



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
FACULTY OF EDUCATION AND LANGUAGES  
DEGREE IN ENGLISH TEACHING CAREER**

**TITLE:**

**“TECHNOLOGICAL TOOLS TO DEVELOP THE  
SPEAKING SKILLS OF FIFTH GRADE STUDENTS AT  
UNIDAD EDUCATIVA CARMEN MONTENEGRO. LA  
LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL  
YEAR 2021 - 2022.”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

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**ADVISER: JEANETTE CEVALLOS**

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**2021 - 2022**

## ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “TECHNOLOGICAL TOOLS TO DEVELOP THE SPEAKING SKILLS OF FIFTH GRADE CHILDREN AT UNIDAD EDUCATIVA CARMEN MONTENEGRO IN THE ACADEMIC PERIOD OF 2021” by Odalis Melina Orrala Muñoz undergraduate student of the Pedagogy of National and Foreign Language Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

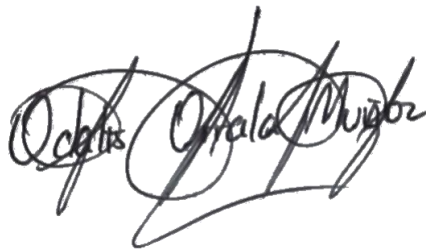


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## STATEMENT OF AUTHORITY

I, ODALIS MELINA ORRALA MUNOZ with ID number 2450001199, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "TECHNOLOGICAL TOOLS TO DEVELOP THE SPEAKING SKILLS OF FIFTH GRADE CHILDREN AT UNIDAD EDUCATIVA CARMEN MONTENEGRO IN THE ACADEMIC PERIOD OF 2021".

Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

A handwritten signature in black ink, reading "Odalis Orrala Muñoz". The signature is stylized with large, overlapping loops and a long horizontal stroke at the bottom.

---

Odalís Melina Orrala Muñoz

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## **ACKNOWLEDGMENT**

Before anybody I am grateful with God for guiding me, but I would also like to express my gratitude to the help provided by my supervisor, who helped me in this project. I also thank some of my friends for the support.

## **DEDICATION**

I dedicate this work first to God because without him this would not have been possible, to my mother who encouraged me to continue my studies, to my lovely partner who contributed a lot to my knowledge, and to my professional and academic development. Finally, I want to dedicate this to myself, for my dedication and effort put into this work and for this new stage of my life.

## **ABSTRACT**

Nowadays, English is a universal language. English and its 4 skills are really important to learn, especially speaking, which is the most important because we can communicate through this. This research paper was focused on developing the speaking skills of fifth-grade children at Unidad Educativa Carmen Montenegro de Obregon, academic period 2021. By using technological tools to learn English, students were able to develop and see a noticeable improvement in their speaking. The main problem is the lack of technological tools when teaching English. This project used a quantitative approach in the methodology to obtain all the information. Likewise, survey technique and instruments as questionnaires were used in this paper to gather relevant data. It is important to use modern technology tools to benefit the student's education to increase their knowledge and skills development.

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# INTRODUCTION

Technology and its evolution have impacted every aspect of our lives, it has become essential within society due to a lot of benefits it brings. Nowadays, it is considered a powerful tool to use in education because it contributes to the development of speaking skills. The use of the internet, websites, and apps are great tools to improve language skills, which makes a meaningful, fun teaching and learning environment. These technological tools will bring positive academic achievements for learners, variety of teaching resources, and a better student – teacher performance.

The focus of the study is to identify the technological tools to use to develop the speaking skills in fifth grade students at Carme Montenegro in the academic period 2021. It will explain its influence, its benefits, and its importance in order to offer relevant information about the main topic.

This study answers the following questions: Why is it important to use technological tools in the classroom? What effects does the use of technology have in the classroom? Will the use of technological tools have any benefit on the speaking skill development?

In order to provide an overall explanation, the four chapters detail:

**Chapter I:** It describes the state of the problem, which is a concise of the problem to be addressed. It presents the research objectives, followed by the justification, and limitations

**Chapter II:** The theoretical framework gives support to the content of this paper.

**Chapter III:** The methodology used allowed this paper to collect the necessary data through instruments obtaining results showed on graphs and charts.

**Chapter IV:** It presents the proposal and activities, which is the solution to the main problem.

## **CHAPTER I**

### **THE PROBLEM STATEMENT**

#### **1. PROBLEM STATEMENT**

Throughout the years the educational system has gone through some changes to improve the educational process, and to offer better teaching. It is well known that English has been a challenge for most students, and teachers due to the difficulties that students go through when learning a second language, especially in speaking.

Some may think that the use of technology in the classroom may be a distraction for students, but the reality might be dissimilar. A generation ago, students were lucky to have a computer or even access to the internet in their schools. Nowadays, there is free access to internet and its tools to give a variety of usage. One of its benefits is that students can learn by watching online educational videos and playing interactive games that can improve their skills by using these tools correctly.

The Ecuadorian Ministry of Education MINEDUC (2012) English Language Learning Standards implemented and managed new standards, which explains that the effective use of technological tools has an important role in teaching.

It is been said that learning a foreign language is very difficult and boring, but it can change if modern technology and its tools are used. According to the Journal of Language Education and Development article, Vol 2 No 1 technological tools have been regarded as a way of helping students to improve their language skills as speaking skills. Students can make use of the internet, videos, websites, online apps, these are considered as good tools to develop speaking.

In short, the use of technology can transform students from passive learners to active learners, its different ways of use can contribute to the speaking improvement.

## **1.1. PROBLEM FORMULATION (ANY FUNDAMENTAL QUESTION)**

How influential is the use of technological tools in speaking skills development?

## **1.2. QUESTIONS OR SPECIFIC QUESTIONS**

- ✓ Why is it important to use technological tools in the classroom?
- ✓ What effects does the use of technology have in the classroom?
- ✓ Will the use of technological tools have any benefit on the speaking skill development?

## **1.3. RESEARCH OBJECTIVES**

### **1.3.1. GENERAL OBJECTIVE**

To identify the technological tools to develop the speaking skills of fifth-grade students at Unidad Educativa Carmen Montenegro. La Libertad, Province of Santa Elena. School Year 2021-2022.

### **1.3.2. SPECIFIC OBJECTIVES**

- ✓ To gather bibliographic information in order to set up conceptualizations of the research variables.
- ✓ To establish the methodological framework based on the problem of the study.
- ✓ To design podcasts activities that provides an answer to the research project.

## **1.4. JUSTIFICATION**

### **1.4.1. SCOPE**

The main motivation behind this paper was to identify technological tools that can be used by children in fifth grade to improve their speaking. The use of technological tools as it considers needs to be part of the teaching process. It could improve the student's performance in the classroom achieving important goals in the educational context.

The old educational system and its changes have been studied to make improvements in the modern process of education. This research will show how the use of technology can improve the speaking skills of students, and contribute to the educational process.

In this study technological tools will be key for teaching, it is going to be explained accordingly. There are many gaps to fill when the technology is used in education, where we will be shown some examples of teaching English using digital tools.

**Field:** Education

**Area:** English

**Grade:** 5<sup>th</sup> Grade

**Appearance:** English for Academic Purposes EAP

#### **1.4.2. DELIMITATION**

**Spatial delimitation:** Unidad Educativa Carmen Montenegro de Obregon

**Social delimitation:** Students in fifth grade at Carmen Montenegro School

**Temporal delimitation:** Academic Period 2021

#### **1.4.3. LIMITATION**

This research work is limited to be taken at Carmen Montenegro School, a public school located in Libertad-Santa Elena province. The sample population will be taken from this school, where approximately 70 students will be part of the study.

The limitations of this investigation were related to miss attended classes and connection problems. Since the COVID 19 took place in Ecuador the last year, students use “zoom app” to learn, the same way all teacher. The main limitation was when some of the students had problem connections and could not be part of the activity.

The scope of the study will be limited, working with students (girls and boys) between 10 and 11 years old from fifth grade that are learning English as a foreign language. This study covers



the use of technological tools to reach the main objective, and it will not include financial resources and/or funding constraints due to the research taking place in a public institution.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2. BACKGROUND**

A technological tool is a resource used for teachers and students in order to facilitate the learning. It is a digital tool that can be used to develop abilities or skills in a person.

In the educational context, technology has become an important tool. Since its first appearance in 1980 's with the age of computers, the students have learned basic programming and digital skills, which turned out to be beneficial because the students adapted themselves to learn with a new device (computer), and developed abilities. By the mid 1980's computers had gained popularism in classrooms, and a common approach to the teaching field.

Teachers started using technology daily in their lesson plans, drilling students with technological programs, and assigning students to computer tasks. This kind of activities encouraged students to work mainly in comprehension, and reading, it means, developing two of the four English skills.

Ten years later, technology was already connecting computers to foster the worldwide digital communication becoming essential in education, and society. It introduced social media, video conferencing, and email in order to enable the communication between people no matter the location.

Nowadays, its influence on teaching is tremendous. Technology have evolved in multiple ways that students need digital skills. In classroom, teachers use technology for several things such as grading, planning, managing attendance, and even assessment.

