



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ARTÍCULO CIENTÍFICO

TÍTULO:

Herramienta tecnológica para desarrollar la habilidad de hablar

Autores:

Pacheco Zambrano Gilbert Oswaldo

Zambrano Medranda Jonathan Bladimir

Tutor:

Lcda. Genny Elizabeth Zambrano Gallardo, Mgs.

Chone – Manabí - Ecuador

2024



TUTOR CERTIFICATION

Lic. Genny Elizabeth Zambrano Gallardo M. Sc.; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work.

CERTIFICATION

The present degree work called: “Herramienta tecnológica para desarrollar la habilidad de hablar” has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of their author(s): Pacheco Zambrano Gilbert Oswaldo and Zambrano Medranda Jonathan Bladimir being their sole responsibility.

Chone, December 2024

Lic. Genny Elizabeth Zambrano Gallardo

TUTOR



UNIVERSIDAD LAICA ELOY ALFARO DE MANABI

CHONE

**DECLARACIÓN DE AUTORÍA Y CONSENTIMIENTO DE
DERECHOS**

Quien/es suscriben la presente: Gilbert Oswaldo Pacheco Zambrano y Jonathan Bladimir Zambrano Medranda estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro/ declaramos para constancia que el siguiente trabajo de titulación: “Herramienta tecnológica para desarrollar la habilidad de hablar”, es de autoría propia y ha sido desarrollado respetando derechos intelectuales de terceros y consultando las referencias bibliográficas que se incluyen en este documento.

Responsabilidad por opiniones, investigaciones, resultados, conclusiones y recomendaciones; así como la información obtenida en este trabajo de grado, modalidad de integración curricular, es de exclusiva responsabilidad de su(s) autor(es), excepto citas textuales.

Adicionalmente, cedo/cedemos los derechos del presente trabajo a la Universidad Laica Eloy Alfaro de Manabí, para que pase a formar parte de su patrimonio de propiedad intelectual de trabajos de investigación, científicos o técnicos y de grado, ya que ha sido realizada con apoyo académico, financiero o profesional de la universidad

Chone, December 2024

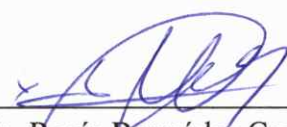
Gilbert Oswaldo Pacheco Zambrano
C.I. 1311124505

Jonathan Bladimir Zambrano Medranda
C.I. 1314960764


UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

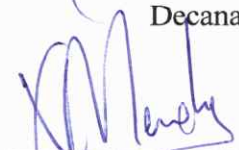
Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de artículo científico sobre el tema “Herramienta tecnológica para desarrollar la habilidad de hablar”, del año lectivo 2024, elaborado por los estudiantes: Gilbert Oswaldo Pacheco Zambrano y Jonathan Bladimir Zambrano Medranda.



Lic. Rocío Bermúdez Cevallos
Decana



Lic. Genny Elizabeth Zambrano Gallardo
Tutor



Miembro del Tribunal



Miembro del Tribunal



Secretaría

Chone, January 2025

Dedication

Gilbert.

To my adore parents, who have always been a source of inspiration and strength for me through their steadfast love, sacrifices, and wisdom.

To my beloved siblings, who have been a source of inspiration, support, and faith in me along this journey. This work is a dedication to your unwavering support and my sincere appreciation for always being there for me.

To my teachers, I would like to express my deepest gratitude for their help and mentoring during my university experience. Their commitment, perseverance, and insight have been crucial in influencing both my educational advancement and personal growth. I appreciate your encouragement in helping me realize my potential and for being a crucial part of this important stage of my life.

Jonathan.

This scientific article is dedicated to God, who has been my guide and strength at every step of this journey. His constant presence has given me hope and courage to face challenges and achieve this dream.

To my parents, who have always been with me through their love, sacrifice, and unconditional support. This achievement reflects the values they taught me and all they have done to help me get here.

To my partner, for being my refuge in the most challenging moments and my greatest source of inspiration. Your love and patience have given me strength to move forward, and

your faith in me has brightened even the darkest days. Thank you for always being by my side and for your unconditional support.

To my teachers, who not only shared their knowledge but also their example and wisdom. Thank you for your dedication and for motivating me to always give my best. Your guidance has been essential in this process and in my growth as a person and professional.

