

ENHANCING SPEAKING SKILLS THROUGH ICTS: A STATE OF THE ART

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Abstract

The present study is a state of the art with the purpose of informing about what literature displays about the enhancement of EFL speaking skills under virtual learning environments, by means of ICT resources. This study is focused on the qualitative paradigm and its type is documentary research. Data was collected through a systematic revision of documents framed in the last five years in Colombia and two rubrics with detailed information. Findings show how effectively the Speaking skill can be enhanced on virtual learning along with pedagogic strategies, where EFL learners achieved certain goals on this skill using diverse ICT resources, evidencing progress in this skill.

Key words: EFL learners, ICT, Speaking skills, Virtual Learning

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CHAPTER I

CONTEXTUALIZATION

Target population

This research focuses its attention on the high school population. In particular, this educational group operates from sixth to eleventh grade in Colombia at the national level. As the Ministry of Education (2008) established, the age ranges of high school students are approximately 11 to 16 years old. These grades are developed in both public and private schools. Likewise, the Ministry of Education on decree 1850 of 2002 has stipulated that these students must complete a minimum of 30 hours of class per week, which implies 1,200 hours a year. In general, students in the last courses such as tenth and eleventh fulfill two (or more, depending on the institution: public or private) additional hours to the minimum required for the fulfillment of the graduation requirements.

In the same way, institutions have the autonomy to establish a particular study plan that determines the objectives by levels, grades, and areas, the methodology, distribution of time, evaluation and management criteria based on the guidelines given by the Ministry of National Education in Colombia. Thus, this population is framed on the basic standards of competences in which they must develop their learning process with its thematic contents such as Language, Mathematics, Science, Citizenship, as well as Basic Standards of Competences in Foreign Languages, specifically the English language.

In this regard, the ministry of National Education (2006), on the Basic Standards of Competences in English has stipulated levels according to the language proficiency of students in English based on the Common European Framework. In this high school population, sixth and seventh grade are framed on A2 basic level, while courses from eighth to eleventh are placed on pre-intermediate b1 level, which is the minimum level for 100% of the high school graduates.

In detail, considering the cognitive aspect on this population, Tassoni (2016) expounds individuals within 11 and 12 years old can reason and apply logic to problems, transfer data from one situation and use it in another, become more creative, they can read, write, and speak confidently and their preferences for subjects are increasing. Else ways, adolescents between 13 and 16 years old can think abstractly, are curious about sources of

information, more globally aware, they have clear preferences for subjects, and are familiar with future education and careers.

In the case of the affective factor on this population, Tassoni (2016) explains that individuals between 11 and 12 years old are worried about creating friendly ties -mostly same sex, they are worried about external thoughts about them, and are often unsure about changes on them. On the other hand, adolescents between the ages of 13 and 16 have constant changes in their self-esteem, they need to resolve changes into adulthood, they are more assured about changes in settings, spend more time with friends than family, and peer pressure has a significant influence on them. Eventually, the statement of the problem of this study is going to be exposed.

Statement of the Problem

Currently, the English language has become an indispensable resource in an increasingly globalized world. Due to this, it is of great importance to have an adequate performance, considering its skills. However, despite this, Colombia does not display an accurate management of this language.

In this regard, it is fundamental to mention the statistics, revealing low English proficiency in the national context. According to EF English Proficiency (2020), which analyzed data from 2.2 million non-native English speakers in 112 countries and regions, indicated that the English proficiency in Colombia is low. This country was ranked 81st out of 112 countries worldwide. In addition to this, the Ministry of National Education suggests that high school students should reach a B1 level (based on the Common European Framework), upon completion of their studies. However, according to the ICFES results in 2015, more than half of the students failed to pass level A2. Also, ICFES (2017) published a document where the average English per school is mentioned; the 5% of people who have level -A was reduced, this percentage was distributed in levels A1 and A2. In the same way, according to the ICFES (2020) report on the results of the "Saber 11" being a national exam that measures student's performance on the basic school competences, carried out in the eleventh grade both in private and public schools twice a year, once for each calendar, described that eleventh-grade students at the national level decreased in English scores between 2017 and 2020. These figures allow to affirm that students do not reach an adequate level when they finish high school.

In depth, speaking is a fundamental skill for communication and interaction with others. Furthermore, it also allows the practice of other skills such as listening and writing, as well as interaction, transmission and expression between individuals and their cultures, generating necessary and important bonds in an increasingly competitive and demanding world at the educational, professional, and personal levels, which requires the development of this skill, that is why it is fundamental to keep promoting and motivating its progress. But adversely, it is not being developed in a productive way in Colombian students, which does not allow success, being evident on national and international tests and statistics, previously mentioned. (ICFES, 2020, EF English Proficiency, 2020). In fact, it can be seen that there are no suitable strategies or alternatives that lead students to a real and functional performance in their English speaking, in order to motivate them and progress in this skill. (Romaña, 2015; Murillo, 2020; Lopez et al., 2020). In this sense, Bouhassoun and Mostefaoui (2020) explain how motivation has a palpable impact on the proficiency of the Speaking skill where “motivation plays an essential role in the teaching-learning process. It is one of the key factors which determine students’ success or failure” (p. 3). Then, without this factor on learners, it is not possible to achieve proficiency in this fundamental skill for communication.

In this line, Murillo (2020) claims that there is a need for an atmosphere in classes that might lead learners to face as well as overcome insecurities, fears, and nerves in EFL Speaking skill, considering that they should be motivated on their own educational process. Also, as this researcher mentions, the participation of the students in classes is missing and motivation needs to be raised in this educational context. In like manner, Romaña (2015) expounded that EFL learners tend to display low scores, especially while assessing the spoken performance, students have limited opportunities to speak English during ordinary classes, leading to lack of motivation that, according to him, is a recurrent factor in most of foreign language educational frameworks. Therefore, there is a need for oral production using convenient strategies as well as an accurate and useful use of the technology taking into account the resources it can offer to promote motivation and stimulate the progress of this skill on English as a Foreign Language (EFL) learners.

Subsequently, considering the current globalization, Information and Communication Technologies (ICT) has generated a palpable impact, attributable to the tools and utility that it can be given in all contexts including the educational. Alves et al. (2016) affirmed that “the role of ICT in education is becoming more important day by day, and such importance will

continue to grow and develop throughout the 21st century” (p.405). In that vein, Virtual learning can generate productive effects on language learning as explained by Alves et al. (2016) this environment for educational purposes is beneficial "due to the tools which compose them and to the support they give to students, teachers and institutions" (p.404). Remarkably, it has been seen that there is a perceptible need for a resource able to allow EFL students to increase their interest and motivation to learn and improve their level of English, and that is precisely what virtual learning through ICT does. Raja and Nagasubramani (2018) explained that with “the use of modern equipment technology and tools, the learning and interactivity of students increases. They [learners] also find it much more interactive, as well as full of interesting areas, when aided by technology” (P.33). Therefore, it is unavoidable to make use of ICT in virtual learning, which can generate better results in students of English as a foreign language, understanding that it is a dynamic alternative and traditional teaching sometimes does not provide the necessary hook for this specific population.

Accordingly, it allows us to understand the need for improvement in the target language, the lack of motivation from EFL learners to speak English leading to a need to use accurate, dynamic, and catching strategies as the ICT in virtual learning to improve the speaking skill.

Rationale

The English language has currently become one of the most used worldwide. In fact, this language has become the bridge for any individual to the globalized world. In like manner, this enables interaction, communication, expression of ideas, among other elements that broadly create important bonds in human beings, considering the power of scope it has.

Speaking is one of the four macro skills, fundamental for successful communication with people of diverse cultural frameworks. As a result, the development of this linguistic skill allows students to interconnect, share experiences or situations with foreigners or people around them. Thereby, it is essential for students to develop this skill to communicate effectively, understanding that English is a crucial resource for progress and generates connections in a demanding present, implying a constant orality between individuals that allows for an educational, personal and above all professional success.

In this line, to foster the Speaking skill in EFL students, Virtual learning by means of ICT generates great effects on learners. In this sense, as Harandi (2015) mentions that Virtual

learning “can be a very good learning practice that can exceed the education you may experience in a crowded classroom” (p. 426). Thus, it could be a useful resource in the EFL context, leading students to increase motivation, and the learning framework would be more dynamic as Kishor (2020) explained how ICT provided new ways of learning that really interest students with dynamic and innovative resources completely reachable, as well as teachers having the chance to teach from the flexibility this offers.

In connection with this, the use of ICT is primordial, bearing in mind all the resources and elements available and helpful online. Indeed, it becomes a fruitful means for education as Tristiana (2018) explains “the ICT has the prominent role for effectiveness of the teaching and learning in the classroom. This provides the facilities which both teacher and students can take the benefits from, such as for teaching aid, interaction aid and media” (p. 2). For instance, it becomes a suitable alternative for EFL education.

Notably, similar studies have been applied, seeking the enhancement of the Speaking skill in EFL learners through Virtual learning by using ICT. In first place, Alba and Betancur (2020) conducted a study at Universidad Pedagógica Nacional in Bogotá, Colombia. The participants were 30 students of eighth grade between 13 to 16 years old at Instituto Pedagógico Nacional. Indeed, the project sought to make use of WhatsApp videos, as a pedagogical resource, to construct oral production skills in the EFL context, and also to raise cultural awareness on them. Hence, the given lessons helped students with the interaction with non-native speakers and a native - foreigners’ assistance. In the same way, students interacted by creating videos and making comments on their classmates’ WhatsApp videos to give feedback and have cooperation. As a conclusion, the researchers found out that WhatsApp application works as a useful resource for pedagogical aims, -evidencing great progress in their speaking fluency “since the students were able to speak English in a natural way, without writing a previous script; oral interaction encouraged by prompts; self-confidence to express ideas in the target language...” (p.59).

Secondarily, Romaña (2015) carried out a project in Bogotá, Colombia, at Universidad Distrital Francisco José de Caldas with 12 EFL learners. Particularly, the proposal was about using the application Skype™, creating conference video calls, which aimed to promote the speaking skills through it. The results demonstrated that social networks had a positive influence on the learning process of EFL learners, understanding it as a beneficial pedagogical strategy to increase oral reinforcement as well as social interaction.

Significantly, this documentary research seeks to provide valuable documentation on how virtual learning by means of ICT develop the Speaking skill of EFL learners. Hence, this project aims to nurture Colombian and abroad literature as well as the academic community by contributing with a literature review containing beneficial, dynamic and contextualized teaching strategies to be implemented in the EFL classroom through the virtual framework, leading to offer recommendations regarding alternatives, to dispense students with new means of practice, by interacting using different methods that can motivate them, that as a result, improve their Speaking skills, but also, to invite to the reflection on what has been done so far, to use it and improve the performance in the classrooms.

In conjunction with this, throughout the selection, review analysis and findings from the documents that will be exposed in the next chapters, a created didactic and pedagogical proposal framed on ICTs will be presented, which will be detailed described in chapter 6, in the recommendation's session. It is a web page previously designed with a series of audio-visual features and tasks to develop the speaking skills in a dynamic and meaningful way.

Evidently, it has been evidenced on the different studies displayed, that the implementation of Virtual learning by means of ICT, increases motivation and interaction of learners, enhancing the speaking skill in this foreign language, moreover, the importance of this documentary research and the didactic proposal which will be displayed on chapter 6. Then, leading to a deeper analysis, the research question and the objectives of this research are going to be presented.

Research Question

What does the literature inform us about the role of ICT on the enhancement of EFL Speaking skills under virtual learning environments during the last five years in Colombia?

Research Objectives

The general objective of this study is:

To explore what literature informs about the role of ICT on the enhancement of EFL Speaking skills under virtual learning environments during the last five years in Colombia.

The specific objectives of this study are:

1. To determine the way the EFL Speaking skills have been developed by means of ICT including the different sub skills that make part of it.
2. To identify the types of ICT tools and websites that have been used for the enhancement of EFL Speaking skill and to establish their usefulness.
3. To establish the types of EFL teaching methodologies have been used by means of virtual environments and their goals regarding the development of EFL Speaking Skill.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter displays the conceptualization and description of the theoretical constructs framing this research, whereby are Information Communication Technology (ICT), Virtual learning and the Speaking skill. By the same token, a graphic will be exposed, explaining how these constructs relate to each other.

Theoretical Constructs

Information Communication Technology

As Nnaekwe (2019) explains, ICT is conceptualized “as diverse technological resources and tools, used to create, communicate, disseminate and manage information.” (p. 11). Besides, ICT brings the opportunity to transfer information leading to constant communication between individuals.

On this matter, the ICT has a useful connection to education, by understanding what it means in this context. Nnaekwe (2019) describes how ICT in education “deals with the exchange of information” (p.12), but also, it is a means for communication in the teaching and learning process, by using elements such as PowerPoint presentations, teleconference, among others. In this sense, ICT is a dynamic strategy, as it has been seen, with many options to be adapted according to diverse needs, which provides alternatives in the educational context. In this respect, Sabiri (2019) mentions that ICT integration changes the usual teaching forms. Likewise, it motivates professors and students to adapt online resources along with the modification of teaching strategies and material. In such a way, it becomes a beneficial resource to learn languages, due to its flexibility.

In this regard, learning a language by means of ICT implies adaptation and dynamism. In fact, Sabiri (2019) pointed out how it has a positive impact on this matter since “technology is shaping education in many innovative ways. Internet is helping the teachers and learners in enhancing all language skills” (p.185). Thus, it aims to foster the development of any foreign Language being taught in the virtual context. Similarly, Alakrash (2019) explains that by implementing technology in English teaching, students could get a great

improvement in English, due to the increase of motivation and comprehension they would achieve. Hence, ICT can lead to enhancement and effectiveness when learning a foreign language.

In order to achieve an effective application of ICT in the educational context, it is important to consider certain characteristics and requirements in this field. Munyengabe et al. (2017) explain that the success of ICT integration relies on professors' engagement in teaching and learning situations. In the same way, teachers require different knowledge for better integrating ICT into their practices. Thereupon, this knowledge requires using ICT resources such as, projectors, cameras, videos, computers, white boards, internet, applications, and the ability to use different software programs and many others required to be familiar with ICT use. Moreover, it is key to have a suitable knowledge, where teachers can deal with technology and apply the specific subject areas into the ICT platforms. As mentioned above, these characteristics must be considered when implementing ICT.

In such a way, ICT provides diverse benefits to the educational context. In particular, Zhou and Theo (2017) illustrate that regarding technology use, the benefits that stand out are the improvement of teaching quality, making lesson delivery more efficient, explaining abstract concepts more clearly and promoting interaction among students.

