Somewhat Agree Strongly	Agree Strongly Agree
1	2	3	4

Note. Own elaboration

Why is it necessary to study English at the Educational Unit?

Table 9

It is necessary to study English

Category	Strongly disagree		Somewhat agreement		in Quite in agreement		Totally agree	
	N	F %	N	F%	N	F%	N	F%
1. Because I enjoy debating/communicating/writing my ideas to others.	11	35%	8	26%	8	26%	4	13%
2. For the satisfaction I experience as I excel in my studies.	7	23%	15	48%	6	19%	3	10%
3 Because I enjoy learning new things about English.	15	48%	12	39%	4	13%	0	0%
4 Because I think that the use of mobile applications to learn English would help me to be better prepared for the life project I decide on	11	5%	19	61%	1	3%	0	0%
5 Because when I succeed in English I feel important at school.	11	35%	20	65%	0	0%	0	0%



6. Because at least English proficiency is necessary to find a well-paying job in the future.	9	29%	10	32%	12	39%	0	0%
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Note Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

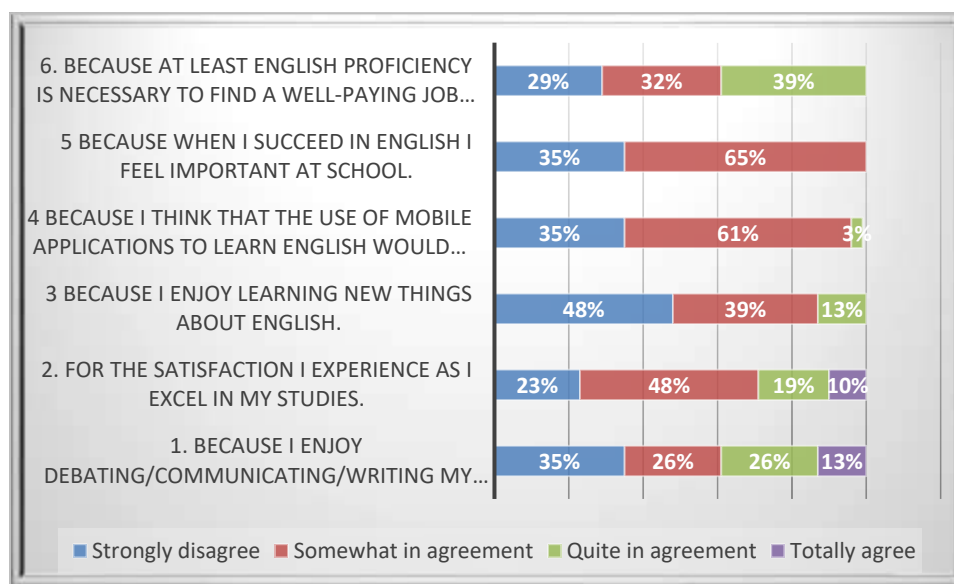


Figure 15. Academic Motivation Scale Results

Note Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

The results in Table 8 show that students are moderately motivated to study English at the school. The majority of students (48%) somewhat agree that they study English because they enjoy learning new things, while 35% strongly disagree that they do so because they enjoy discussing, communicating, and writing others' ideas. These data suggest that students are motivated by the learning itself, but not necessarily by the practical application of the language. This could be because students have not yet experienced the practical benefits of speaking English, such as the ability to communicate with people from other cultures or access information in English.



It is also possible that students are not motivated by English as a subject per se, but by the benefits it can provide them. For example, 61% of students somewhat agree that they study English because they think that using mobile apps to learn English will help them succeed in their studies. 65% also somewhat agree that they study English because when they are successful in English they feel important at school.

In addition, these results suggest that students might be more motivated if they were shown how English can help them achieve their personal and professional goals. That is to say, teachers could provide them with opportunities to practice English in real-life situations, such as by participating in extracurricular projects or activities. They could also help them develop language skills that will be useful for their future, such as the ability to read and write academic or professional texts.

Based on the information obtained in the research, it is necessary to increase students' motivation to study English in the students of level A. They need to be shown the practical benefits of English. Teachers can use mobile applications to support students in understanding how English can help them communicate with people from other cultures, access information in English, and achieve their personal and professional goals. In addition, students need opportunities to practice English in situations that are relevant to them. Teachers can provide these opportunities through extracurricular activities that require the use of mobile applications to learn English. There is a need to develop their language skills that will be useful for their future. Teachers can help them develop these skills by providing instruction and practice in areas such as reading, writing, listening, and speaking. These actions can promote in students the value of English and increase their motivation to learn English.



Table 10*It is necessary to study English*

Category	Strongly disagree		Somewhat in agreement		Quite in agreement		Totally agree	
	N	F %	N	F%	N	F%	N	F%
7. I really, really don't know; I really feel like I'm wasting my time at school.	0	0%	0	0%	20	65%	11	35%
8. For the pleasure I experience when I participate in interesting discussions with some professors.	15	48%	16	52%	0	0%	0	0%
9. For the satisfaction I experience as I surpass myself in my personal goals.	15	48%	12	39%	4	13%	0	0%
10. Because I like to discover new subjects that I have never seen before.	20	65%	8	26%	3	10%	0	0%
11. Because it may allow me to enter the job market in the field I like.	15	48%	10	32%	6	19%	0	0%
12. Because I like to have good grades and to be congratulated for it.	12	39%	15	48%	4	13%	0	0%

Note Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

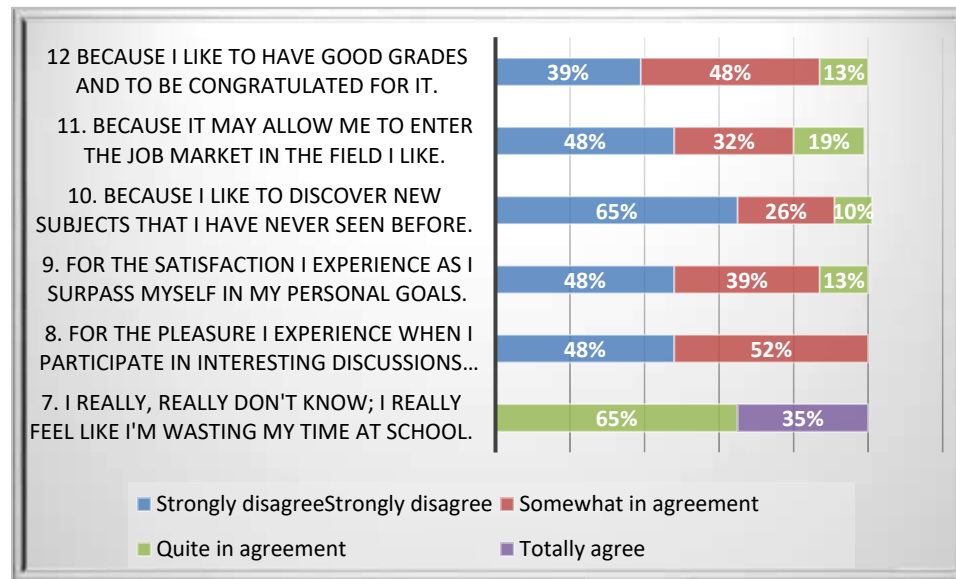


Figure 16 Academic Motivation Scale Results

Note. Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

The results of the questions measuring students' motivation to use mobile apps to practice oral production skills show that students have moderate motivation to use these apps. In general, students are more motivated by external rewards than by internal rewards. For example, 65% of students strongly agree that they use mobile apps because they feel they are wasting their time, while 48% strongly disagree that they use them because they like to discover new topics.

These results suggest that students might be more motivated to use mobile apps if they were provided with more intrinsic rewards, such as the opportunity to learn and practice English in a fun and challenging way. Teachers could create activities and games that allow students to practice their oral production skills in an engaging and motivating way.

Accordingly, these results increased learners' motivation to use mobile applications to practice oral production skills: Similarly, teachers can provide learners with intrinsic rewards, such as the opportunity to learn and practice English in a fun and stimulating way. Activities should be designed to meet learners' individual needs and interests. Technology should be used effectively to support the learning and practice of oral production skills. These actions can help students see the value of using mobile apps to practice oral production skills and increase their motivation to do so.

The results of the specific questions mentioned above also provide additional information about students' motivation to use mobile applications to practice oral production skills. The fact that 52% of students somewhat agreed that they use mobile apps because they like to discover new topics suggests that students are interested in learning about different cultures and perspectives. Teachers can capitalize on this interest by providing students with opportunities to practice their oral production skills in diverse cultural contexts.

The fact that 48% of students strongly disagree that they use mobile apps because they like getting good grades and are complimented for it suggests that students are not motivated solely by external rewards. Teachers can help students develop intrinsic motivation to learn English by focusing on learning and practicing the language themselves.

