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"LINGODEER TO DEVELOP SPEAKING SKILLS IN ENGLISH WITH STUDENTS FROM LEVEL 8TH AT UNIDAD EDUCATIVA MIGUEL EGAS CABEZAS IN OTAVALO"

Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.

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DEDICATORY

I dedicate all my progress as a person, student and professional to my parents José Córdova and María Díaz for their unconditional support as well as their advice and words in moments of despair due to effort, perseverance, in those difficult moments, they are the engine of my life. to continue and not give up and that all this is possible. Also, to my brothers, wife, and my daughter Kori for supporting me and encouraging me to continue to complete this project.

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ABSTRACT

The present investigation deals with using the LingoDeer application to develop speaking skills with the eighth-level students at Miguel Egas Cabezas high school in Otavalo. The objective of this research was to strengthen and improve student's speaking skills through the primary use of mobile apps. This research is based on the theoretical foundation supported with information from various academic documents for the validity of LingoDeer in developing to improve speaking. This research, a mixed approach was used, quantitative and qualitative methods. Data collection integrated quantitative and qualitative research instruments. The survey and the speaking diagnostic test were directed to the eighth-level students, and a semi-structured interview with the English teachers of the same level. As a result, a handbook was created with activities that were based on LingoDeer with the purpose of improving the learning process of teaching the English language in explicitly speaking skills. Finally, after carrying out this research on apps as a teaching-learning strategy, the most important conclusions were synthesized based on the chapters and objectives of the project. Likewise, some recommendations are presented whose purposes are essential in strengthening oral production in eighth-level students and innovating methods and strategies in teaching-learning and promoting the use of mobile applications in the development of acquisition of the second language.

Keywords: LingoDeer, handbook, speaking skills, semi-structured, speaking diagnostic test, apps.

RESUMEN

La presente investigación trata sobre el uso de la aplicación LingoDeer para desarrollar el speaking de los estudiantes de octavo nivel del colegio Miguel Egas Cabezas de la cuidad de Otavalo. El objetivo de esta investigación fue fortalecer a mejorar la destreza del speaking de los estudiantes a través del uso principal de aplicaciones móviles. Esta investigación está sustentada en la fundamentación teórica respaldado con la información de varios documentos académicos para la validez de LingoDeer en desarrollar a mejorar el speaking. En esta investigación se utilizó un enfoque mixto los métodos cuantitativo y cualitativo. La recopilación de datos que se integraron los instrumentos de investigación cuantitativos y cualitativos. la encuesta y la prueba de diagnóstico de speaking fue dirigido a los estudiantes del octavo nivel y una entrevista semiestructurada a los profesores de inglés del mismo nivel. Como resultado, se creó una guía con actividades que se basaron en LingoDeer con el propósito de mejorar el proceso de aprendizaje enseñanza del idioma inglés específicamente la habilidad de speaking. Finalizando, Luego de realizar esta investigación en aplicaciones como estrategia de enseñanza-aprendizaje se procedió a sintetizar las conclusiones más importantes basados en los capítulos y objetivos del proyecto. Así mismo, se presentan unas recomendaciones cuyos propósitos son esenciales en el fortalecimiento de la producción oral en los estudiantes de octavo nivel, e innovar los métodos y estrategias en la enseñanza-aprendizaje y fomentar la utilización de aplicaciones móviles en el desarrollo de adquisición del segundo idioma.

Palabras clave: LingoDeer, manual, destreza oral, estrategia, aprendizaje, aplicaciones móviles.

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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

L2: Second Language

A1: First Level of English

EGB: Educación General Básica

ICT: Information Communication Technology

APPS: application

INTRODUCTION

Research Context

Nowadays worldwide, learning the English language has become something essential that facilitates the development of people in various areas of development such as economic, social, communicational, and mainly educational. In Ecuador, the situation of learning this language is promoted by the Ministry of Education at all educational levels with the purpose of reaching levels of excellence that include the student body in professional life. Within the educational field, learning English has helped a lot in the expansion of knowledge as well as in the use of new teaching-learning tools, such is the case of the use of new educational applications for interaction and communication activities in English classes. English. These applications help make learning English more attractive and motivating for students and teachers. Based on the above, this research focuses on using LingoDeer and other applications to help the development of speaking skills inside and outside of classes since direct and indirect learning promotes communication and interaction between students. Therefore, the LingoDeer app could be an excellent tool for learning and teaching English.

Along with all this, the knowledge obtained by the researcher in his academic life and mainly the role of the teacher in pre-professional practices has made it possible to argue that English classes need spaces where students can significantly develop their oral competence since the level of the students, does not approach the standards established by the educational authorities. Faced with this situation, this research paper presents the probable impacts, benefits, and effects of the LingoDeer application on student's speaking skills. In the same way, the researcher showed interest in searching for new teaching and learning tools for the English language that helps develop speaking skills through mobile applications.

Research problem

In Ecuador, it is evident that language teaching is not appropriate. According to a study conducted in 2022 by Education First (EF) regarding English proficiency worldwide, Ecuador is ranked number 82 out of 111 countries worldwide, placing the country at a low level in the world ranking. Some reasons for this problem may be traditional teaching, the need for more new communication and interaction tools and materials, and others. Causing students not to have the interest and motivation to learn a second language. Therefore, the current students do not have the appropriate level since their command of English is not optimal.

In Imbabura, students from public and private institutions take English subject as a requirement of the Ministry of Education. This process in this target language begins in primary school and finishes in secondary school, requiring a B1 level according to the Common European Framework of Reference (CEFR). Auquilla (2017) mentions that the national English curriculum orders students at the end of the Baccalaureate must reach a B1 level according to CEFR. Despite this requirement, some eighth-level students are not able to reach the appropriate level and complete their studies at school since teachers demonstrate deficiencies in their knowledge of teaching and learning the English language. Studies carried out by Auquilla (2017) determined that teachers need to reach the B2 level required according to the CEFR, demonstrating that the skills of teachers are limited in the English language.

In accordance with the above, the students at Miguel Egas Cabezas high school are not exempt from this problem caused by factors that have influenced the normal development of learning the English language. Factors with the not-so-acceptable level of English of the teachers who, according to the regulations, must have a B2 level to teach this class, as well as the use of methods, strategies, and application of activities those are not very motivating and traditional distance students in a certain way in learning this language. Additionally, in a world of technology with the appearance of applications and technological instruments that greatly help the educational area, unfortunately, the students of this institution have not

been involved in this transformation. Based on the above information, two fundamental research questions appear: How can technological tools help English learning? How can LingoDeer contribute to improving student's oral skills?

Justification

The Mobile applications are excellent resources to support the process of teaching-learning English as a second language. In our educational system, the use of technology has shown significant benefits for students and teachers. In the case of Miguel Egas Cabezas high school, the use of these tools to improve students improve their level of English and especially students of the 8th level. Consequently, this research is essential because it helps students use mobile applications for educational purposes like improving their English speaking. One of the applications that can help a lot in the development of orality in the English language is the LingoDeer application since helping to improve the development of speaking skills more effectively. Also, the teacher can innovate their classes by helping students reach an appropriate level of English speaking with the primary use of the LingoDeer application linked with other applications.

In this project, the direct beneficiaries are English teachers and eighth-level students. Therefore, teachers will have the possibility to innovate their classes with the use of technological tools and applications inside or outside of English classes to improve the speaking of their students; At the same time, they will have the opportunity to improve the environment with more vigorous activities and will make the classes motivating and interactive. In this way, teachers can promote autonomy and meaningful learning. Students will also develop their speaking proficiency. There could be changes in attitude and interaction in the classes since the way of studying is different from the usual. They are motivating the student to practice inside and outside of class.

The indirect beneficiaries are eighth-level teachers and students from different schools in the country who want to innovate their classes with new technological tools and mobile applications to improve student's oral expression. In addition, the institution is the

beneficiary since the students develop their English skills. As a result, they will meet the standards required by the Ministry of Education and the CEFR. In addition, recognize the school for implementing new playful tools around technology, promoting new technological tools in learning, and teaching the English language. Thus, it can increase the prestige of the academic unit in the city.

Objectives

General objective

The use of the LingoDeer application to develop speaking skills with the eighth-level students at Miguel Egas Cabezas high school in Otavalo.

Specific objectives

- Establish theoretical bases through scientific databases that support the effectiveness of the LingoDeer.

- Characterize teacher's opinions about using mobile apps in the class to improve speaking skills.

- Develop a guide with LingoDeer application activities that can be applied to develop speaking skills.

Structure of the Research

Chapter I covers the several theories, methods, and teaching approaches corresponding to the two main variables based on academic information that corroborates this project and gives it credibility.

Chapter II contains the type of research, method, technique and instruments, and research questions matrix of variables, participants, procedure, and data analysis.

Chapter III presents the analysis and interpretation of the data and the statistical tables of the results of the surveys, diagnostic tests of speaking to the students, and interviews with the English teachers at Miguel Egas Cabezas high school.

Chapter IV includes the proposal that contains a Handbook to develop speaking skills with LingoDeer. In addition, it contains the rationale, theoretical foundations, objectives, beneficiaries, impacts, and development.

Finally, it presents the **conclusions** and **recommendations**, and other references to carry out a result through a proposal.

CHAPTER I: THEORETICAL FRAMEWORK

1.1   Teaching theories

Teaching theories are based on details about how the class should be worked up, in addition to solving the needs of the students, while the teacher facilitates how the students will process the information. According to Kerlinger (1973), "A theory of teaching is a set of interrelated definitions, prepositions, constructs, which present a vision of teaching specifying between variables to explain and predict" (p. 9). Hence, each theory tries to solve the student's necessities; meanwhile, they facilitate how students will process the information in the classroom. There are two fundamental teaching theories teachers should apply to design their classes: Constructivism and Connectivism.

1.1.1   Constructivism

Constructivism is an approach to learning that maintains that people constantly construct their knowledge, and that reality matches their experiences (Elliott, 2000). What is more, Arends (1998), states that the personal construction of the student is based on experience and is influenced by the interaction of previous knowledge and new events. Hence, the learner has an essential role in developing learning acquisition in the classroom without separating mediation and interaction with their peers to facilitate that process.

Moreover, constructivism is based on cooperative and action-oriented learning and creative work in the classroom (Amineh, 2015). Nevertheless, education needs a new context to interact between student and teacher. Where the teacher must work with students in such a way that there is an increase in critical thinking skills and the use of the technology as a learning tool (Gilakjani, 2013). In addition, learners use technology as a resource to communicate, collaborate and reinforce their knowledge with others (Tam, 2000). Therefore, teachers must carry out techniques or activities to implement the use of technology to develop their student learning, thus encouraging communication and interaction with other students. In addition, students are constantly involved with technological tools.

1.1.2 Connectivism

Connectivism helps to understand learning. It is mainly concerned with cognitive development. Learning begins when learners join a learning community, and knowledge is implemented by discussing, sharing, and thinking (Downes, 2012). Knowledge comes from various disciplines and access to the web, facilitating the process. Siemens (2008) stresses that connecting fields, ideas, and concepts is a core skill. Knowledge is not enough in a curriculum, although education must be delivered.

Nevertheless, the student must then choose the sources of information and knowledge of it, those with whom it is convenient to connect to achieve their learning objectives. In this way, the students have a more precise and critical vision of their trajectory in the educational process. As claimed by Siemens (2008), Connectivism is focused on forming and creating meaningful networks that may include technology-mediated learning and acknowledges learning that occurs when they dialogue with others. As a result, Connectivism is a resource that favors the acquisition and transmission of new ideas through a digital resource.

Based on the above, Siemens conceives Connectivism as a learning model that adapts to the current reality characterized by change, where learning mediated using ICT allows students to obtain more excellent results in less time in terms of information. In addition, about education, the theory of Connectivism exposes at the pedagogical level that learning is done collaboratively. At the didactic level, it highlights the usefulness of using web 2.0 tools. In addition, this connected learning allows students to create connections, personalizing their learning in unique ways. Students must choose the sources of information and knowledge that are convenient for them to connect to achieve their objectives in learning. In this way, students have a more precise and critical vision of their trajectory in the educational process.

1.2   Teaching and Learning Process

1.2.1   Teaching

The word contains two essential elements in education. First, the person helping to share information may have knowledge or skills and may be considered a teacher. On the other hand, the people who acquire this knowledge aim to learn (Havighurst, 2020). Hence, the function of teachers is to help students learn by imparting knowledge to them and setting up a situation in which students can and will learn effectively. Some roles are performed in the school and some in the community.

a.   How does a teacher teach a foreign language?

The word contains two essential elements in education. First, the person helping to share information may have knowledge or skills and may be considered a teacher. On the other hand, the people who acquire this knowledge aim to learn (Havighurst, 2020). Hence, the role of teachers is to support students in learning, share knowledge, and create an environment in which students can learn effectively. Some roles are performed in the school and some in the community.

1.2.2   Learning

Learning is a development for a change that occurs due to experiences that increase the potential to improve learning performance in the future. According to Ambrose (2010, p.3), the change in the student can happen at the level of knowledge, attitude, or behavior. As a result of learning, students acquire skills that differ depending on the learning environment, so they may be innate or require training.

Formal learning is consistently structured and organized and has learning objectives from the learner's point of view. The explicit objective of the student is to acquire knowledge, skills, or competencies (OECD, 2007). This learning can be formal, for example, learning a language. On the other hand, informal learning is acquired autonomously. OECD (2007) does not have an orderly goal concerning learning outcomes and is not always intentional

from the student's point of view. It is also known as experiential learning or simply experiential. For example: a baby's first steps.

a. How do students learn a foreign language?

Learning a foreign language is complex and requires effort, dedication, time, and responsibility. In addition, each student has a different way of learning. Gardner (2000), says multiple intelligences are linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. His ideology innovated the way each student learns depending on their way of learning. Hence, learners could learn much better if teachers focused on the intelligence of each learner.

1.3   Methods & Approaches

The Method is the path or process to achieve an objective, while Approach is the point of view or perspective with which a particular issue or problem is seen. Although they are different things, method (path) and Approach (point of view), they are the foundations of scientific research (MANHÃES, 2006). Hence, the Approach is the level at which assumptions and beliefs about language and learning are detailed. On the other hand, Method is the level at which theory is put into practice, where decisions about specific skills are made are taught. Finally, the content is taught and the order in which the content is presented. Below is a list of Methods and Approaches focused on speaking skills:

- Communicative Language Teaching
- Oral-Situational Approach
- Content-Based Instruction Approach
- Task-Based Language Teaching
- Direct Method or Natural Method
- Audio-Lingual Method
- Situational Language Teaching
- Reform Movement
- Cognitive Code Learning

In conclusion, there have been several Approaches and Methods for teaching the English language over the years, which have been developed in response to the student's needs, contributing, in one way or another, to the improvement of the student's knowledge and development in the classroom. In addition, Approaches and Methods for teaching the English language are used depending on the level and age of the student, as well as the study material. Therefore, some teachers combine different Approaches and Methods when teaching a second language in the classroom.