For instance, as it is shown, ICT is an adaptable and dynamic tool, which is functional in the educational context to learn a language. Then, the second key construct of this study will be presented.

Virtual Learning

Singh and Thurman (2019) illustrate Virtual learning as an educational framework provided via online, regardless of the colocation in which the individuals could be in. In particular, professors develop the teaching practice by using dynamic material, being connected or asynchronously with learners. In this sense, Zaturrahmi et al. (2020) mention that the principle of virtual learning is to execute an educational practice by means of online elements. Hence, in this type of educational context, students have the flexibility to manage time and location.

In this regard, Virtual learning involves three types, depending on the guided interaction between the teacher and learner. Firstly, synchronous online learning is explained

by Hue (2020) indicating that this environment “enable students to participate in a course from home in real time” (p. 45). Secondly, according to this author, asynchronous online does not happen in the same communicational time and space within professor and learner, being a flexible option for them. Thirdly, there is a hybrid online learning which “involves alternatively blended courses, which facilitate both physical and online interplay...Hybrid type of virtual learning therefore can be both asynchronous and synchronous, and [may involve] face-to-face interaction” (p.46).

Equally important, Dung (2020) describes how Virtual learning can dispense flexibility to the educational context. Indeed, considering the reduction of costs when using it, learners can enjoy more considering the diverse fees, materials and elements which can be used through it. Moreover, it is a dynamic option for students’ self- motivation to learn and work and teachers can constantly monitoring their process to achieve educational goals.

Significantly, virtual learning has a positive impact on the educational context, being profitable for the institutions, professors, and learners. In fact, Cheng and Tsai (2020) display that virtual learning has a key value on students’ learning attitudes, increasing on them aspects such as learning, immersion, attention, among other features. Besides, Raja and Nagasubramani (2018) described that in this educational framework, transfer of information and knowledge becomes easier and practical, meaning that “our minds now tend to work faster when assisted with the use of modern technology...in education” (P.33).

This implies that through technology, virtual learning can be carried out with a variety of platforms and elements that make the way in which education is carried out more flexible and dynamic, since it breaks down the barriers of traditional education, as explained by Raja and Nagasubramani (2018) where “students like to see appealing visuals and something that entices them to think rather than just reading words. The learning part also becomes pretty efficient when it comes to technology.” (p.33).

Consequently, virtual learning is a different option to provide education, an alternative for learning development, but also for the dynamization of teaching. This generates optimal effects on the different spheres mentioned above. Afterwards, the third construct will be displayed.

Speaking Skills

As Boudjatat and Zaik (2020) illustrate, the Speaking skills are fundamental for communication within people. Meaningfully, they explain that those skills imply to be able to carry out a conversation in the foreign language “it is an interactive process of constructing meaning that involves producing, receiving, and processing information” (p. 16). Furthermore, most EFL learners are primarily focused on how to speak. Hence, the main objective of EFL learners is to speak in a fluent way.

Certainly, the Speaking Skill is a complex one which requires the simultaneous use of different components. According to Iman (2017) they are “pronunciation, including the segmental features vowels and consonants and the stress and intonation patterns; grammar; vocabulary; fluency, the ease and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it” (p. 94). In the same way, as this author emphasizes, to become fluent in producing speech, the fundamental components are three: vocabulary, pronunciation and grammar. Clearly, the aforementioned are the components of the prominent Speaking skill.

In this line, The Common European Framework of Reference for Languages (2001), has established common reference levels. For the Speaking skill, there are two categories: spoken interaction (SI) and spoken production (SP). The categories depend on the levels of proficiency: A1, A2, B1, B2, C1 and C2. The first level, A1 basic user, implies a basic interplay in a simple way, the person tries to convey with selected words and phrases to express himself. Then, the level, A2 basic user, means that the speaker can talk in a basic form with familiar themes.

Besides, the following level is B1 named independent user. The individual can manifest ideas in different contexts. He can interact in conversations, as well as describe in a better way. Then, the next level is B2 named independent implies a bigger level of complexity, because the speaker can be dynamic when talking, he even can interact with native speakers as well as be more precise and clearer when expressing by himself.

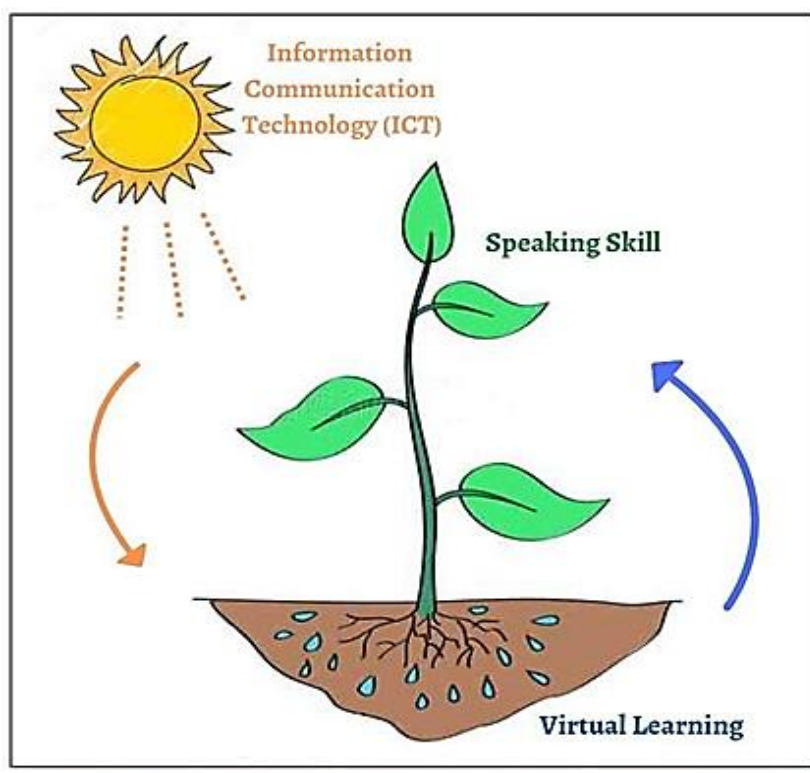
Next, the level C1 proficient user explains that the individual is able to communicate for different goals that require a higher level of complexity. Finally, it is described the highest level: C2 named proficient user, where the user is able to communicate with no troubles in English, and can express expressions using colloquialism, idiomatic, etc.

Another essential point leads to specific strategies in order to promote the Speaking Skill. Boudjatat and Zaik (2020) explain that the methods have to seek for the main aim, which is interaction, carrying out conversations in the foreign language. One of these strategies provided by these authors is the debate it “is one of the effective speaking activities which encourage students to improve their communication skill...in which opposite points of view are presented and argued.” (p. 2). Another key strategy was submitted by Kathirvel and Hashim (2020) about interaction through audio-visual resources, understanding its power to turn a dull classroom into a fun and interactive atmosphere.

Overall, it has been seen how Speaking is a prominent skill, filled with diverse components that vary according to the proficiency level of the user. Furthermore, strategies for its enhancement have been dispensed. Afterwards, a visual representation describing how these constructs: Information Communication Technology (ICT), Virtual learning and the Speaking skill relate to each other, will be revealed.

This graph is an analogy to the process of photosynthesis, being a cyclical process. In detail, Information Communication Technology (ICT), sunlight, provides energy to the plant. The ICT provides the necessary resources, platforms, and elements that through Virtual Learning (water and minerals) the plant (Speaking Skill) can grow, which in this context, results in the progress of this skill.

Figure 1



CHAPTER III

METHODOLOGICAL DESIGN

This chapter is divided into three sections. Firstly, the research paradigm, then, the type of research on which the study is based will be presented and the data collection instruments used on this research, are going to be dispense in order to concrete the methodological design of this study.

Research Paradigm

Significantly, this study is based on the qualitative paradigm. Balcázar et al. (2013) explain the qualitative approach aims to study a particular phenomenon within an anthropological or social framework. It contributes to understanding and interpreting complex phenomena, without focusing on any type of quantification. In the same line, Tenny et al. (2017) claims that qualitative research “explores and provides deeper insights into real-world problems. Instead of collecting numerical data, intervene or introduce treatments. It gathers participants' experiences, perceptions, and behavior. It answers the how's and why's instead of how many or how much” (p.3). In this sense, in the present study, the qualitative paradigm aims to collect and provide information at the national level, over the last five years about the enhancement of the speaking Skill, through the use of ICT and virtual learning, being a social phenomenon. All in all, the type of research is the following matter.

Type of research

Respecting the research design, this whole study is a state of the art which in the investigation field refers to documentary research. Gómez (2012) claims that documentary research means a condensation of documents incorporating reliable information previously searched, without any alteration or distortion, for some specific purposes such as educational, social or research. Therefore, it could consider a variety of documents such: books, dictionaries, research studies, articles, thesis, research studies among others. In the same way, the documentary research includes the references of each document previously searched and included. Hence, the fifteen documents presented in this study were provided from reliable sources, containing verifiable information that allow to provide enough data on how ICT and

virtual learning foster the Speaking skills. Besides, the instruments and procedures for data collection are going to be uncovered.

Data Collection Instruments

In order to gather information to collect data, two fundamental instruments have been used. In first place, the selected reliable documents as states of the art are the resource in order to extract particularities, leading to the findings of this study. Secondly, designed rubrics are established to organize and analyze the material. In such a way, the instruments are going to be conceptualized.

Documents

Diverse reliable written documents have been used as one of the two central instruments. Hence, as has been displayed in depth previously and as Gomez (2012) explains, documentary research considers a variety of documents related to the purpose of the study. In that sense, this project aims to develop a search for updated data (last five years), from an amount of fifteen documents such as articles, research studies, journals, master's degree thesis, bachelor's degree thesis, and institutional reports which can lead to reliable and solid results. In this way, these fifteen studies are action research studies, which contain reliable information about the improvement of oral skills through ICT, were the elements used as an instrument to extract the categories that will be analyzed later. (See Table 1). Afterwards, the second instrument will be explained.

Rubric

According to Cune (1985), the purpose of the rubric is to provide a more systematic and detailed explanation for the data analysis, to define a hierarchy of retrieval subtopics, leading to an accurate explanation of the data presented. As explained by the author, this instrument allows an organized conceptualization of the elements found from the complexity of any document, which allows answering questions such as how and why of what was selected by the researcher. To this extent, these two elements will be used as the main data collection instruments in order to systematically analyze the information and offer solid results in this study. (See annexes 1 and 2).

CHAPTER IV

STATE OF THE ART

This chapter presents the review of the selected investigations of this documentary research. There are fifteen studies, which detail how the Speaking skill of the English language is improved through the virtual scenario using ICT, during the last five years in various places in Colombia. In the same way, implications, recommendations, and an analysis with a view to examine are exposed in each one of them. In this line, a table will be displayed with the studies chronologically analyzed and the pertinent information in each one of them, which will lead to the studies themselves.

Table 1

Detailed Information Regarding the State of the Art

Author	Study	Place	Year
Diana Bautista Gutiérrez and Sergio Callejas Morales	Developing listening and speaking skills through song and ICT-based tasks.	Bogotá, Colombia	2021
Juan Carlos Salazar Gallego	Developing the English-speaking skill in an online pre-service teacher program through story retelling.	Manizales, Colombia	2021
Valentina Gómez Guevara	Situated Projects In An Efl Classroom: Maximizing Oral Practices Through Icts.	Bogotá, Colombia	2021

Biviana Marcela Pira López	Enhancing oral communication through the interpretation of Colombian and Scottish cultures supported on audiovisual media resources.	Bogotá, Colombia	2020
Ilba Yaneth Rodríguez Tamayo, Yelipsa Barrera Parra, Amanda Lizeth Burgos Jimenez, Adriana Lizeth Cuevas Peña and Andrea Nataly Lara Vargas	Working the Speaking Skill by Using a Web Page in English Classes.	Tunja, Colombia	2020
Lizeth Carolina Alba Díaz and Miguel Angel Betancur Ceballos	Cultural Speaking Experience In An Efl Classroom Through Whatsapp™ Videos.	Bogotá, Colombia	2020
Marly Dayan Alfonso Gómez	Podcast: Enhancing Argumentative Productive Competences In EFL Learners.	Bogotá, Colombia	2020
Diego Alonso Yagari Yagari	Using ICT's to Foster Students' Confidence to Speak.	Antioquia, Colombia	2019

Lida M. Molina	Video Recording as a Tool for Assessing Speaking Performance in EFL Large Classes.	Tame, Arauca, Colombia	2019
Cristian Andrés Chaves Santana and Luisa Fernanda Cuervo Marroquín	Video blogs: an interactive experience in the EFL classroom.	Bogotá, Colombia	2018
María A. Martínez Hernández, Junior A. Vargas Cuevas and Astrid Ramírez Valencia	TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students.	Bogota, Colombia	2018
Nieves Mabel Cifuentes García, Nancy Rocío Méndez Bejarano and Angélica María Moreno Bayona	Fostering English Oral Production through Blended Learning at Secondary School.	Bogotá, Colombia	2018
Jairo Alonso Mendoza Padilla	The Role of ICT-Mediated Communication Strategies In Promoting Oral Skills.	Bolívar, Colombia	2017
Julieth Caterine Hernández Botina	Oral Fluency And Motivation Enhancement Through Web 2.0 Platforms As Didactic Tools.	Bogotá, Colombia	2017

Luis Fernando Sánchez Durán	Student -Generated Podcasts To Develop Speaking Skills.	Medellin, Colombia	2017
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The first appointed study was carried out by Diana Bautista Gutiérrez and Sergio Callejas Morales called *Developing listening and speaking skills through song and ICT-based tasks* in 2021. Notably, it is an innovation project, aimed at sixty-one EFL learners of 10th and 11th graders from a secondary school in Bogotá, Colombia. In depth, the purpose of the study was to explore through English songs and ICT as methods for progress of meaningful tasks, promoting speaking as well as listening skills. Meaningfully, it was executed using a Task-based methodological framework, adjusted to a current interactive web page, where EFL learners developed exercises in five sessions, based on diverse themes and musical genres of their preferences. Also, the data collection worked by surveys and questionnaires asking for the music inclinations. Significantly, the researchers recommended that EFL students could be involved in the selection of songs to transform and motivate them into active agents of their personal foreign language learning process, understanding their marked preferences, in this case, music. Additionally, they recommended to select particular themes close to them, reinforcing language learning while being meaningful at the personal and social level and finally, they highlighted the flexibility of the learning activities, where EFL professors can adapt tasks based on the available devices and applications and EFL students' learning needs. Overall, it was evidenced how EFL students could understand, produce and interact in the foreign language in a dynamic and motivating way, displaying participation and interaction, progressing on the mentioned skills. In the same way, the implementation of songs through ICT were related to communicative competence, since they worked on practical material allowing them to understand, analyze and share ideas expressed in the suggested songs from their real context, involving them in diverse situational contexts. Undoubtedly, the practical use of technological elements, the solid focus of the pedagogical strategies, and themes, allow students to connect with their preferences and tastes, enhancing their engagement in the target and all this results in a constant interaction that allows the improvement of communicative skills.