Table 11

It is necessary to study English

Category	Strongly disagree		Somewhat in agreement		Quite in agreement		Totally agree	
	N	F%	N	F%	N	F%	N	F%
13. To obtain a more prestigious job in the future.	3	2%	15	48%	3	10%		
14. Some time ago I had reasons to go to school; however, now I wonder whether or not to continue.	8	26%	12	39%	11	35%		



15. For the pleasure of reading about topics that interest me.	19	61%	7	23%	5	16%
16. For the satisfaction I feel when I manage to carry out difficult academic activities.	4	3%	21	68%		19%
17. Because I enjoy increasing my knowledge about topics that appeal to me.	15	48%	12	38%		13%
18. Because, in our society, it is important to go to school and learn English.	7	5%	9	29%		16%

Note. Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

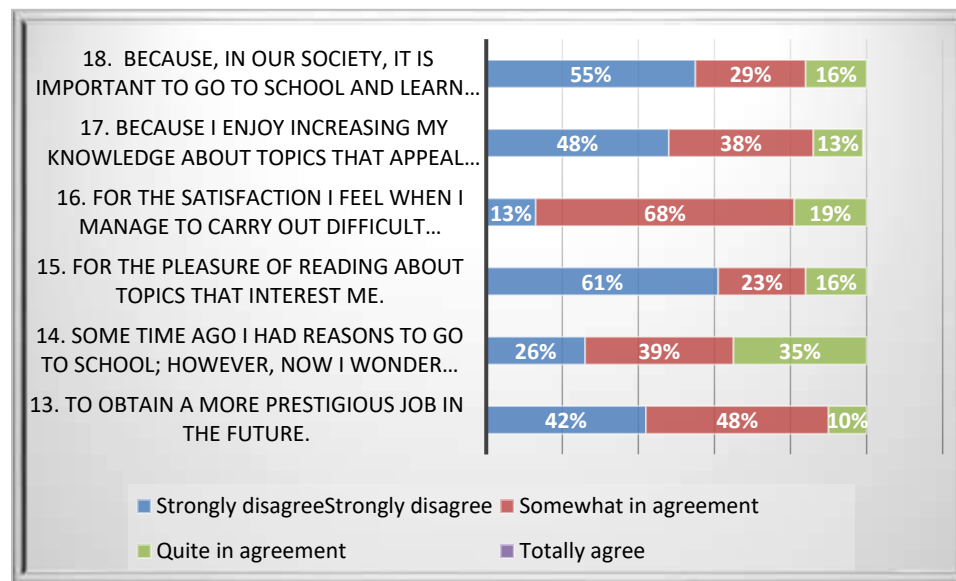


Figure 17 Academic Motivation Scale Results

Note. Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

In this regard, students are more motivated by intrinsic rewards than by external rewards. For example, 61% of students strongly agree that they use mobile apps because they like to read about topics that interest them, while 55% strongly disagree that they use them because it is important to go to school and learn English.

These results suggest that students might be more motivated to use mobile apps if they were provided with opportunities to learn and practice English in a way that is relevant

to their interests and provides them with a sense of accomplishment. For example, teachers could create activities and projects that allow students to use English to learn about topics they are passionate about.

In this sense, students are more motivated by intrinsic rewards than by external ones. This is indicated by 61% of students strongly agreeing that they use mobile apps because they like to read about topics that interest them, while 55% strongly disagree that they use them because it is important to go to school and learn English.

These results suggest that students might be more motivated to use mobile apps if they were offered opportunities to learn and practice English in a way that was relevant to their interests and provided them with a sense of accomplishment. Importantly, teachers should develop activities and projects that allow students to use English to learn about topics they are passionate about.

The fact that 48% of students somewhat agree that with English they can get a more prestigious job in the future suggests that students are motivated by the career opportunities that English offers. Teachers can capitalize on this interest by providing students with information about job opportunities available to English speakers.

So 39% of students somewhat agree because a while ago they had reasons to go to school, however, now I wonder whether or not continuing suggests that students may be unmotivated by school. Teachers can work to identify the reasons why students are unmotivated and take steps to address them.

The fact that 68% of students somewhat agree for the satisfaction I feel when I manage to accomplish challenging academic activities suggests that students are motivated by achievement. Teachers can create activities that are challenging but achievable for



students.

Overall, the results of their research suggest that students have moderate motivation to use mobile apps to practice oral production skills. Teachers can increase students' motivation by providing opportunities to learn and practice English in a way that is relevant to their interests and provides them with a sense of accomplishment.

Table 12

It is necessary to study English

Category	Strongly disagree		Somewhat in agreement		Quite in agreement		Totally agree	
		%		%		%		%
19. Because I don't want to be a loser.	0	0%	7	3%	3	0%	1	8%
20. For a better salary in the future	1	5%	4	5%	6	9%	0	0%
21. I can't understand why I go to school and, frankly, I don't give a damn.	0	0%	5	8%	5	%	1	5%
22. For the satisfaction of doing something I enjoy, for example, writing a story in English, preparing a project or monograph, etc.	15	48%	5	6%	7	3%	4	3%
23. Because high school allows me to experience personal achievement in my pursuit of excellence in my studies.	17	5%	2	6%	0	1%	2	6%
24. Because my studies allow me to continue to learn many things that interest me.		13%	6	9%	1	5%	0	1%

Note. Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".



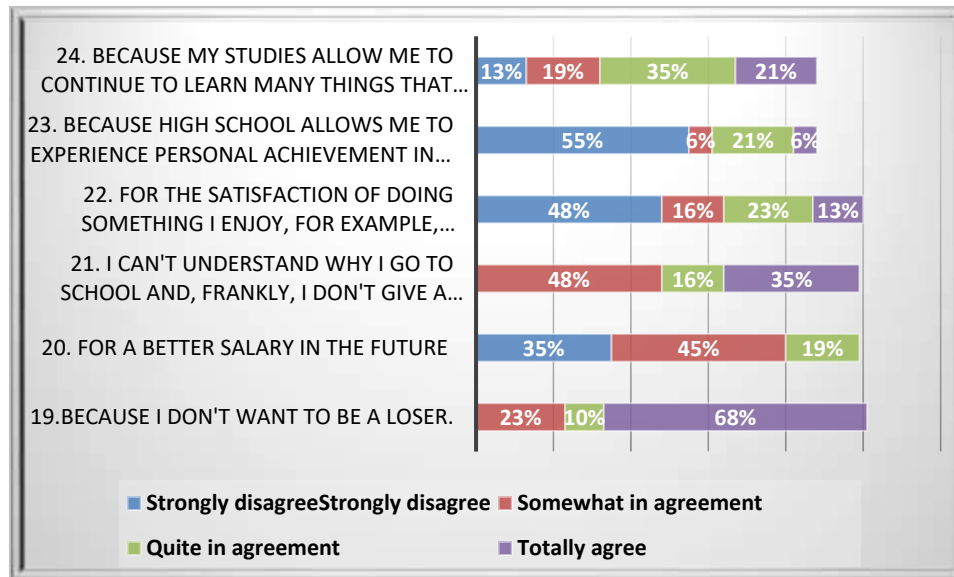


Figure 18. Academic Motivation Scale Results

Note Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

In obtaining the data, it can be specified that students are more motivated by external rewards than by internal ones. That is, 68% of students strongly agree that they use mobile applications because they do not want to be a failure, while 35% strongly agree that they use them because their studies allow them to continue learning many things that interest them.

These results suggest that students might be more motivated to use mobile apps if they were provided with external rewards, such as the possibility of getting a good job or a good salary in the future. For example, teachers could create activities that are related to the careers students aspire to have.

The results of the specific questions mentioned also provide additional information about students' motivation to use mobile apps to practice oral production skills. The fact that 68% of students strongly agree that they use mobile apps because they do not want to be a

failure suggests that students are motivated by fear of failure. Teachers can help students develop a growth mindset, allowing them to see failure as an opportunity to learn and grow.

The fact that 45% of students somewhat agree to have a better salary in the future suggests that students are motivated by the financial opportunities offered by education. Teachers can provide students with information about job opportunities available to high school graduates. Also, 48% of students responding that they strongly disagree with a I can't understand why I go to school and frankly, I care very little suggests that students may be unmotivated by school. Teachers can work to identify the reasons why students are unmotivated and take steps to address them.

The 55% of students strongly disagree that high school allows them to experience personal achievement in my pursuit of excellence in their studies suggests that students are not motivated by personal achievement. Teachers can create activities that allow students to experience personal achievement. 35% of students expressing that they agree somewhat because their studies allow them to continue to learn many things that interest them suggests that students are motivated by learning. Teachers can create activities that are relevant to students' interests.

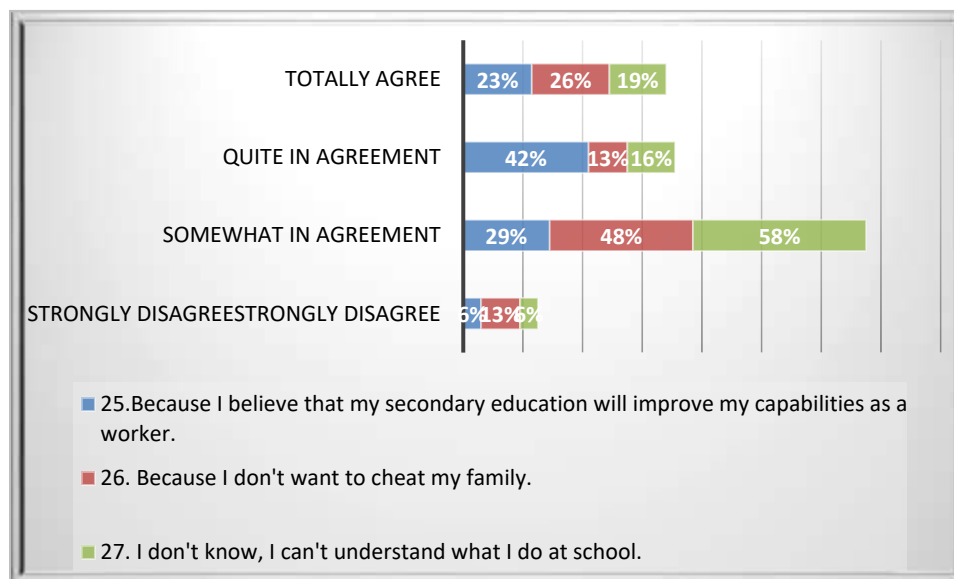
Overall, their research results suggest that students have a mixed motivation to use mobile apps to practice oral production skills. Teachers can increase students' motivation by providing external rewards, such as the possibility of getting a good job or a good salary in the future. They can also personalize activities, use technology effectively, and help students develop a growth mindset.



Table 13*It is necessary to study English*

Category	Strongly disagree		Somewhat in agreement		Quite in agreement		Totally agree	
	N	F %	N	F%	N	F%	N	F%
25. Because I believe that my secondary education will improve my capabilities as a worker.	2	6%	9	29%	13	42%	23%	
26. Because I don't want to cheat my family.	4	13%	5	48%	4	13%	26%	
27. I don't know, I can't understand what I do at school.	2	6%	18	58%	5	16%	19%	

Note. Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

**Figure 19.** Academic Motivation Scale Results

Note. Academic Motivation Scale: adapted to Stover et al. (2012) the psychometric analysis for English students of level A1 of 2BGU "G".

