



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“THE MOBILE APPLICATION "ELSA" AS A SELF-
LEARNING TOOL TO REINFORCE ORAL SKILLS FOR
YOUNG LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title **"The Mobile Application "Elsa" as a Self-Learning tool to Reinforce Oral Skills for young learners"** prepared by Sonia Jamilex Bonilla Quinde and Jonathan Ezequiel De la Rosa Prudente, undergraduate students of the Pedagogy of National and Foreign Languages Major, at Faculty of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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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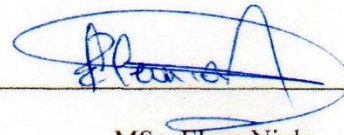
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DEDICATION

First, the researchers dedicate this project to our Lord, and Savior, Jesus Christ who blesses us every single day and gave us wisdom to finish this project.

We are also thankful for having a wonderful family who has always believed in us, giving us examples of self-improvement, humility, sacrifice and teaching us to value everything we have. We dedicate this work to all of them because they have fostered in us the desire to excel and succeed in life. We always count on their valuable and unconditional support. This has contributed to the attainment of this achievement.

With love

JONATHAN DE LA ROSA PRUDENTE

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ABSTRACT

The main objective of this research is to analyze the benefits of the mobile application "ELSA" as a self-learning tool to reinforce oral skills for young students; in which qualitative analysis was applied, and interviews were conducted with the target group that had the purpose of identifying the incidences that have occurred in the educational institution regarding the speech and pronunciation of students. This research project has developed several theoretical and practical aspects related to the importance of pronouncing the English language correctly to develop communication skills more easily. It is anticipated that students will decrease any margins of error they may have and that new strategies will be provided to help students learn more about the English language's phonetics so they can express and understand their thoughts, feelings, and experiences. Through this research, the "Elsa" application is expected to be used as a self-learning tool to develop, reinforce, and improve the deficiencies in the oral skills of students from 8th to 9th grade of higher basic education at the Academia Naval Capitan Leonardo Abad Astudillo.

KEY WORDS: Mobile application, self-learning, oral skills

RESUMEN

El objetivo principal de esta investigación es analizar los beneficios de la aplicación móvil "ELSA" como herramienta de autoaprendizaje para reforzar las habilidades orales de los jóvenes estudiantes; en la cual se aplicó el análisis cualitativo, y se realizaron entrevistas al grupo objetivo que tuvieron como propósito identificar las incidencias que se han presentado en la institución educativa con respecto al habla y pronunciación de los estudiantes. Este proyecto de investigación ha desarrollado diversos aspectos teóricos y prácticos relacionados con la importancia de pronunciar correctamente el idioma inglés para desarrollar con mayor facilidad las habilidades comunicativas. Se espera que los estudiantes disminuyan los márgenes de error que puedan tener y que se proporcionen nuevas estrategias que ayuden a los estudiantes a aprender más sobre la fonética del idioma inglés y así puedan expresar y comprender sus pensamientos, sentimientos y experiencias. A través de esta investigación se espera utilizar la aplicación "Elsa" como herramienta de autoaprendizaje para desarrollar, reforzar y mejorar las deficiencias en las habilidades orales de los estudiantes de 8° a 9° grado de educación básica superior de la Academia Naval Capitán Leonardo Abad Astudillo.

PALABRAS CLAVE: Aplicación móvil, autoaprendizaje, habilidades orales

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INTRODUCTION

Devices and educational apps together are helpful instruments for learning new languages. Through smartphones and tablets, these mobile device applications allow users to utilize them wherever they are and whenever they choose. This application offers the opportunity to create customized learning for each student. It encourages them to learn through interaction, so this resource serves as a method of self-learning of the English language and as an external teaching alternative.

From the academic perspective, as a student of the National and Foreign Languages Pedagogy career, it is relevant to deal with topics that contribute to society in learning the English language. Therefore, this study took as references bibliographic studies. Interviews were conducted to identify teachers' thoughts regarding the ELSA application to improve students' oral expression. Additionally, this study uses a qualitative technique with open-ended questions to gather details on the issue to investigate this procedure's success throughout the current academic year.

The chapters that will be developed in this study are detailed below:

Chapter I- The Problem; In this chapter, the problem statement, the research questions, the respective general and specific objectives, and the justification of the project will be carried out.

Chapter 2, Theoretical Framework; in this phase, the researcher gathers essential data to support the study. Here the research is organized within the theoretical context, and the pedagogical foundations, legal regulations, and study variables are established.

Chapter 3, Methodological Framework; here, the researcher establishes the type of research to be conducted, in addition to explaining all the information regarding the qualitative method and applies the phenomenological kind of research to provide data on the type of research within the research techniques used is the personal interview, before the preparation of a questionnaire with the established population and sample.

Chapter 4, Analysis of Findings; in this area, the analysis and interpretation of the data resulting from the research will be carried out. In this area, the researcher uses the exact words as the target group. Here the data obtained from chapter 11 of the theoretical framework are contrasted.

Chapter 5, Reflections on the Study. Here the findings are detailed and related to the study objectives. Likewise, the limits of the researcher are considered, and the researcher explains what was investigated. In addition, some recommendations related to the topic will be given concerning the educational area.

CHAPTER I

THE PROBLEM

1.1 Research Topic:

Mobile Application and Oral Skills

1.2 Title of the project

The Mobile Application "Elsa" as a Self-Learning Tool to Reinforce Oral Skills for Young Students.

1.3 Problem Statement

Nowadays, the evolution of society in scientific subjects, the communicative area, and technology; requests that man at least handles two languages par excellence. The importance of learning a second language is seen in both children and adolescents, and it benefits both personal and professional growth. Knowledge is strengthened in primary and secondary education, where students' personalities are shaped for a better future because the more, they know, the more job opportunities they will have (Guler, 2017).

The shortcomings of students in 8th to 9th grade of higher basic education at the Academia Naval Capitan Leonardo Abad Astudillo are related to English language development. Some of the issues with increasing fluency are attributed to the lack of natural communication in the language, such as incorrect word emphasis, the difference in phonetic sounds between two words that are nearly identical to pronounce, the confusion of short and long vowel sounds, and proper spelling usage.

Thus, it is thought that the use of mobile devices such as cell phones and tablets, they can serve as a tool for learning and interaction in which students will have the opportunity to learn the language on their own, undoubtedly several applications that can contribute to linguistic development, where the user can obtain knowledge without the presence of a teacher, and these tools are handy to achieve the established goals.

It is crucial to demonstrate the relevance of the English language today and how necessary it is to be known from a young age since the knowledge of this language opens many job doors. Therefore, this study aims to analyze the advantages and disadvantages of the ELSA mobile application as a tool for self-learning and how it can pleasantly improve the obtaining of knowledge through the interactive use of digital tools.

1.4 Problem questions

1.4.1 General question

- What are the benefits of using the "ELSA" mobile application as a self-study tool to reinforce English oral skills?

1.4.2 Specific questions

- What difficulties will young learners have in the process of improving oral skills?
- What have researchers found when using ELSA application as a self-learning?
- What are the advantages of using ELSA application?

1.5 Objectives

1.5.1 General Objective

- To analyze the benefits of the mobile application "ELSA" as a self-learning tool to reinforce oral skills for young learners.

1.5.2 Specific objectives

- To identify the difficulties that young learners have in the process of improving oral skills.
- To compare what researchers have found using the ELSA application as a self-learning
- To determine the advantages of using the ELSA application.

1.6 Justification

Cell phones and tablets have become inseparable mobile devices for teenagers, allowing them to install various mobile applications, including those used for education. The adaptation of information and communication technologies has allowed changes in the current educational structure. In the same way, it has contributed to the educational area to generate knowledge, which has a relevant role in autonomous learning inside and outside the classroom.

Among the various existing mobile applications for English language learning is "Elsa" (English Language Speech Assistant), known for being an entertaining and interactive app that was created to help in English pronunciation, in the various components such as fluency, pronunciation, phonetics, and spelling. ELSA's intelligence technology used useful information from English speakers with different accents. ELSA

can identify the pronunciation of non-native speakers, which is not the case for most English speakers. Speech Recognition Technology (Larkin & Lowrie, 2022).