1.4   ICTs in Education

The changes that the new information and communication technologies have brought to the teaching and learning process have been significant with the implementation of technological tools in the classroom, allowing students to develop mastery of linguistic skills that facilitate learning and thus improve the educational service offered to the community. Cabrero (2012), ICTs are technologies that constitute new communication channels and enter schools and homes, facilitating the teaching and learning process with their use. In addition, ICTs are a series of new media such as hypertexts, multimedia, the Internet, and virtual reality. Cabrero defines ICT with the following characteristics:

- They facilitate the reproduction, dissemination, and circulation of documents.

- They allow individualized training where each student can work at their own pace.

- They need the creativity of the individual and collective work to increase the impact of their results.

On the other hand, Alonso de Magdaleno (2014), he points out the importance of some requirements that are essential for digital tools to contribute to the learning process:

Adaptation of the demands to the level of student development and their abilities, adaptation of the contents to the previous knowledge of the students as initiators in the construction of new learning, adaptation of the materials so that manipulation, discovery, and creative transformation are allowed, the adaptation of the tasks utilizing cooperative work to strengthen social relations within the classroom.

The preceding shows that it is not enough to have only the technological implements in a classroom, but rather to have a piece of strong and comprehensive knowledge about implementing ICTs, to promote healthy development and multimedia programs.

1.5   E-learning

E-learning refers to training activities that occur exclusively through a device connected to the Internet, usually called online or virtual learning; this means it uses a training, learning, or education program or application. E-learning involves using a computer or electronic device (i.e., mobile phone) to provide training, education, or learning material (Stockley, 2017). Hence, E-Learning is the use of technology so people can learn anytime, anywhere.

Cukierman, Rozenhauz, & Santángelo (2009), considers that with the implementation of E-learning, "there are those who see this process as a tendency to grant the student total control over the teaching-learning process" (p. 49). Therefore, the student must be monitored in the teaching and learning process, adapting the contents to their learning style. Cabero (2007) considers that the E-learning student must master several skills. That is, it entails the acquisition of a series of skills. Therefore, the idea is to develop skills from the moment they start education. However, the educational system is currently not adapted to carry out an E-learning process.

On the other hand, the teacher, Cabero (2007), establishes that it will not be the technical determinants of the system that will mark its quality and effectiveness but rather the pay attention to the educational and didactic variables that are put into operation. That is, the teacher must apply a methodology according to each student. From a sane to Blázquez & Alonso (2009) explains the role of the teacher in e-learning:

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- **The design of teaching materials:** In the elaboration of these materials, but also in the psycho-pedagogical domain of the content to access the world of learning with a base.

- **Professional performance:** carry out orientation tasks and monitor their students, fostering their relationship with them through motivation and facilitation of learning.

- **The technical function:** the correct management of the new technologies implies not knowing all the media perfectly but mastering those that will be basic and strategic for the E-training processes.

In conclusion, the teacher must be in constant educational training so that the students develop their skills. In addition, the teacher must be a counselor and constantly monitor the students. Finally, the teacher must have a mastery of the computer resources used in the teaching-learning process to resolve possible conflicts that may arise among the students.

1.6   Gamification

Modern pedagogical paradigms and education trends reinforced using ICT creates prerequisites for using new approaches and techniques to implement active learning. So, gamification uses game-related activities to engage people in a way that motivates and promotes problem-solving learning (Kapp, 2012). Additionally, in education, the incorporation of playful games in the learning process. That led to incorporating game mechanics into the design of a learning process, where students engage in a productive learning experience and generally change their behavior in a desirable way (Holman, 2013). Hence, this last term has become very present in the virtual educational context, especially in teaching-learning.

1.6.1 Strategy

Gamification strategies employ virtual tools consisting of game components that increase student skills. Hence, the use of gamification tools in mobile applications for the reinforcement of students will increase their oral production as well as monitor their learning. Based on gamification thinking Jorge Simões (2013), explains that some strategies:

- **Allow repeated experimentation**– learning activities, like games, should allow repeated experimentation to reach a goal.

- **Include rapid feedback cycles:** immediate feedback helps students improve their strategy and get a better chance of success on the next try.

- **Adapt tasks to skill levels**: as good games help players to believe in their chances of success realistically, different levels of goals adapted to student's skills improve their motivation.

- **Increase task's difficulty as student's skills improve:** adapting tasks to each student's skill level improves their expectations of completing the task successfully.

- **Break complex tasks into shorter and simple sub-tasks:** allowing students to complete small sub-tasks within a more significant task helps them to deal with complexity in a divide-and-conquer approach.

- **Allow different routes to success**. Each student should be able to choose a different sequence of sub-tasks, following their route to complete the task.

- **Allow recognition and reward by teachers, parents, and other students**: being rewarded and appraised promotes student's social status.

In conclusion, using a game allows them to enhance their learning by interacting with each other while playing. In addition, the use of games in an appropriate way allows the teacher to achieve the learning objectives.

1.7   LingoDeer

LingoDeer is unique because it teaches the language rather than its parts by making students understand the relationships between vocabulary, grammar, pronunciation, and sentence structure, thus linking them all together (Jha, 2020). Ideal for elementary and middle school students. As claimed by Zivojinov (2022), the learning method better reinforces the student's memory and makes it more likely that she will retain what she has learned. Maximizing the student's learning potential quickly in their reading, listening, speaking, and writing skills. Lastly, teachers can harness tertiary student's positive attitude towards technology by engaging them. In additional, technology-based language activities in the classroom and motivating them to use technology more effectively outside the classroom for language learning.

1.7.1   Characteristics

It is an app that does not need the internet. It allows students to learn languages autonomously and in a gamified way. It has different levels and modes of use, which can be adapted according to the needs of each user. Therefore, according to LingoDeer (s.f.), explains some features:

- Students can study anywhere in offline mode.
- The diverse and innovative training modes focus on different skills.
- Provides flashcards on grammar and vocabulary.
- Students will find several most used words and phrases, up to the intermediate and advanced levels.
- An intelligent and adaptive review system that adapts to individual performance and selectively reinforces skills to strengthen weak areas.
- Students will be able to listen to charming and authentic recordings of native speakers whose voices are clear.

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- It has a textbook level of grammar explanations one needs when learning a language.

1.7.2 Games

During the learning section, students are given a few different types of exercises. The exercises are short and presented as games, videos, and puzzles. For example, Tofugu (s.f.) says some different types of exercises:

Figure 1

LingoDeer Games

In conclusion, the games focus on all the skills that the student must practice. In addition, they are motivating and fun; they can also provide excellent practice to improve pronunciation, grammar, and thus all four language skills. Games can help students increase their creativity and flexibility in thinking. It maybe helps to be more communicative and develop the confidence to face social relationships successfully.

In summary, LingoDeer is an application developed for learning the English language where the students can carry out various activities to improve their skills. However, like other apps, this app needs to use other apps to enhance the student's learning experience in speaking skills. Therefore, students should complement LingoDeer with other applications explained below focused on oral production.

1.7.3   Steam Chat

This application is a benchmark in the use of voice. Also, this app references talking to friends or groups via text or voice without leaving Steam, videos, tweets, and GIFs. (Steampowered, s.f.). Steam Chat is a helpful tool for developing speaking skills. With this voice chat app, students can create and organize a group. In addition, the system will be able to send messages, organize voice chat, and much more. However, students can also adjust the interface of friends and chat. Also, be able to manage a friend list, share invitation links, and create and save group chats. Finally, students can be a tool to practice speaking with their classmates.

1.7.4   TeamSpeak

TeamSpeak is focused on interaction with users. It can realize the voice communication function of many people (徐建红, 2005). It is a very efficient voice chat that students can use to set up work groups and meetings, and it is also an alternative for gamers. The platform is 100% secure and reliable and allows students to stay connected while doing other activities. If that is not enough, teachers can join public servers or create a private one for greater comfort and send and receive text messages and notifications. Its interface is visually attractive, elegant, and organized. Therefore, this application, with the tools it has, can generate an interaction to improve the development of speaking skills.

1.7.5   Flipgrid

It is an online video platform for learning a second language. Flipgrid on their language learning skills, mainly speaking, and listening (Mango, 2019). Flipgrid allows teachers to create and design different types of activities or tasks to perform. That is a tool where students can record videos. In addition, it is possible to create a group or topic of discussion or share their thoughts on the students making their interventions through videos. Therefore, Students use the program to collaborate with students in different sections of the

same class. Finally, Flipgrid is a valuable learning tool that enhances their language learning and positively affects the development of their speaking and listening skills.

1.7.6   *Facebook Messenger*

Facebook Messenger allows Facebook users to send messages to each other. To complement regular conversations, Messenger allows users to make voice and video calls in both individual interactions and group conversations (Blattner, 2009). In addition, Facebook Messenger is a powerful online discussion platform. It indicates using online discussions to understand and learn various English language skills to help improve student responses. Therefore, this application can develop speaking skills with the application's tools, such as video calls or voice messages.

1.8   Second Language Acquisition

According to Krashen (1972), the acquisition of a second language consists of a set of processes of a natural and unconscious nature through which the learner develops it in a similar way to how children do in their first language, developing communicative competence. For its part, the learning of a second language refers to the set of conscious processes within the framework of formal education, in which errors are corrected, allowing the student to achieve knowledge of the rules of grammar and linguistic use, as well as the skills to express themselves verbally in a second language. Paredes (2020), who maintains that learning does not lead to acquisition, articulates his theory around the formulation of five hypotheses:

a. **The acquisition/learning hypothesis.** There are two different paths in the appropriation of a foreign language; it is established that acquisition is an automatic process at the subconscious level, and learning is a conscious process due to formal knowledge about the language.

b. **The monitor's hypothesis.** Understand the skills to produce sentences in a foreign language. Therefore, the conscious knowledge of grammar rules has a unique function of acting in the production of sentences as a monitor, a corrector, and modifying them if they are not according to the rules learned.

c. **The natural order hypothesis.** This hypothesis is directly related to the acquisition and not to learning, determining a predictable order of grammatical structures acquisition of the foreign language in the same way that there is an order of the acquisition of rules of the mother tongue; that is, some rules are internalized before others.

d. **The input hypothesis.** This hypothesis is the axis of all Krashen's theory, which states that the acquisition of a second language will only occur if the learner is exposed to samples of the target language (inputs) that are a little beyond his level of proficiency.

e. **The affective filter hypothesis.** This hypothesis considers affective factor's significant importance because they are directly related, both with the acquisition learning process L2 and the results obtained throughout and at the end of that process.

1.5.1 English as a second language

English second language is a term for the English language by speakers of other languages (Peña Ledesma, 2019). In addition, there are other indispensable activity resources for second language development; according to Sagredo (2007), there are several ways to use the newspaper as a teaching resource in a class; Among them, he mentions that you can read and summarize articles, put together several articles to write your own, among others. On the other hand, music is everywhere on television, radio, and in advertising. Therefore, it has become an indispensable resource. Finally, movies are a great source of learning since the vast majority are based on literary works rich in contributions.

Moreover, Comercio (2021), Ecuador ranks 90th among 112 countries and regions worldwide in the ranking that measures the level of sufficiency of the English language in the world. Therefore, the study suggests that the Ministry of Education prepares an improvement plan that includes training teachers on English teaching new techniques and methodologies and that schools maintain an average of six hours of weekly classes and periodic evaluations. Additionally, Education in Ecuador is governed by the Ministry of Education, which has proposed the EFL curriculum for primary and secondary education based on CEFR. The table below, Levels of Proficiency: Branching Approach, shows the levels of English expected of students in both EGB and BGU.

Figure 2

Graphic Organizer About Levels of Proficiency: Branching Approach
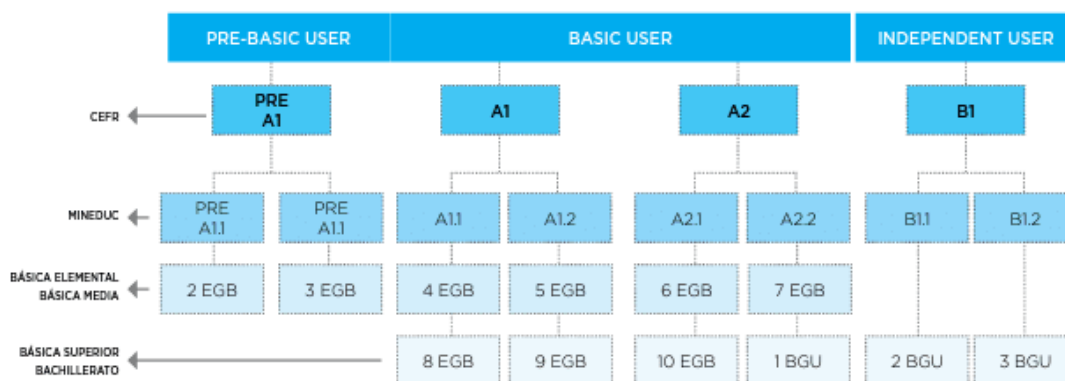
Note: Levels of Proficiency: Branching Approach. Adapted from "Currículo Nacional de Inglés" by "Ministerio de Educación", 2016 (https://educacion.gob.ec/curriculo-superior/ /).

The international standards established by the Ministry of Education based on the CERF consist of achieving a curriculum with the objective of developing students who are effective listeners and speakers, students who can evaluate and analyze information in various ways using a variety of skills, students who can respond appropriately in a variety of social interactions and learners who are critical and creative thinkers. Therefore, the student must meet the level required by CERF by the end of high school. The table below shows the different levels that each language learner must pass until they reach proficiency.

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Figure 3

Graphic Organizer About Common Reference Levels: Global Scale of the CEFR

| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Note: Common Reference Levels: global scale of the CEFR. Adapted from "Using the CEFR: Principles of Good Practice" by "John Trim", 2011 (https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf).

1.9   Receptive and Productive Skill

1.9.1   Receptive skills

Communication skills are divided into two categories: receptive and productive; reading and listening are receptive, while speaking and writing are productive. Receptive skills allow the student to receive and process the information obtained without the need to produce the language. According to Krashen (1982), cited in Ávila (2018), he says that "language teaching should be dedicated more to the effort of developing the receptive competence of the students, than to their productive competence. He asserts that the productive capacity of learners will arise naturally from receptive knowledge" (P.11).

