

**LEARNING APPS FOR THE DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH AS A
FOREIGN LANGUAGE STUDENTS**

**APLICACIONES DE APRENDIZAJE PARA EL DESARROLLO DE LA HABILIDAD ORAL
EN ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA**

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Resumen

Este documento examina el efecto de las tecnologías de aplicaciones móviles en las habilidades orales de los aprendices de inglés como lengua extranjera (EFL). Dado el bajo nivel de competencia en inglés en Ecuador, atribuido a la falta de práctica en comunicación oral y métodos pedagógicos desactualizados, así como el conocimiento tecnológico limitado entre los profesores, este estudio tiene como objetivo promover el uso de herramientas tecnológicas como HelloTalk, Speaky y Mondly para un aprendizaje más significativo y atractivo. La metodología implementada fue mixta, con una muestra de 50 estudiantes de secundaria. La fluidez, pronunciación, vocabulario, coherencia e interacción de los estudiantes fueron evaluadas con una prueba previa y una posterior. Los resultados mostraron una mejora significativa debido a la intervención tecnológica, particularmente en lo que respecta a la fluidez verbal, la confianza

general y la comunicación oral. El uso de aplicaciones que implementan el Modelo de Aprendizaje Colaborativo Tándem permitió a los estudiantes interactuar con hablantes nativos o con IA, facilitando el contexto de práctica. Además, hubo un alto grado de motivación y autonomía entre los estudiantes a medida que ingresaron a espacios de aprendizaje auto dirigidos. El estudio Tecnología móvil en la enseñanza del inglés destaca que el aprendizaje del idioma inglés se refuerza con la ayuda de aplicaciones móviles, siempre que se utiliza un marco pedagógico sólido para su implementación. Este marco debe ir más allá de las habilidades de comunicación básicas e incluir un enfoque integrado que prepare a los estudiantes para navegar en entornos profesionales globalizados reales.

Palabras clave: Fluidez oral, Móviles, Aprendizaje colaborativo, Enseñanza del Inglés, Competencia comunicativa.

Abstract

This paper examines the effect of mobile application technologies on the speaking skill of English as a Foreign Language (EFL) learners. Given the low level of English proficiency in Ecuador, attributed to a lack of oral communication practice and outdated pedagogical methods, as well as limited technological knowledge among teachers, this study aims to promote the use of technological tools such as HelloTalk, Speaky, and Mondly for more meaningful and engaging learning. The methodology implemented was mixed, with a sample of 50 high school students. Students' fluency, pronunciation, vocabulary, coherence, and interaction were assessed with a pre- and post-test. The results showed significant improvement due to the technological intervention, particularly regarding verbal fluency, overall confidence, and oral communication. The use of applications that implement the Tandem Collaborative Learning Model allowed students to interact with native speakers or AI, facilitating the practice context. Furthermore, there was a high degree of motivation and autonomy among students as they entered self-directed learning spaces. The study *Mobile Technology in English Teaching* highlights that English language learning is enhanced with the help of mobile applications, provided a solid pedagogical framework is used for their implementation. This framework must go beyond basic communication skills and include an integrated approach that prepares students to navigate real-world, globalized professional environments.

Keywords: Speaking fluency, Mobile applications, Collaborative learning, English language teaching, Communicative competence.

Sumário

Este artigo examina o efeito das tecnologias de aplicativos móveis nas habilidades orais de alunos de inglês como língua estrangeira (EFL). Dado o baixo nível de proficiência em inglês no Equador, atribuído à falta de prática de comunicação oral e métodos pedagógicos