The data expressed that 42% of students somewhat agree that they use mobile applications because they believe their secondary education will improve their abilities as a worker, while 58% somewhat agree that they do not know, they cannot understand what they do in school. These results suggest that students might be more motivated to use mobile applications if they were provided with external rewards, such as the possibility of getting a good job or a good salary in the future. Just as teachers could create activities that are related to the careers students aspire to have.

All these data indicate the importance of offering external rewards, so teachers can offer external rewards, such as the possibility of getting a good job or a good salary in the future, to students who use mobile applications. In addition, it is critical to customize activities. Activities should be designed to meet students' individual needs and interests. Effective use of technology is required. Technology should be used effectively to support the learning and practice of oral production skills. These actions can help students see the value of using mobile applications to practice oral production skills and increase their motivation to do so.

It was mentioned that additional information should also be provided on students' motivation to use mobile applications to practice oral production skills. The fact that 42% of students fairly agreed that they use mobile applications because they believe their high school education will improve their skills as a worker suggests that students are motivated by the job opportunities offered by education. Teachers can provide students with information about job opportunities available to high school graduates.

The 48% of students indicating they somewhat agree because they do not want to cheat their family suggests that students are motivated by social pressure. Teachers can work



to create a supportive environment in which students feel comfortable being themselves.

The 58% respond somewhat agree that they don't know, can't understand what they are doing in school suggests that students may be unmotivated by school. Teachers can work to identify the reasons why students are unmotivated and take steps to address them.

Overall, the results of their research suggest that students have a mixed motivation to use mobile apps to practice oral production skills. Teachers can increase students' motivation by providing external rewards, such as the possibility of getting a good job or a good salary in the future. They can also personalize activities, use technology effectively, and help students develop a growth mindset.

During the development of this chapter, the methodology for the development of the study was presented, determining an initial diagnosis, conceptualizing and operationalizing the main categories that defined the work, describing the approach applied for data collection, as well as the methods used, characterizing the design and type of research and the instrument derived from the selected methodology, identifying the target group of intervention and the process for the analysis that was effectively carried out. In addition, tables and graphs were applied to show the results obtained from the pretest and the students' motivation scale with their respective analysis based on theoretical grounds.



CHAPTER 3. PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1. Introduction

This chapter focuses on the presentation and validation of the proposal that aims to strengthen the use of mobile applications Duolingo and 2 Book for learning and teaching of oral, auditory and grammatical expression of English in A1 level students of the Unidad Educativa Fiscal Tarqui. The main part of the validation process was the implementation of part of the proposal for a short period of time, followed by the application of the post-test which was used to measure the spoken competence of participants after using the applications.

3.2. The proposal

The methodological proposal is a written guide for teachers which will help them use two specific mobile applications to strengthen the development of oral production skills in basic level English learners. Some key information is shown in table 14 below:

Table 14

Proposal methodological

Title of the proposal	“Have fun and learn English with the use of Duolingo and 2 Books mobile applications”
Executing Institution	Unidad Educativa Fiscal Tarqui
Beneficiaries	Students 2BGU "G".
Location	Unidad Educativa Fiscal Tarqui
Coordination	Velásquez Adriana Valeria and García Jocelyne Dayana

Note. Own elaboration

3.3. Theoretical support

In the age of technology and telecommunications, learning theories have completely changed the way we learn, interact and see the world around us, making societies increasingly multicultural and dynamic. Therefore, we must use these new electronic resources as didactic tools. However, for this to happen, we must bear in mind that this type of insertion processes must be supported by learning theories that give them the necessary relevance and that allow us to determine to what extent they may or may not help the development of this type of processes.

El constructivismo, el conductismo y el cognitivismo son teorías del aprendizaje que se utilizan con frecuencia para crear ambientes instruccionales; sin embargo, estas teorías fueron desarrolladas en una época en la que la tecnología no había tenido un impacto tan significativo en el aprendizaje. Para ayudar a sostener la implementación efectiva de dispositivos móviles en el aula, a continuación, relacionamos la teoría del constructivismo que acompaña este proceso de aprendizaje.

According to Lev Vygotsky, who is considered the precursor of social constructivism, constructivism "considers the individual as the result of the historical and social process, where language plays an essential role. Determining that knowledge is a process of interaction between the subject and the environment, but the environment understood as something social and cultural, not only. From the perspective of mobile learning, constructivism recognizes that people can construct knowledge through mobile devices and reproduce it at a social level through the interactions they have with their environment. Considering that our mobiles are now a cultural object that allows us to interact socially, we could consider mobile education as an effect of the socio-cultural changes of today's world.

Mobile Learning

As Howard Gardner (2012). stated in the interview on the Networks program, the irruption of new technologies forces us to educate children in a different way. Currently there are new ways of teaching, helped by the growing use of ICT in the educational environment, as we have been describing throughout the research and as was outlined in the introduction, the increasingly common use of Smartphones in different life situations. Although ubiquitous learning has a broader concept in the sense that it implies a greater adaptation of the teaching proposal to the context in which the students are immersed; in certain aspects, it is linked to mobile learning, since both are based on learning environments that can be accessed in different contexts and different situations

Mobile learning (mobile learning or m-learning) is the name given to the teaching and learning methodology that uses small, light and easy to carry mobile electronic devices, such as smartphones: Smartphones.

Duolingo and 2 books as a support tool for English language learning

As a didactic resource Duolingo and 2 book are web sites whose application works on Smartphone for free language learning, as well as being crowdsourcing platforms (distributed open collaboration) for text translation. It was created by Professor Luis von Ahn in 2011.

Currently these two tools offer courses in different languages such as Spanish, English, French, German, Portuguese, Italian, Dutch, Danish, Swedish, Norwegian, Turkish, among other languages, in addition to being in a continuous process of creating new language learning courses thanks to "The language incubator". As the authors Aguilera Castillo, Fúquene Lozano, & Ríos Pineda point out: "Duolingo™ is presented as a sophisticated solution to the need of translating Internet content while training its

users in languages; it combines game elements (gamification) and machine learning in which the platform users verify the best possible translation and teach the software to identify patterns.

The Duolingo tool adapts to the stages of cognitive development of third grade students, and is therefore very suitable for implementing methodological learning strategies. Duolingo is a platform that has an enjoyable and dynamic learning, which in many cases tends to personalize the learning of those initiated in the language, in this regard, Gavarrri points out that in part it is due to: "the motivation and incentive that the student receives through this learning platform are considered relevant to explain some of the reasons why so many users enjoy the teaching-learning system offered by this platform. However, it is imperative to emphasize that the learner who starts learning with Duolingo should be aware that, unless he/she uses the platform to practice and reinforce knowledge and skills already acquired in other educational contexts, he/she will only manage to position him/herself as a user who has the basic knowledge and minimum competencies for communication in a foreign language.

Duolingo and 2 Books in the classroom

These are platforms created exclusively for educators that allow them to track student progress in Duolingo. It also provides access to activities designed specifically for the classroom and allows access to be restricted according to the age of the students, all in one place. The platforms also offer key information such as student progress, continuous days using the tool, time spent using the platforms, points earned and other relevant data that differentiates this platform from others with similar purposes.

This proposal deals with a guide to strengthen the development of oral production skills through the use of mobile applications Duolingo and 2 Books.

The development of this guide is relevant because it facilitates making the learning environment more dynamic and promoting the inclusion of the student in a more logical, updated and relevant training, where he himself can develop his competencies in the area of English according to his maturity and understanding.

It is clear that there is a problem where students face difficulties in relation to the management of vocabulary and English grammar, evidencing that some students showed setbacks with pronunciation, since the application of the pre-test determined the need to control the phonological aspect, both at the level of expression and speech. Regarding the interactive communication process, it was shown that most of the students before the mobile application, were not able to maintain a simple exchange of ideas, in addition to requiring several indications and support from teachers to interact with other classmates.

3.4. Characteristics of the proposal

The use of mobile applications are very valuable resources, since the technological tools allowed the creation of these applications which strengthen the educational processes, including the learning of English, in addition to contributing to the development of oral communication skills in students.

The design of this guide is essential because it offers answers to the difficulties that students present in learning English, considering that the use of mobile applications that allow improving the level of knowledge of English, through interactive and didactic activities that activate motivation and interest to improve and develop skills in oral expression in students of this high school through the use of mobile applications. It is characterized by providing a space in learning that will serve in students a new way of acquiring their knowledge connecting in the line of pedagogy of English as a foreign language of the Bolivarian University of Ecuador.

Our hypothesis was that the use of mobile applications in the classroom could improve oral production skills in English A1 level students. The object of this research is language learning, specifically English, which consists of considering the necessary tools that facilitate the mastery of the area, taking into account the levels of motivation that students have regarding the use of mobile applications for this purpose. The subjects of our research are the students of 2BGU "G" in the Unidad Educativa Fiscal Tarqui, in Ecuador, who are the subjects that will benefit from the contribution offered by this guide.

3.5. Justification of the Proposal

The development of this proposal is important because it is oriented towards strengthening the teaching and learning of English in students of 2BGU "G" of the Unidad Educativa Fiscal Tarqui, with the support of the mobile applications Duolingo and 2 Books as an alternative that can address the weaknesses they present in this regard. Therefore, it is structured on the basis of the use of mobile devices and their respective tools in the classroom, with the purpose of taking advantage of all its benefits in order to generate pedagogical strategies that improve the educational processes, promote knowledge, facilitate interaction and ensure the ongoing development of skills in the area of English.

This proposal is considered feasible because it offers students the possibility of implementing inside and outside the classroom the didactic strategies offered by the mobile applications Duolingo and 2 Books in the improvement of knowledge acquisition and competencies or leveling in the area of English. There are approaches of some researchers on the subject that establish that technological tools such as Duolingo and 2 Books are applications recognized worldwide for their pedagogical perspectives offering the student the possibility of interaction that goes from a passive attitude to an activity of

constant interaction, search and continuous rethinking of contents and procedures of the language; In addition, they increase their interest and motivation in the fulfillment of their tasks and develop their self-taught initiative.

