UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Tema: USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL CLASSROOM

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Autor: Licenciada Jenny Isabel Vega Iza

Directora: Licenciada Lina Mariela Sánchez Sailema, Magister

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DEDICATORY

My thesis is dedicated with all my love to God, who gave me the opportunity to live and have a family blessed with unconditional love and support. To my son Martín Chisaguano who is the engine that drives my life and for whom I continue in my professional preparation, to my beloved mother Maria Eugenia Iza, who has been inordinate support in all the circumstances with my son and for teaching me to persevere in my goals, to my appreciated father Gustavo Vega who has shown his love and admiration, to my dear siblings Miryam, Gladys, Fernando, Victoria; who have always shown me their love and respect in every day.

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THEME:

USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL
CLASSROOM

AUTHOR: Licenciada Jenny Isabel Vega Iza

DIRECTED BY: Licenciada Lina Mariela Sánchez Sailema, Mg.

LINE OF RESEARCH: Methods and means for teaching

DATE: January 27th, 2022

ABSTRACT

Education has taken an unexpected turn due to the increase in technological tools, leading teachers to investigate new ways to impart knowledge and at the same time use new strategies to help our students improve their fluency in English. The primary objective of this research was to determine the level of improvement in fluency when speaking in the English as a foreign language classroom through voice recording. The methodology proposed to carry out the present experimentation with 34 students, using quantitative and qualitative research. A pre-test and post-test single-group design were adopted for this study. The students' problems in fluency in speaking were evaluated using the SPSS statistical program, applying the Statistical Student's T-test of related tests. Some technological tools were applied for two weeks in classes. At the end of the experimentation, a post-test was carried out, and the results of the study revealed that the students, through voice recordings using technological tools, presented significant improvement in fluency in speaking. The data verified that the students had an average band 1 at the time of the pre-test; however, they improved to band 4 at the time of the post-test. The main findings point out that the use of voice recordings with a technological tool certainly improves fluency in speaking, especially in the way of expressing themselves in English, giving them greater freedom, fluency, and confidence when speaking.

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TEMA:

USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL
CLASSROOM

AUTOR: Licenciada Jenny Isabel Vega Iza

DIRECTORA: Licenciada Lina Mariela Sánchez Sailema, Mg.

LÍNEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza.

FECHA: 27 de enero de 2022

RESUMEN EJECUTIVO

La educación ha dado un giro inesperado debido al aumento de las herramientas tecnológicas, lo que lleva a los docentes a investigar nuevas formas de impartir conocimientos y al mismo tiempo utilizar nuevas estrategias para ayudar a nuestros estudiantes a mejorar su fluidez en inglés. El objetivo principal de esta investigación fue determinar el nivel de mejora en la fluidez al hablar en el aula de inglés como lengua extranjera a través de la grabación de voz. La metodología propuesta para llevar a cabo la presente experimentación con 34 estudiantes, utilizando investigación cuantitativa y cualitativa. Para este estudio se adoptó un diseño de grupo único antes y después de la prueba. Los problemas de fluidez en el habla de los estudiantes se evaluaron mediante el programa estadístico SPSS, aplicando la prueba de T-Student Estadística de pruebas relacionadas. Se aplicaron algunas herramientas tecnológicas durante dos semanas en clases. Al final de la experimentación, se realizó un post-test, y el resultado del estudio reveló que los estudiantes, a través de grabaciones de voz utilizando herramientas tecnológicas, presentaron una mejora significativa en la fluidez al hablar. Los datos verificaron que los estudiantes tenían un promedio de banda 1 en el momento del pre-test, sin embargo, ellos mejoraron a banda 4 en el momento del post-test. Los principales hallazgos señalan que el uso de grabaciones de voz con una herramienta tecnológica ciertamente mejora la fluidez al hablar,

especialmente en la forma de expresarse en inglés, brindándoles mayor libertad, fluidez y confianza al hablar.

Descriptores: Confianza, estrategias, experimentación, fluidez, grabación de voz, hablar, herramientas tecnológicas, inglés, mejora, prueba.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

With the rise of technology, education has taken an unexpected turn in which teachers have to investigate new ways of imparting knowledge and at the same time use new strategies that help our students improve their fluency in English.

Communicating in another language is necessary for different fields such as social, cultural, professional. Consequently, teachers must help their students develop and enhance speaking skills, and being fluent in the language will allow them to express their ideas, thoughts, and experiences with different people. For this reason, the teacher should promote and enable them to practice English out of class since before, the only opportunity students had was during the course and faced factors such as anxiety and lack of sufficient interaction during class hours.

The research "USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL CLASSROOM" made use of innovative tools such as voice recordings to improve fluency in speaking of Graphic Design students of the Vicente León Higher Institute, it is located in Latacunga city, Cotopaxi province. Fluency in speaking is essential for communication, which careful attention and emphasis set out in this research.

According to Alfi (2015), speaking is an activity in real life that people express their ideas and interact with listeners. Therefore, what is intended to be done with the students is to express themselves fluently and feel comfortable when speaking through the use of voice recordings. Le (2018) mentions that voice recording offers new advantages in developing speaking skills in a second language; voice recording creates a new educational channel that allows students to practice this skill.

The methodology used was mixed, qualitative research and quantitative research; qualitative research allowed to identify the conceptual percentage of interest of foreign language teachers to implement technological tools as a strategy for teaching fluency of speech. The qualitative research described the helpful use of technological tools for foreign language teaching. In addition, quantitative research

allowed accurate data on the current fluency levels of students and those obtained thanks to the insertion of new foreign language teaching tools. It allowed testing the hypothesis and establishing causal relationships in the presentation of the research variables.

Therefore, this research has been divided into five chapters:

Chapter I includes the research problem with a brief introduction, justification, and general and specific objectives.

Chapter II consists of the research background, mainly the scientific basis that supports the research.

Chapter III includes the methodology applied, type of instruments used, research method, hypothesis, population and sample, data collection and processing, analysis, response variables, or results.

Chapter IV includes the obtained results after carrying out the statistics.

Chapter V has the conclusions and recommendations about the problem statement of the obtained results.

1.2. Justification

English is an important language. According to ETS (2021), English is the official language in 53 countries, and it is spoken by around 400 million people worldwide. Acquiring this language will bring benefits in the personal or professional fields. For this reason, learning this language is beneficial and leads the teacher to look for new approaches to teaching English.

The **importance** of this research is to help students improve their fluency in EFL classes. However, developing English language skills is complex. Speaking is one of those skills that makes students feel shy and insecure at the time they emit an idea and communicate with others. Therefore, it is essential that teachers look for strategies that help students feel attracted, activate their desire and interest in learning, and reduce negative feelings or factors when speaking. WhatsApp is a tool of messaging and voice recording, also is an innovative tool to use for enhancing fluency. Canale and Swain (1980) point out, "It is important to remember that without motivation, learners who have an adequate level of communicative

competence may not have the desire to perform well in the second language" (p. 38).

Furthermore, Hamad (2017) states that WhatsApp helped participants to enhance communication and reduce anxiety. Due to the rise of technology, it is important to use web pages for the teaching-learning process of a language; they can adapt to various circumstances and needs of students. Altun (2015) mentions that technology can be applied to facilitate learning a foreign language using the computer, the Internet, and the various web pages that can be accessed, cell phones, games, and others. These, in turn, increase student motivation in the target language. Cetto (2010) mentioned that technology has an outstanding contribution to the learning process. Some web pages can be mentioned as examples Speakpipe, Vocaroo, Speak Spice to improve fluency in speaking. These can be used as teaching material to present a topic. The use of web pages to teach English is easily accessible; they also allow to increase the possibilities of practicing a foreign language.

This research is also **innovative** in the use of technology; with the growth of technology, it has become easy to incorporate tools such as voice recordings into the teaching-learning process. According to Ismayanti's (2017) research study, addresses the use of voice recording like one way to improve students' speech fluency. With the previously mentioned, we can say that it is a tool that can incorporate into speaking activities easily. In addition, it is a tool where students are able to listen to themselves, assess themselves, and edit their own recordings or even repeat them and improve them, giving students control of their learning.

This research is **interesting** due to the use of smartphones that are frequently more accessible by people. The National Institute of Statistics and Census 2019 shows that smartphone use in the young adult population is 68.9%, and adults are 75, 9%, thus having a significant variation of increase from previous years. The use of a smartphone has been an advantage for students because applications can be helpful to record themselves and thus improve and practice speaking skills to become fluent in the language. In this way, some studies reveal that technology significantly **impacts** EFL classrooms, promoting learning among students and increasing attention.

This research is also **beneficial** and can mention some obtained results such as the improvement of fluency in the EFL classroom. The students felt motivated, there was a more significant interaction. It was also found that students have the opportunity to practice speaking, helping to build self-esteem and confidence through activities of voice recordings. Hanton, Mellalieu, and Hall (2004) showed how high self-confidence promotes students' control of their thoughts and ideas when speaking a foreign language.

1.3. Objectives

1.3.1. General Objective

To determine the level of improvement in fluency when speaking in the English as a foreign language classroom through voice recording.

1.3.2. Specific Objectives

- To identify the conceptual percentage of interest of foreign language teachers to implement new technological tools as a strategy for teaching fluency of speech.
- To establish a real scenario of the level of fluency of speech of the students of the EFL classroom with the current teaching tools.
- To analyze the causes and effects of the lack of fluency while speaking in the EFL classroom in a personal and professional sphere

CHAPTER II

RESEARCH BACKGROUND

2.1. State of the art

The contemporary educational system is focused today on the activity of the person who learns; the student is no longer a mere receiver of information transmitted by the educator; he is the very subject of learning. This has given rise, in recent decades, to studies and research that have shaped learning theories. Knowing them constitutes an added value for the education professional; they promoted a better performance in the classroom and better production of educational materials, which facilitate and encourage the learning process in the students.

In these theories, it is argued that learners' appropriate knowledge is when they are able to internalize it and incorporate it into their mental fabric. Only the one who is capable of understanding and appropriating the meaning of what he reads, the one who writes his own ideas and listens properly, gets to enjoy the pleasure of learning. Also, and beyond their differences, these theories have configured a basic premise, which is to consider learning as a process of internal "construction" carried out by the subject. This premise results from the common label of constructivism, in contrast to traditional currents, which reduces the mental activity of the student to the rote, the repetitive, and the mechanical.