In second place, the selected study is entitled *Developing the English-speaking skill in an online pre-service teacher program through story retelling*. In depth, it was developed by Juan Carlos Salazar Gallego in 2021. The study took place in Manizales, Colombia and is focused on the qualitative approach, being action research with a population of nine EFL learners in tenth grade, studying in a Normal school looking for being pedagogical high school graduates. Indeed, it aims to enhance EFL learners' speaking skills by means of the story retelling method embedded in lesson plans which combine speaking strategies to promote EFL learners' fluency, pronunciation, and vocabulary. For that purpose, it is framed on virtual learning using elements such as videos, slides and pictures provided by the researcher. The instruments to collect data were interviews, surveys, questionnaires, and journals. The implications of the study display that EFL teachers should include strategies as the story retelling allowing students to get familiar with the target language forms, raising EFL learners' confidence. Moreover, the researcher recommends Speaking strategies as mentioned, which lead to drill and replicate English sounds for a rewarding and easier performance. In this line, the findings evidenced that those EFL learners gained fluency in workshops, where students improved progressively by narrating stories, expressing themselves with confidence and interest using a variety of expressions. Also, students acquired more vocabulary; because it allowed them to learn, memorize and practice words multiple times. Moreover, the levels of pronunciation raised from the replication of patterns from the input presented in the stories. In this way, the study achieved palpable results in enhancing the mentioned speaking sub skills, where technology along with the pedagogical strategy can generate an accurate communicative performance on learners.

Eventually, a study named *Situated Projects in An EFL Classroom: Maximizing Oral Practices Through Icts* was carried out by Valentina Gómez Guevara in 2021. Indeed, this proposal of pedagogical innovation, based on the qualitative approach, focuses its attention on participants in 8th and 9th EFL graders, from a public school in Bogotá, Colombia. This study aims to implement a didactical and pedagogical proposal based on Project-Based Learning (PBL) by means of web 2.0 tools using networks such as Google classroom, Forvo, Audacity, Flipgrid, Padlet and Youtube, seeking to enhance speaking skill. To this effect, it was developed in five stages, which had didactic material and lesson plans EFL students explored while they were engaged in situated Speaking practices. The instruments used to collect data were photograph, audio recording and videos. Besides, the limitations of the study expose, in first place, that through application of PBL, EFL learners performed tasks

while learning the language, with implicit content of grammar and vocabulary generating possible difficulties for students who are used to the usual method where language is explicitly displayed, furthermore, students could have lack of internet connection. Despite this, the researcher emphasizes the must for a variety of options EFL teachers should have to overcome the obstacles in contexts. Overall, the findings demonstrate that by using Project-Based Learning (PBL) approach and web 2.0 tools, EFL students were able to reinforce the English language in an authentic and meaningful way, they enhanced their self-confidence and fostered their speaking skills by engaging in situated speaking practices since they were involved in their own learning by watching videos, creating podcast and presentations, and sharing their ideas through the platforms. Therefore, the use of technology along with this pedagogical method through ICT networks, allow EFL students to self-assess their strengths and weaknesses when communicating and checking themselves orally, thus being able to improve and show adequate results in their Speaking performance.

The next research study was *Enhancing oral communication through the interpretation of Colombian and Scottish cultures supported on audiovisual media resources* fulfilled by Biviana Marcela Pira López from Universidad Pedagógica Nacional in 2020. Certainly, this innovation action research study was developed at the Instituto Pedagógico Nacional in Bogotá, Colombia, focused on a population of 30 sixth grade EFL learners whose ages were between 11 and 13 years old. On the whole, the researcher analyzed the EFL learners' oral interpretations about cultural customs in Scotland as well as customs in Colombia implementing audiovisual media such as images, videos, songs, Power Point (PPT) presentations through a television in the classroom. In fact, the instruments to collect data were audio and video recordings, interviews, field notes, surveys and the data were triangulated and done with the basis of the Grounded Approach Theory providing trustworthiness to the research. In addition, the study exposed limitations in terms of time due to the national quarantine, where some activities could not be fully complete, also, another limitation was the students' English level, considering that interpreting cultures demanded a higher level on them, hence, the researcher adapted the contents to approach the cultures for students to express orally in an easier way. Beyond, through the findings it was revealed how the EFL learners gained confidence when expressing their ideas towards both cultures, improved their fluency through constant oral communicative practices, the audiovisual resources enriched their oral communication development and their interpretations and reflection in regard to the cultures were reinforced. Thus, the reflections between cultures

carried out by audiovisual means motivated the students to generate opinions in an encouraging way, allowing the researcher to notice palpable advances in oral skills.

In addition, the project from Ilba Yaneth Rodríguez Tamayo, Yelipsa Barrera Parra, Amanda Lizeth Burgos Jimenez, Adriana Lizeth Cuevas Peña, and Andrea Nataly Lara Vargas was done in 2020. This qualitative action research study was entitled *Working the Speaking Skill by Using a Web Page in English Classes*, implemented in a public school in Tunja, Colombia with sixth grade EFL students whose ages ranged from 11 to 16 years of age. On the whole, these researchers sought to develop speaking skills through workshops organized on a designed web page. Accordingly, this webpage included workshops designed using a program called Flash and added various activities with grammatical aspects, where EFL students had the space to express feelings, knowledge, likes and dislikes regarding topics of their interest and situations in their immediate contexts, so, the webpage had an option by which EFL learners uploaded audios to be checked regularly and corrected in terms of pronunciation to improve accuracy and fluency when speaking and students could identify their speaking mistakes in this scenario. Thereupon, at the end of each task, students wrote what they learnt, reflected about the role they played and suggested activities they wanted to include on the page considering their interests. Clearly, the instruments for data collection were students' artifacts, questionnaires, recordings and field notes, where the researchers could conclude that these sixth grade EFL students were actively attentive leading to an encouragement to speak English, the use of ICT in the classroom meant a link between learning and playing, catching for the students, who were motivated during the workshops being a key for the learning process. Equally, it highlighted the importance of connecting English language in real situations allowing their reflections and expression, there was an increase of vocabulary, being able to communicate using the language in factual contexts and it reinforced their learning autonomy. Then, the use of this type of web pages with themes that increase the interest of the students opens the doors to the development of sub-skills that together improve the oral ability of the target language.

Another relevant study was *Cultural Speaking Experience In An Efl Classroom Through Whatsapp™ Videos* by Lizeth Carolina Alba Díaz and Miguel Angel Betancur Ceballos from Universidad Pedagógica Nacional in 2020. This qualitative action research took place at Instituto Pedagógico Nacional in Bogotá, Colombia, with a population of eighth grade EFL students. In particular, the purpose of this study is to analyze the impact of using

WhatsApp application focused on didactic goals to learn English, considering the EFL students' process, then, the researchers sought to increase oral production on EFL students by developing videos with cultural awareness, underpinned on the Blended Learning field. In this sense, EFL students had constant interaction with native and non-native speakers in the classroom, including dances, games, gastronomy, idiomatic comparisons, cultural approach towards American and Scottish cultures were used as meaningful strategies for the study. Afterwards, the instruments to collect data were interviews, field notes, audios, surveys, and video recordings during the pedagogical interventions. Regarding the limitations of the study, it was concluded that there were changes at the last minute due to lack of internet connection in some sessions and rapid access to cellphones information, also, the time stipulated for the sessions was not fully achieved due to the pandemic and the official content of the curriculum of the students. Nevertheless, the findings evidenced how EFL learners gained fluency, since they expressed themselves in a natural way, without previous preparation, they displayed oral interaction, cultural vocabulary enrichment, self-confidence in the target language, and awareness by using accurate grammar structures, being evident in the recorder videos presented by them. As revealed by the adequate plan of strategies that involve technology with cultural elements such as those exposed above, generate encouraging results in oral performance of the foreign language, where students interact and become involved in their own learning process with a fundamental cultural reflection.

In the same line, a study with corresponding characteristics is *Podcast: Enhancing Argumentative Productive Competences in EFL Learners*, developed by Marly Dayan Alfonso Gómez from Universidad Pedagógica Nacional in 2020. Alfonso aimed to accomplish action research for pedagogical innovation, carried out at Instituto Pedagógico Nacional in Bogotá, Colombia. In this context, the population were 34 tenth grade EFL students from 15 to 16 years old. Afterwards, Alfonso designed a pedagogical intervention determined by a series of tasks with controversial social contents as social media in order to create an argumentative podcast. This is based on the TBLT approach to progress on the argumentative productive competences in the target language, using mobile devices. In this sense, the process of data collection was made by using students' artifacts, field notes, applied diagrams, and questionnaires to finally triangulate the results. Also, the implications given by the researcher display how institutions should include the use of this language to solidify the argumentative competence in students, embracing new perspectives about the language, understanding the advantages of the ICT taking into account the contexts of the

students, using the technological devices and resources to promote educational processes and add contents taking into consideration the students' interest to achieve encouraging results. An instance, the results exposed that through the development of this study, EFL learners could strengthened their argumentative productive competences by reflecting on problematics regarding their context, developing critical thinking, in the same way, their self- confidence to express themselves raised, and felt more motivate to continue progressing on their own learning process in the English language. From this perspective, the reflection of social problems close to the context of the EFL students, through the use of ICT, allows a positive analysis of the learning process, from which the students can obtain improvements and advances in oral and argumentative skills in English.

The following research study was *Using ICT's to Foster Students' Confidence to Speak*. Sequentially, it was action research developed by Diego Alonso Yagari Yagari from Universidad de Antioquia in 2019, where the participants were seventh grade EFL students between 10 and 12 years old from a public school named Sagrado Corazón in Antioquia, Colombia. In depth, Yagari demonstrated the usefulness of technological devices and applications such as videos, cell phones, PowerPoint presentations (PPT) and video beam to enhance and promote EFL students' speaking skill. Then, the researcher put in practice three central oral assignments where EFL students talked about personal experiences, using themes worked in class, doing a monologue, a short video and a role play where an interview was done. These tasks were uploaded through videos, recordings and scripts in the mentioned virtual platforms. Also, data was collected by means of a journal, oral assignments, questionnaires and regarding the limitations, there was a lack of teaching experience affecting the development of the study and lack of resources. Nevertheless, the results made evident that the implementation of this study fostered EFL learners' self-confidence to speak English considering the interaction they had with the technological devices, and the students' perception towards the ICT's implementation was useful for the purpose of the study. In these terms, the use of these technologies and tasks encouraged interaction in EFL students to obtain greater confidence when communicating in English.

The next fundamental study is named *Video Recording as a Tool for Assessing Speaking Performance in EFL Large Classes* carried out by Lida M. Molina in 2019. In fact, it is a mixed method action research study, where the participants were 34 EFL students in seventh grade at a public school *Liceo Tame* located in Tame, Arauca, Colombia. In

particular, it seeks to examine the enhancement of the Speaking performance by using the ICT resource of video recording through the WhatsApp application. In this regard, EFL learners were assigned with speaking activities, recorded with a cell phone video camera, and directed through self-assessment rubrics allowing students to be involved in their learning process and observe it in an attentive way. In such a way, the instruments to collect information from learners were rubrics, videos, interviews, and journals. In regard to the limitations of the study, the regular use of the WhatsApp Application as a means to share recorded videos, implied permanent connectivity, being a limitation for ELF learners when they were out of school, for that reason, group work helped to overcome this, bearing in mind the complementary information as well as the availability of videos and the connectivity at school. Then, through constant monitoring and watching videos of students, it was concluded that EFL learners were attentive and involved, showed participation, self-confidence to talk, and more conscious of their own production in the target language also, it was highlighted the usefulness of those technological devices, generating a comfortable atmosphere during the learning process. On the whole, according to the data obtained, the use of the technology allowed students to feel motivated to express themselves in English, and likewise, this allowed them to create autonomy and retrospectively of their learning process, generating a positive and better performance in the speaking skill.

Moreover, a study called *Video blogs: an interactive experience in the EFL classroom*, was done by Cristian Andrés Chaves Santana and Luisa Fernanda Cuervo Marroquin in 2018. Significantly, it accomplished a qualitative action research study, whose participants were 70 ninth grade EFL learners from the Rafael Bernal Jimenez public school located in Bogotá, Colombia. Similarly, this study aims to promote English interaction in a social field by means of the ICT tool videoblogging in which EFL learners created videos, expressing and interacting in the target language to be uploaded on Youtube. Specifically, 5 units or lesson plans were provided with particular themes to the EFL learners in the target language, incorporating activities and phases, seeking to plan, write, record, generate and present a video at the end considering the personal experiences based on the given topics. Besides, through classes, there were developed activities both face-to-face and online aimed to foster English skills. Although the project helped to reflect on the implementation of accurate strategies in the EFL classroom by means of ICT, there were limitations in terms of time; the preparation, production, edition and presentation of the videos took more time than expected due to extracurricular activities, students' absences, the technological facilities,

were not available all the time which implied to postpone key activities, however, the videos were satisfactorily recorded. Certainly, the instruments to collect data were surveys, artifacts, field notes, and diagnostic tests, where the results revealed that this study covered the four language communicative skills, also, increased their expression in terms of language performance, pronunciation, fluency, and spontaneity in oral production on EFL students on final product. In this context, it is important to highlight that from this use of TICs, students are stimulated, understanding that it is an element that focuses their attention while promoting their communicative progress but also all English skills, making this method more solid and effective in the progress of the foreign language.

