UNIVERSIDAD LATINA DE COSTA RICA

ENGLISH DEPARTMENT

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

LIN-10: Seminar II

Topic: The Importance of Technological teaching strategies in the development of learners' speaking ability on the online lessons at Hojancha Technical High School, 2021

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Santa Cruz, Guanacaste.

2021

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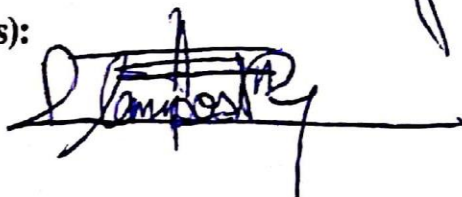
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Willy Gerardo Rivas Alvarez

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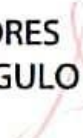
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Dedicatory

Firstly, I am pleased to dedicate this thesis to God since I am aware that without him it would never have been possible, and for this reason I feel strongly grateful with him for giving me the strength I needed throughout this process, even though it was not easy at all because there were many difficult moments and dark circumstances in which my own strength was not enough but God's power made me continue in this educative path.

Then, I dedicate this thesis to my family since they represent the biggest treasure that I have in this live and the best gift of love that God sent to me to live with in this world. Mainly to my mom Rosa Ramírez Vásquez, due to she has demonstrated to me the real figure of a brave person, a true warrior and she has also shown me the sincere love's meaning because she has loved me in the truest and deepest way that no one else will ever love me.

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CHAPTER I

Introduction

1.1 Introduction

The purpose of this research began with the idea to observe, recognize, and finally analyze the collected data carefully to identify if the implementation of a variety of technological-based tools for teaching in the virtual classroom could enhance the learners' final achievements in their oral communication ability. Recent literature verifies that an ICT-based educational environment strengthens the students' accomplishment in the target language since the web-based materials are addressed in all the different kinds of learners and focused on the various types of intelligence; for instance, the kinesthetic learners, visual learners, auditory learners and read-write learners too, in a way, that all the abilities are integrated at the same time by implementing sounds and pictures in the educational materials. (Al-Jarf, 2005 cited by Al-Mahrooqi & Troudi, 2014).

Besides, it is not a secret that technological techniques have become of paramount importance in the teaching-learning process. For this reason, this document refers to the importance of digital innovation strategies to be implemented in the English virtual classes. Moreover, according to the conference report of the Directorate General of Education and Culture in Europe (DGEC) (2003), it is pointed out that integrating technological-based activities in the virtual classroom enhance the learners' participation in verbal activities since the common error fears are more reduced than the presidential traditional learning environment, besides, this report assumes that technological teaching strategies in the teaching English as a Foreign Language process "exposes learners to authentic language, enables them to communicate with the outside world and fosters their learning autonomy." (Al-Mahrooqi & Troudi, 2014, p.67).

In addition, it is essential to remind the fact which explains the constant changes generation by generation, the reason why the teaching-learning process cannot be the same from one hundred years ago, Chapelle mentions that "Internet immersion is new, but the more traditional forms of immersion for developing second language ability find support from many English language teachers." (Chapelle, 2003, p.36). To this, adding the COVID-19 pandemic that has changed the educational process abruptly worldwide has forced teachers to carry out activities virtually in real-time, enabling students for working in pairs

or small groups even individually to provide meaningful learning in students by the usage of authentic and creative materials for catching the learners attention.

Additionally, since nowadays almost everyone has good internet access and students of all ages possess their digital learning tools like tablets, smartphones, and computers; the population to be studied in this research is the eighth graders' group from Hojancha Technical High School, and it is important to know if learners are more engaged to acquiring the English Foreign language starting from the point that youngers are always using their ICT's devices immersed in the technological world, and this fact facilitates the teachers' path to the modern learners through the execution of innovative teaching strategies in the virtual learning process. To illustrate, there are a great number of digital platforms that help professors to develop a dynamic and interesting lesson in which educators can measure the students' oral production and prove their expressive language ability to notice their academic performance level.

To conclude, this analytical journey is described through five critical chapters: firstly, chapter one exposes the following slices: introduction, justification, problem statement, hypothesis, general and specific objectives and scopes and delimitations of the subject in order to come up with a general background of the research. Then, the second chapter explains the literature review to be aware of previous findings of this topic. After that, the third chapter refers to the methodological framework according to the type of investigation, besides, certain details of the selected population are given simultaneously with the instruments used to collect the data. Next, the fourth chapter describes a wide analysis of the final results and their interpretations. Finally, the fifth chapter provides the closing conclusions and recommendations based on the collected data.

1.2 Background of the problem:

The communicative language ability in English has turned into a requirement in society in this 21st century since English has become an international common language used to communicate between people from one country to another. According to the Costa Rican System of Education, the facility of speaking the target language fluently is a quality of paramount importance to get better life opportunities nowadays. For this reason, it has been

implemented the usage of ICTs to improve the teaching-learning process in this age of technology. Moreover, the Costa Rican Educational System expects to enable students to face real-life challenges in a globalized world by using their ICTs as a source of knowledge and as an essential tool for learning, in other words, the purpose is to promote the learners' language development through including innovative teaching strategies to support the learning environment. (Ministry of Public Education, 2016).

On the other hand, even it is thought that teaching English is only reading, listening, writing, and speaking, it is much more than that, reason why the Costa Rican Educational System decided to use technological-based tools to encourage the development of communicative competence by integrating abilities in the learning environment; in fact, the brains' capacity to process information is not the same to each other, for this reason, the new curriculum proposes to create tasks to auditory, visual or kinesthetic processing as an inclusive program. Furthermore, the Educational System visualizes bilingual learners and productive people for the society (Ministry of Public Education, 2016), subsequently, to achieve an excellent English language proficiency level it is required to draw on technology to provide students a real meaningful learning "recently, technology has brought a drastic change in the world and now is revolutionizing education. Technological innovations are providing a range of possible solutions that can develop teaching and learning English as a foreign language." (Diyyab, 2014, p.3).

Besides, previous researchers affirm that technology provides a great number of advantages with its implementation in the educational field; for instance, it is assumed that traditional methods of teaching English are monotonous and repetitive in the EFL or ESL conditions, causing the students' loss of interest and motivation to learn the target language, however, the execution of technological-based tools for teaching provides audio-visual features and even animation effects to catch the learners' attention immediately by engaging them with the language and it helps to create an interesting and dynamic atmosphere during the teaching-learning process to maintain the curiosity and enthusiasm among learners. (Hazarika, 2017).

Finally, it has been found that technology promotes the learners' ability to communicate in English since "technological tools stimulate the cognitive abilities of the

students, thereby allowing them to transform English learning into capacity building. Thus, teaching through multimedia technology has immensely promoted students' positive thinking and communication ability in the target language." (Hazarika, 2017). For these reasons, the usage of technology has become a necessity in teaching English, moreover, during the COVID-19 pandemic worldwide, technology is considered as a lifeline to carry out lessons efficiently; to illustrate, the technological teaching strategies reinforce the teaching contents, therefore, the effectiveness of the lesson is significatively better, enhancing the individualized learning and improving the quality of training in the target language due to "technology provides experiences beyond time and space, and creates a more vivid and authentic language learning environment. It triggers the imagination and involvement of students, thereby enhancing the efficacy and outcome of the ELT classroom" (Hazarika, 2017).

1.3 Justification

The present research is overly important since it supplies general and specific information regarding the implementation of technological-based activities for teaching English to enhance the learners' oral expressive development. Besides, this document refers to the main reason why technological teaching strategies are currently included in the modern online learning environment as essential sources of teaching. Moreover, speaking the English language is considered a universal language nowadays and there is evidence that supports this suggestion.

> The need for speaking mastery English has been increased due to the strengthening position of English as a language for international communication. It has become apparent that students of English as foreign language have considered themselves good and successful learners if they can communicate fluently and effectively in English. (Graves, 2008 cited by Diyyab, 2014).

On the other hand, in this century, the capacity of speaking English fluently has turned into high-priority in current EFL learners, actually, "teachers and researchers of English as a foreign language should place greater emphasis on fluency through finding new ways to

incorporate fluency-enhancing methods and activities in their classroom teaching" (Diyyab, 2014). For this reason, technology plays a foremost role in virtual education by evolving the teaching-learning process. In consequence of this, technological-based tools are exposed as meaningful learning providers in the EFL lessons to incentivize students to learn throughout true-life scenarios. (Harstell & Yuen, 2006 cited by Diyyab, 2014).

Finally, it is crucial to point out the importance of using digital activities during e-learning to provide benefits to the educational population; for instance, online-based activities stimulate the learners' motivation to continue learning throughout feeding their competitive ability and ambition for winning the games and completing the tasks on time, another point is the promotion of the cooperative work idea (American University's School of Education, 2020), all these helps to put in practice the constructivism theory based on the students prior background knowledge.

1.4 Problem Statement

To start with, the investigator has to select the general problem area to work with, for this reason, it could be turned a little bit difficult for beginners because the researcher must be aware of the initial root of the problem and understand what is going on to solve it even without having wide prior background knowledge about a certain issue. This section of the problem statement involves the variables and the community to be studied, besides, the problem statement could be presented as a question by referring to the relationship between the variables or a description of the variables could be given in the problem statement; on the other hand, the problem statement reflects the main purpose of the investigation (Ary, Cheser, & Sorensen, 2010). How have the technological teaching strategies helped in the students' language development skills in eighth graders at Hojancha Technical High School?