desatualizados, bem como ao conhecimento tecnológico limitado entre os professores, este estudo visa promover o uso de ferramentas tecnológicas como HelloTalk, Speaky e Mondly para uma aprendizagem mais significativa e envolvente. A metodologia implementada foi mista, com uma amostra de 50 alunos do ensino médio. A fluência, a pronúncia, o vocabulário, a coerência e a interação dos alunos foram avaliados por meio de um pré e um pós-teste. Os resultados mostraram uma melhora significativa devido à intervenção tecnológica, particularmente em relação à fluência verbal, à confiança geral e à comunicação oral. O uso de aplicativos que implementam o Modelo de Aprendizagem Colaborativa Tandem permitiu que os alunos interagissem com falantes nativos ou com IA, facilitando o contexto de prática. Além disso, houve um alto grau de motivação e autonomia entre os alunos ao ingressarem em espaços de aprendizagem autodirigida. O estudo "*Tecnologia Móvel no Ensino de Inglês: Tendências Atuais e Futuras*", de Mérida (2015), destaca que a aprendizagem da língua inglesa é potencializada com o auxílio de aplicativos móveis, desde que seja utilizada uma estrutura pedagógica sólida para sua implementação. Essa estrutura deve ir além das habilidades básicas de comunicação e incluir uma abordagem integrada que prepare os alunos para navegar em ambientes profissionais globalizados e reais.

Palavras-chave: Fluência oral, Aplicativos Móveis, Aprendizagem colaborativa, Ensino de inglês, Competência comunicativa.

Introduction

The acquisition and improvement of oral proficiency is a linguistic aspect that requires a series of appropriate strategies and methods to achieve the goal of English learning for students (Haryanti et al., 2021). However, in Ecuador, a discrepancy is observed that shows a considerable decline, as indicated by the latest EF English Proficiency Index study (Primicias, 2024). Ecuador ranks as the nation with the lowest English language proficiency and has

not yet achieved a level of English proficiency that meets the guidelines of the Common European Framework of Reference for Languages. One of the factors contributing to the inadequacy of English language proficiency is the insufficient attention given to English language learning, as well as the neglect by English educators in promoting interest in acquiring it. Furthermore, the Ecuadorian educational system, particularly in public institutions, shows academic inadequacy, particularly in the field of English, where only one to two hours of English are taught daily. The results have proven unsatisfactory, hindering the development of language skills and, consequently, limiting access to positions that meet these requirements and offer a more supportive work environment. Developing oral skills in learning this English-speaking language has always been a challenge for many students (Aziz & Kashinathan, 2021). This difficulty is due to the limited practice of this language skill, given the tendency of many educators to focus on a single structure in their lessons, specifically grammar and vocabulary, optimizing the limited time available to comprehensively address their curriculum. This leads to the weakening of this skill and, consequently, insufficient development of oral skills for communication in the educational setting.

Another frequently identified problem is that educators, despite having qualifications in English instruction, currently lack up-to-date or B2-level English proficiency. This translates into limited skills to enhance students' oral comprehension. This is compounded by insufficient technology management; in other words, educators face obstacles in accessing various technological resources and providing a more effective visual, fun, and pedagogical methodology (Jarilkapovich, 2025). This

facilitates the transmission of knowledge and the improvement of the four English language skills. Technology plays an essential role in human progress. With the advancement of society, there has been a need to adapt to the use of technological resources, not only for personal development but also in professional and academic settings. Consequently, according to Xiao & Zhi (2023), the use of technological devices is becoming increasingly important, including the performance of tasks previously performed by humans, such as acquiring skills in a language other than their native language. The emerging generation of the 21st century has explored innovative technological alternatives with the aim of promoting human evolutionary development (Al-Emran, 2023). In this context, we refer to cognitive development, in which students replace their traditional study and learning devices with technological cultural innovation, turning to various virtual tools to optimize their work and professional life. The implementation of ChatGPT and the use of artificial intelligence are presented. These tools have evolved and optimized their functionality to provide a more efficient response to the data requested by the user, providing clear and precise answers (Vassallo, & Telles, 2006).