Equally, María A. Martínez Hernández, Junior A. Vargas Cuevas and Astrid Ramírez Valencia conducted the study *TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students* in 2018. Certainly, they focused it on qualitative study, applying action research. Indeed, it was developed at a public school located in Bogota Colombia with 31 EFL students from eleventh grade. The study aims to use different ICT tools such as Technology, Entertainment, and Design (TED), providing video conferences with a variety of topics such as culture, politics, sports, among others. Further, it was used Talk application, Youtube videos about different themes such as social, cultural, and political. In fact, through those tools, researchers seek to develop the learners' EFL Speaking skills, by communicating with people all over the world. Likewise, the instruments used to collect data were interviews, questionnaires, and teacher journals. Indeed, the researcher recommends for EFL teachers to make more use of the technological devices in classes, taking into account the scope it has on students' lives and its usefulness in class. In the same way, the findings indicated that the use of those ICT tools is functional material on EFL teaching and meaningful elements to catch students' attention and get them related with the Speaking skill in factual contexts. In the same way, students gained more vocabulary, and were encouraged to share their opinions in an oral way, showing participation and encouragement to speak, engagement towards English learning and increased their language awareness by expressing their feelings and ideas. Thus, it can be seen that the interconnection between the themes (according to their preferences), and the audiovisual elements used, led to a satisfactory disposition in the students, which allowed them to consolidate progress in the communicative ability of the foreign language.

In due course, an action research called *Fostering English Oral Production through Blended Learning at Secondary School*, was developed by Nieves Mabel Cifuentes García, Nancy Rocío Méndez Bejarano and Angélica María Moreno Bayona from Universidad Libre de Colombia in 2018. Decidedly, the purpose of this research study was to encourage oral production by using Blended Learning in tenth EFL graders at the secondary public-school Escuela Tecnológica-Instituto Técnico Central in Bogotá, Colombia. Therefore, the researchers developed the pedagogical intervention through a didactic unit with three lesson plans, each one included aspects of skill, aims, speech act, topic, types of tasks and virtual resources, providing tasks for F2F scenarios and assessments for the online environment using WhatsApp, videos, Youtube, Gmail and Drive. Moreover, it was emphasized on meaning, specific objectives and use of language that revolved around the Task-Based Learning approach and from the Meaning-focused perspective. Concerning the data collection, there were used videos, transcriptions, surveys, diagnostic tests, and observation formats in online and face-to-face scenarios. After that, the recommendation made by the researchers suggest to the institution to make more use of the technology resources available because they are usually under-used, also, strengthen the speaking and listening as part of the communicative process, if the blended learning is going to be implemented, it is key to have good infrastructure with tools and programs for the online scenarios. To conclude, the findings demonstrate that this Blended learning (B-Learning) proposal can enhance oral production, where students expanded the number of words on their oral presentations, improved fluency and their performance was better in front of an online scenario than face to face tasks. Accordingly, it has been shown that EFL students felt more comfortable expressing themselves through virtual means, improving their performance in the communicative field.

Further, *The Role of ICT-Mediated Communication Strategies In Promoting Oral Skills*, a qualitative action research study, carried out by Jairo Alonso Mendoza Padilla in 2017. As it happens, it was developed at Institucion Educativa Cuarta Poza de Manga, a public school located in Bolívar, Colombia. The population were 38 EFL learners between 12 and 14 years old in 6th grade. All in all, the purpose of the present study is to use ICT resources such as Edmodo, WhatsApp, Facebook, and Skype along with communication strategies seeking the progress in language learning and oral performance. Then, the study included six workshops to be implemented in different moments, where EFL students were exposed to speaking strategies to increase their oral competence: expressing their points of

view in-class discussions, on debates, role- plays, interviews, question-attack and argument specific themes as environmental issues. Even so, the instruments used for data collection were a diary, observation, diagnostic test, survey, and a speaking rubric. In this particular study, the findings demonstrated that through the ICT mediated communication strategies, EFL students increased confidence, being able to maintain fluent conversations including enough words, vocabulary, good interaction, efficient intonation, accurate lexis, interaction, grammar, and fluency. In the same way, Mendoza suggests for EFL teachers to make use of the technology to obtain great results as the ones obtained in this study, involving EFL students in the ICT field along with dialogic and pedagogical methods reaching positive attitudes and improvements in the English language. Hence, the use of technology with communicative purposes leads to English interaction facilitating the progress in oral skills.

Likewise, the project *Oral Fluency And Motivation Enhancement Through Web 2.0 Platforms As Didactic Tools* was conducted by Julieth Caterine Hernández Botina in 2017. Notably, this qualitative action research took place in Bogotá, Colombia at Centro de Lenguas from Universidad Pedagógica Nacional. The population of this study were twenty-one EFL students, whose ages were between 11 and 13 years old. Eventually, the purpose of this study was to analyze the fluency and motivation enhancement by means of web 2.0 platforms: focused on using Youtube as a useful tool in regards of motivation towards learning a second language, as a way to enhance students' oral fluency, a pedagogical tool for EFL learners' interaction in the classroom and a provider of meaningful input for them. Specifically, the study was divided into three phases, where EFL learners were familiarized with diverse types of videos, containing new information, expressions, and vocabulary, and ended up with the chance for EFL learners to provide their points of view regarding important topics occurring worldwide. Meanwhile, the instruments for data collection were audio recordings, field notes and artifacts then analyzed through triangulation. Adjacent to this, the general recommendations suggest using diverse didactic technological resources in the classroom, allowing to explode more EFL students' abilities. Thereupon, the findings displayed how EFL learners obtained great enhancement on their oral fluency through the diverse activities done by the researcher, expressing actively their ideas, moreover, their motivation increased; students felt completely engaged in the classroom, communicating with good disposition ideas, anecdotes, stories, and thoughts about specific themes or situations, Youtube as a didactic tool was helpful for them to participate, having a cultural approach while learning and practicing the second language. Evidently, the use of videos on platforms

such as YouTube, in particular contexts as described above, allows greater interaction and proximity to topics where the target language can be used and constantly practiced for better oral performance.

Last but not least, a study identified as *Student -Generated Podcasts To Develop Speaking Skills* was an action research. This study was fulfilled by Luis Fernando Sánchez Durán in 2017. Undeniably, it was applied in Medellin, Colombia at Jesus Rey School, assessing 43 sixth grade EFL students. Above all, the goal of this study was to analyze the impact of student generated podcasts and the outcomes on the progress of speaking skill. That being the case, the action plan to be implemented implied three different podcast tasks where EFL learners achieved an initial monologue, a dialogue and a final monologue involving stages of preparation, recording and assessment. Hence, EFL learners learnt to record, upload, share and access podcasts using their mobile devices and a web platform. On this matter, the process of data collection worked through interviews, classroom observation, and students' work. Finally, the results displayed the podcasts are an assertive way in the classroom for integrating technology in the English classroom. In the same line, this proposal allowed EFL learners to practice and improve their speaking skill while using their mobile devices for learning purposes, where the podcasts creations were a great opportunity for them to be engaged meaningfully in the oral tasks to overcome their fears and express themselves accurately. Furthermore, it contributed to progress on specific aspects of the Speaking skill such as vocabulary, sentence structure, pronunciation, and communicating their ideas in a more natural way. Furthermore, the researcher reflected on the possible difficulties that could be presented in the classroom and the dynamism EFL professors should deal with in a strategic way. All in all, the process of constant communicative practice through the dynamism of the technology, where students present a gradual learning process, allows improvements in the communicative aspect of the English language.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter portrays the executed procedure to analyze the data collected during the research. In the same way, the categories of analysis, extracted from the selected documents as state of the art are particularly described.

Procedures for Data Analysis

Certainly, to develop the process of collecting and analyzing the information, a sequential process was carried out. In the first place, in November 2021, a searching was carried out to identify the selection of instruments that analyzed the information in this study, and between the months of October 2021 and May 2022, the collection of information was carried out, where it was necessary to do a review, searching and analyzing documents which respond to the research questions set out in this study, that then, belonged to the state of art and were the instruments along with a rubric to extract data and systematically analyze the information. Afterwards, the reduction of the information and the analysis are developed between May and August 2022.

Considering this, the method settled and used to analyze and examine the information is the grounded approach. Significantly, Corbin and Strauss (2014) explain that in this approach “the concepts out of which the theory is constructed are derived from data collected during the research process and not chosen prior to beginning the research” (p. 7). Therefore, as explained by the authors, the researcher must be in contact with the information and the analysis that is emerging in order to create a consistent theory. Thus, this data analysis approach allows the researcher to analyze the empirical findings by examining between the data and the running analysis. Hence, the findings of this study were thoroughly examined before the production of the theory itself. Also, the categories presented below were demarcated after collecting data in its entirety.

Categories of the Analysis

Essentially, the categories of the analysis were established taking into consideration the documents and the rubrics as the instruments. In like manner, the categories respond to the main and specific objectives of this study. The main objective is to explore what literature

informs about the role of ICT on the enhancement of EFL Speaking skills under virtual learning environments during the last five years in Colombia, and the specific objectives were, on one hand, to identify the types of ICT tools and websites that have been used for the enhancement of EFL Speaking skill and to establish their usefulness, secondly, to determine the way the EFL Speaking skills have been developed by means of ICT including the different sub skills that make part of it, and thirdly, to establish what types of EFL teaching methodologies have been used by means of virtual environments and their goals regarding the development of EFL Speaking Skill. To this extent, the following categories were unfolded in relation to such aims; all this, in order to answer the research question, being established at the beginning of this study.

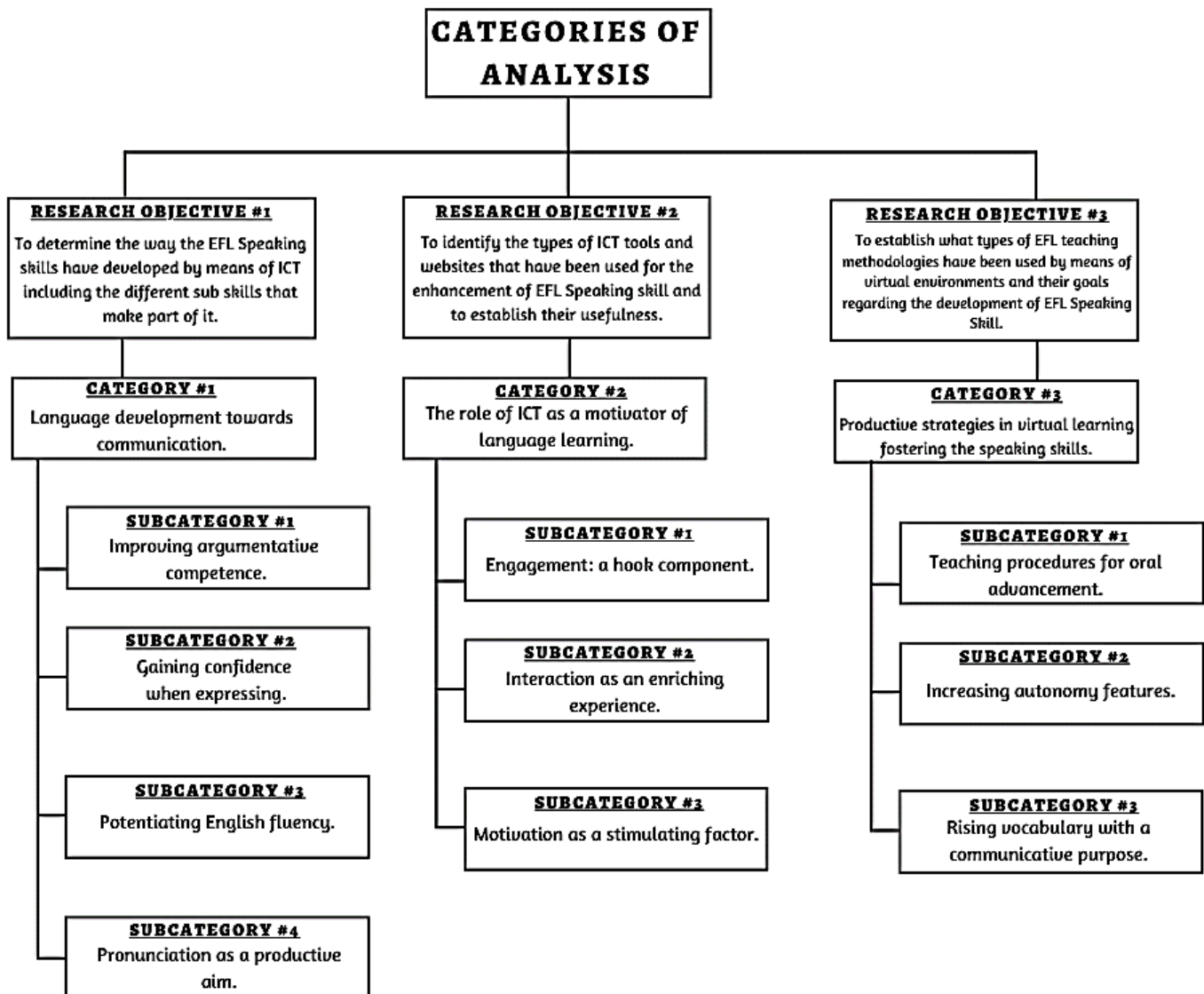
The first category named *Language development towards communication*, was based on the first specific objective of this study in regard to determine the way the EFL Speaking skills have been developed by means of ICT including the different sub skills that make part of it. Afterwards, the second category titled *The role of ICT as a motivator of language learning*, emerged in relation to the second specific objective which was to identify the types of ICT tools and websites that have been used for the enhancement of EFL Speaking skill and to establish their usefulness, and finally, the third category was called *Productive strategies in virtual learning fostering the speaking skills*, indeed, this category is framed on the third specific objective of the research, which was to establish what types of EFL teaching methodologies have been used by means of virtual environments and their goals regarding the development of EFL Speaking Skill.

That said, for the first category, four subcategories were established: *Improving argumentative competence*, *Gaining confidence when expressing*, *Potentiating English fluency*, and *Pronunciation as a productive aim*. Besides, for the second category, three subcategories were designated: *Engagement: a hook component*, *Interaction as an enriching experience*, and *Motivation as a stimulating factor*. Eventually, for the third selected category, three subcategories in this manner were settled: *Teaching procedures for oral advancement*, *Increasing autonomy features*, and *Rising vocabulary with a communicative purpose*.

As revealed by, with the object of providing a clear explanation on how the data collected was examined, the following table reveal the categories of analysis of this study.

Table 2

Detailed information of the categories rising from the analysis.



Category #1: Language development towards communication.

This category demonstrates how EFL learners' speaking skills are developed through ICT. From this perspective, through the demarcated studies, it can be observed that advances in the methods and use of ICTs in virtual learning, the students obtained favorable characteristics, which, as a whole, demonstrate the palpable improvement of this ability where through expression and communication in the contexts presented, generated advances in this area.