1.5 Hypothesis

The hypothesis is related to the variables of the research by asking the question: what could be the effect of this variable? In other words, what could be the final achievement of

this variable? So, the hypothesis is an idea or a concept which the researcher tries to test throughout the whole body of the investigation, it could be a prediction of what could happen based on the variable or it also could be a possibility statement to experiment with the study. Furthermore, the purpose of stating a hypothesis before the data-gathering process is to demonstrate the researcher's previous knowledge about the area to be studied before starting the investigation, likewise it provides a direction to be followed in the data-collection phase by telling the researcher what kind of data the investigation requires and guides to how data could be interpreted too. The usage of technological teaching strategies helps a lot to improve the students' speaking ability.

1.6 Objectives:

Firstly, it is of paramount importance to establish what is pretended to achieve with the investigation, for this reason, the objectives are required to clarify what is the central purpose of the research and what kind of aspects are expected to reach with that. For example, many researchers are focused on investigating how a specific problem could be solved, however, other investigations intend to prove a previous theory about certain topic or provide evidence to support the subject through the whole research. Consequently, it is needed to be very careful at the moment of choosing the research's objectives since they must be clear and understandable for the audience due to they are in charge of guiding the investigation, besides, the objectives have to be congruent with each other and with the study subject as well **Fuente especificada no válida.**.

1.7 General Objective

- To analyze the implementation of technological teaching strategies and its importance in the development of learners speaking ability on the online lessons at Hojancha Technical High School, 2021.

1.8 Specific Objectives:

- To study the implementation of the technological teaching strategies applied during the online English class
- To describe how the technological teaching strategies are implemented during the online English class by the teacher.
- To know the teachers' personal insights about the implementation of technological teaching strategies during the English class to strengthen the learners' development in their oral ability.

1.9 Scope and delimitations of the research

1.9.1 Scope

The main aspiration of this investigation is to study the real importance of implementing technological teaching techniques during the teaching-learning process through online education to improve the communicative language ability in eighth graders from Hojancha Technical High School in Guanacaste, circuit 05. Besides, the previously selected populations to be studied in this research are composed of the students, their respective professors, the high school's principal, and the English department's advisor as well.

1.9.2 Delimitations

The present research will be carried out at Hojancha Technical High School, circuit 05 from Guanacaste province, moreover, there was a previous selection of the four population to work with throughout this analysis: first of all, the students from the eighth level were chosen to perform a well-grounded questionnaire about the topic, then, another population involves the English department's professors to explore their opinions about the subject, after that, it is required the high school's principal help to inquiry for information as well, and the last population but not at least is the English department's advisor who will be asked some online questions to determine a groundwork based on their insights.

1.10 Restrictions and limitations

In addition, due to the COVID-19 pandemic worldwide, it has been deployed several effects with this into the educational area, among the main sequels it can be mentioned the virtual education that has become of transcendent importance nowadays since there are no chances for students to go to the educational institution and assist to the face-to-face lessons in their traditional English language teaching classroom. On the other hand, the teachers' time plays a critical role in online learning, due to professors do not have enough time to clarify all the learners' doubts and it could have severe repercussions in the students' acquiring process. Besides, one more limitation is the students' internet connection, therefore, if learners do not have a stable web connection, the access to the e-learning could be turned into a difficult achievement to reach from their houses.

CHAPTER II

Theoretical Framework

2.1 Situational Framework

Nowadays, technology-based teaching has been integrated into the educational process, undoubtedly; it has come to bring lots of benefits and facilities to teachers and students. For this reason, learning technologies are currently considered powerful tools for enhancing learners' understanding and comprehension in educational contexts. It is not a secret that technology evolves every day, because of this, the number of technological sources for teaching has increased considerably over the years by facilitating access to a great variety of course materials with curricular purposes (Eady & Lockyer, Tools for learning: technology and teaching strategies, 2013). For example, thanks to all the technological advances, online teaching platforms are available as an alternative resource for teaching instead of the traditional learning environment, these platforms allow students and professors to carry out their classes successfully by using a distance learning methodology, on the other hand; technology offers a broad range of technological-based tools for learning due to constant innovation, therefore "computer devices are more powerful and come in different forms, from those that sit on our desks to those that sit in the palm of our hands" (Eady & Lockyer, 2013, parr.4).

Besides, technology-enhanced learning improves the quality of learning in students as well through the implementation of ICT tools, digital educational media, and e-learning platforms. To illustrate, technology-based training makes available different learning applications, software programs, and web-based systems and services, all of which have the central purpose of supporting the teaching-learning process with innovative teaching strategies, modern approaches, interactive materials, and technological teaching techniques.

There now are computers and interactive whiteboards in schools, and schools are connected to each other and the world at higher speeds than ever before. Technology in schools has become mobile, with laptop computers, tablet devices and smartphones now part of the teaching and learning context (Eady & Lockyer, 2013, parr.7).

In addition, the innovative integration of technology in teaching provides students the opportunity to "use, create, manipulate, and share information on computer devices and over computer networks. Technological devices and networks have changed our schools and

classrooms" (Eady & Lockyer, 2013, parr.5). This happens thanks to the internet connectivity and technological devices that enable learners to connect with their peers and classmates inside the classroom, outside the school, or even worldwide.

2.2 Institutional Background

Hojancha Technical High School was created on November 28th, 1972, since several community leaders were concerned about the lack of an educational institution in the zone. For this reason, at that time almost all the young people of the community had to travel from Hojancha to Nicoya High School and other places around to receive an education. Of course, it was not possible for everyone due to all those families with low economic resources to pay all the expenses of this process and people who lived in isolated communities of the place without not only economic facilities, but also transportation difficulties were unable of receiving a good education.

The Hojancha Technical High School began with 118 students in the educative process, 63 men and 55 women. On the other hand, the staff was integrated for the principal who was also a professor at that time and his name was Angel Marin Madrigal, additionally, the institution was made up of seven educators and janitors. Then, the first Administrative Board was formed by Mr. Guillermo Herrera Porras as a president in the institution, Mr. Raymundo Rodriguez Garcia as a vice-president, Mr. Amado Quirós Zeledón as a secretary, Mr. Francisco Luis Granados Murillo and, Mr. Jose Maria Viquez Barrantes as members one and two.

Currently, Hojancha Technical High School is in the canton number eleven of Guanacaste, specifically four hundred meters West and other four hundred meters North of the Victoriano Mena Mena School, in La Libertad neighborhood of Hojancha. The vision of this institution is to be a competitive High School following the technological changes and sustainable development, by taking advantage of the resources of the environment whose graduates are entrepreneurs, who meet the demands of the labor market and the educational system. However, the mission of the institution is to provide theoretical and practical knowledge to young people from the community through comprehensive training that allows them to ingress to the labor market or continue the formal educational process.

Furthermore, Hojancha Technical High School offers specialties to all the students from the fourth cycle of the educational training, for example, ecological tourism, business informatics, hotel tourism, agroindustry, agroecology and, an executive for service centers. In addition, the institution also comes up with specialties for the technical night section, for example, computer support, hospitality, and special events, and the finally, executive for service centers.

2.3 Literature Review

English has become an international common language used by several countries with different cultures worldwide. For this reason, "the development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system" (Ministry of Public Education, 2016, p.4). Furthermore, the target language is spoken by thousands of humans to communicate to each other personally or digitally through the usage of social networks. Consequently, the ability to speak English easily has turned into one of the most important requirements nowadays to achieve better life possibilities for getting a job, traveling, and communicating over the world. In the current century in which we are living now, the Costa Rican educational system expects to integrate bilingual citizens into the society by improving their communicative language ability to reach a good English proficiency level in 21st-century learners (Ministry of Public Education, 2016).

On the other hand, English is playing an essential role in different areas such as medicine, current studies, technology, education, and many more, because of this, "English is being taught and learned around the world as a second language today" (Kuning, 2019, p.50). That is why most of the educational sources, documents, and researchers found on the internet or popular websites are written or recorded in English. Even though, English is divided into four basic language skills, the most relevant from all of them is speaking, according to Chaney (1998), the ability to produce a language orally is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (as cited in Kuning, 2019, p.p. 50-51).

Additionally, speaking is of paramount importance during the second language acquisition process, based on Shumin (2002), even it is not too easy to achieve for foreign language students, "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions" (as cited in Kuning, 2019, p.51). All these, transmit ideas, phrases, and thoughts orally by being comprehended by the listeners. Moreover, the teacher must enable foreign language learners to communicate effectively in real-life situations by providing daily interactions for sharing personal insights, own thoughts, and points of view into the real world context out of the school due to English being considered as a lingua franca in several nations around the world. (Kuning, 2019).

In addition, the teaching-learning process has been evolving constantly until today, as a result of this, the common educational environment is not the same as ten years ago thanks to the implementation of technology to enhance the educational trail.