This research is justified by explaining the importance of the English language, which has ceased to be a privilege and has become a necessity for the different productive sectors since, nowadays, it is considered the universal language. Thus, technological development is a way for this knowledge to be obtained quickly and practically. Through this study, the deficiencies of students in the Académica Naval Capitán Leonardo Abad Astudillo's 8th to 9th grade higher basic education will be reinforced. Additionally, it is hoped that this study will encourage using the "Elsa" application as a self-learning tool to improve and reinforce oral skills.

Speaking skills are among the most important in the English language learning process, and seeking improvements is a very complex task for any teacher. This research project seeks to enhance the problems of 8th and 9th-grade students. One of the main advantages of this procedure is to increase the student's confidence through practicing the oral language, as a fundamental element in communicating significant situations and feelings.

This research is relevant to the methodology applied since it will allow more research with similar processes to be carried out in the future. Therefore, its analysis will be possible, which can also be taken in future research in the educational area in favor of the academic community. From the professional perspective, this research seeks to contribute to the pedagogical studies that are elaborated in the national environment in the province of Santa Elena, where the importance of applying methods that facilitate the

development of oral English-speaking skills in favor of quality, efficiency, and effectiveness of learning and teaching is demonstrated.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

The lack of proper learning of English oral expression around the world is generated by the programs that were initially created, which are focused on grammatical repetition and omit the main idea of having competent knowledge of the language, and this is obtained through communication in such a way that teaching is transmitting knowledge. According to Borbor & Cruz (2019).“The oral expression requires more than people realize, it is an ability that is constructed throughout the years and even for native speakers of certain language takes a considerable amount of time to master”. (p.9)

The development of a language is essential, but it is impossible to know its relevance if it is not applied. It has been observed that educational institutions have an additional language as a subject, but this type of communication needs to be improved in the classroom. Students do not consider it essential to converse in another language, and teachers do not encourage them to use them (Jamshidnejad, 2020).

2.1.1 Oral Skills

Once people are born, they are predisposed to speak before reading and writing. Dialogue is widespread among individuals because oral interaction is more common than written form. Speech is one of the most important skills because it is impossible to

converse with another person without it. English is not easy to speak because it is composed of many attributes, such as good pronunciation, grammar, vocabulary, fluency, and comprehension. Nevertheless, despite the above mentioned, it is one of the most important languages nowadays, which must be appropriately learned to communicate with the environment effectively (Pebrianti, 2019).

The ability to speak requires several processes that highlight the qualities and strengths. These characteristics are accuracy, fluency, vocabulary, intonation, and pronunciation. For this, it is also indispensable to know the appropriate functions of the language in real-life events and, simultaneously, the grammatical rules and their context or form. As cited by Florez (1999), speaking is an interactive and mutual process of conveying meaning by producing, receiving, and processing information (Baiq, 2018).

Regarding the types of speech, foreign speech is identified as a strategy to sustain social relationships between people. Likewise, speech should be identified as a transactional medium where a message is transmitted. Having the command of speech as a tool for interaction is simple and may not be a priority for young students today. However, it is necessary if they wish to achieve future employment success since, in this globalized world, they must be familiar with the English language (Ismalian, 2020).

2.1.2 Definition of oral language

Honig, 2007, when looking at oral language from a broad developmental perspective, this part of literacy, where language is defined as a valuable tool for communication that does not need to be taught explicitly but develops naturally, but as time goes by, children develop beyond these expectations, but this will always depend on

the knowledge of phonology, semantics, syntax, morphology, and pragmatics (Peck, 2022)

In addition, Behjat, Bayat, and Karger (2004) indicated that the definition of Additionally, Behjat, Bayat, and Karger (2004) noted that *communication* is the expression of thoughts, feelings, and attitudes and consists of verbal and nonverbal phases. As a result, to have a successful conversation with others, it is necessary to be skilled and knowledgeable in the communication field to control both phases (Bahadur, 2021).

Verbal communication is everything expressed with spoken or written words. This language plays a relevant role since people use it as a means of interaction. Here information or data on personal criteria or diverse topics are made known. (Dakri, 2020).

2.1.3 Verbal Aspect

Communication is defined as transmitting, giving, mentioning, making known, making feel, detailing, and sharing with others some subject. Sometimes it may not mean much, but it depends on the definition desired to give the words and achieve it. (Valentini etal, 2020).

Information and communication technologies (ICT) constitute substantial support to improve oral and written expression skills and to encourage students' intellectual curiosity, thus promoting autonomous and organized work in the educational institution (Educación.gob, 2016).

Orality works through sounds and is therefore used for listening. With this approach, it is relevant to highlight that the initial characteristics of phonetic linguistics

indicate the pronunciation and its variants. The phonetic variables are described in such a way that when the language's phonetics are mentioned, they can be altered depending on the type of pronunciation heterogeneity. Here some variations are handled: the dialectal, geographic or diatopic variety, social or distractive variety, situational, functional, or diaphasic variety, and independent variety and its form.

Bottom-up processing is a linguistic process in which we try to make sense of acoustic signals using language knowledge. According to this model, the sound is assumed to be decoded by accreditation and in a linear fashion- from phonemes to words, to phrases, to utterances, to complete meaningful texts- whereby “meaning itself is derived as the last step in the process (Gamar, 2017)

Volume: Refers to the intensity of the voice; this shows if a speaker's voice is stronger or weaker while delivering a message to an individual or a group.

Intonation: It is also related to the intensity of the voice; it is the pleasant harmonic accent of the language, which arises from the mixture and succession of words and phrases that are selected are expressed employing punctuation marks, as explained in (Indah, 2019) “This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages” (p.33).

Fluency: Uses words constantly, it is the fluency or ability to demonstrate something, has a simple and skillful way to use words; not everyone can express themselves because when in the mind of a person there is a disorder of ideas they cannot be expressed easily, but there are also those who have the ability to express themselves

fluently. According to (Indah, 2019), “Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency” (p.33).

Vocabulary: The vocabulary is related to the environmental, socioeconomic, and cultural environment in which the student develops because vocabulary is developed through imitation, according to the language that is constantly handled between teachers and students; in some situations, young people use words and do not know their meaning, misconfigured words, not knowing the accuracy of the sentence, or do not know the right word to use in the sentence or the idea in particular, which shows a poor vocabulary. As explained by Thornbury 2005, quoted from (Hancock, 2018)“explains that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in” (p.36)

Clarity: It is a precise explanation. It is necessary to clearly explain the theories, thoughts, ideas, and criteria using tools to increase the understanding of the resources. As argued by (Turuhi, 2020), “Teacher can help learners to perceive or to develop motivation by showing among other things, how clarity of speech is significant in shaping their self-image and ultimately in reaching some of their higher goals” (p.37)

Coherence: To establish the ideas, phonology, syntax, and morphology are needed to define what is being communicated. When what is said has logic, here, the ideas or criteria are expressed and organized as a whole, which is joined utilizing a logical connector. When language is applied, the pictures are codified (semantics); for which a symbol is

required for its construction. Semantics investigates the internal organization of the rules that contribute to creating and interpreting meanings in different languages.

Language learning has to do more than grammar rules and vocabulary. Learners must be prepared to use the language effectively to achieve interactional goals. Any setting in which we use language is a social context with its own rules and patterns. Therefore, learners need to know about the social uses of language to be prepared to use the language beyond the classroom. (Bayley & Schecter, 2003, cited in Espinoza, 2019)

2.1.4 Learning Pronunciation

The pronunciation of English is one of the ways that pupils can learn about it. However, Murcia et al. (1996) corroborate that classroom instruction has a minor impact on students' oral performance because there is occasionally a lack of openness toward them. Additionally, this is due to how pronunciation is handled because it is acquired through imitation and reading aloud. Therefore, it is crucial to keep in mind that when learning pronunciation, students are guided by the instruction given by the teacher (Andriani et al, 2017).

This is where the possibility arises for learners to have mastery of language pronunciation that is difficult to achieve. From another perspective, Hismanoglu & Hismanoglu (2010) indicated that pronunciation is intended to meet the learners' requirements and is considered a complete communication component. In addition, it was mentioned that the vocabulary and grammar of non-native speakers are unique, but their communication will only be appropriate if it is pronounced correctly (Yunita, 2020).