Acknowledgment

We would like to express our sincere gratitude to all those who contributed to the completion of this research. Special thanks to our Tutor whose insightful suggestions and feedback greatly improved the quality of this work. We also appreciate the support provided by our professors who guide us during our passage.

Also we want to mention our thanks go to friends, family among others, for their invaluable assistance with their kinds Words. Finally, we acknowledge the support of the university where part of this research was conducted.

Index

Introduction	1
Literature review.....	4
Technological tools.....	4
Technology tools in education -The Role of Technology in Education	4
Technological Application.....	5
Elsa Speak.....	7
Speaking English as a foreign language	8
Methodology.....	9
Results	10
Analysis	11
Conclusions	16
Bibliography	17

Abstract

The change in modality in education has had a significant impact on both students and teachers, thus it is now vital to know about technology tools and their contribution to the teaching-learning process. Furthermore, English has become a globally recognized language, and the development of its four skills has been fundamental to its acquisition. Speaking is considered one of the most fundamental skills within the language, but also one of the most complex to develop. This study seeks to establish a technological tool to develop the ability to speak English in a private institution in Chone. The technique employed was a mixed approach within a descriptive orientation method, with data acquired through field research that allows for a more direct record of the data with the topic of the study in question while applying the various approaches. We will collect data from high school students using questionnaires and observation sheets, as well as interviewing professors. The findings imply that, the implementation of the ELSA SPEAK application to improve and develop speaking skills has generated a positive impact on students, improving their intonation, pronunciation and vocabulary in their dialogue activities. It can be concluded that English instructors should consider the ELSA SPEAK App as appropriate technology for teaching pronunciation skills.

Key words: *Speaking, Technology, Education, Innovation, teaching-learning process*

Resumen

El cambio de modalidad en la educación ha tenido un impacto significativo tanto en los estudiantes como en los docentes, por lo que ahora es vital conocer las herramientas tecnológicas y su aporte al proceso de enseñanza-aprendizaje. Además, el inglés se ha convertido en un idioma reconocido a nivel mundial, y el desarrollo de sus cuatro habilidades ha sido fundamental para su adquisición. El habla es considerada una de las habilidades más fundamentales dentro del idioma, pero también una de las más complejas de desarrollar. Este estudio busca establecer una herramienta tecnológica para desarrollar la habilidad de hablar inglés en una institución privada de Chone. La técnica empleada fue un enfoque mixto dentro de un método de orientación descriptiva, con datos adquiridos a través de una investigación de campo que permite un registro más directo de los datos con el tema de estudio en cuestión al aplicar los diversos enfoques. Se recolectarán datos de estudiantes de secundaria mediante cuestionarios y fichas de observación, así como entrevistas a docentes. Los hallazgos implican que, la implementación de la aplicación ELSA SPEAK para mejorar y desarrollar las habilidades de habla ha generado un impacto positivo en los estudiantes, mejorando su entonación, pronunciación y vocabulario en sus actividades de diálogo. Se puede concluir que los instructores de inglés deberían considerar la aplicación ELSA SPEAK como una tecnología apropiada para enseñar habilidades de pronunciación.

Palabras claves: *Hablar, Tecnología, Educación, Innovación, proceso de enseñanza-aprendizaje.*

Introduction

The necessity to adapt to technology breakthroughs and changing societal expectations drives the ongoing evolution of teaching and learning processes. Educational innovation occurs as a dynamic and planned response to these issues, including both creative and strategic components to improve educational quality and effectiveness (Carbonell, 2002; Salinas, 2004). In this context, integrating modern technical educational tools provides a chance to rejuvenate traditional teaching techniques, particularly in areas where major inadequacies have been recognized, such as the development of English-speaking abilities.

The teaching of English-speaking abilities is frequently hampered by conventional techniques that lack originality and fail to completely involve students in the educational process. This lack of desire, along with boredom and a resulting loss of confidence, is a considerable barrier to language competency advancement (Williams & Burden, 1999). The need to investigate and develop novel technology educational materials that solve these challenges and successfully enhance the development of English-speaking abilities is clear.

Sanches and Palmero (2014) note substantial changes in the style of teaching and learning, citing the revolution brought about by new technology tools in education. They emphasize that these changes are unimaginable in comparison to previous years, and that they may be related to how information is accessed, how teachers interact with students, the teaching methodologies used, or how assessments are conducted, and emphasize the importance of teachers adapting to and engaging with these transformations for the benefit of education.