The integration of technology into language teaching which was started in the early 1960s and 1970s, assisted teachers to teach second language learners how to speak in the best way possible. Every day teachers are getting access to some new technologies, which join hand with English teaching. As the conventional teaching method such as the chalk and talk method seems to be outdated, the modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. (Kuning, 2019, p.51).

Considering that, the execution of technology in the traditional classroom is considered as a reliable source for enhancing the foreign language learners speaking development by keeping in mind aspects like accurracy and fluency, but the most relevant of both is to achieve speaking the target language fluently since "speaking fluency is an initial and important goal in language teaching. Fluency represents a major element in judging speakers' ability and proficiency in EFL classes" (Benha University, 2013, p.5). According to Widiati and Cahyono (2006), in the English classroom the "EFL students need to feel they

can use the language in real situations as it represents an intrinsic motivation for them." (as cited in Benha University, 2013, p.6). Besides, they also added that there are some characteristics to catch English learners' interest and attention in the target language.

(1) topic: the topic of the lesson must be of interest and importance for the students in order to be able to capture their interest and attention; (2) visual focus: it is much easier for the students to concentrate on thinking about something if they can see that something or at least some depicted or symbolic representation of it, sight is an extremely powerful and demanding sense; (3) open ended: a task that is open-ended allows lots of students' responses during EFL speaking classes; (4) information-gaps: it is true that the transmission of new ideas from one participant to another does occur in most real time language-based transactions, and when this factor is built into a classroom language learning situation, it will be a challenge to add purpose and authenticity to the learning environment. Videos were found to decrease the gap that may be found during English speaking classes. (Benha University, 2013, p.p. 6-7).

2.3.1 Technological-based Language Teaching

This teaching process involves the implementation of technological tools for learning at the educational institution, it is beneficial since the young students are commonly familiar with the usage of their own technological devices and its implementation help learners to acquire the target language better through a technological-based environment, the reason why the ICT's integration has become indispensable during the teaching-learning process in the educational trail. Based on Jamieson-Procter (2013), an important reminder about the application of technology in the academic path is "the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components" (Ghavifekr et al., 2015, p.175).

However, technology-based tools cannot replace the teachers' help and guidance in the process of learning, they are seen as an extra compliment for improving the teaching-

learning process (Ghavifekr et al., 2015). Subsequently, the ICTs are considered as a requirement in the educational area, because according to (Young, 2003).

Teaching and learning is not only happening in the school environment, but also can happen even if teachers and students are physically in distance. However, ICT integration is not a one-step learning process, but it is a continual process of learning that provides proactive teaching-learning environment. (as cited in Ghavifekr et al.,, 2015, p. 176).

2.3.1.1 Technological Teaching Strategies

The concept of teaching strategies refers to the methodology used to carry out lessons successfully, as stated by Lasry et al., (2008), the teaching strategies belong to "the approaches lecturers, teachers or instructors follow to create conducive learning environments. Tied to this is the specification of the nature of the activity in which the lecturer and student will be engaged during the lesson" (Simelane, 2014, p.512). On the other hand, according to Liu et al., (2002), before selecting the teaching strategies to be used, it is too much important to take into consideration some aspects like "(a) the curriculum; (b) prior knowledge of students; (c) students' interests; (d) students' learning styles and (e) the developmental level of the students" (as cited in Simelane, 2014, p.512). For this reason, it is essential to discover the students' needs and weaknesses as well as their strengths.

After that, new teaching strategies have been implemented in the conventional teaching classroom through technology-enhanced learning. Nowadays, many teaching techniques have been developed thanks to technological advances for providing more effectiveness to the educational process by transforming the common classroom-based instruction into network-based learning. As it is provided by Twigg (2003), the teaching process "would be much more effective if lecturers incorporated technology and the Internet in their teaching." (as cited in Simelane, 2014, p.512). As a result, there are several advantages of implementing technology in the teaching-learning process, and according to (Anderson, 2004), one of the most outstanding benefits of using technology is that "online learning allows for people to see the big picture and think outside the box in order to make it possible to view practice" (as cited in Simelane, 2014, p.512).

Besides, professors worldwide try to apply a great variety of teaching strategies for promoting the learning process in students "these strategies include lectures or presentations, workshops and laboratories, seminars or tutorials, self-guided instruction, consultation, and collaborative learning activities." (Klobas & Renzi, n.d.,). These strategies are used individually or could be mixed among them.

2.3.1.2 ICT's Integration in English Teaching

ICT's abbreviation means Information, Communication, and Technology, and this concept refers to the implementation of computer-based communication for involving technology in the educative process in the classroom. Its main intention is to make students ready for this 21st technological century and professors are seen as coaches for preparing learners during daily technological lessons. As it is provided by Arnseth & Hatlevik (2012), the usage of ICT's has become vital in the teaching-learning process "this is due to the capability of ICT in providing dynamic and proactive teaching-learning environment" (as cited in Ghavifekr et al., 2015, p.175). For this reason, Albirini (2006), states that integrating ICT's in the teaching classroom involves "benefits from networking the learning communities to face the challenges of current globalization" (as cited in Ghavifekr et al., 2015, p.175).

Moreover, young learners are familiar with the usage of their technological devices, and this fact helps a lot to the technology-based environment at school, even the ICT's integration in the English teaching process is not easy at all, Young (2003) supported the idea of incorporating technology gradually to each lesson since the "process of adoption of ICT is not a single step, but it is ongoing and continuous steps that fully support teaching and learning and information resources" (as cited in Ghavifekr et al., 2015, p.175). ICT tools are indispensable for providing meaningful lessons to students by changing the traditional teaching methods, based on Finger et al., (2002).

Students will benefit from ICT integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course is designed to help them to stimulate their understanding about the subject. It also helps teachers to design their lesson plans in an effective, creative and interesting approach

that would result in students' active learning. Previous researches proved that use of ICT in teaching will enhance the learning process and maximizes the students' abilities in active learning (as cited in Ghavifekr et al.,, 2015, p.176).

2.3.1.3 Digital Educational Media

The Media's concept involves all the digitized content as files which could be represented into audios, digital videos, graphics, photographs, digital images, or illustrations; in other words, according to Criticos (1996), digital media is categorized as "everything that can be used to channel messages" (as cited in Hikmah, 2019, p.36). Because of this, teaching in a digital age is considered an advantage nowadays, since digital media-based activities play a fundamental role for curricular purposes by improving the conventional teaching approaches. As everyone knows, the students' motivation is of paramount importance during the learning process for acquiring a foreign language, the reason why the teaching procedures require adequate media-based techniques for engaging learners in the educative path surrounded by a fun and dynamic learning environment inside the classroom, besides, digital media allows learners to construct their knowledge thanks to the implementation of innovative and interactive media-based activities executed by professors (Hikmah, 2019).

Additionally, digital media contributes to the educational process since it is a useful resource for language teachers to enhance the students' foreign language practice as a means of delivering information or messages into the learning context. Furthermore, digital media helps teachers to distribute innovative materials for learners by stimulating their attention, motivation, and interest in the language for comprehending the learning materials easier during the learning process. In other words, the implementation of digital media in the learning process "is not only to complete the learning process and to attract the attention of students, but it aims to facilitate the teaching and learning process so that it can improve the quality of teaching and learning." " (as cited in Hikmah, 2019, p.36). That is why the usage of digital media in the teaching-learning process is considered as a basic component to be incorporated in academic attainment (Hikmah, 2019).

Then, it is considered that using digital teaching media in the educational process brings tones of different benefits. According to Kemp and Dayton (1985), the use of digital

teaching media provides captivating learning to foreign language learners due to it supplies visual and auditory materials to strengthen the auditory and visual learners' understanding; by the same token, the process of learning gets more interactive by creating an active learning environment in the classroom. Besides, the use of media allows students to spend more time performing their tasks during the English lessons since teaching media facilitates the learning materials' explanation by saving the professors' time simultaneously, in the same way, digital media come up with a great variety of learning tasks by improving a lot the learning quality in all the students because it helps students to master the learning materials better and successfully for increasing their comprehensive input. (as cited in Aniuranti, 2018, p.58).

In addition, Kemp and Dayton (1985) also states that using digital teaching media reduces the students' dependence on the teacher, and this fact enables learners to perform their tasks on their own by taking as a based the prior background knowledge; likewise, this event promotes a positive reaction during the learning process since "the use of media that is interesting to students will, in turn, enhance student's favor/love of and appreciation for knowledge and skill given and its inquiry" (as cited in Aniuranti, 2018, p.58).

2.3.1.4 Multimedia-based Programs

Combining multimedia-based programs in the conventional process of learning to support the students' development in a foreign language. That is why the importance of implementing videos, audios, texts, illustrations, or pictures during the teaching-learning process for preparing students in the target language has been collected by many researchers from previous investigations. According to Hwang (2005), who states that "Video provides (1) simultaneous audio/visual input" (as cited in Diyyab, 2013, p.10). In other words, the utilization of videos in English lessons promotes foreign language learning effectively.

On the other hand, based on Odhabi & NicksMcCaleb (2009), it is stated that there are different kinds of multimedia sources.

> […] The availability of a variety of media technologies allows users to use certain
> multimedia instructional materials such as: online and offline instructional videos
> available at different educational sites, download certain videos and audios, as well

as record audio and video files in a reasonably short amount of time leading to increased use of multimedia instructional videos in learning environments (as cited in Diyyab, 2013, p.9).