2.2 Pedagogic Basis

2.2.1 Constructivism Theory

Constructivism allows understanding fundamental facts by creating new ideas that generate new knowledge in students with collaborative social support through technological resources. Students are considered part of the learning process to design learning strategies. These constructivist features inspire pupils to study independently, shifting young people from passive to active. John Dewey, Piaget, Papert, Vygotsky, and Bruner are the most recognized within these theories (Tomljenović & Tatalović, 2020)

According to Piaget's reference and his theories, where he established several stages, he did not link cognitive research with education. Therefore, his contributions are very significant in learning theories. As expressed by Piaget quoted from (Bonawitz et al, 2020) “He noted that children had a different way of learning and that their “incorrect” answers are in fact based on how their logic work” (p.12)

It was possible to set up procedures to enhance young people's cognitive processes, reassemble their external mental representations to recognize them as novel experiences, and comprehend the causes of their characteristics, which are the foundation for acquiring experiences through interaction. These actuators are focused on learning and how it impacts learning (Edtechbooks, 2020).

Similarly, Constructivism is in charge of teaching through cognitive learning that arises from mental processes. Von Glasersfeld (1995) states that learning is not only based on stimulus-response but on self-regulation and the creation of theoretical structures

through meditation and abstraction (Golder, 2018).

2.2.2 Characteristics of constructivist learning

Tam (2000) establishes a list of four phases within constructivism, which must be present before applying any procedure as instruction:

- All information will be distributed among students and teachers.
- The teacher is in charge of explaining and guiding the students.
- The student groups will form independent learners (Golder, 2018).

According to (Tam 2000, quoted from (University at Buffalo, 2023) in his study called constructivism, institutional and technological design suggested that "The teacher's primary responsibility is to create and maintain a collaborative problem-solving environment in which students can construct their knowledge, and the teacher acts as facilitator and guide" (p.15). The same confirms the idea of the four qualities of Chung, J where the teacher is the one who guides and encourages interaction in the classroom. It is necessary to emphasize that the teacher represents a vital role that supports the egalitarian value within the classroom. Learning is determined to be productive if they work together to achieve goals.

2.3 Theoretical Basis

2.3.1 Self – learning Definition

When e-learning is mentioned, it refers to electronic learning. It focuses on various apps and procedures that mix information, interaction, digital content, and participatory work with pedagogical goals. One of the main qualities of e-learning is how it is delivered and taught through the internet/extranet (LAN/WAN), video, TV (conventional, digital,

or cable), satellite, CD-ROM, and DVD, among others. It is classic the confusion between e-learning and all the ways of communicating it, and many people use this technique as a method of distance learning for which they make a grave mistake.

According to the research group, self-learning is the way to acquire new knowledge through self-effort, with the individual assessment of information and processes that each person considers appropriate for their learning. This is composed of a systematization contributed by the one who learns to develop his capacity to use the new knowledge in daily life; in this context, it is spoken of as integral learning, that is to say: useful for life (Tejada, 2019).

Self-education refers to the autonomous process as a competitive strategy. This implies designing, regulating, and creating one's own learning direction. This means that strategies must be created to achieve them and to know the progress. Self-learning is the way to control and be responsible for acquiring as much knowledge as possible on one's own. According to Pape (2005), quoted from (Navarro et al, 2017) expresses that "self-regulated learning or self-learning allows students to plan, guide and evaluate their reasoning processes when faced with a problem situation, so that they can go deeper into it and solve it correctly."

By being aware of self-learning, the following skills are created:

- Competitive performance and competent attitudes in learning
- Active learning development
- Taking advantage of didactic means
- Self-assessment and monitoring of what has been learned (Deslauries et al, 2019)

2.3.2 Meaningful Learning

In the learning process, effective methods allow the elaboration of strategies for a learning process of great relevance. Nevertheless, there must be responsible since it must be active and participative in such a way that it is considered relevant to annex these methods in the educational environment since it is considered meaningful learning since it is the student who forges his own knowledge. From a different angle, this kind of education helps kids better develop their capacities because it is kept in their memory.

Learning is the way to obtain new knowledge, abilities, and skills. For this to be considered learning, it must be seen from a future perspective and solve specific problems since obtaining information is a constructive development of the student. This learning is also considered a maturational process due to the stimuli produced in the mentality of people (Theeducationhub, 2021)

Through knowledge based on experience, people confirm the point of origin to obtain new learning. It is a constant modification of human behavior, which shows the knowledge one has through the situations experienced, and to this is added observation and practice. The learner seeks various alternatives to order essential thoughts and ideas in training.

The subject's previous ideas (experience) constitute the starting point for conquering new learning. It is a relatively permanent behavior change that reflects the acquisition of knowledge or skills through experience and may include study, observation, and practice based on acquired knowledge. The learner resorts to

various procedures to organize information meaningfully in its construction.
(Tejada, 2019)

David Ausubel, the American psychologist and pedagogue, explained that meaningful learning is the absolute knowledge that originates when new contents are born from other existing ones. This implies that learning is related to other knowledge, which directly connects with previous knowledge, reinforcing previous learning and forming another meaning. In such a way that the new knowledge is taken as a study plan, the previously acquired knowledge is not altered and achieves that what is learned becomes safe and integral information (Agra et al, 2018).

Characteristics of meaningful learning:

- An interaction of the new data with those in the cognitive process is managed.
- The new learning takes on a structure when it is related to the cognitive part.
- The new information contributes to the leveling of the existing conceptual format
(Graciano et al, 2022).

2.3.3 Self-learning technological tools.

New technologies have improved the competitive oral evolution of teachers in training. However, it is necessary to precisely select the digital processes since most of these tools are managed by two artists (Scheel et al, 2022).

As time goes by, it becomes more and more important to have a variety of self-learning options, especially those that involve technology, for the simple reason that the digital age has improved all spheres of society, including the economic, cultural,

educational, and transcendental ones that contribute to how people learn. Hence, this forces teachers to go hand in hand with technology to meet the learning requirements of children and adolescents in the educational environment.

Technology has always been an integral part of our lives. Technology has a reciprocal relationship with teaching. The invention of new technologies helps learners understand the course content and achieve good results in the classroom. At present, technology surrounds humanity. The new generation is growing up with technology and is living with it. Computer technologies have changed how people get information and communicate with people worldwide. (Roy, 2019)

According to the report of the General Coordination of Strategic Management of MINEDUC (Ministerio de Educación, 2015), In Ecuador, there is currently a state policy that opens up to technology for economic, social, cultural, and training benefits. This arises from the need to improve the performance and capabilities of future professionals to turn them into productive and competent people, always in conjunction with the technological advances promoted by the national government, identified as the main ally of change and progress. Thanks to the articulation of some relevant entities of the country that will be mentioned below, the National Education System, the Higher Education System, the National System of Education and Culture, and the System of Science, Technology, and Innovation (Kaloudis, 2019).

2.3.4 Education Pillars

It is necessary to achieve the goals focused on four phases. To learn to identify means having the tools to understand; To learn to do, has a more significant influence on

the environment; To learn to live with society. Furthermore, as a last point, to learn to be. The latter is what everyone seeks through the development of independent and critical thinking to develop their judgment and make their own decisions. All these phases must be carried out in the different stages of life, and teachers must apply them in practice to make effective the new challenges that the educational sector must assume according to the changes of the XXI century.

Learning indicator plays important roles in the lesson plan as well as in the teaching-learning process. Learning indicator is signs of student's basic competency achievement and also as a reference in designing teaching-learning activities, learning objectives, learning assessment. The learning indicators are developed to assess learner's attainment. Learning indicators is very significant due to these are related to the increase in teaching-learning quality and also can influence the student's basic competency achievement (Rahmah & Zaim, 2020)

2.3.5 Mobile Application Elsa

Knowing other languages continues to be a barrier that generates communication problems for individuals. Speech and pronunciation are among the most common drawbacks of learning a new language. Many people do not continue their studies of this language because they need to see progress in pronunciation or maintain a conversation. Many applications can contribute to improving this situation, such as ELSA, which can be used in smartphones and has the function of contributing to English speech through artificial intelligence (Ling Learn Languages, 2021).

Headquartered in San Francisco in the United States, ELSA says it has raised more than \$15 million since 2015. These proceeds will be used to open up operations in Latin America further and devise a B2B platform with scale. Vu Van, creator, and CEO of Elsa confirmed that users are interested in mastering English to achieve better job opportunities and economic income. In Vietnam, India, and Brazil, people who are fluent in English earn two to three times more than someone who does not know the language.