Laura (2018) states that receptive skills are what we use to receive information; this makes it inherently more difficult to receive feedback from others. We all come with a filter through which the information we receive passes. Our age, background, education, and life experience inform this filter. Within the conceptions of different authors, it is stated that students fail to obtain good learning if teachers fail to execute a good and permanent motivation process since, if the learners were not, they would not significantly acquire a second language.

Krashen, quoted in Loaiza (2004), states that the acquirer needs to be open to entry. The affective filter is an isolation that prevents acquirers from using the comprehensive input for language acquisition. The acquirer can understand what the student hears and reads, but the student cannot organize the input or the acquisition process. That occurs when the acquirer is unmotivated, lacks self-confidence, is anxious, or is defensive. Finally, for students to achieve excellent performance in oral and reading comprehension tests, they must have a systematic reading process. Hence, Krashen confirms that the more reading is done, the better the results in the written comprehension tests.

1.9.2 Productive skills

According to the Council (2014), Productive skills are speaking and writing; students who carry out these skills need to produce language. Therefore, they are also known as active abilities. Productive skills allow the student to produce oral or written language, giving way to communication and thus allowing the student to express their ideas and thoughts. Productive skills are divided into:

a. Writing

Williams (2005) explains that "writing is directly related to the production of language through symbols printed on a page" (p.30). Writing needs a message and a receiver to receive it. Therefore, it is of great importance to know that the issuer must know and master the ability to form letters and words, then join them and form clear ideas and thus be able to communicate.

b. Speaking

The skill of speaking is a productive skill. Williams (2005) explains that "a person can transmit ideas, thoughts, and feelings which are formulated very quickly to the receiver so that he can analyze their meaning, thus giving way to effective communication" (p.30). In this way, it can be realized that productive skills are of great importance for the students being since by making use of these, students can communicate and at the same time make good and correct use of grammar, vocabulary, expressive structures, intonation, stress, rhythm, etc. to improve these skills.

c. Oral production

According to Bygates (1991), skills to assemble sentences in the abstract is produced and adapted to the moment's circumstances. That is, making quick decisions, integrating them properly, and adjusting them according to unexpected problems that appear in the different types of conversation. Hence, oral skills are born as a need for man to express feelings, desires, emotions, ideas, Etc., and thus share them with others, but the ideas must be structured clearly and concisely.

On the other hand, O'Malley (1996) says that oral skills are "skills to negotiate meanings between two or more people that are related to the context where the conversation occurs" (p. 76). In Addition, Hammill & Bartel (1995) state that speaking skill is the ability to express ideas orally, logically, and sequentially using a comprehensive, precise vocabulary and building coherent sentences. In conclusion, it must be borne in mind that oral production in certain circumstances is broader than speech since they require paralinguistic elements to complete their final meaning. Therefore, this not only implies an adequate knowledge of the language but also includes several non-verbal elements. The importance of latter is crucial since, without them, there would be no good communication.

CHAPTER II: METHODOLOGY

2.1   Type of Research

This research focuses on mixed research, as both quantitative and qualitative data support this research. According to (Hernández, Fernández, & Baptista, 2003), "The mixed approach collects, processes and analyzes quantitative and qualitative data in a single study, with the aim of trying to solve a problem statement" (p. 755). First, qualitative because bibliographic information is used to build the theoretical foundations supporting the study, such as books, academic articles, and websites. Secondly, quantitative because descriptive statistics and numerical analysis techniques have been used to analyze and interpret the data.

2.1.1   Descriptive

The research is related to the type of descriptive research since that searched to explain and describe and give the reasons why it was carried out. "An investigation is descriptive if it seeks the relevant and essential features of the object of study" (Anonymous, 2007). This research sought to highlight the importance of the object of study: the application of LingoDeer to developing speaking skills as a technological tool for teaching and learning the English language. In addition, describe the characteristics of the sample that is the object of study by collecting information such as the survey and interview technique to detail the two research variables.

2.1.2   Documentary and Bibliographic

For (Cortés & García, 2003), the documents are records of events that occurred previously, which serve as a source of information as they are useful research material. Therefore, the present investigation is documentary and bibliographic because the information necessary for its study was obtained from books, magazine articles, and documents from internet pages. Likewise, it was selected and analyzed to present the most relevant characteristics and arguments of each research variable clearly and precisely.

2.2   Methods

2.2.1   *Deductive*

Deductive reasoning sometimes works from the most general to the most specific; this is called the "top-down" approach (Burney & Saleem, 2008). This method was used to analyze the results of the survey applied to the students of the eighth level and the interview with the subject of the English teacher of "Miguel Egas Cabezas" to relate them to the theories conceptualized in the theoretical framework.

2.2.2   *Inductive*

This method allowed the interaction of the information obtained in the theoretical framework with the statements of the teacher interview regarding using the LingoDeer application to development of speaking skills in eighth-level students. Burney and Saleem (2008) stated that "Inductive reasoning works the other way, moving from specific observations to broader generalizations and theories. Informally, this is sometimes called a 'bottom-up' approach".

2.3   Research Techniques and Instruments

Qualitative and quantitative applicable instruments were used for the data collection of this research. These instruments facilitated the analysis and interpretation of the results obtained to achieve the proposed objective.

2.3.1 Survey for Students

This technique was essential for gathering quantitative data. "The survey technique is carried out through the questionnaire, which collects the data provided by the respondents through a set of questions or issues that constitute the subject of the survey" (Gutiérrez A., 2004, p. 101). This research tool and measurement were designed on the Likert scale. Thus, the survey questions were created to obtain data on the importance of using the mobile application in strengthening teaching activities to develop oral expression. The survey was applied to eighth levels students at Miguel Egas Cabezas, a rural high school in Otavalo.

2.3.2 Interview for English Teacher

According to (Denzin & Lincoln, 2005), the interview is "a conversation, it is the art of asking questions and listening to the answers". Therefore, the semi-structured interview was used in this research, using the interview guide as an instrument. The interview was applied to the teacher from level 8th of this high school, and it took about twenty minutes for a teacher through which the pertinent data of each question could be collected. Therefore, the intention is to collect relevant data to understand the problem.

2.3.3 Speaking English Diagnostic Test for Students

The diagnostic test was the Cambridge A1 speaking exam. The Speaking English Diagnostic Test Instrument is for use with 8th-level students. The test had four sections; The first part was with the basic questions, where the teacher asked the students basic questions about their profiles. In the second part, the teacher asked questions about two people or things in the scene picture, e.g., 'What color is it?'. the third part asked about four object cards, e.g., 'What's this?'. Finally, the teacher asked questions about the students. For example: 1. Which sport do you like? In conclusion, this test was vital because it helped to recognize the levels of speaking skills of the students. Therefore, a Cambridge rubric collected the following indicators: vocabulary and grammar, pronunciation, and interactive communication.

2.4   Research Questions

This research carried out to propose to answer some questions that helped to corroborate the investigation, which are two research questions:

- How important is implementing the "Lingodeer" app in the learning process?
- How does the use of the "Lingodeer" application help the development of speaking skills in students?

2.5   Matrix of Operationalization of Variables

The structuring of the matrix of variables was defined according to the relationship between variables 1 and 2 around the object of study to guide the development of information instruments, the research objectives designed, and the techniques and tools used. In addition, this matrix can help develop the basis of the theoretical framework of this research from the variables.

Table 1
Matrix of Operationalization of Variables

Variables	Indicators	Technique	Source of information
LingoDeer	• Educational application. • App Features • Types of activities. • Media content. • Knowledge of technological tools.	Interview	English teachers at "Miguel Egas Cabezas" high school.
Speaking skills	• Student interaction. • English speaking activities. • Understand and respond in English. • Difficulty speaking skills. • Student participation.	• Survey • Speaking English Diagnostic Test for Students	Students at "Miguel Egas Cabezas" high school.

Note: Own elaboration

2.6   Participants

The population is the set of all the elements the investigation governs. According to (Tamayo & Tamayo, 1997), "The population is defined as the totality of the phenomenon to be studied where the population units have a common characteristic which is studied and gives rise to the research data" (p. 114). This research was conducted at "Miguel Egas Cabezas," a rural high school in Otavalo. This high school has a population of 874 students, but 8th-level students were considered for this research. Therefore, the people involved in this study to collect data were students from the 8th level and their English teachers. As Otzen (2017) stated, non-probabilistic sampling implies that the population is highly variable, and consequently, the sample is tiny. As the population for this research is considerably small, it was decided not to use a formula to consider the entire population. Population because the population was less than 100 participants. Hence, a non-probabilistic sample based on subjective judgment was used.

Table 2

Population

High School		Grade	Parallel	Students
"Miguel Egas Cabezas"		8th	"A"	15
			"B"	22
Total				37

Note: Data provided by "Miguel Egas Cabezas" high school

2.7   Data Analysis and Procedure

The procedure to develop the methodology was to design the instruments to be later approved by career teachers for validation. Then, the information collection application was carried out with a questionnaire directly to the students and an English-speaking diagnostic test. Finally, the interview was direct, with the English teachers applying a structured interview of 7 questions. Afterward, for the data processing, the tabulation was carried out in the SPSS computer program, which facilitated the reliability and validation of the data of the applied instruments. Statistical tables and reliability tables were obtained. In the same way, the SPSS program was used to obtain the graphs of each of the questions of the survey, interview, the diagnostic test. Finally, the analysis and interpretation of results were reached, where the default values of each statistical table were considered, considering the contents of the theoretical framework, guiding questions, objectives, and the matrix of variables.

CHAPTER III: RESULTS AND DISCUSSION

This current inquiry was carried out in the Miguel Egas Cabezas high school, a public institution in Otavalo. This section details the results obtained according to the instruments applied, the analysis of the results of the questionnaire, the interview, and the test, followed by a discussion of the results. The instruments are found in the appendix.

3.1   Student's Survey Analysis

Starting from the quantitative aspect, a questionnaire of twelve multiple-choice questions was designed for 37 eighth-level students currently studying at Miguel Egas Cabezas. Its main objective was to determine the communicative strategies used by the teacher to develop their speaking skills. In total, the survey was applied to 2 parallels: A and B, who belongs to the EGB. In addition, this data collection instrument was applied in person with printed documents. Finally, the statistical results are detailed below in pie charts. In addition, the respective interpretation and analysis regarding the survey questionnaire were also issued.

Figure 4

Periodicity of the Practice of the English Language
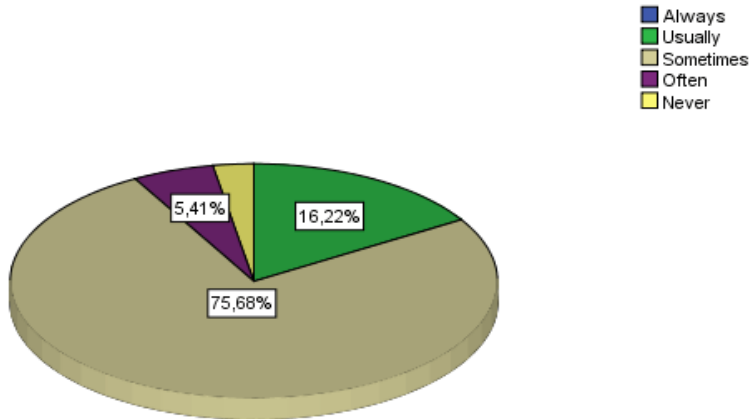
Interpretation

Practicing English is essential in the student's learning process. Therefore, in the present graph, some students mention that they sometimes practice English in their classes, causing communication troubles among them at the moment to perform oral activities. In contrast, another small part of students never practices English because they do not have an interest in learning due to various reasons for teaching the teacher to the student. For example, Naranjo Morales (2012) states that some possible causes may be a distraction, low intellectual level, and lack of student will. Therefore, the teacher must look for new teaching methods and techniques to encourage practicing and using English in their daily life.

Figure 5

Ability to Comprehend of the English Language
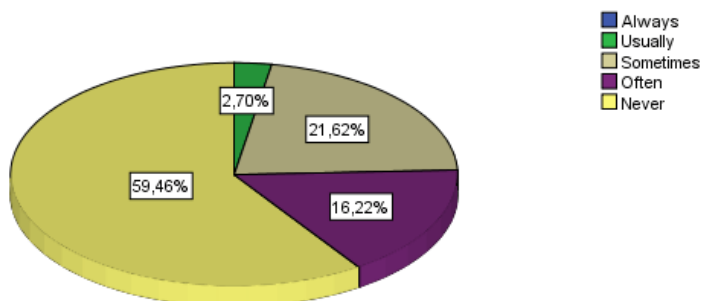
Interpretation

Understanding the text instructions is essential to complete the teacher's daily activities. This graph shows that some student's minority understand the instructions in the English language, facilitating the process of communication with the teacher at the time of each activity, but on the flip side, many students have yet to learn what the text says, causing a lack of attention when performing activities with other students. Bran Castro (2013) stated that the main difficulties in understanding properly are the problematic instructions in the text, causing stress and demotivation not to learn. Therefore, the text must be consistent with the level of the students, with instructions that are easy to understand and can be completed.

Figure 6

Ability to Comprehend the Teacher
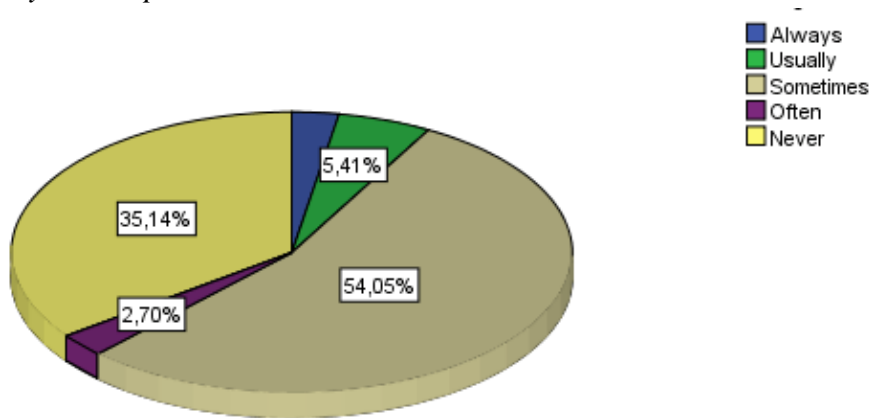
Interpretation

Interaction with the teacher is essential to develop speaking skills. This graph shows that many students understand and respond to the teacher when the instructor speaks helps improve teacher-student interaction in oral activities. However, on the flip side, some student's minority have no idea what the teacher is saying, impeding communication no be understandable to their classmates and being an obstacle in learning to develop English skills. Cisterna-Zenteno (2016) stated that the main difficulties in correctly understanding the instructions for each task are due to how he expresses himself to his students with a vocabulary according to the student's level, in addition to using forms of communication. Therefore, the teacher must communicate with the student in different ways so that the instructions are captured, and the student can converse with the teacher.