In addition, it allows a constant development of reading and oral practice in English through mobile applications help students to improve their performance in the area, as well as promote autonomy, collaborative work and group interaction. Within this context, it is essential that the English teacher uses these digital tools inside and outside the classroom to strengthen students' language skills, through a reliable, friendly and enjoyable environment provided by mobile applications, being relevant to involve students in the beneficial use of technological tools in their education.

Finally, according to the teaching and learning processes of the English language that are carried out in the Unidad Educativa Tarqui Fiscal of 2BGU "G, it is important to consider new ways of teaching and that the pedagogical practices have an approach, perspectives and current possibilities, where mobile applications are part of the teaching process, consolidating its use as a pedagogical alternative of support, since its implementation has to dimension with greater ease the capacities of thinking, projection and acquisition of knowledge of English in the students who are the subjects of study. Considering the problem, the general objective of this guide will be the following:

3.6. Objectives of the Proposal

Strengthen the learning of English through the use of the mobile applications Duolingo and 2 Books for the development of oral production skills in the students of 2BGU "G of the Unidad

3.6.1. Specific objectives:

- Share with the students of 2BGU "G of the Unidad Educativa Fiscal Tarqui the

use and mobile applications Duolingo and 2 Books for learning English.

- To program the activities emanating from the pedagogical proposal on the development of Duolingo and 2 Books mobile applications for use in the classroom.

- Evaluate the oral production skills and the motivational levels of the students when using the mobile applications Duolingo and 2 Books in the Unidad Educativa Fiscal Tarqui.

3.7. Description of the Proposal

The design of this proposal allows the use of mobile applications, where the teaching process is a novel and useful way at a virtual level for learning English, using tools that raises the connection with the student in an interactive and didactic way through a mobile device activating the senses, generating the motivation to acquire knowledge and skills in English.

In this proposal, the role of the teacher will be focused on promoting the use of the Duolingo and 2 Books application, inside and outside the classroom as a didactic tool within the teaching and learning process of the English language; likewise, within his pedagogical practices, he will accompany the student in order to guide and direct the learning process, rethink it and direct it towards the improvement of the communicative skills of the language with the use of technological tools. Its function in the classroom is characterized by creating new knowledge, promoting meaningful learning and contributing to the progress of students in the language, only, to fulfill this purpose, it will be used with the aim of innovating, motivating and accelerating these processes, modifying the problematic reality raised in chapter one and opening the way to the firm purpose of generating in the student a self-taught behavior, so that he has fun learning and reaches at his own pace the skills required by the language at his level of training.

As for the student's role, he/she will acquire the knowledge he/she has about the use of the mobile device and its applications Duolingo and 2 books in order to implement them in English classes for pedagogical purposes, the main idea is that he/she gets started and gets positively involved with the app, learns about its teaching methods, interacts with classmates and other users using the English language. All this will promote a hybrid learning situation where the student will exercise pronunciation, vocabulary and grammar in English, coordinating ideas and showing what they really know about the language. Based on the above, the teacher as moderator of the teaching-learning process has to guide the student according to their potential, so that they can establish within their school environment a direct relationship with communication in English, and in this same context, take what they have learned to the social environment. As for the student's role, he/she will acquire the knowledge he/she has about the use of the mobile device and its applications Duolingo and 2 books in order to implement them in English classes for pedagogical purposes, the main idea is that he/she gets started and gets positively involved with the app, learns about its teaching methods, interacts with classmates and other users using the English language.

All this will promote a hybrid learning situation where the student will exercise pronunciation, vocabulary and grammar in English, coordinating ideas and showing what they really know about the language. Based on the above, the teacher as moderator of the teaching-learning process has to guide the student according to their potential, so that they can establish within their school environment a direct relationship with communication in English, and in this same context, take what they have learned to the social environment.

This study, the need to design a didactic guide supported by mobile applications

in order to contribute to the development of the student's oral skills for learning English, facilitating the teaching process in the classroom, harmoniously energizing this pedagogical process allowing the inclusion of the student in an updated and relevant training with a self-taught sense, where the use of mobile applications such as Duolingo and 2 Books, allow autonomous learning, in which the student is responsible from his own pace; learning inside and outside the classroom.

In this sense, the mobile applications Duolingo and 2 Books are shown as a technological learning alternative, not only for the English language but also for other foreign languages. Hence, these tools are considered a support within the pedagogical practices that contribute to the development of the competencies required by students in English, taking into account the level they are at, since they allow a didactic, fun and easy to use learning, in which a mobile device, internet connection and a positive or motivating attitude to learn are needed.

Based on this, the Duolingo and 2 Books applications as pedagogical tools are a support for students in the area of English, where they have interactive exercises, audiovisuals, chats, correctors, images, among others that allow the student to develop language skills, specifically in vocabulary, writing and pronunciation, which are the elements observed where the student showed the greatest deficiencies. In this sense, with the didactic strategies shown by the applications, the classroom scenario is presented with greater relevance and participation rate, which allows the mobile device to become a pedagogical agent and ceases to be a distractor within the learning context.

In this way, during the development of the proposal, the activities that are carried out were defined, through a certain planning considering the contents established in the school curriculum, determining a better way to learn English using mobile applications.

These activities included videos related to the topic and audios that are part of each lesson according to the selected English module.

The Duolingo and 2 Books applications were used in the intervention process with the study group, to carry out learning activities that facilitate the development of oral skills in students, among them were the interaction with the platform in a synchronous and asynchronous way. These applications have the purpose of elaborating a plan that implements the possibility of learning by the participants in the sessions using the platform, it was used as a formative evaluation tool based on the games that allowed the creation of questionnaires to know the learning progress of the students.

The final objective of this research is, in addition to valuable information based on special bibliographic elements, also the possibility of offering an interesting, useful and novel proposal on the pedagogical use for learning English that activates the skills of oral production, based on learning by discovery, which promotes skills and abilities in the area. The guide called "Have fun and learn English with the use of the mobile applications Duolingo and 2 Books", is characterized by provide a new way of learning.

3.8. Principles Inherent to the Development of the Proposal

For the development of the pedagogical proposal, the following elements were considered for its design:

Freedom to choose: students will be allowed to select diverse and novel activities they wish to explore or carry out, taking into account the topic to be addressed according to the curricular content and the resources available. They will be given the democratic opportunity to listen to the ideas they have on the subject, and spaces will be opened for discussions so that they can openly explain their position and the way they organize the activities in terms of their learning in the area of English, expressing the progress and

difficulties they are facing. For this, the teacher will be in charge of guiding and establishing the guidelines without imposition, listening to each of the proposals made by the students.

Establishment of classroom norms: At the beginning of each activity, the norms established in the classroom will be recalled, determining the importance of their compliance and the reasons that define them. At the end of each activity, a review of the students' feelings about what they learned that day, what they liked the most and what they disliked the most, will be made.

Promoting teamwork: It is required to work in small groups to reinforce each of the activities where they can openly express the skills they developed, review their willingness to participate and share their experiences and how they propose possible solutions.

Discovering the use of the applications: The two mobile applications of interest will be used and their functions and how to use them will be explained to start the formative process in the classroom.

Discovering possibilities: Students will be allowed to discover their own opportunities in the environment, such as: autonomously using mobile applications for English. Each of them will be encouraged to solve by themselves the difficulties that arise.

This pedagogical proposal offers the possibility of explaining how some activity should be done, it is characterized for being clear, precise and short; in which the information of how something works was included, based on teaching learning by discovery. This guide can be adjusted to the requirements of the population to whom it will be applied, and its content can be adapted. For its operability, it is important to consider the curricular components that promote individual and group work, taking into

account the didactic activities that promote the development of children's autonomy. It is fundamental to respect the learning pace of each student, motivating the teaching and communication of English. The following table presents the operative process of the activities.

Table 15

Plan of activities by objectives

Objective	Step	Activity	Resources	Time
Share with the students of 2BGU "G of the Unidad Educativa Fiscal Tarqui the use of Duolingo and 2 Books mobile applications for learning English.	Sharing	Workshop to present the pedagogical proposal for 2BGU "G" students of the Unidad Educativa Fiscal Tarqui.	Pedagogical proposal Projector Computer Cell phones	2 hours
To program the activities derived from the pedagogical proposal on the development of the Duolingo and 2 Books mobile applications for their use in the classroom	Programming.	The activities set forth in the pedagogical proposal are programmed and developed	Pedagogical proposal	Each activity lasts approximately 45 minutes
To evaluate the pedagogical approach and students' motivational levels when using the Duolingo and 2 Books mobile applications in the Unidad Educativa Fiscal Tarqui	Assessment of the effectiveness of the pedagogical guide	To assess the results of the pedagogical proposal and the motivation levels of students when using mobile applications.	Observation sheets	At the end of each activity.

Note. Own elaboration

Resources

- Slides
- Interactive projector
- Sheets of cardboard
- Markers
- Cell phones
- Technological applications (Duolingo and 2 Book).
- Internet access.

3.7. Validation of the proposal.

In the validation of the proposal of the students' learning processes, it is a priority that the teacher initially relies on the diagnostic, formative and summative evaluation to gather results regarding the attitude, performance and individual progress of each student within the class dynamics; for this, the work of certain learning processes is transferred outside the classroom and class time is used to support the experience through the teacher's performance, to facilitate and enhance other processes of acquisition and practice of knowledge. The activities provide the learner with the skills, aptitudes and linguistic resources necessary for the final resolution. Based on this argument, the present pedagogical proposal focuses on assigning these tasks within the Duolingo and 2 books applications, which the student must execute inside or outside the classroom, in groups or individually, the main idea is to generate in him/her a commitment to gradually advance in the development of the communicative competences required in the area of English; in addition, the teacher in his/her process of pedagogical accompaniment must ensure that the student satisfactorily fulfills the tasks. In order to validate our proposal, we did several actions.

- First, we consulted an expert in the field of English language teaching to ensure the quality and effectiveness of our instructional guide.
- Second, we implemented the proposed activities in a class and conducted a survey to measure students' feelings about the activities. We designed questions to elicit information about the Duolingo and 2 Books mobile apps.
- Third, we administered a listening and speaking comprehension test after students had had the opportunity to use the Duolingo and 2 Books mobile apps over a two-month period as part of their regular English classes. The test was designed to measure how well students were progressing. We hypothesized that the mobile applications will improve the oral production skills of A1 level English learners; determining that these applications aid in learning because it is an easy-to-use technology methodology that serves as a support for understanding oral expression. As pointed out by Bower, (2019) since the digital era has become an integral part of education, which offers interaction and skills development facilitating learning experiences in English, involving students to improve language practices.