Therefore, the objective of this study is to investigate the impact that technology has on the development of oral skills in students of English as a foreign language (Warschauer & Kern, 2000). This research seeks to measure how these technological tools, such as mobile applications, can be effectively integrated into the educational system and to find the most appropriate strategies to optimize their use. The study, with a qualitative and quantitative approach, will provide evidence on the effectiveness of these tools with the aim of making suggestions for improving teaching practices and fostering stronger communication

skills among students. According to Godwin-Jones (2018), developing oral language skills requires a series of processes that can achieve communicative mastery, as outlined in the Common European Framework of Reference for Languages (CEFR) for defining linguistic competence. The acquisition of a foreign language (FL) is considerably complex. Students employ a set of processes that make up an "interlanguage" (a linguistic system in perpetual transformation) (Rosell-Aguilar, 2017). This procedure involves the acquisition of systematic linguistic behavior by the student during the learning and assimilation of a foreign language. This behavior will develop as the student progresses and acquires greater proficiency in that foreign language.

This system undergoes progressive evolution in the learning process; that is, compared to their native language, foreign language students construct grammatical structures in their minds and functionally apply them through verbal or communicative expression of the language. This dynamic grammar progressively modifies as the student progresses in acquiring English; from the simplest to the most complex elements, with the goal of achieving proficiency and establishing a relationship between their learning, thus making English their second language. Students who acquire English as a foreign language experience a more functional education; their learning development takes place in the context of classrooms (Han & Bailenson, 2024). This circumstance is attributed to the use of the language in non-English-speaking nations. However, to promote more meaningful learning, it is crucial to establish an environment that stimulates interest in acquiring it. Students regularly require these educational environments to practice their oral skills, in contrast to students who study English as a second language, who use it daily and

commonly acquire skills and language that are useful in their content sessions (Murphy, 2014). In this research, when referring to educational environments or contexts, it refers to virtual or technological learning, which enhances student motivation toward acquiring the English language (Chen et al., 2021). Furthermore, it involves improving educators' pedagogical skills to engage students through their teaching and learning methods, capture their interest in their studies, and improve their English proficiency through fun and interactive resources. In this research, the use of both virtual and mobile applications (called APPs) is integrated into the learning contexts or areas, as detailed in the following section.

The introduction of technological resources such as new communication tools, mobile applications, audiovisual equipment, or even digital whiteboards, is, from a pedagogical point of view, lacking strong linguistic reasoning. Therefore, such approaches will not greatly aid language proficiency and can result in transforming a class into a shoddy spectacle revolving around the casual use of technology without an academic purpose. To say that information and communication technologies (ICTs) are a kind of unprecedented innovation in the domain of teaching and learning stems from a marketing and consumerist approach to education. Nevertheless, the relative importance and contribution of technology in learning English as a foreign language cannot be denied. Such technology is, for all intents and purposes, vital today, especially when English is taught through the use of communicative tasks that provide much richer experiences than what can be obtained from contact, the necessity, and the restrictions imposed by the desire to learn a prestigious foreign language (San Lucas et al., 2021). The applications discussed below are programs that

can be used across a variety of devices (PCs, mobile devices, smartphones, laptops, among others). They are free to access, allowing students to log in at no cost and download or work online. This allows students to complete their assignments and interact as a team, either with artificial intelligence, with teachers through subscriptions, or with people from other countries who share the same desire to learn and improve their communication skills. This last statement refers to the possibility for educators to register for these applications and be able to either complete exercises or select topics predetermined by the application. This facilitates the assessment of students' academic progress and the identification of gaps or weaknesses in their oral proficiency.

This segment details how this approach can enhance proficiency through collaborative learning, in which multiple participants of different languages merge to achieve a collective result, but simultaneously on an individual level. According to Ortega (2020), the term Tandem translates as "bicycle for two people." It denotes the interaction of two individuals seeking to improve or perfect a skill or competence. This term is used to justify the importance of group collaboration in improving English proficiency. This learning model is based on three essential principles: reciprocity among group members, student autonomy in acquiring knowledge, and bilingualism. In this platform, participants focus on a single language, despite having multiple languages. This facilitates collaborative and unique learning in a single language, excluding any other languages that could diversify their learning. This learning model can be used in mobile applications, allowing students to learn this English-speaking language from anywhere, inside and outside the classroom. There are countless types of tandem apps that many

students use today (e.g., Speaky, Talky, Mondly, among others); these offer informal and easy-to-use learning. Below are three types of apps to strengthen speaking skills.