Figure 7

Periodicity of Practicing the Speaking Skills in Classes
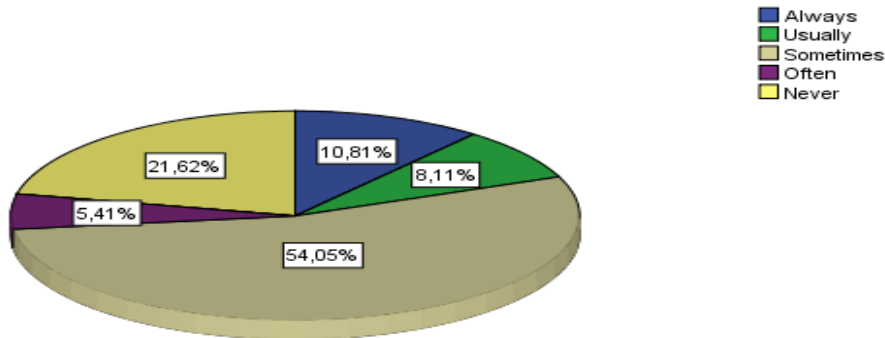
Interpretation

One of the great difficulties in English classes is speaking skills. As shown in this graph, more than half of the students affirm that they sometimes practice speaking in the classroom, allowing them to facilitate the teacher's teaching at the time of the classes. On the contrary, a small percentage of students mention that they never practice speaking in class; this prevents student learning from not being optimal at the level they should have, which is an A1, according to the Ministry of Education. Beltran (2018) affirms that it is of the most challenging and complex skills in the teaching and learning process in the classroom. Therefore, the teacher should encourage increasing speaking skills in the classroom with the diverse use of materials in the student's teaching-learning process.

Figure 8

Participation in Speaking Activities
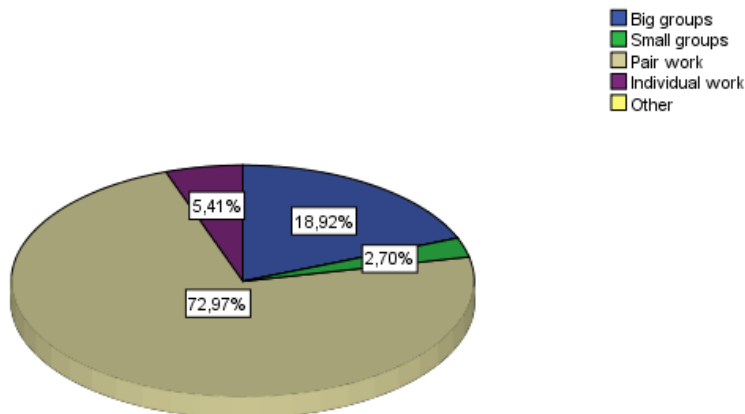
Interpretation

The formation of working groups with students during the teacher's activities can never be lacking for student interaction. Therefore, this graph helps determine how students would like to work in class. More than half of the students mention that they like to work in pairs, allowing them to process information better together, provide a unique solution, and encourage the performance of roles in pairs. On the contrary, a minority of students affirm that they like to work in small groups, allowing students with different levels to mix to help each other by improving their English skills in specific speaking. Furthermore, Salinas Ibáñez (1999) mentions that the importance of learning must be free precisely because it makes some of the determinants of learning more flexible, such as group formation. Finally, the teacher can bear in mind this possible suggestion into account when forming work teams.

Figure 9

Most Used Strategies
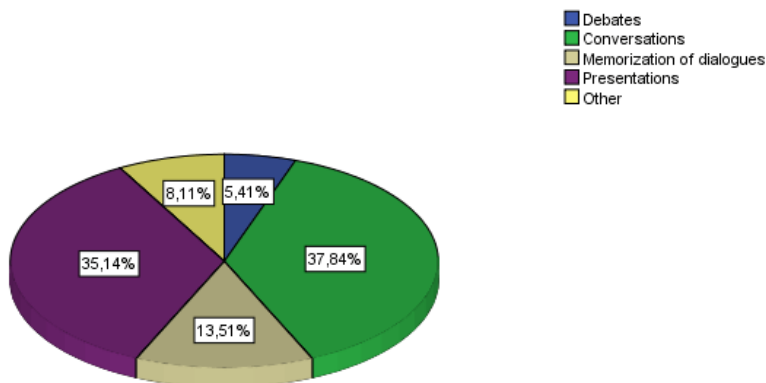
Interpretation

Today, classroom activities are essential to developing student's speaking skills due to their fundamental purposes, such as speaking and giving information about oneself, learning naturally, and finding and exchanging information (Ramadan, 2021). Therefore, in the graph, it can be seen how the teacher has applied various strategies. For example, conversations and presentations are the most used by the teacher to develop speaking in students, leading to the use of new vocabulary and improving pronunciation and fluency. Moreover, a small percentage said the debates, in addition to other activities in speech development, increased communication, teamwork, and participation with the teacher and her classmates. In conclusion, it is remarkable to know that the teacher uses a range of activities during English classes to develop speaking skills.

Figure 10

Speaking Activity Time
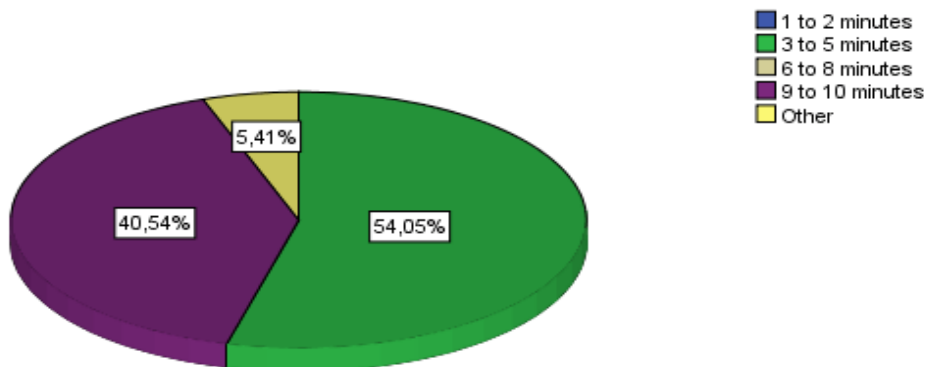
Interpretation

This graph aims to know the time factor incidence in English classe's speaking activities. More than half of the students affirm that the speaking activities from 3 to 5 minutes long cause the students do not have an optimal level of English, specifically in speaking. On the other hand, a minority of students mention that activities that last more than 10 minutes promote greater productivity and efficiency in teaching oral skills. The prominence of the time factor is evident both for the development of activities and each skill in the classroom (Rojas Padilla, 2014). Furthermore, it shows that the time can vary depending on the activities that the teacher wants to apply with the student.

Figure 11

Type of Activities in English Classes
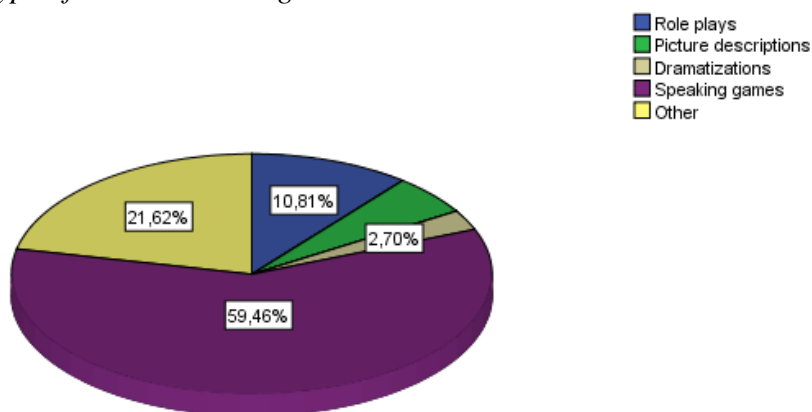
Interpretation

In learning the English language, various activities can be carried out using different technological tools that contribute to a flexible and pedagogical proposal focused on developing oral communication. Therefore, the graph shows that most students would like activities related to speaking games, encouraging them to meet with their peers to learn to enjoy and practice the language in a different way. It helps improve social skills and express yourself better in the language. On the contrary, a small percentage, like dramatization for activities in English classes, helps improve mental agility in the development of oral expression in addition to gaining more vocabulary, fluency, and clarity. It facilitates the development of skills related to communication and information management, improves the flexibility of the didactic proposal, and stimulates interaction at all levels, guaranteeing communication and individual and collective learning at different rates depending on the proposed objectives (Fundación canal educa, 2020). In conclusion, teachers must consider how important it is to implement various classroom activities with which students participate and interact.

Figure 12

Internet Access
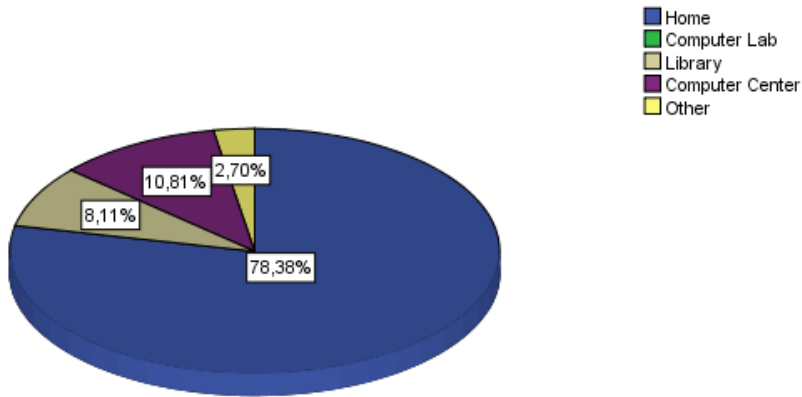
Interpretation

The Internet is essential for carrying out homework and different research activities. Therefore, in this graph, it can see where students have access to English activities. Most students affirm that they access the Internet from home, while a small percentage are from computer labs, libraries, computer centers, and other places to do homework, allowing the teacher to implement technological activities to develop English skills with their students while sharing classified information. Segovia (2013) Internet use in the educational field is necessary for the student's learning process. the importance of using the Internet must be bear in mind, in addition to the fact that the student is always in constant access to the Internet to carry out their homework.

Figure 13

Most Used Device
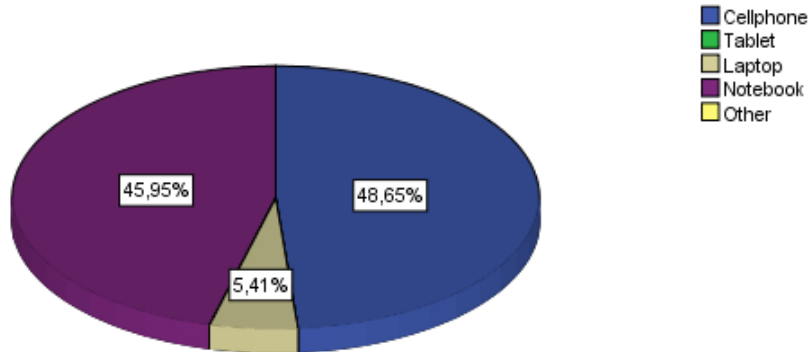
Interpretation

Today, the use of multimedia devices in learning activities is necessary. In addition, the teachers use them for student teaching. Bearing in mind, this graph reveals that two significant parts of students use notebooks and cell phones for English activities, facilitating activities for educational development and acquiring knowledge interactively. It improves teaching and is enriching for both the student and the teacher. On the other hand, a minority of students use laptops favors the flexibility of student's thinking because it stimulates the search for different solutions for the same problem, allowing a more significant deployment of student's cognitive resources. Rummler (2020) How students integrate the media they use daily as resources in their daily learning practices is very diverse. Thus, students not only do homework but also diversify the set of resources available to them based on their needs and possibilities. Such integration shows how students actively produce their learning.

Figure 14

Apps to Learn Outside and Inside
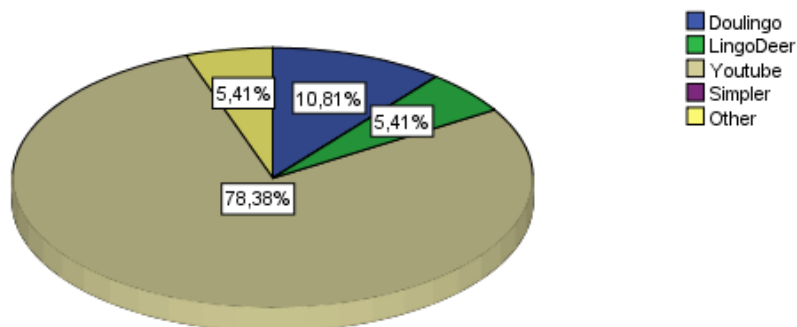
Interpretation

In the educational field, new technologies had incorporated into the English language teaching-learning process (Díaz Larenas, 2011). Therefore, teachers have used technological tools in their classes, and students have used applications inside and outside the classroom. It can be reflected in the graph, revealing that more than half of the students learn English through the YouTube application, allowing students to develop their skills to enjoy and understand English lessons. On the contrary, two small parts learn with the Duolingo and LingoDeer applications help to better generate the student's English skills depending on the time of use of the applications in their free time. On the contrary, some students learn English with other applications. In conclusion, students know various applications to learning English in their learning processes inside and outside of class.

Figure 15

Social Networks Favor the Develop to Speaking Skill
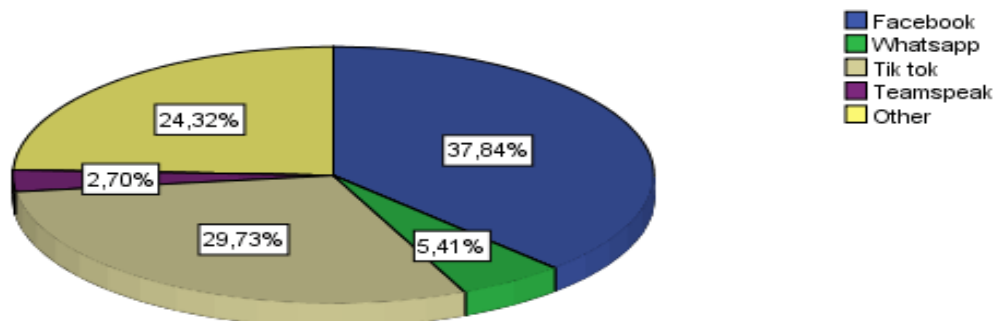
Interpretation

In 2019, online classes used social networks that benefited student learning. The figure shows the responses of two parts of students who mention that Facebook and Tik Tok while other social networks, benefit the development of speaking skills having the freedom to learn through different means and not being an impediment to not learning and the possibility of the teacher can carry out activities through these social networks improving speaking skills. On the other hand, a minority of students affirm that it is Teamspeak, getting students to practice the most important speaking skills. Cerra (2019) states that social networks present a whole range of possibilities to benefit the teaching and learning of foreign languages since teachers could share materials to improve student's oral expression and comprehension and exchange said material with other foreign language professionals.

