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MASTER'S DEGREE IN THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES, WITH A SPECIALIZATION IN THE TEACHING OF ENGLISH

"The use of the "Elsa Speak app for the development of oral production and listening comprehension in fourth-grade students of the "César Borja" Educational Unit."

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in English teaching.

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RESUMEN

El presente estudio tuvo como objetivo evaluar el impacto de la aplicación ELSA Speak en las habilidades de expresión oral y comprensión auditiva en inglés de los estudiantes de cuarto grado de la Unidad Educativa César Borja, quienes presentaban dificultades comunicativas relacionadas con métodos de enseñanza tradicionales, escasas oportunidades de conversación y limitada integración tecnológica. La investigación se desarrolló bajo un enfoque mixto, con la participación de 18 estudiantes de entre 8 y 9 años, su docente de inglés y sus padres o tutores. Para la recopilación de datos se utilizaron encuestas, entrevistas y evaluaciones, mediante pruebas previas y posteriores a la intervención. La propuesta consistió en implementar durante tres meses un currículo que incorporó ELSA Speak mediante actividades interactivas semanales enfocados en la pronunciación, fluidez, expresión oral y comprensión auditiva. La inteligencia artificial de la aplicación proporcionó retroalimentación inmediata, permitiendo identificar y corregir errores de manera autónoma. Los resultados cuantitativos evidenciaron mejoras en las habilidades comunicativas, mientras que los datos cualitativos reflejaron percepciones favorables de docentes y padres de familia sobre el aprendizaje asistido por tecnología. Se identificaron avances en la pronunciación, fluidez y comprensión del inglés, así como un incremento en la motivación, confianza, autonomía y participación estudiantil. Se concluye que la integración de aplicaciones educativas basadas en inteligencia artificial constituye una estrategia innovadora para fortalecer el aprendizaje del inglés en educación primaria, al proporcionar experiencias dinámicas, interactivas y centradas en el estudiante, favoreciendo el desarrollo de competencias comunicativas y una participación más activa en el proceso educativo.

Palabras clave: Comprensión auditiva, Elsa Speak, producción oral, participación, tecnología.

ABSTRACT

This study aimed to evaluate the impact of the ELSA Speak application on the English-speaking and listening comprehension skills of fourth-grade students at Unidad Educativa César Borja, who experienced communication difficulties associated with traditional teaching methods, limited opportunities for conversation, and insufficient technological integration. The research employed a mixed-methods approach involving 18 students aged 8 to 9, their English teacher, and their parents or guardians. Data were collected through surveys, interviews, and assessments, including pre- and post-intervention tests. The intervention consisted of implementing a curriculum over three months that incorporated ELSA Speak through weekly interactive activities focused on pronunciation, fluency, speaking, and listening comprehension. The application's artificial intelligence provided immediate feedback, allowing students to identify and correct errors independently. Quantitative results demonstrated improvements in communication skills, while qualitative findings revealed positive perceptions among teachers and parents regarding technology-assisted language learning. Improvements were observed in pronunciation, fluency, and English comprehension, as well as increased student motivation, confidence, autonomy, and participation. It is concluded that integrating artificial intelligence-based educational applications represents an innovative strategy for strengthening English language learning in primary education by providing dynamic, interactive, and student-centered learning experiences that promote the development of communicative competencies and more active participation in the educational process.

Keywords: Listening comprehension, ELSA Speak, speaking skills, participation, technology.

CHAPTER I
PROBLEM

1.1. Problem statement

The World Economic Forum states that being able to communicate well in English is now essential, especially in economic fields. English fluency is seen as a basic need for staying competitive and accessing knowledge, not just an extra skill. Around the world, there are big differences in how educational technology is used. While some countries have adopted new methods such as e-learning and personalized learning apps, others lag in teacher training and technology. This gap puts students in less developed areas at a disadvantage (Foro Económico Mundial, 2024).

UNESCO studies show that while technology is important in Latin American classrooms, its use is still not enough. Even though many schools have internet access and mobile devices, there are not always sufficient high-quality technology resources. Small budgets for new teaching tools often mean schools cannot get the software and platforms needed to help students with listening and speaking. As a result, teachers often use outdated methods that focus on grammar and translation rather than helping students communicate (UNESCO, 2023).

In Ecuador, several issues affect the quality of English instruction. Oral skills are not developed enough because traditional methods like grammar-translation are still common. The national curriculum focuses on written tests, leaving too little class time for speaking practice. Because of this, students often memorize rules and vocabulary instead of learning to speak naturally. They also have few chances to interact with teachers and classmates, which makes it hard to build confidence and fluency. This can cause students to lose interest, as they do not see a link between what they learn in class and real-life language use.

At Cesar Borja High School in Pioter, Carchi province, parents do not closely supervise how students use mobile devices. Because of this, students often spend too much time on laptops, tablets, and phones, mostly playing games, using social media, or using apps unrelated to their studies. It has also been noticed that students are using translation tools instead of practicing speaking. While these tools can help in some

ways, they do not give real conversation practice at school. Improper use of the internet can slow down students' language learning.

Teachers know how to use information and communication technologies (ICTs), online platforms, and digital tools, but problems with school infrastructure make it hard to use them well. This slows students' skill development and resource use and increases social gaps both locally and nationally. It is important to balance technology use with teacher interaction to help students practice listening and speaking using digital tools (Kukulska-Hulme, A., 2012).

To address these problems, this study suggests using a methodological guide with lesson plans, that incorporates the ELSA Speak app to improve students' English speaking and listening skills. The strategy is interactive for teachers, parents, and students and shows how effective use of technology can bring real changes in teaching and lead to better learning outcomes.

Research Questions or Hypotheses

General

How will a methodological guide using the "ELSA SPEAK" application strengthen the English production and listening skills in fourth-grade students of the "César Borja" Educational Unit?

Specific

- Through a diagnostic evaluation to plan activities in the study plan, what are the main difficulties identified in students when using technological tools?
- What important topics and activities should be included in the methodology guide for the development of skills in students?
- What is the impact of the study plan when comparing pre-test and post-test results?

1.2. Research objectives

1.2.1. General Objective

To develop a methodological guide to use of the "Elsa Speak" application to strengthen English production and oral comprehension skills in fourth-grade students of the "César

Borja" Educational Unit.

1.2.2. Specific Objectives

- To identify students' main difficulties derived from the limited use of digital resources and traditional methodologies through a diagnostic evaluation of listening skills
- To design a methodological guide organized in weekly modules that integrates the Elsa Speak application to foster listening and speaking skills.
- To apply the methodological guide for through weekly practical sessions using Elsa Speak, ensuring the active student participation in speaking and listening activities.
- To evaluate the impact of the methodological guide on the development of oral and listening skills in English learning by comparing diagnostic and results.

1.3. Justification

This research seeks to provide innovative strategies for the educational community to enhance English language acquisition and communication. Addressing this issue is a challenge at the global, national, and local levels. The proposed methodological guide introduces a pedagogical model that integrates technology into classroom instruction to foster students' speaking and listening skills. The modernization of teaching methodologies is an urgent priority in Ecuador. Despite the early introduction of English into the school methodology guide, a significant number of students at the "César Borja" High School continue to have difficulty speaking and understanding the language. This is primarily due to the persistent emphasis on writing and grammar in classroom instruction, while the communicative skills of speaking and listening are frequently neglected.

Technological resources play a significant role in supporting English language acquisition. The "ELSA Speak" application represents a contemporary tool designed to enhance students' pronunciation and listening comprehension. Through interactive exercises, students can engage in enjoyable practice, receive immediate feedback, and progress at an individualized pace. This approach not only improves comprehension but also fosters greater confidence in oral communication. Teaching fourth-grade students presents a unique opportunity, as learners at this developmental stage are typically curious, motivated, and possess strong auditory skills. Providing engaging digital tools

such as the "ELSA Speak" app facilitates language learning and encourages early communicative competence in a foreign language.

This research addresses a pressing need in the classrooms of the "César Borja" Educational Unit: identifying effective strategies to leverage technology to enhance English language instruction. The primary objective is to equip students with skills that will provide advantages in both academic and professional contexts. The findings of this study may also inform educators seeking innovative approaches to motivate and support students' English language learning. Acquiring a foreign language has the potential to bridge both digital and educational divides. This thesis demonstrates that the use of mobile applications extends beyond entertainment, serving as a valuable pedagogical resource and interactive strategy for fostering early development of speaking and listening skills in English through digital means.

CHAPTER II

THEORETICAL FOUNDATION

2.1 Background

Many international studies have shown that Information and Communication Technologies (ICT) help people learn foreign languages, especially in speaking skills. For example, Chen, Zou, and Xie (2022) found in China that students who used AI-based mobile apps improved their pronunciation and intonation more than those who used traditional methods. This suggests that digital learning can boost accuracy and fluency by giving immediate, personalized feedback. In India, Venkadeswaran and Ramanathan (2019) also found that the use of digital tools with constructivist strategies encouraged active participation and helped secondary students develop their speaking skills.

Similar progress has been seen in Europe and North America. Burleson (2011) noted that understanding spoken English involves building meaning, a process that technology can support. ModernDiplomacy (2022) showed that digital group listening activities help university students improve both their listening skills and their confidence in communicating. Siemens (2008) and Downes (2010) also argue, through the theory of connectivism, that learning relies on making and keeping connections in digital networks, which is especially important for teaching foreign languages today.

In Latin America, Ramírez and Gamboa (2020) found in Colombia that using digital media in English classes increased students' motivation and improved their listening and speaking skills. In Mexico, López and García (2021) also found that mobile apps for practicing English on one's own helped students become more fluent and less anxious about communicating. These studies show that ICTs support not just learning but also students' emotions and social experiences in education.

In Ecuador, studies have shown that ICT is valuable for teaching English in ways that fit local needs. For example, a study in Quito found that high school students using mobile apps improved their pronunciation and fluency by 78%, while the control group improved by 45%. At the Technical University of Ambato, digital media enabled students to participate in listening and speaking activities, which made them more confident in expressing themselves in English (Pazmiño y Paredes, 2019).

In Cuenca, Cárdenas and Espinoza (2021) found that using mobile apps in basic

education improved students' listening skills and made them feel more positive about learning languages, showing that digital tools can motivate students early on. In Guayaquil, Torres and Morales (2022) showed that using Duolingo in high schools lowered students' anxiety about speaking and improved their intonation and fluency. Viteri and Villalba (2023) found that AI apps gave university students instant feedback on their speaking, which helped them assess themselves and become more independent learners. Together, these studies show that using digital and AI tools across Ecuador helps students develop speaking skills, feel more confident, and practice languages independently.

2.2 Theoretical Framework

2.2.1 Constructivism Theory

Constructivism is a learning theory that says people build knowledge through their own experiences and interactions with the world. Piaget (1972) pointed out that students learn by engaging with the things and events around them, which helps them develop more complex ways of thinking. This means learning is about reshaping what we already know and finding new meaning, making students active participants in their own learning.

Vygotsky (1978) believed that learning happens through cultural and social interactions. A key idea in his theory is the Zone of Proximal Development (ZPD), which is

the gap between what a student can do alone and what they can do with guidance from someone more experienced. In English language teaching, this approach shows how important speaking and collaboration are in helping students gradually improve their communication skills.

When used in foreign language teaching, constructivism encourages active methods like project-based learning, role-playing, and debates. These activities require students to use and understand English in real situations. Studies such as Venkadeswaran and Ramanathan (2019) have found that this approach helps students become more fluent speakers and better listeners by learning through responding to real, meaningful situations.

Constructivism and Classroom Operationalization

Constructivism provides a pedagogical explanation of how children can build new language knowledge by connecting unfamiliar English expressions with

experiences they already understand. From a sociocultural perspective, Vygotsky (1978) emphasizes that development is supported by interaction and guidance within the zone of proximal development. For fourth-grade learners, this principle suggests moving from familiar pictures, objects and everyday routines to shared meaning-making, supported rehearsal and short independent oral responses. Pinter (2017) likewise stresses that instruction for young language learners should take account of age, meaningful tasks, classroom interaction and appropriate scaffolding. Accordingly, the methodological guide does not begin with isolated grammatical rules; it activates prior knowledge through visual prompts, provides comprehensible teacher modeling and introduces speech tasks progressively.

The constructivist contribution can be operationalized in each lesson through five deliberate actions. First, the teacher elicits familiar concepts through questions, images or concrete objects. Second, the teacher models a short listening input and a language frame related to the lesson topic. Third, learners manipulate meanings by matching pictures and phrases, arranging objects or rehearsing responses with a partner. Fourth, learners receive feedback during brief ELSA Speak pronunciation practice and compare the app's suggestions with the teacher's model. Finally, they transfer the practiced language into an oral task, such as a mini-dialogue, description or role-play.

This sequence illustrates how meaningful activity, social mediation, retrieval and supported practice can complement one another, rather than assuming that exposure to technology automatically produces learning (Vygotsky, 1978; Pinter, 2017; Fu y Hwang, 2018).

For example, in the lesson "Where is it?", learners first identify classroom objects and physically place them on, in or under other objects. They then hear and repeat short location phrases, ask a partner where an object is, and complete a brief pronunciation activity in ELSA Speak before producing a new sentence in the classroom. The teacher provides scaffolding, such as gestures and the frame "It is under the table," and gradually removes prompts as responses become more intelligible. In this way, each stage responds to active construction of meaning and mediated interaction; the application supports repetition and feedback but does not replace communicative practice (Vygotsky, 1978; Kukulska-Hulme y Viberg, 2018).

2.2.2 Connectivism Theory

Connectivism is a theory that addresses the changes in how we learn in today's digital society. Siemens (2008) explains that learning is no longer just about collecting

information. Instead, it depends on making connections among different pieces of knowledge across both technological and social networks. According to this view, learning happens by connecting with many sources, and information and communication technologies are key to this process.

One key idea in connectivism is that knowledge is always changing and moving. Downes (2010) says that learning happens when someone can find, keep, and grow useful connections in a network. In English language teaching, this means students should use authentic online materials, join virtual communities, and practice with mobile apps regularly on their own.

Applying connectivism to learning English speaking skills has yielded positive results. Sozudogru, Yalçin, and Aksu (2021) found that students who often used social media in English improved their speaking fluency and accuracy. This approach helps explain why apps like ELSA Speak are effective, as they allow students to work with automated feedback systems that improve their speaking skills.

Connectivism and Pedagogical Mediation

Connectivism draws attention to the relationships among learners, digital resources, feedback systems and information sources. Siemens (2005) argues that learning in technology-rich environments involves establishing and maintaining connections through which information can be accessed and interpreted. In this study, this perspective is used in a limited and context-sensitive sense: the teacher curates English audio and visual materials, students interact with digital pronunciation prompts, and classroom feedback helps them interpret and apply information. Importantly, a pronunciation app by itself does not establish the peer-to-peer knowledge networks that are central to stronger claims about connectivist learning. Such networks must be intentionally created through meaningful human interaction and teacher mediation.

The practical contribution of connectivism to the proposed lessons is the integration of reliable language input, guided digital feedback and opportunities for social exchange. Learners listen to a model, make a short recording or complete an app activity, examine a correction with support, and then use the corrected expression in a pair task. The teacher decides whether automated feedback is understandable and instructionally appropriate, especially when background noise, pronunciation variation or children's voices affect recognition. Mobile collaborative language-learning research highlights the value of combining individual digital practice with collaboration, peer support and meaningful communication (Kukulska-Hulme & Viberg, 2018). Thus, the

application is treated as one resource in a teacher-organized learning network, not as an autonomous instructor.

At the fourth-grade level, autonomy does not mean leaving children to navigate an unrestricted digital environment. Rather, students can be offered bounded choices among teacher-approved exercises, opportunities to repeat an item and chances to compare earlier and later recordings while the teacher monitors progress. This approach provides a developmentally appropriate interpretation of learner agency and makes explicit how digital connections, social interaction and reflection may support oral production and listening comprehension (Siemens, 2005; Pinter, 2017).

E-learning.

E-learning is learning that occurs solely through digital and online platforms. Sangrà and Wheeler (2013) explain that this approach removes barriers of space and time, so students can access lessons from any location. For English learners, e-learning offers regular access to audio and video materials, plus chances to practice listening and speaking in online settings.

The biggest benefit of e-learning is that it gives students flexibility and control over their learning. Hrastinski (2019) notes that students in online environments can work at their own pace and use a variety of interactive tools. In Ecuador, where internet access is still limited, e-learning helps create more chances for people to learn foreign languages.

But e-learning also comes with challenges. García-Peñalvo and Corell (2020) point out that students need to be disciplined and able to manage themselves well.
This means e-learning works best when students are motivated and when lessons include interactive activities that support speaking practice, such as mobile apps that provide instant feedback.

B-learning.

Blended learning combines in-person teaching with digital tools. According to Graham (2013), this approach lets students benefit from classroom interaction and the flexibility of online environments. In English classes, blended learning supports in-person oral activities and uses mobile apps to help with pronunciation and understanding outside class.

A key advantage of blended learning is that it allows teachers to give quick feedback and helps students work independently with digital tools. Bartolomé and Aiello (2020) note that this method improves communication skills by mixing group

work with solo practice. For example, ELSA Speak can be used in class as extra support.