The ISTE (International Society for Technology in Education) empowers a student voice and ensures that learning is a student-driven process that has now included in its standards more than collaboration projects, and creative innovation. It includes communication skills, which is

purposeful for most teachers due to their interest is to help students to take technology initiatives, and use it for their own learning purposes.

But you may wonder how technology can be influential in the development of English-speaking skills?

It's been written a short background of how technology arose in education, but to answer this question it is necessary to define first what speaking is.

“Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998)

Speaking is considered as one of the most important skills because through this we are able to communicate with each other, but it is also a crucial part when it comes to learning a foreign language. Speaking a language is complicated specially for foreign language learners because a good communication requires the ability of speaking correctly, fluently, and comprehensible.

So, the teacher has the priority to prepare students to be able to speak and communicate effectively in a study area. The use of technology in a classroom more than improve the speaking it provides a better learning environment, where the students can feel engaged to the class, and motivated to participate (speaking).

The technology has brought a variety of resources to work with when teaching speaking. The use of different technological tools such as podcast, speech recognition software, and online apps will be explained in the following paragraph.

*Podcast:* It is an audio program, or series of spoken word digital. Podcasting allows students to use their teach entertainment system for educational purposes. It will help the student to familiarize with the target language, sounds, and words pronunciation that can be used in class activities as debates, and discussions.

In the web there are even particular podcasts for students with specific needs, but podcasts undoubtedly help learners in their speaking. With it we can leave the traditional face to face training behind without losing the relationship between teacher and student that is always effective in a learning process.

*Speech recognition software* can convert spoken words to machine readable input. It is a device that recognizes the accuracy of what was read, and provides a positive reinforcement like “well done”, or gives the student another opportunity so that way the student can figure it if he is doing well or not. This tools also gives the opportunity to develop other skill as reading due to this is designed for the learners to speak and read more.

*Online apps Duolingo:* Duolingo is an app created in America. It is a language-learning website and mobile app. It is used to practice and develop English skills.

*Online apps Falou:* Falou is an app to practice your speaking in different real-life situations. It provides you the right pronunciation at the beginning so you can repeat and learn.

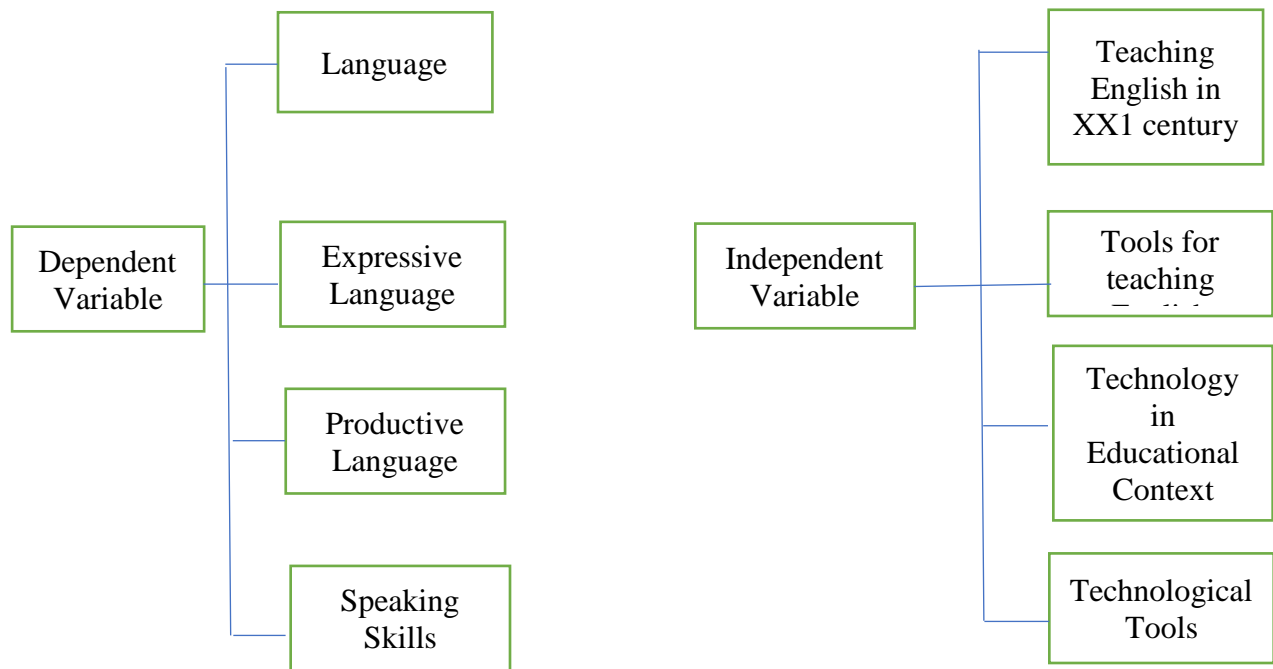
*Online app Wlingua:* Wlingua is a language learning app created for students, it helps students to improve their English skills. In addition, it counts with more than 400 lessons for students to practice.

*Andromo App:* Andromo is a premium app to build platform, where you can create professional Android apps without code. This app empowers people to develop and apply amazing apps in their mobiles. It is easy and simple to use,

The use of these tools impacts positively in teaching English, especially in developing speaking skills. This serve the purpose of activating the student’s thought and speech process, so we can say that it is a great opportunity to move forward and faster in learning a foreign

language. The modern technological tools have more advantages than disadvantages so that students find it more enjoyable, and motivating.

## 2.1 THEORETICAL BASES



### 2.1.1. VARIABLES CONCEPTUALIZATION

Language is known as the most effective way to communicate, but many other researchers have different opinions about it.

(Bloch, 2018) “Language is a system of arbitrary vocal sounds through a social group that cooperates, language is an arbitrary system, vocal sounds, way of communication, and collectivity.”

Henry Sweet said, Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts” (Language, 2010)

On the other hand, speaking also known as active skills is considered as a productive skill as both require language output. Speaking skills is one of the most important skills everybody should learn because it helps to express ideas. Proficiency is important in each one of the English skills, but the ability to speak or communicate it's a really big advantage.

The language as it is speaking skills lead us to the question:

How can we develop or improve speaking skills?

The technological advancements saw nowadays take you back to the early '70s where the era of computers was just starting. Good technology before was a radio or a fax, but throughout the year's internet, computers and phones have contributed anyhow to the learning process. Its exponential progress allows teachers to use a variety of resources to make the class more active, and livelier. It can also foster a better environment where students feel confident and creative.

According to The American University (Washington, DC) article, the use of digital or technological tools can increase the student's performance in the classroom, and build essential skills as speaking. Educational technology is a modern system with its own challenges. Less than 10% of schools indicate having these resources in classrooms according to Project Tomorrow. It is important to consider that technology helps the teacher to accomplish the main objective.

It provides an easy way to access information, a variety of tools to improve learning, and to have a fun class. This is why all schools need to use technology in classrooms, to teach differently through the use of innovative digital/ technological tools.

Technology has a good influence on learning, it can promote collaboration between students and communication with each other. It also provides a variety of resources and tools to work with that offer great ideas of how to improve faster communication skills. It makes us wonder about the speech when we talk about speaking skills. What comes to mind are fluency,

communication, and pronunciation. Which are the most important areas to focus on when it comes to speaking improvement.

On the other side, there are technological tools aimed to develop English skills as speaking.

Podcast are audio files on web that can contains authentic material for practicing speaking

According to (Rajpal & Devi, 2011) research, conducted in 2011, podcast as technology, revolutionized learning process and shows podcast is useful for teacher and students in enhancing their knowledge in speaking.

According to Hayo Reinders (Head of Department at Unitec Institute of Technology, New Zealand) listening podcast has considerable benefits for vocabulary development, accent recognition and also student's pronunciation. Giving students the opportunity to learn new words is one way that podcasts improve student's ability to speak.

(Man, 2006) "There are some advantages in using podcast as: it increases students' motivation, it helps to teach large class, it can be used to teach students with mixed ability, it focuses attention on accuracy."

To summarize, we could say that technology accelerates the learning process, and has a big influence on speaking. It has been said by researchers that besides its influence on speaking skills development, it helps students learn better due to their engagement and motivation to the class being taught with innovative material support as podcasts.

## **THE INFLUENCE OF THE TECHNOLOGICAL TOOLS IN SPEAKING SKILL DEVELOPMENT**

With the fast development of the 21<sup>st</sup> century, many technological tools have been introduced in classrooms to teach speaking skills. Since the NEPT in 2010 (National Education Technology Plan) the USA has made a significant progress in technology towards education in order to transform and improve learning.

Researches based on surveys and interviews guarantee that the use of technology has increasingly being used for academic purposes. One of these purposes is that technology is used to personalize the learning according to the student's needs.

Technological tools have had a positive impact on education even for educators, who go through pre-service preparation programs to gain confidence, and experience in the technological field so they have the knowledge that is required. It shows improvement in several aspects, for example:

- Improvement in student's skills such as reading, listening, writing, and especially in speaking.
- Better organized teacher's plans
- Students tend to be more active by using technology in the learning process.
- Enhance the learning process by creating a positive environment in the classroom.