3.2   The Diagnostic Speaking Test Analysis

Another quantitative component was a Cambridge A1 level test in speaking skills. In Miguel Egas Cabezas high school, the level of the eighth-level students of the parallels "A" and "B" was measured. It is relevant to emphasize that the test was in face to face at the high school. Likewise, the test lasted 2 minutes for each student. Equally important is that the students provided valuable information to know their speaking level. Finally, the data obtained from the student were considered. To carry out the respective analysis and interpretation of the diagnostic test results. The analysis of the collected data is presented below.

Figure 16

Grammar and Vocabulary
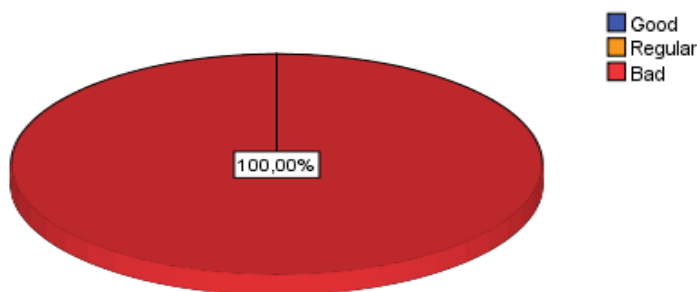
Interpretation

This first graph shows the answers of the participating students in this oral expression diagnostic test related to personal information according to level A1 on grammar and vocabulary. However, all the students had many errors when answering personal questions such as "What is your last name? where do you live? What do you do?" and interacting with questions and sentences in present simple. Furthermore, most of the students needed help to make sentences in the present simple about the descriptions of the images. Therefore, the data indicated in the graph show that students need to reach the level of performance of simple grammatical forms, which are not easy to understand. Moreover, they need adequate vocabulary about personal questions and descriptions of images.

Figure 17

Fluency
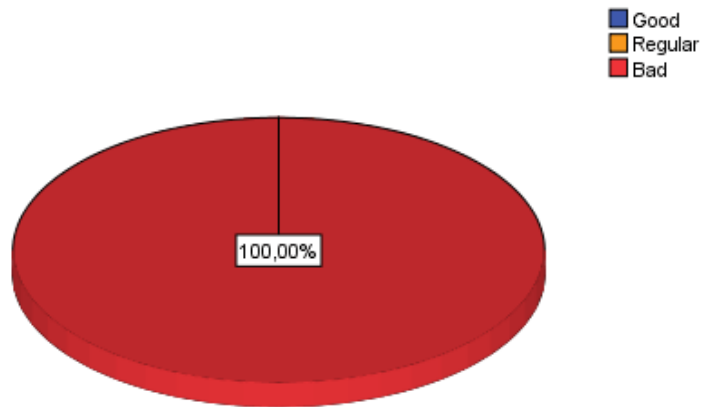
Interpretation

The pie chart above displays the results of the speaking diagnostic test related to the A1 level, which was about personal information and interacting in the present simple to find out how good fluency is when speaking. According to the results obtained by the students, they have significant deficiencies in pronunciation of the words that cause problems when speaking-causing the pronunciation to be generally incorrect, hindering the meaning. In addition, most of the students made many mistakes because they first did a translation of what they wanted to say and then answered what caused a deterioration in their fluency.

Figure 18

Body Language and Eye Contact
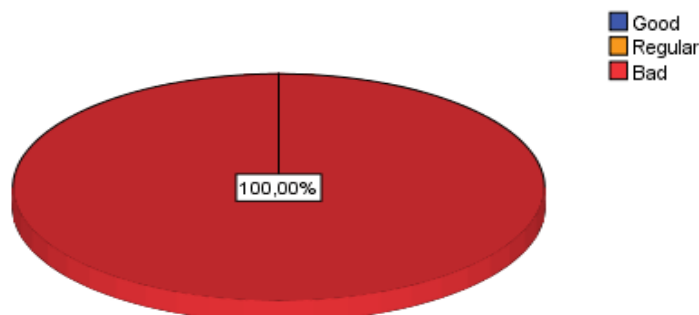
Interpretation

The figure shows that most students have difficulty demonstrating body language and eye contact. Due to fear, the students were not able to answer the questions. The fact that they said they did not understand the questions. Another factor was needing to learn the vocabulary, being essential to be sure. Therefore, it affected the answer and the posture. The students were insecure about themselves because they thought it was a test, and they became inhibited when speaking their words. As a result, the posture changed, and their answers were not adequate and precise. The data suggest that participants cannot maintain communication in a simple context and need support to repair communication with their classmates.

3.3   Teacher´ interview analysis

Finally, the qualitative component, a semi-structured questionnaire of eight questions, was carried out, and the English teacher at the Miguel Egas Cabezas school was interviewed. In this part, it is relevant to note that a teacher was interviewed face-to-face at the high school. Likewise, an interview lasted 15 minutes. Equally important is that the teacher provided valuable information on the teaching methodology used in class to develop oral skills. Finally, the data obtained from the teacher were considered to carry out the respective analysis and interpretation of the interview results; everything said by the teacher was later transcribed. The analysis of the collected data is presented below.

Question 1. What teaching methods do you commonly use in your English class?

The interview applied to the English teacher, MSc Rosa Rojas (2022) mentioned, "The method I use the most in my classes is Co-teaching. Because I have always had volunteers and the opportunity to have foreign volunteers or extension agents from the Technical University, it is what is most used in my classes".

That is, the English teacher has always made use of Co-teaching as a training process developed by two or more certified professionals who establish a participatory relationship to help teach a group of different students with specific content and objectives to achieve what they want (Cook & Friend, 1995; Wenzlaff et al., 2002; Cook, 2004; Beninghof, 2012). Therefore, this method is collaborative with another teacher or another volunteer. They must plan, carry out the instructions and evaluate, allowing the teacher to create a flexible learning environment for each student.

Question 2. What kind of speaking activities do you use the most in class to teach English?

In this question, the English teacher mentions that the speaking activities that are most used in the classroom are role play and lingo activities, where students ask questions and answer specific or everyday topics.

Based on the information provided by the teacher, in all his classes, he carries out a wide variety of activities that help to develop the speaking skills of eighth-level students. For example, the role play and the lingo activity are speaking activities to start the warp-up class as well as wrap up to assess student knowledge through these activities, allowing students to improve their oral production.

Question 3. How often do you do activities speaking in your classes?

As expressed by the teacher, the teacher almost always carries out speaking activities in all classes. Hence, the students must speak and communicate in English, even if they are in short sentences. Therefore, they are constantly speaking in English.

In other words, the teacher frequently carries out activities in her classes, in addition to the fact that oral production is essential because the teacher mentioned that when her students enter the classroom, English is always used, encouraging the student to practice and learn the English language.

Question 4. Have you used multimedia devices to teach and learn English? Explain your answer.

Through this question, the teacher highlighted the essential use of multimedia devices for teaching and learning English. In addition, a laptop is an essential tool today where you can carry out activities and plans for your classes and use speakers and projectors for developing English skills.

Based on the teacher's opinion, the teacher is always in contact with multimedia devices for student teaching. On the contrary, he does not remain stuck in the traditional resources, only using the book. Therefore, teacher has a more affordable approach to using new technologies in their English classes.

Question 5. Do you consider that the use of technological tools helps your students to develop speaking skills? Which of them do you use most often?

Through this question, the teacher mentions that it is necessary and valuable since the students know that listening and seeing strengthen their English skills, for example, some conversation through the speaker and movies through the projector. Hence, they acquire and reinforce their skills in class.

That is, the teacher always uses technological tools, and the speaker and the projector are a forte in her classes. They carried out activities to teach the English language and strengthen speaking skills.

Question 6. In your consideration, can social networks benefit the development of English-speaking?

Based on the teacher's experience, she knows about using social networks in teaching English. While they are well used when they are well guided, the students are given the instructions of what to do specifically, besides explaining the objective will always be very beneficial. It should be noted that during the pandemic, social networks were of great help.

Question 7. Nowadays, have you used any apps like LingoDeer to teach English speaking? Which one?

In this question, the English teacher mentions that the only application she knows is Duolingo, but she never used it in class. However, the teacher does not rule out using it in the future with her students. The teacher has used other applications such as Kahoot, Padlet, Quizzes, Worksheets, and others. She does not refuse to use another application. However, she opens up the possibility of using applications that develop English skills, such as speaking.

Question 8. Would you consider using LingoDeer apps in your speaking activities? Explain your answer.

According to MSc. MSc Rosa Rojas (2022) states that she states that teacher is willing to use this LingoDeer app in their English classes. She finds them attractive to use with her students in or out of class because they have many activities that motivate students to adapt and reinforce their knowledge.

3.4   Discussion

Based on the surveys applied to the eighth-level students at Miguel Egas Cabezas high school it was related to the importance of using applications in English classes. Most students affirm that more use of applications is needed in dynamic activities with material technology during English classes. However, the teacher does not carry out activities with applications, being an essential factor during classes. Therefore, the applications are a determining factor within the resources to acquire English skills with the methodology and the classroom environment. As reported by the data collected from the survey, the students stated that they use applications and social networks. They also emphasized that they would like activities related to interactive games, such as virtual materials, that motivate them to learn inside and outside classes. For this reason, Miller, Sharp, Minnich, and Sokolowski (2018) state that the teacher must use technology to teach the activities for the beginning of the implementation of virtual tools.

On the other hand, the interview results applied to the English teacher in the eighth-level students at Miguel Egas high school. It was found that the teacher has knowledge of straightforward virtual resources and uses some known technological tools and platforms to promote speech. Nevertheless, the teacher does not put them into practice during the classes, which does not cause interest and motivation in learning the students for the reason the teacher did not know how to implement those resources in addition to the lack of information on the new technological materials in the development of English skills in explicitly speaking. As Vite (2020) mentions, English teachers must use various methodologies and didactic resources to achieve better student performance. They recognize that the resources that teachers apply help them be more successful in their qualifications. Therefore, the teacher should implement virtual material in the classes when carrying out activities related to speaking or other skills.

The analysis of the results suggests that eighth-level students do not have the optimal level that marks the CEFR in oral expression skills. Among the reasons is student's lack of practice outside of class. In addition, the lack of applications and use of social networks in the classes generates a low level of speaking. According to Anchel (2016), social networks and educational applications seek the highest academic performance since, thanks to them, disciplines such as learning, and teaching have taken a very different path from what we were traditionally used to. Therefore, the technological materials are a fundamental part of developing the activities and the student's speaking skills. According to Pusdá (2021), having a good command of communication allows you to generate better skills for speaking in a foreign language. Talking allows the student to expand her knowledge. In addition, students need to increase their level of oral expression using new methodologies and resources. On the contrary, teachers must apply new tools or applications to develop an excellent classroom environment.

In conclusion, after analyzing the information collected, the need for and importance of developing a guide for using the LingoDeer application to develop speaking skills are evident. Therefore, the current situation deserves teachers trained to face a situation where technology is the basis of teaching. For this reason, it would be handy to provide a detailed guide with the best motivational teaching activities that improve teaching-learning development.

CHAPTER IV: ACADEMIC PROPOSAL

4.1   Title

Handbook to develop speaking skills with LingoDeer.

4.2   Rationale

Speaking skill is the most difficult for students, causing fear, nervousness, and frustration. However, this skill is essential to teaching and learning the English language since students interact and share opinions, ideas, or thoughts. After the data analysis and the collection of information from this project show that speaking skill is the most complex to foster in eighth-level students; as a result, it is crucial to improve student's oral production to achieve the level decreed by the Ministry of Education. Furthermore, teachers should incorporate new resources that support the development of speaking skills.

Therefore, this proposal is a strategy to help develop speaking skills in eighth-level students and promote the teaching process of the teachers at "Miguel Egas Cabezas" high school. This guide proposal is based on the LingoDeer application with various activities that encourage improving speaking skills quickly and pleasantly. Also, the guide includes four units. Unit 1: pets, Unit 2: Family, Unit 3: greetings, Unit 4: demonstratives. The activities of each unit were created to reinforce the speaking skills, and the students are entertained using technological didactic resources to carry out oral production.

Finally, the use of LingoDeer is proposed in the proposal to motivate student interaction in activities that are related to oral production. As a result, this proposal seeks to improve speaking skills that involve the use of technology that can support teachers in creating interactive activities; students can also develop speaking skills inside or outside classes.

4.3   Theoretical foundation

This guide is a brief didactic resource comprising a set of activities to increase the development of oral expression. In addition, each activity was selected and connected to LingoDeer and other applications allowing the teacher to modernize their teaching; Likewise, students can use the English language inside and outside of class and increase interaction and communication more effectively.

This guide chose a method, approach, and apps such as E-learning, Gamification, and LingoDeer are notable aspects in the development of English language teaching since the teacher can design motivating and captivating strategies that favor the development of speaking skills.

Stockley (2017) mentions that E-learning involves the use of a computer or electronic device (i.e., mobile phone) in some way to provide training, education, or learning material. Hence, E-Learning is the use of technology so students can learn anytime, anywhere. In addition, the teacher must apply a methodology according to each student. Therefore, the following are some relevant characteristics of the teacher's role in E-learning.

Figure 19

E-learning Teacher Role

THE DESIGN THE MATERIALS — In the elaboration of these materials, but also in the psycho-pedagogical domain of the contents to access the world of based learning.

THE PROFESSIONAL PERFORMANCE — Carry out guidance and follow-up tasks for their students, fostering their relationship with them through motivation and facilitating learning.

THE TECHNICAL FUNCTION — The correct handling of the new technologies implies not so much knowing all the media perfectly, but mastering those that are going to be basic and strategic for the E-training processes.