Today we are facing a rethinking of education; there is no doubt; those who lead the processes of pedagogical transformation are called to set their feet on the current educational paradigms and join the modernization, highlighting fields of innovative and creative management.

In this context, the advent of Information and Communication Technologies (ICT), with these multiple didactic approaches and diversity of systems, tools, and media, contributes to enhancing current pedagogical work. From what he thinks arises the need for the teaching community to concentrate its efforts on seeking harmony with the appropriation and use of computer technologies, in the context of its pedagogical performance, since interesting didactic proposals can arise from them,

materialized in pedagogical products that contribute to improving the quality of student learning.

One of the means most frequently used as didactic material due to its low cost and easy access are the recordings, and it is for this reason that it is intended with this work to highlight the advantages and limitations of it in the teaching-learning process carried out in the classroom. Afterward, it was put into consideration some investigations related to the subject to be treated, which have been very helpful due to their objectives, results, and conclusions obtained:

Voice recording

Fitriyani et al. (2020) led an investigation about the effectiveness of using English self-video recording on students' speaking skills. The main objective for this investigation was to find out the effectiveness of English Self-Recording Video on students' speaking skill of recount text. They selected a quantitative method by using a quasi-experimental design. The data were gained from the oral test: pre-test and post-test. The research samples were 50 students: 25 students were in the experimental class, and 25 students were in the control class. The finding showed that the gained score of the experimental class was higher than the control class's score. The result of mean score of the experimental class of pre-test was 42.88; the mean score of the post-test was 51.20.

Meanwhile, the mean score of the control class of the pre-test was 37.28, and the mean post-test score was 42.56. It means that both classes have increased in the post-test score. Notwithstanding, the experimental class got a higher score than the control class. Based on the statistical analysis, the score increased in the experimental class was 8.32 points, from 42.88 to 51.20. Moreover, the control class increased 5.28 points, from 37.28 to 42.56. In summary, English Self-Recording Video is very helpful and effective in teaching students the speaking skills of recounting text.

Le (2018) guided an investigation to enable students to practice their speaking skills; Facebook closed groups were employed as a learning platform. They conducted a quasi-experimental study with seventeen students who were asked to record their speeches on suggested topics, post them on Facebook closed groups,

and comment on their friends' works within six weeks. The first and final recordings were employed to analyze in terms of fluency and complexity. These students were also interviewed after the course. They supposed that voice recording enabled them to have opportunities to practice their speaking skills. The results revealed that students improved their fluency and lexical complexity but not for syntactic complexity.

Wijayani (2016) conducted research of using digital audio recording in learning speaking where her main objective was to enhance students' listening skills. The investigation used digital audio recording started with a listening session to show some examples of a situational conversation and the expressions that can be used in it. The expressions were in common situations that students usually face daily speaking English. The following steps were composing their own speaking and exposed in the listening materials and recording their voice in a digital form using sound recording on a computer. Using digital audio recording created an atmosphere for the students to start speaking English after getting exposure from the listening materials. The students are allowed to operate their recording and listen again to what they have produced in speaking. The results contribute to the understanding of the phenomenon that using digital audio recording becomes the need and is beneficial to support students in learning an a-language to improve their productive skill, i.e., speaking ability and performance, personally for their future careers. For teachers, it can be beneficial to pedagogical suggestions. The findings imply suggested learning activities regarding students' autonomy and empowerment. Eventually, the findings of this research would humbly contribute to increasing life quality in broad understanding.

Mahnound & Abdelsalam (2016) conducted a project using voice thread to develop EFL pre-service teachers' speaking skills. This study looked into the effect of using voice thread on developing EFL pre-service teachers' speaking skills. A total of 30 EFL fourth-year students in the Faculty of Education, Menoufia University, participated in the study, which involved one group experimental design. A pre-test and post-test were administered to assess the participants' speaking skills. The study group carried out activities based on the use of Voice Thread. The results showed that using voice thread was influential in developing participants' EFL speaking skills.

Campbell (2002) suggested a study recording and storing speech data where the main goal was to provide the knowledge, software, tools, and databases to develop spoken-language interfaces that are people-friendly. He collected more than 250 hours of speech and planned to collect the remaining 750 hours during the coming year. The accompanying LREC paper reports on tests to determine the extent to which traditional methods of, e.g., voice pitch estimation, formant-tracking, and spectral analysis, may be degraded as a result of using speech data that has undergone perceptual-masking for compression of the recorded signal. We compared speech signals recorded simultaneously from the same microphone to DAT and MD devices. The study reports the stance taken on these matters by the JST/CREST ESP Project. It should be read as an opinion piece rather than a report of scientific findings.

Fluency in speaking

Suadi (2020) developed research to activate students speaking skill ability and enhance their speaking video recording. The study performs a quasi-experimental approach with 15 first-semester students Class A, English language Education department in STAIN Mandailing Natal. This study was categorized into Class Action Research (CAR). The method of data collection used in this study was form test of speaking video recording, which measured seven aspects of speaking skill, they were (1) pronunciation, (2) fluency, (3) word choice, (4) structure, (5) self-confidence, (6) teamwork and (7) creativity. The result of cycle 1 showed that the students' average score in speaking skills was 7.2. In cycle 2, the students achieved a far better average score, namely 8.4. It means there was progress on students' speaking skill achievement after learning through speaking video recording. They concluded that the use of speaking video recording improved the students' speaking ability because they were brave, motivated, and interested to express English the way they wanted it.

Fauzan (2019)**,** in his finding, whether or not the implementation of the mobile social networking method improves the students' ability in speaking terms of accuracy and fluency. They implemented a pre-experimental method. The sample consisted of one class of the tenth grade and the research sample; the researcher took X-MIPA 1 class which consisted of 31 students at High School SMAN 8

Makassar, in 2018/2019. In collecting data, the researcher gave a speaking test; the speaking test helped into two steps: pre-test and post-test, while to analyze data, the researcher used (t)test. Results show that the mean score in the pre-test in terms of pronunciation was (3,06), and the post-test was (5,65). The mean score in the pre-test in term smoothness was (3,39), and the post-test was (5,74). Furthermore, the total result of pronunciation and smoothness or X1 was (3,22), and the post-test or X2 was (5,7). So, it was observed that students got an improvement in their speaking after being taught through mobile social networking, the student's ability in speaking English became better than before.

Jarrín & Kim (2019) conducted an experiment based on improving speaking skills using the speaking practice tool Spacedeck. In this study, the work developed corresponds to a qualitative approach of a descriptive nature because the results presented will be based on the contributions and findings found in 15 articles obtained from the Redalyc, Scielo, and Scopus databases. Results A search was made using bibliographic managers; in the initial search of articles, 120 were found, and after eliminating according to inclusion and exclusion criteria, 15 articles were finally found after the investigation. Finally, it may be concluded that labor inclusion is a factor that tends to improve productivity in the organizations and the loyalty of the workers in a condition of disability.

Sànchez (2016) guided a study about Improving Speaking Fluency and Self Confidence through Timed Monologue Recordings in Beginner EFL Students to establish the impact of an adapted 4/3/2 speaking technique on students' fluency and self-confidence. The experimentation consists of 20 students whose proficiency level was A2. The study took place in a private English language school on the coast of Ecuador, South America. The quantitative data gathering (pre and post-tests) yielded a large effect size (1.27) which revealed that the adaptation of the 4/3/2 speaking technique had a favorable impact on students' speaking fluency. Results from qualitative data gathered (interviews and field notes) showed a promising impact on students' self-confidence. The students' perspectives towards implementing the speaking technique in the class indicated that it helped them improve their self-confidence when trying to develop a speaking activity in the class.

Wahyu & Hartati (2016) researched improving students' speaking skill using their spoken audio recordings in middle school. Based on the phenomenon at the eighth-grade students of SMP Bopkri Godean. The methodology used was classroom action research. The object of this study is the eighth-class students of SMP Bopkri Godean. The methods of collecting data were using tests and observation. The study result showed that in the pre-cycle, the students' average score was 41.96. In the first cycle, the students' average score was 60.93. It means that there was progress in students' achievement after being taught using their spoken audio recording. In the second cycle, the students' average score was 75.93. Using their audio recording, we were able to improve the students' speaking ability because it became easier to express what they were going to say based on the prompt from us.

Theoretical literature Voice recording

One of the most commonly used media as didactic material due to its low cost and easy access are recordings, and it is for this reason that this work aims to highlight their advantages and limitations in the teaching-learning process carried out in the classrooms

Advances in communications, the development of sophisticated applications, and the decline in electronic devices make it easier for human beings to interact. It is common to find people communicating by audio recordings using cell phones or computers every day.

These forms of interaction, already common in our environment, are the ones that we must explore and give them a pedagogical sense to achieve learning in our students. We can explore ideas such as making audio recordings on a proposed topic: the teacher records the audio to ask his students a question, and they participate by giving their answers to the question and interacting by recording their own audios. It can also vary the format of the forums for debate, expression, launching ideas or achieving conversations, formulating doubts using audios, obtaining feedback on the learning developed by the students almost immediately.

Using these resources can generate a participatory and creative spiral that encourages discussion and self-assessment by students, even the timidest who do not dare to answer in class (for fear of the public), and generates doubt about its

complexity and privacy. Indriani (2020), at first, considering the complexity, we could think of WhatsApp, which easily allows voice messages.

History and definitions

The origins of voice recordings were found in 2000 with the emergence of the first ideas of syndication in the network. Specifically, it was Dave Winner who, during this period, designed a program of syndication and carried out the first tests (Grateful Dead Mp3) on Radio Userland. Although the first voice recordings in the educational field date from 2004, one of its peaks is in June 2005, when Apple released iTunes 4.9, a computer program capable of reproducing, organizing, and buying music. Voice recording occupies the main place since people could download the widest variety of them and could be installed on both MAC OS X and Windows and even Linux. The software allows a straightforward way to insert music, videos, and voice recordings on iPod. This fact has allowed a large sector of the population has have access to this means of communication. The ideas that drove the creation of this service were Sun (2009): 1. That digital audio and video could be distributed as an email. 2. The download of content could do from mobile devices personal, available anywhere and at any time.