This study is being undertaken at a private school in Chone, Manabí province. The college provides eight hours of English as a Foreign Language (EFL) instruction each week, and the English language is prioritized in the students' entire education. However, upper middle school students commonly fail to express themselves in English and communicate their views with others due to a variety of challenges that impede the development of English-speaking abilities. Students may experience difficulties in developing their talents owing to a lack of technological tool implementations.

Williams and Burden (1999, p. 137) argue that "learning a universal language must fundamentally aim at developing communicative interaction" since "interaction and communication constitute essential functions of language" (Richards and Rodgers, 1998, p. 26). Language must thus be viewed as a resource for interacting and communicating with speakers from various nations.

According to Garcia and Garcia (2020), the importance of using innovative technologies in education resides in their ability to transform society, facilitate access to educational resources as they allow exploring and developing pedagogical approaches and processes that harness the potential of technologies to enhance teaching, virtual course planning, assessment, the generation of didactic materials, and visible learning, adapting to crisis situations such as This encompasses computational thinking, ethical technology usage, digital literacy, and adaptability to virtual learning settings.

It is deemed important to do so because it is possible to create a technological tool to help students improve their speaking skills in English as a Foreign Language, and it is critical to collect essential information that aids in understanding the issues raised in this section using analysis techniques. Data gathering approaches such as teacher

interviews, observation sheets, and surveys can help researchers understand the value of developing technology tools to improve speaking skills.

This study answers the following questions. 1. What teaching strategies can be used to use technological applications to help improve speaking skills? (Interview) 2. What kind of technological tools help improve speaking skills? (Observation sheets) 3. How do technological tools help improve speaking skills? (Survey)

To contribute to the innovation of teaching-learning process of EFL in education by finding the elements that influenced the speaking abilities in EFL, the research begins to study with a review of the principals of (1) Technological tools, (2) Speaking skills as a foreign language.

The purpose of this study is to establish a technological tool for development speaking skills in English as a Foreign Language.

This research is the authors original work illustrating that, while there may be comparable themes, the concept and scientific theories are separate because they strive to solve an issue that occurred in a specific Educational Unit in Chone, therefore improving and strengthening parts of English language acquisition and instruction.

Literature review

Technological tools

One direct result of recent technology breakthroughs is the displacement of physical resources such as equipment and books as the major teaching-learning materials available to both teachers and pupils. Instead, the contemporary digital learning environment has taken hold, altering traditional teaching practices that had stayed mostly unchanged for generations.

In recent years, technology has evolved considerably. Due to the growing necessity and accessibility of technology, Trujillo, (2015) says that technological tools have become indispensable for humanity due to the ease with which they can be involved in various fields; technological innovations have marked the twentieth century: radio, television, sound and video recording, computing, the transition of electronic signals, by cable, by satellite; these inventions are a reality that is not only strictly technological but also economic and social in nature.

Moreover, the world has gone a long way since the entrance of new technologies, where they join the realm of learning and information, because this allows the human person to develop in a digital era. Young people must be exceptionally skilled in using information and communication technologies (ICTs) and this could be used in the teaching process.

Technology tools in education -The Role of Technology in Education

Nowadays, in the education the technology has took an essential part inside the process of teaching learning. Worldwide educational systems, researchers, parents,

governments, leaders, and instructors saw technology as an essential component of a child's education.

Digital tools are seen as structural learning activities, which together determine students' reasoning in solving text problems, and increase the complexity they have to consider in their activities. Mercer, Hennessy, & Warwick, (2019) said "language software may provide a good framework for language practice and engage students in one another's ideas through exploratory talk".

Teachers in the teaching-learning process can use these modern technologies to build their assessment, to convey the tasks to those students for which it is made (Majid, 2019). Nowadays, technology is fundamental for the use of continuous learning since it plays an important role between students and teachers, also all people in general since it generates inclusive spaces in the development of learning.

The use of technological applications can provide a more dynamic and interesting method to learning this important language ability.