Recent studies at Latin American universities, like López and García (2021) in Mexico, show that blended learning leads to more active participation in speaking and listening activities. In Ecuador, Almeida and Guerrero (2020) found that combining classroom and digital learning made English learners more confident because online tools reinforced what they learned in class.

E-Learning, Blended Learning and the Actual Intervention Model

E-learning broadly refers to learning activities delivered or supported through electronic technologies, frequently including online learning environments. Blended learning, however, requires a more specific explanation of how classroom instruction and online or computer-mediated components are integrated. Hrastinski (2019) demonstrates that the term has been used for different combinations of modalities and argues that researchers should explicitly describe the nature and purpose of the blend. Therefore, the simple presence of a mobile application in a physical classroom is not sufficient, on its own, to conclude that the educational program uses a fully developed blended-learning model.

The model described for the present proposal is most precisely identified as teacher-led face-to-face English instruction enhanced by guided mobile-assisted language learning (MALL). Regular classes remain the primary environment for presenting language, organizing interaction and assessing learning. ELSA Speak operates as a short, structured supplement focused principally on pronunciation rehearsal and auditory recognition. There is no independently delivered virtual course and no evidence in the supplied thesis of a separately designed online curricular pathway; the label “fully blended learning” should therefore be avoided unless the author can document a distinct and intentionally integrated online instructional component (Hrastinski, 2019; Kukulska-Hulme, 2009).

For the planned 40-minute lesson format, an illustrative allocation is 5 minutes for activation, 8 minutes for presentation, 10 minutes for controlled classroom practice, 10 minutes for supervised ELSA Speak practice, 5 minutes for oral production and 2 minutes for closure. This represents approximately 30 minutes of teacher-mediated and peer-based activities and 10 minutes of guided app practice within the same face-to-face lesson. It should not be described as 10 additional minutes beyond the 40-minute session. The allocation must be reconciled with implementation logs and the school

timetable of three hours of English each week; regular curriculum time remains available for other institutional activities. Digital exercise completion may be documented through practice logs, while oral production and listening comprehension require separately defined performance evidence.

The distinction among activity type, learning environment and evidence is essential. In-person activities include listening to teacher models, pair dialogues, role-play, manipulation of objects and oral formative assessment; the digital activity is targeted repetition and feedback using ELSA Speak on a supervised device. Speaking assessment should evaluate intelligibility, pronunciation and task completion, and listening assessment should assess understanding of meaning or specific information. An app score alone cannot be treated as a validated measure of overall listening comprehension or communicative competence. This explicit description ensures that the educational model is replicable and that outcomes are not attributed to the mobile application without considering teacher-led instruction (Hrastinski, 2019; McCrocklin, 2016; Goh y Vandergrift, 2022).

2.2.3 Information and Communication Technologies (ICT)

Definition and characteristics of ICT in education.

ICTs are tools, resources, and services that help process, store, and share information digitally. They have changed how we learn by making education more flexible, interactive, and student-focused. In English language teaching, ICTs are essential for listening and speaking practice, giving students access to language-immersion experiences even outside the classroom (Area and Adell, 2009).

Information and Communication Technologies (ICTs) create a digital space where data can be made, used, stored, and shared in many ways. In classrooms, these tools offer new ways to learn and encourage students to work together. When teachers use ICTs, they often shift to student-centered teaching, helping students take charge of their own learning. ICTs mix text, audio, images, and video to create rich learning experiences that suit different learning styles and make hard topics easier to understand. They help teachers and students connect quickly, making communication easier and more personal. Because resources are available anytime and anywhere, ICTs remove barriers and open up many new learning opportunities (Silva y Romero, 2021).

In schools, ICTs have enabled virtual learning environments and online systems that track student progress, provide quick feedback, and support self-assessment. These digital tools also help teachers plan lessons and make it easier to implement new teaching methods such as flipped learning, project-based learning, and interactive activities. This helps students develop both digital and thinking skills. In English language teaching, ICTs are key for building communication skills, especially listening and speaking. Tools such as podcasts, interactive videos, online chat rooms, and mobile apps enable students to hear and use real language, helping them learn in a natural and steady way (Yong y Gates, 2021).

Digital media make language learning more immersive and extend learning beyond the classroom. By offering activities for all skill levels, these tools help students practice often, guide their learning, and stay motivated. ICTs make language use more engaging and help students become more confident speakers. To use these tools well, English teachers need to know how to choose, plan, and use digital resources. They should understand their students' needs and create activities that fit both technology and learning goals. Ongoing training is important to keep teaching methods effective and support both language and digital skills (Hepp y Cox, 2015).

ICTs combine different types of information, such as text, audio, images, and video.

This variety helps meet different learning needs and makes complex ideas easier to understand. ICTs also let teachers and students interact in real time, making communication faster and more personal. These tools improve teaching and give students more opportunities to learn by providing resources they can use anytime, anywhere (Cabero y Llorente, 2020).

ICT and foreign language learning.

To learn a language well, you need regular exposure to real materials and chances to communicate. ICTs make this possible by offering internet platforms, podcasts, interactive videos, and speaking practice apps. Warschauer and Kern (2000) say that digital technology helps learners become more independent and supports communication-focused learning. ICT does not take the teacher’s place but instead gives more ways to practice and use the language in context. ICTs help make language learning feel more real by letting learners practice in everyday situations. Learners can join real conversations, listen to different accents, and learn common expressions through videos, podcasts, interactive tools, and conversation simulators. This exposure

helps people pick up language in a natural and meaningful way. Research shows that using these tools often improves listening skills and builds confidence in communication, both inside and outside the classroom (Godwin-Jones, 2023).

ICTs give learners control over their own progress, which is important when learning a new language. With mobile apps, self-paced courses, and online practice spaces, people can choose activities they like and learn at their own pace. This flexibility helps them stay motivated and interested in the language. ICT also makes it easier to practice speaking. Tools such as speech recognition, instant feedback, and virtual conversation spaces help learners improve their pronunciation and fluency whenever they want. Getting feedback right away helps them fix mistakes quickly and become more confident speakers (Lai, 2022).

Working together using ICT also helps language learners. Platforms for group work, academic forums, video calls, and digital projects let students interact, share ideas, and learn as a team. This teamwork builds social, digital, and language skills simultaneously, strengthening the learning experience (Sun y Gao, 2022).

To help students learn languages well, teachers need strong skills in using technology for teaching. This means choosing the right tools, creating useful digital activities, and helping students use technology wisely. Recent research shows that good ICT use depends on both having the right equipment and preparing teachers, with teacher preparation being especially important for quality learning (Hockly, 2023).

Digital tools applied to English language learning

While general applications provide broad language exposure, ELSA Speak utilizes artificial intelligence speech-recognition technology tailored to phonetics and auditory processing (Samad & Ismail, 2020). Studies demonstrate that instant automated feedback on pronunciation, stress, and intonation significantly enhances phonetic accuracy and reduces speaking anxiety in primary learners (García y López, 2023).

Furthermore, interactive listening tasks in ELSA Speak train students in auditory discrimination, enabling them to recognize subtle sound contrasts essential for oral comprehension (Nguyen y Tran, 2021).

Integrating ELSA Speak directly shapes and justifies the strategies within this methodological guide. Rather than replacing the teacher or attempting a full methodology guide, the application functions as an interactive pedagogical tool. Teachers can structure guided classroom dynamics and short daily practice sessions using the app's real-time analytics to provide targeted reinforcement in speaking and

listening skills (Wilson y Martinez, 2024).

Digital tools also promote collaborative learning. Digital tools also help students work together in pairs or groups on shared documents, online projects, or multimedia tasks.

Working together like this helps students understand each other, use practical language, and build knowledge as a team. Research shows that using technology for group work boosts motivation, participation, and performance in learning a new language (Sun y Gao, 2022).

Exercise sound pedagogical judgment when selecting resources and designing activities. The effectiveness of these technologies is maximized when incorporated into active methodologies that encourage consistent practice, critical thinking, and authentic language interaction. Technology serves to complement and substantially enhance, rather than replace, teacher guidance in the teaching and learning process (Hockly, 2023).

Benefits of ICT in the development of oral skills.

Many studies show that information and communication technology (ICT) helps students feel more motivated, independent, and confident when practicing English. For instance, students who used digital platforms became much more confident in speaking. ICT also supports different learning approaches, such as visual, auditory, and interactive methods, which help students with diverse learning styles develop their speaking skills (Ramírez y Gamboa, 2020).

Besides boosting motivation, information and communication technologies (ICTs) provide students with regular access to authentic language examples, which helps them improve their pronunciation, fluency, and intonation. Tools like speech recognition apps, educational videos, and virtual environments let students practice both freely and with guidance, offering instant feedback that builds communication skills. Practicing online often also helps students feel less nervous and more willing to join in speaking activities (Goulart y Pessoa, 2021).

Digital tools also help students learn independently and track their progress, which is important for building speaking skills. Learners can set their own pace, repeat activities as needed, and choose materials that align with their personal goals. This makes learning more tailored and effective, leading to steady progress in speaking and more confidence when communicating in real situations (Klimova, 2022).

The use of collaborative technologies, such as videoconferencing, virtual

classrooms, and online projects, helps students interact with each other and practice using language in real situations. These tools let students practice speaking naturally, respond more quickly, and
build better conversation skills. Digital settings also make it easier for all students to participate, including those who are usually quiet in traditional classrooms (Sun y Gao, 2022).

Challenges and limitations of the use of ICTs.

One major challenge is that many teachers are not fully prepared to use information and communication technologies (ICTs) in their teaching. While educators often use digital platforms, many have not received enough training to create interactive activities that help students develop language skills. Without solid support for teaching methods, technology use can remain at a surface level and may not foster genuine communication. For ICT to be used effectively, teachers need ongoing training
(Cabero-Almenara y Llorente-Cejudo, 2022).

Another big obstacle is unequal access to the internet and digital devices, especially in vulnerable communities. For example, research in Ecuador shows that students in rural areas often have poor internet connections. This makes it harder for them to participate in digital activities and practice English using interactive tools. Because of this gap, students in these areas may not perform as well or feel as motivated as those in cities, where technology is more available (Torres y Morales, 2022).

Relying too much on technology and digital devices can also cause problems. Some students feel tired from too much screen time, have trouble using different platforms, or get distracted when using technology for long periods. These problems can make it harder to focus and learn, especially if there are no clear rules about how much time to spend on screens or which digital activities to choose. Carefully managing technology use is important to avoid these issues (Tsai y Lin, 2021).

Another challenge is that students have different levels of digital skills. Some are very comfortable with technology, while others only know the basics. This difference means that not all students can participate equally or produce work of the same quality. To make
learning fair for everyone, teachers need to help all students build their digital skills step by step (Zhao, 2022).

For ICT to be effective in teaching English, lessons need clear goals and should

fit the students' context. Technology by itself does not improve learning unless it is part of a well-thought-out plan. Recent studies show that technology is most effective when it supports active, student-centered teaching methods, which help students make real and lasting progress in language skills (Hockly, 2023).

Mobile-Assisted Language Learning (MALL)

Mobile-assisted language learning (MALL) refers to the use of portable digital devices and applications to support language-learning tasks across contexts. Rather than treating mobility as a guarantee of effectiveness, Kukulska-Hulme (2009) emphasizes that mobile learning creates opportunities for situated practice and more flexible participation. Reviews of mobile collaborative language learning further report potential benefits of timely feedback, personalization and peer exchange while also identifying the importance of careful task design (Kukulska-Hulme y Viberg, 2018). For the fourth-grade EFL learners in this study, the relevant affordance is not unrestricted access to a device but the possibility of rehearsing short, curriculum-linked phrases repeatedly with visual and teacher support.

The proposal applies MALL to 27 lesson topics organized around familiar communicative purposes, including greetings, family, classroom objects, location, routines, food preferences and weather. The teacher selects a narrow target for each session, demonstrates the task, provides the device or projected model when available, and connects the digital exercise to a subsequent spoken exchange. Such alignment reduces technology-driven repetition: the app is included only when it addresses a clearly identified learning objective and a suitable language item. This approach is consistent with the Ecuadorian EGB Elemental English curriculum, which emphasizes meaningful communication about familiar situations and active participation rather than decontextualized memorization (Ministerio de Educación del Ecuador, 2016; Pinter, 2017).

AI-Based Feedback and Automatic Speech Recognition

ELSA Speak is relevant to oral-production practice because it uses automated speech-processing features to offer pronunciation-related feedback. Computer-assisted pronunciation training research suggests that digital feedback can provide additional opportunities for learners to notice and rehearse speech forms; however, outcomes vary with the training approach, tasks, learners and assessment instruments. McCrocklin (2016), for instance, studied automatic speech recognition (ASR) as a means of supporting pronunciation practice and learner autonomy in an adult university context,

whereas Amrate and Tsai (2025) reviewed the wider evidence on computer-assisted pronunciation training. These studies provide a rationale for guided practice but do not establish that comparable gains necessarily occur among Ecuadorian children aged 8–9.

In the proposed sequence, AI feedback is understood as a supplementary formative signal, not a final judgment of language proficiency. Learners hear a short model, attempt a word or sentence and repeat the item after an intelligible suggestion. The teacher checks whether the feedback is comprehensible, helps learners identify one manageable target and observes the use of the same expression in a face-to-face task. For example, after practicing "This is my brother," students can use a family picture to introduce a relative to a classmate. The teacher's observation and an independent speaking rubric remain necessary because a speech-recognition score and communicative effectiveness are not equivalent measures (McCrocklin, 2016; Amrate y Tsai, 2025).

Evidence specifically concerning ELSA Speak should be interpreted with attention to population and design. Caicedo Lastra et al. (2024) studied the application in an Ecuadorian EFL context with tenth-grade students and reported improvements in pronunciation-related outcomes. This finding supports examining the tool in Ecuador, but its participants were older than those in the present research. Consequently, its results cannot be directly generalized to fourth-grade learners, and the proposed study should evaluate both the language outcomes and the suitability of the activities for young children.

2.2.4 English as a Second Language

Learning English as a Second Language (ESL) is now a key part of global education because it facilitates international communication, access to academic resources, and job opportunities. Brown (2014) explains that learning a second language entails more than just picking up vocabulary and grammar; it also involves developing communicative and sociocultural skills for effective interaction in various situations. Regular use of the language in real-life conversations helps learners internalize grammar and become more fluent (Richards y Rodgers, 2017).

Learning English as a second language also requires complex cognitive skills such as working memory, focus, and self-awareness. These skills help students understand, analyze, and express ideas clearly. Because of this, ESL teaching should use methods that fit each student's needs, taking into account their age, language level, and learning style. Ellis (2015) notes that second language learning works best when

clear instruction is paired with chances to practice in real situations.

Mastering English as a second language helps people participate in society and advance in school and at work. Schools with strong ESL programs help students build global skills, become more independent in their language use, and think critically. Learning different types of English also helps students understand other cultures and appreciate language and cultural diversity (Lightbown y Spada, 2013).

2.2.4 English Skills

When learning English as a second language, it is important to build skills in listening, speaking, writing, and reading. Each of these skills helps you gain a strong understanding of the language and supports the others, making communication more effective. Nunan (2016) suggests that teachers should develop all these skills together, rather than focusing only on grammar or reading and neglecting speaking and listening.

Listening is especially important because it helps students understand messages, pick out key information, and respond in conversations. Speaking gives students a way to share their ideas and opinions, which helps them interact with others and become more fluent.

Reading and writing also matter because they help students organize their thoughts, structure their ideas, and communicate clearly in school or at work (Brown, 2014).

To get better at these skills, students need regular practice and teaching methods that make learning meaningful. Activities like debates, role-plays, guided reading, and listening exercises help students learn language patterns and use them in real situations. Richards and Rodgers (2017) argue that using real-life tasks in English lessons increases student motivation and improves their communication.

Skill development.

Building English skills takes regular practice, helpful feedback, and the use of both thinking and learning strategies. The process starts with learning simple parts of the language and gradually moves to creating more complex and clear messages. Ellis (2015) points out that repeating tasks, practicing real-life situations, and talking with native speakers are good ways to strengthen language skills.

Technology, such as educational apps, online platforms, and multimedia tools, also helps students develop their skills, especially in listening and speaking. These resources let students hear different accents, styles, and situations, which supports better understanding and fluency (Lightbown y Spada, 2013).

Motivation and a positive attitude also play a big role in building language skills. Motivated students usually participate more, try new things with the language, and seek opportunities to practice outside class. Because of this, lessons should include interesting topics and interactive, student-focused activities to help students learn in a meaningful and independent way.

Reading comprehension

Reading comprehension is the skill of understanding, analyzing, and evaluating texts in English. It is essential for accessing information in academic, professional, and cultural settings. This skill includes identifying main ideas and details, making inferences, and understanding why the author wrote the text (Grabe y Stoller, 2011).

To improve reading comprehension, you can use strategies like intensive and extensive reading, predicting content, recognizing text structures, and taking notes. Regular practice with a variety of texts, such as academic articles, news stories, essays, and literature, helps you become accustomed to different vocabulary, grammar, and writing styles (Nunan, 2016).

Improving reading comprehension also helps with writing, since seeing well-organized texts gives you examples of how to structure your own work.
Reading carefully and thinking about what you read helps you build meaning, learn new words, and develop strategies that make you a more independent learner (Grabe y Stoller, 2011).