According to (Nomass, 2013) the rapid advance of technology has enabled the creation of applications and tools that can be used by learners using gadgets, such as phones, computers, tablets. These technological devices may be complements of technological tools to develop the speaking in learners.



## **BENEFITS OF THE USE OF TECHNOLOGICAL TOOLS IN THE SPEAKING SKILL**

Technology integrated in classroom has become popular for language learning. Here will be described a few benefits that technological tools have in speaking skill.

- Technology for teaching speaking is motivating and stimulating for learners.
- It eases the management and monitor of students
- It fosters interactivity and collaborative work.
- It strengthens the learner's engagement.
- It fosters communication/speaking
- It creates a safe and innovated atmosphere.
- To enhance students' learning.
- Provide comprehensible input and output.
- Help students to develop critical thinking skills.

So, technology can be beneficial for the speaking development. It's one of the ways to create real and enjoyable atmosphere for young language learners, where the way of students learn and professors teach can be changed.

## **THE IMPORTANCE OF THE USE OF TECHNOLOGICAL TOOLS IN FIFTH GRADE STUDENTS**

There is lot of reasons of why the use of technological tools is important in classroom with young learners. While teaching, students are attacked with a lot of information, which needs to be learned, and process.

One reason is demand, children demand working with technology. Most learners are strongly engaged with to use it outside the classroom. The second reason is that kids are the digital native, it means that children know technology better than adults.

### **Did you know that technology has no boundaries?**

Having access to any other information outside the book provides the students different ways to learn a concept. Teachers might come up with creative ideas and task to do in classroom. It has the ability to enhance the relationship teacher and student.

Students from this generation have included technology in their daily lives. They use it to look for information and autonomous or self-educating. It is incredible how technology can be so important for the education and provide a higher quality of education.

### **2.5.3. HYPOTHESES**

Technological tools will develop the speaking skills in fifth grade students at Carmen Montenegro School, Academic Period 2021.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3. RESEARCH DESIGN**

This research paper was based on quantitative approaches being an exploratory investigation.

This method allows obtaining quantitative results about the development of the speaking skills of children from fifth grade at Unidad Educativa Montenegro de Obregon, La Libertad, Santa Elena Province.

##### **3.1. QUANTITATIVE METHOD**

This research paper used the quantitative method. This method is used for collecting and analyzing numerical data

This method allows collecting information about the development of the speaking skills of children from fifth grade at Unidad Educativa Montenegro de Obregon.

##### **3.2. TYPES OF RESEARCH**

###### **3.2.1. EXPLORATORY RESEARCH**

This research paper used an exploratory research, which allowed us to have information of why the phenomenon worked in the way it did, to gain a deeper understanding of participants.

###### **3.2.2. BIBLIOGRAPHIC RESEARCH**

For obtaining important information about the main topic, it was necessary to search for information in different websites, articles, and books related to speaking skills development.

### **3.3. TECHNIQUE**

#### **3.3.1 SURVEY**

In order to develop this research study there was used a survey technique related to the quantitative method. This technique allowed to obtain information about the needs of individuals involved in the survey. In addition to collect truthful information from the participants, the Likert scale was used in which responders specify their level of agreement to a statement typically in five points: (1) Totally Agree; (2) Agree; (3) Neutral; (4) Disagree; (5) Totally Disagree.

### **3.4. INSTRUMENTS**

#### **3.4.1. QUESTIONNAIRE**

The instrument used in this investigation was a questionnaire, which is an instrument that consist on a series of questions in order to collect information. The questionnaire to be used in the investigation is conformed by 9 questions. It is aimed to the sample of the study to gather relevant data related to the main topic of the study.

### **3.5. POPULATION AND SAMPLE**

The population of this research was composed by approximately 70 students (girls and boys), and the sample was composed by 41 students from fifth grade at Unidad Educativa Carmen Montenegro de Obregon.

**Table 1***Population and sample*

<b>N°</b>	<b>Population</b>	<b>Sample</b>
1	Students (girls) 42	20
2	Students (boys) 28	21
<b>TOTAL</b>	<b>70</b>	<b>41</b>

Source: Unidad Educativa Carmen Montenegro de Obregon  
 Author: Odalis Orrala

**3.6. DATA COLLECTION****Table 2***Data Collection plan*

<b>Basic Questions</b>	<b>Explanation</b>
1. What for?	To improve the speaking skills.
2. From which people or object?	The fifth-grade students from Carmen Montenegro de Obregon
3. About what aspect?	To improve speaking skill, using technological tools.
4. Who?	Odalis Orrala Munoz
5. To whom?	To students
6. When?	Academic year 2020- 2021

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<b>Basic Questions</b>	<b>Explanation</b>
7. Where was the data collection?	Unidad Educativa Carmen Montenegro de Obregon
8. How much time?	During the year 2021
9. How?	Individual
10. What data collection techniques?	Questionnaire
11. With what?	Questionnaires, list, camera

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Source: Carmen Montenegro de Obregon School