Following this, the usage of multimedia materials is considered a powerful tool in EFL lessons for developing learners' speaking fluency. Among the most used multimedia materials can be found the usage of instructional videos as a multimedia source in EFL speaking classes promotes English language learning due to "it contains captivating storyline, true-to-life scenarios, on-location scenes, various social interactions, realistic yet easy-to-follow linguistic and cultural information, as well as high-quality filming and acting" (Diyyab, 2013, p.10). In this way, foreign language learners are directly exposed to English-specific vocabulary, grammar patterns, native slangs, autochthonous expressions, and local phrases through social or cultural events by viewing these types of videos. Besides, another type of multimedia is video lesson modules as a teaching methodology in the students' English-language development to support teaching and learning.

On the other hand, internet-based video lessons as a multimedia material in the teaching-learning process provide support on teaching word stress in EFL classrooms since "interactive technological materials offer useful opportunities to develop EFL speaking fluency. The multimedia-based programs provided some new instructional materials for fostering fluency skills." (Diyyab, 2013, p.12). An additional alternative for supporting the teaching-learning process with multimedia-based materials is integrating video-recording of student' speaking performance. According to Sharma and Parrett (2007), this source helps students because foreign language learners can record themselves and play it over and over again since commonly "learners are asked to evaluate their utterances, and they also have the chance to keep practicing and refining their attempts to improve their speaking fluency skills" (as cited in Diyyab, 2013, p.12).

2.3.1.5 Constructivism Learning Theory in Technoogy-Based Learning

The constructivist theory refers to building the own knowledge by taking as a base the prior background knowledge and experiences and remarks that "each learner has their methods, way to understanding, and experiences to build knowledge, which effecting the

learning processing" (Aldoobie, 2015). In other words, constructivism explains that learning is not about what professors teach in the classroom, or what the students hear in each lesson or even what they repeat over and over again at high school, learning includes aspects like assembling ideas by their own, form understanding alone and fabricate comprehension based on own experiences (Aldoobie, 2015).

Constructivism involves many aspects, between these, the major factor is that knowledge cannot be transmitted by someone to somebody else, that is why constructivism emphasizes that learning is an individual process in which each person works by their own in their minds to be able of creating own learning. Additionally, this theory points out the importance of the sensory receptors to build the meaning of outside information by perceiving new facts through an active process and liking own experiences to justify new awareness. This theory has become essential in the educational field, but nowadays, constructivism and mind-based experiences could be implemented in technological-based lessons (Aldoobie, 2015).

On the other hand, based on Jonassen et al., (1999), using educational technology as a constructivist tool helps learners to "represent their ideas, articulate what they know, and explore, manipulate, and process information, while actively collaborating" (Montclair State University, 2006, n.d., p. 67). Its purpose is to create real-life troubles by implementing educational technology to improve learners' building process of knowledge through meaningful and authentic activities. (Palincsar & Klenk, 1993 cited by Montclair State University, 2006). In other words, the combination of technological tools with the constructivist theory promotes problem-solving and critical-thinking skills in learners.

Following Ghasemi and Hashemi (2011), both stated that utilizing technological tools in foreign language learners provide a broad range of benefits; among them, it can be mentioned that educational technology enables students to access certain information and analyze facts and details for understanding data, besides, technology empowers learners' efficiency, confidence, and independence since they are able of making self-evaluation by learning through self-awareness in cognitive processing. (as cited in Kaya, n.d., p.5). In addition, technology is used worldwide as a cognitive tool for encouraging students' ownership and improving their cognitive development. Schacter and Fagnano (1999) states

ideas about the importance of technology in a constructive educational environment since "[..] technology implementation not only increases student learning, understanding and achievement, but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem solving skills" (as cited in Kaya, n.d., p.5).

2.3.1.6 Collaborative Learning Environment

Collaborative learning means working together with peers by looking for information to gain knowledge and improving the comprehensive input, also it refers to the chance of solving problems as a team or as a group with classmates by gathering data in cooperation and learning from each other. A collaborative learning environment has become a key learning strategy in the educational field since this educational approach enhances the learners' understanding by sharing their personal insights, points of view, ideas, and opinions without leaving away the importance of working with others for dividing responsibilities and functions for reinforcing own learning, besides, in cooperative learning the students are joined for a common reason, through this exercise each student learns to depend on the other one's experience to build a specific knowledge next to each other (Eady & Lockyer, 2013).

Besides, group-based learning requires real-world assignments, collaborative learning activities, and pedagogical strategies to provide an authentic educational environment in the EFL classrooms; for this reason, technology plays a crucial role in this process due to it is easier to spread cooperative work among students through a broad range of means; for instance by implementing online debates in groups, the usage of interactive teaching platforms and via e-learning environments. These procedures enable students to work with peers as groups and teams by promoting exchanges between them to perform tasks by solving problems together, also discussion sessions allow learners to debate as a team by forming ideas and sharing thoughts for learning from others, all these with the utilization of technological tools as resources of learning to participate actively in English lessons throughout cooperative techniques (Eady & Lockyer, 2013).

On the other hand, among the most common collaborative learning activities developed with the technology's help, it can be mentioned the usage of group exploration

exercises and problem-solving tasks where learners are in charge of discovering and understanding a particular topic into determined context, both activities are carried out through virtual learning environments and provides a great opportunity for developing understanding to students by working together, besides, this learning methodology engages learners with the study content, give them teamwork abilities and contributes to the ability to solve problems effectively. Moreover, educational technology supports the learning process in different ways; to illustrate, implementing discussion boards in English lessons encourages learners to give opinions, present ideas, and exchange views about a certain topic. Nowadays, teachers worldwide are teaching their lessons virtually, and this method of working allows professors to use websites like Folder Share, Stickam, Talk and Write, Tikiwiki, Google Docs, and Spreadsheets, all these sources permit students to commit to conversations by learning together collaboratively through using technology (Eady & Lockyer, 2013).

2.3.2 Teaching Speaking in the EFL

Teaching speaking has turned so difficult to educators since this process is not only about repeating words, sentences, and phrases over and over again or making drills to memorize dialogues and conversations in the English classroom, the process of teaching the English language goes further retaining interchanges only, this process concerns about enable foreign language learners to have oral communication effectively, with the main goal of empowering students to express ideas, opinions, feelings, emotions, thoughts, insights and exchange views by their own by using the target language successfully. In other words, the process of teaching speaking expects to make students capable of producing speech sounds and sound patterns while stressing words and sentences without problems. Furthermore, it is pretended to prepare students for providing intonation patterns and rhythm of the target language correctly. It cannot be put aside either the fact of choosing the correct words and expressions depending on the social context, in determining circumstance or theme. Besides, it is too much important to emphasize the essential role of organizing thoughts and ideas in a logical and meaningful sequence to transmit valid arguments with a suitable speed spontaneously by making natural pauses to produce a fluid oral message (Kuning, 2019).

At present, media, social networks, and technology are using English as an international language worldwide, as consequence, speaking English is a fundamental fragment in second language teaching and learning, since the speaking ability is considered as a key element in the foreign language learning process (Kuning, 2019). Additionally, speaking ability is categorized as the most important skill in English as a Foreign language because "speaking is essential since it aims at developing learner's abilities in producing oral discourses" (Laguna et al., 2021, p.15). According to Parupalli (2019), states that speaking English has predominance due to "the language allows the communication with people of different regions, states, countries, and continents of the world" (as cited in Laguna et al., 2021, p.16).

2.3.2.1 Teaching Speaking through the usage of Technology

In this modern age, several and different newfangled learning technologies have been adopted as viable resources for teaching in the EFL classrooms and these technological tools "[…] can stimulate the playfulness of learners and immerse them in a variety of scenarios" (Kuning, 2019, p.54). Regarding the importance of the implementation of technology for developing the speaking ability, it follows that:

> Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Studies are emerging that show the importance of qualitative feedback in software. When links are provided to locate explanations, additional help, and reference, the value of technology is further augmented. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do (Kuning, 2019, p.54).

Currently, it has been investigated the effectiveness of using technology in the educative methodology for enhancing the students' communicative competence by providing evidence about the value of integrating technology in teaching speaking. For instance, Thao (2003) suggests that "the use of technology in teaching speaking is one of the changes in how languages are taught in school which focuses on the use of language communication rather than just passing the examination" (as cited in Sosas, 2021, p.959). Likewise, Bahadorfar and

Omidvar (2014) also stated that technological-based tools such as speech recognition software, video conferencing, the usage of the internet, the implementation of podcasts and videos for teaching speaking are categorized as effective resources for supporting the students' communicative ability (as cited in Sosas, 2021, p.959). Besides, Huang and Hung (2010) affirm that "An e-portfolio is a technology that allows students to have lexical richness in speaking in which learners benefit from their oral performances. Using such technology in teaching speaking is immensely acceptable by students" (as cited in Sosas, 2021, p.959).