A voice recording is a digital audio file that can be distributed over the Internet and that is linked to RSS syndication systems that allow automatic and periodic review. The podcast's content is varied despite usually including conversations between different people and music. There are voice recordings on a multitude of topics, although their use in contexts of teaching is not very widespread yet, despite the recent development of some projects about how to implement the use of this tool for educational purposes. These experiences in contexts of teaching show that voice recordings have provided flexibility by allowing access to sound information from any device, fixed or mobile. However, from the pedagogical point of view, voice recordings have revolutionized the educational landscape by promoting the free and horizontal edition of the information.

Aoki (2014) points out that voice recordings are materials whose main potential is the possibility of overcoming temporary barriers, geographical, psychic, and we could point even the cultural ones with the possibility of adaptability that it presents;

on the other, the author points out the possibility that students, mainly university students, can connect with experts in their field study from anywhere in the world.

Voice recording in education

The voice recording concept has been scarcely treated so far in the Education field. It is not the first time the various online learning modalities have incorporated audio files into the teaching. First came the school radio and the cassette recordings; subsequently, the conference call became one of the tele-teaching services; on the other hand, the Voice over IP represents one of the most recent learning experiences with simultaneous communication tools. Furthermore, it has been in recent years with the Voice recording files when given a qualitative leap since these can be heard on any mobile or fixed device and allow access, sharing, and editing free for any user.

We could define the educational voice recording as a didactic medium that supposes the existence of a sound file with educational content and has been created from a didactic planning process. It can be made by a teacher, by a student, a company, or an institution.

Another of the terms which it has come associated recently has been that it is understood as free content and available for modification and use that are presented in many formats and that, unlike learning objects, presents the possibility of being easily adapted to the conditions of the context education in which it wants to implement.

Voice recording is a very flexible tool for education because it allows us to elaborate scripts adapted to our real education. However, one of its most significant educational potentials is a tool widely spread by young students of academic centers. In most cases, they cannot download them for their listening but record them and create a page in XML to spread them. Still, if you cannot do so, there are resources on the net to learn how to elaborate it in a simple. Voice recording, therefore, is one of the excellent services that more potential presents for education, especially if, at the ability to transfer and play audio.

Development of competencies and skills through the use of voice recordings

Due to the student's ability to stop and start recorded audio, audio was identified as being particularly useful for Gómez (2010):

- Allow students to develop certain aural or technical skills through repetition and practice (for example, the pronunciation of language, the analysis of musical structure, mathematical calculation);
- Get students to analyze primary audio sources, how children of immigrants speak through recordings of interviewees;
- Change student attitudes through:
- The presentation of the materials from a new or unknown perspective;
- The presentation of the materials in the dramatization format allows students to identify with someone with a different perspective.

Types of voice recordings in teaching a second language

One of the most helpful Web 2.0 resources and popular in language teaching foreigners is voice recording through the creation of them, students, in addition, to improve their language skills, as well acquire training in the use of ICT.

Voice recordings refer to a voice tool used by teachers to help students to connect with the world and at the same time allow teachers to communicate and direct interaction beyond the limitations of time and space of face-to-face education. Via Internet or recording equipment are created and release recordings primarily of audio. Yanju et al. (2017) these recordings can follow a script or be improvised; usually, it archived in MP3 format to make them public on the web. The main page of voice recording looks like and can work, like a blog. In addition to the audio files, images can be added and comments, audio files, once on the network, can work as a "radio" and be downloaded to personal computers, as well as to CDs or portable devices (MP3 or MP4) and be listened as many times as it is of interest of the listener at the place and time of his convenience.

Ikramah (2017) mentions three types of language teaching voice recordings:

Authentic: it is a valuable audio resource for advanced-level students; it is usually recorded by native speakers of the language and has not been created for educational purposes.

Teachers: it is produced by the teacher for their own students; the teacher produces material for understanding oral or review of class topics.

Student: it is created by students, with the help of the teacher, with the purpose of developing skills expression and oral comprehension.

In the field of education, the podcast has been used in teaching, service, marketing, and technology (Gallardo and Weiss, 2019). In the same way, the use of the podcast can go beyond recordings and publications of classes by teachers.

Voice recording resources

The use of voice recordings integrates the students with the grammar studied as well as with the vocabulary of each unit since they are closely related; in addition, the most updated English texts also have a transcription section which helps the student to control their development and correct certain weaknesses when performing an exercise to develop the productive skill of speaking.

It should be taken into account that listening teaching resources, being considered facilitators to develop oral comprehension of English, must contain certain characteristics such as being of interest to the listener; they must contain updated and appropriate information according to the level of the learners. After that, the factors that an auditory resource must contain are classified according to its content and according to its presentation. According to its content, certain factors must be taken into account, such as content, the background of the auditory resource, and factors of interest.

The latter is undoubtedly one of the most important factors since if the auditory resource is engaging, it will arouse the attention of the students, thus ensuring that the recording is received under more motivating stimuli in order to successfully carry out the activities proposed in class based on the development of oral comprehension and the ability to interact with peers. Several teachers present their

students with audio materials related to the topic of interest to meet the knowledge needs of a certain group of students.

Voice recording resources should allow students to have access to English culture. Certain conceptions are not common in all cultures. Whence certain audio content, students can access and learn more about the different customs, traditions, or ways of proceeding in the diverse communication contexts of another culture. The contents that immerse students in the culture contain words that the student may have heard before, but in context denote a different meaning. It is vitally important that the teacher has previously made an introduction to the topic to be treated or has provided information in this regard thus that students can access the audio in a solvent manner and increase their knowledge of English culture.

Strengths and weaknesses of voice recordings in education

First, some advantages by Merisa and Lina (2018):

- It is much easier to make an audio clip or podcast than a video clip or simulation;
- audio requires much less bandwidth than video or simulations; therefore, downloads are faster and can be used with relatively low bandwidth;
- It is easily combined with other media such as text, mathematical symbols, and graphics, allowing for more than one meaning and also 'integration';
- Some students prefer to learn by listening rather than reading;
- Audio combined with text can help develop literacy skills or support students with low literacy levels;
- The audio offers variety and another perspective different from that of the text, which represents a "cut" in learning that refreshes students and maintains their interest;
- Nicola Durbridge, in her research at the Open University, found that audio encourages emotional engagement and a sense of closeness with the teacher in distance learners compared to video or text; that is, it is a more intimate medium.

In particular, it adds greater flexibility and control on the part of the student, which means that students often learn better from specially prepared audio recordings

combined with textual material (for example, a website with slides) than from a face-to-face lecture. Live.

There are also, of course, some disadvantages by Merisa and Lina (2018):

- audio-based learning is difficult for the hearing impaired;
- creating audio is extra work for the teacher;
- audio is best used in combination with other media such as text or graphics, adding complexity to the teaching design;
- audio recording requires at least a minimum level of technical ability;
- spoken language tends to be less precise than text.

Video is increasingly being used in combination with voice recordings running through images, such as on Khan Academy; there are many cases where audio works better than video, for example, when students study from the indicated bibliography.

Technological tools for voice recording.

Webpages

Vocaroo is a specific web page from which we can record audio with our computer's microphone, but we can also "upload" already recorded audio, a song in MP3 format or in the most common sound formats as QR code to access the sound from any device that reads it.

SpeakPipe is a service that provides the ability to collect voicemail messages through a blog or website. Simply create a SpeakPipe account, place the widget on the blog, and then visitors can click the widget to record and send a voice message.

Voice Spice is a web tool with which it can record voice messages and easily share them with whomever you want. It is an online utility that is completely free to use and in which you do not need to register or create user accounts

WhatsApp application

WhatsApp voice recordings allow you to communicate with your contacts and groups instantly. You can use them to send important and urgent information. Therefore, all voice messages are downloaded automatically.

Theoretical literature - Fluency in speaking

Teaching and learning of speaking skills in English

Communicative competence in the English language has become relevant in the framework of new technologies, new work profiles, and new intercultural interactions. The productive and communicative skills are written expression and oral expression in the foreign language. Due to the nature of this action research, the focus will be oral skills. In this regard, Wicaksono (2018) mentions, "By developing the communication skills of the English language our students will have the opportunity to acquire the necessary tools to access the information and participate in communicative situations of this language, both through of conversations as well as of reading and writing." To encourage participation in communicative situations, it is necessary to grant practice options in the classroom. According to Alonso et al. (2012), the levels of difficulty in the interaction are modified concerning "the fluency with which students express themselves, the functions communication skills they use, the amount of support received, and the number of interactions or the time of an oral expression" (p.13). The aspects above support the methodological proposal of this research action because they are the guidelines granted by the Chilean national curriculum in the English subject.

In this context of fostering oral expression, an approach that prioritizes oral expression ability through interaction and contextualized communicative tasks is Communicative Language Teaching (CLT). Golkova and Hubackova (2014) express that this approach contains "an emphasis on learning to communicate through interaction in the target language" [an emphasis on learning to communicate through interaction in the target language] (p. 279). However, such an interaction cannot be decontextualized and should be fostered in a communicative situation that involves student reality. CLT aims to develop the ability of learners to use language in real communication, of language, aims to develop the ability of learners to use the language in actual communication.

Speaking skill

Sreena and Ilankumaran (2018) mention the effort to emphasize the communicative value of the message, the principles of speaking skill have been wrongly interpreted

in many of the programs and the teaching practices dedicated to the teaching of the L2 that follow this skill. The erroneous interpretation of the principles of the approach has led, among other things, to play down the importance of the teaching of grammatical forms (pronunciation is included here), considering that such teaching should be completely ruled out, in the best of cases, it should be relegated to the background.

The field of foreign language pronunciation teaching must be maneuvered considering its different aspects framed in a practical context. In the most prosperous situations, what has predominated has been the teaching of decontextualized phonetic-phonological aspects of a given communicative situation, from which no language function is manifested.