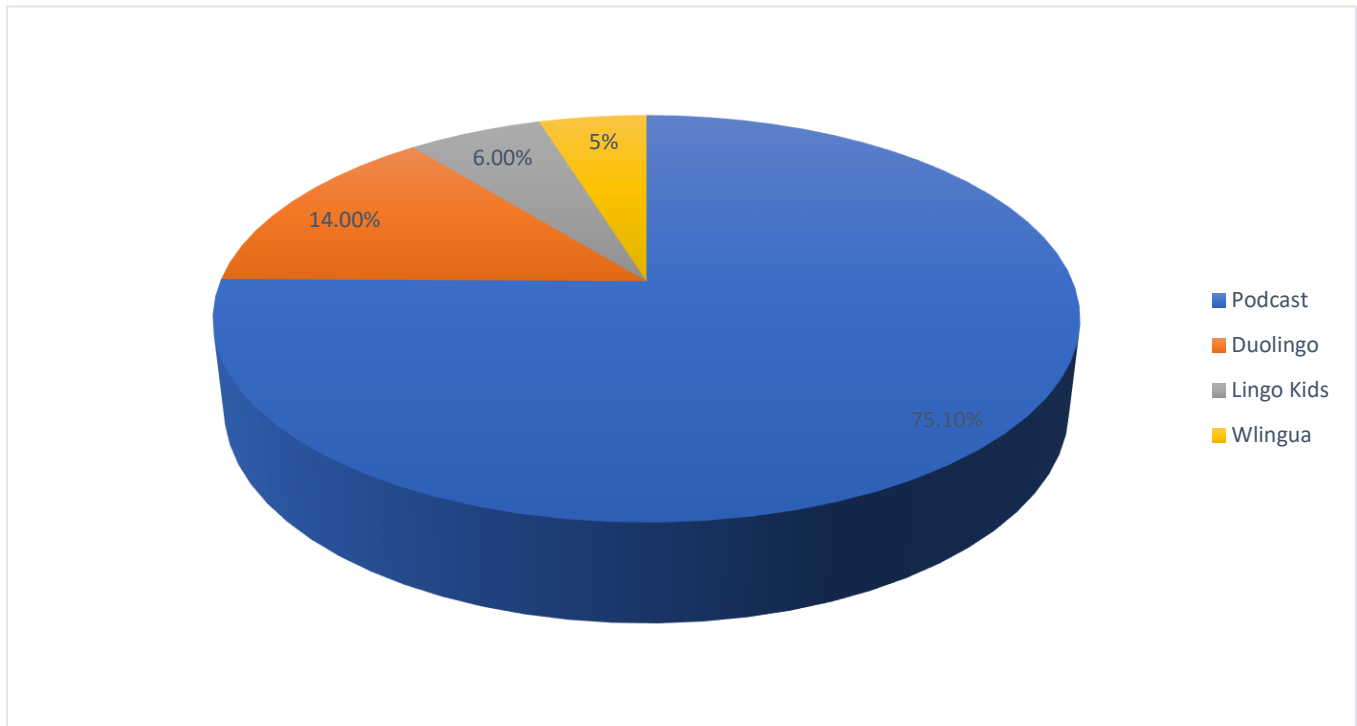
Author: Odalis Orrala Munoz

### 3.7. DATA ANALYSIS

1. How would you like to improve your English-speaking skills?

**Graph 1**

*How would you like to improve your English-speaking skills?*

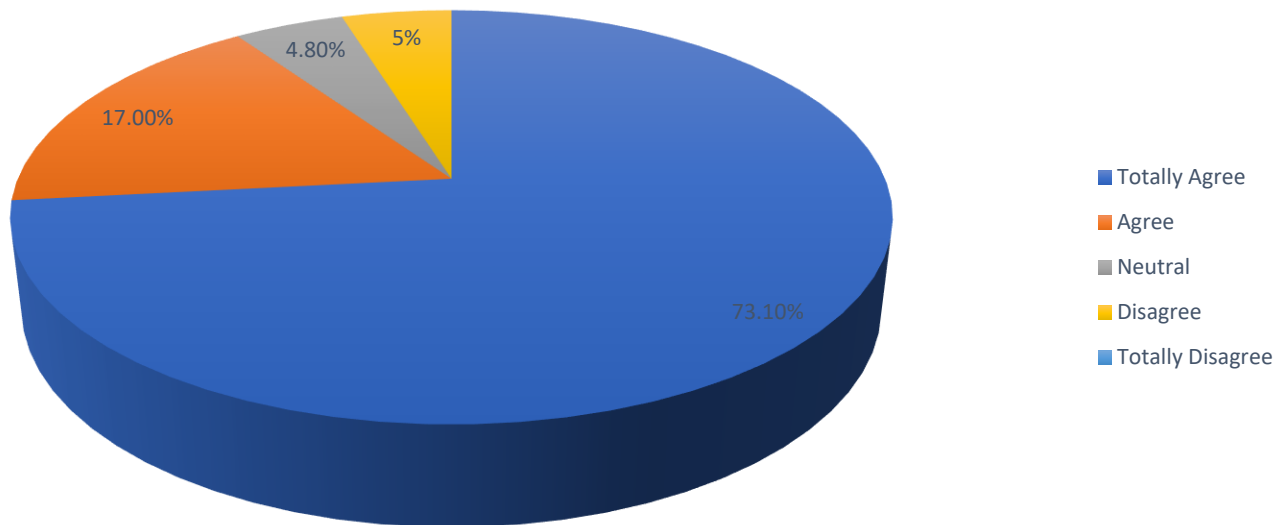


**Analysis:** The results demonstrate that the 75 % of the students would like to improve their English-speaking skills using podcasts. The students chose a not common way to improve their English language skills, and it is a fact they feel interested in using modern and innovative technological tools.

2. Do you think it is important to use technological devices in your learning process of the English language?

**Graph 2**

*Use of technological devices in the English language process*



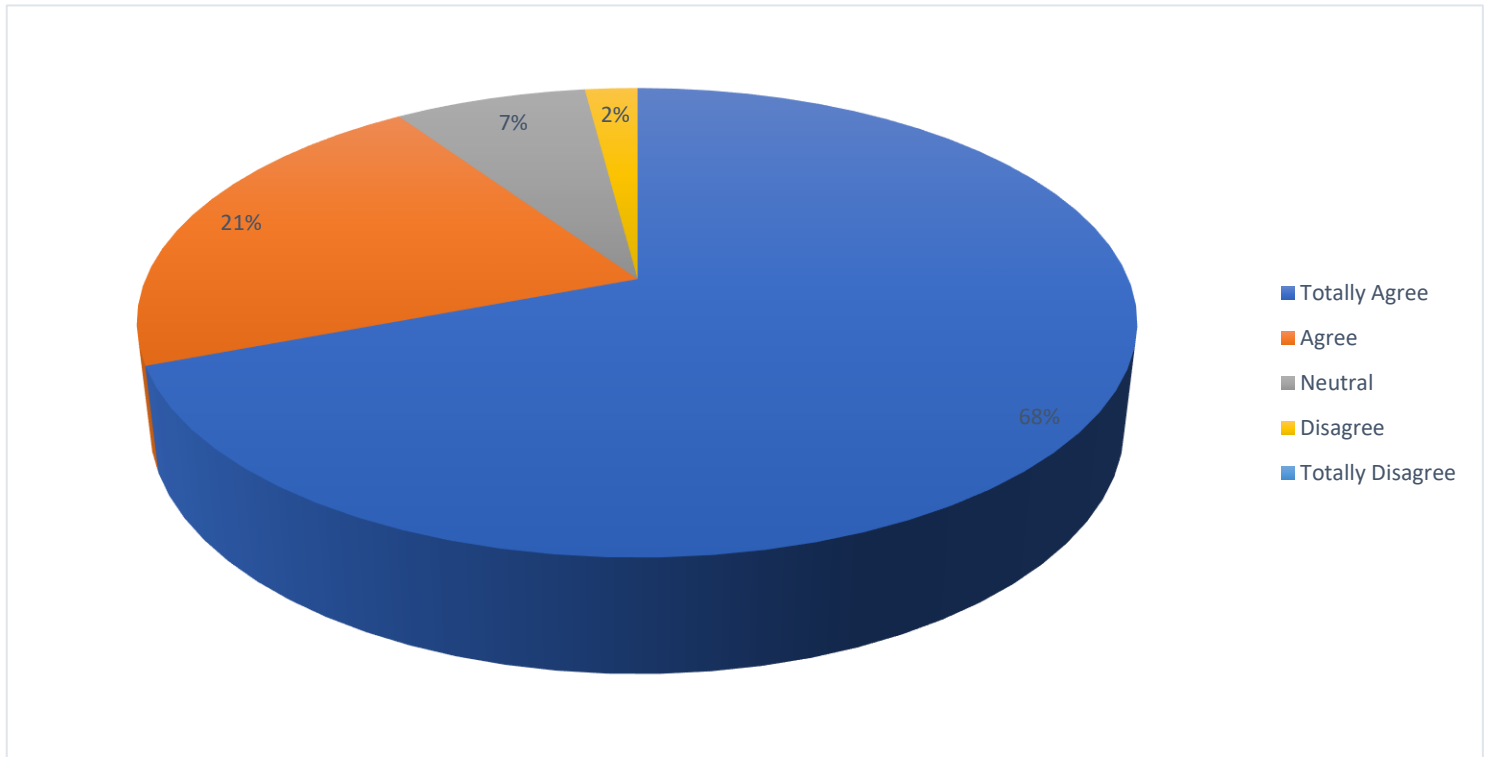
**Analysis:** In this question, the 73 % of the students think it is important to use technological devices in their learning process of English language. Technology seems to be interesting for fifth grade students and influence in the learning process due to the use of technological devices of easy access.



3. Are you interested to use a technological resource in order to improve your speaking skills?

**Graph 3**

*Technological resource to develop the speaking skills*

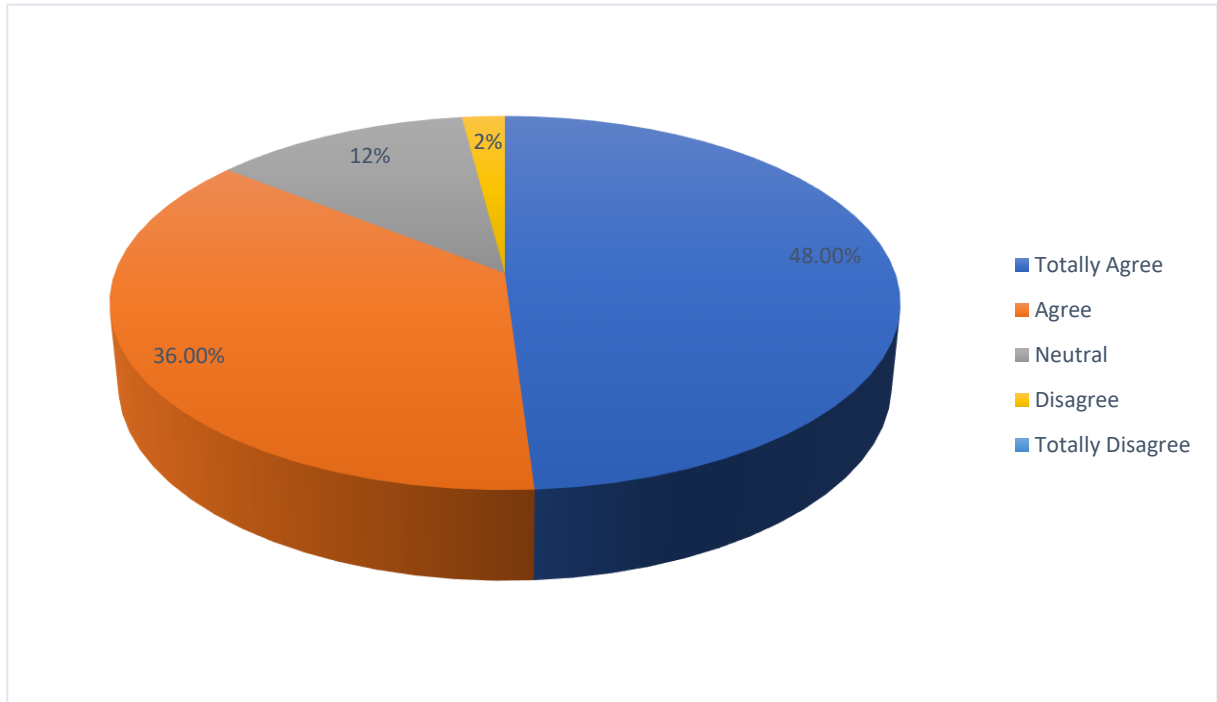


**Analysis:** In this third question, the results show that the 68% of the students are highly interested to use a technological resource to improve their skills. Students are more open to the idea of the use of modern technology to accomplish English Language learning goals, and a fluent English Language communication.

4. .Do you consider the use of technological tools will improve your speaking skills?