Written production (writing)

Written production is the skill of expressing ideas, arguments, and opinions clearly and in an organized way in English. This ability is important in academic, professional, and personal situations because it helps you share information accurately and in a structured form (Hyland, 2016). To write well, you need to know grammar, vocabulary, spelling, punctuation, and how to organize your text.

You can improve your writing by using strategies such as planning your text, writing drafts, revising and editing, and practicing different types of writing, including essays, reports, letters, and emails. These methods help make your writing clearer and more connected, and they also improve your language skills and ability to build

arguments (Nunan, 2016).

Listening

Listening comprehension means understanding spoken messages in different situations, with various levels of formality and accents. This skill is important because it helps students interpret information, understand what others mean, and respond correctly in real-life situations (Vandergrift, 2007). Good listening comprehension relies on mental processes such as paying attention, using working memory, and inferring hidden meanings.

To build this skill, students can use strategies such as active listening, predicting content, identifying keywords, and taking notes while listening. Also, listening to real-world materials such as conversations, podcasts, educational videos, and other digital media helps students learn language patterns and new words in context (Richards y Rodgers, 2017).

Improving listening comprehension also helps students speak better, because active listeners can copy language structures and intonation more accurately. Regularly practicing listening exercises with feedback helps students remember and understand complex messages (Brown, 2014)

Oral (spoken) production

Oral production is about how well students can express their ideas clearly, logically, and smoothly, while adjusting to different situations. This skill is important for socializing, working with others in school, and communicating professionally in English (Nunan, 2016). To do this well, students need to know grammar, use the right words, and have good pronunciation and intonation.

Students can develop oral production skills by participating in debates, giving presentations, engaging in role-plays, acting out real-life situations, and practicing improvisation. These activities help students feel more confident, correct mistakes as they arise, and become more accustomed to using the language (Ellis, 2015). Talking with native speakers or classmates also helps students become more fluent and natural in their speech.

Regular feedback from teachers is very important for improving oral production.

When teachers give advice on pronunciation, grammar, intonation, and how ideas fit together, students can see what they need to work on and what they do well.

Tools such as voice recordings and online platforms give students more opportunities to practice and check their progress, which helps them become more independent and better at assessing their own skills (Lightbown y Spada, 2013).

Oral Production and Listening Comprehension

Oral production and listening comprehension are related but distinguishable outcomes. Pronunciation practice asks learners to perceive sound patterns and produce intelligible utterances, whereas listening comprehension requires interpreting the meaning of spoken language within a task or context. Goh and Vandergrift (2022) emphasize that effective listening instruction includes attention to comprehension processes and structured activities rather than exposure alone.

The study should therefore assess these skills using separate, age-appropriate tasks that align with the lesson objectives and the official Ecuadorian EFL curriculum (Ministerio de Educación del Ecuador, 2016).

Oral production can be observed through short responses, simple descriptions and rehearsed conversations using familiar words and grammar at an A1/A1.1 level. Evidence may include pronunciation intelligibility, appropriate vocabulary, response completion and the ability to participate in a brief exchange with teacher support.

Listening comprehension, in contrast, may be observed through picture selection, following oral instructions, matching a spoken expression to an image and answering one straightforward factual question. Responses can be oral, gestural or visual when the goal is to assess understanding rather than speaking. Separating the two constructs prevents the performance of an app repetition task from being misreported as direct evidence of listening comprehension (Goh y Vandergrift, 2022; Ministerio de Educación del Ecuador, 2016).

Motivation and Engagement in Young Learners

Motivation and engagement provide a relevant affective dimension, but they should not be equated automatically with language achievement. Ryan and Deci (2000) identify autonomy, competence and relatedness as important conditions associated with self-determined motivation. In educational research, Fredricks et al. (2004) distinguish behavioral, emotional and cognitive engagement, which can be studied through different indicators. These distinctions offer a more precise basis for interpreting children's participation in guided technology-supported English activities.

For students aged 8–9, the guide can support a sense of competence through achievable speech targets and constructive feedback; autonomy through limited, teacher-approved

choices; and relatedness through games, pair practice and encouraging interaction.

Behavioral engagement may be recorded as participation and task completion, emotional engagement as observable interest or reported enjoyment, and cognitive engagement through attempts to use feedback or revise an answer. These indicators should be measured separately from pre-test and post-test oral performance to avoid confusing students' interest in the application with improvements in English proficiency (Ryan y Deci, 2000; Fredricks et al., 2004; Pinter, 2017).

Conditions, Limitations and Ethical Implementation

The educational effectiveness of mobile applications depends on instructional design, accessibility, suitable assessment and teacher preparation. The UNESCO (2023) Global Education Monitoring Report recommends evaluating educational technologies in terms of appropriateness, equity, evidence and sustainability and cautions against replacing human interaction with technology. In the rural school context described in the thesis, these principles suggest using shared or teacher-managed devices when necessary, providing equivalent picture-and-audio activities if connectivity fails and avoiding any assumption that every family can supply an internet-enabled device.

Implementation monitoring should document the lesson delivered, minutes of use, the activity attempted, technical difficulties, student participation and adaptations. Children should interact with the application under appropriate adult oversight, and the school should follow its approved procedures regarding parental authorization, accounts and any recording or processing of children's voices. Technical errors, accent differences and environmental noise should be treated as possible limitations of automatic feedback, not as proof of a child's lack of ability. The teacher should review app-generated indicators and rely on independent classroom assessments for the study's speaking and listening outcomes (UNESCO, 2023; Amrate y Tsai, 2025).

2.3 Legal framework

2.3.1 Constitution of the Republic of Ecuador (2008)

The Constitution stands as the highest law in the legal system. Article 26 states that education is both a basic human right and a duty of the State. Article 27 says education should be participatory, interactive, and focused on helping people develop their abilities and potential. This also means improving communication skills in foreign languages, such as listening and speaking.

Article 347 calls for the use of information and communication technologies (ICT) in education to make learning better and fairer. This means tools like mobile apps, such as ELSA Speak, can help students practice speaking English. Article 66(19) also protects personal data, which matters when collecting and storing students' voice recordings.

2.3.2 International Treaties and Conventions

The Convention on the Rights of the Child (UN, 1989) states that countries must provide an education that supports overall development, including language skills that help with intercultural communication.

UNESCO (2015) also recommends using ICTs to help students build strong communication skills for today's global society. Listening and speaking are especially important because they support effective interaction in school and work settings.

Articles 424 and 425 of the Constitution grant these treaties greater authority than ordinary laws, so Ecuador must follow them.

2.3.3 Organic Law on Intercultural Education (LOEI, 2011)

The LOEI establishes the structure and core principles of Ecuador's education system.

According to Article 2, education should meet the needs of today's world, which includes learning foreign languages.

Article 19 states that the State must ensure that English is taught at various educational levels, using new teaching methods and technology. This approach focuses on developing listening and speaking skills by encouraging conversation rather than just memorizing grammar.

2.3.4 Organic Law on the Protection of Personal Data (LOPDP, 2021)

The development of oral skills, supported by technological applications, involves processing sensitive data, such as voice recordings and performance results. The LOPDP requires express and informed consent (Article 5) and authorization from legal representatives for minors.

All listening and speaking practice with ELSA Speak must follow strict privacy

and digital security rules. This means using password-protected access, encrypting voice recordings during storage and transmission, and allowing only authorized staff to access the data. Before processing any personal information, it is also important to get clear consent from legal representatives. These steps help keep the data confidential and prevent unauthorized use, meeting both national and institutional requirements.

2.3.5 Ministerial and Institutional Regulations

The General Regulations of the LOEI and the Ministry of Education's 2022 guidelines encourage the use of ICT to support English learning. The national curriculum sets standards for reading, writing, listening, and speaking, but focuses more on listening and speaking at the early and middle stages. This focus supports the use of digital resources to help students build these skills.

Schools are responsible for setting rules on the use of outside platforms and electronic devices. At César Borja Elementary School, all research must comply with the school's policies on consent, responsible technology use, and academic evaluation.

2.3.6. National English Curriculum (Ministry of Education of Ecuador)

The National English Curriculum established by the Ministry of Education of Ecuador is structured around the Communicative Language Teaching (CLT) approach and aligned with the Common European Framework of Reference for Languages (CEFR). For primary education (specifically the Básica Elemental sublevel), the curriculum prioritizes the development of foundational listening and speaking skills within the English as a Foreign Language (EFL) area to achieve an A1.1 proficiency target.

However, standard classroom execution often lacks individualized phonetic support and interactive listening practice. To bridge this gap, this research proposes a methodological guide incorporating the ELSA Speak application. Rather than altering or replacing the official national curriculum, this methodological guide provides teachers with structured classroom strategies and digital tools that reinforce the curriculum's listening and speaking goals, enabling fourth-grade students to reach the expected CEFR learning outcomes more effectively.

2.3.7. 2030 Agenda – Sustainable Development Goals (SDGs)

SDG 4 (Quality Education) supports inclusive and equitable education for all and promotes lifelong learning. This study focuses on Target 4.1, which aims to help students gain important skills, such as learning foreign languages, by using new and fair resources.

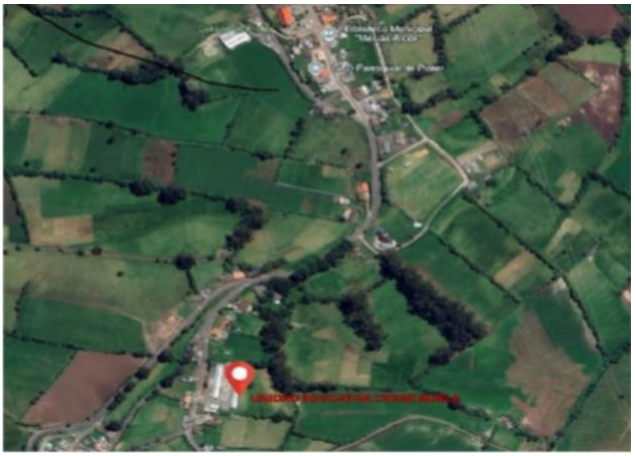
CHAPTER III
METHODOLOGY

3.1. Description of the study area/study group

The Cesar Borja Educational Unit is located in the Pioter parish in the northeast of the Province of Carchi and southwest of the Tulcán Canton, of which it is part, it is an educational center in Ecuador belonging to Zone 1 geographically it is a rural educational center, its modality is face-to-face in the morning, with a type of regular education and with an educational level: Initial and Basic General Education. An educational institution that obtains its resources to develop its activities (Support) through fiscal means is in the Sierra school regime, and the establishment can be reached by land. They have a total of approximately 64 students, 4 staff teachers and two itinerant teachers for language subjects; English on Tuesdays, Wednesdays and Thursdays receiving three hours a week, for the present research the following are considered; English teacher, students of basic education of fourth grade with an age range of 8 to 9 years there are a total of 18 children who attend the institution and their parents (Grupo ACME, 2020)

Figure 1

Location Cesar Borja High School



Note. Image attached from Google Earth.

3.2. Approach and type of research

To carry out this research, a mixed approach has been chosen, combining both quantitative and qualitative elements. This design allowed researchers to obtained a complete view of the phenomenon, since the objectivity of the numerical data is complemented by the richness of personal experiences, as recommended by experts. (Hernández Sampieri, 2018)

In the quantitative phase, the study focused on measurement. Quizzes will be designed to be applied to students to collect numerical data on their progress. The information obtained was organized into spreadsheets and analyzed using SPSS, enabling rigorous analysis of the results. This part of the research was crucial for evaluating the impact of the "Elsa Speak" app on English learning by comparing the results of an initial (pre-test) and a final (post-test) test.

Complementing the quantitative approach, a qualitative methodology was used to deepen the understanding of the process. Instead of numbers, perceptions and opinions were collected through structured interviews with teachers. The purpose is to understand their views on the use of technology in the classroom and their experience with the app. The findings of these interviews were help as a basis for proposing effective pedagogical strategies.

The study was classified as descriptive, since its main objective was to detail the characteristics and manifestations of the phenomenon in question: how students use the application and its results. In addition, it had a correlational character, as it sought to establish and analyze the relationship between the use of the "Elsa Speak" application and the development of English-learning skills. This allowed us to determine the extent to which the use of this tool influences the teaching and learning process.

3.3. Definition and operationalization of variables

3.3.1. Independent Variable: Use of technological resources

The independent variable is the hypothesized cause, i.e., the factor intentionally manipulated or introduced to examine its effect on the dependent variable. It is the variable that does not change according to others, but, on the contrary, causes a change in the dependent variable. In the present study, this variable is the "use of technological resources", specifically the use of the Elsa Speak application. (Hernández Sampieri, 2018)

This refers to the use of digital tools, software, platforms, and devices in the teaching-learning process. The use of technological resources goes beyond the mere use of a device; It involves pedagogical and didactic integration that seeks to improve educational outcomes, foster autonomous learning, and create more dynamic and motivating learning environments. (Cabero Almenara, 2018)

3.3.1. Dependent variable: Oral production and comprehension development

The dependent variable is the outcome measured to assess whether it has changed as a result of manipulating the independent variable. In this study, the dependent variable is the development of oral production and comprehension in English. This variable encompasses two essential and interrelated language skills (Hernández Sampieri, 2018)

Oral production (or speaking) is the ability to express ideas verbally fluently and coherently, which implies the correct use of phonology, vocabulary and grammar. (Celce-Murcia, 2015)

Listening is the ability to understand and interpret spoken language. It requires the listener to process sounds, vocabulary, and context to grasp the message's meaning (Nunan, 2015). In line with this, the purpose of this research is to design a methodological guide incorporating the Elsa Speak application (independent variable) to strengthen speaking and listening skills (dependent variables) among fourth-grade students at the "César Borja" Educational Unit.

3.3.2. Operationalization of variables

Table 1

Indepent variable operationalization

Variables	***Dimensions***	***Indicators***	***Item***	***Technique***	***Fountain***
Use of Technological Resources (Elsa Speak App)	*Access to technology*	*Availability of smart devices*	*1. Does the student have a smart device (cell phone or tablet) available?*	*Survey*	*Parents and students*
		Institutional tech infrastructure	*2. Does the educational institution have infrastructure and technological resources?* *3. Is it allowed for students to enter the institution with mobile devices?*		
		Internet connectivity	*4. Is there an internet connection in the educational institution?* *5. Do you have an internet plan at home?* *6. How much time do you spend connected to the internet daily?*		
	Level of interaction with mobile apps	*App used with frequency and preference.*	*7. What kind of apps do you use most often? Social Media Educational Apps Leisure Apps (Video Games, Music, Videos)* *8. Do you use educational apps?* *9. If in question 6 you answered YES, indicate which applications you use*		
		Engagement with educational and English apps	*10. Have you used mobile apps in English?* *11. Would you like your child to interact*	*Survey*	*Parents and students*

			with mobile apps for English skill development?		
		Familial support and subscription willingness	*12. Would you be willing to pay for a monthly subscription to an educational app?*		
			13. What level do you think you have with the use of mobile devices?		
	Proper use and digital competence	*Self-perceived digital skill level*	*14. Do your parents allow you to use a smartphone?*		
		Parental permission and adult supervision	*15. Do you use mobile devices under adult supervision?*	*Survey*	*Parents and students*

Note. Operationalization of the independent variable refers to the use of technology

Table 2
Dependent Variable Operationalization

Variables	***Dimensions***	***Indicators***	***Items***	***Technique***	***Fountain***
Oral production and comprehension development	*Cognitive Oral Comprehension*	*Literal processing (key details, specific facts)*	*Accuracy rate in sound/ word discrimination task*	*Diagnostic and Summative evaluation*	*Students from 8 to 9 years old*
		Inferential and semantic processing	*Percentage of correct answer in audio comprehension task*		
		Acoustic sound discrimination	*Identification of contextual meaning in spoken*		

			prompts		
		Phonetic accuracy	*Accuracy percentage in target phonemes assessed by AI*		
	Phonological Accuracy and speaking	*Accent and intonation*	*Appropriateness of intonation and stress patterns in sentences.*	*Diagnostic and Summative evaluation*	*Students from 8 to 9 years old*
		Stress and rhythm alignment	*Ratio of phonetically correct words in oral production task*		
		Speech rate and continuity	*Correctly Pronounced words per minute*		
	Oral Fluency	*Pause frequency hesitation*	*Qualitative scale of oral fluency*	*Diagnostic and Summative evaluation*	*Students from 8 to 9 years old*
	Communicative Progression	*management*	*progression during the intervention*		
		Qualitative progression in continuous speech	*Continuity in expressive communication task*		

Note. Operationalization of the dependent variable refers to the development of production and oral comprehension

3.4. Procedures

Phase 1. Diagnostic.

To identify, in students, the main difficulties arising from the limited use of digital resources and traditional methodologies through a diagnostic evaluation of oral comprehension in February 2026.

Phase 2. Design a methodological guide

Design a methodological guide structured into weekly modules that integrates the Elsa Speak application to strengthen listening and speaking skills by 2026.

Phase 3. Application

Apply the methodological guide for three months, with weekly practical sessions using Elsa Speak, ensuring active student participation in oral production and comprehension activities.

Phase 4; Impact Assessment

To evaluate the impact of the methodological guide on the development of oral skills in English learning implementation of a functional free tier designed.