- HelloTalk: One of the greatest challenges in teaching and learning English is developing motivating classes that spark students' interest in learning the language, since, according to Gardner, (2010), motivational attitudes are intrinsically related to success. With this in mind, the justification for developing this proposal is based on the idea that the teacher's production of teaching materials can make English classes more satisfying.
- Speaky: This platform facilitates language practice through voice messages and video calls, allowing students to work on their fluency within a natural context. Like its competitors in the field, Speaky stands out for its simplicity and effectiveness, as well as its user-friendly interface.
- Mondly: By implementing cutting-edge technologies such as augmented reality and voice recognition, Mondly makes it easy for users to practice speaking in an interactive and engaging environment. Drobot (2022) conceptualizes it as a holistic application that integrates grammar and vocabulary exercises, and, in particular, conversation activities, with the goal of improving students' oral fluency.

In the globalized world, individuals are increasingly connected, and the Internet has become an important component of support in various areas of knowledge (Jarrahi & Sawyer, 2013). These applications have increased their popularity in terms of use, positioning themselves as a tool that facilitates connection with native English speakers. Their goal is to practice oral proficiency through the use of voice messaging and real-time calls. These

facilitate the formation of a community within this group and interaction with native English speakers. In addition to this service, they provide translation and grammatical correction, thus facilitating students' understanding and optimizing their learning of this foreign language (Babayev, 2025). The implementation of these applications aimed at strengthening English language skills enables educators to innovate their strategies, transforming the classroom into a dynamic and interactive environment, with a constant connection with students who are integrated into this virtual technological era. For the analysis, interpretation, and evaluation of the objectives associated with the use of applications for English language learning, Figure 1 provides a coherent comparative analysis. It articulates the most significant objectives, considerations focused on errors, the role of culture and linguistic exchange, along with suggested mobile platforms. The mobile platforms presented are used in pedagogical contexts based on relevant theoretical principles that demonstrate the viability of collaborative language learning using a Tandem model (Bang, 2024). This involves tools that optimize fluency, accuracy, and intercultural competence, such as HelloTalk, Speaky, and Mondly. Digital learning apps can contribute to the development of all four language skills, but they are primarily designed to support oral practice (Guillén et al., 2020). Within an instructional classroom or specialized context,

Materials and Methods

For this research, we worked with a population of 100 students in the first through third years of high school at the Cinco de Octubre Public Educational Unit, located in the Naranjito canton, Guayas province. From this population, a sample of 50 students was selected using non-probability convenience sampling, which

oral practice is often carried out using a variety of methods; however, it is worth mentioning that students may not be motivated to participate in oral exercises unless they feel they are within a meaningful context. Apps help provide this practice as dynamic contexts where the specific support intended by the teacher is also provided.

Table 1. *Comparative Table: Communicative Goals and Mobile Applications in Developing Speaking Skills in EFL (Tandem Model)*

Communicative goal	Correction focus	Importance of exchange	Recommended mobile apps	Theoretical support
Increase oral fluency	Low focus on formal correction ; priority on speech content	High: authentic conversation with native speakers	Hellotalk, Speaky	Kanserini et al. (2025); Irmayani, Rahmawati et al. (2024)
Improve formal language accuracy	High: focus on errors and linguistic form	Medium: requires guided interaction or feedback	Mondly, Hellotalk (tutor mode)	Nursezim & Akimkhano va (2024)
Improve writing competence	Essential correction ; feedback method is crucial	Medium: written or asynchronous interaction enables reflection	Speaky (chat mode), Hellotalk (text correction)	Babayev (2025)
Cultural exchange	Secondary correction ; focus on cultural aspects	Very high: sharing and understanding cultural contexts	Hellotalk, Speaky	Guillén, Sawin, & Avineri (2020)
Professional topics or personal interests	Moderate correction , focused on specific content	High: shared interest and topic expertise are necessary	Speaky, Hellotalk (thematic groups)	Murphy (2014)
General language improvement (multifunctional)	Mixed: balance between form, content, and culture	High: comprehensive development through real practice	Mondly, Speaky, Hellotalk	Godwin-Jones (2019)