**Graph 4**

*Technological tools to improve the speaking skills*

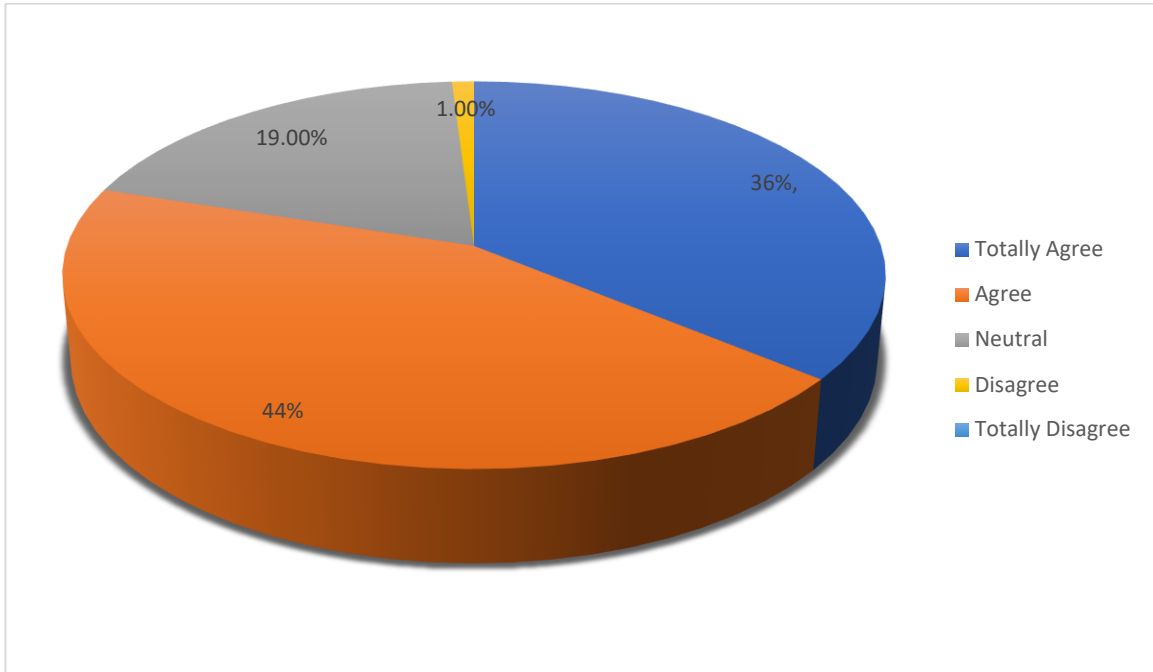


**Analysis:** The result demonstrate that the 48% of the students consider the use of tehcnological tool will improve their speaking skills. By applying modern technology when practicing speaking skills in the classroom, this skill could improve or increase its development.

5. Do you think that the teacher uses innovative technological tools to develop the speaking skills?

**Graph 5**

*Use of innovative technological tools to develop the speaking skill*

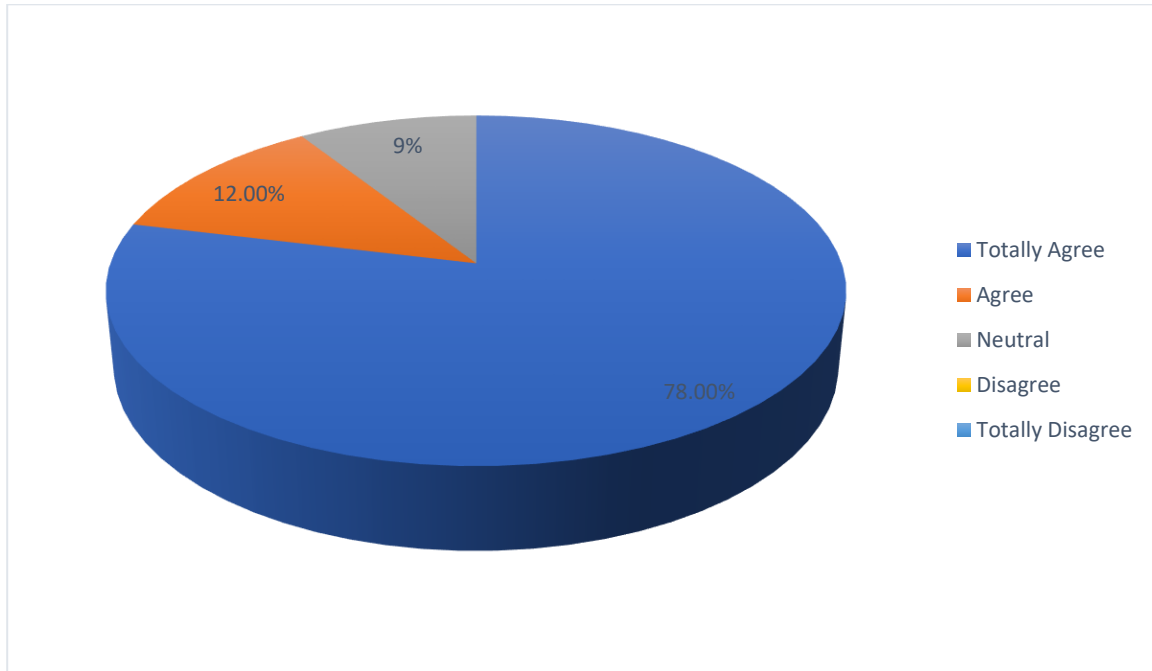


**Analysis:** The results demonstrate that the 34% of the students think that their teacher uses innovative technological tools to develop the speaking skills. Which means the students have knowledge of how to use the internet for learning purposes when speaking English.

6. Would you like to use podcasts app to develop your speaking skills?

**Graph 1**

*Podcasts app to develop speaking skills*

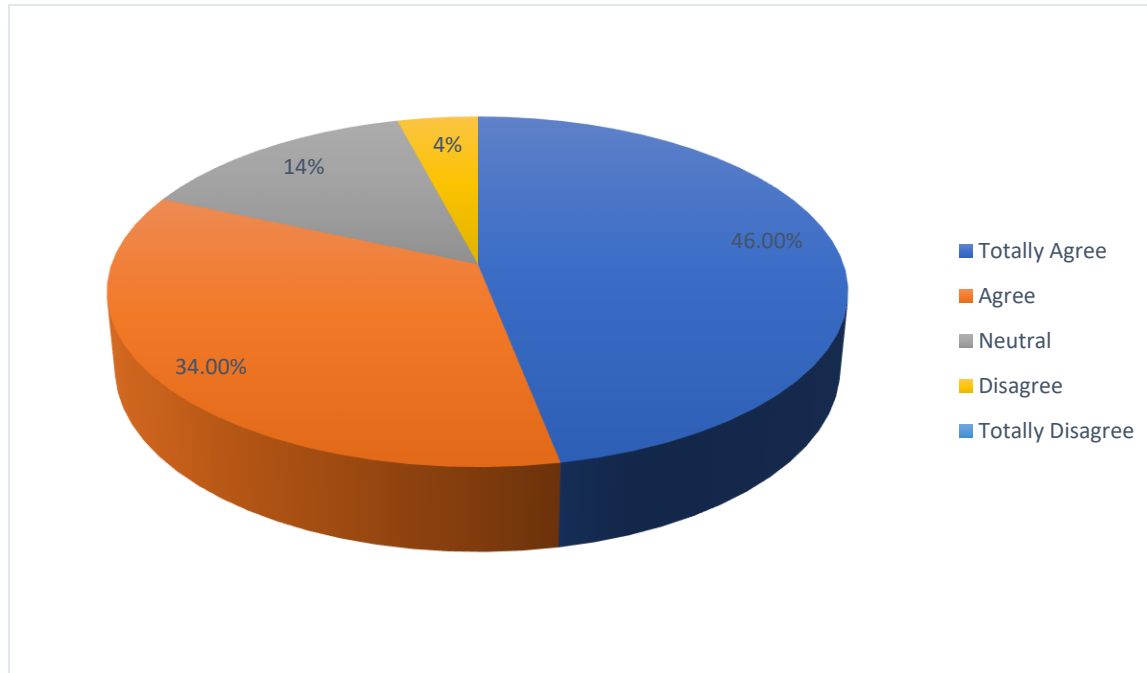


**Analysis:** The results show that the 78% of the students would like to develop their speaking skills by using podcasts. The students are open to use a new technological tool in order to increase their speaking knowledge, and improve their pronunciation.