The strategies used for teaching speaking skill are graphic use of the vocal apparatus, use of the phonetic alphabet, listing words by sound differences, sound-grammar relationship, formal and informal sounds, and communicative practice. The last being the one that takes place in a more authentic and truthful context, hence the importance of working with authentic dialogues and conversations to have a good reference of pronunciations of different people in everyday life situations.

Speaking skills strategies

Golkova and Hubackova (2014) mention that many languages learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the proper order with the correct pronunciation

- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms have turn-taking, rate of speech, length of pauses between speakers, relative roles of participants. Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative language teaching model, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies, using minimal responses, recognizing scripts, and using language to talk about the language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructions help students learn to speak so that the students can use speaking to learn.

Fluency

One of the determinants of the complexity of oral messages in the second language is the fluency with which students express themselves. Oral fluency in English learners is one of the main objectives for communication in this language. However, the concept of oral fluency has varied meanings in terms of its meaning. Wahyu and Hartati (2016) coin the term automatic fluency, which refers to "the smooth and rapid production of utterances, without undue hesitations and pauses those results from constant use and repetitive practice" [the rapid and uncomplicated production of utterances, without excessive hesitation or pause, resulting from consistent use and a repetitive practice] (p. 326). Both authors only focus on two aspects of fluidity: the speed with which the message is expressed and the pauses in it.

Types of fluency

Fauzan (2019) states that there are three types of fluency:

Cognitive fluency refers to cognitive mechanisms that transform a message into the language spoken, that is, the mechanisms to encode the message to be articulated.

Perceived fluency is the perception that the receiver has based on the fluency of the statement.

Utterance fluency is utterance fluency and refers to speech properties such as speed, pauses, hesitations, repetitions, and reformulation.

Fauzan (2019) is the author who includes some of the leading indicators to measure fluency manifesting among them: speed (number of syllables per minute), breakdown of fluency or breakdown fluency (number and length of pauses), and repair of fluency (reformulation, repetition, false games and replacement of words) indicators of Skehan are those used for the purposes of constructing the analytical rubric of performance to assess the oral fluency dimension in this study.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The research was carried out at the Instituto Superior Tecnológico "Vicente León" (ISTVL) (See annex 1), a third-level public education institution in Latacunga city, province of Cotopaxi. Its headquarters is located at Belisario Quevedo 5-10 on General Maldonado and Padre Salcedo streets. It has an extension called North Campus on Amazonas Avenue and Clemente Yerovi Street. The Institute educates young adults and adults ages 18-40+, of all genders. Furthermore, it has several careers such as Marketing, Financial Administration, Software Development, Accounting, Gastronomy, Occupational Safety and Hygiene, Graphic Design. The Institute includes three levels of English from A1 to B1 at a rate of eight hours per week per semester of eighteen weeks. The study was carried out on the North Campus, where only the Graphic Design career works.

3.2. Material and Equipment

A series of resources were required for the development of this research the most relevant are highlighted below:

- A survey designed for teachers to determine the conceptual percentage of interest of foreign language teachers to implement new technological tools as a strategy for teaching speech fluency. (See annex 2)
- A pre-test designed to establish a baseline regarding fluency in speaking skills level (See annex 3)
- A post-test designed to determine to what extent voice recordings use influenced the improvement of fluency in speaking skills. (See annex 3)
- Technological-telecommunications: Laptop, flash memory, Cellphone, Internet.
- Materials: Books, Photocopies, Bond paper, sheets.

3.3. Research Method

The study work is non-experimental correlational and uses a mixed-method (quantitative and qualitative) to analyze the findings. The qualitative method was conducted by applying the survey (questionnaire) to determine the conceptual percentage of interest of foreign language teachers to implement new technological tools as a strategy for teaching speech fluency. According to Apuke (2017), "Quantitative method involves the collection of data so that the information can be quantified and subjected to statistical treatment in order to support or refute claims of alternative knowledge." Consequently, the researcher used statistical methods to analyze the pre-test and post-test results.

Correlational research is considered non-experimental because it focuses on the statistical relationship between two variables but does not include manipulating an independent variable. Jhangiani et al. (2019) mention that, more specifically, in correlational research, the researcher measures two variables with little or no attempt to control for extraneous variables and then assesses the relationship between them. Therefore, due to the impossibility of dividing the students into an experimental and control group as well as choosing participants randomly as a result of the structure of English classes at the educational institution.

3.4. Hypothesis

The research started from a hypothetical study problem to build a pragmatic theory around the variables; the hypothesis is characterized as follows.

Alternative hypothesis (H1): The use of voice recording improves fluency when speaking in English as a foreign language classroom.

Null hypothesis (H0): The use of voice recording does not improve fluency when speaking in English as a foreign language classroom.

3.4.1. Research question

To what extent does the use of voice recording improve fluency in speaking English as a foreign language classroom, level 2 (A2) ISTVL from Latacunga - Cotopaxi, semester December 2021- April 2022?

3.5. Population or sample

The study took into account the whole student population from the 2nd level (A2) ages 18-40+ of ITSVL. The Institute has three levels of the foreign language A1, A2, B1, divided into two sub-modules; A2 level formed by 34 students in Graphic design career (twenty-four male and ten females) and ten teachers from the three levels.

3.6. Data collection

The qualitative data were collected first through a questionnaire with five questions related to the two variables established in the topic; with a scale. Teachers must fill out the questionnaire through a google form on a virtual session. This questionnaire aimed to get information based on the experienced teacher before teachers implemented the new technological tools as a strategy for teaching speech fluency. (See annex 2)

The quantitative data was gathered through a pre-test to identify students' level in terms of fluency in speaking. Afterward, voice recordings were immersed in the use of voice recordings generated by students during a period of two weeks as a class and home activities. They were used to chart students' progress over time and collected through the Institute's classroom. Finally, the process was completed by a post-test applied after instruction. Both pre-test and post-test were based on the principles divulged by Dimitrov and Rumrill (2003). Every instrument was designed to reflect the principles exposed in the research background (chapter II), graded using a rubric based on a 5-band Likert scale, and validated through the content validity technique to ensure if the contents immersed in them are in accordance with what is established. For this, three professionals who regularly teach in English Careers and Masters acted as experts to review the relevance and validity of these instruments. (See annex 4)

3.7 Data Processing and Analysis

The current research has been developed through a type of mix method (quantitative and qualitative), non-experimental investigation. A student t-test was chosen as the statistical model to process data gathered through the pre-test and post-test with the function of producing a result that permitted to accept or reject a hypothesis.

Statistical Product and Service Solution (SPSS) was used for this type of analysis. Garth (2008) mentions that the internal consistency coefficient is an indicator of how well different tests measure the same problem. The author emphasizes the importance of internal consistency since the reagents of a test have to be focused on the variables to be measured.

3.8 Response Variables or Results

Survey-questionnaire

A questionnaire was applied to the ten English teachers, part of the graphic design career, in order to check the percentage of interest of foreign language teachers to implement new technological tools as a strategy for teaching fluency of speech. Teachers were interrogated with five questions with a scale such as yes, no, always, sometimes, and never before implementing the new technological tools.

Pre-test and Post-test

A pre-test and post-test were applied to every student part of the study population in order to check students' fluency in speaking. Students were evaluated with a three-part speaking test (adapted from Cambridge A2 Flyers Speaking test), Part 1: Find the differences, Part 2: Describe the picture, Part 3: Asking questions. Both pre-test and post-test were collected and graded through the use of a rubric (Cambridge A2 Flyers Speaking test rubric) based on a 5-bands Likert scale with four indicators: Grammar and Vocabulary, Pronunciation, Interactive communication, and Fluency. For the sake of the study's quantitative nature, pre-tests were evaluated on a minimum global band 0-1 and a maximum global band 3-5.

After the pre-test was applied to every student part of the study population, they received instruction over a period of two weeks in consecutive classes. First, the researcher instructed students on the use of three web pages (Vocaroo, Speakpipe, and Voice spice) and cellphones which offers a practical way to record the voice.

The following two classes were conducted normally but included during their activities, pair and self-speaking activities to improve fluency in speaking using any of the web pages introduced. During the second week, at a crucial point of the class,

the teacher employed the use of cellphones to record their voices talking about daily routines also Vocaroo, Speakpipe, and Voice spice webpages were used for home activities, required as evidenced on the syllabi and class plans (See annex 5). Finally, every student took the post-test. It was based on the same contents as the pre-test.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Survey results

The survey was applied to 10 teachers to know about the interest of foreign language teachers to implement new technological tools as a strategy for teaching fluency of speech, and the following are the result:

Question 1: What technological tools to enhance fluency of speech do you know or use in class?

Table 1

Average of Question 1

Webpages (Vocaroo, Speakpipe or Voice spice)	WhatsApp	None
2	3	5
20%	30%	50%

Source: Teacher survey
Elaborated by: Vega (2022)

Figure 1

Technological tools

Source: Teacher survey
Elaborated by: Vega (2022)

Analysis and interpretation:

The results show that 50% of the teachers do not use any kind of technological tool to enhance the fluency of speech, 30% used WhatsApp as a technological tool, and 20% used webpages as Vocaroo, Speakpipe, or voice spice to enhance the fluency of speech. That means that the interest of teachers to help students to increase students' fluency of speech is low.
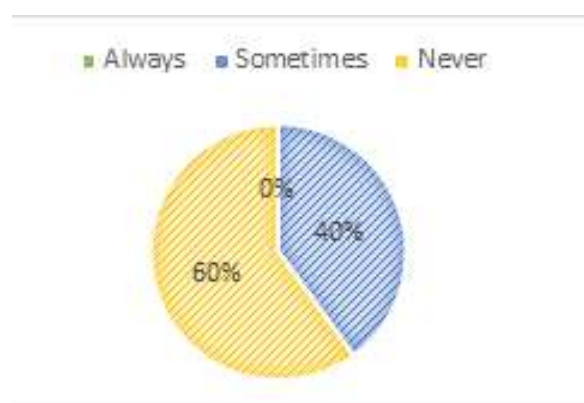
Question 2: How often do you do speaking activities using technological tools in class to enhance fluency of speech?