Elsa handles artificial intelligence with a large number of English voice information with various accents. Likewise, it can be said that there is greater accuracy in identifying and understanding native English speakers worldwide. This application also allows to modification of independent sounds and gives people access to specific data to improve pronunciation. In the teaching process, emphasis is placed on learning and prosodic speech functions such as intonation, rhythm, and fluency for natural English pronunciation (Gilchrist, 2020).

The various competing applications can understand native speakers but have drawbacks with the English language learning community as a non-native accent, according to Yunita (2020). "The activities offered mainly train English pronunciation including the beginning and ending sounds, minimal pairs, schwa, th-sounds, and consonant clusters, depending on the user's proficiency level" (p.5).

In addition, the program also addresses vowel sounds, diphthongs, consonant sounds, syllabic constituents, word/ sentence stress, prominence, connected speech phenomena, and intonation in a good way. This application uses phonetic

symbols and transcriptions, which help them to learn the English language (Darsih etal, 2020)

"Elsa Speak" encourages a better and even more detailed practice of English within oral competence such as fluency, pronunciation, and communicative skills, which allows making these digital tools an adequate process in which the positive contribution of oral development is certified through asynchronous activities that are executed in different places and at any time. In which an optimal procedure of the class hours is formed with detailed practices of how dialogues of greater relevance where the language is presented in different ways and are more authentic based on the communicative approach.

In the same way, the exercise of the points mentioned above allows the general application of these tools in the six English courses that are in the curriculum of the degree in Elementary Education as a curriculum created in 2018, which have assessments and can handle the teacher from the first to the sixth semester and students can apply the English Oral Practice and Elsa speak tools (Flora, 2021).

2.3.6 The ELSA application in different contexts

According to a research conducted by Ardilla & Ibargüen (2020) of the UNIVERSIDAD DE SANTANDER UDES in the city of Medellin with the theme "Mobile applications for the development of the four English skills in junior high school students", this research work describes the use of mobile applications to develop English language skills in junior high school students, eighth and ninth grade of a public institution in the city of Medellin. A quantitative approach research was conducted which, through entry and exit tests,

monitored practice with mobile applications, student surveys and teacher interviews, sought to implement mobile applications as a pedagogical strategy to help develop the four English skills (listening, speaking, reading, and writing) in the students of the institution.

The results of the diagnostic test showed that students have difficulties in vocabulary and text construction skills. This is due to the fact that the classes do not develop the appropriate lexical formation and the management of correct grammar is presented as a difficulty for the majority of foreign language learners. With the implementation of the Duolingo and ELSA Speak mobile applications, students went from 47.1% at A2 level to 53%. On the overall results of the progress in the development of language skills only 5% advanced, a factor that should be attributed mostly to the short time of implementation (Ardilla & Ibarguen, 2020).

Also, an article by Kholis (2021) published by Pedagogy with the theme "Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills" argued that, again, it had beneficial roles for supplementing language teaching like ELSA Speak App one of Automatic Speech Recognition (ASR) used for teaching pronunciation. It studied how students heard, voiced, uttered, vocalized, and asserted the English words in the oral language, but the students often pronounced incorrect words with the result that the uttered words had faulty meaning. This study aimed to carry out English Language Speech Assistant (ELSA) Speak App to improve English language pronunciation skills to higher education learners that were the English Department Students of Nahdlatul Ulama University of Yogyakarta (UNU). The data were collected using a test of pronunciation and interview.

The researcher also taught in the classroom. The results showed that ELSA Speak can increase the students' pronunciation skills. "It can be seen from the average scores obtained from the teaching cycles from two to four in grade. Clearly, ELSA Speak helped the students pronounce diverse words more easily and comprehensively. Also, the available features offered by this app like instant feedback enabled the students to pronounce precisely. In conclusion, ELSA Speak can improve the students' pronunciation skills well and effectively. Indeed, it can motivate the students to engage in learning to pronounce (2021)

On the other hand, there is the thesis work elaborated by Amara (2022) entitled "Strengthening of the communicative competence of speaking, focused on the pronunciation of the English language, in 30 students of grade 11 of the Unidad Educativa José Guillermo Castro" carried out in "Universidad Nacional Abierta y a Distancia UNAD", the approach seeks to maintain the trend of the young people object of the proposal and their motivation in mobile devices so that they manage to stimulate themselves in the establishment of permanent and progressive study plans that allow them to learn a foreign language, in this case English. The activities of the Elsa Speak application began with basic pronunciation and intonation exercises that will increase the level of difficulty according to the student's progress and during the development of the exercises the percentage of progress in the process is reflected in each exercise and at the end of the lesson. Given the opportunity for students to have access to the internet and to have electronic devices for navigation (computers, tablets, and smartphones). It is also expected to encourage students' motivation for autonomy in learning a foreign language. The pedagogical proposal would be focused on the use of technological tools to increase

motivation and autonomous learning for knowledge, to strengthen a competence that has a high degree of difficulty and that is little developed by teachers in the classroom.

Another study conducted by Flora (2021) under the topic "Digital tools for the development of oral competence in the English language in teachers in training" conducted at the Tecnológico de Monterrey had as objective to know the relationship between digital tools: English Speaking Practice and ELSA Speak in the development of oral competence in teachers in training of sixth semester of the Bachelor of Primary Education of a normal School in Northern Veracruz through a qualitative research with the case study method whose results projected that digital tools do promote a development in the four criteria evaluated (fluency, content and vocabulary, pronunciation and communication skills) especially in the criterion of pronunciation.

In English language teaching, oral proficiency is one of the most difficult skills to develop. For this, digital tools play an important role for direct instruction outside the classroom through practice activities carried out in the time and space best available and the optimization of class hours in meaningful activities that allow interaction and oral communication (Flora, 2021)

2.4 Legal Basis

2.4.1 Constitution of Ecuador

This study finds legal support in Ecuador's documents: The Ecuadorian Constitution, Development Plan "Toda Una Vida," Organic Law of Intercultural Education (LOEI), and the English National Curriculum Guidelines.

According to the Ecuadorian Constitution Education must be a priority and no one exempt to receive it:

2.4.2 Articles focused on Education

Art 26.-Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion, and the indispensable condition for a good living. Persons, families, and society have the right and responsibility to participate in education.

Art 27.- Education will focus on the human being and ensure its holistic development within the framework of respect for human rights, the sustainable environment, and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive, and diverse, quality, and warmth; promote gender equity, justice, solidarity, and peace; stimulate critical sense, art and physical culture, and individual and community initiative. Furthermore, develop skills and abilities to create and work.

Art 28. - Education responds to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility, and exit without any discrimination and mandatory at the level of initial, basic, and secondary education or equivalent (CONSTITUCIÓN DEL ECUADOR, 2012, p.15)

National Development Plan 2021-2025

Objective 7. To increase citizenship capabilities and encourage an innovative quality educational system at all stages.

The educational future and society as a whole establish that from the beginning to higher education, it certifies diversity in all its phases, the opportunity to have a life without violence, with equal access, progress, and the implementation of a new educational model. The educational sector will be strengthened in the rural sector with the facility to open and strengthen rural schools. Student feeding programs will be promoted, and a credit will be given to the education of children and adolescents with specialized educational needs.

Policies:

7.1 Guarantee universal, inclusive, and quality access to education at the initial, basic, and baccalaureate levels, promoting permanence and completion of studies.

7.2 To promote the educational model's modernization and efficiency through innovation and technological tools.

7.4 To strengthen the Higher Education System under the principles of freedom, responsible autonomy, equal opportunities, quality, and relevance, promoting high-impact research. (PLAN NACIONAL DE DESARROLLO 2021, 2025, 2021, p.44)

Another document that sustained the present study is the Organic Law of Intercultural Education (LOEI) in which is stated:

Art 6.- Guarantee the mandatory application of a national curriculum in public, municipal, and private institutions and at its levels: initial, basic, and baccalaureate. Concerning cultural and linguistic diversity, it will be applied in

the official languages of the various nationalities of Ecuador. The curricular design will always consider the vision of a plurinational and intercultural State. The curriculum is complemented according to the cultural specificities and peculiarities of the various educational institutions that are part of the National Education System. (LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2017)

According to MINEDUC, the main objectives of the English as a Foreign Language curriculum are:

The core principles in the curriculum can be summarized as follows:

The communicative language approach: Instead of being memorized as a body of information, language is best learned to interact and communicate. Content and Language Integrated Learning (CLIL): a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development. International standards: the curriculum is based on internationally recognized levels and processes of teaching and learning languages.