Into the bargain, Parveen (2016) adds that "the internet, podcasts, video conferencing, videos and speech recognition software, TELL, blogging is considered to be some of the best tools for teaching speaking skills" (as cited in Sosas, 2021, p.959), this because of the execution of learning technologies has become an indispensable tool of communication between the professors and students nowadays for getting into the globalized world and technology is part of a broad range of additional sources for teaching and improving the students' oral performance. For these reasons, Hong (2006) explains that the implementation of technology is considered of paramount importance in the EFL process (as cited in Sosas, 2021, p.960). On the one hand, it has been proved that computer-mediated communication is a good instrument for teaching students to pronounce correctly to enhance their oral competence; for instance, Margret (2010) affirms that "speech laboratory is also of great importance in teaching speaking and speech articulation along with many technological tools of today" (as cited in Sosas, 2021, p.960). And Romaña Correa (2015) expresses:

> Video applications for conferencing are also considered an essential computer-mediated communication tool in promoting speaking fluency and accuracy. It caters to social interaction purposes, and it serves as oral reinforcement of both language fluency, accuracy, and course contents outside of classroom settings (as cited in Sosas, 2021, p.960).

Furthermore, another technological-based tool for teaching speaking in the EFL classroom is the application of digital storytelling technique, since this procedure involves using computer technologies and the virtuosity of storytelling at the same time, employing graphics, pictures or illustrations, and audios for creating an interesting and striking media for storytelling methodology (Sosas, 2021), and Somdee & Suppasetseree (2013) support this

idea with this affirmation "digital storytelling in the classroom has enhanced and developed students in English speaking skills for it allows students to story-tell using their own words and voice" (as cited in Sosas, 2021, p.960). Based on Fata & Wahyuni (2016) opinion about the usage of creative media for enhancing the students' interest in producing the target language orally states that "cartoons on television and other digital platforms also enhance students' speaking skill. Cartoons provide audio and visuals, to attract attention, therefore, develop students' motivation towards the learning of speaking" (as cited in Sosas, 2021, p.960).

On the other hand, previous studies about the usage of technology in teaching speaking guarantee that technological-based language learning provides a considerable number of benefits; to illustrate, Idayani & Sailun (2017) argue that "using Information Communication Technology (ICT) enhances speaking skill, motivation and oral performances. It has a huge and significant impact on students learning effectiveness in which students claim to have their speaking ability, knowledge, and creativity enhanced" (as cited in Sosas, 2021, p.960). Based on Ampa et al., (2013), describe that using multimedia materials as learning resources from ICT's learning technologies provides a significant positive impact on improving the learners' communicative competence in the target language (as cited in Sosas, 2021, p.960).

2.3.2.2 Technological Sources for Teaching Speaking

There is a wide range of technological sources for teaching speaking in the EFL classroom; for example, Rakhmanina & Kusumaningrum (2017) mentions the video blogging method as an efficient resource for promoting the learners' motivation in the target language (as cited in Sosas, 2021, p.960). In like manner, Akkara et al., (2020) point out the use of WhatsApp as a reliable mean for teaching speaking by reflecting a considerable improvement in learners' communicative competence since using technological sources in the teaching-learning process come up with fluency's advantages in oral production in comparison with the traditional teaching methods (as cited in Sosas, 2021, p.960). Further, Rodrigues & Vethamani (2015) describes that implementing technology in teaching speaking provides benefits to learners in different ways like "greater language proficiency and stronger

self-confidence amongst learners of English as a second language as they develop their speaking skills" (as cited in Sosas, 2021, p.960).

Among the most famous technological sources for teaching speaking, it can be mentioned: "communication lab, video conferencing, video library, podcasting, speech recognition software, and internet" (Kuning, 2019, p.54). Firstly, communication lab refers to all those available software's developed to improve learners' oral skills, this technological-based tool for teaching speaking provides an interesting and active process of learning since students use computers in a playfulness educational environment to enhance their communicative ability without getting bored during the English classes by using their headphones for achieving a better involvement in the subject matter. Secondly, video conferencing allows foreign language learners to get in others' oral speeches worldwide via live broadcasts. This learning technology provides students the opportunity of being aware of what is currently happening around the world by having access to English discourses and asking questions about the discussed topic and receiving the answers immediately (Kuning, 2019).

Besides, video libraries are considered key tools in this globalized world. This technological source allows students to ingress for reviewing a class since no matter if students miss a certain lesson, the sessions are previously recorded by making them available for learners, in this way, foreign language students can view and replay the tape over and over again as often as necessary. Then, another useful technology-based source for teaching speaking is podcasting, due to these types of educational materials assist foreign language learners to be familiar with the target language directly, and these audios can be implemented in the EFL lessons for supporting discussion tables in the classroom by providing pronunciational improvement in students for helping them to speak successfully. Podcasts are practical and easy for use as teaching resources to educators because these audios can play it in the classroom or even outside the school, also professors are able of uploading their audios to the web or even search for podcasts already available for downloading, Kuning (2019) affirms that podcasting enables "to move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning

process. Podcasts enable students and teachers to share information with anyone at any time" (p.56).

Additionally, a useful alternative for teaching speaking by implementing technological sources is the popular speech recognition software since it is well-known for improving the foreign language learners' oral ability.

The device recognizes the accuracy of what was read and then provides a positive reinforcement like "You sound great!" or gives the user an opportunity to try again, in this way the learner can figure if he is reading well or not. As the user's skill improves, the technology reads less material so that the learner reads more. This software also evaluates and provides scores of grammar, pronunciation, comprehension and provided with the correct forms, for examples if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device can be a very useful device for distance learners because they don't have a teacher who corrects their speech and this device can help improving their speaking skills (Kuning, 2019, p.57).

Finally, the internet is another means for learning English worldwide. The implementation of online materials during the English lessons has shown interesting results in students since they seem more immersed in the learning process and motivated for acquiring new understanding, also "through Internet we can collect data from various sources for any instruction. to improve speaking, students can use Skype, MSM Messenger, Google talk (used to have conferences online) and other applications [..]" (Kuning, 2019, p.p.57-58). These kinds of learning technologies allow students to interact with their classmates, friends, teachers and even in some cases foreign language learners can communicate with English native speakers directly, as consequence, it has been evidenced that using these sources in the teaching-learning methodology enhances the students' verbal ability. Besides, Kuning (2019) also states that:

Over the internet, students can find a lot of learning materials, for instance, audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts and so on, in

this way, students get exposed to a great amount of target language and this help them develop their speaking skills (p.58).

2.3.2.3 Technology to Communicate

Communication is an important element in humans' lives since communication allows us to exchange ideas, insights, points of view, feelings, opinions, and emotions. According to Nwogbaga et al., (2015), argues that "communication refers to the process of exchanging information between or among individuals, groups, institutions, and/or organizations in oral, written, or signed forms through any available media" (Natale et al., 2018, p.377). Thanks to technology, different electronic devices have come to facilitate this communicative process between human beings worldwide. In the educational field, it is indispensable to have effective communication between students and their professors for evacuating doubts, asking questions about the subject, and clarify academic information "although there are several mediums for communication between families and educational personnel, they often include the use of technology such as emails, or typical traditional methods such as notes sent home" (Natale et al., 2018, p.377).

2.3.2.4 CALL

CALL means Computer Assisted Language Learning, and this terminology refers to the usage of the most modern technologies in the educational setting specifically in the EFL classroom. CALL allows students to go from being passive receivers to being active contributors in the teaching-learning process, also "CALL is defined as the search for and study of applications of the Computer in language teaching and learning" (Kuning, 2019, p.55). Besides, CALL comes to replace the traditional face-to-face format in the teaching-learning environment "which can enhance speaking accuracy, support more complexity, and possibly reduce frustration levels" (Blake, 2016, p.130).

On the other hand, it is important to know how to use the CALL programs properly for language learning purposes. According to Khamkhien (2012) states that:

The development of CALL corresponds theoretically to a certain pedagogical approach. Its role has shifted from seeing its role as a tutor, a tool, to being as a virtual environment where learners can collaborate and interact in a wide variety of activities and with people from around the world. Students can explore, study, manage their own learning, and construct knowledge, according to their needs and interests to facilitate their learning (p.57).

Moreover, the implementation of CALL provides the opportunity of getting in "a variety of language learning resources and multimedia components of dynamic and authentic input in all areas of language" (Khamkhien, 2012, p.57), this fact facilitates to educators for using authentic language exercises like "problem-solving, information gap, language games, animated graphics" (Khamkhien, 2012, p.57), with the main purpose of allowing foreign language learners to practice the language directly. These learning resources help students to have a lively atmosphere in the classroom by interacting with the target language through interesting and creative activities. For this reason, Skinner & Austin (1999) argues that "students' interest, motivation, and confidence will be promoted" and Warschauer (2004) states that "one quantifiable benefit to increase motivation is that students tend to spend more time on tasks when on the computer" (as cited in Khamkhien, 2012, p.57).