Accordingly, Ivanova et al. (2020) affirmed that the Speaking skills are being developed when students are able to “the adequately use communicative, especially speech, means to solve various communicative problems, build a monologic statement, express his opinion and argue his point of view and evaluate events” (p.155). To such a degree, EFL students demonstrated to have palpable improvements in diverse features when expressing themselves in the foreign language. Thus, four subcategories, that arose from this category, were fulfilled: *Improving argumentative competence*, *Gaining confidence when expressing*, *Potentiating English fluency*, and *Pronunciation as a productive aim*. Each one of them is described as follows.

Improving argumentative competence. This subcategory presents the findings with reference to the way EFL learners express their ideas and beliefs towards diverse topics carried out in the studies. According to Sánchez and Chapetón (2018), this competence “is a tool to take a stand, to assess truth, to identify fallacies or weak arguments, to defend one’s ideas and to engage in dialogue where one’s views and others’ are interpreted and evaluated in order to provide rebuttals or counter arguments to opposing views” (p.161). Thence, EFL learners clearly demonstrated enhancement on their argumentative competence, as noted in the following excerpts.

(...) the audiovisual resources enriched their oral communication development and their interpretations and reflection in regard to the cultures were reinforced. Thus, the reflections between cultures carried out by audiovisual means motivated the students to generate opinions in an encouraging way.

[Research study #4: State of the art. Lines 19-22]

(...) videoblogging in which EFL learners created videos, expressing, and interacting in the target language (...) students are stimulated, understanding that it is an element that focuses their attention while promoting their communicative progress.

[Research study #10: State of the art. Lines 6-7 & 22-23]

(...) the implementation of songs through ICT were related to communicative competence, since they [EFL learners] worked on practical material allowing them to understand, analyze and share ideas expressed in the suggested songs from their real context, involving them in diverse situational contexts.

[Research study #1: State of the art. Lines 20-23]

In this way, involving EFL students in situations that they can easily recognize, based on cultural elements and engaging situations such as songs with interactive audiovisual

elements serve as drivers to make students feel stimulated to express themselves, and catch their attention, displaying useful reflections while improving the communicative aspect in English.

(...) the use of ICT in the classroom meant a link between learning and playing, catching for the students, who were motivated during the workshops being a key for the learning process. Equally, it highlighted the importance of connecting English language in real situations allowing their reflections and expression.

[Research study #5: State of the art. Lines 19-22]

(...) the study included six workshops to be implemented in different moments, where EFL students were exposed to speaking strategies to increase their oral competence: expressing their points of view in-class discussions.

[Research study #13: State of the art. Lines 7-10]

In this degree, the researchers implemented innovative didactic workshops, connected with meaningful communication strategies, as well as links with real life situations and playing stuff that made the learning process more valuable and productive to improve their expression in English by producing expression with point of view in-class discussions and reflections on themes carried out.

(...) the study was divided into three phases, where EFL learners were familiarized with diverse types of videos, containing new information, expressions, and vocabulary, and ended up with the chance for EFL learners to provide their points of view regarding important topics occurring worldwide.

[Research study #14: State of the art. Lines 10-13]

(...) the results exposed that through the development of this study, EFL learners could strengthened their argumentative productive competences by reflecting on problematics regarding their context, developing critical thinking.

[Research study #7: State of the art. Lines 17-19]

These excerpts reveal how the EFL students enhanced their argumentative competence, resulting in characteristics that, through elements and themes close to their interests, managed to express thoughts, ideas, emotions, opinions and even achieved critical thinking given the reflections that were carried out in the different educational contexts exposed, mediated by ICTs.

Gaining confidence when expressing. This second subcategory refers to the confidence that the students were able to increase during the development of the studies. In

this line, it is fundamental to conceptualize the self-confidence towards a clarification of this subcategory and its extracts. Self-confidence is a belief in one's ability to undertake a specific action to achieve an outcome (Bandura, 1977; Chemers, et al., 2000). That said, EFL students displayed achievement regarding their confidence to communicate themselves in the foreign language as shown in the following extracts.

Beyond, through the findings it was revealed how the EFL learners gained confidence when expressing their ideas towards both cultures, improved their fluency through constant oral communicative practices, the audiovisual resources enriched their oral communication development.

[Research study #4: State of the art. Lines 16-20]

Nevertheless, the results made evident that the implementation of this study fostered EFL learners' self-confidence to speak English considering the interaction they had with the technological devices.

[Research study #8: State of the art. Lines 14-16]

(...) the findings demonstrated that through the ICT mediated communication strategies, EFL students increased confidence, being able to maintain fluent conversations including enough words.

[Research study #13: State of the art. Lines 13-15]

In this fashion, it can be seen that the EFL learners felt in a comfortable environment through ICTs to talk, considering the interaction they presented through the studies and the pedagogical proposals based on virtual learning, resulting in an increase of their confidence when communicating in English, maintaining conversations more fluently and positively expressing internal ideas.

(...) story retelling allowing students to get familiar with the target language forms, raising EFL learners' confidence.

[Research study #2: State of the art. Lines 12-13]

(..) through constant monitoring and watching videos of students, it was concluded that EFL learners were attentive and involved, showed participation, self-confidence to talk, and more conscious of their own production in the target language.

[Research study #9: State of the art. Lines 15-18]

(...) self-confidence in the target language, and awareness by using accurate grammar structures, being evident in the recorder videos presented by them.

[Research study #6: State of the art. Lines 20-22]

(...) the podcasts creations were a great opportunity for them to be engaged meaningfully in the oral tasks to overcome their fears and express themselves accurately.

[Research study #15: State of the art. Lines 14-16]

To this extent, it is shown that the pedagogical strategies used such as videos, and exercises with the purpose of achieving specific communicative purposes such as confidence when speaking, allow EFL students to become familiar with and engage with the proposed task, improving their oral production. In addition, the development of proposals through technological elements, creating elements such as podcasts, allows fears to be broken and to be able to express oneself in a more effective way.

(...) students gained more vocabulary and were encouraged to share their opinions in an oral way, showing participation and encouragement to speak, engagement towards English learning and increased their language awareness by expressing their feelings and ideas.

[Research study #11: State of the art. Lines 16-19]

An instance, the results exposed that through the development of this study, EFL learners could strengthened their argumentative productive competences by reflecting on problematics regarding their context, developing critical thinking, in the same way, their self- confidence to express themselves raised, and felt more motivate to continue progressing on their own learning process in the English language.

[Research study #7: State of the art. Lines 17-21]

(...) it has been shown that EFL students felt more comfortable expressing themselves through virtual means, improving their performance in the communicative field.

[Research study #12: State of the art. Lines 22-24]

EFL students were able to reinforce the English language in an authentic and meaningful way, they enhanced their self-confidence and fostered their speaking skills by engaging in situated speaking practices since they were involved in their own learning by watching videos, creating podcast and presentations, and sharing their ideas through the platforms.

[Research study #3: State of the art. Lines 18-22]

As it has been exposed, these extracts allow elucidating about how the EFL students felt more comfortable when speaking in English, due to the methodologies given through the various virtual platforms offered by ICT. In this sense, it is evident EFL learners were immersed in their own learning process and their interaction with the language was incrementing, feeling capable of achieving objectives and expressing their thoughts.

Potentiating English fluency. This subcategory describes the fluency that the EFL students showed in the communicative domain, where the expression in a natural and fluid way was an important factor in this manner. According to Maisa (2018), fluency is about effectiveness of language use within the limitations of limited linguistic knowledge. In agreement, Brumfit (1984) defined fluency as “the maximally effective operation of the language system so far acquired by the students”. Thusly, the following fragments display such advancement.

(..) [EFL learners] increased their expression in terms of language performance, pronunciation, fluency, and spontaneity in oral production on EFL students on final product.

[Research study #10: State of the art. Lines 20-21]

(...) EFL learners uploaded audios to be checked regularly and corrected in terms of pronunciation to improve accuracy and fluency when speaking and students could identify their speaking mistakes in this scenario.

[Research study #5: State of the art. Lines 11-13]

(...) the study included six workshops to be implemented in different moments, where EFL students were exposed to speaking strategies to increase their oral competence. (...) In this particular study, the findings demonstrated that through the ICT mediated communication strategies, EFL students increased (...) vocabulary, good interaction, efficient intonation, accurate lexis, interaction, grammar, and fluency.

[Research study #13: State of the art. Lines 7-9 & 12-16]

(...) how EFL learners obtained great enhancement on their oral fluency through the diverse activities done by the researcher, expressing actively their ideas, moreover, their motivation increased; students felt completely engaged in the classroom, communicating with good disposition ideas, anecdotes, stories, and thoughts about specific themes or situations, Youtube as a didactic tool was helpful for them to participate, having a cultural approach while learning and practicing the second language.

[Research study #14: State of the art. Lines 17-23]

In such wise, ELF had the chance to have feedback in their own process, being aware of their mistakes to improve their performance in the speaking skill, the pedagogical ways being developed such as expressing anecdotes, stories, thoughts regarding diverse topics mediated by TICs were suitable resources to improve their English fluency.

(...) the researchers sought to increase oral production on EFL students by developing videos with cultural awareness, underpinned on the Blended Learning field. In this sense, EFL students had constant interaction with native and non-native speakers in the classroom (...) the findings evidenced

how EFL learners gained fluency, since they expressed themselves in a natural way, without previous preparation.

[Research study #6: State of the art. Lines 7-10 & 18-19]

(...) the podcasts creations were a great opportunity for them to be engaged meaningfully in the oral tasks to overcome their fears and express themselves accurately. Furthermore, it contributed to progress on specific aspects of the Speaking skill such as vocabulary, sentence structure, pronunciation, and communicating their ideas in a more natural way.

[Research study #15: State of the art. Lines 14-18]

(...) the findings demonstrate that this Blended learning (B-Learning) proposal can enhance oral production, where students expanded the number of words on their oral presentations, improved fluency and their performance was better in front of an online scenario than face to face tasks.

[Research study #12: State of the art. Lines 19-22]

In this way, these fragments allow to show how the EFL students break with the barriers that could limit them to express themselves in a natural way. Likewise, it is observed that they show progressive advances in their fluency in the second language, where ICT methods and resources played an essential role.

Pronunciation as a productive aim. This subcategory elucidates about how EFL exponentially improved their pronunciation, making their communication in the foreign language clearer. Kenworthy (1987) conceptualized that the goal of pronunciation is to enable near native like proficiency in a foreign language, as is the case with students majoring in a target language, or learners are merely expected to achieve what has been described as comfortable intelligibility. With this assumption, the excerpts from the studies are dispensed.

(...) tool videoblogging in which EFL learners created videos, expressing and interacting in the target language to be uploaded on Youtube.(...) where the results revealed that this study covered the four language communicative skills, also, increased their expression in terms of language performance, pronunciation.

[Research study #10: State of the art. Lines 6-8 & 18-20]

EFL learners uploaded audios to be checked regularly and corrected in terms of pronunciation to improve accuracy.

[Research study #5: State of the art. Lines 11-12]

by narrating stories, expressing themselves with confidence and interest using a variety of expressions. (..) the levels of pronunciation raised from the replication of patterns from the input presented in the stories.

[Research study #2: State of the art. Lines 16-18 & 19-20]

Thus, through this series of characteristics exposed in the extracts, the students were able to enhance and improve their pronunciation through the various platforms and educational contexts presented, manifesting themselves in a more understandable and comprehensible way their beliefs, thoughts and ideas regarding the different given themes. Also, the regular revision of the EFL learners' oral performance, was an accurate way to help them to improve their pronunciation, taking into account the mistakes they could have made to be corrected.

Category #2: The role of ICT as a motivator of language learning.

This category exposes the way ICT resources motivates EFL learners to practice the foreign language, obtaining advancements when communicating. Accordingly, through the analysis of the state of the art, the selected studies dispense a variety of elements framed on the ICT which are useful, understanding them as a booster to increase EFL students' motivation, but also as a component full of dynamic and multiple platforms to learn and practice the Speaking skill.

Certainly, Mullamaa (2010) explain that students increase their motivation to learn a foreign language when there is an application of diverse “instructional strategies and multiple alternative and authentic forms of assessments, while maintaining high standards of student performance in an environment which encourages students to do their best work by effective, nurturing teachers” (p. 38). Precisely, the ICT provides different alternatives and paths for EFL teachers to develop the educational processes, where English language is taught and practiced along with the Speaking skills, with striking and interesting features for EFL students, which enhance their communication process and improve its results as seen in the exposed studies. All in all, three subcategories emerged from this category: *Engagement: a hook component*, *Interaction as an enriching experience*, and *Motivation as a stimulating factor*, which are explained respectively.

Engagement: a hook component. This subcategory elucidates the outcomes in regard to how EFL learners were engaged and involved in their own learning process in virtue of the ICTs. As Reeve and Tseng (2011) explain, there is an engagement in students, when they contribute to their own educational path as well as for their communication and reciprocal processes they have with professors and peers. In agreement, through the exposed studies, learners had an engagement with their classes and activities managed on ITCs, as the next extracts display.

EFL learners created videos, expressing and interacting in the target language to be uploaded on Youtube. (...) students are stimulated, understanding that it is an element that focuses their attention while promoting their communicative progress but also all English skills, making this method more solid and effective in the progress of the foreign language.

[Research study #10: State of the art. Lines 6-8 & 22-25]

(...) The purpose of the study was to explore through English songs and ICT as methods for progress of meaningful tasks, promoting speaking as well as listening skills. (...) the practical use of technological elements, the solid focus of the pedagogical strategies, and themes, allow students to connect with their preferences and tastes, enhancing their engagement in the target and all this results in a constant interaction that allows the improvement of communicative skills.

[Research study #1: State of the art. Lines 5-6 & 23-27]

(...) researchers sought to develop speaking skills through workshops organized on a designed web page. Accordingly, this webpage included workshops designed using a program called Flash and added various activities with grammatical aspects (...) these sixth grade EFL students were actively attentive leading to an encouragement to speak English, the use of ICT in the classroom meant a link between learning and playing, catching for the students, who were motivated during the workshops being a key for the learning process.

[Research study #5: State of the art. Lines 6-9 & 17-21]

(...) students felt completely engaged in the classroom, communicating with good disposition ideas, anecdotes, stories, and thoughts about specific themes or situations, Youtube as a didactic tool was helpful for them to participate, having a cultural approach while learning and practicing the second language.

[Research study #14: State of the art. Lines 19-22]

Thusly, it is displayed how students are stimulated with characteristics close to their tastes and preferences, improving and increasing their commitment to classes, activities, but also, with their own improvement and performance in orality. This includes methods such as workshops, game-based activities, digital platforms that focus their attention and allow them

to generate self-awareness that generates progress through different oral practices in the second language.