3.5. Bioethical considerations

Validation of diagnostic instruments and the proposed methodological guide through expert criteria.

Implementation of a functional free tier designed as the core baseline for the ELSA Speak methodological guide, eliminating subscription costs and avoiding financial burdens for both families and the educational institution.

Ethical compliance was ensured through official authorization from the "César Borja" Educational Unit and Ministry of Education (MinEduc), informing parents via institutional channels, and guaranteeing anonymous, voluntary, and non-evaluative student participation.

CHAPTER IV
RESULTS AND DISCUSSION

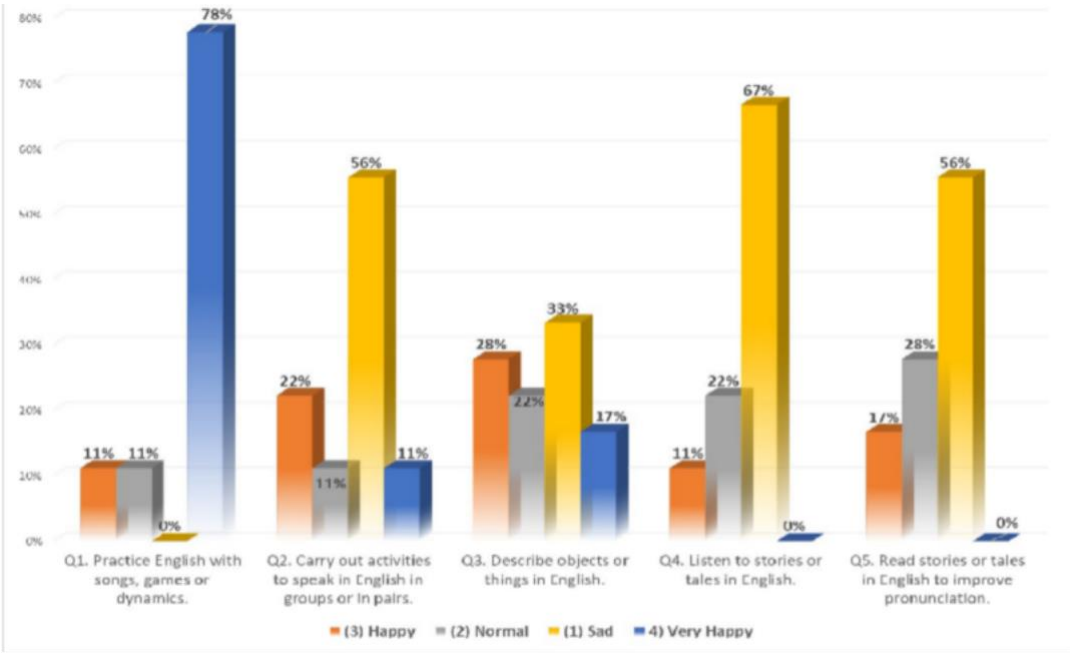
4.1. Research Limitations

During the development of this study, certain limitations were identified that should be considered for the correct interpretation and future generalization of the results. First, although there is a small sample size (n = 18), it is essential to specify that this number represents 100% of the total population of children enrolled in the fourth grade of the Cesar Borja Educational Unit, constituting a population census of the school rather than a partial probabilistic sample. Second, the research was conducted within a specific rural context, which conditions the learning dynamics and technological access of the participants. Finally, given that the assessments were administered through digital forms and video recordings, the presence of a possible social desirability bias in the students' responses and participation cannot be ruled out.

4.2. Students' survey analysis

Figure 2

Analysis indicator methodology



Note. Students' survey analysis indicator methodology

To analyze classroom teaching dynamics, student perception was measured using a 4-point affective scale ranging from 4 ("Very Happy") to 1 ("Sad") aligned with the methodology indicator. Regarding interactive strategies, such as songs, games, and movement-based activities (Q1), 78% of respondents reported feeling "Very Happy," while 0% reported negative affective responses ("Sad"). From a pedagogical perspective, these findings align with Krashen's Affective Filter Hypothesis and gamification frameworks, which demonstrate that music and game-based learning lower situational anxiety, enhance intrinsic motivation, and foster a low-anxiety environment conducive to early foreign language acquisition (Zoltàn y Stephen, 2025).

The situation is very different when students are asked to speak in pairs or groups (Q2). In this case, 56% of students reported feeling sad. This is not because they are lazy, but because it is normal at their age to worry about being laughed at or not meeting their friends' expectations. If group work is forced without first creating a respectful and friendly environment, speaking English stops being a learning activity and becomes a source of anxiety.

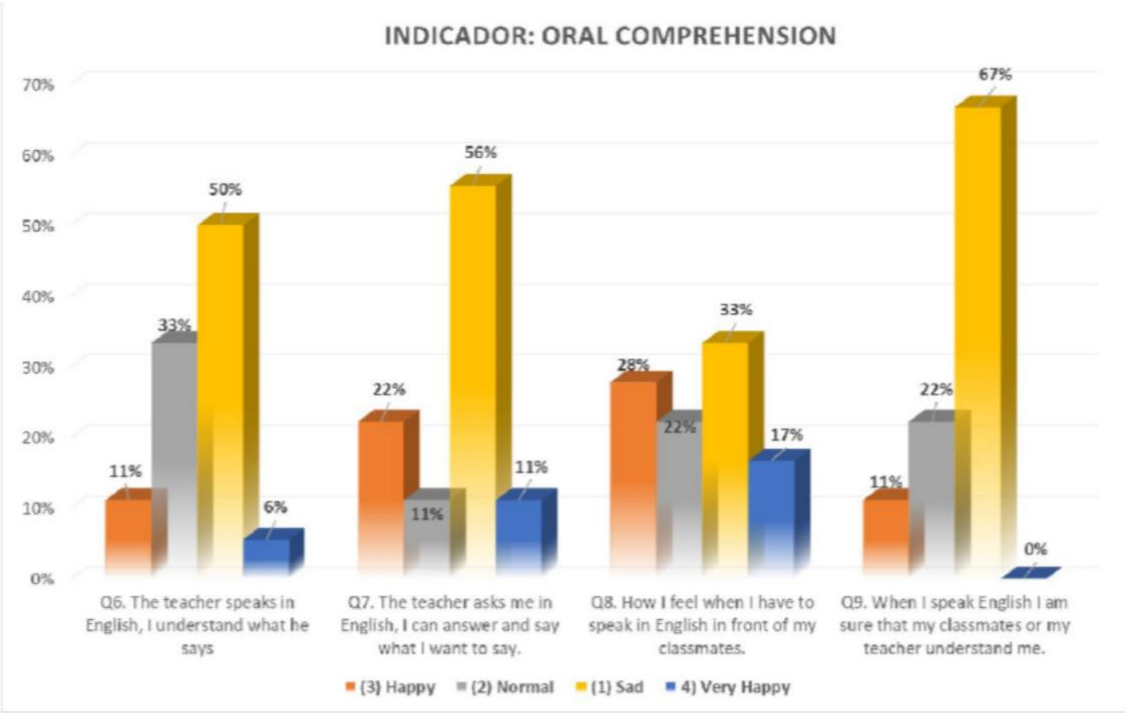
When students are asked to describe objects on their own (Q3), the results are mixed: 33% feel sad, while 28% feel happy. This shows that the class is divided. Some students who are more comfortable with the language enjoy speaking alone, but about a third feel frustrated because they think they lack enough words or phrases, which makes the activity stressful for them.

When analyzing the storytelling activity (Q4), we see another area of concern: 67% of the students felt sad, while none felt very happy. Stories are naturally engaging for children, but when they rely only on audio recordings or long readings in a language student do not fully master, comprehension breaks down. Without visual or interactive support, students easily lose focus and feel disconnected from the lesson (Santosa, 2025).

A similar issue occurs when oral reading is used mainly to correct pronunciation (Q5), leaving 56% of the class feeling sad. When reading out loud becomes an exercise focused only on catching mistakes, it turns into a stressful experience. Students stop enjoying the story because they worry about making errors in front of their peers, which increases classroom anxiety and discourages participation.

Figure 3

Analysis indicator oral comprehension



Note. Students' survey analysis indicator oral comprehension

If methodology guides the class, listening comprehension helps children access the world of English. Listening and understanding are more than academic skills; they help students feel like they belong and can keep up.

Looking at the Listening Comprehension indicator shows that empathy is needed. When children have trouble understanding or feel misunderstood, they can become frustrated and insecure, which makes them less likely to participate.

When looking at how students feel about the teacher speaking only in English (P6), half of the class (50%) say they feel sad. Only 6% feel "Very Happy." This shows that many children feel lost during the lesson, as if they are hearing a language they cannot understand. Not understanding what the teacher says can make students feel isolated and disconnected, a feeling that is hard to overcome.

When the teacher asks a direct question in English and expects an answer (P7), 56% of the children say this makes them feel sad. At their age, they need time to think about words and form sentences. If they are asked questions suddenly, they feel nervous about answering quickly and correctly. This high level of sadness suggests that students often see these questions as stressful tests rather than friendly invitations to talk.

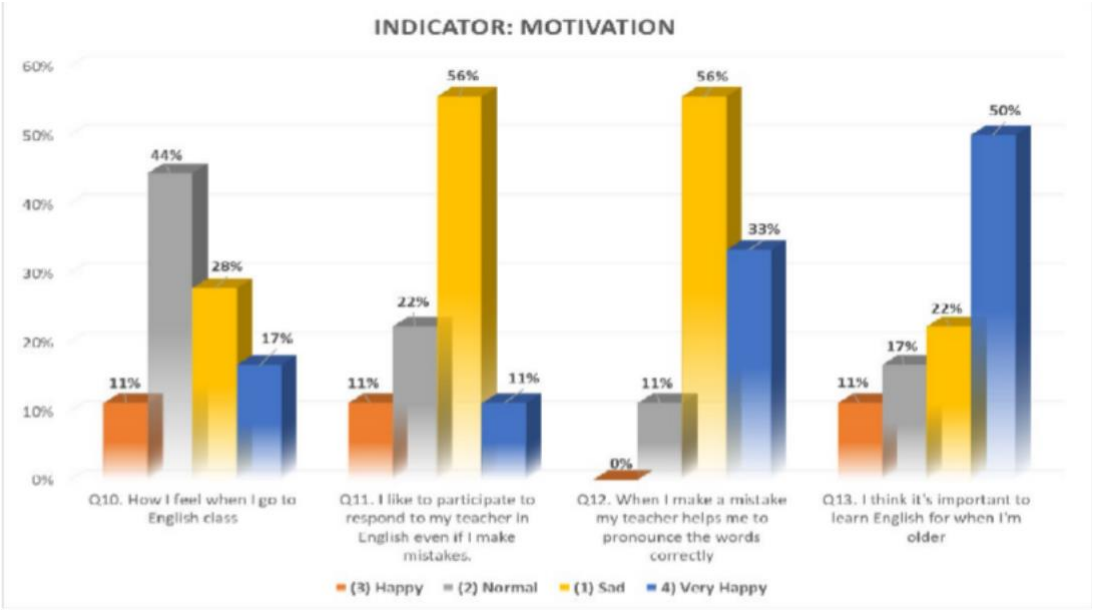
The experience of speaking English in front of their classmates (P8) presents a mixed picture: 3Speaking English in front of classmates (P8) brings mixed feelings: 33% feel sad, 28% feel happy, and 17% feel "very happy." Some students who are more fluent or outgoing enjoy the challenge and feel confident. However, about a third of the class feels shy and worries that their mistakes will be noticed by others. is found in the last question (Q9).

Motivation is what drives children to want to learn English. It is very fragile and closely tied to how they feel about being treated in class. Our analysis shows that while children see the language as useful for their future, their fear of making mistakes and how those mistakes are corrected often takes away their enthusiasm in the present. These findings align with Gardner's socio-educational model and affective filter hypotheses, which suggest that emotional barriers—such as fear of making mistakes—significantly hinder language acquisition. As authors like (Dornyei, 2005) emphasize, student motivation in early language learning is extremely fragile and heavily dependent on classroom climate, validating the high rates of negative emotional responses observed in the surveyed group.

When asked if they were sure their classmates or teacher understood them when they spoke English, a resounding 67% of the children expressed sadness, and absolutely no one (0%) chose the "Very Happy" option. This data clearly shows that the vast majority assume beforehand that their pronunciation is poor or that what they say makes no sense to others. Lacking the certainty of being heard and understood, the children's confidence collapses, and they prefer to retreat into silence rather than risk speaking.

Figure 4

Analysis indicator motivation



Note. Students' survey analysis indicator motivation

Motivation is what drives children to want to learn English. It is very fragile and closely tied to how they feel about being treated in class. Our analysis shows that while children see the language as useful for their future, their fear of making mistakes and how those mistakes are corrected often takes away their enthusiasm in the present.

When we asked students how they felt about going to English class (Q10), 44% said it felt "Normal," 28% felt sad, and only 17% felt "Very Happy." These results show that for many children, English has become just another routine task, no longer exciting or interesting. Even more concerning, nearly a third feel sad before class starts, suggesting that English lessons are a source of stress that lowers motivation.

When asked if they like to answer in English even if they make mistakes (Q11), 56% of the children said they feel sad, while only 11% feel "Very Happy." This shows that many students see mistakes not as a normal part of learning, but as personal failures that embarrass them in front of others. The high level of sadness suggests that current teaching

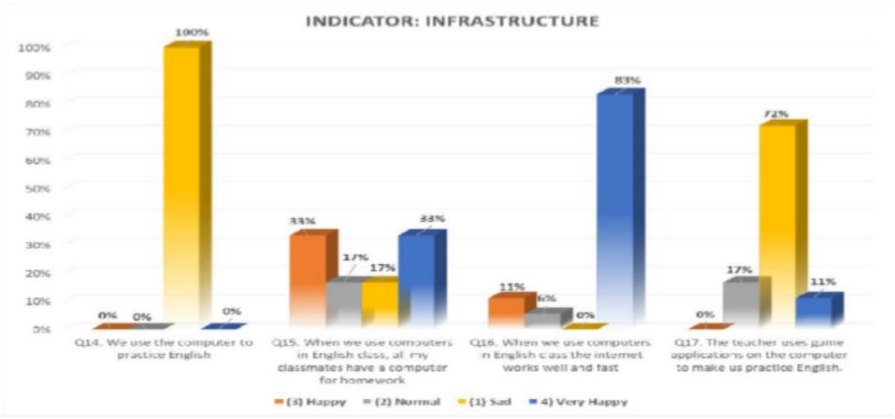
methods do not help children handle mistakes, and many feel that speaking up is too risky for their self-esteem.

This psychological response becomes clearer when analyzing students' reactions to teacher correction after a pronunciation mistake (Q12). Data indicates that 56% report negative affective responses, whereas 33% report positive responses ("Very Happy"). This finding demonstrates that direct, public correction in front of peers can be perceived as an adverse experience, triggering speaking anxiety and fear of negative evaluation, which reduces willingness to communicate (Liu, 2023). Even when constructive, public corrections heighten affective barriers, making young learners feel reprimanded and hesitant to participate.

The results from item Q13 reflect a significant divergence between students' intrinsic/instrumental motivation and their classroom anxiety. A combined 61% of students expressed positive attitudes toward learning English for their future, compared to 22% who held negative views. This aligns with recent empirical studies indicating that young EFL learners often exhibit high intrinsic motivation regarding global language utility (Bashori, 2024). However, instructional friction and fear of peer evaluation create affective barriers during oral tasks, reinforcing the necessity of non-judgmental, low-anxiety practice environments provided by AI-driven mobile tools like ELSA Speak.

Figure 5

Analysis indicator infrastructure



Note. Students' survey analysis indicator infrastructure

Analyzing the educational environment reveals critical insights regarding digital infrastructure. While primary students show high interest in interactive learning, limited computer lab access presents operational constraints within traditional school facilities. However, this limitation directly justifies the adoption of ELSA Speak through a Mobile-Assisted Language Learning (MALL) approach.

Unlike desktop-bound software, ELSA Speak operates efficiently on basic mobile devices and offers a functional free version with daily core exercises. This enables teachers to leverage existing family-owned smartphones for guided classroom activities without requiring expensive hardware infrastructure or mandatory paid subscriptions, ensuring a viable solution within rural context constraints.

This technological necessity is further reflected in the survey findings regarding computer usage frequency for English practice (Q14). Responses unanimously indicated negative perception indicators, confirming that institutional computer access is either severely limited, outdated, or non-functional.

Consequently, the lack of desktop technology in the classroom creates a clear instructional gap, reinforcing the need to shift toward mobile-assisted language learning solutions that rely on accessible personal devices rather than unavailable school infrastructure.

When students were asked whether everyone in class had their own computer for assignments (Q15), the responses were mixed: 33% felt "Happy," another 33% felt "Very Happy," 17% felt "Normal," and 17% felt "Sad." These varied responses show that while some students enjoy working together or are lucky to have a computer, others are not satisfied. Not having enough computers means students have to share, work closely together, or sometimes cannot work at all, which creates tension and interrupts the class.