Thinking skills: learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.

Learner-centered approach: teaching methodologies should reflect and respond to learners' strengths and challenges and facilitate learning by supporting learners' motivation for and engagement with learning (Ministerio de educación, 2019).

The articles mentioned above, as part of the legal basis of this research, are part of the official documents of the Republic of Ecuador since they allow the researcher to

have a legal notion of the educational situation focused on the acquisition of a foreign language and its incorporation into the current curriculum.

2.5 Variables of the study

2.5.1 Dependent Variable:

Oral skills

2.5.2 Independent Variable:

The mobile application ELSA

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. Methodology definition

Research methodology is conceived as a set of systematic and empirical processes applied to studying a phenomenon; it is dynamic, changing, and evolving. It is a science that contributes to new knowledge or applied research that generates a change in the condition of the problem found under a developed diagnosis or technological research and innovation that leads to development under the different aspects society demands. According to (Indeed, 2021), "The scientific method provides a way to apply logical and rational problem-solving methods to scientific questions". With this definition, this research project has a socio-educational approach since it will involve the authorities and teachers at the school.

The present research is focused on the pedagogical and educational area, where the main interest is to improve the student's oral pronunciation of the English language through digital tools and self-learning. In such a way that this research has a qualitative approach, this method is considered an effective obtaining strategy for this study since, through it, relevant information will be obtained for the application of this project.

3.1 Design Method

3.1.1 Qualitative Method

For this research, the qualitative method will be used, which provides the opportunity to understand or explain how the target group behaves and under what motivations it operates. This method focuses on case studies, lived situations, introspection, and ways of living, and evaluates social and cultural issues of the environment. As Bhandari (2022) indicated, “While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data.”

This research is characterized by being open to learning, identifying processes, explaining situations in detail, focusing on the critical group, and understanding the facts. This method is advantageous for collecting data from a specific group. On the other hand, the researchers are classified as observers who can explain in detail and objectively their perception of the environment, including their lived experiences.

The qualitative method evaluates the phenomena and creates assumptions or ideas from observation. Analysis elaborated to make known if the conjectures are founded, to review these through tests, to change and argue everything observed, and to explain all

the edges related to this (Hernández, Fernández, & Baptista, 2017). The researcher is responsible for researching the hypotheses regarding English oral expression and how the pupils handle it. A questionnaire with essential questions is produced for the target group the researcher has chosen to gather pertinent data on the subject.

3.2. Type Of Research

3.2.1 Phenomenological Research

This research is born from a response to the radicalism of the objectifiable; its relationship is based on themes and experiences of people, referring to any event focused on people; here, we analyze the most complicated situations in people's lives, situations that encompass a social nature. Phenomenology belongs to the philosophy designed by Edmund Husserl in the middle of the 20th century. According to Patton (cited in Latorre, 1996), where he indicates that this type of research focuses on the way in which people understand the responses to situations, they experience (Fuster, 2019)

Thinking about the actual object of our investigation, that is, the lived experience of individuals, is an essential aspect of phenomenological qualitative research. The researchers must clearly define their objectives by concentrating on the structure of the subject's experience during the interview rather than the opinions of the participants on the encounter (Ali & Kaufmann, 2022)

In other words, phenomenology is more interested in how people live an experience than in the assumptions or presuppositions associated with it. Contrary to what one might think, a lived experience does not refer to something hidden or mysterious but is the name given to ordinary experience as it is lived in everyday life (Castillo, 2021)

3.3 Data Collection Techniques

3.3.1 Interview

According to (Ilham, 2021)“Interviews (literally meaning “opinion in between”) during the survey involve an Exchange of opinions between interlocutors (an interviewer and a respondent), thereby generating another value – the construction of new knowledge, the formation of new content” (p.116). The interview is a technique used to gather important information on a specific topic in which a series of questions are made to a person who has knowledge on the subject. In the same way, through this tool, information will be obtained for later analysis.

3.4 Data collection Instrument

3.4.1 Questionnaire

According to Pozzo et al, (2019) explains, “To summarize, questionnaires are described in even the most classic research methodology books as the instrument itself, as a method, a design, a type of research, a standardized instrument and a structured interview, among others” (p.4). This instrument comprises a group of questions created coherently and sequentially based on the topic to be addressed and its variables, which should be planned to provide pertinent information to the researcher.

3.4.2 Type of Questions

In the present research, the interviewee can express his or her opinion to answer the questions. According to Jotform education (2022), "The answer must be formulated in the respondent’s own words, which requires not only a willingness to answer but also the ability to freely articulate the response” (p.3). These questions are open-ended and

use an ordered and accessible structure as determined by the researcher, where feelings are communicated and relevant information about the topic is provided. The interviewees are not redirected to give optional answers, nor are they limited to answering the questions; on the contrary, they are free to answer as they see fit.

3.5 Data Collection Processing and Resources

If the interview is used as a data collection technique, it is crucial to know the initial objective so that the questions asked are related to the research. The intention is not only to obtain specific data but also to allow the participants to answer freely without bias. Therefore, it is mentioned that preparing and administering a questionnaire requires the application of several actions that allow the researcher to record all the necessary information.

When preparing this research guide, the interviewer must know whom he/she is going to interview; In this way, the interviewer must persuade the interviewee to answer the questions. The interviewer must have the questions organized sequentially, clearly, and specifically, and then make a transcription of the information obtained to its investigative document to contrast the information later. In the same way, the interviewer must have several alternatives for collecting information, such as a voice recorder, Pens, notebooks, or a mobile device, among others.

With those mentioned above, the researcher will conduct the interview in the educational institution with the teachers of English and the rector of the institution. It is expected that this will last between 20 to 30 minutes, and the questions will be open and focused on the research variables; this resource is expected to obtain relevant information, which will be analyzed in the next chapter.

Table 1
Basic questions for data collection

Questions	Explanations
What?	Interviews
Where?	Academia Naval Capitan Leonardo Abad Astudillo
When?	2022
How?	Two questionnaires, eight open questions
What for?	To learn about the implementation of a new app to improve the oral expression of English language students in 8th and 9th grade of elementary school.

3.6 Population and Sample

A research population is also known as a well-defined collection of individuals or objects that have similar characteristics. All persons or objects within a given population usually have a characteristic or trait in common. The study uses non-probabilistic convenience sampling, in which the researcher chooses the group of people to be evaluated, in this case, the 8th and 9th-grade teachers and Capitan Leonardo Abad Astudillo, the rector of the Naval School. The sample is a small portion of the study's chosen population.

Table 2
 Description of the sample

Description	Numbe	Percentage
Rector	1	10%
English teachers	1	10%
Students	8	80
Total	10	100%

CHAPTER IV

ANALYSIS OF FINDINGS

The following findings are the product of anonymous interviews, and the results are based on the perspective of the school principal, the foreign language teacher, and the students. Here the researcher can interpret the results to analyze the interviewees' responses. Likewise, the researchers analyzed the theories, the concepts, and the information gathered from the interviews. The resulting interpretations will be explained with words in the cloud to give a clear idea.

The results of the interviews are beneficial as input for the development of this research project. They show a wide range of information that serves as relevant data to satisfy the main objective. In addition, the questions were designed to seek specific information, so different points of view were obtained from dissimilar queries. The results show that the institution uses platforms that allow them to immerse students in a bilingual environment. In addition, the educational institution and the teachers ensure that students develop critical thinking skills in English speaking.

4.1 Interpretation of interview

The principal, a teacher, and eight students were asked for their opinions on the proposed topic during the interviews that followed on the proper management of the oral pronunciation of the English language regarding the use of this app as an auxiliary tool in learning to improve English speaking skills. The interviews were conducted with the students in person once the pilot test of the ELSA application was applied; for this analysis, the online program "nubedepalabras.es" was used to establish the keywords of the same. Also, in Table 3 anonymously, the students who participated through a specific code developed by the researchers. On the other hand, the other interviews will be identified as the headmistress as H-1 and the Teacher as T-1.