7. Are you interested in listening to expressions related to your daily activities?

**Graph 7**

*Are you interested in listening to daily activity expressions?*

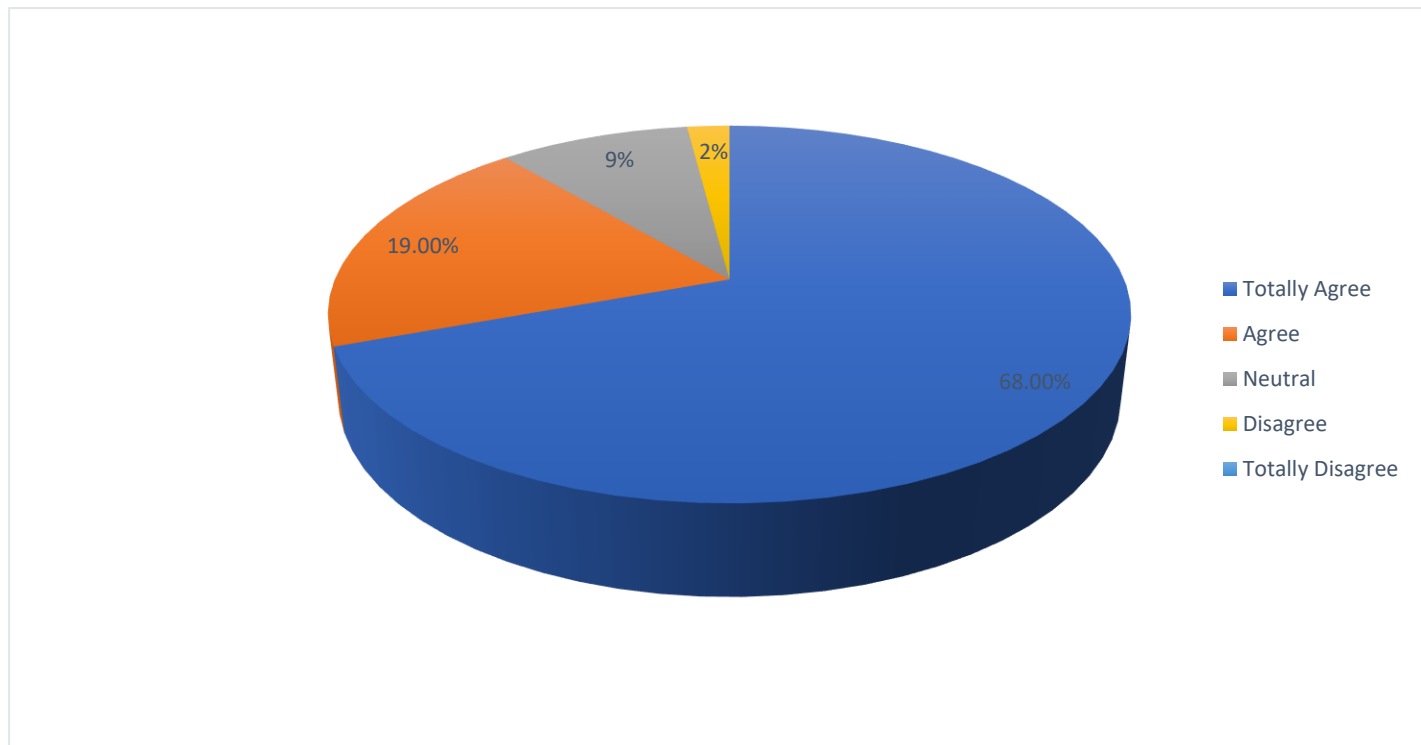


**Analysis:** In this question, the results demonstrate that the 46 % of the students are interested in listening daily expressions to practice speaking. The fact of listening expressions related to everyday activities is one way to increase the speaking vocabulary.

8. Are you interested in learning vocabulary through a technological tool that will help you to develop your speaking skills?

**Graph 8**

*Vocabulary through a technological tool to develop speaking skills*



**Analysis:** The results show that the 68 % of the students are highly interested in learning vocabulary through a technological tool. The use of a technological tool is a way to increase vocabulary that can be use while speaking English, that way students will see a considerable progress.

### **3.8. DISCUSSION**

In this first survey applied, we can notice the real student's needs and interests to improve their speaking skills. In the first instance students would like to improve their English-speaking skills by using podcast, which can be interpreted as the necessity of innovation when teaching English Language. Moreover, the students seem curious to the idea of the use of modern technology to apply in the classroom due to the innovation and creativity that its use will promote.

On the other hand, students think that the teacher uses innovative technological tools in class for speaking skills. In spite of this, students do need to develop their speaking skills in order to communicate or express correctly. The use of podcast is considered for the students as a way regarding to the development of English speaking. The constant use of podcast as a technological tool in classroom enhance and motivate the students to learn.

Technology and its resources can help to improve or develop the student's language skills, it motivates them creating at the same time a safe and comfortable learning environment.

## CHAPTER IV

### 4. NAME OF THE PROPOSAL

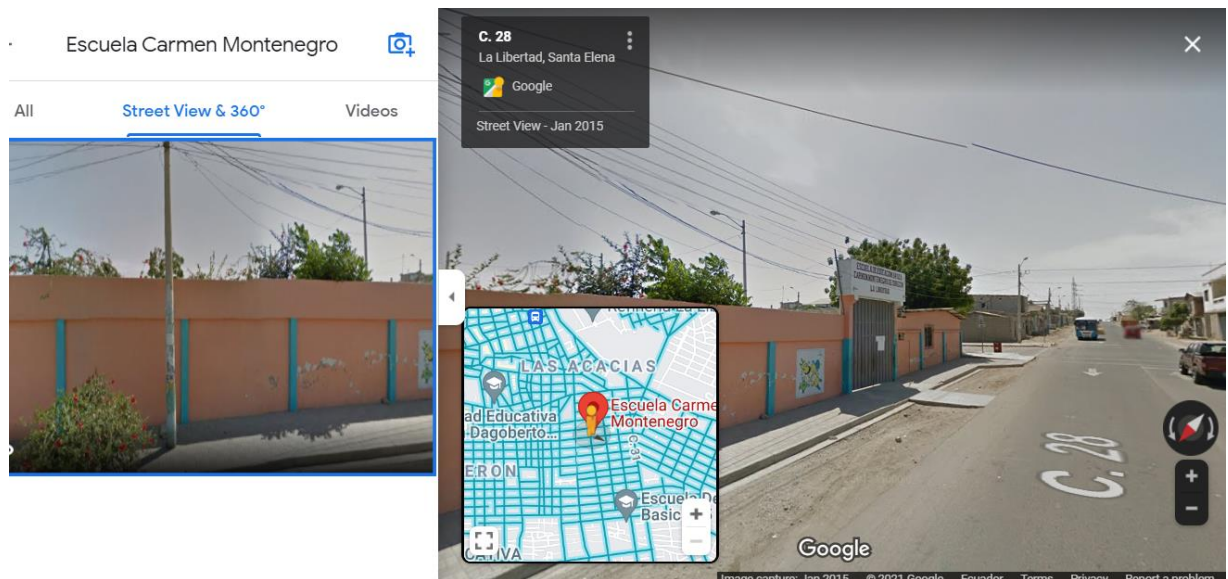
PODCAST AS A TECHNOLOGICAL TOOL TO DEVELOP THE  
SPEAKING SKILL OF FIFTH GRADE STUDENTS AT UNIDAD  
EDUCATIVA CARMEN MONTENEGRO, SCHOOL YEAR 2021-2022.

#### 4.1. DESCRIPTION

#### INFORMATIVE DATA

##### Illustration 1

*Unidad Educativa Carmen Montenegro de Obregon*



Source: <https://www.google.com/maps/place/Escuela+Carmen+Montenegro>



**Table 3***Unidad Educativa Carmen Montenegro de Obregon*

Executing Institution	<b>Unidad Educativa Carmen Montenegro de Obregon.</b>
Country:	Ecuador
Province:	Santa Elena
City:	La Libertad
Section:	Morning
Gender:	Female and Male
Characteristic of the community:	Lower Class
Author:	Odalis Orrala
Tutor:	MSc. Jeanette Cevallos
Principal of the institution:	MSc. Evelyn Baquerizo Mite

**Table 4***Beneficiaries*

<b>School</b>	<b>Beneficiaries</b>	<b>Total</b>
Unidad Educativa Carmen Montenegro	Students	41
<b>Total</b>		41

**Author:** Odalis Melina Orrala Muñoz**Source:** Unidad Educativa Carmen Montenegro

## **4.2. OBJECTIVES**

### **4.2.1. GENERAL OBJECTIVE**

- ✓ To develop the speaking skill of fifth grade students at Unidad Educativa Carmen Montenegro by using podcasts through Speak ODS app.

### **4.2.2. SPECIFIC OBJETIVES**

- ✓ To facilitate the improvement of speaking skills for fifth-grade students at Unidad Educativa Carmen Montenegro while practicing with podcasts activities.
- ✓ To develop Podcast activities in Speak ODS App that can develop the speaking skills of fifth grade students at Unidad Educativa Carmen Montenegro in the School Year of 2021.
- ✓ To reinforce the development of the students' speaking skills through podcast activities to achieve fluent English-communication.

## **4.3. BACKGROUND OF THE PROPOSAL**

The use of technology and its resources has been part of the teaching-learning process since virtual education started because of the pandemic. Teaching English by including technological tools is considered a better strategy to help students to improve language skills due to their facilities.

The proposal of this project was designed to develop the speaking skills to fifth grade students at Unidad Educativa Carmen Montenegro, school year 2021-2022 while using podcasts during their English lessons by using an innovative and interesting app that engaged students to learn and improve their English skills.