(...) by using the ICT resource of video recording through the WhatsApp application (...) through constant monitoring and watching videos of students, it was concluded that EFL learners were attentive and involved, showed participation, self-confidence to talk, and more conscious of their own production in the target language.

[Research study #9: State of the art. Lines 6 & 15-18]

(...) this proposal allowed EFL learners to practice and improve their speaking skill while using their mobile devices for learning purposes, where the podcasts creations were a great opportunity for them to be engaged meaningfully in the oral tasks to overcome their fears and express themselves accurately.

[Research study #15: State of the art. Lines 13-16]

As follows, technological devices such as cell phones are elements that are palpably handled by young people and as observed in these studies, they can be configured in the educational field with elements such as podcast creations that attract their attention and increase their engagement with what is developed and with student's own speaking performance in English.

(...) the use of those ICT tools are functional material on EFL teaching and meaningful elements to catch students' attention and get them related with the Speaking skill in factual contexts. In the same way, students gained more vocabulary, and were encouraged to share their opinions in an oral way, showing participation and encouragement to speak, engagement towards English learning and increased their language awareness by expressing their feelings and ideas.

[Research study #11: State of the art. Lines 14-19]

(...) EFL students were able to reinforce the English language in an authentic and meaningful way, they enhanced their self-confidence and fostered their speaking skills by engaging in situated speaking practices since they were involved in their own learning by watching videos, creating podcasts and presentations, and sharing their ideas through the platforms.

[Research study #3: State of the art. Lines 17-21]

For instance, these particularities allow to affirm that the ICT is a means that permits professors to generate on their EFL students an increase in their engagement to classes and what is developed in this type of virtual contexts, where there is a hook on their part and feel committed, improving performance when communicating in English.

Interaction as an enriching experience. This subcategory set out in what manner EFL learners where interacting, being a positive manner in the multiple scholar and virtual situations, take into consideration that interaction is a fundamental feature to practice the Speaking skill which leads to the progress on this aspect. To this extent, Vacca et al. (2011) relate that interaction is a social regard which implies a purposeful dialogue between learners; as they mention, when learners are socially interactive, they are engaged as well. In consonance with it, Routman (2005) contends that “students learn more when they are able to talk to one another and be actively involved” (p. 207). In essence, social interaction is crucial for the learning process, and it is perceived continuously in the studies, as the ensuing fragments.

(...) this study aims to promote English interaction in a social field by means of the ICT tool videoblogging in which EFL learners created videos, expressing, and interacting in the target language to be uploaded on Youtube. (...) where the results revealed that this study covered the four language communicative skills, also, increased their expression in terms of language performance, pronunciation, fluency, and spontaneity in oral production on EFL students on final product.

[Research study #10: State of the art. Lines 5-8 & 18-21]

(...) the purpose of the study was to explore through English songs and ICT as methods for progress of meaningful tasks, promoting speaking (...) it was evidenced how EFL students could understand, produce and interact in the foreign language in a dynamic and motivating way, displaying participation and interaction, progressing on the mentioned skills.

[Research study #1: State of the art. Lines 4-6 & 17-20]

(...) the usefulness of technological devices and applications such as videos, cell phones, PowerPoint presentations (PPT) and video beam to enhance and promote EFL students' speaking skill. (...) this study fostered EFL learners' self-confidence to speak English considering the interaction they had with the technological devices, and the students' perception towards the ICT's implementation was useful for the purpose of the study.

[Research study #8: State of the art. Lines 5-7 & 14-17]

(...) to use ICT resources such as Edmodo, WhatsApp, Facebook, and Skype along with communication strategies (...) EFL students increased confidence, being able to maintain fluent conversations including enough words, vocabulary, good interaction, efficient intonation, accurate lexis, grammar, and fluency.

[Research study #13: State of the art. Lines 5-7 & 14-16]

In such a way, the usefulness of the connection between technology with strategies that promote the participation of EFL students such as songs, videoblogging through the Youtube platform, Edmodo, WhatsApp, Facebook, and Skype along with communication

strategies encourage the interaction of the students, producing accurate progress on speaking performance, increasing their expression in terms of language performance.

(...) framed on virtual learning using elements such as videos, slides and pictures provided by the researcher(...) the findings evidenced that those EFL learners gained fluency in workshops, where students improved progressively by narrating stories, expressing themselves with confidence and interest using a variety of expressions.

[Research study #2: State of the art. Lines 9-10 & 15-18]

(...) using Youtube as a useful tool in regards of motivation towards learning a second language, as a way to enhance students' oral fluency, a pedagogical tool for EFL learners' interaction in the classroom and a provider of meaningful input for them. (...) the use of videos on platforms such as YouTube, in particular contexts as described above, allows greater interaction and proximity to topics where the target language can be used and constantly practiced for better oral performance.

[Research study #14: State of the art. Lines 7-9 & 22-25]

In such wise, it is possible to appreciate that through a variety of plans such as storytelling, using a variety of expressions, through web platforms, was generated constant interaction in students of English as a foreign language, where they managed to express themselves with confidence, being these educational proposals through ICTs significant resources to improve oral performance in English.

(...) using WhatsApp application (...) to increase oral production on EFL students by developing videos with cultural awareness (...) EFL students had constant interaction with native and non-native speakers in the classroom (...) where students interact and become involved in their own learning process with a fundamental cultural reflection.

[Research study #6: State of the art. Lines 6-10 & 24-25]

(...) providing tasks for F2F scenarios and assessments for the online environment using WhatsApp, videos, Youtube, Gmail and Drive (...) it has been shown that EFL students felt more comfortable expressing themselves through virtual means, improving their performance in the communicative field.

[Research study #12: State of the art. Lines 9-11 & 22-24]

As revealed by, interaction is a recurring factor in EFL students framed in virtual learning where, through various pedagogical activities, workshops, and assessments, they communicate positively, practicing with topics and frameworks closed to them and their realities, producing a better oral performance on this population.

Motivation as a stimulating factor. This subcategory hand over the elements displaying the way EFL learners demonstrate to be motivated across the developments of the varied virtual classes, emphasizing that this leads to students to feel stimulated to improve their performance in orality. Significantly, Bzuneck (2001) expounds that motivation is an inner construct which keeps up, guides, or changes goals, acts and desires. As stated by the author, the student's motivation is contemplated as one of the main indicators for obtaining success in learning activities that, consequently, must be prioritized in the planning of teaching strategies managed by the teachers. Owing to this, motivation is an essential aspect in the educational context for a better performance in learners. In this context, the following excerpts demonstrate how through ICTs, EFL students were motivated in participating and communicating orally.

(...) the audiovisual resources enriched their oral communication development and their interpretations and reflection in regard to the cultures were reinforced. Thus, the reflections between cultures carried out by audiovisual means motivated the students to generate opinions in an encouraging way, allowing the researcher to notice palpable advances in oral skills.

[Research study #4: State of the art. Lines 19-23]

(...) EFL learners obtained great enhancement on their oral fluency through the diverse activities done by the researcher, expressing actively their ideas, moreover, their motivation increased; students felt completely engaged in the classroom.

[Research study #14: State of the art. Lines 17-19]

Along these lines, it is noticeable that researchers carried out proposals with thematic approaches such as cultural mediated by TICs, where it can be seen that the EFL students felt motivated to express their ideas and thoughts about these topics that may be of their preference and generate practices that finally, generate improvement in the oral manner.

(...) the use of the technology allowed students to feel motivated to express themselves in English, and likewise, this allowed them to create autonomy and retrospectively of their learning process, generating a positive and better performance in the speaking skill.

[Research study #9: State of the art. Lines 20-23]

(...) to create an argumentative podcast (...) EFL learners could strengthened their argumentative productive competences by reflecting on problematics regarding their context, developing critical thinking, in the same way, their self- confidence to express themselves raised, and felt more motivate to continue progressing on their own learning process in the English language.

[Research study #7: State of the art. Lines 7-8 & 18-21]

In this way, the EFL students managed to feel motivated through what ICTs can offer along with the teaching methodology proposed by each researcher. In addition, ELS learners felt engaged in contexts close to their likes, which allowed to maintain their attention and disposition with the classes, activities, tasks and their own learning processes, which is an element of value when improving the Speaking skills.

Category #3: Productive strategies in virtual learning fostering the speaking skills.

This category describes the teaching strategies used by the researchers by means of the ICTs, along with features which lead to the enhancement of the Speaking skills. All in all, Saputra and Aziz (2014) mention that a teaching strategy is a generalized plan for a lesson which has a structure, objectives of instruction and an outline of planned procedures, to be implemented in the classroom. Then, these strategies are key to conducting classes with meaning, feedback and pedagogy.

In such a way, throughout the studies, the researchers choose to make use of pedagogical methodologies and teaching strategies that allowed them to generate dynamic educational contexts, considering the usefulness of the ICT tools they chose. Through various platforms, web pages, resources and other elements, the researchers managed to develop their teaching strategies with encouraging results in communicative factors regarding Speaking skills. Hence, three subcategories come out from this category: *Teaching procedures for oral advancement*, *Increasing autonomy features*, and *Rising vocabulary with communicative purpose*, which will be detailed correspondingly.

Teaching procedures for oral advancement. This subcategory expounds particular teaching procedures used by the researchers across the investigations in the virtual framework. These procedures comprehend the different steps, sequences, series of pedagogical actions to follow to achieve goals in communication to enhance the speaking skills. Sarode (2018) explains teaching procedures are “methods used to help students learn the desired course contents and be able to develop achievable goals in the future. [It] identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.” (p. 58). Notably, these pedagogical procedures permit to focus on learning objectives, in this case, the progress of oral skills, as evidenced in the following extracts.

(...) the researcher analyzed the EFL learners' oral interpretations about cultural customs in Scotland as well as customs in Colombia implementing audiovisual media such as images, videos, songs, Power Point (PPT) presentations through a television in the classroom.

[Research study #4: State of the art. Lines 6-9]

(...) 5 units or lesson plans were provided with particular themes to the EFL learners in the target language, incorporating activities and phases, seeking to plan, write, record, generate and present a video at the end considering the personal experiences based on the given topics.

[Research study #10: State of the art. Lines 8-11]

(...) it was executed using a Task-based methodological framework, adjusted to a current interactive web page, where EFL learners developed exercises in five sessions, based on diverse themes and musical genres of their preferences.

[Research study #1: State of the art. Lines 6-9]

Thus and thus, these studies allow us to affirm that the implementation of pedagogical elements, framed in virtual learning and prepared step by step, such as the development of sessions or lesson plans framed in levels of preparation, development and production for communicative purposes in the EFL students, has positive effects on their oral performance since it allows researchers to generate achievements on EFL learners that can be palpable in the contexts in which the didactic proposals are executed.

(...) the researcher put in practice three central oral assignments where EFL students talked about personal experiences, using themes worked in class, doing a monologue, a short video and a role play where an interview was done.

[Research study #8: State of the art. Lines 7-10]

(...) to develop speaking skills through workshops organized on a designed web page. Accordingly, this webpage included workshops designed using a program called Flash and added various activities with grammatical aspects, where EFL students had the space to express feelings, knowledge, likes and dislikes regarding topics of their interest and situations in their immediate contexts.

[Research study #5: State of the art. Lines 6-11]

(...) Then, the study included six workshops to be implemented in different moments, where EFL students were exposed to speaking strategies to increase their oral competence: expressing their points of view in-class discussions, on debates, role- plays, interviews, question-attack and argument specific themes as environmental issues.

[Research study #13: State of the art. Lines 7-11]

(...) to enhance EFL learners' speaking skills by means of the story retelling method embedded in lesson plans which combine speaking strategies to promote EFL learners' fluency, pronunciation, and vocabulary.

[Research study #2: State of the art. Lines 6-8]

As demonstrated, the communicative schemes proposed by the researchers, such as points of view in-class discussions, on debates, role- plays, interviews, question-attack and argument specific themes, implemented through web platforms, were ideal resources to promote specific and fundamental speaking skills as fluency, pronunciation, and vocabulary. These schemes included themes with situations that attract the attention, being productive for the advancement in the orality of the EFL students.

(...) the study was divided into three phases, where EFL learners were familiarized with diverse types of videos, containing new information, expressions, and vocabulary, and ended up with the chance for EFL learners to provide their points of view regarding important topics occurring worldwide.

[Research study #14: State of the art. Lines 10-13]

(...) EFL learners were assigned with speaking activities, recorded with a cell phone video camera, and directed through self-assessment rubrics allowing students to be involved in their learning process and observe it in an attentive way.

[Research study #9: State of the art. Lines 7-9]

(...) researchers sought to increase oral production on EFL students by developing videos with cultural awareness, underpinned on the Blended Learning field. In this sense, EFL students had constant interaction with native and non-native speakers in the classroom, including dances, games, gastronomy, idiomatic comparisons, cultural approach towards American and Scottish cultures.

[Research study #6: State of the art. Lines 7-11]

In such instances, the EFL students were familiarized with assessments containing information whose topics were close to what they knew in the world, in connection with technology, achieving the involvement of learners in their learning process through games, dances, gastronomy, cultural approaches, expressing their points of view in English in a critical and productive way.

(...) EFL learners achieved an initial monologue, a dialogue and a final monologue involving stages of preparation, recording and assessment.

[Research study #15: State of the art. Lines 7-8]

(...) to use different ICT tools such as Technology, Entertainment, and Design (TED), providing video conferences with a variety of topics such as culture, politics, sports, among others. Further, it was used Talk application, Youtube videos about different themes such as social, cultural, and political. In fact, through those tools, researchers seek to develop the learners' EFL Speaking skills, by communicating with people all over the world.

[Research study #11: State of the art. Lines 5-10]

To this extent, through Youtube, Talk application, and TED elements, the EFL students developed monologues, dialogues with preparation sessions, which allowed them to express themselves actively about social, political and cultural manners, developing communication skills.

(...) Alfonso designed a pedagogical intervention determined by a series of tasks with controversial social contents as social media in order to create an argumentative podcast.

[Research study #7: State of the art. Lines 6-8]

(...) researchers developed the pedagogical intervention through a didactic unit with three lesson plans, each one included aspects of skill, aims, speech act, topic, types of tasks and virtual resources, providing tasks for F2F scenarios and assessments for the online environment using WhatsApp, videos, Youtube, Gmail and Drive.

[Research study #12: State of the art. Lines 7-11]

(...) a didactical and pedagogical proposal based on Project-Based Learning (PBL) by means of web 2.0 tools using networks such as Google classroom, Forvo, Audacity, Flipgrid, Padlet and Youtube, seeking to enhance speaking skill. To this effect, it was developed in five stages, which had didactic material and lesson plans EFL students explored while they were engaged in situated Speaking practices.