Table 2

Average of Question 2

Always	Sometimes	Never
0	4	6
0%	40%	60%

Source: Teacher survey
Elaborated by: Vega (2022)

Figure 2

Speaking activities

Source: Teacher survey
Elaborated by: Vega (2022)

Analysis and interpretation:

The results show that 60% of the teachers never did speaking activities using technological tools in class to enhance fluency of speech, and 40% just sometimes did these kinds of activities. These results mean that teachers are not accustomed to including speaking activities using technological tools in class to enhance fluency of speech.

Question 3: How often do you do voice recordings activities in class using cellphones to enhance fluency of speech?
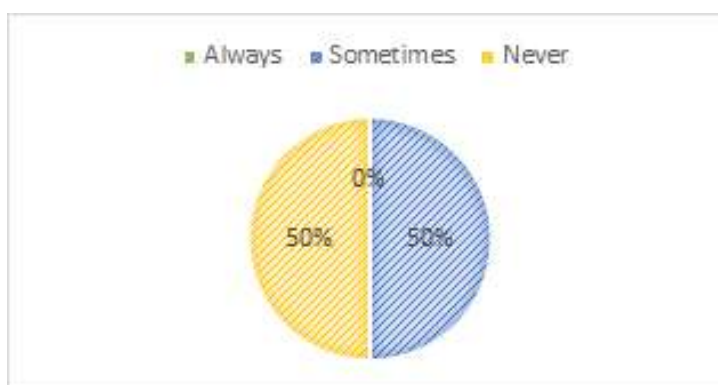
Table 3

Average of Question 3

Always	Sometimes	Never
0	5	5
0%	50%	50%

Source: Teacher survey
Elaborated by: Vega (2022)

Figure 3

Use of cellphones

Source: Teacher survey
Elaborated by: Vega (2022)

Analysis and interpretation:

Based on the results, 50% of the teachers sometimes did voice recordings activities in class using cellphones to enhance fluency of speech, and the other 50% never did Voice recording activities. These results mean that teachers must incorporate voice recording activities using cellphones where students can share their opinions and feelings, practicing fluency in speaking. Moreover, as students practice speaking, they can improve fluency, vocabulary and grammar, pronunciation, and interactivity.
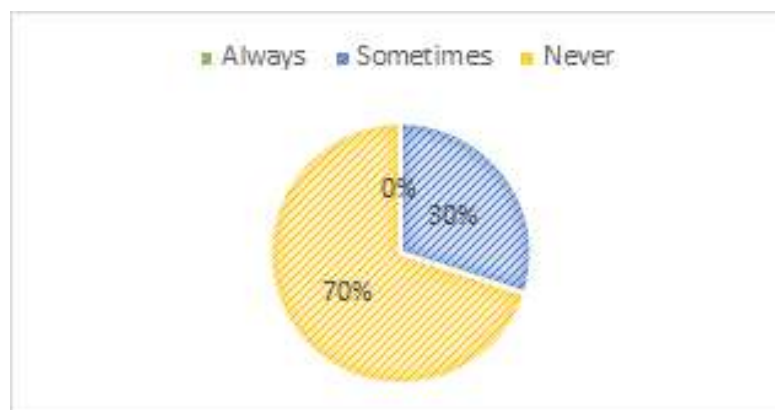
Question 4: How often do you do voice recording activities using webpages (Vocaroo, Speakpipe, or Voice spice) to enhance fluency of speech?

Table 4

Average of Question 4

Always	Sometimes	Never
0	3	7
0%	30%	70%

Source: Teacher survey
Elaborated by: Vega (2022)

Figure 4

Use of webpages

Source: Teacher survey
Elaborated by: Vega (2022)

Analysis and interpretation:

The figure results show that 70 % of the teachers never did voice recording activities using webpages (Vocaroo, Speakpipe, or Voice space) to enhance fluency of speech, and the rest of them, the 30% sometimes used webpages. So, teachers must consider web pages when the planning stage is taking place. On the other hand, it is necessary for those who used some of them to continue incorporating new ones and practicing fluency in speaking with students.
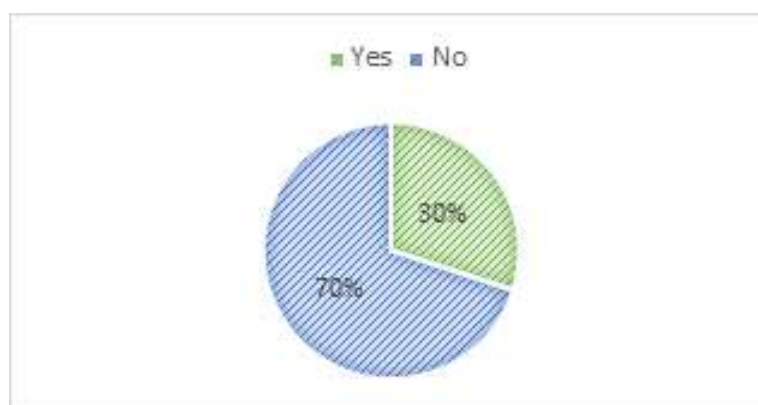
Question 5: Is it easy for you to apply technological tools as a strategy for teaching fluency of speech?

Table 5

Average of Question 5

Yes	No
3	7
30%	70%

Source: Teacher survey
Elaborated by: Vega (2022)

Figure 5

Apply technological tools

Source: Teacher survey
Elaborated by: Vega (2022)

Analysis and interpretation:

The 70 % of the teachers mentioned that it is not easy to apply technological tools as a strategy for teaching fluency of speech, and 30% mentioned the opposite. To apply technological tools as a strategy for teaching fluency of speech is really important. It helps students to see English in a different way to practice fluency in speaking in an accessible way.
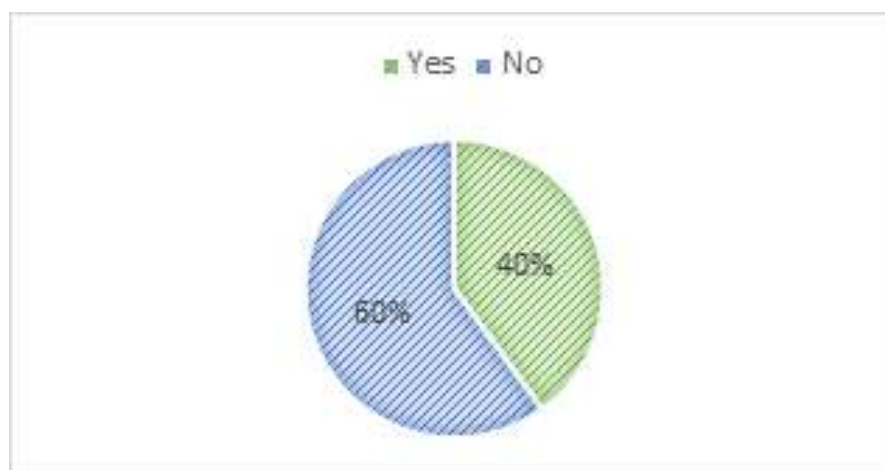
Question 6: Do you think encouraging students to use technological tools as a strategy to enhance fluency of speech helps them?

Table 6

Average of Question 6

Yes	No
4	6
40%	60%

Source: Use technological tools
Elaborated by: Vega (2022)

Figure 6

Speaking activities

Source: Teacher survey
Elaborated by: Vega (2022)

Analysis and interpretation:

The results show that 60 % of the teachers think that encouraging students to use technological tools as a strategy to enhance fluency of speech did not help them; the rest of them, 40%, showed the opposite. In this case, teachers must include in their planning process technological tools to practice fluency speaking activities through voice recordings.

4.2. Pre-test results

The pre-test was taken by 34 students participating in the study following the procedure stated in chapter 3, showing the following results:

Figure 7

Pre-test results

Source: Field research
Elaborated by: Vega (2022)

The total average pre-test score band was 1, while the maximum band was 5. In part 1: Find the difference students got band 1, part 2: Describe the picture got band 2, part 3: Asking questions obtained band 1. Giving a clear idea that students according to grammar and vocabulary had limited control of a few grammatical forms, used a vocabulary of isolated words and phrases; for pronunciation showed

a very limited control of phonological features and were often unintelligible; talking about interactive and communication had difficulty maintaining simple exchanges and also required additional prompting and support. Finally, in fluency, their speech was slow, hesitant, and strained; it was difficult to perceive continuity in speech.

4.2. Post-test results

The pre-test was taken by 34 students participating in the study following the procedure stated in chapter 3, showing the following results:

Figure 8

T-test results
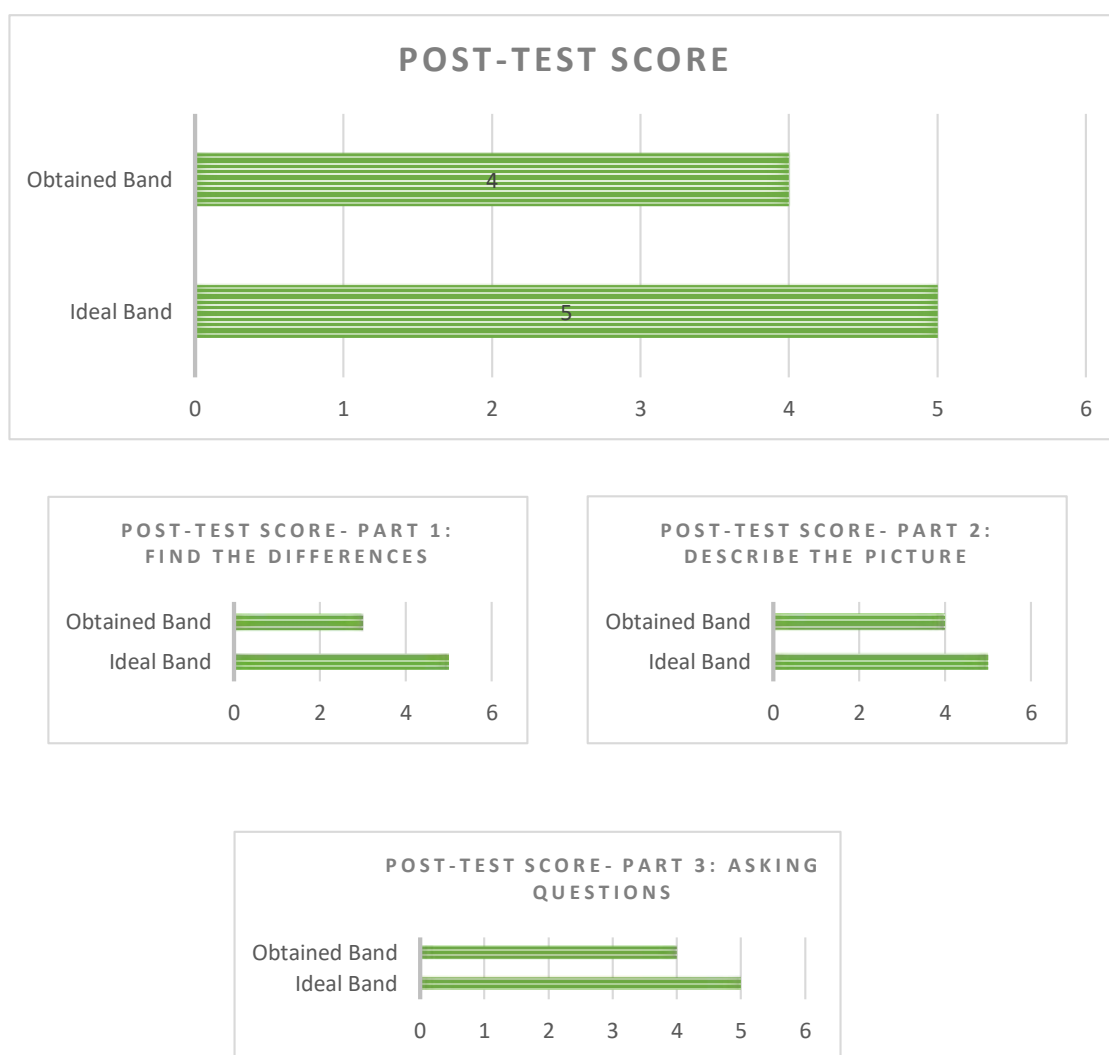
Source: Field research
Elaborated by: Vega (2022)

The total average post-test score band was 4, while the maximum was 5. In part 1: Find the difference students got band 3, part 2: Describe the picture got band 4, part

3: Asking questions got band 4. Showing that students according to grammar and vocabulary showed a reasonable degree of control of simple grammatical forms; pronunciation was mostly intelligible and had control of phonological features at both utterance and word levels; in interactive and communication, they maintained simple exchanges and required little prompting and support; students presented a smooth and fluid speech with few hesitations and an excellent volume.

4.3. Pre and post-test comparison

Figure 9

Pre and post-test comparison
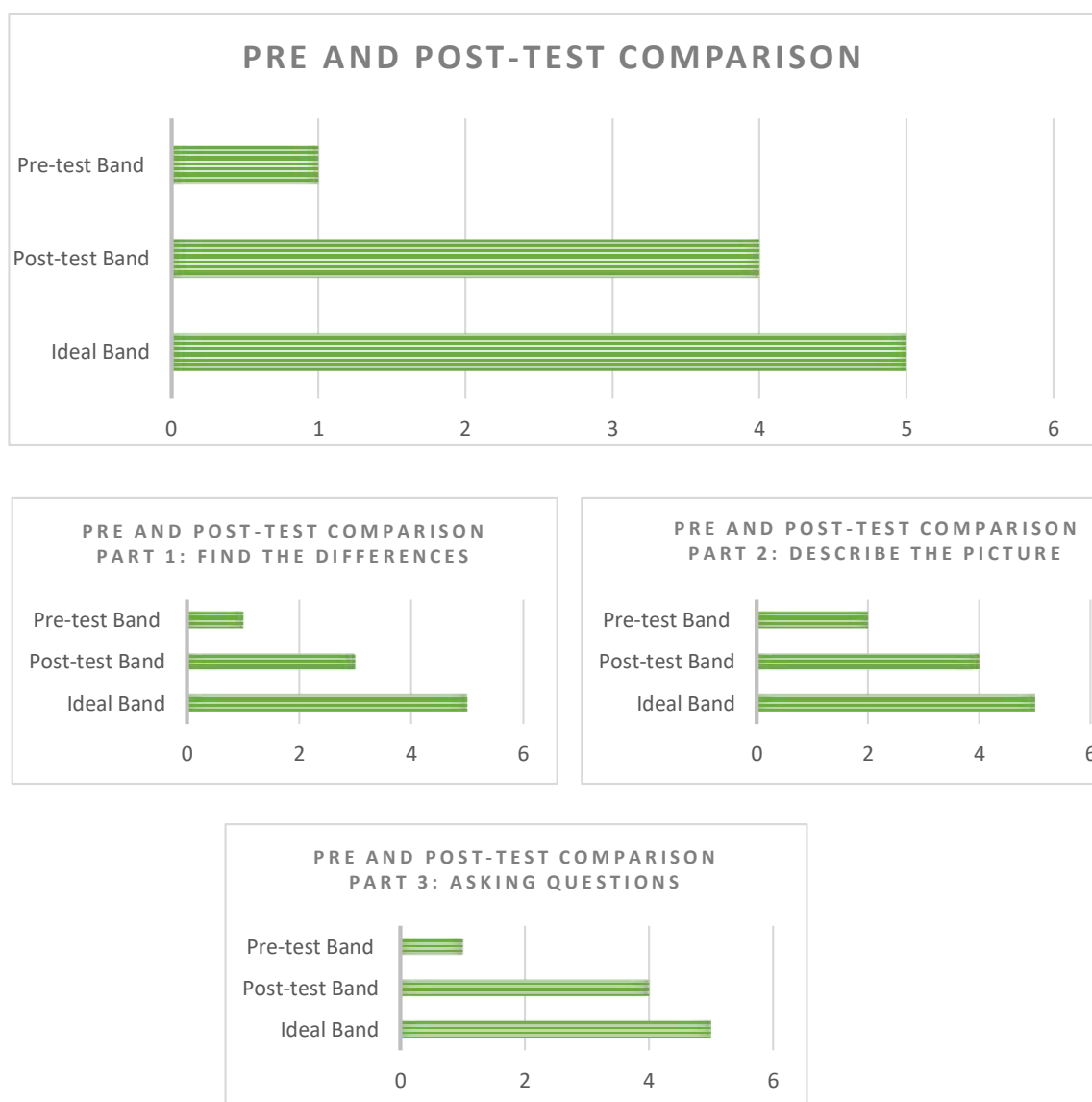
Source: Field research
Elaborated by: Vega (2022)

The difference between the average scores band of the pre and post-test shows a good improvement; students started at band 1, and after the implementation part, they reached band 4, missing little to reach the ideal band 5. The results showed that finding differences students registered an improvement from band 1 to band 3; in describing a picture, they increased from band 2 to band 4; finally, asking questions, students improved from band 1 to band 4.

4.4. T-test student

The T-test student for paired samples was applied to accept or reject the hypothesis H0 or H1; for that, an SPSS application was employed to obtain the following results:

Table 7

T-test student

Paired Samples Statistics

	Mean	N	Standard deviation	Std. Error mean
Pretest	21,8667	34	2,94470	,53761
Posttest	39,2667	34	2,47656	,45215

Paired Sample Correlations

	N	Correlation	Sig.
Pre-test & Grades Post-test	34	,514	,004

Paired Samples Test

	Matched differences			95% confidence interval of the difference
	Mean	Std. Deviation	Std. Error mean	lower
Pretest - Posttest	-17,40000	2,59864	,49270	-18,40771

Paired Samples Effect Sizes

	Matched differences	t	gl	Sig. (bilateral)
	95% confidence interval of the difference			
	Upper			
Pretest - Posttest	-16,39230	-6,312	32	,001

Source: Field research through SPSS software
Elaborated by: Vega (2022)

The T-test student for paired simple showed an improvement in fluency when speaking in English through voice recording with a t= -6,312, significance <.001, between the result of pre-test band 1 to post-test band 4. Based on that, it is considered to accept the alternative hypothesis (H1) and (H0) was rejected.

Alternative hypothesis (H1): The use of voice recording improves fluency when speaking in English as a foreign language classroom.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- After analyzing the survey results, it was possible to identify that the interest of foreign language teachers to implement new technological tools as a strategy for teaching fluency of speech is not since the results of the pre-test were very low students obtained band 1. Teachers showed lower percentages in each question from the survey giving a clear idea that nowadays students need new methodological strategies. In this case, technological strategies that help students improve their fluency in speaking, even better if it involves virtual tools such as those presented in this research (Vocaroo, Speakpipe, or Voice spice).

- The use of technological tools such as web pages (Vocaroo, Speakpipe, and Voice Spice) and the WhatsApp application has been shown the improvement the level of fluency in speech. Consequently, students through the pre-test reached an average of band 1. In contrast, after the application of the mentioned technological tools, they reached an average of band 4, which is evident that definitely, the use of them gives a positive change for the achievement of the established goals for students.

- The leading causes found in this research for the lack of fluency in speaking in EFL classrooms are the following: negative results were obtained in the survey of teachers through the use of technological tools due to inexperience, lack of knowledge and interest by teachers, which leads to the use of monotonous tools that do not help students to develop better when speaking. All this negatively affects students when expressing themselves orally; their fluency when speaking is limited with little interaction and little use of vocabulary and grammar, which shows their low levels of speech development.

- The implementation of voice recordings through the use of technological tools increases fluency, interaction and communication, pronunciation, grammar, and vocabulary in general, reaching band 4 in the post-test, which involves fluid speech with few interruptions and hesitations. At the same time, they recorded their voices using new technological tools, changing the ideas of monotonous and passive classes where there was no interaction between the students, and they hardly participated in the classroom activities.

5.2. Recommendations

- Train teachers with the use of new technological strategies not only in the development of fluency in speech and all areas, such as writing, listening, and reading, in order to reach the levels required by students.

- Adapt the teaching-learning process to current technological tools for voice recordings in order to achieve better fluency when speaking. In this way, students will be helped in a didactic and interactive way to improve their academic performance.

- Encourage other researchers to investigate more technological tools that will be used in the development of oral skills and the development of other skills. This research report can become a starting guide for other researchers to carry out similar research that may become the answer to problems that have not been resolved in the research.