After that, another positive contribution of implementing CALL in language learning is that students can access a great variety of data required to complete their language tasks individually by providing information regarding their specific needs and demands. Likewise, Ahmad et al., (1985) state that "computers can provide individual attention to learners who need to remedy and increase their ability, to find their proficiency level and to choose activities or tasks that suit their learning styles." (as cited in Khamkhien, 2012, p.58). For this reason, CALL is a famous teaching resource for promoting the language learners' autonomy, this because CALL enables students to be focused on their language development by their own; in other words, "they can enjoy their individuality because they can choose and determine their level, pace, and time of language practice and development" (Khamkhien, 2012, p.58). Based on Fitzpatrick & Davies (2003), they argue that:

CALL can provide the facility to design the learning activities in tasks and to accomplish the learning objectives in the first instance. Then, by extension, learners

can be able to design their own path in their lifelong learning process by interacting with the learning environment and by making use of learning frameworks. As a result, if the students can overcome the limitations of time and resources, their individualized learning process can be maximized, leading to the development of learner autonomy (as cited in Khamkhien, 2012, p.58).

2.3.2.5 TELL

TELL means Technology Enhanced Language Learning, and this concept involves the usage of different types of computer technologies, such as software, hardware, also the internet as reliable sources for improving the teaching-learning process in foreign language learners. Besides, "it allows the students to get access with all the technologies available for the enhancement of English learning. Students are allowed to use online dictionaries, chat, and to view the various happenings around the world" (Kuning, 2019, p.56). Then, according to Patel (2014), establishes that "it refers to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method" (as cited in Başak, 2016, p.99). In addition, TELL offers different authentic activities to encourage the language-learning through the internet, or by using software or hardware programs. These serve for using computerized dictionaries to be looking for words' meanings, TELL also allows to listen to songs online or read information as news on the web, besides foreign language learners can access discussion forums online even create videos to be shared on the internet (Başak, 2016, p.99)

Furthermore, TELL provides learning materials suitable for each language learner's necessities and learning styles. This fact facilitates students for choosing the materials they need by having control of their progress process in the target language. Certainly, TELL also encourages the student's independence and autonomy since their motivation and commitment are both considerably increased for adopting better attitudes in the learning process and more desire for acquiring new understanding from the subject matter. Besides, TELL promotes communication among peers and classmates through oral exchanges and conversations, in other cases TELL helps students to have access to meaningful input by technology-based activities and exercises from real-life context for discussing ideas, insights,

views, opinions, feelings, and emotions about a specific topic to develop a well-established critical-thinking for problem-solving while promoting social relationships between learners into a cooperative learning environment (Başak, 2016).

Another positive benefit of implementing TELL in the EFL classroom is that the four skills are greatly improved, however, the most trained ability is the linguistic competence due to TELL offers lots of communicative practices with an interesting review and important feedback to correct errors and mistakes for expanding the foreign language learners' comprehensive understanding. Also, TELL provides the opportunity of enlarging the process of learning since TELL enables students to continue learning and studying the target language inside or even outside the English classroom. At last point, it can be mentioned that TELL's instructions are given in the study language to users, this fact supports the learners' input with a broad range of new vocabulary, by the strength of their understanding in the target language and TELL also provides spelling and pronunciation's help with the software's voice, but not only that because TELL sends notifications via online to maintain the learners' interest, attention and thoughts focused on the leaning materials at school and even at home (Başak, 2016).

2.3.2.6 Technological Benefits for Learners' Linguistic Competence

Based on Goh (2016) approves using technology in teaching speaking ability to strengthen accuracy, fluency, and speed even complexity while producing the foreign language orally (as cited in Sosas, 2021, p.960). Also, Akkara et al., (2020) reinforce this argument by stating that "using technology in teaching speaking improves students' speaking fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation" (as cited in Sosas, 2021, p.960). Beyond that, Hamad et al., (2019) establish that utilizing technological sources for teaching speaking not only enhances learners' linguistic ability like pronunciation and fluency, but these kinds of sources also help students to feel free and comfortable while producing the target language by reducing their oral difficulties (as cited in Sosas, 2021, p.960).

2.3.2.7 Technology promotes Learners' Ability to Communicate

The usage of technology in the teaching-learning process has become famous since it is considered a helpful tool in the EFL classroom. For example, based on Hong (2006), states that utilizing computer-mediated communication is essential for teaching pronunciation and oral exchanges for enhancing the students' communicative competence (as cited in Sosas, 2021, p. 959). Besides, McDougald (2009) also argues that integrating ICTs in teaching language skills goes to reinforces the traditional teaching methodology (as cited in Sosas, 2021, p. 959). Finally, Thao (2003) supports these ideas by explaining that "the use of technology in teaching speaking is one of the changes in how languages are taught in school which focuses on the use of language communication rather than just passing the examination" (as cited in Sosas, 2021, p. 959).

For these reasons and many more, it has been shown that technology stimulates students' facility to communicate in the target language since foreign language learners almost always have fears, insecurities, and doubts in oral production performances in a second language, but technology comes to get easier this process by calming the learners' anxiety and apprehensions for producing the language (Sosas, 2021). Based on Sosas (2021) who explains that:

> This implies that students perform well in speaking and communication when there is a channel of communication like technology for it does not require face-to-face interaction in which students do not see the instructor's facial expression, preferences and manner that can add up to their fears and apprehensions (p.967).

Additionally, implementing technology in the teaching-learning process increases the students' confidence in speaking in English, because technology enables students to practice before their oral presentations, and this fact empowers learners to overcome their speaking fears, difficulties, and doubts by promoting own confidence to produce the target language successfully (Sosas, 2021). On the other hand, Machmud and Abdulah (2017) explain that "using technology like smartphones in teaching speaking overcomes anxiety in speaking English. It revealed that groups of students with high and low anxiety obtained higher scores

when taught using technology like smartphones compared to those who are not" (as cited in Sosas, 2021, p. 967).

2.3.2.8 Technology develops Language Fluency and Pronunciation

By using technology in teaching speaking, foreign language learners can improve their fluency, pronunciation, and accuracy when transmitting an oral message. According to Sosas (2021) affirms:

> This is so for they can address their speech difficulty, they learn to speak properly and they think before they engage in actual conversation online. This implies that students are given favorable time to repair their own speech faults may it be in pronunciation, words or phrases thus increases their speech fluency and accuracy (p.966).

In another way, it has been stated that students who use technology in their process of learning have better results regarding fluency and pronunciation than those students who do not implement technological-enhanced language learning tools in their learning procedures (Sosas, 2021). To illustrate, "technology in teaching speaking like YouTube videos and Listening Audio Tracks Imitation (YATI) is a very effective Computer-Assisted Language Learning tool towards improving students' speaking skills" (Sosas, 2021, p.968). For these reasons, technology-based tools have to be integrated into language learning to achieve a great improvement in students' speaking ability. Besides, Hamad et al., (2019) argue that "using technology in teaching speaking is greatly recommended to help learners overcome their speaking difficulties" (as cited in Sosas, 2021, p.968).

2.3.3 Virtual Education

Virtual education comes to change the traditional face-to-face teaching methodology into a new reality worldwide, where students and professors are sharing ideas, explanations, and experiences through their technological devices' screens, no matter where they are, since physical interactions are not necessary to perform group-based tasks or team activities in the learning process, this, because technology facilitates the process of teaching, due to

Rheighold (2004), states that "users could be in the same room but do not experience any physical contact" (as cited in Hamid et al., 2018, p.1296). Besides, Wilson (1996), explains that virtual education is known by using technological-based instruments like computers, tablets, or smartphones through the internet connection to interact with other users for exchanging ideas, insights, and views, also virtual learning allows users to ingress for obtaining interesting materials and authentic activities (as cited in Hamid et al., 2018, p.1296).

Likewise, virtual education is considered as a web-based platform to carry out the teaching-learning process through the internet connection with computer software instruments that provides lots of learning resources (Hamid et al., 2018); for example, Abdullah et al., (2013) describes virtual education "as an online classroom and a social space in schools that contains a calendar, social networks, shared workspace and online assessment" (as cited in Hamid et al., 2018, p.1296).

Besides, according to Ibrahim & Osman (2017), virtual education receives different names around the world, since it is also known as "e-learning, online learning, distance-learning or web-based learning" (as cited in Hamid et al., 2018, p.1296). Also, Mohaidin (2000) states that people who experience virtual learning environments are always exposed to have constant changes due to this modality for learning includes attitude, mentality, thinking, and behaviors from acquiring understanding and guidance through online resources for learning (as cited in Hamid et al., 2018, p.1296).

Then, virtual education gives the opportunity to students for accessing to the learning platforms inside or even outside the school by having a good internet connection from their mobile devices, this with the main purpose of providing learning materials, language tasks, and authentic activities in the target language. Among others of the principal benefits of virtual education is that teachers are able of sharing information, sources, and perform the students' evaluations or give assignments online, moreover, virtual learning environments enable professors to carry out assessments to check the students' progress and proficiency in the language-learning process for providing the respective feedback to correct the students' errors and mistakes. For these reasons, Frog Asia (2018) establishes that virtual modality allows all the educators to lead activities by using applications to be shared online for the

students' management, also virtual education "is one of the technologies that enable teachers to manage teaching materials as well as deliver lessons by using this platform" (as cited in Hamid et al., 2018, p.1296).