[Research study #3: State of the art. Lines 5-9]

As it is displayed, each researcher prepared and proposed teaching strategies that consider interesting topics to motivate, engage and involve the different groups of EFL students, who were fed by TICs, becoming productive and meaningful classes to develop Speaking skills, with didactic components that step by step achieved the objectives proposed in this context.

Increasing autonomy features. This subcategory clarifies according to what specifications, EFL students evidenced being autonomous in their own learning process, based on the multiple teaching strategies given by the researchers along with the ICTs resources. In accordance with this, Çakici (2015) indicates that there exists autonomy when

there is a “learner’s acceptance of responsibility for his/her own learning. This means that learner autonomy is a matter of explicit or conscious intention (...) s/he has some idea of what, why, and how s/he tries to learn” (p.32). In this case, it is fundamental for EFL professors to promote this factor on EFL learners with accurate pedagogical features and engaging topics, accompanied by virtual components, which can be noticed in the next fragments.

(...) through workshops organized on a designed web page. Accordingly, this webpage included workshops designed using a program called Flash and added various activities with grammatical aspects, where EFL students had the space to express feelings, knowledge, likes and dislikes regarding topics of their interest (...) connecting English language in real situations allowing their reflections and expression, there was an increase of vocabulary, being able to communicate using the language in factual contexts and it reinforced their learning autonomy.

[Research study #5: State of the art. Lines 6-10 & 21-24]

(...) In this regard, EFL learners were assigned with speaking activities, recorded with a cell phone video camera, and directed through self-assessment rubrics (...) through constant monitoring and watching videos of students, it was concluded that EFL learners were attentive and involved, showed participation, self-confidence to talk, and more conscious of their own production in the target language also, it was highlighted the usefulness of those technological devices,

[Research study #9: State of the art. Lines 6-8 & 15-19]

In such a way, EFL students had spaces to express themselves freely about topics of their interest with technological elements and engaging platforms, generating on them awareness of their own oral performance, and increasing their autonomy, with important reflections and expression in the foreign language, which allowed them to strengthen their oral skills.

(...) This is based on the TBLT approach to progress on the argumentative productive competences in the target language, using mobile devices. (...) EFL learners could strengthened their argumentative productive competences by reflecting on problematics regarding their context, developing critical thinking, in the same way, their self- confidence to express themselves raised, and felt more motivate to continue progressing on their own learning process in the English language.

[Research study #7: State of the art. Lines 8-9 & 18-21]

(...) a didactical and pedagogical proposal based on Project-Based Learning (PBL) by means of web 2.0 tools using networks such as Google classroom, Forvo, Audacity, Flipgrid, Padlet and Youtube, seeking to enhance speaking skill. To this effect, it was developed in five stages, which had didactic material and lesson plans EFL students explored while they were engaged in situated Speaking practices. (...) fostered their speaking skills by engaging in situated speaking practices since

they were involved in their own learning by watching videos, creating podcasts and presentations, and sharing their ideas through the platforms.

[Research study #3: State of the art. Lines 5-9 & 19-21]

That being so, across the teaching strategies proposed through the utility of virtual learning, it can be seen how EFL students increased motivation and awareness in their own learning process, where they were attentive to their own oral production on the themes carried out, expressing reflections, opinions and making their improvement in Speaking skills a more enriching and conscious process for them.

Rising vocabulary with communicative purpose. This subcategory enlightens how EFL teachers propose and apply teaching procedures on EFL learners framed on the virtual resources, in order to increase -among other elements- vocabulary for a communicative advancement. To this extent, Dilshodb and Akramovna (2019) disclose that learners should be “trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word” (p. 21). In such manner, the vocabulary component is an important factor when communicating in a foreign language, considering it constructs the basis (words) to develop complex sentences, which as a chain, inner thoughts are exposed, thus, the more vocabulary EFL learners acquire, the more knowledge and expression of the language they have, being essential the teaching strategies to foster it, as seen in the following excerpts:

(...) through workshops organized on a designed web page. Accordingly, this webpage included workshops designed using a program called Flash and added various activities with grammatical aspects, where EFL students had the space to express feelings, knowledge, likes and dislikes regarding topics of their interest (...) connecting English language in real situations allowing their reflections and expression, there was an increase of vocabulary, being able to communicate using the language in factual contexts.

[Research study #5: State of the art. Lines 6-10 & 21-23]

(...) the study included six workshops to be implemented in different moments, where EFL students were exposed to speaking strategies to increase their oral competence: expressing their points of view in-class discussions, on debates, role- plays, interviews, question-attack and argument specific themes as environmental issues. (...) through the ICT mediated communication strategies, EFL students increased confidence, being able to maintain fluent conversations including enough words, vocabulary, good interaction.

[Research study #13: State of the art. Lines 7-11 & 13-15]

(...) to enhance EFL learners' speaking skills by means of the story retelling method embedded in lesson plans which combine speaking strategies to promote EFL learners' fluency, pronunciation, and vocabulary. (...) students acquired more vocabulary; because it allowed them to learn, memorize and practice words multiple times.

[Research study #2: State of the art. Lines 6-8 & 18-19]

On that wise, through pedagogical methods that lead to the production of meaningful conversations such as the storytelling method, debates, class discussions with controversial elements, mediated by ICTs, the EFL students managed to increase their vocabulary after reproducing patterns that lead to a better communicative production with enough words to express ideas and thoughts.

(...) researchers sought to increase oral production on EFL students by developing videos with cultural awareness, underpinned on the Blended Learning field. In this sense, EFL students had constant interaction with native and non-native speakers in the classroom, including dances, games, gastronomy, idiomatic comparisons, cultural approach towards American and Scottish cultures. (...) EFL learners gained fluency, since they expressed themselves in a natural way, without previous preparation, they displayed oral interaction, cultural vocabulary enrichment, (...) by using accurate grammar structures, being evident in the recorder videos presented by them.

[Research study #6: State of the art. Lines 7-11 & 18-22]

(...) EFL learners achieved an initial monologue, a dialogue and a final monologue involving stages of preparation, recording and assessment. (...) it contributed to progress on specific aspects of the Speaking skill such as vocabulary (...) and communicating their ideas in a more natural way.

[Research study #15: State of the art. Lines 7-8 & 16-18]

(...) to use different ICT tools such as Technology, Entertainment, and Design (TED), providing video conferences with a variety of topics such as culture, politics, sports, among others. (...) students gained more vocabulary and were encouraged to share their opinions in an oral way, showing participation and encouragement to speak, engagement towards English learning and increased their language awareness by expressing their feelings and ideas.

[Research study #11: State of the art. Lines 5-7 & 16-19]

(...) this Blended learning (B-Learning) proposal can enhance oral production, where students expanded the number of words on their oral presentations, improved fluency and their performance was better in front of an online scenario than face to face tasks.

[Research study #12: State of the art. Lines 19-22]

These excerpts manifest, through various and appropriate ICT speaking strategies, the EFL students had an enrichment of vocabulary, where they reflected and expressed

themselves about the proposed themes, making use of this foreign language in factual contexts. Furthermore, with enough words, the EFL students developed conversations with their peers and others, being able to interact in English, improving their speaking skills.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

As displayed in the previous chapters, this state of the art seeks to expose what the literature informs about the role of ICT on the enhancement of EFL Speaking skills under virtual learning environments during the last five years in Colombia. In accordance with it, this final chapter presents the conclusions of the study, accompanied by the implications to be considered with the recommendations.

Conclusions

Firstly, in response to the first specific objective of this study, which seeks to determine the way the EFL Speaking skills have been developed by means of ICT including the different sub skills that make part of it, it can be seen that through the first category *Language development towards communication*, it is demonstrated how through the studies presented, the EFL students developed their oral skills, in different communicative aspects, being explicit in the proposed subcategories, in the first place: Improving argumentative competence, where through various audiovisual elements such as videoblogging, songs, online workshops, the EFL students generated advances in oral expression, reflecting on topics close to their reality, sharing internal ideas, interacting with peers, debating, reflecting, and developing critical thinking while improving their argumentative quality in the orality.

The second subcategory *Gaining confidence when expressing* makes it clear that EFL learners felt comfortable expressing themselves within the different virtual educational processes in which they were immersed, where they increased their confidence by speaking with elements that appeal to them such as podcasts, videos, online presentations, and platforms, generating on them a pleasant link to develop their oral expression.

Furthermore, the third subcategory *Potentiating English fluency*, clarifies that through strategies such as audios, online workshops, YouTube videos, Podcasts, Presentations, the EFL students felt engaged in their practice and aware of their own process, they managed to increase fluency in this second language communicating with a willingness to improve errors, where feedback was possible that allowed them to recognize important awareness to generate greater fluency when expressing their thoughts. Besides, the fourth subcategory

Pronunciation as a productive aim, shows that the communication of the EFL students became clearer, practicing orally through videos, narrating stories, using a variety of expressions, with YouTube videos, where the replication of patterns allowed to result in better pronunciation on EFL learners.

In regard to the second specific objective of this study, which aims to identify the types of ICT tools and websites that have been used for the enhancement of EFL Speaking skill and to establish their usefulness, it is elucidated that through the second category of analysis *The role of ICT as a motivator of language learning*, multiple elements framed in virtuality, led to the improvement of oral skills. In the first instance, the first subcategory *Engagement: a hook component* shows that through videos to be uploaded to the YouTube platform, songs as significant methods of expression, web pages with conversational activities, programs such as Flash, the WhatsApp application, mobile phones for sharing videos, podcasts, platforms and videos, the EFL teachers managed to foster EFL learners speaking skills by engaging them in situated speaking practices since EFL learners were involved in their own learning processes.

The second subcategory *Interaction as an enriching experience*, reports that through video blogging, Youtube, slides, prictues, Gmail, Drive PPT presentations, videos, cell phones, video beams, Edmodo platform, WhatsApp, Facebook, Skype along with communication strategies, students were positively interacting in the foreign language. Then, the third subcategory *Motivation as a stimulating factor* describes how audiovisual resources enriched EFL learners' oral communication, feeling motivated, enhancing their performance in orality, in virtue of the ICTs.

In response to the third specific objective of this study, that looks to establish what types of EFL teaching methodologies have been used by means of virtual environments and their goals regarding the development of EFL Speaking Skill, the category *Productive strategies in virtual learning fostering the speaking skills*, demonstrate diverse teaching strategies in order to enhance the speaking skills framed on the ICTs resources. The first subcategory *Teaching procedures for oral advancement*, delineates teaching strategies used by the researchers in the virtual learning throughout the studies seeking the to foster communication goals.

Researchers used methods such as cultural customs from other countries like Scotland, implementing audio visual resources, units with particular themes to record videos expressing ideas, Task-based methodological framework adjusted to a current interactive web page based on diverse themes and musical genres of their preferences, oral assignments doing monologues, workshops designed using Flash program adding various grammatical activities, story retelling method embedded in lesson plans which combine speaking strategies, videos based on Blended Learning, TED proving video conferences with variety of topics, as well as Project-Based Learning (PBL) by means of web 2.0 tools, where EFL students felt connected with the topics and the interaction they had with the technology and the teaching strategies with meaningful tasks to improve the Speaking Skills.

In this line, the second subcategory *Increasing autonomy features*, defines productive procedures by EFL teachers to propose in EFL classrooms, achieving an increase on the EFL learners' autonomy by using workshops on designed web pages, speaking activity on cell phones to be recorded, use of the TBLT approach using mobile devices strengthening argumentative competences, while they were aware of their own communicative process and tasks.

The third subcategory *Rising vocabulary with communicative purpose*, enlightens the pedagogical plans contributing to the vocabulary enrichment on EFL students, through workshops with speaking tasks, discussions, debates, role plays, interviews, question-attack mediated by the ICTs, retelling stories, Blended Learning with cultural awareness, monologues dialogues video conferences with a variety of themes, Blended learning with Speaking strategies, where EFL students knew new words to communicate themselves and to have more knowledge of the target language.

As seen previously, the Speaking skills can be enhanced from multiple perspectives with accurate teaching strategies by means of the dynamism ICTs can offer. In like manner, it is important to highlight that there are currently multiple ways to teach English as a foreign language in an innovative way. Information Communication Technology (ICT) has opened up a variety of possibilities that can promote improvements in learning system, being a disadvantage to waste them and continue prolonging a traditional and monotonous education, where students are limited to being recipients of information, and teachers to transmit knowledge with restricted pedagogical teaching strategies without a significant and

transformative value, where students feel motivated to learn and progress in their learning processes, in contexts and with elements close to their reality, which is increasingly evolving.

Implications

To begin with, youth should see education as an engaging way not only to acquire knowledge, but to be better in all aspects of their lives, not as a constant series of monotonous instructions without added value, that is why teachers must change that vision and propose an enriching education that considers the current reality, generating a palpable change through elements such as technology.

That is reason, this state of the art seeks to provide multiple possibilities to carry out education, where valuable elements can be extracted for teaching and learning English as a foreign language, where Speaking skills can be developed in an innovative, dynamic, and interesting way. This implies for EFL teachers to see the development of classes from different perspectives and propose meaningful strategies with objectives that can be achieved taking into account the contexts in which they are immersed. Technology has become part of our reality and breaks with even educational schemes, which derives advantages for teachers and students, if they are included in an appropriate and strategic way, along with the pedagogical field.

In agreement, in regard to the educational field, educational entities must change the rigid vision of teaching that has been performed for years. The curriculum should be seen as a guide that allows to plan classes to be generated based on the needs in each context, but also that allows flexibility in the way in which classes are developed. Likewise, it is a priority that educational entities provide budget and make available sufficient technological resources so that virtual education can be carried out efficiently, considering that many schools and educational institutions are limited to generate this type of virtual learning, because they do not have these elements, such as internet, computers, tablets, cellphones, among many others. In the same way, offering opportunities through economic incentives for students who do not have the resources to receive education and to learn a second language, in order to promote a transformative education that includes all sectors of society.

Besides, it is fundamental to consider professor's field, teachers must see ICTs as diverse options to implement and make their classes more flexible, facilitating and making their teaching exercise more flexible, and not as an added factor with difficulties.

Understanding the current reality and with it the speed of change, technology has had an exponential increase, professors must have knowledge of technological elements and platforms, being immersed, having preparation on this aspect, time, on-going training, where they can appropriately adapt and restructure their teaching methods, making use of the effectiveness of technology, taking advantage of their knowledge, experience, and creativity, that promote in students a different view of the English language and feel motivated to learn it and to improve more and more in their learning process, since English is a foreign language and as such, it would be ideal to implement a variety of resources that allow its better acquisition, providing alternatives also for those who do not have technology at their fingertips.