- Expand the implementation time in order to obtain better results since the more experience and use of the technological tools better learning and fluency when speaking.

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5.4. Annexes

Annex Nº 1

INSTITUTO SUPERIOR TECNOLÓGICO
VICENTE LEÓN

CARTA DE COMPROMISO

Ambato, 10 de enero de 2022

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD ACADÉMICA DE TITULACIÓN DE POSGRADO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO

Presente.-

Dr. Jaime Giovanni Vizuete Sarzosa en mi calidad de Rector del Instituto Superior Tecnológico Vicente León, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL CLASSROOM" propuesto por la estudiante Jenny Isabel Vega Iza, portador/a de la Cédula de Ciudadanía 0503489288, de la Maestría en Educación Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

JAIME GIOVANNI
VIZUETE
SARZOSA

Dr. Jaime Giovanni Vizuete Sarzosa,
Rector del Instituto Superior Tecnológico Vicente león
Cédula de Ciudadanía: 0501632996
No teléfono convencional: 032811810
0999897760
Correo electrónico: rectorado@istvicenteleon.edu.ec , giovavizuete@yahoo.com

Annex Nº 2

Objective: To collect information about the interest of foreign language teachers to implement new technological tools as a strategy for teaching fluency of speech.

Choose the answer based on your personal criteria.

1. **What technological tools to enhance fluency of speech do you know or use in class?**
o Webpages (Vocaroo, Speakpipe, or Voice spice)
o WhatsApp
o None

2. **How often do you do speaking activities using technological tools in class to enhance fluency of speech?**
o Always
o Sometimes
o Never

3. **How often do you do voice recordings activities in class using cellphones to enhance fluency of speech?**
o Always
o Sometimes
o Never

4. **How often do you do voice recording activities using web pages (Vocaroo, Speakpipe, or Voice spice) to enhance fluency of speech?**
o Always
o Sometimes
o Never

5. **Is it easy for you to apply technological tools as a strategy for teaching fluency of speech?**
o Yes
o no

6. **Do you think encouraging students to use technological tools as a strategy to enhance fluency of speech helps them?**
o Yes
o No

Done by: Jenny Vega Iza

Checked by: Lcda. Lina Sánchez Sailema, Mg.

Annex Nº 3

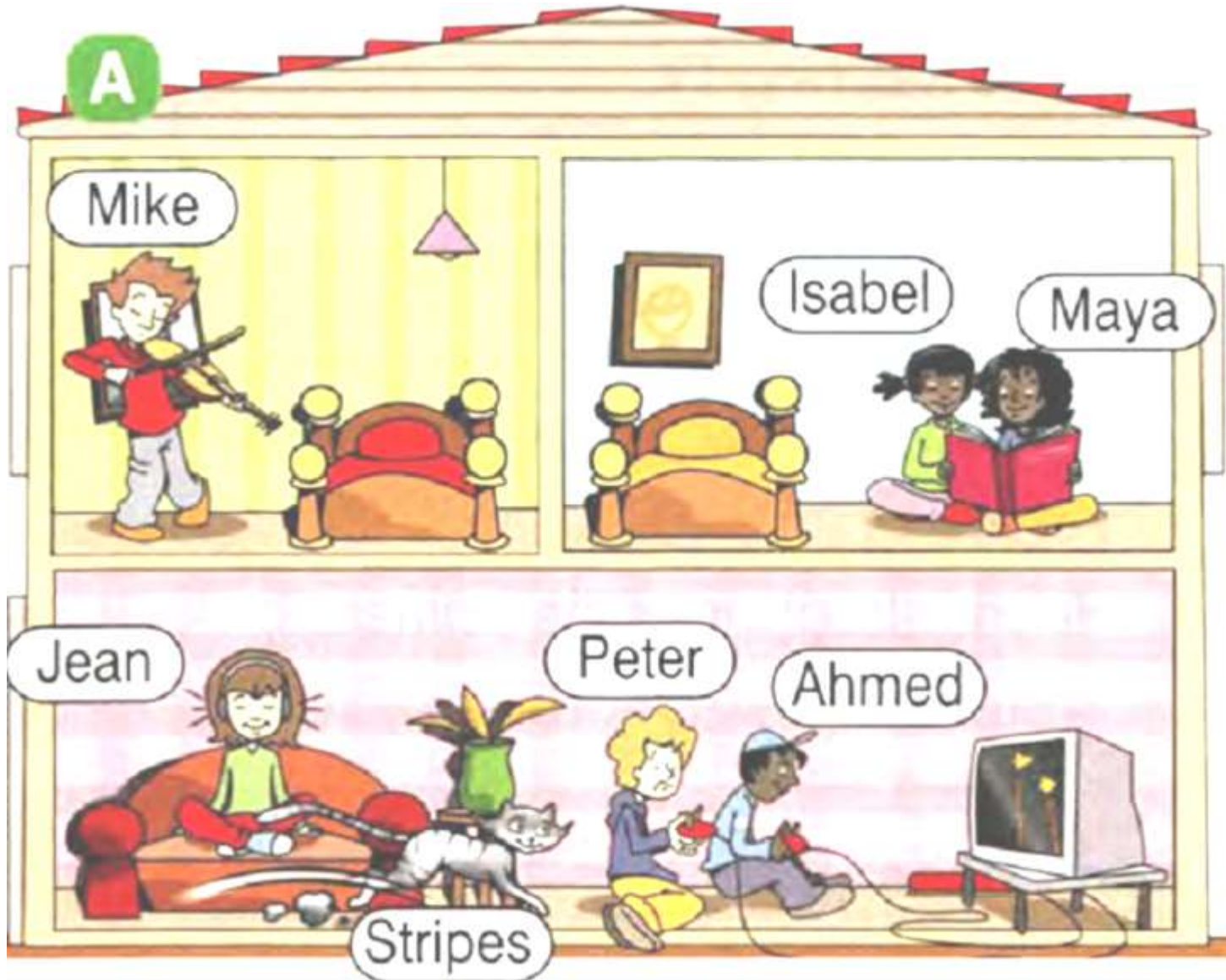# A2 Flyers Speaking

Summary of procedures

The teacher asks the student what his/her name and surname are and how old he/she is.

Part 1 Find the differences. The teacher shows the student the copy of the Find the Differences picture. The student is initially shown the teacher's copy as well. The teacher then makes a series of statements about the teacher's picture, and the student has to respond by making statements showing how the student's picture is different, e.g. (teacher) 'In my picture, Mike is playing the guitar.' (Student) 'In my picture, Mike is playing the violin.

Part 2 Describe the picture. The teacher tells the students the name of the picture and describes the first picture, e.g. 'At 7 o'clock, Jhon wakes up and gets dressed. The teacher then asks the child to continue describing the picture. The title of the picture and the name of the main character(s) are shown with the picture.

Part 3. Asking questions. The teacher asks questions about a topic, e.g. 'Now let's talk about your daily routine.

- In the morning, I get up, and then I take a shower. What about you?
- At midday, I have lunch. What about you?
- At night, I do my homework, and I have dinner, then I go to bed. What about you?

A2 FLYERS SPEAKING. Find the Differences

A2 FLYERS SPEAKING. Find the Differences
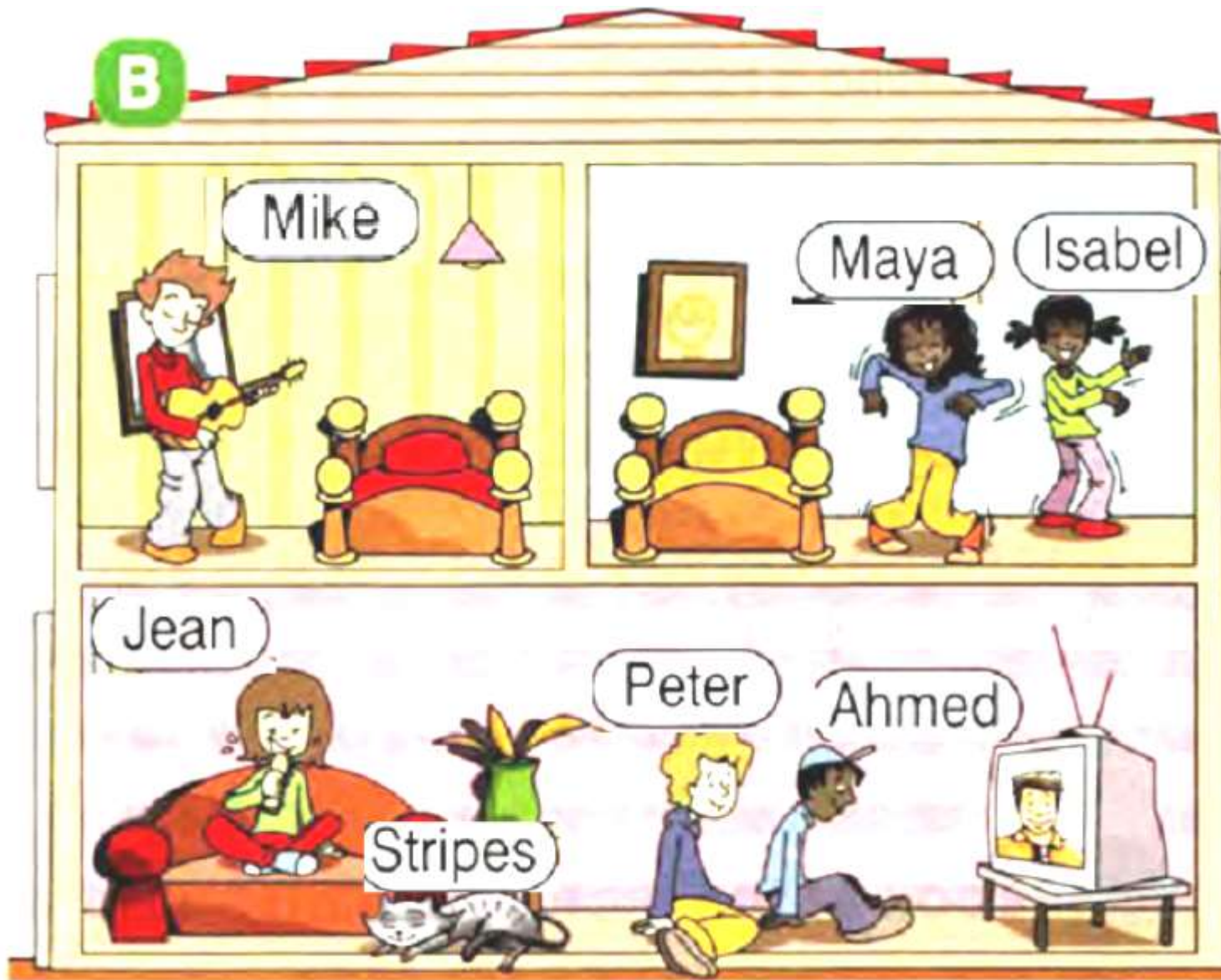
John's day