2.3.3.1 E-Learning Methods

Based on Mahfouz & Ihmeideh (2009), internet-based learning is very useful to transform the process of learning into an interesting, effective and meaningful process for EFL students for enhancing their speaking ability (as cited in Vethamani et al., 2015). Nowadays, the traditional teaching methodology has been replaced since "current global development has provided more oppo rtunities for instructors to adopt online learning approaches in helping learners to be more independent in their language learning" (as cited in Vethamani et al., 2015, p.44). This fact reflects the importance of technology in language learning because e-learning makes accessible modern methodologies for learning a foreign language. Among the main examples of e-learning new methodologies to instruct foreign language students are Web-based training and Computer-Mediated Communication.

2.3.3.2 Web-based training

Nowadays, the World Wide Web has become a reliable channel for communication, as a consequence of this, there has been developed a broad range of software programs and services to improve the teaching-learning process through a collaborative learning environment around the world (Klobas & Renzi, n.d.,). According to Klobas & Renzi,n.d.,

> These new software and services provide opportunities for supporting and enhancing teaching and learning strategies and practices. There are already many different types of software and services with many providers in each broad category; yet, given the rapid rate of change of the WWW, the specific nature of the software and services, the providers, and perhaps even the categories themselves, will change over time. One issue that teachers face in this new and rapidly changing environment is the choice of software and services to support their teaching and learning activities (p. 43).

Web-based training is applied through WWW browsers. For this reason, "teacher attempts to identify the most appropriate, affordable, and accessible software and services for use in his or her teaching and learning" (Klobas & Renzi, n.d., p.44). Professors try to select web-based software and services properly regarding the educational strategies, educative rules, and the kind of learners. Web-based training disposes of a broad range of technological strategies for improving the students' engagement; for example, "these strategies include lectures or presentations, workshops and laboratories, seminars or tutorials, self-guided instruction, consultation, and collaborative learning activities. Few teachers use one strategy in isolation from the others; rather, they combine strategies." (Klobas & Renzi, n.d., p.44). This fact facilitates students to have a self-guided instructional process by performing collaborative learning tasks as well Collis and Smith (1997) affirms that "collaborative learning is the strategy currently attracting the most attention in many countries and at many levels of education" (as cited in Klobas & Renzi, p.44).

The implementation of web-based software and services provides lots of benefits to the teaching-learning process; to illustrate, learners are able of accessing to their foreign learning activities by using the WWW browser without extra expenses, only by having a good internet connection. On the other hand, educators do not have to spend much on additional costs since the internet service allows teachers and students to interact in web-based activities at the same time only by using the internet, "the availability of services provided and maintained on servers outside the educational institution means that it is possible to offer Web-based teaching and learning without local administration of a server and, therefore, with minimal local technical support" (Klobas & Renzi, n.d., p.44).

2.3.3.3 Computer-Mediated Communication

Computer-mediated communication or CMC is established as a process in which information is provided, exchanged, or received as a message through the usage of any telecommunication network (Kumar et al, n.d.,). CMC facilitates language exchanges using digitally-based technologies. For instance, this process involves "internet; e-mail, instant messaging, cellular phone text, multiuser interaction, etc" (Kumar et al, n.d., p.196). Besides, computer-mediated communication brings the opportunity "to talk with proficient and expert

speakers, which could improve both listening and speaking skills. Besides that, online speaking communication allows shy students to express themselves more freely as there is less teacher control and more authentic tasks" (Vethamani, 2015, p.47). Based on Egbert (2005) states that online communication comes up with the possibility of L2 speech production to communicate with others in a conductive learning context (as cited in Vethamani, 2015, p.47).

Additionally, "CMC tools, however, offer real speaking and human feedback opportunities either with other L2 learners or L1 speakers" (Blake, 2016, p.131). Among some of the most famous CMC tools there could be found:

> Today's synchronous CMC tools, or what many call videoconferencing (e.g., Adobe Connect, Big Blue Button, Blackboard Collaborate, Skype, Google Hangout, Zoom), typically allow learners to exchange video, images, and text in real time and are at center stage with respect to fostering L2 speaking practice (Blake, 2016, p.132).

To summarize, technology-mediated teaching through computer-based direction is too much useful for enhancing self-directed learning. The self-directed methods empower learners to acquire knowledge on their own, and this approach provides meaningful experiences for enriching awareness by themselves, but it is required that teachers come up with ideas and chances for developing students' ability for thinking independently, this fact supports the learners' self-manage during the performance of learning tasks with the main purpose of constructing own understanding. To gain own consciousness, problem-solving exercises are applied to develop learners' critical thinking "by using real-life situations to make the learning context more realistic, students are challenged to solve problems, which are mostly entertaining and educational" (Khamkhien, 2012, p. 60).

2.3.3.4 Online Platforms as important tools for teaching

Online platforms have turned into very helpful sources for teachers to carry out their lessons successfully through the internet without being in contact physically with the students. E-learning platforms are defined as "software that supports the conduct of distance learning. This type of software brings together the tools necessary for the three main users -

teacher, student, administrator – of a device which aims at the remote consolidation of educational contents […]" (Ouadoud et al., 2021, p.52). On the other hand, online platforms are used for communicating, also they provide multimedia instruments, internet service connection, and tools for messaging (Ouadoud et al., 2021, p.54). Referring to the educational field, online platforms are indispensable for teachers since they allow them to carry out their classes by catching the students' attention and increasing their motivation.

Previous researchers affirm that E-learning platforms are effective and very helpful in the process of learning since they improve the learners' performance. Besides, studies show that online platforms improve collaborative work and communication with students. Also, it is pointed out that implementing auxiliary teaching methodologies enrich the learners' experience and encourage their commitment with the educational process (Coman et al., 2020). Among the main characteristics of E-learning platforms are that all these systems require an internet connection, need registration, allow the evaluation of learners' activities and tasks, provide the possibility of deliverying assigments by facilitating communication and interaction between students, their classmates or peers and their respective educators, "among the most important functions of online learning platforms are forums that allow student-teacher communication and collaboration in an asynchronous way, web conference that allow video, audio and written communication, and chat, where users can send messages and receive responses in real-time" (Coman et al., 2020, p.5).

Among the most common teaching platforms, it could be mentioned the Microsoft teams that is one of the most used nowadays. Teams are part of the Microsoft applications' family, and it is used to interchange and collaborate with other people no matter where they are located since this useful resource allows professors and students to interact in real-time. Besides, Teams provide the opportunity to get in touch with the subject matter content, the classmates, and the educator at the same time. Also, the Teams platform offers the possibility of recording the lesson to be played later by students to review the class again; in this way, learners are able of clarifying their doubts regarding the class discussions. For these reasons, Microsoft teams are currently used by teachers worldwide it enables learners to join online or even watch the lessons later just in case they missed their classes. The usage of teams

empowers students to access real-world programs far away from the classroom (Poston et al., 2019).

Then, another example of a helpful e-learning platform is Zoom that is defined as "an easy to use video conferencing program that allows for multiple participants, audio and video sharing, screen sharing, working on a whiteboard and recording" (CITR, s.f., p.1). Some of the most significant benefits of implementing classes utilizing the Zoom platform are that students can receive their lessons from any location, it could be at home or even from their workplaces as well by this audio or video conferencing; in addition, all the class has the chance of participating together in the real-time presentations and conversations by providing the facility of recording each session to be reviewed by students again anytime anywhere (CITR, s.f.,).

On the other hand, Google Classroom is an additional e-learning platform that has been included in the Google Applications' family For Education (GAFE), and this app makes easier the teaching-learning process since there are no assignments deadlines. Also, Google Classroom offers the option of sharing course materials and creating test assessments for providing effective and meaningful learning in students. Moreover, Google Classroom is strongly linked to other Google tools like Gmail, youtube, hangout, and drive too, as a consequence, Google Classroom come up with too many facilities to carry out the teachers' lessons successfully; for example, this platform also allows students to use this source not only inside the school, even outside like home by ingressing to Google Classroom online (Nensia, 2019).

In a summary, Virtual Conferencing Platforms (VCP), brings a variety of advantages to the teaching-learning process; for instance, VCP gives the possibility of sharing screens, presentations, and documents all in real-time, allows students and professors to access the meetings anywhere without matter the location of both, provides the opportunity to have communicated directly with the whole class or even some specific groups of students or participants, VCP lets students and professors use the platform's chat space, video and audio to perform the meeting properly, and finally, Virtual Conferencing Platforms offers to their users to record the classes to be played again later (Gupta, 2021).

2.3.3.5 Benefits of E-Learning through Technology

Many studies show tones of advantages for implementing E-learning methodology in the students' process of learning. For this reason, techno-driven tasks are essential in the current educational procedures. Some of the most significant benefits of the implementation of virtual education in the teaching-learning process have been discovered recently. Firstly, personalized learning is one of the most outstanding effects from the integration of learning online, this fact because of:

> Online learning system enables a student to determine and process his/her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided through creating individual learning styles. E-Learning enables the individual to plan and direct his/her own learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICT skills (Dhull & Arora, 2017, p.32).

Secondly, online training enhances the learners' engagement in an active learning environment, due to the usage of game-based activities linked to "immersive simulations that rely on engaging, incentive-based platforms as well as highly realistic learning settings to maximize engagement, time on task, and competency reinforcement; these also include use of three-dimensional and Augmented Reality technologies" (Abt Associates and MEF Associates, 2014, p.7). On the other hand, involving learners in the active learning process "with instructional materials and access to a wealth of resources that can facilitate the adoption of research-based principles and best practices from the learning sciences, an application that might improve student outcomes without substantially increasing costs" (Bakia et al., 2012, p.7).