Table 3

Identification of 8th and 9th grade students

Student	Code
1	S01
2	S02
3	S03
4	S04
5	S05
6	S06
7	S07
8	S08

4.2 Interview Questions

1 Do you use any of the mobile devices (Smartphone, Tablet, or laptop) when you have English subject assignments?



Figure 1 Utilization of mobile devices for assignments.

Authors: Bonilla y De La Rosa (2023)

According to the information obtained, S01 and S04 said that they used mobile devices, especially the laptop; with similar criteria, S03 and S05 said that they used their Smartphone when they needed help; S06 and S07 used all the mentioned devices when

be noteworthy advance because the application is beneficial, especially in pronunciation. A very similar opinion is on the part of S06 and S08, where they indicate that they would like to have an app for pronunciation. A different viewpoint is provided by S03, who says that it is possible but that he is more accustomed to learning in classes. S07 states that it may serve as support and help to improve pronunciation.

4.3 Interpretation of bibliographic review

a) Methods used by the educational institution and the English teachers

According to the interview, the director of the educational institution established with the H-1 Code indicated that one of the main strategies is to use the speaking program in the English lab, which is based on the student watching real-life episodes on the computer and then having conversations with the teacher about the topic.

On the other hand, the teacher T-1 with a similar version indicated that they do have an English lab and use oral development programs, in this case ABA English, which is a set of conversation units, sentence structure that through a dialogue interprets situations of everyday life and express ideas and opinions about it, There is also another website called Daily Dictation which is a platform with listening and speaking exercises that allows you through short conversations to speed up the Reading through dialogues and then do a listening Reading to check that the skill has been completed in all its skills that has to do with listening, Reading and speaking and helps them to increase the vocabulary base that students handle.

Data that are consistent with the different studies carried out, as explained by (Altun, 2021) “Students can use technology in their learning processes via computer and

the internet to learn effectively. It helps students develop their higher level of thinking skills when they are learning with technology”. It is essential to mention that for all students who are currently learning other languages, technological platforms and apps are a significant contribution to the teaching method applied since their presentation is more dynamic, entertaining, and very rewarding because these mobile devices, such as cell phones, laptops, tablets are easy to use and facilitates the process of research and study, many of these tools even allow the teacher to keep track of the student.

b) Influence of educational platforms and apps on student learning.

Regarding the influence of platforms in education, H-1 said they are essential because learning with technology facilitates the teacher's work. However, it is used in the area of knowledge. The student learns faster, and the platforms are essential to speak English more quickly and with good pronunciation. Likewise, there was a great relationship with T-1, who indicated that he considers technological resources and apps to be a significant contribution to the learning and teaching of students, the environment does not allow them to develop the language quickly, and these apps help a lot to provide students with autonomy so they can continue to develop their language skills.

According to the experts (Maroto et al, 2022) state that “teachers use materials as important resources for students to learn English. Teachers select materials for their students, and they need to adapt the materials so that students create better language learning” (p.11). Therefore, it is important for educational institutions to have this type of educational tools or platforms that allow students to work on the different areas of the language: grammar, reading comprehension, listening or vocabulary, among others, and

also to do so by combining the content of general English with the content of general English.

c) Positive aspects of the use of technological tools applied.

According to the interviews, H-1, on the positive aspects of the technological tools, argued that the institution already applies tools since they know the importance of learning the English language in this globalized world, and even give openness to any other application that serves as support material, as well as T-1 established that educational apps are beneficial for learning the English language. Technological applications are tools that teachers can use to promote language learning.

With the aforementioned, we emphasize all the advantages that technological apps have, since according to the study by (Mohamad et al, 2022)“Digital technologies have impacted various aspects of language learning, such as modern learning management systems, autonomous, self-paced, collaborative learning, as well as socio-constructivist target language acquisition” (p.899). Here, it is demonstrated that educational software motivates students by empowering them with knowledge and assisting teachers in their instruction. It is also necessary to note that students have overwhelmingly embraced using ICTs, demonstrating that technology is an essential ally for education.

d) Innovative strategies for the development of competencies.

Another question was to know if the institution applies innovative strategies for the competitive development of the students, for which H-1 affirmed that the teacher is constantly updated with new technologies in favor of and for the benefit of the students at all levels. T-1 also stated that the students have an A2+ level since most have studied the language for more than six years since elementary school. The grammatical rules and

vocabulary, among other aspects, have allowed them to develop the ability to speak and communicate in this second language, English.

According to (Abdurakhimovich, 2020) expresses that “With regard to the pedagogical process in professional education innovation is the introduction of a new purpose, contents, methods and forms of education, the organization of joint activities of teachers and students” (p.48). With this, it is established that competitive strategies arise from the requirements of improving education, so it is necessary to start in educational institutions using innovative techniques so that students show their full potential, and this transforms them into people; with identity, reflective and free thinking in such a way that they become effective and efficient future professionals.

e) Use of educational apps to improve and reinforce oral English skills.

Through this question, it is expected to confirm whether educational apps allow for improving English oral skills. H-1 considers them a significant contribution to learning. Still, it should be emphasized that there are applications of all kinds that help students who have difficulty learning English and other apps for students who want to improve their level and pronunciation. A similar thought is expressed by T-1 that the use of platforms is excellent, as well as apps, since they give good results and facilitate the teaching and learning process related to the ability to speak and write English.

Adam (2020) expresses that “Nowadays, English becomes the language of the world in life walks including the academic field. It is noticeable that the twenty-first century witnessed a revolution in using Mobile Applications in improving the English skills of the students” (p.2). According to what has been said, it is crucial to encourage

people to learn more about the English language through technology in a strategic approach that can enhance the interactive learning processes based on technological advancements that emerged for the competitive development of today's world.

f) Implementation of the ELSA application as a self-educational reinforcement method for students.

The installation of mobile apps serves as reinforcement for all students who seek to enhance their speaking abilities and learn new language, and the application looks extremely intriguing, according to H-1, who was asked if the institution would be prepared to include the Elsa application as a method. T-1 provides a similar response and supports the idea, stating that it would be beneficial as a reinforcement technique to help students overcome their fear of speaking their minds because practice makes perfect, and since mistakes are less likely to occur with practice, it should be used as an additional tool in the classroom with students.

It is important to mention that the author (Shu, 2022) indicates that “ELSA is based on mid-Western American English as the standard most often used in business, education and everyday settings, Van said, and uses major English-speaking exams like TOEFL, IELTS, TOEIC, CEFR and Pearson as benchmarks.” Currently, this application only serves English, but it is necessary for all those interested in learning another language in such a way that it is a helpful tool that helps to improve and learn more about the language, which could be an outstanding contribution to the educational environment. From this perspective, it is established that this app is fun and attractive, specially created to improve English pronunciation. Elsa is managed under a structured study elaborated by professionals in the communicative area with a great trajectory in speech practice.

CHAPTER V

REFLEXIONS OF THE STUDY

In such a changing, globalized, and competitive environment, it is no longer an option, but an obligation to learn to communicate in English, since it has become the second most spoken language in the world, just behind Mandarin Chinese". An average of three billion people speak English, and the world's most influential companies that drive its economy communicate in English.

In this research project, during the analysis of the results obtained, it was possible to highlight the importance of educational apps within the educational institution for learning English, which shows an interest and a good reception by students the practical use of these applications that have been working for a long time in the educational institution, It is necessary to mention that the use of Apps tends to enhance in a preferential way cognitive and motivational processes related to the preparation, execution, and self-reflection phase, at the same time it offers the possibility to continue learning even outside the classroom without the presence of a teacher as it can be at home or wherever you have a device with processing capacity.

The use of mobile applications is a trend, and educational institutions can exploit these tools to improve their services and keep up with innovation. Innovative apps significantly influence the oral development of the English language and =adopting new teaching methods motivates learning outside the educational institution and creates practical, novel, and fun learning. Therefore, the importance of mobile apps in developing skills was identified, which also supports the need to integrate education into the

environment of students as they move very familiar with a more significant number of mobile devices.