Podcasts are considered as spoken word digital audio files, which can be downloaded by any user for practicing easy speaking. In order to develop speaking skills podcasts, need to be used in the classroom correctly.

In order to practice speaking skills by using series of podcasts it is important to repeat what was heard, so that way students are practicing their speaking along with the professor in the classroom. The length of each podcast will vary depending on the topic and the context.

#### **4.4. DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The activities proposed in the Speak ODS app are aimed to enhance the speaking skills, and increase vocabulary knowledge that goes from the most basic to the most advanced according to the given topics, with its use the students will feel motivated and interested to learn English.

The design of the proposal was made based on the fifth-grade students' needs and interests.

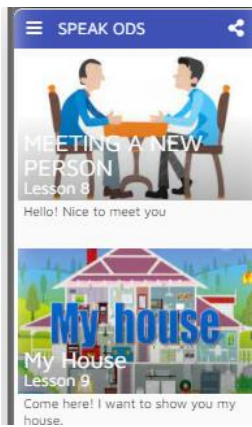
Speak ODS is an amazing app that allows users to create their own activities as podcasts in order to develop the speaking skills. By practicing with podcasts in this app, the students will enjoy the activities while focused on understanding and reproducing the content through simple questions given by the audio file.

#### **WHAT IS SPEAK ODS?**

Speak ODS is a language-learning app developed by Odalis Orrala in 2021, and designed to provide fluency through practical activities and everyday situations. The most important function of this app is to provide different options to create podcasts activities in different contexts. You can record and upload audio files to each activity. You are allowed to upload images and change the appearance of the activities and dashboard.

#### **Illustration 2**

*Speak ODS*



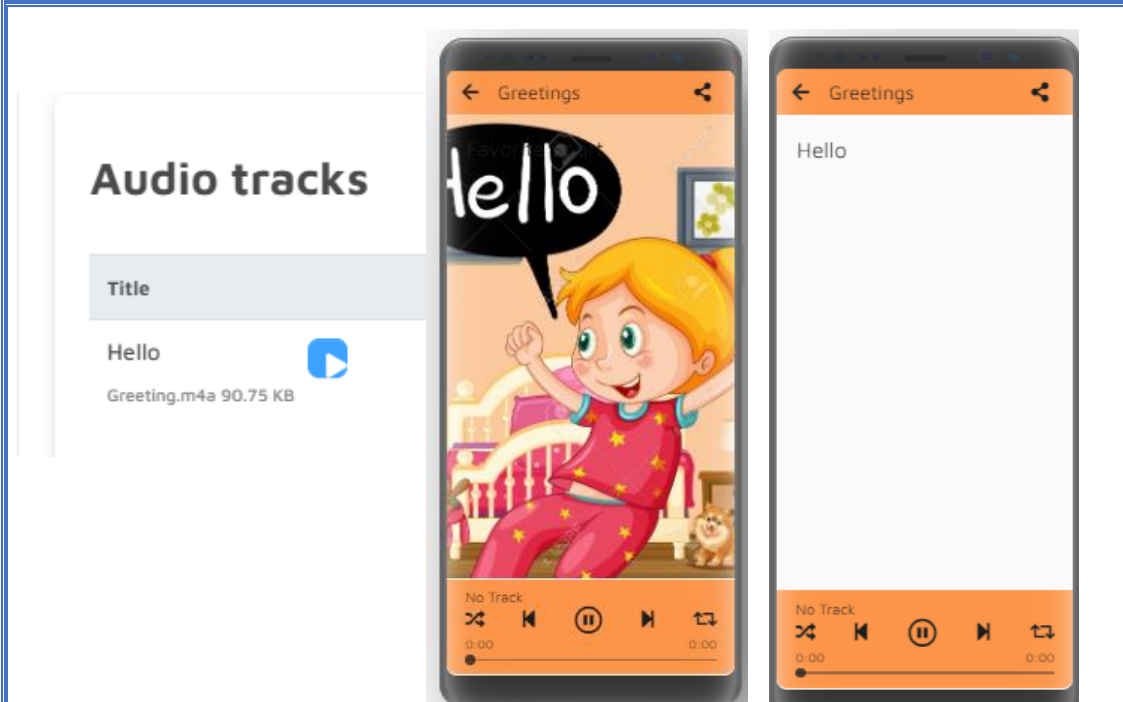
**Source:** Speak ODS

## ACTIVITY # 1

# PODCASTS ACTIVITIES

## TOPIC: GREETINGS

**Objective:** To be able to pronounce and know formal greetings.



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 1:30 minutes  
**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize your favorite greetings.
- Repeat your favorite greetings out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

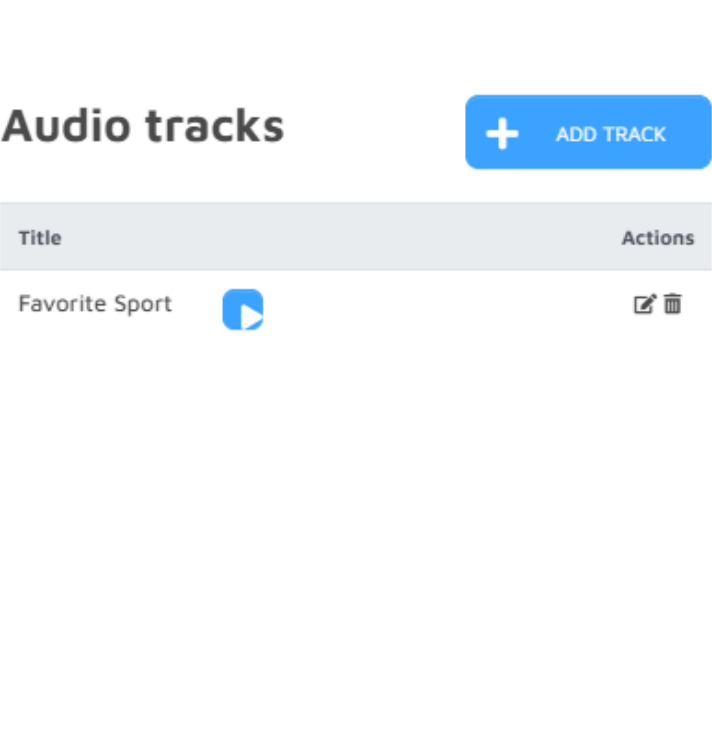
- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY # 2

# PODCASTS ACTIVITIES

## TOPIC: FAVORITE SPORT

**Objective:** To be able to talk about your favorite sport.



The screenshot shows a podcast player interface. On the left, under the heading 'Audio tracks', there is a table with two columns: 'Title' and 'Actions'. The first row contains the title 'Favorite Sport' and a play button icon, with share and delete icons in the 'Actions' column. To the right of the table is a blue button with a plus sign and the text 'ADD TRACK'. On the right side of the image, there is a vertical list of three podcast covers. The top cover is for 'Greetings Lesson 1' featuring a cartoon girl and the text 'Do you know the usual greetings? Here you will learn.' The middle cover is for 'Favorite Sport Lesson 2' featuring a soccer player and the text 'Which one is your favorite sport'. The bottom cover shows a group of cartoon animals.

**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 1:30 minutes

**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize your favorite sports.
- Repeat your favorite sport out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

### ACTIVITY # 3


## PODCASTS ACTIVITIES

### TOPIC: ANIMALS

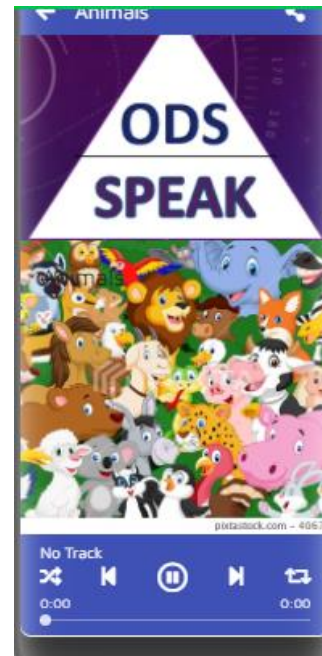
**Objective:** To be able to know and pronounce the names of different common animals.

## Audio tracks

Title

Animals 

Animals.m4a 90.51 KB



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 1:30 minutes  
**Students:** Fifth grade

#### **Instructions:**

- Play and listen to the podcast.
- Memorize your favorite animals.
- Repeat your favorite animals out loud.

#### **Resources:**

- Smart Device
- Headphones (optional)

#### **Strategy to Evaluate:**

- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY # 4

# PODCASTS ACTIVITIES

## TOPIC: INTRODUCE YOURSELF

**Objective:** To be able to give and ask for information



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 2 minutes  
**Students:** Fifth grade

### **Instructions:**

- Play and listen to the podcast.
- Memorize your favorite expressions or phrases to introduce yourself.
- Repeat your favorite expressions out loud.