Finally, a systematic process was used to record the experiences of the teacher-researcher who tested the proposed lesson plans, in which they were addressed through activities using these technological tools. The format used by the specialists for the validation of the proposal is shown below.

3.7.1. Validation by Expert

First, we consulted an expert in the field of English language teaching to ensure the quality and effectiveness of our instructional guide. Specifically, we sought the input of Msc. Marco Vinicio Ontaneda, who not only possesses extensive knowledge and experience as a seasoned English language teacher but also serves as the coordinator of the English department at the school where this research was conducted. This expert was carefully selected for this role due to his wealth of experience and leadership in the realm of English education. His position as the coordinator further attests to his proficiency in overseeing and implementing language teaching strategies. We asked Mr Ontaneda to complete an appraisal form. This validation can be visualized in appendix 12, which is included in the proposal. Among the impressions presented by the expert on the design of the proposal and its validation, he expressed that the objectives were fully met, considering that the students reinforced their knowledge through the application of the proposal, collaborative learning was used to improve their interaction, determining the veracity of the mobile applications, which he defined as an effective tool to improve oral production skills in English language learners.

He also indicated that the post-test was able to reach the expected levels and competencies, it was determined to transpose the contents in different learning situations by involving both the English classroom teachers and their students in the execution of the activities. The expert determined that the pedagogical proposal supports the intention about the type of students that need to be formed, so that the purposes and the evaluation system are founded, and defined it as good, besides the strategies and didactic activities are in accordance with the level at which they are offered.



The expert maintained the conviction that this type of proposal supports teachers by allowing them to achieve satisfaction with the oral, grammatical and verbal teaching of English, because through the mobile application it is characterized as dynamic and didactic. The management of the developed contents was evidenced, the students liked and accepted it and it was characterized for being an easy-to-use tool for both students and teachers.

As limitations, it is important to expand the activities and offer it to the rest of the levels; furthermore, it is necessary to conduct additional studies with larger samples of students to confirm these results; it is essential to develop strategies to effectively integrate mobile applications in the teaching of English in the classroom.

Finally, the expert indicated that this study has important implications for educational practice. English teachers can consider the use of mobile apps as a complementary tool for teaching English, especially for those students who are at A1 level. It is recommended that teachers select high-quality apps that are tailored to the specific needs of their students and integrate them into curriculum planning effectively.

3.9. Descriptive analysis of the results of the post-test.

Table 14 and Figure 15 show the scores obtained by all participants in the post-test, obtained by the 31 students who participated in the evaluation with respect to question 1. In pronunciation, 58% were in the good category, 29% were in the fair category and 13% were in the excellent category. In vocabulary, 55% were rated good, 29% excellent and 16% fair. As for grammar, 52% maintained a score of good, 29% excellent and 19% fair. It is necessary to clarify that for data collection the same test was applied as the pre-test, showing significant improvements in these three categories of the English language, since the use of technology facilitates English skills, the first question was of great importance, demonstrating that its



application allows correcting what is necessary to improve the language.

Table 16

Question 1 Post-Test What is your name?

1 What is your name?	Pronunciatio		Vocabulary		Grammar	
	N	%	N	%	N	%
1. Limited	0	%	0	%	0	%
2. Regular	9	29%	5	16%	6	9%
3. Good	18	58%	17	55%	16	52%
4. Excellent		13%	9	29%	9	29%

Note. Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

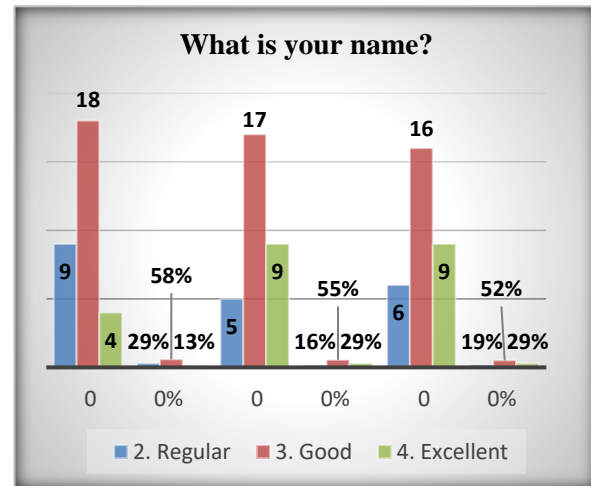


Figure 20. Question 1. What is your name?

In table 16 and figure 20, it represents question 2 of the post-test, determining that the total population of students in pronunciation reached a frequency of 52% in the category of good, 26% regular and 22% excellent, in vocabulary 55% scored good, 26% excellent and 19% regular and finally in grammar 61% scored good, and 19% regular and excellent. It can be observed that the data show that significant progress was achieved in the evaluated aspects. The use of technological tools notably favored the teaching of pronunciation, vocabulary and grammar, achieving improvement in each of them, and each student demonstrated emotional elements that broaden their linguistic skills.

Table 17

Question 2. Post-Test. Where is the door?

2, Where is the door?						
	Pronunciation		Vocabulary		Grammar	
Categories	N	F %	N	F%	N	F%
1.Limited	0	0%	0	0%	0	0%
2.Regular	8	26%	6	19%	6	19%
3. Good	16	52%	17	55%	19	61%
4.Excellent	7	22%	8	26%	6	19%

Note Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

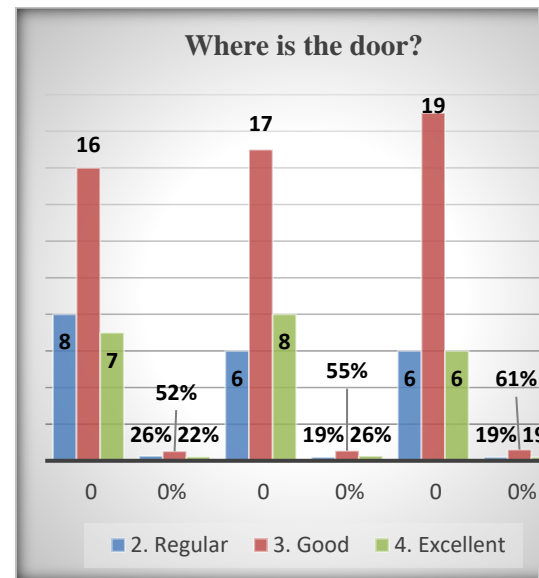


Figure 21 Question 2. Post-Test. Where is the door?

Table 17 shows the results obtained from question 3, which deals with the post-test, determining that 59% of the pronunciation is good, 32% excellent and 10% regular, as for vocabulary 61% was in the category of good, 23% regular and 16% excellent and in grammar 61% maintained a score of good, 26% regular and 13% excellent. These data show a significant change in making progress in the post-test.

Table 18

Question 3. Pos-Test. What is this?

3, What is this?						
Categories	Pronunciation		Vocabulary		Grammar	
	N	F %	N	F%	N	F%
1limited	0	0%	0	0%	0	0%
2Regular	3	10%	7	23%	8	26%
3. Good	8	58%	19	61%	19	61%
4Excellent	10	32%	5	16%	4	13%

Note Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

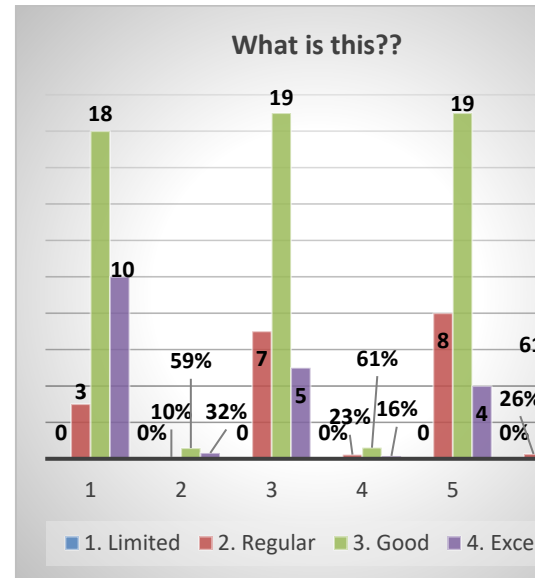


Figure 22 .Question 3. Pos-Test. What is

this?

In Table 18 and Figure 22, represented by question 4 of the post-test, which deals with What color is it? whose results are described below, in pronunciation 87% were good, while 13% excellent. In vocabulary, 71% scored good, 16% fair and 13% excellent. And in grammar, 81% were good and 13% regular and 6% excellent. In this evaluation, it is observed that the students have a better performance in the definition of color, which allows us to determine that in their pronunciation, vocabulary and grammar they achieved better results. It was evidenced that the use of technologies drives significant changes in the habits of students where the tools have become a useful resource to strengthen learning, indicating that mobile applications consolidated their use reinforced by the apps for language development.

Table 19

Question 4.Post-Test. What color is it?

4, What color is it? Categories	Pronunciación		Vocabulario		Grammar	
	N	F %	N	F%	N	F%
1 Limited	0	0%	0	0%	0	0%
2Regular	0	0%	5	16%	4	13%
3. Good	27	87%	22	71%	25	81%
4. Excellent	4	13%	4	13%	2	6%

Note Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

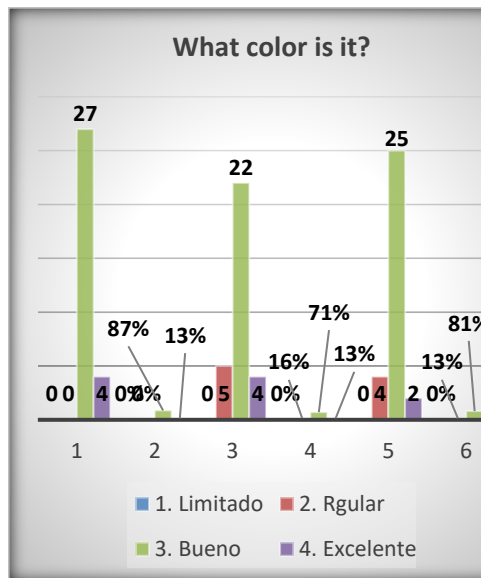


Figure 23. Question 4.Post-Test. What color is it?