Among the limitations of the students regarding the level of English they handle is oral expression. Most young people speak and write the language well since it has been taught since the first courses the student has gone through, as indicated in previous paragraphs. However, several children still need to speak fluent English for fear of making mistakes or embarrassing their peers. Despite the practices and platforms that are used in the institution, considering that the Elsa application is a valuable tool for autonomous learning as it is one of the best tools that exist today to improve English pronunciation because of the ease of recognizing the accent of non-native speakers through the voice and help the constant repetition of words appropriately.

The Elsa app has been designed as a tool that will complement the teaching of the English subject, highlighting the proactive intervention of the teacher. It is necessary to point out that the app is free, but the development of the app has generated high costs since it is a complete application. It only allows access to some of the benefits of a monthly fee, which can be seen as a difficulty for the students due to the limited access to its use in case of not paying the price.

According to the experience in conducting this research, it can be concluded that it was excellent since the researchers faced real problems in the field of education, where challenges were presented throughout the development of this research since the researchers found it difficult to immediately access the selected target group, especially the students since it was complex to interrupt their school day to conduct the pilot test of

the ELSA app. Still, despite this situation, the necessary information was obtained for analysis and to determine the feasibility of the same.

The thoughts that were had about the institution were that the students needed to improve regarding the English language and, therefore, strategies should be implemented to improve them. However, the information obtained through the interviews determined that this was not the case. Still, the app would be a great alternative to continue perfecting the language as self-learning at home for all students who wish to improve their skills. Elsa is an app that is just becoming known in Ecuador, but thanks to this study, the advantages, and effectiveness of using it to improve English pronunciation, especially in students, were identified. As researchers, we were able to know the teaching methods applied in the institution, where there was a great interest in providing an optimal education for students since several educational platforms are applied for the oral and written practice of the English language, thus concluding that there are exceptionally few young people who still have certain drawbacks and the use of an app like Elsa would be very useful.

What would make a difference in an investigation of the same topic is that educational institutions take the initiative to apply platforms and educational apps like this one to contribute to the education of students. It is evident the advantages that mobile applications and the use of technology produces in students, considering that it is a device, which they manipulate with great skill, allowing the use of educational apps, especially bearing in mind that several of the existing educational applications and assistants to develop them are free, it is recommended to motivate their development, to improve and innovate teaching methods.

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ANNEXES

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA LENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

La Libertad, Febrero 07 del 2023

CERTIFICADO URKUND

En calidad de tutor del trabajo de titulación denominado “The Mobile Application “Elsa” as a Self-Learning tool to Reinforce Oral Skills for young learners”, elaborado por SONNIA JAMILEX BONILLA QUINDE y JONATHAN EZEQUIEL DE LA ROSA PRUDENTE, estudiantes 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 Licenciado en Pedagogía del Idioma 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 3% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,



Lcda. Sara González Reyes, MSc.

DOCENTE TUTOR

ID: 0909710865

URKUND

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Mensaje tesis 8/1 [Mostrar el mensaje completo](#)

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+		UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / D142756182	✓
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+	> 	UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / D142753369	✓
+		UNIVERSIDAD NACIONAL DE CHIMBORAZO / D111641422	✓
+		Grupo Difusión Científica / D151858782	✓
+	Fuentes alternativas		
+	Fuentes no usadas		

QUESTIONNAIRE

INTERVIEW 1

Interview with the school principal

- 1. ¿Cuál es su opinión sobre el uso de las herramientas tecnológicas dentro del sector educativo?**

Es de gran importancia porque el aprendizaje con tecnología facilita al profesor su trabajo si bien es utilizado en el área de conocimiento el estudiante aprende más rápido.

- 2. ¿Existe alguna estrategia o método de enseñanza para promover que los estudiantes desarrollen la habilidad de hablar en inglés o speaking que aplique la institución en la actualidad?**

Una de las principales estrategias son utilizar el programa de speaking en el laboratorio de inglés que se basa en que el estudiante vea en la computadora episodios de la vida real y que luego tenga conversaciones con su profesora de inglés sobre el tema visto.

- 3. ¿Considera usted que las plataforma educativa o apps pueden influir de manera más significativa en el aprendizaje de los estudiantes?**

Las plataformas son indispensables para hablar en inglés, mas rápido y con mejor pronunciación.

- 4. ¿Existe algún tipo de dificultades a las que debe hacer frente el profesorado a la hora de aplicar nuevas herramientas tecnológicas (Apps educativas)?**

En nuestro caso no hay dificultades.

- 5. ¿Existe predisposición por parte de las autoridades para apoyar esta propuesta de mejoramiento y refuerzo oral del idioma inglés mediante una aplicación móvil?**

Ya lo hacemos porque sabemos que el idioma inglés es importante en este mundo globalizado, pero en caso de existir alguna aplicación nueva estamos abiertos a cualquier sugerencia.

6. ¿Considera usted que los docentes podrían mejorar sus procesos de enseñanza a través del uso de las nuevas tecnologías

Claro que sí. El docente siempre esta actualizado con las nuevas tecnologías.

7. ¿Usted considera que la utilización de Apps educativas podría aportar mayor libertad para acceder a contenidos que contribuyan al aprendizaje del idioma inglés?

Siempre. Las apps aportarán al aprendizaje. Existen unas muy buenas que ayudan a los estudiantes que tienen dificultad para aprender inglés y otras apps para los estudiantes que quieren subir de nivel y mejorar su pronunciación.

8. ¿Piensa usted que la implementación de una app móvil puede servir como refuerzo para mejorar la expresión oral de los estudiantes de 8vo y 9 año de la institución educativa y aportar en el desarrollo de competencias como (Léxica (lexis), Fonológica, Gramatical, ¿Socio lingüística)?

Si, la implementación de las apps móviles sirve de refuerzo para todos los estudiantes que desean aprender sobre el idioma ingles

INTERVIEW 2

Entrevista a la docente del área de inglés de la institución educativa

1. ¿Considera usted relevante el desarrollo de la comunicación oral en el aprendizaje de inglés?

Indispensable y fundamental para desarrollar el aprendizaje del idioma ingles a través del desarrollo de la comunicación oral, el inglés es una destreza y una habilidad. Es un idioma diferente al del idioma materno por ende para desarrollar esta habilidad el estudiante debe hacerlo por medio de la comunicación desarrollando la destreza de speaking, ya que sin eso no se puede decir que hay un aprendizaje de un idioma distinto, considero que es de alta importancia.

2. Cuál es el nivel o grado de habla del idioma ingles de los estudiantes de 8vo y 9no año de la institución educativa

Se puede decir que están en un nivel A2+ ya que la mayoría de los estudiantes vienen desde la primaria, estudiando más de seis años el idioma, las reglas gramaticales, el

vocabulario entre otras cosas les ha permitido desarrollar y con habilidad poder hablar y comunicarse en este segundo idioma que es el Inglés

3. ¿Utiliza algún tipo de herramienta tecnológica con los estudiantes y si es así con qué frecuencia lo hace?

Sí, nosotros contamos con laboratorio de inglés y se usan programas de desarrollo oral en este caso es el ABA English que es un conjunto de unidades de conversaciones, estructura de frases que a través de un dialogo se debe interpretar situaciones de la vida cotidiana y expresar ideas y opiniones respecto a esto, así mismo hay otro sitio web llamado Daily Dictation que es una plataforma con ejercicios de listening y speaking que le permite a través de conversaciones cortas agilizar el Reading a través de los diálogos y después hacer un Listening para comprobar que la habilidad haya sido completada en todas sus destrezas que tiene que ver con Listening y speaking y les ayuda a incrementar la base de vocabulario que manejan los estudiantes.

4. ¿Qué opinión tiene sobre el uso de plataformas o apps educativas en su práctica docente?

Considero que sí, los recursos tecnológicos y las apps son un gran aporte al aprendizaje y enseñanza de los estudiantes hay algo que en cuanto aprender idiomas debe tomar como referencias que nuestros familiares no nos permiten desarrollar el idioma con facilidad ya que no se aplica el dinamismo el cambiar escenario, el tener otros recursos que les brinde a los estudiantes y darle todas las herramientas necesarias que de acuerdo a sus fortalezas puedan acogerse a una de ellas para empezar a potenciar el idioma con las que ellos necesitan empezar, estas apps, ayudan muchísimo. Son de apoyo para brindarles a los estudiantes autonomía para que puedan seguir desarrollando sus habilidades en el idioma

5. ¿Considera usted que los recursos tecnológicos como apps pueden repercutir positivamente en el aprendizaje y enseñanza de los estudiantes?