On the other hand, Gamification employs virtual tools consisting of game components that increase student skills. Hence, the use of gamification tools in mobile applications for the reinforcement of students will increase their oral production as well as monitor their learning. Based on Gamification thinking Jorge Simões (2013) explains that some strategies:

Figure 20

Gamification Strategies

1. Allow repeated experimentation
2. Include rapid feedback cycles
3. Adapt tasks to skill levels
4. Increase tasks' difficulty as students' skills improve
5. Break complex tasks into shorter and simple sub-tasks
6. Allow different routes to success
7. Allow the recognition and reward by teachers, parents, and other students
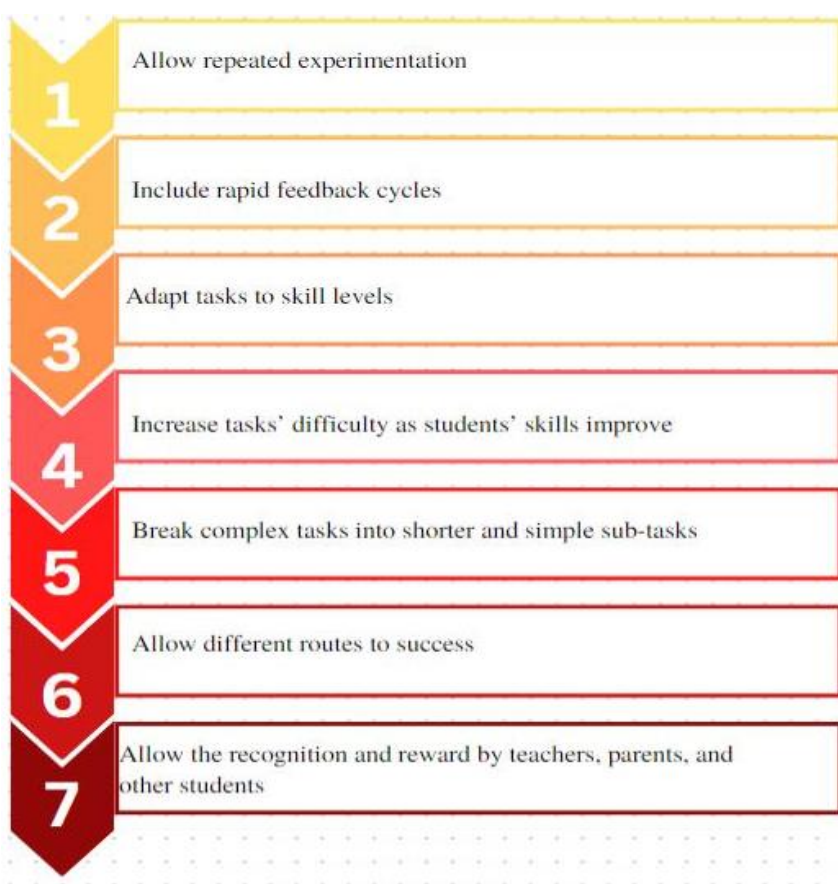
Finally, Zivojinov (2022) claims that the learning method better reinforces the student's memory and makes it more likely that she will retain what she has learned. Maximizing the student's learning potential quickly in their reading, listening, speaking, and writing skills. LingoDeer is a mobile app and website for students who want to learn a new language from scratch. The app includes vocabulary, grammar, and pronunciation lessons and helps students improve their language skills.

Figure 21

LingoDeer Games
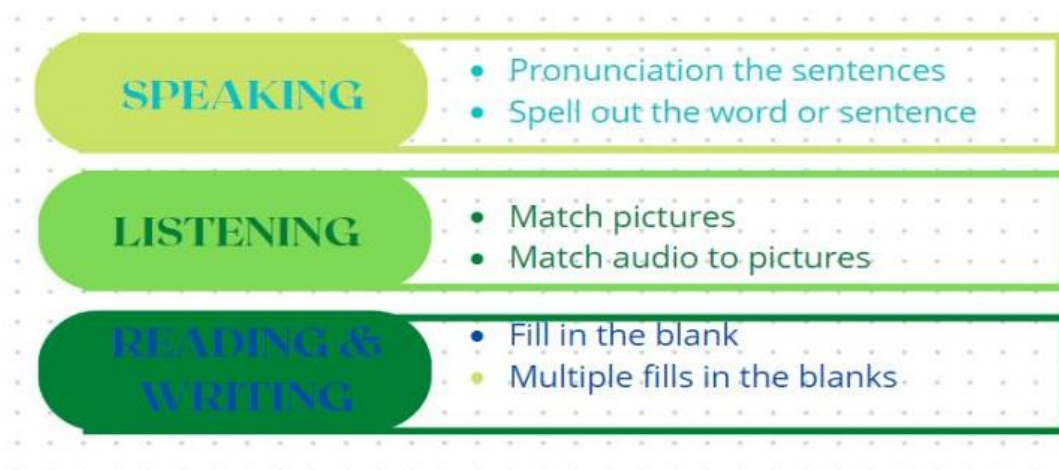
This proposal contains three strategies, LingoDeer, E-learning, and Gamification, as support for the training of teachers at the Miguel Egas Cabezas High School and promoting interaction and communication between students in the classroom. In addition, a section for the teacher and another for the student comprises three sections: Presentation, Practice, and Production. In this handbook, find virtual tools such as LingoDeer and social networks that teachers can incorporate into their planning and design activities and encourage student's speaking skills. On the other hand, the student section has four units. Each unit has activities the student must carry out with the teacher's intervention. Finally, the topics in the guide relate to the LingoDeer application and CEFR according to the learning standards of eighth-level students.

4.4   Objectives

4.4.1   General

Design a handbook with LingoDeer to develop speaking skills with students from level 8th at Miguel Egas Cabezas high school in Otavalo.

4.4.2 Specific

- Develop special activities based on LingoDeer for level 8th students corresponding to level A1.
- Create a teacher-student manual with LingoDeer themes to improve interaction and communication among level 8th students.
- Strengthen student's oral skills, as well as vocabulary and grammar, using LingoDeer.

4.5   Beneficiaries

4.5.1 Direct beneficiaries

The direct beneficiaries of this study are English teachers and eighth-level students. Therefore, teachers will have a reference in this guide with different activities related to LingoDeer. They will have the opportunity to put this didactic material into practice in their classes to generate the oral production of the students, as well as students will develop their speaking proficiency. With this guide, there may be changes in attitude and interaction in classes since the way of studying is different from the usual. They are motivating the student to practice inside and outside of class. This guide has fun activities to help improve the oral skills of EGB students. In addition, they contain dynamic games and will make the classes motivating and interactive. In this way, teachers can promote autonomy and meaningful learning.

4.5.2 Indirect beneficiaries

The indirect beneficiaries are the teachers and the eighth-level students at different schools in the country to promote improving student's speaking skills at Miguel Egas high school. In addition, the institution is the beneficiary as the students develop their English skills. As a result, they will reach the standards required by the Ministry of Education and CEFR. In addition, to recognize the school for implementing new playful tools concerning technology, promoting new technological tools in learning, and teaching the English language. Thus, it can increase the prestige of the academic unit in the city.

4.6   Impacts

In this guide, the positive impacts that this manual intends to achieve and the repercussions in the field: social, pedagogical, educational, and technological are the following:

4.6.1 Social impact

The activities in this guide are intended to help in communication, interaction, and active contribution; As a result, they will promote the improvement of student's social skills, such as cooperation, empathy, and understanding, which are inevitable for proper personal performance. Therefore, students are good citizens and can function in society in a good way. Through this proposal, students can practice and learn social skills to encourage them to build better relationships.

4.6.2 Pedagogical impact

Teachers can refine their oral instruction by using this guide as an additional resource; as a result, students can improve their speaking skills remarkably. Also, implementing LingoDeer could help classes be more interactive, entertaining, and less monotonous. In this way, each teacher could promote independence, motivation, and interest in learning in students, as well as create a suitable environment.

4.6.3   Educational impact

This guide helps to strengthen speaking skills having a significant impact on the development of learning. Increases oral production helping students to generate interest autonomously in the surrounding environment and encouraging them to speak fluently, which gives them self-confidence.

4.6.4   Technological impact

This proposal aims to strengthen the use of mobile applications such as LingoDeer in curricular activities to improve speaking skills through various learning-teaching activities. Technological strategies transform traditional education, fostering an environment of participation and interactive learning.

4.7   Development

The following proposal was designed according to the theoretical framework information and data collection results. It has a cover, introduction, contents, instructions for the teacher, objectives, and four units. Each unit has several activities. The activities are based on the LingoDeer application considering the A1 level CEFR. Also, the guide encourages speaking skills using applications with playful activities, being a guide as a support resource for students and teachers to significantly generate the development of learning and teaching English to improve student's speaking skills. The guide is in PDF format and can be viewed on any technological device. The link to the manual is as follows:

https://www.canva.com/design/DAFUN03Ax48/pgnqaicyNSbJEgpQ-qhT5A/view?utm_content=DAFUN03Ax48&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu

HANDBOOK TO DEVELOP SPEAKING SKILLS

WITH
LINGODEER

CÓRDOVA INTI

YOUR LINGODEER PRACTICE EXTRA

LEARNERS

- Go to lingodeer.com/home or scan QR code.

- Create an account and select the English language.
- Finally, complete and take a screenshots as evidence.

LINGODEER

WHAT IS LINGODEER?

Lingodeer is an app and website for students who want to learn a new language from scratch. The app includes vocabulary, grammar, and pronunciation lessons and helps students improve their language skills.

CONTENTS

UNIT	VOCABULARY	GRAMMAR	SPEAKING
PETS	Vocabulary for pets	• Articles a/an • Verb have/has • Verb love/loves • Possessive adjectives (singular)	**Lingo Practice!** • Brief description of your pet. **Lingo Production! Mini-project** • Conversation about your pet.
FAMILY	Vocabulary for family	• Verb to be (am, is are)	**Lingo Practice!** • Conversation about your family **Lingo Production! Mini-project** • Role play about your partner's family.
GREETINGS	Vocabulary for greetings		**Lingo Practice!** • Conversation about greetings **Lingo Production! Mini-project** • Make a dramatization about greetings
DEMONSTRATIVES	Vocabulary for supplies	• Using this,that,these and those	**Lingo Practice!** • Describe what supplies are in your bag?. **Lingo Production! Mini-project** • Give a presentation what is in your bag?

PROMPTS FOR TEACHER

PETS

LINGO WARM UP!	• Teacher presents a picture with some domestic animals and explains the activities to do: a) Circle the animals that you know. b) Look at the new information in a dictionary. c) Make pairs. • Students do the activities
LINGO PRESENTATION!	• Teacher presents the first activity 'a' after teacher explains about articles besides present some activities to do: b) Match the article with the correct picture. c) Identify the meaning. In this part, the teacher clarifies the verb in bold with other examples. d) Write the sentences and compare with your classmates. • Finally, teacher explains about possessive adjectives also teacher can say that find out additional information on app LingoDeer. e) Choose the possessive adjective and share your classmates. f) Identify the meaning. In this part, the teacher clarifies the verb in bold with other examples. g) Write the sentences and compare with your classmates. h) Read the article and choose the correct words.
LINGO PRACTICE!	• Teacher gives an example about the first activity 'a'. • In this example, teacher draws a pet and write a brief description. • Finally, teacher sends additional activities as lingo exercises. Teacher opens the LingoDeer to show pets part from lesson 1 to 4.
LINGO PRODUCTION! **MINI-PROJECT**	• Teacher sends a project on Flipgrid. This is a conversation about your pet. • Work in pairs. • Record video then send the video to Flipgrid. • The teacher evaluates this project with the rubric speaking the Cambridge CEFR A1.

FAMILY

LINGO WARM UP!	• Teacher presents a picture with a family and explains the activities to do: a) Pairs of words. b) Look at image and write the correct word in the boxes. c) Write the sentences with vocabulary activity A. d) Make pairs. Students do the activities.
LINGO PRESENTATION!	• Before of the presentation, teacher gives an activity "a". a) Match word with the correct picture. Teachers gives a presentation about verb to be besides explains some activities to do: b) Complete the sentences and share with classmates. c) Identify the meaning. In this part, the teacher clarifies the word in bold with other examples. d) Write in the boxes using the vocabulary the family. e) Complete the article using verb to be and vocabulary after reading the article between classmates. f) Read the role play in pairs and swap roles after they can use the dictionary to look up words in bold. • Finally, teacher can say that find out additional information on app LingoDeer.
LINGO PRACTICE!	• Teacher explains the activity to do: a) Students should have a photo of their family and then paste it in the blank space. then they write the conversation in pairs. They finally read their conversation. • Finally, teacher sends additional activities as lingo exercises. Teacher opens the LingoDeer to show family part from lesson 1 to 3.
LINGO PRODUCTION! **MINI-PROJECT**	• Teacher sends a project on WhatsApp. This is a role play about your family. • Work in pairs. • Swap roles. • Recording audio then send the audio to WhatsApp. • The teacher evaluates this project with the rubric speaking the Cambridge CEFR A1.

GREETINGS

LINGO WARM UP!	• Teacher presents a picture with some greetings and explains the activities to do: a) Circle the greetings that you know. b) Look at the new information in a dictionary. c) Make pairs. • Students do the activities.
LINGO PRESENTATION!	• Before of the presentation, teacher gives an activity "a". a) Match the word with the picture. • Teachers gives a presentation about Greetings besides writes in Spanish in each example and explains some activities to do: b) Play the audio then write the audio greetings after pronouncing and work in pairs. c) Read the article then work in pairs and swap roles. • Finally, teacher can say that find out additional information on app LingoDeer.
LINGO PRACTICE!	• Teacher explains the activity to do: a) Write the conversation in pairs besides they read their conversation and swap roles. • Finally, teacher sends additional activities as lingo exercises. Teacher opens the LingoDeer to show greetings part from lesson 1 to 3.
LINGO PRODUCTION! MINI-PROJECT	• Teacher sends a project on Facebook. This is a dramatization about a conversation. • Work in pairs. • Swap roles. • Recording video then send the video to Facebook. • The teacher evaluates this project with the rubric speaking the Cambridge CEFR A1.

DEMONSTRATIVES

LINGO WARM UP!	• Teacher presents a picture with some supplies and words and explains the activities to do: a) Highlight the words. b) Write the sentences. c) Work with your classmates. • Students do the activities.
LINGO PRESENTATION!	• Before of the presentation, teacher gives an activity "a". a) Write 1-13 in gaps. Teachers gives a presentation about Demonstratives besides gives meaning in each example and explains some activities to do: b) write the correct demonstratives. c) According to each picture write the sentences and work in pairs. d) Write what supplies are in your bag? After Read sentences in classroom. • Finally, teacher can say that find out additional information on app LingoDeer.
LINGO PRACTICE!	• Teacher explains the activity to do: a) work in pairs then each student writes Describe what supplies are in your partner's bag? after each pair present your conversation in classroom. • Finally, teacher sends additional activities as lingo exercises. Teacher opens the LingoDeer to show demonstratives part from lesson 1 to 2.
LINGO PRODUCTION! MINI-PROJECT	• Teacher sends a project on Flipgrid. This is a presentation about a what is in your bag? • Work in pairs. • Swap roles. • Recording video then send the video to Flipgrid. • The teacher evaluates this project with the rubric speaking the Cambridge CEFR A1.