Technological Application

It can be said that technology with diverse and rich integrated tools are really an effective means for language teaching (Dang, 2013). Furthermore, presentation software allows teachers to create engaging materials that arouse students' interest in learning (Rendall & Davies, 2012). In addition, audio and video editing tools help instructors record and make changes to audio and video files, such as adjusting speech and creating audio/video effects (Dang, 2013). There are several resources that you can use to improve the ability of speaking

Moreover, the Smart Search tool enables students to search, sort and retrieve data more efficiently (Dang & Nguyen, 2014). In particular, simulation of educational games effectively motivates students, encourages communication, and trains critical thinking and problem-solving skills (Jung, 2006).

Furthermore, instructors can record and edit audio and video files, including modifying speech and adding audio/visual effects, with the aid of audio and video editing tools (Dang, 2013).

Teachers need to be proficient in both language and pedagogy, and they also need to know how to use technology to design behavior-oriented lessons that incorporate the following essential elements: vocabulary presentation; language and grammatical structure appropriate for the learners' level; enough practice exercises; and supportive feedback on the learners' progress toward the subject (Porter, 2004).

Technology has recently become an integral part of people's lives for a variety of purposes, including virtual engagement, the transmission of products and services, business transactions, commercial occupations, and even education. The educational industry must adapt and alter teaching and learning practices.

The employment of the internet and technology in English face-to-face and virtual meetings gives the bigger options for productive and genuine language usage than ready in the classroom (Richards, 2015).

Mobile Assisted Language study (MALL) has influenced students' study habits and social interactions (Kannan & Munday, 2018). Most students can utilize their mobile devices to participate in classroom activities. They may practice at their own pace, whenever and wherever they choose. As a result, the usage of mobile devices is suitable for bringing and engaging students in pronunciation sessions.

There are some technological tools that serve as an instrument to develop the speaking skill such as, Elsa, Lingual, Duolingo.

Elsa Speak

Many software and digital platforms or apps are now being used for language acquisition (Joy Calvo Benzies, 2017), such as the ELSA Speak program for learning to enunciate words. It is located in San Francisco and was founded in 2015 by Vu Van. It is one of the clever artificial intelligence technologies for language learning, particularly learning to speak and pronounce.

This application is also known as Mobile-Assisted Language Learning (MALL). It allows the learning process to become two-directional. For example, when students utter words or phrases, the ELSA Speak system analyzes them and provides corrective feedback. Before users can use the app, they must first register. Initially, the ELSA Speak App offered choices based on users' English proficiency. The stages of skill were also available. Automatic Speech Recognition (ASR) can assist students improve their pronunciation and speaking abilities outside of the classroom (Xodabande, 2017).

ASR may fast improve in terms of accuracy in detecting spoken conversation and transcribing it into written text (Carrier, 2017). It can also make it easier for the new mode to focus on phonology and accent. Yes, it can provide immediate formative assessment and feedback on correctness. Furthermore, ASR can help students focus on pronunciation, especially segmental aspects (Neri et al., 2008). In the ELSA Speak App, students may study the breadth of pronunciation, such as phonetics and phonology, as well as how words are written and articulated correctly.

Speaking English as a foreign language

Among the four language skills, reading, writing, speaking, and listening, is speaking a way for students to interact with others in order to accomplish specific objectives or to share their thoughts, intentions, hopes, and perspectives. Furthermore, those who are able to communicate in a language are called "speakers" of that language.

Speaking is regarded one of the most important talents that students should develop. This skill allows students to convey their ideas, thoughts, feelings, and reactions smoothly, utilizing proper structures, speech sounds, and terminology. Egan emphasizes the necessity of properly presenting information and responding appropriately to various challenges within the speaking skill.

There are several ways to improve your English abilities. Today, with the availability of technology and increased competitiveness in the commercial education sector, the nation's next generation should have several possibilities to enhance their particular skills.

Teaching, like many other professions, has become inextricably linked to technology. It may be an effective instrument for teaching and learning to talk. The internet can provide useful tools to learn and practice speaking. There are several pronunciation aids available to help students with their speech.

Even though some individuals find it difficult to learn English, it is extremely important. The rate of technical advancement in the digital era is quite rapid. Synergy with these advances, the capacity to communicate properly is particularly important. The ability to speak English is often utilized as one of the qualifications for pursuing education at home or abroad.