In Table 19 and Figure 23, it represents question 5 In the posttest, the result was that 61% of the students achieved excellent pronunciation, 23% fair and 16% excellent. In vocabulary they also scored 61%, while 35% were excellent and 3% were fair. In grammar, 71% scored good and 29% excellent. This indicates that it is helpful to integrate mobile applications to improve English A1 learners' speaking.

Table 20

Question 5.Pos-Test. What is the boy doing?

5, What do you like?	Pronunciation		Vocabulary		Grammar	
	N	F %	N	F%	N	F
Categories	0	0%	0	0%	0	0
1. Limited	0	0%	0	0%	0	0
2. Regular	5	16%	1	3%	0	0
3. Good	19	61%	19	61%	22	7
4. Excellent	7	23%	11	35%	9	2

Note. Survey of students of the Unidad Educativa Fiscal Tarqui. Prepared by Velásquez and García (2023).

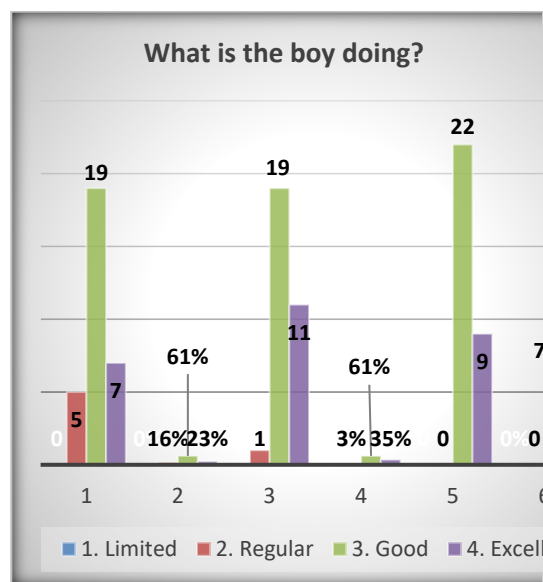


Figure 24. Question 5.Pos-Test. What is the boy doing?

In summary the post-test results show that students experienced significant improvements in their speaking skills after using mobile applications for learning English. In particular, students improved in the following areas: Pronunciation: 61% of students are at the good level, 39% at the fair level. Vocabulary: 61% of students are at the good level, 39% at the fair level. And Grammar: 68% of the students are in the good level, 32% in the fair level.

Considering that by investigating the impact of these apps on students' proficiency, fluency, and confidence in oral communication, we aimed to shed light on the potential benefits and challenges associated with integrating technology in language teaching. Through a thorough exploration of relevant literature, collection and analysis of empirical data, this research aims to provide valuable information for educators, curriculum designers, and policy makers interested in leveraging mobile applications to address the specific needs

of A1 learners.

With these data it was determined that the average of the pre-test in comparison with the post-test, is that in principle at the level of pronunciation, vocabulary and grammar was with a score of regular, while in the post-test was obtained as a result as good and excellent, which allowed a significant progress in learning English.

Students' experience with the applications

During the development of the pre-test and post-test, it was evidenced that the students showed a high level of motivation when using the mobile applications Duolingo and 2books to learn English, since these tools became a favorable alternative to learn or improve knowledge in English, each student took advantage of the potential of these applications in their learning process. An important element to highlight is that some students did not know the applications and their operation; all this indicates that in the classroom the use of these applications was promoted, reinforcing and deepening their learning, the educational activities were developed in an attractive and didactic way for the students.

It was demonstrated that the use of mobile applications in the aula is important because the teaching was characterized by being innovative and interesting where students showed their enthusiasm and the speed it has for learning being of great utility to improve their levels in English, each student gave use to the mobiles in a different way where a significant progress was established with the application that was shown as they advanced they managed to differentiate the weaknesses and the disposition they had to improve, participation, motivation, commitment and competence were present in this process.

It was considered that the experience of using the mobile applications Duolingo and 2books in the classroom was defined as a positive influence due to the functionalities they



have which facilitated the students' learning in English and they can develop all the necessary skills to understand or properly manage this language. By being mastered and creating habits, autonomous learning can be achieved, in addition, the applications can be used in free hours due to their level of availability where vocabulary is practiced, practicing reading, oral and written comprehension in which its use is through interactive games making them a mobile apps for learning English being the motivation an element of transcendence as a support in effective learning.

The students attributed a significant value to the mobile applications for learning English, it is necessary that the use of the application is complemented with the support of teachers, since they are communicative skills, considering that the trends in the use of apps depend largely on the participation of professionals in education, the implementation of these devices for learning, were motivating and learning is done in a fun way, the students demonstrated that the mediation of the teacher is effective in the learning process through mobile applications, when this manages to detect the weaknesses that the student presents, helping to correct them with their participation.

Learning with the mobile applications Duolingo and 2books in the classroom, great skills were observed in listening and speaking in the management of English, demonstrating mastery with confidence in acquiring knowledge, students followed the instructions before and after the application of the tests. The use of these technological applications is a significant resource in teaching, demonstrating a great development of skills in oral communication in English that can be used virtually and in person; considering that the Duolingo and 2books tools allow progress and improve teaching and learning.

On the other hand, it was observed that the data showed that mobile applications allow



improving oral production skills in English A1 level students, thus being a great challenge for teachers and students, it is also evident that the diversity of techniques used achieves progress and have a playful and interactive education achieving the diversity of knowledge.

Motivational techniques were planned, such as: reflections, videos, presentation of images and audios. The teacher explained the advantages and functions of technological tools. The use of the Duolingo and 2 books applications tools was conceptualized to improve their English practices, in which the application of several didactic and formative strategies was proposed to explain what these tools consist of and how they work, and through collaborative learning and socialization, each of the activities were developed. Through the exercises of the proposal, it was possible to strengthen the knowledge of English, where each student expressed their doubts which were clarified by the teacher. The verification of the use of the mobile tools and the comparison facts facilitated the creation of a space for reflection on the results achieved.

During the development of each activity, the students started the classes with enthusiasm, although on some occasions they showed certain levels of shyness, they all had a mobile device and used it for other activities without any academic purpose, the teacher explained the Duolingo and 2 Book applications and certain levels of resistance were observed due to the lack of knowledge they had about their use. When they understood the dynamics, they immediately applied the learning process in the classroom, following the teacher's instructions. They were presented with certain difficulties in vocabulary and grammar, but they corrected them quickly and consistently, contributing to their solution and showing interest in the matter. Assignments and group discussions were carried out.

In these areas of interest, it can be said that the scope was achieved allowing high



levels of satisfaction with the results during the application of the guide, availability was evidenced by the students in the development of the activities, achieving the stated objective, the students expressed their conformity and motivation with the implementation of the use of technological tools to improve oral expression in English, they allowed the exchange of ideas and actions during the activities being a collaborative learning.

The application of the tools was considered important for the content of the English subject, achieving a high degree of feasibility, since the students showed understanding of their use without difficulties at the moment of putting them into practice, the teacher explained each one and how they could use it, demonstrating to their students that it is worth adding them for the development of their activities.

As evidenced by the pre-test that in terms of pronunciation, vocabulary, and grammar they scored a regular category; and in the post-test it was shown that each of the categories maintained a good to excellent score which elucidates the idea put forward by Brown, et al. (2019) that mobile applications act as a tool between students and the target language being a means for learning through a platform with didactic content that allows students through the use of apps to engage with learning in the language, being important because it was determined of the impact of applications on the competence, fluency and confidence of students in oral communication, with the purpose of knowing the potential benefits and challenges associated with the integration of technology in language teaching, allowing with the exhaustive exploration of relevant literature, the collection of data provided valuable information to leverage mobile applications to address the specific needs of A1 level learners.

3.9.1. Comparative Analysis.

The comparative analysis of the average pretest and posttest is a fundamental tool to



evaluate the effectiveness of the intervention carried out in this study, which seeks to determine the impact of mobile applications on the improvement of oral production skills in A1 level English learners.

Results:

Table 21

Pretest and post-test averages by category

Category	Pretest	Post - test	Difference	p-value
Pronunciation	2.8	3.4	0.6	<0.001
Vocabulary	2.7	3.2	0.5	<0.001
Grammar	2.8	3.3	0.5	<0.001

Note. Own elaboration

- There is a significant difference in the scores obtained by the students in the three categories (pronunciation, vocabulary and grammar) between the pretest and the post-test. It is important to note that if you use a p-value. I can tell you that most students so far have not used inferential statistics. Since we are working with small samples and small interventions, the results are unlikely to be statistically significant.
- The average scores in all three categories increased significantly in the post-test.
- These results indicate that mobile apps have a positive impact on improving oral production skills in A1 English learners.

The results of this study suggest that mobile apps can be an effective tool for improving oral production skills in A1 English learners. English teachers may consider the



use of mobile applications as a complementary tool for teaching English. Strengths of the study were determined in terms of methodological design, representative sample of students, valid and reliable assessment instruments, and comprehensive data analysis.

In the second question, it allows us to evaluate the effectiveness of mobile applications in improving oral production skills in A1 level English learners, specifically in the areas of pronunciation, vocabulary and grammar. The results are shown in the following table:

Table 22

Pretest and post-test averages by category (Question 2)

Category	Pretest	Post - test	Difference	p-value
Pronunciation	2.8	3.3	0.5	<0.001
Vocabulary	2.7	3.2	0.5	<0.001
<i>Grammar</i>	<i>2.8</i>	<i>3.3</i>	<i>0.5</i>	<i><0.001</i>

Note. Own elaboration

The results of the comparative analysis of the pretest and posttest averages for question 2 show that:

- There is a significant difference in the scores obtained by the students in the three categories (pronunciation, vocabulary, and grammar) between the pretest and posttest.
- The average scores in all three categories increased significantly in the post-test.
- These results indicate that mobile applications have a positive impact on improving oral production skills in A1 English learners, specifically in the areas assessed in question 2.