Source: Own elaboration

allowed participants to be selected intentionally and randomly from the available groups. This type of sampling, while not guaranteeing statistical generalizability, is suitable for exploratory studies in real educational contexts and facilitates direct access to the study subjects, allowing for the observation of relevant trends in the development of oral skills in English as a foreign language. From a

quantitative approach, the research was documentary and comparative in nature, focusing on a review of literature and educational experiences, both nationally and internationally, on the use of applications with teaching purposes to improve oral expression in students of English as a foreign language. No experimental testing was carried out because the information was systematized and validated from secondary sources. The main purpose of this research was to determine, characterize, and evaluate the effectiveness of digital tools in reinforcing oral expression in the English language. It also compiled academic studies, articles, theses, and institutional documents captured in databases. These documents were subjected to content analysis procedures that facilitated the generation of categories such as oral interaction, learning autonomy, feedback, motivation, and communicative effectiveness.

The study identified common standards that reinforce the use of tools such as HelloTalk, Speaky, and Mondly, as well as their impact on speaking skills development. The study shows how these apps provide interactive environments, enable interaction with fluent speakers, and assist in language practice, which is necessary for learning a foreign language. In

this way, the study contributes a well-founded and well-supported analysis of the impact that language learning apps have on English language teaching, deepening the relationship between educational technology and the teaching of communicative skills. For this field study, three key tools were used to assess the acquisition and progression of oral proficiency. The pretest assessed the student's initial oral proficiency without technological intervention. The posttest refers to a structured dialogue using applications, the purpose of which is to create a concise conversation with a native speaker or an artificial intelligence. The posttest then details in English the topics covered in the conversation and the new expressions used. It is imperative to grade both activities using the previously established rubric (see Table 2). The grades obtained will facilitate a quantitative comparison, while teacher observations and student reports will enable a qualitative analysis of the oral progress achieved. This rubric is designed to evaluate the oral performance of students learning English as a foreign language, following their use of mobile applications such as HelloTalk, Speaky, and Mondly. The assessment includes five key criteria, each rated on a scale from 1 to 4, where 1 represents the lowest performance and 4 the highest.

Table 2. *Rubric for assessing oral English performance using learning apps*

Criterion	Level 1 (Low)	Level 2 (Basic)	Level 3 (Satisfactory)	Level 4 (Advanced)
Fluency	Frequent pauses, broken speech, and great effort needed to communicate.	Occasional pauses, maintains communication with difficulty.	Fluent speech with few interruptions; communicates understandably.	Fluent, natural, and continuous speech with appropriate rhythm.
Pronunciation	Hard to understand due to frequent pronunciation errors.	Limited pronunciation; understandable with effort.	Good pronunciation with minor errors that don't hinder communication.	Clear and precise pronunciation, close to competent speakers.
Vocabulary	Very limited vocabulary; repeats words or uses inappropriate terms.	Basic vocabulary use with some limitations in expressing ideas.	Adequate vocabulary use with good variety and precision.	Extensive, varied, and accurate vocabulary use.
Discourse Coherence	Disorganized ideas, no structure or connection between them.	Basic structure with some idea connections.	Organized discourse, clearly connected ideas.	Well-structured, logical, and cohesive discourse.
Interaction and Spontaneity	Fully dependent on the interlocutor; forced or memorized responses.	Limited interaction; brief and unspontaneous responses.	Active participation and appropriate responses in interaction.	High degree of spontaneity and control in communication.