Methodology

The current study looked into the circumstances behind technological tools for development speaking skills in English as a Foreign Language by using an Analytic-Critic, comparative -prepositive method in a private school in Canton Chone, Manabí, Ecuador. The sample size was 65 students, 60% male and 40% female, aged between – to – years in 10th grade of high school.

Validated with an interview which is is a flexible data collection strategy that allows for the use of several sensory channels, including verbal, nonverbal, speaking, and listening. It can be organized while yet allowing for spontaneity, and the researcher can use it to gather more information on the studied issue as well as to go deeper into more difficult or relevant content. Cheron, C., Salvagni, J., & Colomby, R. K. (2022).

Meanwhile, an observation is a qualitative research approach that involves not only observation of participants but also ethnography and research.

Avedian (2014) states that surveys are used to gather data from a sample in order to create quantitative descriptors of a larger population than the one that was sampled. They are also used to gather data that describes characteristics of a population that are desired but not directly observable.

Results

Table 1

Data Triangulation of the three research instruments

Categories	Research Instruments		
	Interview	Observation Sheets	Survey
Technological tools	The incorporation of technological tools is essential during language acquisition, and gives a plus to its development.	Students are actively engaged when technological tools are used to help develop their speaking skills.	Students indicate that they like it when teachers implement technological tools in their classes.
Innovative strategies	The use of innovative strategies along with incorporation with technology has played a significant role in the student learning process.	Students show interest in English classes when the teacher uses something new in them.	Students comment that using innovative things makes them want to continue working and learning.
Speaking	Speaking is one of the most important and influential skills to acquire in the English language.	Students find it difficult to pronounce some words and do not have much vocabulary to express their ideas.	Students mention that pronunciation and vocabulary are difficult for them when they speak, but that they have improved in line with the incorporation of technology and strategies in the classroom.
Classroom environment	A good school environment fosters good learning.	A positive atmosphere is observed within the classroom and students respond actively to the activities scheduled within the classroom.	Students feel comfortable if the environment in which they work is positive.
Motivation	Motivation plays a fundamental role in a student's learning process.	Students are motivated to learn during their class lessons.	Students believe that being motivated by their teachers has made them more self-confident.

Source: results obtained from the interview with the EFL teachers, the observation sheet and survey carried out with the students.

Elaborated by: The author

Analysis

In the category 1.- Technological tools. - The statistics demonstrate that using hand-held technology instruments in conjunction with creative tactics promotes language development and improvement. During the observation sheet, it was clear that students had a good attitude and a willingness to study themes in English using interactive platforms or technological tools, which was confirmed in the survey that utilizing these tools enhances the English language teaching-learning process.

In the category 2.- Innovative strategies. - The results collected using the specified instruments revealed that instructors felt that creative tactics are an important aspect of learning English. The observation sheet revealed that students respond actively to the implementation of new strategies as well as the incorporation of technological tools, which assists students in better understanding the topics, performing and developing their activities within their pedagogical process, as evidenced by the survey, in which they claim that their behavior during lessons improves when these teaching methods are used.

In the category 3.- Speaking. – One of the most significant and essential skills within the English language, is how the teacher defines it in the interview, in such a way that during the observation sheet, it was possible to notice that the students have certain problems to develop the ability to speak, confirming in the survey that the students indicate that they have certain problems to express their ideas because they do not have a wide vocabulary and that they fear making mistakes in the pronunciation.

In the category 4.- Classroom environment. – The atmosphere of a learning process is critical. A positive setting increases the likelihood of a smooth learning

process. This is evident from the instructors' comments during the interview. The observation sheet indicated that the classroom setting is harmonious, allowing the cognitive process to improve greatly. The pupils affirm that they are comfortable with their peers and that they like working with them when the occasion comes.

In the category 5.- Motivation. - Motivation has consistently been an important aspect in the successful learning and growth of a language. Teachers believe it is critical to inspire students during their training. The data in the observation sheet shows that students are noticeably motivated when the teacher uses the technological tools in conjunction with dynamic strategies that facilitate the understanding of the language and incorporate resources within it, as well as what they say in the survey, which confirms that they are motivated and the environment is better when the teacher uses these types of strategies to enhance their skills, especially their speaking performance

Pre and Post Test Analysis

In the first stage a Pretest was taken to the student in the group B Given this circumstance and the fact that speaking is one of the most important language skills and one of the most difficult to develop, researchers have used the technological tool ELSA Speak to assess the speaking proficiency of 10th year high school students. Through a post-test, it was possible to observe that the students had maximized their knowledge, identified their mistakes, and then improved their pronunciation, intonation, vocabulary, and fluency.