It is important to note that the percentage of students in the "excellent" category



increased significantly in all three categories in the post-test. This indicates that mobile applications not only help students improve in the basic areas of the language, but also help them reach a higher level of proficiency. The results also suggest that technological tools can have a positive impact on students' motivation and confidence, which in turn can contribute to improving their language learning.

The results of this study suggest that mobile applications can be an effective tool for improving oral production skills in A1 English learners, especially in the areas of pronunciation, vocabulary, and grammar. English teachers may consider the use of mobile applications as a complementary tool for language instruction.

Regarding question number 3, there was a significant increase in the percentage of students who scored good or excellent in the three areas evaluated (pronunciation, vocabulary and grammar) in the post-test compared to the pre-test. The greatest gains were seen in pronunciation (43% increase) and vocabulary (26% increase). Grammar also showed a notable improvement (32% increase), although to a lesser extent than the other two areas.

Therefore, the results of the comparative analysis of the pre-test and post-test suggest that the mobile applications had a positive impact on the improvement of A1 English learners' oral production skills. Significant increases are evident in the percentage of students who scored good or excellent in all three areas assessed in the post-test. The greatest gains in the areas of pronunciation and vocabulary, which are key skills for oral production. Noticeable improvement in grammar, which is a fundamental component for the construction of correct and fluent sentences. Comparative analysis of the average pre-test and post-test: Question 4:

Table 23



Comparative analysis of the average pre-test and post-test: Question 4

Ask4, What color is it	Average result Pre-Test	Average result Post-Test	Difference
Pronunciation	Regular: 61%	Good: 87%	A significant increase in the percentage of students who scored good or excellent in the three areas evaluated (pronunciation, vocabulary and grammar) in the post-test compared to the pre-test is observed in question 4. The greatest gains were seen in pronunciation (26% increase) and grammar (13% increase). Vocabulary also showed a notable improvement (9% increase), although to a lesser extent than the other two areas. The results of the comparative analysis of the pre-test and post-test suggest that the mobile applications had a positive impact on the improvement of A1 English learners' oral production skills, especially in pronunciation and grammar. Significant increases are evident in the percentage of students who scored good or excellent in all three areas assessed in the post-test. Major advances in the areas of pronunciation and grammar, which are key skills for oral production. Noticeable improvement in vocabulary, which is a fundamental component for the construction of correct and fluent sentences.
	Good: 39%	Excellent: 13%	
Vocabulary	Regular: 58%	Good: 71%	
	Good: 42%	Regular: 16%	
		Excellent: 13%	
	Regular: 68%	Good: 81%	
Grammar	Good: 32%	Regular: 13%	
		Excellent: 6%	

Note. Own elaboration

Table 24

Comparative analysis of the average pre-test and post-test: Question 5

Question 5, What do you like?	Mean resulta Pre-Test	Mean resulta Post-Test	Difference
Pronunciation	Regular: 48%	Excelente: 61%	"There is a significant increase in the percentage of students who achieved an excellent or good score in all three assessed areas (pronunciation, vocabulary, and grammar) on the post-test compared to the pre-test.
	Good: 36%	Good: 23%	
	Limited: 16	Regular: 16%	



Vocabulary	Good: 48%	Good: 61%	The greatest improvements were observed in pronunciation (a 43% increase) and grammar (a 26% increase). Vocabulary also showed a noticeable improvement (a 13% increase), albeit to a lesser extent than the other two areas." The results of the comparative analysis of the pre-test and post-test suggest that the mobile applications had a positive impact on the improvement of A1 English learners' oral production skills, especially in pronunciation and grammar. Significant increases in the percentage of students who scored excellent or good in all three areas assessed in the post-test are verified. The greatest progress in the areas of pronunciation and grammar, which are key skills for oral production. Noticeable improvement in vocabulary, which is a fundamental component for the construction of correct and fluent sentences.
	Regular: 39%	Excellent: 35%	
	Limited 13%	Regular: 3%	
Grammar	Regular: 45%	Good: 71%	
	Good: 32%	Excellent: 29%	
	Limited: 23%		

Note. Own elaboration

It is suggested to continue using mobile applications as a complementary tool in teaching English. Explore other mobile applications that focus on the development of oral production skills, especially pronunciation and grammar. Implement teaching strategies that encourage students' active participation in oral production.

3.9.2. Discussion of results.

Taking into account that mobile applications manage to specify a series of interactive features that encourage participation, as pointed out by Zhong, et al. (2022), which could be applied to pronunciation and receive feedback to improve the learning process, correcting possible errors that may occur. Likewise, Messina, et al. (2020) mobile applications allow students to adapt their learning experiences and individual needs and schedules, achieving educational control and engaging with what they have studied. As noted by Denizalp and



Ozdamli (2019), it indicates that mobile applications offer a structured approach to skill development considering the linguistic elements being guided to strengthen their skills.

The resultants determined that educators can take advantage of mobile applications to address the specific needs of A1 level students, which could increase motivation in the classroom on different technological tools in the educational process, this is how Arfe, et al. (2021) considers that the integration of these techniques to enhance in their teaching were considered that vocabulary, pronunciation and grammar represents an aspect that can improve language acquisition and can encompass the internalization of learning, their thoughts and ideas accurately in the languages skills.

On the other hand, it was observed that the data showed that mobile applications allow improving oral production skills in English A1 level students, thus being a great challenge for teachers and students, it is also evident that the diversity of techniques used achieves progress and have a playful and interactive education achieving the diversity of knowledge.

3.9.3. Students' experience with the applications

During the development of the pre-test and post-test, it was evidenced that the students showed a high level of motivation when using the mobile applications Duolingo and 2books to learn English, since these tools became a favorable alternative to learn or improve knowledge in English, each student took advantage of the potential of these applications in their learning process. An important element to highlight is that some students did not know the applications and their operation; all this indicates that in the classroom the use of these applications was promoted, reinforcing and deepening their learning, the educational activities were developed in an attractive and didactic way for the students.

It was demonstrated that the use of mobile applications in the aula is important



because the teaching was characterized by being innovative and interesting where students showed their enthusiasm and the speed it has for learning being of great utility to improve their levels in English, each student gave use to the mobiles in a different way where a significant progress was established with the application that was shown as they advanced they managed to differentiate the weaknesses and the disposition they had to improve, participation, motivation, commitment and competence were present in this process.

It was considered that the experience of using the mobile applications Duolingo and 2books in the classroom was defined as a positive influence due to the functionalities they have which facilitated the students' learning in English and they can develop all the necessary skills to understand or properly manage this language. By being mastered and creating habits, autonomous learning can be achieved, in addition, the applications can be used in free hours due to their level of availability where vocabulary is practiced, practicing reading, oral and written comprehension in which its use is through interactive games making them a mobile apps for learning English being the motivation an element of transcendence as a support in effective learning.

The students attributed a significant value to the mobile applications for learning English, it is necessary that the use of the application is complemented with the support of teachers, since they are communicative skills, considering that the trends in the use of apps depend largely on the participation of professionals in education, the implementation of these devices for learning, were motivating and learning is done in a fun way, the students demonstrated that the mediation of the teacher is effective in the learning process through mobile applications, when this manages to detect the weaknesses that the student presents, helping to correct them with their participation.



Learning with the mobile applications Duolingo and 2books in the classroom, great skills were observed in listening and speaking in the management of English, demonstrating mastery with confidence in acquiring knowledge, students followed the instructions before and after the application of the tests. The use of these technological applications is a significant resource in teaching, demonstrating a great development of skills in oral communication in English that can be used virtually and in person; considering that the Duolingo and 2books tools allow progress and improve teaching and learning.

On the other hand, it was observed that the data showed that mobile applications allow improving oral production skills in English A1 level students, thus being a great challenge for teachers and students, it is also evident that the diversity of techniques used achieves progress and have a playful and interactive education achieving the diversity of knowledge.

The following are the results obtained before the application of the proposal: motivation was measured according to the Achievement Motivation Scale (AMS).



CONCLUSIONS

The development of the present study called "Exploration of the role of mobile applications in the improvement of oral skills in A1 level English students" allowed the design of a pedagogical proposal supported by the use of the mobile applications Duolingo and Book 2, whose objective is to strengthen the teaching and learning of pronunciation, vocabulary and grammar of the English language in students of the Unidad Educativa Fiscal Tarqui, the same, left as a conclusion the following:

- Within the research context, it was found that at the beginning the students showed certain levels of demotivation and predisposition on the part of the students regarding the traditional strategies used by the teacher when undertaking the process of teaching English. In addition, it was evident that these strategies do not meet their primary academic needs and they are more attracted to mobile applications for learning English and their features designed specifically for the development of oral production skills that facilitate the acquisition of knowledge in the language.
- The results of the pretest showed a low level in English with a frequency of regular in pronunciation with 55%, in vocabulary 62% and 55% in grammar regularly. As for the post-test, significant improvements were determined in the three categories, establishing 52%, 55% and 61% as good in pronunciation and vocabulary. In addition, higher levels were observed in the impact on pronunciation, where in the pre-test 55% were fair, while in the post-test 52% were good. Likewise, the improvements are considerable where the pre-test reached a frequency of regular with 58% and 59% in the post-test reached levels as good, likewise notable improvements were evidenced in all areas, since in the pre-test 55% reached regular levels and in



the post-test 61% obtained a frequency of good.

- The evaluation of the students' proficiency level in oral production skills before and after using the mobile applications allowed us to determine that these mobile applications have a positive and significant impact on the improvement of oral production skills in A1 level English learners. The impact is observed in the three categories evaluated: pronunciation, vocabulary and grammar. Mobile applications can be a useful tool to complement traditional English language instruction. Further research is needed to determine the long-term impact of using mobile apps in language learning. The results suggest that students may be more motivated to use mobile applications if they were provided with opportunities to learn and practice English in a way that is relevant to their interests and provides them with a sense of accomplishment. Teachers could create activities and projects that allow students to use English to learn about topics they are passionate about.