An interesting result emerged when students were asked about internet speed and performance while using the computers (Q16). A large majority (83%) said they felt "Very Happy," while 11% felt "Happy," 6% felt "Normal," and none felt "Sad." This shows that when the internet is fast and reliable, students see it as a real highlight of their school day. Good internet access brings energy to the classroom and can motivate students when it is

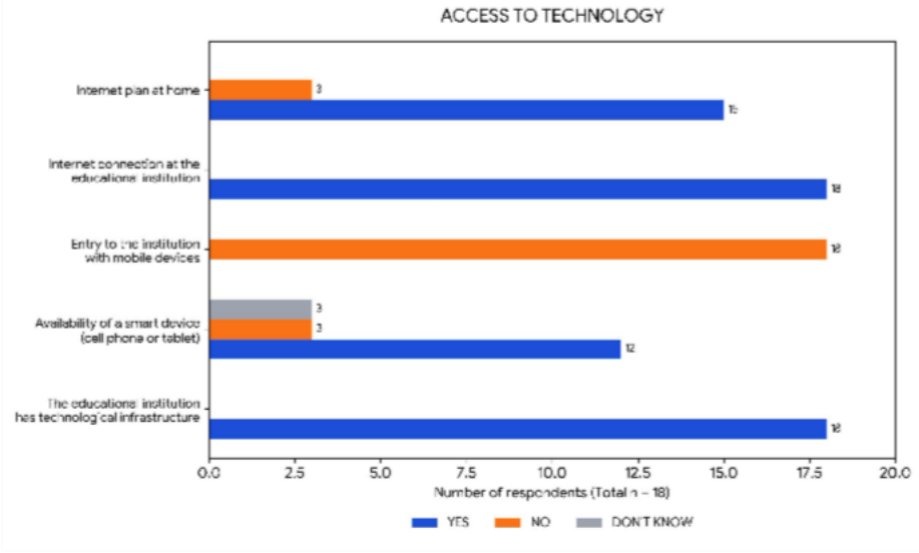
used well.

Finally, when students were asked if their teacher uses computer games to help them practice the language (Q17), 72% said they felt sad. Only 11% felt "Very Happy," and 17% felt "Normal." This result is the opposite of our first finding, where students said games make them happiest. The fact that so many feel sad here shows a clear problem: students enjoy video games and interactive apps, but the teacher does not include them in lessons. When technology is used, it is only for basic tasks, missing the chance to engage students.

4.3. Interview Analysis

Figure 6

Analysis access to technology



Note. Parent's survey analysis indicator access to technology

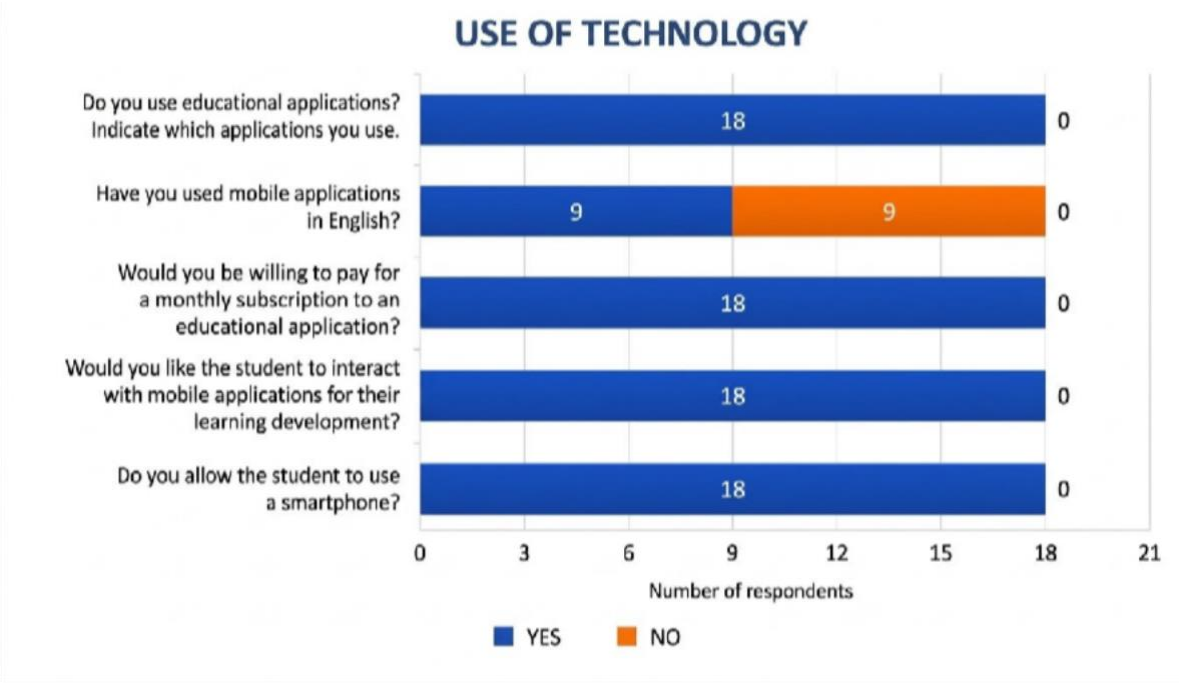
When asked about home internet, five parents said they have a plan, while only one said no. This shows that most families have worked to get internet at home. For this research, this is a positive finding because it means students have basic digital support outside school. They can review materials, use interactive platforms, or do independent activities without internet access being a major barrier.

The answers about school conditions differ significantly from the previous results. All six parents agreed that the school has technology and internet access. However, earlier analysis showed that children felt sad because they did not use the computers. This suggests the issue is not a lack of resources, but rather how they are managed. The technology and internet are available, but the equipment is often stored away or unused, so students do not benefit from them.

The clearest result in the graph concerns the use of mobile devices at school. All six parents said that children are not allowed to bring phones or tablets to school. However, in the next question, four parents said their children do have their own smart device, one said no, and one was unsure.

Figure 7

Analysis use of technology



Note. Parent's survey analysis indicator use of technology

All six parents said they allow their children to use smartphones. This shows that phones are ordinary and accepted at home. Even though schools often limit access, families make it clear that children are already used to using touchscreens with their

parents' approval.

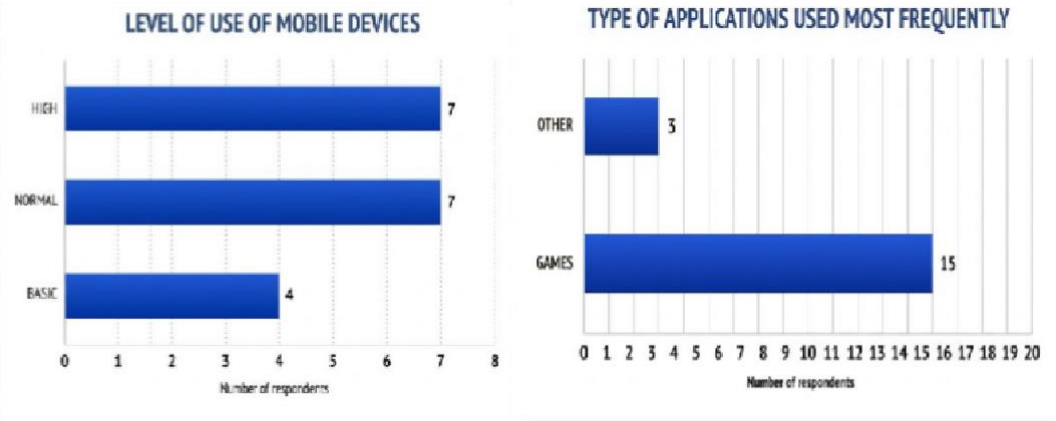
All six parents also said they want their children to use mobile apps to build skills. Families fully support new teaching methods. Parents recognize that the same tools their children use for fun can also help them learn when used properly.

All six parents said they would pay for a monthly subscription to an educational app. This is important for educational management because it shows that families see these apps as a valuable investment in their children's future, not just as games. Parents are willing to support tools that offer something different from traditional classes.

All six parents said they use educational apps at home. But when asked if they have used apps in English, three said yes and three said no. This suggests that while educational technology is common in families, there is still a need for better ways to guide its use for learning a second language.

Figure 8

Analysis indicator use of mobile and app



Note. Parent's survey analysis indicator methodology

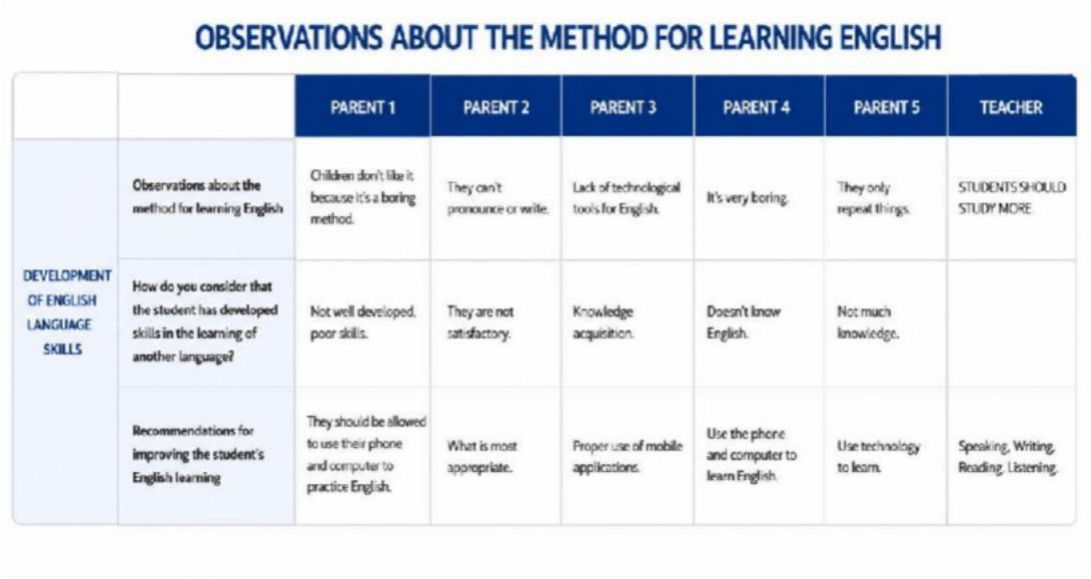
When we look at how confident parents feel using their phones or tablets, the results are very positive. Two parents report a high level of skill, two report a normal level, and only one reports basic skills. This is reassuring because it shows that most families

are ready to support, supervise, and install the educational apps we suggest. Rather than a digitally unprepared environment, we see families who can provide the technical support children need when studying English at home.

The second graph clearly shows students' habits: five parents say their children use 'GAMES' most often, while only one chose 'OTHER.' This result supports what children happily shared earlier at age 12: they learn and connect with the world through play. Children do not use screens just to read or look at documents; they use them to play, compete, and explore interactive environments.

Figure 9

Analysis Cualitative indicators



OBSERVATIONS ABOUT THE METHOD FOR LEARNING ENGLISH

		PARENT 1	PARENT 2	PARENT 3	PARENT 4	PARENT 5	TEACHER
DEVELOPMENT OF ENGLISH LANGUAGE SKILLS	Observations about the method for learning English	Children don't like it because it's a boring method.	They can't pronounce or write.	Lack of technological tools for English.	It's very boring.	They only repeat things.	STUDENTS SHOULD STUDY MORE
	How do you consider that the student has developed skills in the learning of another language?	Not well developed. poor skills.	They are not satisfactory.	Knowledge acquisition.	Doesn't know English.	Not much knowledge.	
	Recommendations for improving the student's English learning	They should be allowed to use their phone and computer to practice English.	What is most appropriate.	Proper use of mobile applications.	Use the phone and computer to learn English.	Use technology to learn.	Speaking, Writing, Reading, Listening.

Note. Observations about the method.

After looking at how the language is taught, all parents agree that the current approach has clear problems. Comments such as "The children do not like it because it is an outdated method" (Parent 1), "It is very boring" (Parent 4), and "They just make them repeat things" (Parent 5) illustrate why children feel discouraged by rote reading or passive listening.

Parents notice that memorization and a lack of engaging activities make their

children lose interest. They are also concerned about the "Lack of technological tools for English" (Parent 3). Only Parent 2 offers a more neutral view, mentioning the method's goal: "That they can pronounce and write." The teacher's response, "The students need to study more," is especially troubling because it puts all the responsibility on the students and ignores the need for changes in teaching methods that parents are asking for.

When asked if their children have developed good language skills, parents give honest but discouraging answers. They feel that classroom effort is not leading to real learning at home. Comments like "He has not developed his skills well" (Parent 1), "It is not very satisfactory" (Parent 2), "He does not know English" (Parent 4), and "He does not have much knowledge" (Parent 5) reflect this. Only Parent 3 gives a positive answer, mentioning "Knowledge Acquisition." This sense of little progress matches the oral comprehension results: if 67% of children felt sad because they thought no one understood them, parents confirm that real communication is not being taught. The teacher's section for this part is empty, which may mean it is hard for the teacher to evaluate their students' progress.

The last part of the table is the most positive and offers a clear direction for this thesis.

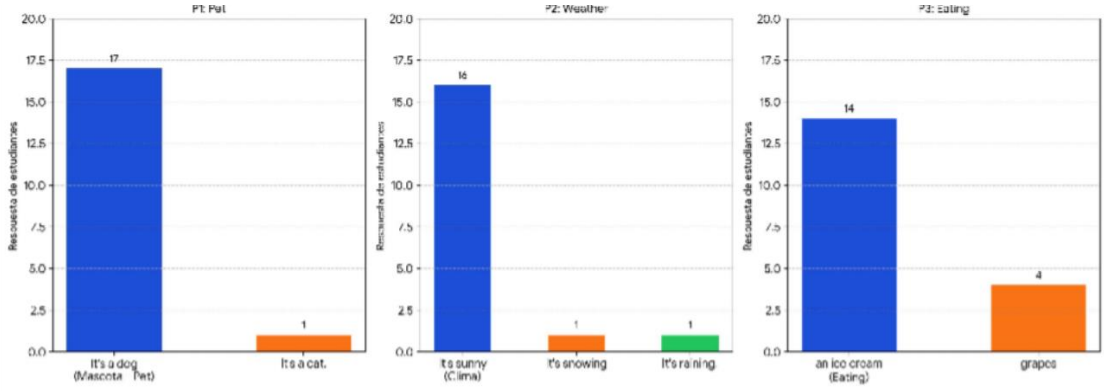
Four out of five parents highlight the same resource that students also requested: using technology. They suggest ideas like "They should learn to use the phone and computer to review English" (Parent 1), "Correct use of mobile applications" (Parent 3), "That they use the phone and computer to learn to speak English" (Parent 4), and "Use technology to learn" (Parent 5).

Parents do not see screens as a problem but as useful teaching tools that are underused in class. Teachers, on the other hand, focus on developing the main language skills: "Speaking, Writing, Reading, and Listening." While these are important, teachers only list them; parents suggest how to reach these goals using interactive methods, new ideas, and technology that children already know well.

4.4. Impact using the guide methodology

Figure 10

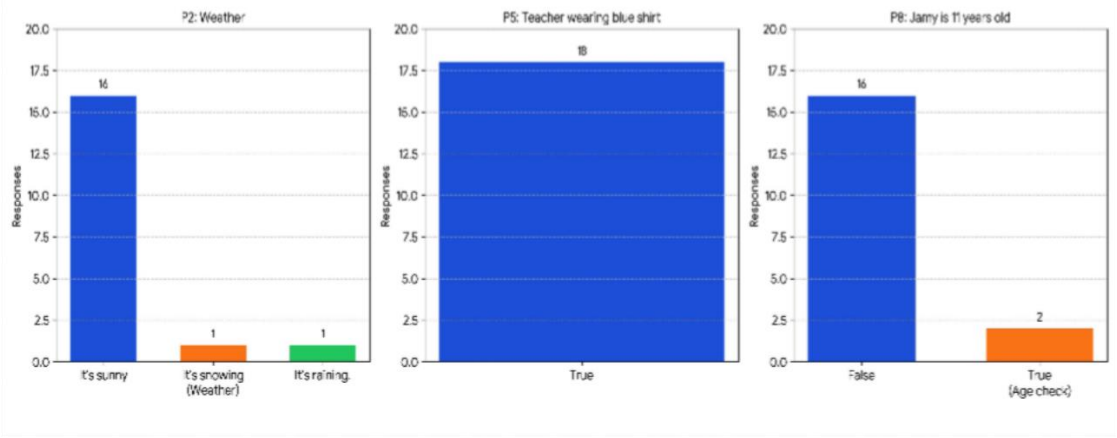
Impact results listening



Analysis of the student comprehension results across the first three questions demonstrates a high level of accuracy and conceptual grasp. For 'P1: Pet (Mascota - Pet)', a strong majority of 17 students correctly identified the dog, confirming very high initial vocabulary recognition. Similarly, 'P2: Weather' shows dominant comprehension, with 16 students correctly selecting 'sunny', indicating clear understanding of basic weather concepts. 'P3: Eating' also shows a very good result, with 14 students correctly matching the food item, though the four errors are a reminder of the value of conceptual clarity in less abstract questions. Overall, these results indicate an exceptionally strong baseline for student comprehension.