This part addressed the research findings and the conversation. The study focuses on implementing the ELSA Speak Application to help students improve their pronunciation abilities. The findings were dropped from the classroom's learning activity

cycles, and the final score was applied to the post-test. It was also backed by the findings from the interview and questionnaire. It appears in the table of pronunciation scores in the T-Test table.

Table 1. Students' Pronunciation Performance in Cycle One

	Accuracy in Vocabulary	Fluency	Pronunciation	Communication /Intonation
Preliminary	3	2	3	3
C1				

The preliminary investigation found a decrease in student performance throughout cycle one. To begin with, there were around five teaching and learning classes during Cycle 1. The lesson plan was created, produced, and organized by the researcher. The researcher develops an activity called role play to analyze tenth-year high school students' speaking abilities and identify their areas of weakness in order to assist them in overcoming and enhancing their abilities. In light of this, the exercise was assessed, showing that the students struggled with language, intonation, and pronunciation in order to communicate their views succinctly and clearly. Prior to the post-test, the average pronunciation test results for 30 students were 50, with the highest score of 65.

For starters, in Cycle two, it had around various classes. The researcher developed, prepared, and arranged the lesson plan, and utilized the ELSA Speak App to learn how to pronounce. Communicative Language Teaching (CLT) was the approach employed for instruction. During the preparatory phase, activities included greeting

students, confirming their presence, and describing instructional materials and objectives. Indeed, brainstorming should always be done before the primary activities to involve students in the learning process. The average pronunciation test score for 30 pupils was 65, with the highest score of 80.

The researcher provided the materials to be read regularly before the pupils uttered them. Furthermore, role-playing was used once more with the same group of kids in order to examine the process and growth, moving beyond traditional instruction to one in which the use of technology is essential. The researcher next demonstrated the ELSA Speak Application, which could be downloaded from a smartphone, and explained the benefits, functionalities, and features accessible on the app for learning to pronunciation.

To assess students' pronunciation skills, the researcher had them read the material aloud one by one before utilizing the ELSA Speak app. In the midst of studying, it came time to use the app. The researcher provided training and instructions for running ELSA Speak. Students may also choose the degree and stages of skill development and customize them according on their pronunciation ability. The researcher watched all students' activities while using ELSA Speak in class. The children were engaged and determined to study. They have the opportunity to learn about flaws and inaccuracies in sounding words based on app system answers. The adjustment and feedback were quickly provided.

The pronunciation assessment took into account correctness in grammar, vocabulary, fluency, appropriacy, and comprehensibility. Each has various estimate ratings.

Discussion:

This fits to the (Sarmita Samad & Aminullah, 2019) research, which concluded that the ELSA Speak app was appropriate for learning to pronounce. Many of the accessible material categories were good, such as programs based on English competency level. Indeed, elements like as vowel and consonant sounds, diphthongs, syllables, and word stress can serve as learning references.

Table 2. Students' Pronunciation Performance in Cycle Two

	Accuracy in Vocabulary	Fluency	Pronunciation	Communication /Intonation
Preliminary				
C1	3	2	3	3
C2	4	3	4	5

The key differences were the learning exercises performed while utilizing the ELSA Speak App. The table above indicates considerable improvement in pupils' pronunciation skills. It arose from the second cycle's scores. Students were enthusiastic about using the ELSA Speak App to improve their pronunciation. The attitude toward learning may be influenced and managed. They can learn by themselves. This remark was reinforced by the (Haryadi, S., & Aprianoto,2020) study, which found that pronunciation apps can provide certain benefits and have a favorable influence on individual learning and classroom involvement.

The results presented suggests that the ELSA Speak App can provide greater stimulation and input to kids who are learning to pronounce and speak. Students will find it highly useful and handy to use in the classroom. This new software offers a

variety of functions, including student grades in English, ranging from beginner to advanced. The instructor can utilize it at any moment to help with pedagogical design.

Conclusions

The results and discussion in the previous section indicate that the ELSA Speak application can increase students' pronunciation abilities and motivation. This was demonstrated by the pupils' performance and the results gained. Students can hear and replicate sounds just like they would in their original language. Students' voice recordings can be promptly received in the system and corrected as good.