OBJECTIVE:

By the end of the unit, students will use indefinited articles and possessive adjectives to talk about the pets.

LINGO WARM UP!

A)Look at the following movie covers and circle the pet you know in English.

B)Look in the dictionary the pets you don't know and make a list.

1 dog   a) perro
2   b)
3   c)
4   d)
5   e)
6   f)
7   g)

C)Talk about your favorite animal.

A) Scramble the following words to identity the animal.

tan	neh	rotpar	eglea ....

LINGO EXPLANATION!

ARTICLES A/AN

FORM:

- a/an+ singular noun
- "a" is used in a consonant or consonant sound, and "an" is used in a vowel or vowel sound

For example:

a + Consonant	an + vowel
a deer	an elephant
an + Consonant Sound	an + Vowel Sound
a hawk	an eel

B) Match the article with the correct animal.

A

AN

C) Pay attention to the following sentences and identify the meaning of the verb in bold.

A cat **has** green eyes.
An ant **has** six legs.

LINGO INFORMATION!

Have/has express belogness. In spanish means tener

63

D) Write your own sentences according with the picture and compare with your classmate.

....

....

....

....

LINGO EXPLANATION!

POSSESSIVE ADJECTIVES

In English there are some words that express **POSSESSION**.

possessive adjectives	examples
my	**my** deer
your	**your** parrot
her	**her** fish
his	**his** rabbit
its	**its** duck

E) Choose the correct option and share with your partner.

his
her

It´s......cat.

your
her

It´s......dog.

his
her

It´s......eagle.

his
her

It´s......ant.

my
her

It´s......chiken.

F) Pay attention to the following sentences and identify the meaning of the verb in bold.

I **love** my cat.
She **loves** her eagle.

LINGO INFORMATION!

Love/loves express feeling. In spanish means amor

G) Write your own sentences according with the picture and compare with your classmate.

....

....

H) Read the following pet description and complete it using the correct words

Hi, everybody. My name's Lingo. I go to talk about my friend´s pet.(His/ Her).......name is Justin. (His/ Her)..... pet is (a/an)....... dog. (His/ Her/Its)....... name is puppy. (His/ Its)..........dog is white. It's...... (a/an) cute dog. It (has/have)....... four legs. (Its/his)........ fur is white also it loves to walk. It (loves/love)....... to eat bones.

LINGO PRACTICE!

A) Draw a your favorite pet write a brief description of your pet and talk about it with your patner.

My favorite pet

....
....
....
....
....
....
....

Open the app to complete pets part from lessson 1 to 4.

LINGODEER EXERCISES!

LINGO PRODUCTION! MINI-PROJECT

A) Work in pairs and make a small conversation about your pet.

Flipgrid B) Using flipgrip make a small video about your partner's pet.

DATE	
SPEAKER'S NAME	

Organization Organizes speaking by using main ideas as well as examples and details. uses 'signal words' and phrases such as : 'First of all, on the other hand; for example , etc.	1	2	3	4	5
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	1	2	3	4	5
Fluency Appropriate speaking speed; emphasizes key words and ideas.	1	2	3	4	5
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.	1	2	3	4	5

TOTAL GRADE Add up the above grades for the final grade out of 20 points.	out of **20** points

¡ EXCELLENT !

OBJECTIVE:

By the end of the unit, students will be able to talk about family using verb to be.
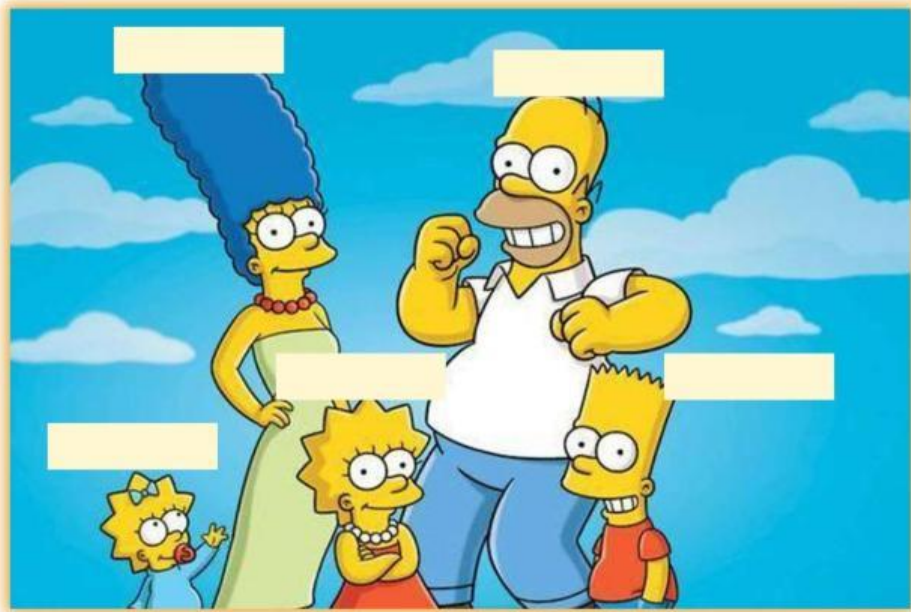
LINGO WARM UP!

A) Find the pairs of words.

daughter   brother   father
    wife   husband   mother
        son   sister

B) Look at the following picture and write the correct word in each box from exercise A.

C) Describe each person in the picture use two words from exercise A.

Lisa is a daugther and a sister.
Maggie.....................................
Bart..
Homero....................................
Marge.....................................

D) Compare your ideas with another pair.

A) Match the words with the correct picture.

grandfather   father   mother   grandmother

LINGO EXPLANATION!

VERB TO BE (AM, IS, ARE))

FORM:

subject + verb to be + complement.
- It is an irregular verb.
- It is an auxiliar verb is also used in present and past tense.

For example:

be	example
am	I **am** father.
is	He **is** grandfather. She **is** mother.
are	You **are** sisters. We **are** daughters. They **are** brothers.

B) Complete the sentences with the words in the list and compare with your classmate.

am   x2 is   x3 are

1. They.................sisters.
2. I............girl.
3. You............father.
4. Jose................ grandfather.
5. We.............grandmothers.
6. Ale.......... mother.

C) Pay attention to the following sentences and identify the using of the verb in bold.

You are wife **and** husband.
They are my mother **and** father.

LINGO INFORMATION!

And connects two nouns. In spanish means "y"

D) Write the words from the box in the gaps.

THE SIMPSONS

Abraham Mona Jackie Clancy

Homer Marge

Apudente Bart Lisa Maggie Bola de nieve

- x2 grandfather
- x2 grandmother
- x2 daughter
- father
- wife
- husband
- mother
- son

E) Write the words in the gaps from exercise B, C and D.

Hello!
I go to present you to my family. My _____ called Homer,
my _____ called Marge. They _____
I have two _____: Lisa _____ Maggie. I _____ the eldest
_____ The parents of my mother _____ my _____: Jackie
Clancy. The mother of my mother _____ my _____ The father of my
father he _____ my _____. The parents of my father _____ my
_____: Abraham _____ Mona Jay.

F) Read the conversation in pairs, also swap roles and identify the meaning of the vocabulary in bold.

Bart: "I have two sisters: their names are Lisa and Maggie."
Homer: "I have a **son**: His name is Bart."
Lisa: "I have a brother and a sister. My sister is a **baby**: her name is Maggie."
Homer: "I have two **daughters**: their name are Lisa and Maggie."
Bart: "My **dad** is called Homer."
Lisa: "My **mom** is called Marge."
Bart: "they are **husband** and **wife**."
Lisa: "We have two **aunts**: They are my mother's sisters."
Bart: "We have a grandfather: He is my father's father."
Lisa: "We have a grandmother: She is my mother's mother."
Lisa: "My parents' **parents** are my grandparents."
Bart: "I am the favorite **nephew** of my **uncles** and their children are my **cousin**."
Lisa: "I am the favorite **niece** of my **grandparents**."

LINGO PRACTICE!

A) Use a photo of your family and then paste in the blank space to write a conversation and work in pairs.

MY FAMILY

A:...
B:...
A:...
B:...
A:...
B:...
A:...
B:...

Open the app to complete family part from lessson 1 to 3.

LINGODEER EXERCISES!

LINGO PRODUCTION! MINI-PROJECT

A) Work in pairs, Role play a situation like the one exercise F. When you finish, swap roles

B) Using whatsapp make a small audio about your partner's family.

| DATE	
SPEAKER'S NAME	
Organization Organizes speaking by using main ideas as well as examples and details, uses 'signal words' and phrases such as 'First of all, on the other hand, for example', etc.	1 2 3 4 5
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	1 2 3 4 5
Fluency Appropriate speaking speed; emphasizes key words and ideas.	1 2 3 4 5
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.	1 2 3 4 5
TOTAL GRADE Add up the above grades for the final grade out of 20 points	out of **20** points

¡ EXCELLENT !

GREETINGS — UNIT 3

OBJECTIVE:
By the end of the unit, students will be able to make a conversation using greetings.
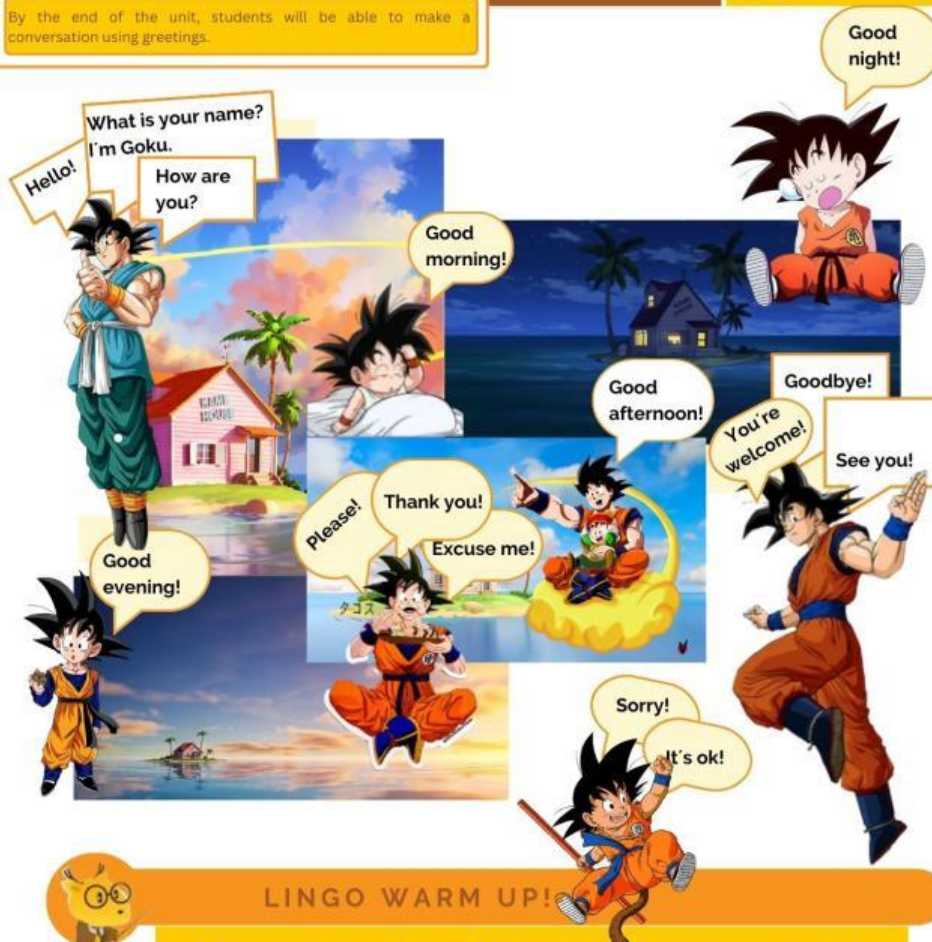
LINGO WARM UP!

A)Look at the following pictures and circle the vocabulary you know in English.

B)Look in the dictionary the vocabulary you don't know and make a list.

1 hello!	a) hola	10	i)
2	b)	11	j)
3	c)	12	k)
4	d)	13	l)
5	e)	14	m)
6	f)	15	n)
7	g)	16	o)
8	h)		

C)Talk about the vocabulary with your classmates.

A) Match the words with the correct picture.

night

morning

evening

afternoon

LINGO EXPLANATION!

GREETINGS

MEANING:

The greetings are words that a person directs to someone when they meet or say goodbye, showing attention, courtesy or affection.

For example:

Greetings	Translate	Greetings	Translate
Hello!	_____	I´m	_____
Good morning!	_____	How are you?	_____
Good afternoon!	_____	It´s ok.	_____
Good evening!	_____	Thank you!	_____
Good night!	_____	Please!	_____
Goodbye!	_____	Sorry!	_____
See you!	_____	You're welcome!	_____
What´s your name?	_____	Excuse me!	_____

B) Listen and write the audio greetings. Practice the pronunciation with your partner.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

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C) Read the conversation in pairs and swap roles.

Goku: Hello, I'm Goku, what is your name?
Milk: Good morning. goku, I'm milk nice to meet you.
Milk: How are you?
Milk: I'm fine, Thank you, and you?
Goku: I'm happy.
Milk: Excuse me, can you repeat your name please?
Goku: Yeah! I'm Goku.
Milk: I'm sorry, what is your last name again? My last name is Kakarot.
Milk: Excuse me! I don't understand. Could you spell it please?
Milk: Sorry!
Goku: It's ok! K-a-k-a-r-o-t
Milk: Thank you, Goku for your time. You're welcome I hope to hear from you soon.
Milk: See you!
Goku: Goodbye!

LINGO PRACTICE!

A) Work in pairs. Write a conversation similar to exercise D when you finish, swap roles

TALK

A:...
B:...
A:...
B:...
A:...
B:...
A:...
B:...
A:...
B:...

Open the app to complete greetings part from lessson 1 to 3.

LINGODEER EXERCISES!
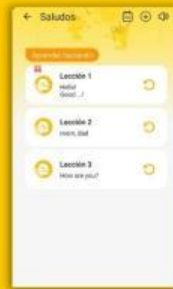
LINGO PRODUCTION! MINI-PROJECT

A) Work in pairs, Dramatization a situation like the one exercise D.