For me as a researcher, this state of the art was demanding since it involved a process of months of research and analysis, however, during the process it became an enriching experience for my professional and personal growth, considering the methodologies, platforms, didactics, results and knowledge through the studies carried out by the researchers, that I can extract, and implement in the professional field and likewise, the challenging limitations and situations that were found in the different educational contexts, to be considered as situations that I will overcome in the best way as a human being and as a teacher.

Recommendations

In order to offer pedagogical tools through ICTs to enrich the development of Speaking skills in an engaging and meaningful way for EFL teachers and students, I have proposed a web page called "*The Talk Show*" with interactive, dynamic, and purposeful elements which seeks to motivate students to improve their oral expression. The website consists of two main sessions.

The main window is *home*, which introduces the web page to the users, followed by some tips in boxes to practice and improve the speaking skills. Afterwards, there is session 1, which starts with a passage titled 'Football Fans', where EFL students will have to read the passage out loud while listening to their own voice in order to detect their mistakes, below, users will find an activity called 'Express your ideas' where users will watch the video: "Teen Voices: Who Are You on Social Media?", paying special attention to the content and themes expressed there. Then, they have to upload a video in English with their points of view about the video. Eventually, at the end of this session 1, users will find the 'Describing stories' task,

where they will find five historical images, where the EFL learners will explain what is happening in the pictures, through a created a story for each one, uploading their recordings in a bottom below.

Thereafter, users will see session 2 of this web page, with the first activity ‘Expressing your point of view’ where EFL students will watch the video: "Social Media: Pros and Cons". Then, analyze the information and take a stand on the matter: *are you for or against social media? Do you think its use is positive or negative? What are the reasons?* They will explain it through a video and upload it on a button below. Finally, there is a subsection ‘Podcast: the creation’ where EFL learners will be divided into four groups of five people, each group must develop a section in relation to social media and relevant factors for them, lasting at least 8 minutes. Each student should provide a critical and argued opinion about this topic. These interventions will also demonstrate and apply the themes seen through the sessions and each student must do a minimum of two interventions of one minute. There is a button in which users will upload each section to the podcast. (See annex 3). Significantly, the lesson plans for sessions 1 and 2 are displayed. (See annexes 4 and 5). On the whole, the following link will direct to the designed web page:

<https://juanalozano77.wixsite.com/enhancingspeaking>

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ANNEXES

ANNEX 1. Rubric 1 for data analysis.

Author/s	Study	Place	Population	Methodolog	Instruments for data analysis
Biviana Marcela Pira López	Enhancing oral communication through the interpretation of Colombian and Scottish cultures supported on audiovisual media resources.	Bogotá, Colombia	30 sixth grade EFL learners 11 to 13 years old	Oral interpretations about cultural customs in Scotland and Colombia, implementing audiovisual resources.	Audio, videos, recordings interviews, field notes, surveys.
Cristian Andrés Chaves Santana and Luisa Fernanda Cuervo Marroquín	Video blogs: an interactive experience in the EFL classroom.	Bogotá, Colombia	70 ninth grade EFL learners	5 lesson plans with themes, activities, and phases to express and interact in the target language through videoblogging.	Surveys, artifacts, field notes, diagnostic test.
Diana Bautista Gutiérrez and Sergio Callejas Morales	Developing listening and speaking skills through song and ICT-based tasks.	Bogotá, Colombia	61 EFL learners of tenth and eleventh grades.	Five sessions in an interactive web page based on Task-based methodological framework, with diverse themes and musical genres.	Surveys, questionnaires .
Diego Alonso Yagari Yagari	Using ICT's to Foster Students' Confidence to Speak.	Antioquia, Colombia	EFL Seventh graders	Three central oral assignments with themes, including	Journal, oral assignments, questionnaires .

			10 to 12 years old.	monologues, video, role plays, interviews.	
Ilba Yaneth Rodríguez Tamayo, Yelipsa Barrera Parra, Amanda Lizeth Burgos Jimenez, Adriana Lizeth Cuevas Peña and Andrea Nataly Lara Vargas	Working the Speaking Skill by Using a Web Page in English Classes.	Tunja, Colombia	EFL Sixth graders 11 to 16 years old.	Workshop organized on a designed web page, with grammatical aspects.	Artifacts, questionnaires, recordings, and field notes.
Jairo Alonso Mendoza Padilla	The Role of ICT-Mediated Communication Strategies In Promoting Oral Skills.	Bolívar, Colombia	38 EFL sixth graders. 12 to 14 years old.	Workshops with speaking strategies with discussions, debates, role plays, interviews, question attack and arguments regarding specific themes.	Diary, observations, diagnostic test, survey, and a speaking rubric.
Juan Carlos Salazar Gallego	Developing the English-speaking skill in an online pre-service teacher program through story retelling.	Manizales, Colombia	9 EFL learners in tenth grade.	Story retelling method embedded in lesson plans which combine speaking strategies.	Interviews, surveys, questionnaires and journals.

Julieth Caterine Hernández Botina	Oral Fluency And Motivation Enhancement Through Web 2.0 Platforms As Didactic Tools.	Bogotá, Colombia	21 EFL learners. 11 to 13 years old.	Three phases with information to be expressed in the target language; points of view.	Audio recordings, field notes, artifacts.
Lida M. Molina	Video Recording as a Tool for Assessing Speaking Performance in EFL Large Classes.	Tame, Arauca, Colombia	34 EFL seventh graders.	Speaking activities through WhatsApp application.	Rubrics, videos, interviews, and journals.
Lizeth Carolina Alba Díaz and Miguel Angel Betancur Ceballos	Cultural Speaking Experience In An Efl Classroom Through Whatsapp™ Videos.	Bogotá, Colombia	EFL Eighth graders	Develop videos with cultural awareness underpinned on the Blended Learning field.	Interviews, field notes, audios, surveys, and video recordings.
Luis Fernando Sánchez Durán	Student - Generated Podcasts To Develop Speaking Skills.	Medellin, Colombia	43 sixth EFL graders.	Three podcast tasks with a monologue, a dialogue, involving stages, of preparation, recording and assessment.	Interviews, classroom observations and student's work.
María A. Martínez Hernández , Junior A. Vargas Cuevas and Astrid Ramírez Valencia	TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students.	Bogotá, Colombia	31 EFL eleventh graders.	Use diverse technological tools with a variety of topics to develop oral skills.	Interviews, questionnaires , teacher's journals.

Marly Dayan Alfonso Gómez	Podcast: Enhancing Argumentative Productive Competences In EFL Learners.	Bogotá, Colombia	34 tenth EFL graders. 15 to 16 years old.	Series of tasks with controversial topics based on TBLT approach to create an argumentative podcast.	Students' artifacts, field note, applied diagrams, and questionnaires .
Nieves Mabel Cifuentes García, Nancy Rocío Méndez Bejarano and Angélica María Moreno Bayona	Fostering English Oral Production through Blended Learning at Secondary School.	Bogotá, Colombia	Tenth EFL graders.	A didactic unit with three lesson plans, each one with communicative aspects, using blended learning and Task-Based learning approach.	Videos, transcriptions, surveys, diagnostic tests, and observation.
Valentina Gómez Guevara	Situated Projects In An Efl Classroom: Maximizing Oral Practices Through Icts.	Bogotá, Colombia	Eighth and ninth EFL graders.	Didactic proposal based on project-based learning (PBL) in five stages with materials and lesson plans with situated speaking practices.	Photographs, audio recording and videos.

ANNEX. 2. Rubric 2 for data analysis.

Author/s	Study	Place	ICT resources	EFL learner's abilities
Biviana Marcela Pira López	Enhancing oral communication through the interpretation of Colombian and	Bogotá, Colombia	Images, videos, songs, Power Point	Confidence, fluency, communication development,

	Scottish cultures supported on audiovisual media resources.		presentations PPT, Television.	encouragement to speak.
Cristian Andrés Chaves Santana and Luisa Fernanda Cuervo Marroquín	Video blogs: an interactive experience in the EFL classroom.	Bogotá, Colombia	YouTube platform, videos, videoblogging	Pronunciation, fluency, spontaneity.
Diana Bautista Gutiérrez and Sergio Callejas Morales	Developing listening and speaking skills through song and ICT-based tasks.	Bogotá, Colombia	Interactive web page, songs.	Interaction, communicative competences, engagement.
Diego Alonso Yagari Yagari	Using ICT's to Foster Students' Confidence to Speak.	Antioquia, Colombia	Technological devices: cellphones, videos, Power Point Presentations PPT, video beam.	Self-confidence, interaction, encouragement to speak.
Ilba Yaneth Rodríguez Tamayo, Yelipsa Barrera Parra, Amanda Lizeth Burgos Jimenez, Adriana Lizeth Cuevas Peña and Andrea Nataly Lara Vargas	Working the Speaking Skill by Using a Web Page in English Classes.	Tunja, Colombia	Web page, Flash program, audios.	Vocabulary, learning autonomy, expression.

Jairo Alonso Mendoza Padilla	The Role of ICT-Mediated Communication Strategies In Promoting Oral Skills.	Bolívar, Colombia	Edmodo, WhatsApp application, Facebook, Skype.	Confidence, fluency, vocabulary, interaction, intonation, accurate lexis, grammar.
Juan Carlos Salazar Gallego	Developing the English-speaking skill in an online pre-service teacher program through story retelling.	Manizales, Colombia	Videos, slides, and pictures.	Fluency, pronunciation, and vocabulary.
Julieth Caterine Hernández Botina	Oral Fluency And Motivation Enhancement Through Web 2.0 Platforms As Didactic Tools.	Bogotá, Colombia	Web 2.0 platforms: YouTube, videos.	Vocabulary, oral fluency, expression, motivation, engagement, and interaction.
Lida M. Molina	Video Recording as a Tool for Assessing Speaking Performance in EFL Large Classes.	Tame, Arauca, Colombia	Cell phones, WhatsApp application, video camera.	Self-confidence, involvement, participation, motivation, and autonomy.
Lizeth Carolina Alba Díaz and Miguel Angel Betancur Ceballos	Cultural Speaking Experience In An Efl Classroom Through Whatsapp™ Videos.	Bogotá, Colombia	WhatsApp application.	Fluency, interaction, vocabulary, self-confidence, accurate grammar.
Luis Fernando Sánchez Durán	Student - Generated Podcasts To Develop Speaking Skills.	Medellin, Colombia	Mobile devices, web platform for podcast.	Vocabulary, well sentence's structure, pronunciation, and fluency.

María A. Martínez Hernández, Junior A. Vargas Cuevas and Astrid Ramírez Valencia	TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students.	Bogotá, Colombia	Technology Entertainment and Design (TED), videoconferences, YouTube, Talk application.	Vocabulary, encouragement to speak, vocabulary, engagement, participation, and language awareness.
Marly Dayan Alfonso Gómez	Podcast: Enhancing Argumentative Productive Competences In EFL Learners.	Bogotá, Colombia	Mobile devices for podcast.	Argumentative competences, self-confidence, critical thinking, self-awareness of language.
Nieves Mabel Cifuentes García, Nancy Rocío Méndez Bejarano and Angélica María Moreno Bayona	Fostering English Oral Production through Blended Learning at Secondary School.	Bogotá, Colombia	WhatsApp videos, YouTube, Gmail, and Drive.	Vocabulary, fluency, accurate performance in expression, oral production.
Valentina Gómez Guevara	Situated Projects In An Efl Classroom: Maximizing Oral Practices Through Icts.	Bogotá, Colombia	Web 2.0 tools: Google Classroom, Forvo, Audacity, Flipgrid, Padlet and YouTube.	Self-confidence, involvement, well communication of ideas.

ANNEX 3. Link to the designed web page.

<https://juanalozano77.wixsite.com/enhancingspeaking>

ANNEX 4. Lesson Plan 1 for session 1. Web page.

LESSON PLAN 1: Gaining confidence when expressing.
Objectives:

To identify mistakes when reading out loud.

To express ideas based on a controversial video.

To describe historical images through stories.

Language Contents: Past simple, present simple, present perfect.

Vocabulary: Expressing ideas.

Stage	Procedures	Materials
Warm up 10mn	<ul style="list-style-type: none"> Ss will read the text '<i>Football Fans</i>' out loud, listening to their own voices and pronunciation to detect their mistakes in a better way. 	Text: https://www.elcivics.com/worksheets/football-fans.pdf
Expressing Ideas 30 mn	<ul style="list-style-type: none"> Ss will watch the video: "Teen Voices: Who Are You on Social Media?" with controversial information, in regard to the impact social media has over youth. Ss will pay special attention to the content and themes expressed there. Then, Ss will upload a video in English with their points of view about the video. 	Video: https://www.youtube.com/watch?v=cLFMBT1Ayls
Describing stories 40 mn	<ul style="list-style-type: none"> Ss will find five images about historical events throughout time. Ss will see them and explain what is happening in the pictures through an audio. Ss will prepare and provide a story for each one. Finally, Ss will upload their recordings in a bottom below. 	Images (5)
Assessment	T will assess the tasks completed.	

ANNEX 5. Lesson Plan 2 for session 2. Web page.

LESSON PLAN 2: Improving argumentative competence.
Objectives:

To generate arguments based on points of view.

To produce a podcast based on social media as a debatable theme.

Language Contents: Past simple, present simple, present perfect.

Vocabulary: Argument thoughts.

Stage	Procedures	Materials
Argumenting points of view 30 mn	<ul style="list-style-type: none"> Ss will watch the video: "Social Media: Pros and Cons". Then, Ss will analyze the information and take a stand on the matter: <i>are you for or against social media? Do you think its use is positive or negative? What are the reasons?</i> Ss will explain it through a video and upload it on a bottom below. 	Video: https://www.youtube.com/watch?v=bNuosP8ty1E
Podcast: the creation 60 mn	<ul style="list-style-type: none"> Ss will produce a podcast, an audio-only radio program. Ss will be divided into four groups of five people. Each group must develop a section in relation to Social Media and relevant factors for them. It will be one section per group, each section should last at least 8 minutes. Each student should provide a critical and argued opinion about this topic. These interventions will also demonstrate and apply the themes seen through the sessions. Each student must have a minimum of two interventions of one minute each one. A button will give them access to the platform. Ss will upload their respective sections to the podcast. 	(Podcast sessions)
Assessment	T will assess the tasks completed.	