The study emphasizes the need of a student-centered pedagogy that uses technology to enhance involvement, cooperation, and authenticity in language acquisition. While there are variations in the availability of electronic resources among educational institutions, there is a strong desire and potential among students and instructors to employ technological tools in the English learning process. However, more integration and reflection on how to properly use technology in the classroom, as well as appropriate teacher training in its deployment, are necessary.

To ensure successful and efficient learning, relevant app selections for language skills should be considered before employing them in teaching and learning.

English teachers cannot ignore their own English skills. Successful language instruction relies on the teacher's pedagogy and classroom management skills. Furthermore, teachers should understand their pupils' wants and desires. Finally, English instructors should consider the ELSA SPEAK App as appropriate technology for teaching pronunciation skills.

Bibliography

- Avedian, A., & Law School, H. (2014). Survey Design. Harvard Law School.
<http://hnmcp.law.harvard.edu/wp-content/uploads/2012/02/Arevik-Avedian-SurveyDesign-PowerPoint.pdf>
- Carrier, M. (2017). Automated Speech Recognition in language learning: Potential models, benefits and impact. *Training Language and Culture*, 1(1), 46–61.
<https://doi.org/10.29366/2017tlc.1.1.3>
- Dang, X. T. (2013). ICT in Foreign Language Teaching in an Innovative University in Vietnam: Current Practices and Factors Affecting ICT Use. La Trobe University: Australia.
- Dang, H. T. & Nguyen, T.H.N. (2014). An Exploratory Study of ICT use in English Language Learning among EFL University Students
- Haryadi, S, H., & Aprianoto, A. (2020). Integrating “English Pronunciation” App into Pronunciation Teaching: How It Affects Students’ Participation and Learning. *Journal of Languages and Language Teaching*, 8(2), 202. <https://doi.org/10.33394/jollt.v8i2.2551>
- Joy Calvo Benzie, Y. (2017). Contributions of new technologies to the teaching of English pronunciation. *Language Value*, 9(9), 1–35. <https://doi.org/10.6035/languagev.2017.9.2>
- Jung, S. H. (2006). The Use of ICT in Learning English as an International Language. The University of Maryland, College Park, the USA.
- Kannan, J., & Munday, P. (2018). New trends in second language learning and teaching through the lens of ICT, networked learning, and artificial intelligence. *Circulo*

de *Linguistica Aplicada a La Comunicacion*, 76, 13–30.

<https://doi.org/10.5209/CLAC.62495>

Majid, I. ICT in Assessment: A Backbone for Teaching and Learning Process. United International Journal for Research & Technology, <https://uijrt.com/v1i3/uijrtv1i30006>

Mercer, N., Hennessy, S., & Warwick, P. (2019). Dialogue, thinking together and digital technology in the classroom: Some educational implications of a continuing line of inquiry. *International Journal of Educational Research*, 13. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0883035517303877?via%3Dihub>

Neri, A., Cucchiarini, C., & Strik, H. (2008). The effectiveness of computer-based speech corrective feedback for improving segmental quality in L2 Dutch. *ReCALL*, 20(2), 225–243. <https://doi.org/10.1017/S0958344008000724>

Porter, L. R. (2004). *Developing an Online Curriculum: Technologies and Techniques*. Melbourne: Information Science Pulsing.

Rendall, H. & Davies, G. (2012). *Using Word-processing and Presentation Software in the Modern Foreign Languages Classroom*. Information and Communication Technology for Language Teachers. Slough: Thames Valley University.

Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1), 5–22. <https://doi.org/10.1177/0033688214561621>

Sarmita Samad, I., & Aminullah, A. (2019). Applying ELSA Speak Software in the Pronunciation Class: Students' Perception. *Edumaspul -Jurnal Pendidikan*, 3(1), 56–63. <https://doi.org/10.33487/edumaspul.v3i1.85>

Trujillo, M. (2015). Analysis of the impact of technological tools of e-learning as a benefit in the teaching-learning process of fourth and fifth level students of social communication at the Salesian Polytechnic University headquarters in Guayaquil. Guayaquil.

Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Education*, 4(1), 1–14. <https://doi.org/10.1080/2331186X.2017.1347081>