B) Using Facebook make a small video about your dramatization

DATE	
SPEAKER'S NAME	

|					
Organization Organizes speaking by using main ideas as well as examples and details. uses 'signal words' and phrases such as: First of all, on the other hand, for example', etc.	1	2	3	4	5
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	1	2	3	4	5
Fluency Appropriate speaking speed; emphasizes key words and ideas.	1	2	3	4	5
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact	1	2	3	4	5
TOTAL GRADE Add up the above grades for the final grade out of 20 points	out of **20** points

¡ EXCELLENT !

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DEMONSTRATIVES

OBJECTIVE:

By the end of the unit, students will be able to give a presentation about supplies using demonstratives.

SUPPLIES

Z	R	P	R	O	Y	S	C	I	S	S	O	R	S
T	D	Q	P	E	N	C	I	L	B	O	X	E	O
E	T	J	B	U	O	Y	X	E	D	Q	V	L	I
A	M	X	A	P	A	N	O	T	E	B	O	O	K
S	H	A	R	P	E	N	E	R	P	T	S	T	P
O	M	K	B	A	S	E	Z	N	N	B	Q	E	E
J	H	P	E	N	B	R	Y	U	I	O	A	P	N
G	D	H	Q	Z	O	A	R	A	S	O	B	Y	C
Y	I	S	E	J	M	S	P	R	P	K	V	E	I
I	F	T	A	P	E	E	R	U	W	O	P	M	L
T	P	N	E	N	A	R	X	L	B	A	G	K	D
N	D	H	Y	Z	M	Z	A	E	C	V	L	I	P
N	S	U	X	W	K	R	G	R	K	X	U	C	N
N	C	M	F	O	L	D	E	R	K	I	E	E	W

LINGO WARM UP!

A) Find all of the supplies related word in the puzzle below.

B) Write the sentences with all the supplies.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....

C) Compare your sentences with your classmates.

LINGO PRESENTATION!

A) Match the pictures with the words in the list. Write 1-13 in the boxes.

1 Pen | 2 Bag | 3 Book | 4 Pencil | 5 Eraser
6 Sharpener | 7 Pencil box | 8 Notebook | 9 Ruler
10 Folder | 11 Scissors | 12 Tape | 13 Glue

LINGO EXPLANATION!

DEMONSTRATIVES

The demonstratives are this, that, these, and those. we use on people and things.

- Singular are this and that.

This uses near.
That uses far.

- Plural are these and those.

These use near.
Those use far.

- Demonstratives + verb + complement

Demonstratives	Example
THIS	This is my book. This is a pen.
THAT	That is your eraser. This is a folder.
THESE	These are his scissors. These are supplies.
THOSE	Those are her bags. Those are pencils.

B) Complete the sentences with the demonstratives.

1. .... is a pen.
2. .... is a notebook.
3. .... are books.
4. .... are scissors.

1
2
3
4

C) Write the sentences according to each picture and compare with your classmate.

1. ....
2. ....
3. ....
4. ....

1

2

3

4

D) Complete what supplies are in your bag?

MY BAG

1. This is ....
2. This is ....
3. That is ....
4. That is ....
5. These are ....
6. These are ....
7. Those are ....
8. Those are ....

LINGO PRESENTATION!

A) Work in pair. Describe what supplies are in your partner's bag? using the demonstratives.

STUDENT BAG A

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

STUDENT BAG B

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

Open the app to complete demonstratives part from lessson 1 to 2.

NGODEER EXERCISES!

LINGO PRESENTATION!

A) Give a presentation what is in your bag? using this, that these and those.

Flipgrid

B) Using flipgrip make a small video about your presentation.

DATE	
SPEAKER'S NAME	

Organization Organizes speaking by using main ideas as well as examples and details; uses "signal words" and phrases such as: First of all, on the other hand, for example, etc.	1	2	3	4	5
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	1	2	3	4	5
Fluency Appropriate speaking speed; emphasizes key words and ideas.	1	2	3	4	5
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.	1	2	3	4	5

TOTAL GRADE Add up the above grades for the final grade out of 20 points.	out of **20** points

¡ EXCELLENT !

LINGO PICTURE ACKNOWLEDGE!

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Despite the scarcity of research to demonstrate the impact of the use of mobile applications according to this research work, it can be ensured that the LingoDeer application can be an effective resource in teaching and learning the English language since the teacher can innovate their classes by attracting the interest and communication of students to improve their speaking skills. Furthermore, LingoDeer was also found to be a playful material that promotes to development of speaking skills, as well as receptive and productive.

Through the data collection instruments, it was evident that students need other activities and new technological tools to learn English that help improve their speaking skills since some students mentioned learning English through mobile applications like Lingodeer. In addition, students are in constant use of the internet, being an essential point that facilitates the incorporation of the LingoDeer application in students for learning and teaching the English language.

Regarding the results obtained from the study, it was concluded that the low level of the students is due to the fact that the teacher does not incorporate new technological tools since the teacher mentioned that there are no technological resources according to the level of the students in specific in the speaking skills. However, the teacher was willing to innovate his classes with new mobile applications. Taking all this into account, the inclusion of mobile applications can be a point in favor of increasing the interest and communication of students and, in turn, promoting self-learning with the use of the LingoDeer application to improve oral production.

The incorporation of LingoDeer has an essential pedagogical implication as a teaching-learning strategy of the English language in the classroom to improve student's social and communication skills. Through a methodological guide based on LingoDeer, together with other applications, students can develop speech in a fun and motivating way, improving student safety. They can also develop other English skills such as writing, reading, and listening and increase their knowledge of vocabulary and grammar. As a result, this manual can be a beneficial tool for improving speaking skills.

Recommendations

Teachers should innovate their classes with new teaching and learning strategies, which, together with mobile applications such as Lingodeer, can facilitate the increase in the oral production of eighth-level students as well as improve receptive and productive skills.

To better understand the consequences and effects, future studies and results should involve strategies related to using technological tools, mobile applications, and oral skills to obtain more significant achievements in L2 interaction.

English teachers, in their planning, should incorporate activities and strategies with new technological tools and mobile applications in teaching and learning based on the needs of the students that promote improved speaking skills. Likewise, establish a conducive environment where students are interested and motivated to interact and carry out the activities of the suggested lessons effectively.

It is suggested that teachers take into account this guide, which has clear instructions and procedures to be used in and out of class. In addition, educators can promote interaction and communication with interactive and fun activities according to the interests and needs of the students to achieve better results. Finally, students can practice and reinforce unit activities using the LingoDeer app after high school.

GLOSSARY

Handbook: a document with instructions and procedures.

Skill: ability to do something and develops with practice.

Technical world: it is the upgrade to a satisfactory environment to improve the needs of humanity.

Mobile application: it is a program designed for a specific purpose.

App: it is a program designed to benefit the needs of people.

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APPENDIX

Appendix 1: Request for the Application of Instruments at "Miguel Egas Cabezas" High School.

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1449-O
Ibarra, 14 de noviembre de 2022

Licenciada
Elena Mandez
RECTORA DE LA UNIDAD EDUCATIVA "MIGUEL EGAS CABEZAS"

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su autorización para que el señor Córdova Díaz Intí Sairi estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, quien se encuentra desarrollando su trabajo de Integración Curricular denominado "LingoDeer para desarrollar habilidades Speaking con estudiantes de 8vo grado en la Unidad Educativa Miguel Egas Cabezas en Otavalo" pueda aplicar una encuesta, realizar test de diagnóstico y entrevistas a estudiantes de 8vo año de educación básica y docentes que dictan la materia de Inglés en la Unidad Educativa que usted acertadamente dirige.

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"

MSc. José Revelo
DECANO DE LA FECYT

Appendix 2: Request Instrument Validation.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 8 de noviembre de 2022

Magister

Rubén Congo

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "LingoDeer para desarrollar habilidades Speaking con estudiantes de 8° grado en la Unidad Educativa Miguel Egas Cabezas en Otavalo". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Inti Córdova

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

C.C.: 100384911-2

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

OBJECTIVE:
Determine the importance of LingoDeer to develop speaking skills through data collection.
INSTRUCTIONS:
1.   Read carefully this questionnaire and mark with an (X) in the answer that is most related to your opinion.
2.   Answer the entire questionnaire truthfully. Your criteria will be used solely for the purposes of this research.

LANGUAGE STAGE

To answer each of the questions, apply the following scale:
Always= (A) Usually=(U) Sometimes=(S) Often=(O) Never=(N)

ÍTEMS		A	U	S	O	N
1	How often do you practice English?					
2	Can you follow instructions, answer questions, and understand texts in English?					
3	Can you understand and respond when your teacher speaks in English?					
4	How often do you practice speaking skills in the classroom?					

METHODOLOGICAL STAGE
-      From your point of view, select the best option(s)

5	How do you like to work in your English classes?	Big groups	Small groups	Pair work	Individual work	Other
6	From the list, select the activities that your teacher uses in class to develop speaking.	Debates	Conversations	Memorization of dialogues	Presentations	Other
7	How much time does each speaking activity take in your English classes?	1 to 2 minutes	3 to 5 minutes	6 to 8 minutes	9 to 10 minutes	Other
8	What kind of activities would you like to use in your English classes?	Role plays	Picture descriptions	Dramatizations	Speaking games	Other

RESOURCES STAGE
-      Mark with an X the best option

9	Where do you have internet access to work on your English activities?	Home	Computer lab	Library	Computer center	Other
10	Which of the following devices do you use the most in your English activities?	Cellphone	Tablet	Laptop	Notebook	Other
11	Which of these apps do you use to learn in and outside the English class?	Doulingo	LingoDeer	Youtube	Simpler	Other
12	Which of the social networks can benefit you in developing your English speaking skills?	Facebook	Whatsapp	Tik Tok	Teamspeak	Other

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN			**OBSERVACIONES**	
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9	x			
10	x			
11	x			
12	x			

Observaciones:

………

………

………

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

OBJECTIVE:

Diagnose the applications used by teachers of Miguel Egas Cabezas of Otavalo to develop student's speaking skills.

1. What teaching methods do you commonly use in your English class?

2. What kind of speaking activities do you use the most in class to teach English?

3. How often do you do speaking activities in your classes?

4. Have you used multimedia devices to teach and learn English? Explain your answer.

5. Do you consider that the use of technological tools helps your students to develop speaking skills? Which of them do you use most often?

6. In your consideration, can social networks benefit the development of English-speaking?

7. Nowadays, have you used any apps similar to LingoDeer to teach English speaking? Which one?

8. Would you consider using LingoDeer apps in your speaking activities? Explain your answer.

THANK YOU FOR YOUR COOPERATION

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

……

……

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
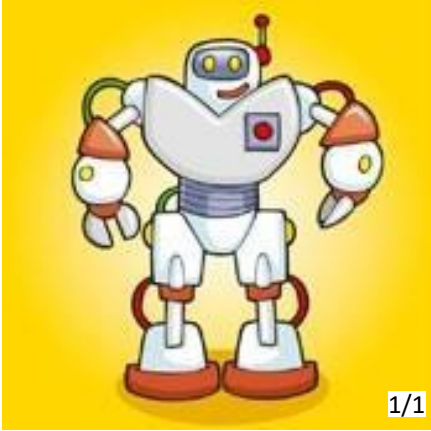
OBJECTIVE:

Know the level of mastery of speaking skills students.

INSTRUCTIONS:

1. After asking the student **questions about the student's profile**, the examiner familiarizes the student with the picture first and then asks the student to point out certain items on the scene picture, e.g. 'Where's the door?' The examiner then asks the student to put two object cards in various locations on the scene picture, e.g., 'Put the robot on the red chair.'

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

3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'

4. The examiner asks **questions about the student**.

- Questions about the student's profile.

1. What is your name?

2. What is your last name?

3. How old are you?

4. Where are you from?

5. Where do you live?

6. What do you do?

7. What is your phone number?

- Questions about the student.

1. Which sport do you like?

2. What do you do in your free time?

3. What is your favorite colour?

4. Do you have any brothers or sisters?

5. Who is your best friend?

1/1

1/2

1/3

1/4

1/5

1/6

1/7

1/8

Appendix : Speaking rubric

DATE	
SPEAKER'S NAME	

Organization Organizes speaking by using main ideas as well as examples and details; uses 'signal words' and phrases such as: 'First of all; on the other hand; for example', etc.	1	2	3	4	5
Vocabulary and Grammar Uses advanced-level vocabulary and correct verb tenses, subject-verb agreement, plural nouns, articles, etc.	1	2	3	4	5
Fluency Appropriate speaking speed; emphasizes key words and ideas.	1	2	3	4	5
Body Language and Eye Contact Uses natural, relaxed body language to emphasize ideas. Uses appropriate eye contact.	1	2	3	4	5

TOTAL GRADE Add up the above grades for the final grade out of 20 points.	out of **20** points

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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN			**OBSERVACIONES**	
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	x			
2	x			
3	x			
4	x			

Observaciones:

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………
………

…………………………………………………………………
Firma del Evaluador
C.C.: 1001417235

Apellidos y nombres completos	Prof. Rubén Congo Maldonado
Título académico	MSc.
Institución de Educación Superior	UTN
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Fecha de envío para la evaluación del experto:	11-11-2022
Fecha de revisión del experto:	11-11-2022

Appendix 3: High School Authorization to Apply Instruments.

UNIVERSIDAD TECNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1449-O
Ibarra, 14 de noviembre de 2022

Licenciada
Elena Mandez
RECTORA DE LA UNIDAD EDUCATIVA "MIGUEL EGAS CABEZAS"

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su autorización para que el señor Córdova Díaz Inti Sairi estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, quien se encuentra desarrollando su trabajo de Integración Curricular denominado "LingoDeer para desarrollar habilidades Speaking con estudiantes de 8vo grado en la Unidad Educativa Miguel Egas Cabezas en Otavalo" pueda aplicar una encuesta, realizar test de diagnóstico y entrevistas a estudiantes de 8vo año de educación básica y docentes que dictan la materia de Inglés en la Unidad Educativa que usted acertadamente dirige.

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"

MSc. José Revelo
DECANO DE LA FECYT

Recibido,
Quinchuquí,
15/11/2022
08h20

Autorizado
para miércoles
16/11/2022

Appendix 4: Evidence with the Principal.

Appendix 5: Application of the Questionnaire from Eighth-Level Students.

Appendix 6: Application of the Speaking English Diagnostic Test from Eighth-Level Students.

Appendix 7: Application of the Interview from the Eighth-Level Teacher.