Figure 11

Impact results listening

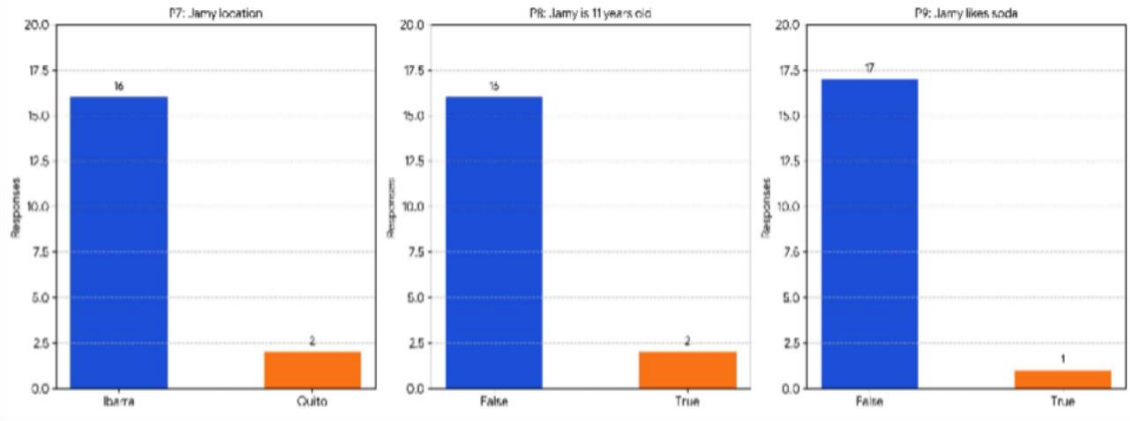


Note: Results of questions weather, teacher wearing and years old of Jamy

Analysis of the middle block questions (P2, P5, and P8) scaled to the total population of 18 students (n = 18) demonstrates a high degree of consistency and conceptual understanding following the ELSA Speak methodological guide intervention. For P2: Weather, 16 out of 18 students correctly identified the sunny condition, showing strong listening comprehension regarding environmental descriptions, while minor variations (1 student each for snow and rain) reflect typical distractor variance. For P5: Teacher wearing blue shirt, a perfect consensus of 18 students answered 'True', indicating 100% accuracy in identifying specific visual and auditory attributes taught during the sessions. Finally, for P8: Jamy is 11 years old, 16 students correctly marked 'False', proving that they accurately processed numerical statements and contextual age details from the reading. Overall, these results confirm a robust positive impact on both listening and reading comprehension across the entire classroom population.

Figure 12

Impact results listening



Note: results questions Jamy location, years old Jamy and Jamy likes

Analysis of the final block questions (P7, P8, and P9) scaled to the total population of 18 students (n = 18) demonstrates consistent and positive reading comprehension outcomes following the ELSA Speak intervention. For P7: Jamy location, 16 out of 18 students correctly identified "Ibarra", confirming that contextual details from the text were well retained. For P8: Jamy is 11 years old, 16 students correctly marked "False", reflecting strong analytical skills in evaluating biographical statements. Finally, for P9: Jamy likes soda, 17 students correctly marked "False", showcasing near-unanimous understanding of dietary preferences mentioned in the reading. Overall, these results confirm a highly effective retention of information and a strong positive impact across the entire student population.

CHAPTER V

PROPOSAL

5.1 Title of the Proposal

Methodological Guide for Developing Oral Production and Listening Comprehension through the ELSA Speak App

5.2 Presentation

The present pedagogical proposal is organized as a methodological guide for the implementation of an ELSA Speak-based curriculum with fourth-grade students at César Borja High School. The proposal was restructured as academic text so that its pedagogical procedures, resources, evidence, and evaluation criteria can be understood independently of the visual slides originally used as classroom material.

The intervention integrates teacher-led classroom interaction with brief technology-supported pronunciation and listening practice. ELSA Speak therefore functions as a complementary tool within face-to-face English instruction rather than as an autonomous course. The methodological guide specifies the implementation sequence, weekly organization, lesson structure, expected oral performance, evidence collection and assessment procedures. This organization is intended to make the proposal replicable by another teacher or researcher under comparable classroom conditions.

The complete program consists of 27 A1-level lessons distributed over twelve weeks. The language content focuses on familiar communicative situations such as greetings, family, abilities, classroom objects, home, time, routines, hobbies, food, shopping, transport, weather and guided references to past experiences. Topics that may appear advanced for children are simplified through visual support, short formulaic expressions, role-play, sentence frames and teacher modeling.

5.3 Objectives

5.3.1 General Objective

To design and implement a methodological guide based on the ELSA Speak App in order to develop oral production and listening comprehension in fourth-grade students aged 8–9 at César Borja High School.

5.3.2 Specific Objectives

- Diagnose the initial speaking and listening level of the students through a pre-test and classroom observation.
- Design 27 A1-level lessons that integrate face-to-face interaction with guided ELSA Speak support.
- Implement the proposal during twelve weeks while monitoring participation, duration of app practice and task completion.
- Compare pre-test and post-test performance using consistent speaking and listening criteria.
- Triangulate test results with implementation records, observations and participant perceptions.

5. 4 Beneficiaries

The direct beneficiaries are the 18 fourth-grade students aged 8–9 who participate in the intervention. The English teacher and the students' families are indirect beneficiaries because the proposal provides a structured sequence for guided practice, monitoring and feedback. At institutional level, the methodological guide offers a replicable model for integrating a mobile application into regular English instruction.

5.5 Justification

The proposal addresses the need to increase guided opportunities for oral production and listening comprehension through short, structured and age-appropriate activities. The use of ELSA Speak provides an additional source of pronunciation and listening practice, while the teacher remains responsible for modeling language, scaffolding tasks, organizing interaction and interpreting assessment evidence.

The methodological organization also responds to practical classroom conditions.

Because the learners are 8–9 years old, the intervention limits the amount of continuous app

use and combines digital practice with pictures, gestures, real objects, pair work,

role-play and short oral tasks. This balance reduces dependence on the application and keeps the focus on communicative use of English in the classroom.

5.6 Methodological Approach

The proposal is framed within a mixed approach that combines quantitative evidence from pre-test/post-test performance with qualitative evidence from classroom observations, implementation records and participant perceptions. The intervention is organized as a pre-experimental one-group pre-test/post-test design because the same group of students participates in the diagnostic assessment, the instructional program and the final assessment.

At the pedagogical level, the implementation follows a blended support model within face-to-face lessons. Teacher-led interaction remains the central component, while ELSA Speak is used for brief guided practice. The intervention sequence is: institutional authorization, consent and assent, pre-test, classroom implementation, ELSA Speak practice, weekly monitoring, post-test and triangulation of evidence.

5.7 Three-Month Implementation Plan

The English timetable provides three hours per week (180 minutes). The proposal is embedded within this allocation instead of replacing the regular English curriculum. A standard proposal lesson lasts approximately 40 minutes, including 10 minutes of guided ELSA Speak practice. Weeks with two proposal lessons use approximately 80 minutes of the weekly English allocation, while weeks with three proposal lessons use approximately 120 minutes. The remaining time is available for the institution's regular curricular work, reinforcement and assessment.

Table 3

curricular work proposal

Week	Objective	Face-to-face activity	ELSA Speak activity	Resources	Evidence	Evaluation	Adaptation for ages 8–9
1	Establish the baseline and activate greetings/or	Pre-test plus guided greeting/origin tasks within	20 min total: listen-and-repeat practice for	Pre/post instruments, pictures, speakers,	Pre-test, diagnostic checklist, short oral	Baseline speaking/listening criteria and participation	Pictures, gestures, names and short

	igin (Lessons 1–2).	regular time.	English	greetings and origin phrases.	devices.	responses.	checklist.	sentence frames.
2	Develop interaction about family and people (Lessons 3–4).		actions and	Family/friends vocabulary, introductions and pair exchanges.	Picture description and weather	20 min total: pronunciation of familiar people/family vocabulary.	total: functional phrases with feedback.	Family visuals, flashcards, worksheets, devices.
3	Express feelings, abilities and descriptions (Lessons 5–7).			Visual identification, mime, classroom objects and pair practice.		30 min total: sentence-level repetition for feelings, abilities and objects.	20 min total: picture-based oral practice.	Emotion cards, real objects, pictures, speakers, devices. Name-tagged objects, home pictures, flashcards, devices.
4	Use possession and location language (Lessons 8–10).			Object ownership, prepositions and home description tasks.		30 min total: possessives, prepositions and home vocabulary.		Town map/icons, place pictures, direction cards, devices. Clock cards, month cards, pictures, speakers, devices.
5	Use simple language for places and directions (Lessons 11–13).			Child-friendly role-play, town map and one-step directions.				Routine cards, hobby/food visuals, worksheets, devices. Menus, play money, item cards, transport visuals, devices.
6	Ask/answer about location, time and birthdays (Lessons 14–16).			Pair questions, toy clocks and calendar activities.		30 min total: listening discrimination and functional phrases.		Action/weather pictures,
7	Communicate about routines, hobbies and food (Lessons 17–19).			Personalized routine, hobby and preference activities.		30 min total: location phrases, time expressions, months and intonation.		
8	Use functional exchanges in café, shop and transport contexts (Lessons 20–22).			Pretend-play with menus, items, prices and transport.		30 min total: short personalized sentences.		
9	Describe current					30 min		

Oral mini-dialogue and pronunciati on notes.	Pronunciation checklist and guided speaking performance.	Familiar family contexts, repetition and visual word banks. Real objects, movement, gestures and one-clause frames. Concrete objects, visuals,		Simplified context, likes and sentence starters. Pretend-play	gestures and familiar routines and one-step directions. Toy clocks, visual calendar, repetition and partner rehearsal. Familiar daily contexts, likes and sentence starters. Pretend-play	y and familiar family/school transport situations. Large visuals, gestures,
Listening match, pair practice, object description.	Fluency/accuracy notes and formative checklist.					
Role-play, picture task, audio sample, exit ticket.	Role-play rubric and comprehension check.					
Vocabulary quiz, map dialogue, listening task.	Vocabulary/listening score and oral checklist.					
Pair speaking task, short interview, listening score.	Listening comprehension and short speaking rubric.					
Routine description, peer exchange, preference survey.	Participation record and guided oral checklist.					
Role-play rubric, dialogue check, transport mini-dialogue.	Functional speaking rubric and task completion.					
Picture description and	Listening score and sentence-production					

	weather (Lessons 23–24).	listening/interaction.		projector, speakers, devices.	listening match.	checklist.	choral repetition and short answers.
10	Produce guided language about recent/past experiences (Lessons 25–27).	Picture-supported past-location, weekend and day-out tasks.	30 min total: guided past-location/weekend phrases and oral rehearsal.	Weekend/day-out pictures, sentence strips, speakers, devices.	Guided sentence, short oral report, mini-presentation.	Speaking rubric focused on intelligibility, fluency and task completion.	Recognition before production; one- or two-sentence frames.
11	Consolidate the 27 lessons and provide differentiated review.	Integrated oral/listening review and small-group support.	20 min total: targeted practice based on recurring difficulties.	Review cards, portfolio, devices, ELSA Speak, checklist.	Portfolio review and implementation log.	Formative review using previous criteria.	Repeated audio, word banks, pair support and additional modeling.
12	Measure final oral production and listening comprehension.	Post-test, feedback and closure within regular English time.	No ELSA Speak during the post-test; optional practice only after assessment.	Post-test, rubric, audio materials, record sheets.	Post-test and triangulation records.	Same core criteria as the pre-test for comparison.	Clear instructions, familiar formats and short breaks.

The app is used as a short support activity rather than as the complete instructional program. The planned ELSA Speak time is approximately 10 minutes per proposal lesson, with targeted review in Week 11. This organization makes the amount of digital practice explicit and allows the regular school curriculum to continue within the three weekly English hours.

5.8 Resources and Evidence

The resources are organized into technological, instructional and assessment components. Technological resources include access to ELSA Speak, devices, internet connectivity when available, a projector or television and speakers. Instructional resources include the teacher guide, lesson plans, worksheets, flashcards, pictures, maps, clocks, menus, classroom objects and sentence frames. Assessment resources include speaking rubrics, listening tasks, observation checklists, implementation logs and pre-test/post-test instruments.

Evidence is collected throughout the intervention in order to document both student performance and implementation fidelity. The evidence includes pre-test and post-test results, short speaking samples, student oral products, app practice records, observation notes, exit tickets, role-play rubrics and weekly implementation records.

5.9 Evaluation Procedure

Evaluation is organized at diagnostic, formative and final moments. The pre-test establishes the initial level of oral production and listening comprehension. During implementation, formative evidence is collected through checklists, short listening tasks, oral products, app practice records and classroom observation. The post-test uses the same core performance criteria as the diagnostic assessment so that the two moments can be compared.

The principal criteria for oral production are pronunciation, fluency and accuracy.

Listening comprehension is evaluated through recognition and comprehension tasks. Participation and task completion are used as complementary implementation indicators rather than as substitutes for language performance.

Table 4

Instrument proposal

Instrument	Purpose	Application moment
Speaking rubric	Measure pronunciation, fluency and accuracy.	Pre-test and post-test
Listening test / quiz	Measure recognition and comprehension.	Pre-test, formative checks and post-test
Implementation log	Track frequency, duration and completion of app practice.	Weekly
Observation/interview guide	Triangulate perceptions with test and implementation evidence.	During and after implementation

5.10 Standardized Lesson-Plan Structure

To make the proposal replicable, the 27 lessons follow a common 40-minute instructional structure. The standardized sequence ensures that each lesson includes activation of prior knowledge, explicit modeling, controlled practice, guided ELSA Speak use, oral production and a brief closure. The topic-specific content changes from lesson to lesson, but the methodological sequence remains stable.

Table 5

methodological sequence remains

Stage	Time	Teacher and student actions	Assessment evidence
Activation	5 min	Recall previous vocabulary using pictures, gestures, questions, real objects or a short game.	Participation checklist
Presentation	8 min	Teacher models the target vocabulary and language frame using short listening input and visual support.	Guided oral responses
Controlled practice	10 min	Students repeat, match, classify, listen and answer in pairs or small groups.	Accuracy notes
ELSA Speak practice	10 min	Students complete guided pronunciation/listening practice while the teacher monitors progress.	App score or practice log
Production	5 min	Students produce a mini-dialogue, role-play, description or short oral product.	Speaking rubric / task checklist
Closure	2 min	Students complete a brief self-assessment or exit response such as 'Today I can…'.	Exit ticket

The following alignment matrices present each lesson as an A1/A1.1, curriculum-linked learning sequence. They separate vocabulary, communicative function, grammar, listening input, speaking output, expected performance, differentiation and assessment, while also identifying the relevant Ecuadorian EGB Elemental oral-communication descriptors.

Curricular alignment note.

The Ecuadorian EGB Elemental English curriculum organizes oral communication around listening for meaning/information, pronunciation, fluency and interpersonal interaction. Its oral-performance descriptors include understanding short familiar dialogues and instructions, recognizing familiar words and phrases, identifying specific information, producing very short utterances, responding to simple questions and participating in slow, clear everyday interactions.

Fourth-grade operationalization.

The official source provides EGB Elemental sublevel descriptors rather than a unique set of fourth-grade-only EFL codes. Accordingly, the 'Expected performance' column translates those sublevel descriptors into age-appropriate outcomes for the 18

fourth-grade learners aged 8–9 in this proposal. The target remains CEFR A1/A1.1: familiar vocabulary, short listening texts, highly supported interaction and brief comprehensible oral production.

5.11 Curricular and Linguistic Alignment: Lessons 1–9

This matrix aligns Lessons 1–9 with CEFR A1/A1.1 and the Ecuadorian EGB Elemental English curriculum. The official curriculum descriptors are sublevel-wide; therefore, the expected-performance statements below are a fourth-grade operationalization for learners aged 8–9.