Source: Own elaboration

Results and Discussion

An oral skills activity using image-based activities was implemented to encourage students to describe what they saw, using phrases ranging from simple to complex, depending on their English level. A similar exercise was also developed for the post-test, to compare the results obtained before and after the intervention. Through statistical interpretation of these data, notable differences were detected that demonstrate an improvement in academic learning and reading comprehension skills.

Result Report - Oral Assessment in English (Pretest)

This report presents the results obtained during the initial oral assessment (pretest) administered to 50 students, using a rubric that considered five criteria: Fluency, Pronunciation, Vocabulary, Speech Coherence, and Interaction/Spontaneity. The activity was conducted before the use of mobile applications (Mondly, HelloTalk, and Speaky). This report presents the results of the initial oral evaluation (pretest) conducted with 50 students, using a rubric that assessed five criteria: Fluency, Pronunciation, Vocabulary, Discourse Coherence, and Interaction/Spontaneity. The activity was carried out before the implementation of mobile learning applications (Mondly, HelloTalk, and Speaky). The table below shows the average scores per criterion:

Table 3. Average score per criterion in the oral pretest evaluation

Criterion	Pretest Average
Fluency	1.74
Pronunciation	1.42
Vocabulary	1.52
Discourse	1.58
Interaction	1.42

Source: Own elaboration

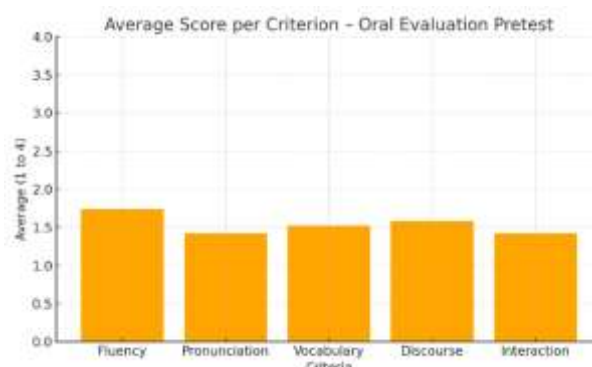


Figure 1. Average score per criterion in the oral pretest evaluation

The pretest results reveal a general trend of unsatisfactory performance in oral skills among 50 students who were assessed before using mobile apps as learning tools. The averages obtained across the five criteria assessed range from 1.40 to 1.72, indicating a predominance of basic or low levels (levels 1 and 2 depending on the rubric used).

- The highest average was reported for the Fluency criterion, at 1.72. This suggests that although students experience frequent pauses and struggle to maintain conversational flow, some are able to convey simple ideas in an understandable manner.
- Discourse coherence (1.62) and vocabulary (1.54) indicate that students have the ability to formulate and organize simple ideas, albeit within a limited vocabulary range and with considerable difficulty constructing cohesive sentences.
- Interaction and spontaneity, along with pronunciation, obtained the lowest averages (1.42). This demonstrates a high dependence on the participant or stimulus, and creates considerable difficulty in clearly articulating words.

These results reflect that student are at an early stage in the development of oral skills in

English, which means they need more personalized assistance to improve their expressiveness. The gaps are quite revealing in terms of the attention that needs to be devoted to teaching methods that support natural interaction, active use of vocabulary, and real-life communicative experiences for improved pronunciation.

Results Report - Oral Assessment in English (Posttest)

The posttest results show a notable improvement in the learners' oral expression skills after using the HelloTalk, Speaky, and Mondly mobile apps. The averages for each criterion increased compared to the pretest, ranging from 2.76 to 3.12, indicating that their performance is mostly at satisfactory and advanced levels. Fluency has the highest average (3.12), demonstrating that the students have improved their ability to speak effortlessly for extended periods of time. Pronunciation and vocabulary also made significant progress (2.96 and 2.84, respectively), demonstrating better command of the sounds of the language and greater vocabulary use. Interaction and spontaneity reached 2.76, indicating that the learners have gained more confidence to participate more freely in conversation. Finally, the coherence of the discourse marked an average of 2.82, which shows that there was greater and clearer organization in the ideas presented (See table 4, graph 2).