7:00

7:15

7:30

8:00

8:30

12:30

4:00

7:30

9:00

A2 FLYERS SPEAKING. Describe the picture

Assessing Speaking Performance – Level A2

Name of student	
Does the speaker use simple grammatical forms with sufficient control?	
Good	**Not so good**
Does the speaker use simple grammatical forms with a good degree of control?	
Good	**Not so good**
Does the speaker use appropriate vocabulary to talk about everyday situations?	
Good	**Not so good**
Comments	

Assessing Speaking Performance – Level A2

Name of student	

Are the utterances mostly clear? Can the speaker be mostly understood?	
Good	**Not so good**

Does the speaker show limited control of intonation?	
Good	**Not so good**

Does the speaker show limited control of word and sentence stress?	
Good	**Not so good**

Are individual sounds mostly clear?	
Good	**Not so good**

Comments

Assessing Speaking Performance – Level A2

Key (LEVEL A2) SPEAKING
INTERACTIVE COMMUNICATION

Name of student

Can the speaker maintain simple exchanges with the interlocutor (Part 1)?

Good	Not so good

Does the speaker react appropriately to what the interlocutor or other candidate says?

Good	Not so good

Does the speaker need any prompting or support?

Good	Not so good

Comments

RUBRIC

A2	Grammar and vocabulary	Pronunciation	Interactive communication	Fluency
5	• Shows a good degree of control of simple grammatical forms. • Usses a range of appropriate vocabulary when takling about everyday situations.	• Is mostly intelligible and has some control of phonological features at both utterance and words levels.	• Maintains simple exchanges. • Requires very little prompting and support.	• Smooth and fluid speech. • Few to no hesitations. • No attempts to search for words. • Volume is excellent.
4	Performance shares features of band 3 and 5			
3	• Shows sufficiente control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges despite some difficulty. • Requires prompting and support.	• Speech is relatively smoot. • Some hesitation and unevenness caused by rephrasing and searching for words. • Volumen wavers.
2	Performance shares features of band 1 and 3			
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible	• Has considerable difficulty maintaining simple exchages. • Requires additional promptimg and support.	• Speech is slow, hesitant and strained expect for short memorized phrases. • Difficult to perceive continuity in speech. • Inaudible.
0	Performance shares features of band 1			

Adapted from: KET (level A2) Speaking

Annex N°4

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST, POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN: **"USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL CLASSROOM"**

AUTOR/A: Licenciada Jenny Isabel Vega Iza

OBJECTIVE: To determine the level of improvement in fluency when speaking in the English as a foreign language classroom through voice recordings.

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PARTES	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 Find the differences. The teacher shows the student the copy of the Find the Differences picture. The student is initially shown the teacher's copy as well. The teacher then makes a series of statements about the teacher's picture and the student has to respond by making statements showing how the student's picture is different, e.g. (teacher) 'In my picture, Mike is playing the guitar.' (Student) 'In my picture, Mike is playing the violin. (Grammar and Vocabulary)				✓				✓				✓				✓
Part 2 Describe the picture. The teacher tells the Students the name of the picture and describes the first picture, e.g. 'At 7 o'clock John wakes up and gets dressed. The teacher then asks the child to continue describing the picture. The title of the picture and the name of the		✓					✓					✓				✓

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

POSGRADO

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019

Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

main character(s) are shown with the picture. (Pronunciation)																			
Part 3 Asking questions The teacher asks questions about a topic, e.g. 'Now let's talk about your daily routine. (Interactive Communication) • In the morning, I get up, then I take a shower. What about you? • At midday, I have lunch. What about you? • At night, I do my homework and I have dinner, then I go to bed. What about you?			✓				✓			✓					✓				

Observaciones:

_____

_____

_____

JENNY ISABEL

Realizado por:
Lic. Jenny Isabel Vega Iza

ELSA MAYORIE CHIMBO CACERES

Validado por:
Lcda. Elsa Mayorie Chimbo Cáceres, Mg.
CI: 180269645-8

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST, POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN: **"USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL CLASSROOM"**

AUTOR/A: Licenciada Jenny Isabel Vega Iza

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 Find the differences.				✓				✓				✓				✓
Part 2 Describe the picture				✓				✓				✓				✓
Part 3. Asking questions.				✓				✓				✓				✓

Observaciones:

_____
_____
_____

Firmado electrónicamente por:
JENNY
ISABEL

_____
Realizado por:
Lic. Jenny Isabel Vega Iza

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

_____
Validado por:
Ledo. Edgar Guadia Encalada Trujillo, Mg.
CI: 050182417-1

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST, POST-TEST" PERTENECIENTE A LA
INVESTIGACIÓN: **"USE OF VOICE RECORDING TO ENHANCE FLUENCY IN SPEAKING IN EFL CLASSROOM"**

AUTOR/A: Licenciada Jenny Isabel Vega Iza

OBJECTIVE: To determine the level of improvement in fluency when speaking in the English as a foreign language classroom through voice recordings.

Señale mediante un ✓ , según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTA	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 Find the differences.			✓					✓				✓				✓
Part 2 Describe the picture			✓					✓				✓				✓
Part 3. Asking questions.			✓					✓				✓				✓

Observaciones:
_____
_____
_____

Realizado por:
Lic. Jenny Isabel Vega Iza

Validado por:
Lcda. Lina Mariela Sánchez, Mg.
CI: 180333879-5

Annex N° 5

VICENTE LEÓN

WEEKLY ENGLISH SCHEDULE ACTIVITIES
WEEK 1

SUBJECT: English
TEACHER'S NAME: Lcda. Jenny Vega

CLASS: A2 Elementary "F"
DATE: January 10 – January 13, 2022

OBJECTIVE	ACTIVITIES	RECOMMENDATIONS TO SUPPORT LEARNING
Students will use different vocabulary and grammar (Simple present and prepositions of time) to talk about daily routines using a technological tool by recording their voices.	**The first two days introduced the technological tools and web pages.** **Topic:** Daily routines **Day 1:** Time expressions/routines • Students repeat the time expression the teacher mentioned. • Students work in pairs to brainstorm about routines. • Students repeat the routines listed by the teacher. • Students in pairs record audio using the list of the teacher about routines. **Note: Homework** **Routines** Students check the list of routines done in class, select five they do more, and create a voice recording about it. **Day 2:** Morning routines • Students complete the prompt the teacher wrote on the board (In the morning I...) • Students work in pairs asking and answering What they usually do in the morning?	Be on time in class. Do not miss class. Do homework. Justify absences. Balance independence and support.

• Students record their pairs answers • Students listen to the audios and give feedback to their pairs. **Note: Homework** **Morning Routines** Students record their voices using Vocaroo, describing their morning routine using time expressions learned in class.	

Done by:

JENNY
ISABEL

Teacher

Lcda. Jenny vega

Checked by:

XIMENA DEL ROCIO LOPEZ MENESES — Firmado digitalmente por XIMENA DEL ROCIO LOPEZ MENESES Versión de Adobe Acrobat Reader: 2021.011.20039

English coordinator

Lcda. Ximena López, MSc.

WEEKLY ENGLISH SCHEDULE ACTIVITIES
WEEK 2

SUBJECT: English

TEACHER´S NAME: Lcda. Jenny Vega

CLASS: A2 Elementary "F"

DATE: January 17 – January 20, 2022

OBJECTIVE	ACTIVITIES	RECOMMENDATIONS TO SUPPORT LEARNING
Students will use different vocabulary and grammar (Simple present and prepositions of time) to talk about daily routines using a technological tool by recording their voices.	**Topic:** Daily Routines **Day 3:** Afternoon Routines • Students work in pairs to brainstorm about afternoon routines. • Students make a list of the afternoon routines. • Students use the list to answer a teacher's question (What do you usually do in the afternoon?) • In groups, students ask and answer the same question. **Note: Homework** **Afternoon Routines** Students use Speak pipe to record their voice talking about their afternoon routines **Day 4:** Evening routines • Students complete the teacher's prompt on the board (In the evening I…) • Students work in pairs asking and answering What they usually do in the evening? • Students record each other their answers using WhatsApp voice recording • Students send the audio to the teacher.	Be on time in class. Do not miss class. Do homework. Justify absences. Balance independence and support.

Note: Homework

Afternoon Routines

Students record their voices using Voice spice, describing their afternoon routine, taking into account the teacher's observations.

Day 5: Sleeping habits

- Students will learn and review vocabulary related to sleep
- Students take part in a mingle activity with their classmates.
- Students read about different sleeping habits.
- It leads to a discussion about sleep, where students talk about their own experiences.

Note: Homework

Sleeping habits

Using ideas discussed in class, students use their cellphones to record audio in WhatsApp talking about their sleeping habits.

Day 6: Describing a daily routine.

- Students write down their daily routines individually.
- In pairs, one student mimes his/her daily routine to the partner who says the sentences. Students change roles and repeat the exercise. Students who mime do not speak.
- Students relate what they mime in front of the class, and his/her partner check to see how many correct sentences he/she has.

| VICENTE LEÓN | **Note: Homework**

My daily routine

Using ideas sheared in-class, students create audio from (1-2 minutes) using Vocaroo, talking about their daily routine using the vocabulary, grammar, and time expressions learned in class. | |

Done by:

JENNY ISABEL

Teacher

Lcda. Jenny vega

Checked by:

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English coordinator

Lcda. Ximena López, MSc.