Table 6

matrix aligns Lessons

Lesson / topic	National curriculum + A1 alignment	Vocabulary	Function	Grammar	Listening input	Speaking output	Expected performance (4th grade)	Differentiation for ages 8–9	Assessment
1. Knowledge activation	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.1, 2.2.3, 2.2.11	greetings; familiar classroom words	activate prior language; greet; identify familiar words	be in simple forms; short answers	very short greetings/instructions and familiar-word prompts, spoken slowly	greet and give short familiar responses	recognizes familiar oral language and produces 1–2 short, comprehensible responses	pictures, gestures, teacher modeling, choral response, optional word bank	diagnostic checklist + brief oral response
2. Where are you from?	CEFR A1.1 | CE.EFL.2.10 | EFL.2.2.1, 2.2.12, 2.2.14	countries; nationalities; place names	ask and answer about origin	Where are you from? / I am from…	short two-speaker model about name and origin	ask/answer Where are you from?	participates in a 2-turn exchange using a memorized frame with understandable pronunciation	country pictures, sentence frame, pair rehearsal, slow repetition	mini-dialogue checklist
3. My family	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.9, CE.EFL.2.10 | EFL.2.2.3, 2.2.11, 2.2.14	mother, father, brother, sister, grandparents	identify and introduce family members	This is my… / He is… / She is…	short family introductions supported by pictures	introduce one family member	identifies familiar family words and produces 1–2 short introduction sentences	family visuals, word bank, repetition, peer support	pronunciation rubric + oral introduction
4. Friends	CEFR A1.1	friend;	identify	He/She is…	short descriptions of	produce a	produces a	people cards,	oral

and colleagues	| CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.3, 2.2.11	classmate; teacher; names; basic qualities	and describe familiar people		familiar people	simple sentence about a friend/classmate	very short description using a familiar subject pronoun and be	sentence starters, partner rehearsal	sentence-frame checklist
5. How are you?	CEFR A1.1 | CE.EFL.2.6, CE.EFL.2.9, CE.EFL.2.10 | EFL.2.2.1, 2.2.3, 2.2.11, 2.2.12	happy, sad, tired, fine, excited	ask and answer about feelings	How are you? / I am… / I feel…	short feeling exchanges with visual cues	state how they feel and respond to a peer	recognizes common feeling words and gives a short appropriate answer	emotion cards, mime, gestures, choral repetition	listening match + short interaction
6. My skills	CEFR A1.1 | CE.EFL.2.9, CE.EFL.2.10 | EFL.2.2.11, 2.2.12	run, swim, sing, draw, dance, play	express ability	can / can't + base verb	short ability statements and questions	say one or two things they can/can't do	produces a short, understandable ability statement and answers a simple question	action pictures, mime, sentence starters, pair support	pair-practice checklist
7. Describing my things	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.8, CE.EFL.2.9 | EFL.2.2.3, 2.2.8, 2.2.11	classroom/personal objects; big, small, new, old; colors	identify and describe familiar possessions	It is + adjective / This is my…	short descriptions of familiar objects	describe one classroom or personal object	pronounces familiar object words clearly enough and produces one short descriptive phrase/sentence	real objects, color/size cards, modeling, repetition	object-description checklist + pronunciation notes
8. Whose bag is this?	CEFR A1.1 | CE.EFL.2.10 | EFL.2.2.12, 2.2.14, 2.2.15	bag, pencil, eraser, notebook; ownership	ask and answer about possession	Whose…? / mine, yours, his, hers	short ownership exchanges using real objects	identify the owner and confirm ownership	asks or answers a basic possession question in a slow, supported interaction	real objects, name tags, model exchange, peer support	role-play rubric
9. Where	CEFR A1.1	on, in, under,	locate	Where is…?	short location	state where an	identifies	real objects,	picture task

is it?	| CE.EFL.2.6, CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.1, 2.2.4, 2.2.11	next to; classroom objects	familiar objects	/ It is on/in/under …	instructions/descriptions with visual support	object is	specific location information and produces one accurate location phrase/sentence	placement demonstration, picture prompts	+ oral-response checklist

5.11.1 Curricular and Linguistic Alignment: Lessons 10–18

This matrix aligns Lessons 10–18 with CEFR A1/A1.1 and the Ecuadorian EGB Elemental English curriculum. Age-appropriate performance is limited to familiar contexts, short input, brief supported production and slow/clear interaction.

Table 7

matrix aligns Lesson 10-18

Lesson / topic	National curriculum + A1 alignment	Vocabulary	Function	Grammar	Listening input	Speaking output	Expected performance (4th grade)	Differentiation for ages 8–9	Assessment
10. My home	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.3, 2.2.11	rooms; bed, table, chair, kitchen, bedroom	identify rooms/objects and describe a familiar home	There is / There are…	short room/home description supported by a picture	say what is in one room	recognizes familiar home vocabulary and produces 1–2 guided sentences	home picture, room labels, word bank, slow modeling	audio/oral sample rubric
11. Checking into a hotel	CEFR A1.1 (guided extension) | CE.EFL.2.6, CE.EFL.2.10 | EFL.2.2.2, 2.2.13,	room, key, name, please, thank you	make a very simple request and respond politely	Can I have…? / I need… / My name	very short receptionist/guest dialogue with pictures	use 1–2 memorized functional phrases in a role-play	participates in a highly supported everyday exchange;	reduce vocabulary, use picture cards/gestures, fixed	child-friendly role-play checklist

	2.2.15			is…			independent hotel language is not expected	script, teacher as partner	
12. Places in town	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.3, 2.2.11	school, park, store, hospital, bank, street	identify places and say where one goes	I go to… / It is a…	short town-place descriptions	identify a place and produce one simple statement	recognizes familiar place names and produces a short phrase/sentence about a pictured place	local/classroom map, icons, word bank, pair support	map-dialogue checklist
13. On the street	CEFR A1.1 | CE.EFL.2.6, CE.EFL.2.7, CE.EFL.2.10 | EFL.2.2.1, 2.2.4, 2.2.15	left, right, straight, street, corner	follow and give one-step directions	imperatives: turn left/right; go straight	short one-step direction commands with a map	follow or give one simple direction	identifies key direction information and gives one supported command	arrows, map icons, gestures, one-step tasks only	listening-following task + oral direction checklist
14. Where are you?	CEFR A1.1 | CE.EFL.2.9, CE.EFL.2.10 | EFL.2.2.12, 2.2.14	home, school, park, classroom; at/in	ask and answer about location	Where are you? / I am at/in…	short location question-answer exchange	state a current or pictured location	responds to a simple location question with a short intelligible phrase/sentence	location pictures, sentence starter, pair rehearsal	oral-response checklist
15. What time is it?	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.10 | EFL.2.2.4, 2.2.15	numbers; o'clock; morning/afternoon	identify and exchange basic time information	What time is it? / It is… o'clock.	short time questions and answers	state and recognize basic clock times	identifies specific time information and exchanges one simple factual answer	toy clocks, large clock cards, limited set of times, repetition	listening score + time-speaking check
16.	CEFR A1.1 |	months;	ask and	When is	short	state	identifies	calendar	short-

When is your birthday ?	CE.EFL.2.7, CE.EFL.2.10 | EFL.2.2.4, 2.2.14	simple dates; birthday	answer about birthday	your birthday ? / My birthday is in/on…	birthday interview model	birthday month/date in a short exchange	month/date information and answers a basic personal-information question	visuals, month cards, optional month-only response for support	interview rubric
17. My daily routine	CEFR A1.1 | CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.3, 2.2.11	get up, eat, go to school, study, play, sleep	describe familiar daily actions	simple present, 1st person: I get up…	short routine statements in sequence	produce 2–3 guided routine statements	uses familiar everyday vocabulary in very short, mainly isolated utterances	picture sequence, sentence starters, first/then prompts, peer rehearsal	routine-description checklist
18. My hobbies and interests	CEFR A1.1 | Communication/ Cultural Awareness + CE.EFL.2.10 | EFL.2.1.8, 2.2.12	play soccer, draw, read, music, games	express likes/dislikes and ask a peer	I like… / I don't like… / Do you like…?	short preference exchanges	state one preference and respond to a peer	exchanges a basic personal preference using a memorized phrase	hobby pictures, choice cards, either/or options, sentence frame	peer-exchange checklist

5.11.2 Curricular and Linguistic Alignment: Lessons 19–27

This matrix aligns Lessons 19–27 with CEFR A1/A1.1 and the Ecuadorian EGB Elemental English curriculum. Potentially advanced contexts or past-time language are treated as guided extensions rather than expectations of independent grammatical mastery.

Table 8

matrix aligns Lesson 19-27

Lesson / topic	National curriculum + A1 alignment	Vocabulary	Function	Grammar	Listening input	Speaking output	Expected performance (4th grade)	Differentiation for ages 8–9	Assessment
19. Food and drink	CEFR A1.1 | Communication/Cultu	common foods and	express and	I like… / I don't	short food/drink preference	state one preference and	participates in a slow,	realistic food pictures,	preference survey +

preferences	ral Awareness + CE.EFL.2.10 | EFL.2.1.8, 2.2.12, 2.2.15	drinks	exchange preferences	like… / I want…	dialogue	ask/answer a simple peer question	supported exchange about familiar preferences	limited choices, word bank, pair support	oral checklist
20. In a café	CEFR A1.1 (guided) | CE.EFL.2.6, CE.EFL.2.10 | EFL.2.2.2, 2.2.13, 2.2.15	juice, water, sandwich, please, thank you	make and respond to a simple polite request	Can I have…? / Here you are. / Thank you.	very short server/customer exchange	make one polite request and respond appropriately	uses basic functional expressions in a short, rehearsed everyday interaction	simple picture menu, fixed roles, model dialogue, peer rehearsal	role-play rubric
21. At the shop	CEFR A1.1 | CE.EFL.2.6, CE.EFL.2.7, CE.EFL.2.10 | EFL.2.2.2, 2.2.4, 2.2.15	items; numbers; simple prices	ask about and exchange price information	How much is…? / It is…	short shopkeeper/customer exchange	ask a price and give/recognize a simple answer	identifies price information and exchanges one factual question-answer pair	play money, low numbers, item cards, visible price labels	dialogue check + listening-for-price task
22. Using public transport	CEFR A1.1 (child-context adaptation) | CE.EFL.2.9, CE.EFL.2.10 | EFL.2.2.11, 2.2.15	bus, car, taxi, walk, bicycle	say how one travels and ask a simple peer question	I go by… / I walk. / How do you go…?	short transport statements about school/family trips	state one familiar way of travelling	produces a short transport statement in a familiar school/family context	use school/family trips only, transport pictures, sentence frames	simplified role-play / oral checklist
23. What is happening now?	CEFR A1.1 | CE.EFL.2.6, CE.EFL.2.9 | EFL.2.2.2, 2.2.3, 2.2.11	running, eating, reading, playing, sleeping	identify and describe a current action	present continuous: He/She is + -ing	short picture-based action descriptions	describe one pictured action	recognizes a familiar action and produces one short present-action sentence	large action pictures, gestures, verb bank, choral practice	picture-description checklist
24. What's the weather like?	CEFR A1.1 | CE.EFL.2.6, CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.1, 2.2.3, 2.2.11	sunny, rainy, cloudy, windy, hot, cold	identify and describe basic weather	What's the weather like? / It is…	short weather report/dialogue	identify weather and produce one short description	understands familiar weather words and gives a simple spoken response	weather icons, gestures, real-weather connection, short repeated input	listening match + oral weather response
25. Where were you yesterday ?	CEFR A1.1 guided extension | CE.EFL.2.7, CE.EFL.2.9 |	home, school, park, store; yesterday	state a past location with a	was: I was at/in…	very short, picture-supported past-location models	produce one memorized/guided past-location sentence	produces one short supported utterance;	recognition before production, picture	guided-sentence checklist

	EFL.2.2.3, 2.2.11		fixed frame				independent control of past tense is not required	choices, fixed sentence frame	
26. My last weekend	CEFR A1.1 guided extension | CE.EFL.2.7, CE.EFL.2.9 | EFL.2.2.3, 2.2.11	played, went, watched, visited; weekend	report one or two familiar weekend actions	high-frequency simple past in fixed frames	short weekend models with pictures	produce 1–2 rehearsed weekend sentences	uses memorized past-action chunks with visual support; accuracy demands remain limited	picture sequence, limited verb set, sentence strips, rehearsal	short oral-report rubric
27. A great day out	CEFR A1.1 guided integration | CE.EFL.2.9, CE.EFL.2.10 | EFL.2.2.11, 2.2.12	review of places, activities, feelings and time words	give a short guided personal report	review of simple present/past chunks; first/then	short model mini-presentation with pictures	deliver a 2–3 sentence guided mini-presentation	combines familiar words/chunks into a brief supported oral product that is understandable to listeners	picture prompts, keyword card, rehearsal with partner, teacher modeling	final mini-presentation rubric

5.12 Replicability and Monitoring

Replicability depends on documenting not only the planned lesson content but also whether the intervention was implemented as intended. For that reason, the teacher should record the lesson completed, actual minutes of ELSA Speak practice, student participation, evidence collected, technical difficulties and adaptations used. These records allow the researcher to distinguish between the planned intervention and its actual implementation.

Table 9

Replicability and Monitoring

Implementation criterion	Yes	No	Observation
The planned lesson was implemented.	☐	☐	
The standardized 40-minute sequence was followed.	☐	☐	
ELSA Speak practice was completed and its duration was recorded.	☐	☐	
The planned assessment evidence was collected.	☐	☐	
Differentiation was provided when required.	☐	☐	
Technical or classroom difficulties were documented.	☐	☐	

5.13 Organization of Visual Materials

The methodological guide includes a visual, systematic explanation of how the system works, designed to facilitate teacher implementation and encourage both autonomous and guided student participation. The organization of the materials clearly identifies the menu of 27 lessons, the "Home," "Back," and "Next" navigation buttons, the audio playback icons, and the images or interactive links leading to the various activities.

Each lesson follows a structured sequence in which students select the relevant activity, listen to the audio, view visual resources, complete the assigned tasks, and use navigation controls to proceed with the learning process. At the end of each lesson, there is a prompt to complete approximately 10 minutes of supplementary practice using ELSA Speak, focusing on strengthening pronunciation, fluency, oral production, and listening comprehension. This structure facilitates an organized, intuitive, and replicable implementation of the program, maintaining a coherent link between interactive resources, classroom activities, and learning objectives.

Figure 13

Presentation 27 Lessons work



Figure 14

interactive guide for teachers and students



Figure 15

presentation activities work



Figure 16
Final practice page



5.14 Interactive Methodological Guide for Developing Oral Production and Listening Comprehension through the ELSA Speak App

Open the link to start practicing:
https://drive.google.com/file/d/1nCwTSxkArslXcN9t2Mo4PVgGSaTx1zvJ/view

CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Using the ELSA Speak app helped fourth-grade students at the César Borja High School improve their English speaking and listening skills. Students showed clear progress in pronunciation, fluency, and understanding of spoken messages, highlighting the effectiveness of AI-based tools for language learning.

The assessment showed that focusing mainly on grammar and translation, along with not using enough technology, lowers students' motivation, participation, and confidence when speaking English. This underscores the need to adopt new teaching methods that encourage students to participate and learn in more meaningful ways.

Students, teachers, and parents responded well to using educational apps, showing that technology is a helpful tool for teaching English. ELSA Speak also helped students become more independent and created a livelier, more interactive classroom where they could build their communication skills.

Recommendations

It is recommended that the César Borja Educational Unit integrate AI-based applications such as ELSA Speak into English lessons to strengthen fourth-grade students' oral production and listening comprehension. These tools should be incorporated through interactive activities that promote pronunciation, fluency, active participation, and autonomous learning.

Teachers should receive continuous training in the effective use of educational technology and innovative teaching methodologies. This training should focus on incorporating gamification, communicative activities, and AI-assisted learning strategies to increase students' motivation, confidence, and engagement while developing their English communication skills.

It is advisable to encourage parental involvement in students' English learning by providing guidance on the appropriate use of educational applications at home. Collaboration between teachers and families should promote regular listening and speaking practice, reinforce classroom learning, and support the continuous development of students' communicative competence.

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ANNEXES

Annex A
Validation of research instruments

VALIDATION OF RESEARCH INSTRUMENTS

Tulcán, September 23, 2025

GENERAL DATA

Author of the Instrument:	Lcda. Karen Lizeth Orbe Rodríguez
Research Topic:	The use of "Elsa Speak app" for the development of oral production and listening comprehension in fourth grade students of the "César Borja" Educational Unit.

Expert's Name:	Ana Gabriela Reinoso Espinosa
Position held:	MTEFL
Institution where he works:	ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO

I extend a thank you for your willingness to collaborate in this phase of my research, your observations will be used to improve the instruments in complete confidentiality.

The research instruments are designed for research purposes on; The use of the Elsa Speak application for the development of oral production and listening comprehension in fourth grade students of the Cesar Borja Educational Unit, their knowledge and professional experience will allow evaluating the relevance, clarity and relevance of the items to ensure that the instrument is a valid and reliable tool to meet the objective of the research of; Develop a curriculum with the use of technology to strengthen English skills.

EVALUATION OF THE INSTRUMENT
According to your criteria, please rate the score on the following scale:

Very deficient	Deficient	Regular	Well	Very good
0,0	0.5	1	1.5	2

Nro.	EVALUATION CRITERIA	SCALE				
		MD	D	R	B	MB
1	Assess whether the visual presentation of the questionnaire is adequate					2
2	Assess whether the introduction of the questionnaire is appropriate					2
3	Rate the instructions for completing the questionnaire					2
4	Assess the adequacy of the informed consent included					2
5	Assess whether the visual presentation of the questionnaire is adequate					2

6	The number of items corresponds to the number of indicators to be measured					2
7	The formulation of the items has a logical sequence according to the type of research that is intended to be carried out					2
8	The instrument corresponds to the appropriate research technique to collect reliable data					2
9	The items refer to the unknowns of the research problems					2
10	According to your reading of the questionnaire, it is understandable					2
	PARTIAL AVERAGE					20
	TOTAL, AVERAGE /20			20		

RECOMMENDATIONS FROM THE EXPERT

It is recommended to maintain the current structure of the instrument due to its clarity and relevance.	SIGNATURE 

VALIDATION OF RESEARCH INSTRUMENTS

Tulcán, September 23, 2025

GENERAL DATA

Author of the Instrument:	Lcda. Karen Lizeth Orbe Rodríguez
Research Topic:	The use of "Elsa Speak app" for the development of oral production and listening comprehension in fourth grade students of the "César Borja" Educational Unit.

Expert's Name:	Mgs. Washington Mancero Orozco
Position held:	English Teacher
Institution where he works:	Escuela Superior Politécnica del Chimborazo

I extend a thank you for your willingness to collaborate in this phase of my research, your observations will be used to improve the instruments in complete confidentiality.