Regarding the measurement of students' levels of motivation and engagement in using mobile apps to practice oral production skills, the results of the indicate that they also provide additional information about students' motivation to use mobile apps to practice oral production skills. The fact that 48% of students somewhat agree that with English they can get a more prestigious job in the future suggests that students are motivated by the career opportunities that English offers. Teachers can capitalize on this interest by providing students with information about job opportunities available to English speakers. Overall, the results of their research suggest that students have moderate motivation to use mobile apps to practice oral production skills. Teachers can increase students' motivation by providing opportunities to learn and practice English in a way that is relevant to their interests and



provides them with a sense of accomplishment.

RECOMMENDATIONS

In accordance with the objectives and the conclusions obtained, the following are some recommendations that favor the improvement of oral skills in A1 level English learners.

- Continue to use mobile applications as a complement to traditional English language instruction.
- Design studies that investigate the impact of different types of mobile applications on language learning.
- Provide training to teachers on how to integrate mobile applications into their classes. Investigate the influence of emotions on technology-mediated language learning.
- The study was conducted with a small group of students. A single test was used to measure student progress. Other variables that could have influenced the results were not controlled for. Despite this, the results of the study suggest that mobile apps can be a useful tool for improving oral production skills in A1 English language learners.



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ANNEXES**APPENDIX 1 (TOPIC)****EXPLORING THE ROLE OF MOBILE APPLICATIONS IN ENHANCING
ORAL SKILLS IN A1 LEVEL ENGLISH LANGUAGE LEARNERS**

APPENDIX 2. (RESEARCH PLAN)

		TIEMPO DE EJECUCIÓN					
Í TEMS	ACTIVIDADES	1st. Week	2nd. Week	3rd. Week	4th. Week	5th-6th Week	7th-8th Week
1	Recolección de Información	X	X				
2	Análisis de Información		X	X			
3	Estudio del nivel de estrés académico en estudiantes de terapia física de la Facultad de Medicina en la Universidad Nacional Mayor de San Marcos		X	X			
4	Levantamiento de datos			X	X		
5	Contactar con las autoridades de la Universidad para obtener datos de los estudiantes que estén cursando las prácticas clínicas				X	X	
6	Aplicar encuestas				X	X	
7	Organizar y revisar las encuestas				X	X	
8	Procesamiento de datos				X	X	
9	Evaluación de Resultados					X	
10	Discusión de Resultados					X	
11	Diseño y aplicación de la Propuesta					X	X
12	Conclusiones y recomendaciones					X	X
13	Presentar el trabajo						X

APPENDIX 7. (DIAGNOSTIC DATA)

1.- The usher introduces the child to the examiner.

After asking the child "What is your name?", the examiner first familiarizes the child with the picture and then asks the child to point to certain items in the scene picture, e.g., "Where is the door?". Next, the examiner asks the child to place two object cards in different places in the scene picture, e.g., "Put the robot on the red chair."

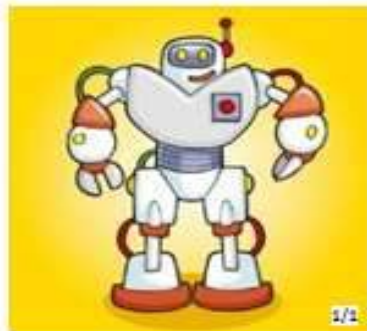
The examiner asks questions about two of the people or things in the scene picture, e.g., "What is this?" (Answer: banana) "What color is it?" (Answer: yellow). The examiner also asks the child to describe an object in the scene, e.g., 'Tell me about this box'.

4.- The examiner asks questions about four object cards, e.g., 'What is this?' (Answer: (orange) juice) and 'What do you take for lunch?'

5.- The examiner asks questions about the child, e.g. "What sport do you like?".







Speaking Rubric

Name: _____

Date: _____

Criteria	1 (Limited)	2 (Fair)	3 (Good)	4 (Excellent)
Pronunciation	Difficult to understand	Pronunciation is somewhat clear, but with frequent errors	Mostly clear with occasional errors Speaks clearly	Speak clearly
Vocabulary	Vocabulary is extremely limited and often inappropriate for the context.	Uses a limited vocabulary, with some errors in word choice.	Generally appropriate	Use appropriate words
Grammar	Frequent grammatical errors make it difficult to understand the speech.	Some errors, but in general the meaning is clear.	Mostly correct but may make occasional errors	Forms grammatically correct sentences

Appendix 8. Validation of instruments

**INSTRUMENTS CONTENT VALIDATION DOSSIER
THROUGH EXPERTS' JUDGEMENTS**



COVER LETTER

Dr./ MSc: **Graham Stagg**

Subject: Instrument Content Validation through Expert Judgment.

It is with great pleasure that we contact you to express our regards and to inform you that being a student of **the Master's program in Pedagogy of English as a Foreign Language** at UBE, cohort III, we are required to validate the instruments with which we will collect the data needed to develop our research to obtain the Master's degree.

This research proposal is under the title: **Exploring the Role of Mobile Applications in Enhancing Oral Skills in A1 Level English Language Learners** and as it is essential to obtain the approval of specialized professors to implement the tools as mentioned earlier, we considered it convenient to call upon you, given your renowned experience in educational issues and/or educational research.

The validation dossier, which is sent to you, contains:

- Cover letter.
- Operationalization matrix of the variables (dimensions, indicators, items, levels or ranges).
- Instrument(s) to be validated.

Expressing our feelings of respect and consideration, we bid you farewell, but not before thanking you for your attention to this request.



**CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS
THROUGH EXPERT JUDGEMENT**

TITLE OF RESEARCH: Exploring the Role of Mobile Applications in Enhancing Oral Skills in A1 Level English Language Learners

AUTHOR(S): Adriana Valeria Velásquez Caiza and Jocelyne Dayana García Naranjo.

INDEPENDENT VARIABLE: Mobile Applications.

	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		es	o	es	o	es	o	
	DIMENSION 01: Availability							
	Presence of speaking exercises in the app.						
	DIMENSION 02: Interactivity							
	Degree of user engagement with the app.							
	DIMENSION 03: Content Diversity							

	Range of topics and contexts covered.							
--	---------------------------------------	--	--	--	--	--	--	--

X

Comments (specify if there is sufficiency): The criteria are appropriate.

Assessment of applicability: **Applicable** [X] **Applicable after correction** [] **Not applicable** []

Validator's full names. **Graham Stagg (no title in British culture)** **I.D0927850685**

Validator's area of expertise: **I have a Master's in Applied Linguistics and more than ten years' experience in oral examining for well validated, internationally recognized exams.**

Date: 25 October, 2023

¹**Pertinence:**The item corresponds to the theoretical concept declared..

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracv:** The item is understandable. concise. direct and

GRAHAM STAGG

--

Expert's signature.



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: Exploring the Role of Mobile Applications in Enhancing Oral Skills in A1 Level English Language Learners

AUTHOR(S): Adriana Valeria Velásquez Caiza and Jocelyne Dayana García Naranjo.

DEPENDENT VARIABLE: Oral Production Skills.

VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
	es	o	es	o	es	o	
DIMENSION 01: Pronunciation							
Clarity of speech regarding sounds and stress						
DIMENSION 02: Vocabulary							
Word recognition and appropriate word usage							
DIMENSION 03: Grammar							

	Well-structured sentences.							

Comments (specify if there is sufficiency): ____ **The criteria are appropriate.**

Assessment of applicability: **Applicable [X]** **Applicable after correction []** **Not applicable []**

Validator's full names. **Graham Stagg (no title in British culture)** **I.D0927850685**

Validator's area of expertise: **I have a Master's in Applied Linguistics and more than ten years' experience in oral examining for well validated, internationally recognized exams.**

¹**Pertinence:**The item corresponds to the theoretical concept declared..

Date:... 25 October, 2023

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

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³**Accuracy:** The item is understandable, concise, direct and

Appendix 9. Pedagogical proposal focused on the mobile applications Duolingo and 2 Books as a didactic tool within the teaching and learning process of the English language.

Table 25

Topics to work on in class

Content	Session	Evaluation Standard	Topic	Achievement Indicator	Achievement
Introduction to the use of the Duolingo mobile application and 2 Books as a didactic tool in the English language teaching and learning process.		Download Duolingo and 2 Books mobile applications on your mobile devices to learn about and explore their potential in the English language teaching and learning process in the classroom.	Introduction and importance of the use of mobile applications as a didactic tool for English language learning	Both students and teachers are able to get started in the online interaction with the tools offered by the app. Students should start from a basic level and progress according to their language skills. Collaborative work between the actors is encouraged in order to improve comprehensively	Inclusion of students in ICT-mediated learning. Initiation in learning mediated by mobile applications Duolingo and 2 Books. Implementation of such App inside and outside the classroom.
Vocabulary we learn new words and expressions such as greetings, farewells and introductions with the help of audiovisual strategies.	y 3	Write, read and pronounce greetings and farewells in a daily context where the student is able to relate the audio and images presented to his/her daily tasks.	Greetings and farewells during the day and positioning of the day in its own environment.	The student will be able to write, read and pronounce greetings correctly with the support of the mobile applications Duolingo and 2 Books, using the resources he/she knows and those worked on in class by the teacher.	Recognize different greetings throughout the day, through auditory and visual skills.
Expressing feelings and initiating simple conversations using the student's own vocabulary	y 5	Write, read and pronounce conversations that express feelings (tiredness, illness, mood, etc.) using as a	Identify the different expressions of feelings that may arise in a regular conversation. Collaborative	The student will be able to write, read and pronounce different conversations with the support of the Duolingo and 2 Books mobile applications and	Recognize words, their spelling and pronunciation in order to expand vocabulary and establish short conversations

reference the audiovisual tool offered by the app or another one referred by the teacher in the classroom.	learning through the application's chats. Identify the different expressions of feelings that may arise in a regular conversation. Collaborative learning through the application's chats.	the guidance of the teacher. The student will be motivated to dialogue in English with his/her peers and ask for help through the applications to improve his/her performance.	that allow students to become empowered in their learning.
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