Table 3. Average score per criterion in the oral posttest evaluation

Criterion	Posttest Average
Fluency	2.72
Pronunciation	2.78
Vocabulary	2.86
Discourse	2.94
Interaction	3.06

Source: Own elaboration

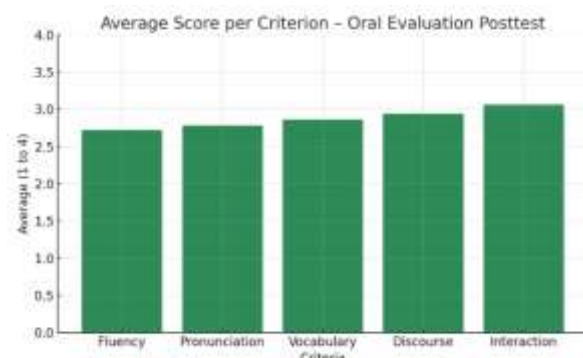


Figure 1. Average score per criterion in the oral posttest evaluation

This analysis, based on the evidence collected, suggests that the use of mobile devices had a positive impact on the development of oral expression in English. The results show a progressive improvement in fluency, pronunciation, vocabulary, and discursive coherence. This is largely attributed to the constant and contextualized practice provided by mobile applications in real or simulated communication environments. Furthermore, students demonstrated greater autonomy and motivation when interacting with technological tools adapted to their language needs. Overall, the digital learning environment promoted a more meaningful and effective experience for strengthening oral proficiency. The results obtained before and after the intervention show a considerable improvement in students' oral speaking skills, suggesting that the use of mobile applications represents an effective pedagogical strategy for strengthening communicative competence in English as a foreign language. Before using digital tools, students showed low levels in all the criteria assessed, particularly fluency, pronunciation, and spontaneity. However, after continued exposure to interactive and functional learning environments, scores increased significantly.

The contextualized practice offered by platforms such as HelloTalk, Speaky, and

Mondly allows students to face real-life communication situations, both with native speakers and with artificial intelligence designed to simulate authentic conversations. This approach promotes oral production by reducing anxiety, encouraging independent practice, and providing immediate feedback. Improvements in speech coherence were also observed, an aspect that benefits when students have greater control over the language and become familiar with common communicative structures in real-life contexts. It is worth highlighting that technology-mediated learning responds to the principles of active pedagogy and meaningful learning, as it places the student at the center of the learning process. These findings are consistent with previous studies highlighting the positive impact of mobile resources on foreign language acquisition, especially with regard to spontaneous and frequent oral practice.

Conclusion

This study showed that the use of mobile applications such as HelloTalk, Speaky, and Mondly significantly contributes to the development of oral skills in students of English as a foreign language. A comparison of pre-test and post-test results revealed a notable increase in fluency, pronunciation, vocabulary, discourse coherence, and interaction, reflecting real progress in students' oral production. This progress demonstrates that mobile technologies, when integrated for pedagogical purposes, become effective tools for enhancing communicative skills. Furthermore, it was found that the constant use of these applications favors contextualized and spontaneous language practice, promoting dynamic, accessible, and personalized learning environments. Students interacted in situations that were close to real-life communicative situations, which reduced language anxiety and

improved speaking confidence. In turn, the interactive and motivating nature of these platforms encouraged active participation and autonomy in the learning process, essential elements for progressive mastery of a foreign language. The integration of mobile applications in education, particularly in language teaching, represents an innovative and relevant teaching alternative aligned with current educational challenges. Its planned implementation, accompanied by clear pedagogical criteria, is recommended to ensure its educational impact. This contributes not only to the development of specific language skills but also to the development of autonomous, competent students prepared to communicate effectively in real-life, globalized contexts.

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