The research instruments are designed for research purposes on; The use of the Elsa Speak application for the development of oral production and listening comprehension in fourth grade students of the Cesar Borja Educational Unit, their knowledge and professional experience will allow evaluating the relevance, clarity and relevance of the items to ensure that the instrument is a valid and reliable tool to meet the objective of the research of; Develop a curriculum with the use of technology to strengthen English skills.

EVALUATION OF THE INSTRUMENT

According to your criteria, please rate the score on the following scale:

Very deficient	Deficient	Regular	Well	Very good
0,0	0.5	1	1.5	2

Nro.	EVALUATION CRITERIA	SCALE				
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5	Assess whether the visual presentation of the questionnaire is adequate					2

6	The number of items corresponds to the number of indicators to be measured					2
7	The formulation of the items has a logical sequence according to the type of research that is intended to be carried out					2
8	The instrument corresponds to the appropriate research technique to collect reliable data					2
9	The items refer to the unknowns of the research problems					2
10	According to your reading of the questionnaire, it is understandable					2
	PARTIAL AVERAGE					20
	TOTAL, AVERAGE /20			20		

RECOMMENDATIONS FROM THE EXPERT

Congratulations on developing a sound and relevant instrument; its clarity, coherence, and methodological validity reflect academic dedication and a commitment to research.	SIGNATURE 

Annex B

Teacher interview

CUESTIONARIO DE ENTREVISTA

Interview Date: _____ **Time:** _____
Role of the Interviewee: Docente___
Full names and surnames: Lcda. Luz Victoria de la Bastida Mafla

INTRODUCTION

This interview is conducted for research purposes on; The use of the Elsa Speak application for the development of oral production and listening comprehension in fourth grade students of the Cesar Borja Educational Unit, their participation is very valuable to obtain key information from main actors that help meet the objective of; Develop a curriculum with the use of technology to strengthen English skills.

The interview will last approximately 20 minutes and the information will be treated confidentially for research purposes only, I appreciate your time and collaboration

1. ACCESS TO TECHNOLOGY

1. Does the educational institution have infrastructure and technological resources? Si
2. Does the student have a smart device (cell phone or tablet) available? No sé
3. Is it allowed for students to enter the institution with mobile devices? No
4. Is there an internet connection in the educational institution? Si
5. Do you have an internet plan at home? Si
6. How much time do you spend connected to the internet on a daily basis? 1 hour

2. USE OF TECHNOLOGY

1. Do you allow the student to use a smartphone? Si
2. What kind of apps do you use most often? Some
3. Do you use educational apps? Indicate which apps you use? en algunas
4. Have you used mobile apps in English?
5. Would you like the student to interact with mobile applications for the development of English skills? Si
6. Would you be willing to pay for a monthly subscription to an educational app? —
7. What level do you think you have with the use of mobile devices? —

3. DEVELOPMENT OF ENGLISH LANGUAGE SKILLS

1. What are the main observations that I could indicate about the method of learning the English language? ellos dejen estudiar
2. How do you consider that the student has developed skills in learning another language? —
3. What recommendations would you provide for the student to improve the learning of the English language?
   Speaking, writing, reading, listening.

Annex C

Parent's interviews

CUESTIONARIO DE ENTREVISTA

Fecha de entrevista: _____ **Hora:** _____
Rol del entrevistado: Padre/Madre de Familia
Nombres y apellidos completos: Thoana Flores

INTRODUCCION

La presente entrevista se la realiza con fines investigativos sobre; El uso de la aplicación Elsa Speak para el desarrollo de la producción oral y compresión escucha en los estudiantes de cuarto grado de la Unidad Educativa Cesar Borja, su participación es muy valiosa para obtener información clave de actores principales que ayuden a cumplir el objetivo de; Elaborar un plan de estudios con el uso de la tecnología para fortalecer habilidades del inglés.

La entrevista tendrá una duración de aproximadamente 20 minutos y la información será tratada de forma confidencial únicamente con fines de investigación, agradezco su tiempo y colaboración

1. ACCESO A LA TECNOLOGIA

1. ¿La institución educativa cuenta con infraestructura y recursos tecnológicos? Si
2. El estudiante ¿tiene disponibilidad de un dispositivo inteligente (celular o tablet)? Si
3. ¿es permitido que los estudiantes puedan ingresar a la institución con dispositivos móviles? No
4. ¿Existe conexión a internet en la institución educativa? Si
5. ¿Cuenta con un plan de internet en casa? Si
6. ¿Cuánto tiempo pasa conectado a internet de forma diaria? 3 horas

2. USO DE TECNOLOGIA

1. ¿Le permiten al estudiante utilizar un celular inteligente? Si
2. ¿Qué tipo de aplicaciones utiliza con más frecuencia? Juegos
3. ¿utiliza aplicaciones educativas? indique que aplicaciones utiliza? No
4. ¿Ha utilizado aplicaciones móviles en inglés? No
5. ¿Le gustaría que el estudiante interactúe con aplicaciones móviles para el desarrollo de habilidades en inglés? Si
6. ¿Estaría dispuesto a pagar una suscripción mensual a una aplicación educativa? Si
7. ¿Cuál nivel considera que usted tiene con el uso de dispositivos móviles? Alto Nivel

3. DESARROLLO DE HABILIDADES IDIOMA INGLES

1. Cuáles son las principales observaciones que podría indicar acerca del método de aprendizaje del idioma inglés a los niños no les gusta porque es un método antiguo
2. Como considera usted que el estudiante ha desarrollado las habilidades en el aprendizaje de otro idioma no ha desarrollado bien sus habilidades
3. Que recomendaciones brindaría para que el estudiante mejore el aprendizaje del idioma ingles deberían aprender a utilizar el teléfono y la computadora para repasar el ingles

Annex D

Students' survey

ENCUESTA DIRIGIDA A LOS ESTUDIANTES

Querido estudiante del cuarto grado de la escuelita Cesar Borja, le solicito por favor su ayuda calificando las siguientes preguntas, sus respuestas serán utilizadas única y exclusivamente para un proyecto de investigación relacionado al desarrollo de las habilidades de producción y comprensión oral en el idioma inglés.

1.- No es necesario que escriba su nombre, por lo que le solicito sinceridad en sus respuestas.

2.- Lea detenidamente cada una de las preguntas que se presentan a continuación.

3. Marque con una equis (X) la casilla que corresponda a la respuesta según su criterio.

La escala que se utiliza se identifica con:

4 = MF - S (Muy Feliz - Siempre)
3 = F - CS (Feliz - A veces)
2 = N - AV (Normal - Poco)
1 = T - N Triste - Nunca)

Nro.	Indicador Observable	Item	E. Cualitativa	MF	F	N	T
			E. Cuantitativa	4	3	2	1
1	Metodología	Mi profesor nos hace practicar inglés con canciones, juegos o dinámicas?		✓			
2		En el aula realizamos actividades que me hacen hablar en inglés en grupos o en parejas?				✓	
3		Mi profesor me pide que describa objetos o cosas en inglés.		✓			
4		En la clase de inglés escuchamos historias o cuentos del profesor en inglés y nos explica lo que significan palabras nuevas.				✓	
5		Nuestro profesor no hace hacer leer historias o cuentos en inglés para que mejoremos la pronunciación de palabras.				✓	
6	Comprensión oral	Cuando el profesor habla en inglés le entiendo lo que dice					✓
7		Cuando el profesor me pregunta en inglés yo puedo responder y decir lo que quiero hablar.		✓		✓	
8		Como me siento cuando tengo que hablar en inglés frente a mis compañeros.					✓
9		Cuando hablo inglés estoy seguro que mis compañeros o mi profesor me entiende.					✓
10	Motivación	*Como me siento cuando voy a la clase de inglés*					✓
11		Me gusta participar para responderle a mi profesora en inglés aunque me equivoque.				✓	
12		Cuando me equivoco mi profesora me ayuda a pronunciar bien las palabras.		✓			
13		Pienso que es importante aprender inglés para cuando sea mas adulto.		✓			
14	Infraestructura	Usamos la computadora para practicar inglés					✓
15		cuando usamos las computadoras en la clase de inglés todos mis compañeros tienen un computador para las tareas					✓
16		Cuando usamos las computadoras en la clase de inglés el internet funcion bien y rápido		✓			
17		El profesor utiliza aplicaciones de juego en el computador para hacernos practicar el inglés.					✓

Muchas Gracias!!

Annex E

Authorization for the Implementation of the Research Project

REPÚBLICA DEL ECUADOR

Ministerio de Educación, Deporte y Cultura

Oficio Nro. MINEDUC-CZ1-04D01-2025-251-DES
Tulcán, 02 de octubre del 2025

Licenciada
Karen Lizeth Orbe Rodríguez
MAESTRANTE UPEC
En su Despacho.-

De mi consideración:

En referencia al Oficio sin número de fecha 12 septiembre de 2025, por medio del cual se solicita, de la manera más comedida y respetuosa, la autorización para el ingreso a la Unidad Educativa "César Borja" de la parroquia Pioter; con la finalidad de fomentar el desarrollo de la producción oral y auditiva del idioma inglés en los estudiantes de cuarto y quinto año, a través de la utilización de la herramienta digital ELSA SPEAK. Herramienta digital impulsada por inteligencia artificial que ayuda a los estudiantes a mejorar sus habilidades del habla de la segunda lengua, centrándose principalmente en la pronunciación y fluidez. *Ante lo expuesto me permito autorizar a la vez solicito muy comedidamente ponerse en contacto con el Psc. Cl. Edgar Narváez, funcionario del Distrito Educativo 04D01 responsable del DECE distrital para que se coordine la capacitación en Rutas y Protocolos de actuación frente a situaciones de violencia detectadas en el sistema educativo, así como establece en el párrafo 7 del MINEDUC-CZ1-2024-00112-OF, de fecha, Ibarra 06 de marzo 2024.*

Adjunto correo institucional y número de contacto del funcionario.
Correo institucional: edgare.narvaez@educacion.gob.ec
Número de contacto: 0994306921
Psc. Cl. Edgar Narváez Rosero.

Particular que comunico para los fines pertinentes.

Atentamente,

Mgs. Milena Elizabeth Álvarez Tapia
DIRECTORA DEL DISTRITO DE EDUCACIÓN 04D01
SAN PEDRO DE HUACA – TULCÁN.

Elaborado por:	Miriam Cuasapaz Analista – Despacho	
Aprobado por:	Milena Álvarez Directora Distrital	

Dirección Distrital 04D01 San Pedro de Huaca – Tulcán -Educación
Dirección: 10 de Agosto y Colón
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www.educacion.gob.ec

EL NUEVO ECUADOR

Annex F

picture Teacher's interview



Annex G

Picture Students' survey explanation



Annex H

Students' diagnostic test



Annex I

Parents' survey





Annex J

Informed consent

Pioter, 02 de octubre del 2025

De: Lic. Orbe Rodríguez Karen Lizeth

Para: Padres o tutores legales de estudiantes de la Unidad Educativa Cesar Borja.

Asunto: CONSENTIMIENTO INFORMADO PARA PADRES / TUTORES LEGALES

Estimados padres o tutores:

Por medio de la presente, se les invita a autorizar la participación de su hijo/a en la investigación académica titulada: ***El uso de la aplicación "Elsa Speak para el desarrollo de la producción oral y la comprensión auditiva en alumnos de cuarto curso de la Unidad Educativa "César Borja"***., cuyo objetivo es analizar el desarrollo de la comprensión y producción oral en el idioma inglés en estudiantes de 8 a 9 años.

- **Procedimiento:** La participación consistirá en la aplicación de una encuesta de percepción sobre actividades de aprendizaje y una evaluación de diagnóstico posterior a la aplicación de una guia metodológica.
- **Confidencialidad:** Toda la información recopilada será estrictamente confidencial. Los datos se codificarán con fines exclusivamente académicos, protegiendo en todo momento la identidad de los menores.
- **Participación voluntaria:** La participación es completamente voluntaria; su hijo/a puede retirarse del estudio en cualquier momento sin que esto afecte su situación académica.

Manifiesto que he recibido una explicación clara y completa sobre el carácter y los propósitos del tratamiento y que no tendrá repercusiones físicas ni psicológicas que atenten contra su integridad: que así mismo me ha sido informado que sus datos personales, y las temáticas que se lleven a cabo en el proceso, no se revelarán sin mi expresa autorización en estricto ejercicio del secreto profesional, que solo será roto en caso de que exista una amenaza contra la integridad del menor o la de los demás.

Autorizo la participación de mi hijo/a:	Nombre y Apellido del padre/tutor:	FIRMA PADRE/TUTOR
CRUZ CUASMAYAN SAMARA JULIETH		
ENRÍQUEZ PEÑA DAVID SANTIAGO		
FUERTES HERNÁNDEZ ANA MARÍA	José Luis Fuertes C.	

Calle Antisana y Av. Universitaria
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LAGOS CUAICAL JACOB ALEXANDER	Amanda Lucia Potosi Piarpuezan	
LAGOS POTOSÍ MAIKEL ALDAIR	Johana Fernanda Cuaical Rivera	
LUGMAÑA TERÁN CELESTE ABIGAIL	Samanta Belén Terán Ortega	
PIARPUEZAN IMBACUÁN KARLA SOFÍA	Yenifer Dayana Imbacuán Rosero	
TULCÁN QUISTIAL MAIKEL FERNANDO	Giovanny Puetate	
VALLEJO CERÓN VALERI SAMANTHA	Dolues Angélica Cerón Pastás	
VELÁSQUEZ GUEVARA JOSUÉ ISRAEL	Magaly Guevara	
ARCOS PUPIALES DULCE MARÍA	María Eva Tapia	
AZA HERNANDEZ BYRON RICARDO	Ricardo Aza	
ESTACIO ORDÓÑEZ JERLYN BRADLEY	Fernanda Ordoñez	
FREIRE CUAICAL JOSEPH ALEXANDER	Lady Johana Cuaical Tarapues	
MONTENEGRO RUÍZ YURI MATIAS	Segundo Jerar	
NAZATE PUERRES EVELYN MAILED		
RIVERA PUETATE YULIANA ANAHÍ	Elizabeth Rivera	
VILLARREAL VIZCAÍNO JOSTIN ALDAIR	Dayanara Vizcaino	

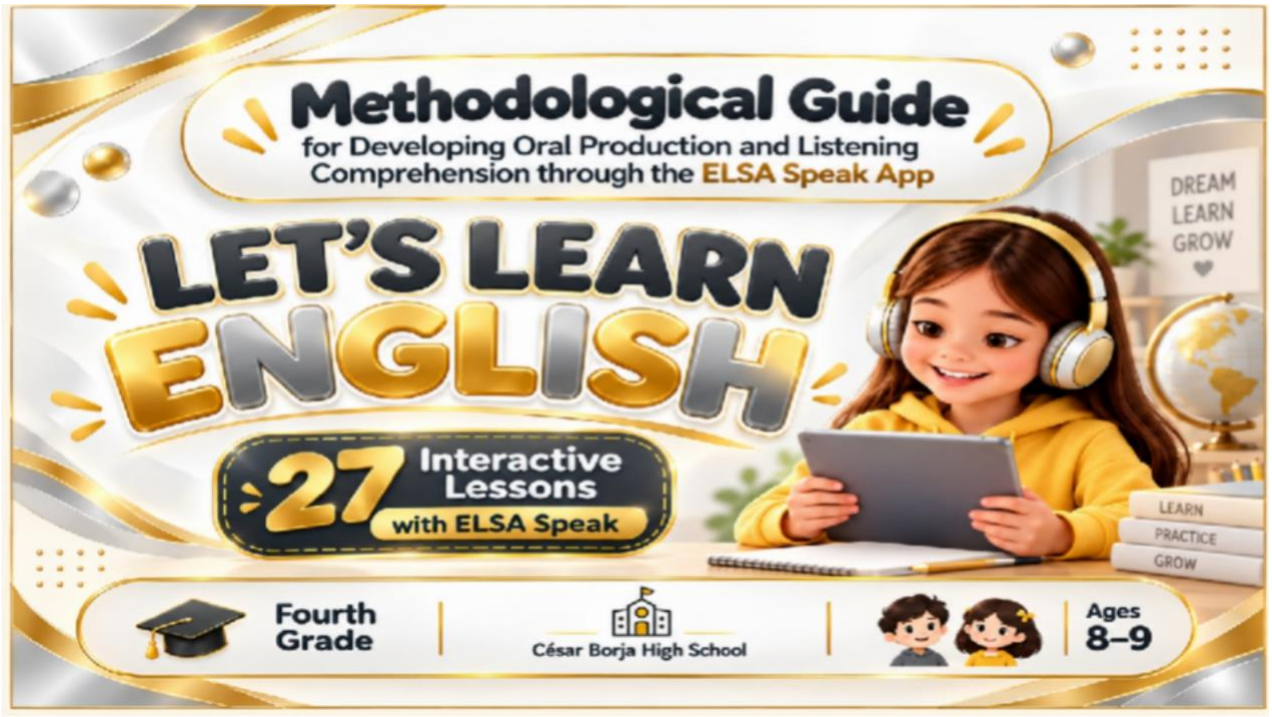
F.

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Annex K

Methodological Guide Cover



Annex L

Topics from the Methodological Guide