### **Resources:**

- Smart Device
- Headphones (optional)

### **Strategy to Evaluate:**

- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)



## ACTIVITY # 5

### PODCASTS ACTIVITIES

#### TOPIC: MY FAVORITE FRUIT

**Objective:** To be able to increase vocabulary and learn the correct pronunciation of the name of fruits.



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 2 minutes  
**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize the names of your favorite fruits.
- Repeat your favorite terms out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

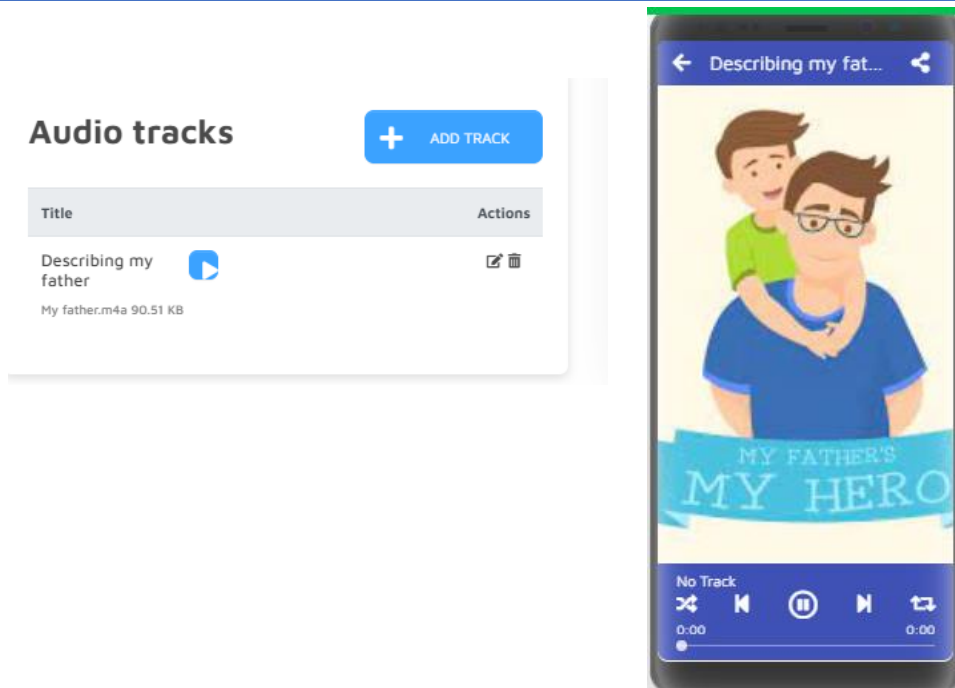
- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY# 6

### PODCASTS ACTIVITIES

#### TOPIC: DESCRIBING MY FATHER

**Objective:** To be able to know common adjectives in order to describe a family member.



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 2 minutes  
**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize your favorite adjectives to describe a person.
- Repeat your favorite terms out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY #7

# PODCASTS ACTIVITIES

## TOPIC: TALKING ABOUT MY SISTER

**Objective:** To be able to give and ask for information in a specific context



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 2:30 minutes  
**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize your favorite adjectives to describe a person.
- Repeat your favorite terms out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY #8

### PODCASTS ACTIVITIES

#### TOPIC: MEETING A NEW PERSON

**Objective:** To be able to give and ask for information in a specific context



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1– 2:30 minutes  
**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize your favorite expressions when you meet a person.
- Repeat your favorite terms out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

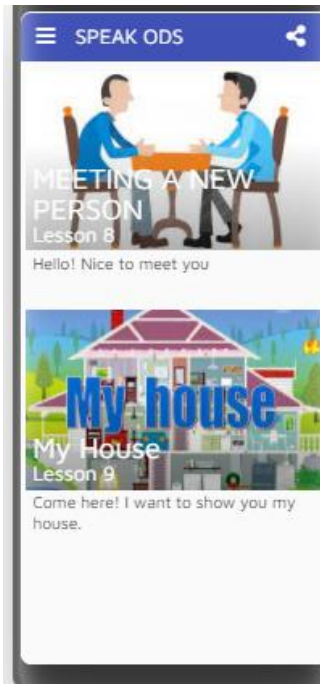
- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY #9

# PODCASTS ACTIVITIES

## TOPIC: MY HOUSE

**Objective:** To be able to describe a place by using adjectives



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 2 minutes  
**Students:** Fifth grade

### Instructions:

- Play and listen to the podcast.
- Memorize your favorite adjectives to describe a place.
- Repeat your favorite terms out loud.

### Resources:

- Smart Device
- Headphones (optional)

### Strategy to Evaluate:

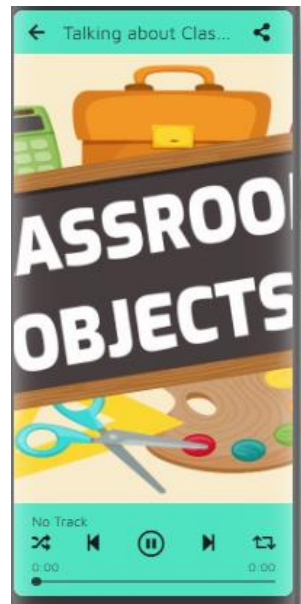
- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## ACTIVITY #10

### PODCASTS ACTIVITIES

#### TOPIC: TALKING ABOUT CLASSROOM OBJECTS

**Objective:** To be able to know and pronounce classroom objects correctly.



**Activity:** To listen and repeat phrases following up a simple conversation in a specific context along with the professor.

**Time:** 1 – 2 minutes  
**Students:** Fifth grade

**Instructions:**

- Play and listen to the podcast.
- Memorize your favorite classroom objects.
- Repeat your favorite terms out loud.

**Resources:**

- Smart Device
- Headphones (optional)

**Strategy to Evaluate:**

- Monitoring speaking pronunciation
- Reproducing the message orally (out loud)

## CONCLUSIONS

In conclusion, the Unidad Educativa Carmen Montenegro do not have enough updated technological tools to develop the speaking skills of fifth grade students. In order to increase their knowledge, capacities, abilities, and competences it is necessary to include technological resources as podcast application, that way the students will be part of an active learning atmosphere.

From the theoretical framework perspective, it is necessary to review argumentized information related to the variables to keep the material updated. The lack of use of updated technological tools can affect the development of the student's communication skills.

Thought the methodology used (survey technique) the students' interests and needs were established, which empowers the creation of an app that involves podcast at the same time to help the students to develop their speaking skills.

Once the proposal is designed, the researcher will use the advantages of the application in order to get benefits from this innovative technological tool aimed to develop the speaking skills of fifth-grade students.

## **RECOMMENDATIONS**

The researcher recommends that the Unidad Educativa Carmen Montenegro should have updated information of technological tools to use in the classroom while teaching English with the same information that must be aimed to develop the student's speaking skills from fifth grade.

The researcher recommends the use of Speak ODS application and its podcast activities in the classroom instruction in order to motivate and inspire the students to speak English, also offering a way to enjoy and learn at the same time.

It is recommended that the podcast application technological tool, as it stands needs to be part of the teaching process. It will help considerably to progress the student's language skills. It will help them to learn basic vocabulary related to everyday situations based on their real everyday needs presented in their school year study program.

It is recommendable to replicate this free and useful Podcast application as technological tool in different public basic institutions establishing new ways to reinforce the speaking skills development.



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## **APENDIX**

1. Letter of Authorization of the Educational Institution to carry out the Investigation
2. Urkund Certificate
3. Evidence

La Libertad, 8 de septiembre del 2021

MSc. Evely Baquerizo Mite

**DIRECTORA DE LA UNIDAD EDUCATIVA CARMEN MONTENEGRO DE OBREGON**

Presente:

Yo, ODALIS MELINA ORRALA MUNOZ, con cedula de identidad #2450001199 presento esta solicitud a usted, en la que solicito autorización para poder realizar dentro de la unidad educativa a su cargo, una encuesta para recolectar información para el trabajo de titulación denominado, "TECHNOLOGICAL TOOLS TO DEVELOP THE SPEAKING SKILLS OF FIFTH GRADE CHILDREN AT UNIDAD EDUCATIVA CARMEN MONTENEGRO IN THE ACADEMIC PERIOD OF 2021."


Particular que informo a usted para los fines pertinentes.

Atentamente:



Odalis Orrala Muñoz

2450001199

**RECIBIDO**  
ENC. EDUCACION BASICA  
"OBREGON"  
8/09/2021 HORA 10:40  




## Document Information

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## Sources included in the report

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## **OTHERS**

La Libertad, Septiembre 13 del 2021

### **CERTIFICADO URKUND**

En calidad de tutor del trabajo de titulación denominado “TECHNOLOGICAL TOOLS TO DEVELOP THE SPEAKING SKILLS OF FIFTH GRADE CHILDREN AT UNIDAD EDUCATIVA CARMEN MONTENEGRO IN THE ACADEMIC PERIOD OF 2021” , elaborado por ODALIS MELINA ORRALA MUNOZ, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 2% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,



.....  
Lcda. Jeannette Cevallos Alcivar. MSc

ADVISOR

ID: 0907928089