Todas las apps son de gran utilidad para el aprendizaje del idioma ingles es la mejor herramienta que pueden usar los docentes para fomentar el aprendizaje del idioma.

6. ¿Piensa usted que el uso de Apps educativas es de gran utilidad para el desarrollo y destrezas de los estudiantes en el aprendizaje del Idioma Inglés (listening, speaking, writing, reading)?

Me pareció muy útil y dinámico ya que le permite a los estudiantes mejorar de forma personalizada y corregir sus deficiencias. En cuanto a pronunciación es muy bueno le permite al estudiante ir mejorando, ya que a veces no se puede lograr debido a la cantidad de grupos de alumnos y que no se puede cubrir al 100% pero si esta herramienta le permite corregir esas imperfecciones y los errores de forma personalizada y si lo estudiantes tuvieran acceso a esta plataforma podrían gozar todas las bondades que esta ofrece ya que sería una herramienta muy buena para mejorar su habilidad en el idioma.

7. ¿Cuál fue su experiencia con la plataforma ELSA?

Por su puesto, me gustaría como método de refuerzo ayudaría muchísimo a que los estudiantes por temor a equivocarse a pronunciar una palabra o a dar una disertación oral se retiene hacerlo y con esta aplicación mientras más practiquen con ella pueden ir corrigiendo minimizaran el número los errores al pronunciar. Debería implementarse como herramienta adicional implantar ELSA dentro del salón de clases con los estudiantes.

8. ¿Estaría de acuerdo que se implemente esta aplicación ELSA como método de refuerzo del habla del idioma ingles a favor de los estudiantes?

El uso de plataformas es muy bueno al igual que las apps, ya que dan buenos resultados dinamizando y facilitaando el proceso de enseñanza y aprendizaje relacionado con la habilidad del habla y escritura del idioma inglés.

INTERVIEW 3

Entrevista a Estudiantes de la Escuela Naval Cap. Leonardo Abad Astudillo

1.¿Utiliza usted alguno de los dispositivos móviles (Smartphone, Tablet o laptop) cuando tiene tareas de la materia de Inglés?

- Si utilizo, en especial la laptop.
- Si mandan tarea en aula virtual y classroom en laptop.
- Si, mi smartphone
- Si, la laptop la uso cuando no entiendo un tema.
- Si, para informarme mejor y aprender mas.
- Si.
- Si.
- Si, pero solo rara vez no entiendo alguna palabra busco el significado

2.¿Ha utilizado usted Apps educativas como (Duolingo, Google Translate, English Listening, Wlingua, Elsa) como herramienta de aprendizaje?

- Si, yo he usado Duolingo.
- Sí, con frecuencia.
- Yo eh usado Google translator cuando no entiendo algo
- Si Google translator
- Si eh utilizado varias de estas apps para estudiar ingles y mejorar mi aprendizaje
- Si
- Duolingo 1 vez la use luego me aburrió
- Pues si Google translator y Duolingo

3.¿Cree usted que el uso de Apps educativas contribuye a mejorar sus destrezas en la pronunciación del Idioma Inglés (listening, speaking, writing, reading)?

- Sí, ya que podemos aprender cosas sin necesidad de estar en una clase
- Si, porque te ayuda a mejorar
- Si ya que puede ayudar en la escritura y pronunciación
- Si ya que al utilizarla despeja todas las dudas que tengamos
- Si porque ayudan a mejorar nuestro ingles en varios aspectos tanto nuestro vocabulario y pronunciación
- Sí, pero esto también depende de que tipo de app educativa use.

- En lo personal si usa aplicaciones, y puede usar otras sin problema pero si llaman su attention
- Si porque aprendemos cosas nuevas y si tenemos dudas hallaremos respuesta

4. ¿Considera usted que mediante Apps educativas es posible mejorar el vocabulario para el dominio del idioma inglés?

- Si es posibles mejorar ya que yo uso una de estas apps y me ha funcionado.
- Yo, creo que eso se aprende en clase, pero tal vez puede ser util.
- Si, ya que yo he mejorado gracias a las aplicaciones.
- Si, porque mediante algunas apps pueden escribir las palabras y escuchar la correcta pronunciación.
- Si, ayudan mucho para que domines de una forma correcta el ingles
- Si, porque tienen diferentes usos ya sea educativo o trabajo
- Tal vez.
- Considero que sí, así personas podrían animarse en ir aprendiendo más de una manera fácil.

5. ¿Cuál es su opinión respecto a la aplicación Elsa?

Pensé que era genial aprender inglés y encontré muchas otras herramientas para mejorar mi inglés.

- La aplicación es intuitiva.
- Yo utilicé Elsa Speak por unos meses y me ayudó mucho, a mi parecer es bueno tanto para speaking como para el vocabulario.
- Es buena app, pero es de paga y no puedo ingresar a todas las funciones.
- Me parece una muy buena app.
- Si, yo la usaba era una app muy buena ya que era gratuita y me ayudaba a mejorar la pronunciación vocabulario entre otros
- Es buena, aunque un poco repetitiva pero se aprende.
- Considero que es una buena app

6. ¿Le gustaría que la aplicación Elsa sea aplicada dentro de la institución educativa como herramienta para mejorar la pronunciación del idioma inglés?

- Sí, ya que sería un gran avance, porque seríamos una de las pocas escuelas que tendría este avance.
- Yo creo que si.
- Puede ser aunque estoy mas acostumbrado a trabajar en clases.
- Si creo yo.
- Sí, porque esta aplicación es muy útil en especial para nuestra pronunciación.
- Sí, me gustaría ya que la institución nos beneficiaría el uso pagado de esta app
- Sí, puede ser que ayude como soporte en algo y mejore las falencias.
- La verdad es que si me gustaría tener una app para la pronunciación. Es lo que siempre he querido.

QUESTIONNAIRE

INTERVIEW 1

INTERVIEW WITH THE SCHOOL PRINCIPAL

1. What is your opinion about the use of technological tools within the educational sector?
2. Is there any teaching strategy or method to promote students to develop English speaking skills that the institution currently applies?
3. Do you consider that educational platforms or apps can have a more significant influence on student learning?
4. Are there any difficulties faced by teachers when applying new technological tools (educational Apps)?
5. Is there any predisposition on the part of the authorities to support this proposal of improvement and oral reinforcement of the English language through a mobile application?
6. Do you consider that teachers could improve their teaching processes through the use of new technologies?
7. Do you think that the use of educational Apps could provide greater freedom to access content that contributes to the learning of the English language?

8. Do you think that the implementation of a mobile app can serve as a reinforcement to improve the oral expression of 8th and 9th grade students of the educational institution and contribute to the development of competencies such as (Lexical (lexis), Phonological, Grammatical, Socio-linguistic)?

INTERVIEW 2

INTERVIEW WITH THE ENGLISH TEACHER AT THE EDUCATIONAL INSTITUTION

1. Do you consider the development of oral communication to be relevant in the learning of English?
2. What is the level or degree of English language proficiency of the 8th and 9th grade students of the educational institution?
3. Do you use any type of technological tool with the students and if so, how often do you do it?
4. What is your opinion about the use of educational platforms or apps in your teaching practice?
5. Do you consider that technological resources such as apps can have a positive impact on students' learning and teaching?
6. Do you think that the use of educational Apps is very useful for the development of students' English language learning skills (listening, speaking, writing, reading)?
7. What was your experience with the ELSA platform?

8. Would you agree that ELSA should be implemented as a method of reinforcement of English language speaking for students?

INTERVIEW 3

INTERVIEW WITH STUDENTS OF THE LA ESCUELA NAVAL CAP.

LEONARDO ABAD ASTUDILLO

1. Do you use any of the mobile devices (Smartphone, Tablet, or laptop) when you have English subject assignments?
2. Have you used educational Apps such as (Duolingo, Google Translate, English Listening, Wlingua, Elsa) as a learning tool?
3. Do you think that the use of educational Apps contributes to improve your English pronunciation skills (listening, speaking, writing, reading)?
4. Do you think that through educational Apps it is possible to improve the vocabulary for English language proficiency?
5. What is your opinion on the Elsa application?
6. Would you like the Elsa application to be applied within the educational institution as a tool to improve English pronunciation?