Besides, online education enhances the learning process because previous researches affirm that e-learning expands the comprehensive input by providing a deep understanding and remembering of the study content, also interactive online conferences allow interesting and meaningful exchanges of view, strengthen the students' technological abilities and make

progress of the learners' time handling by improving their autonomy and self-discipline (Stern, s.f.,). Moreover, virtual education brings the possibility to educators for accessing interactive teaching materials from the web, and not only that because it also enables teachers to create their materials online and fabricate their classroom assignments by using different sources from several websites, in this way, but students can also ingress to these sites and "they make choices, and they learn from their choices. Active learning also takes place when students work cooperatively. Give students more control, leadership roles, and options in what assignments to complete" (Stern, s.f., p. 8). In other words, online learning environments allow teachers to become facilitators of content and course teaching materials instead of being the center guide of the class.

Regarding this study about the technological teaching strategies and their importance in the development of learners' speaking ability in virtual education, it can be concluded that technological-based teaching is of paramount importance in language learning for providing a lively atmosphere in the classroom. For this reason, the integration of ICT tools with curricular purposes plays an indispensable role in promoting foreign language learning successfully since digital-based media and other learning technologies are more effective in developing students' communicative competence than old conventional teaching activities. Therefore, Internet-based teaching is one efficient medium for providing tones of benefits by implementing technology in the process; for example, technology-mediated teaching promotes a collaborative learning environment in the class by executing real-world tasks through group-based learning as a principal pedagogical strategy.

On the other hand, a technologically-enhanced learning environment offers a broad range of authentic learning activities and a great variety of language tasks for developing learners' oral skills, also enhances cognitive development by encouraging learners' ownership, independence, self-awareness, and self-discipline as well. Besides, digitally-based technologies improve students' language exchanges due to their motivation being highly increased as a result of being exposed to meaningful exercises that enable learners to feel free for sharing thoughts, opinions, make sense of their experiences, form ideas, exchange views, feelings, and emotions too.

Additionally, technology integration in teaching methodologies allow professors to plan meaningful lessons into the educational process since web-based programs bring lots of different options and resources for creating interesting course documentation; for example, several websites facilitate teachers to design interactive technological materials on incentive-based platforms for increasing learners' competitiveness in the English-language development, likewise, internet technologies assist educators for evaluating the learners' progress, learning, understanding, and achievement in educational contexts.

Moreover, technology in language teaching promotes L2 speech production more than traditional teaching methods due to the close relationship with ICT equipment integration; to illustrate, internet connectivity and technological tools for learning enhance the students' pronunciation, fluency, and accuracy for producing the target language orally, because of the broad range of online sources for error correction and pronunciation improvement programs through web-based systems and services. For this reason, e-learning comes up with technology-based instructional strategies for encouraging learners to improve their communicative proficiency.

CHAPTER III

Methodological Framework

3.1 Scope and approach of the investigation

3.1.1 Scope

The present research is descriptive since it aims to illustrate the importance of technological teaching strategies in the development of learners' speaking ability on the online lessons at Hojancha Technical High School, 2021. For this reason, descriptive research looks for narrating different events, issues, or facts for telling the audience, in this case to all the readers of the investigation, how the phenomenon is currently happening and how it is manifested. In other words, this type of investigation tries to "specify the properties, characteristics, and profiles of people, groups, communities, processes, objects, or any other phenomenon to be analyzed" (Sampieri, Collado, & Lucio, 2014, p.92). Therefore, descriptive investigations expect to gather information, general data, and specific details as much as possible about the variables already involved in the study subject (Sampieri, Collado, & Lucio, 2014).

3.1.2 Approach

The present research is mixed, due to it pretends not only to supply information and details about the phenomena but also provides numerical data in small proportions as well, this for enlarging the understanding and comprehension about the specific issue.

> Mixed methods research combines qualitative and quantitative approaches in a single or multiphased study. The mixing process may occur in any or all phases of the research, including the methodology, the logistics of the design, the specified methods to be conducted, the procedures or data collection, and the analysis (Ary et al., 2010, p. 561).

> Besides, the mixed approach looks for "seek corroboration of findings, to elaborate or clarify findings, to further develop interpretations, to investigate contradictions, or to expand the breadth or depth of a study" (Ary et al., 2010, p. 561).

3.2 Sources of information

3.2.1 Primary Sources

The primary sources refer to the selected population to gather information, its name primary suggests that data is collected for the first time by providing original, authentic, true, and genuine information, all this, to look for a solution to a certain issue. Besides, "primary data sources include surveys, observations, experiments, questionnaires, personal interviews" (Ajayi, 2017, p.3). In this research, the primary sources are four different populations to be studied and analyzed later. Firstly, forty percent of eighth-grade students were part of the primary sources of this research from Hojancha Technical High School. Secondly, the circuit zero-five advisor was also part of this study. Then, four English teachers and finally, the institutional's principal.

3.2.2 Secondary Sources

The secondary sources are those where the data was already gathered by someone else and accumulated previously, in other words, secondary sources provide a wide examination and evaluation of the primary data already collected, also, secondary sources exposes data already collected by the researcher or even organizations before linked to the analysis of past, besides "secondary data collection sources are government publications, websites, books, journal articles, internal records" (Ajayi, 2017, p.3). In this research, there were many and different secondary sources, most of the journals, some few books, and other few internet articles, but all of the provided information from previous research by detailing past events or even current issues closely related to the subject of study.

3.3 Variables description

Variables	Conceptual definition	Instrumental definition	Operational Definition
1. Technological teaching strategies and its role in the educational process.	The important role that technology plays in education gives teachers the opportunity to design meaningful learning experiences that embed technology (Eady & Lockyer, Tools for learning: technology and teachingstrategies, 2013). For this reason, technology promotes an interesting and funny learning environment and increases the students' motivation in the educative field.	This variable is measured in the questionnaire applied to four different population from Hojancha Technical High School; students, teachers, advisor, and principal. The variable encompasses the questions #1, #2, #3 & #4.	Acceptable if 85% of the respondents' responses recognize the importance of technological teaching strategies and its role in the educational process. Low, if only 70% of the respondents' responses recognize the importance of technological teaching strategies and its role in the educational process.

Variables	Conceptual definition	Instrumental definition	Operational Definition
2. Development of learners' speaking ability.	Speaking is typically documented as a capability to share opinions, thoughts, and intentions with other speakers. Hence, speaking denotes an interactive process between speaker and hearer which includes receiving and Processing the material and producing a definite suitable response to the facts. Therefore, speaking plays a vital role in communication. (Mohammed, 2021, p. 122).	This variable is measured in the questionnaire applied to four different population from Hojancha Technical High School; students, teachers, advisor, and principal. The variable encompasses the questions #5, #6, #7 & #8.	Acceptable if 85% of the respondents' responses recognize the real meaning of the development of learners' speaking ability in the learning process. Low, if only 70% of the respondents' responses recognize the real meaning of the development of learners' speaking ability in the learning process.

Variables	Conceptual definition	Instrumental definition	Operational Definition
3. Integration of Online learning environments.	Amer (2018) mentioned that online learning is one of the most prominent modern trends in education, which has gained increasing importance as it relies on the help of the teacher represented in overcoming the obstacles in front of the learner. Humanity today is totally driven by technology and its manifestations to perform almost all activities related to lifestyle, social interaction, knowledge, etc. through electronic gadgets like laptops, mobiles, tablets, etc. Therefore, such frequent interaction of humans with technology can best benefit the community if used in educational settings (as cited in Mohammed, 2021, p. 123).	This variable is measured in the questionnaire applied to four different population from Hojancha Technical High School; students, teachers, advisor, and principal. The variable encompasses the questions #9, #10, #11 & #12.	Acceptable if 85% of the respondents' responses recognize the Integration of Online learning environments in the educative path. Low, if only 70% of the respondents' responses recognize the Integration of Online learning environments in the educative path.

3.4 Population

The term population refers to "those people about whom you wish to learn something" (Ary, Jacobs, & Sorensen, 2006, p.54). Also, the population is defined as a set of units, subjects, or elements to be analyzed and studied from is pretended to provide and generalize the results (Sampieri, Collado, & Lucio, 2014). In the present research, there were four different populations involved in the study. Firstly, four professors that work at Hojancha Technical High School who reside in the same place or surroundings like Nicoya, Maravilla, Caimital. All of them are women in an age range that goes from thirty-five years old to forty-five years old with years of work experience ranging from thirteen years to twenty-one years, also, the four teachers with an MT6 professional category and a tenure work status.

Secondly, the forty percent of eighth-grade students were part of the primary sources of this research from Hojancha Technical High School, approximately forty-five students who reside in the same place or surroundings such us: La Libertad, Pita Rayada, Nicoya, Huacas, Los Angeles, Pilangosta, Monte Romo, San Isidro, El Socorro. In an age range that goes from fourteen to fifteen years old. Thirdly, the circuit zero-five advisor was also part of this study, a thirty-nine years old woman with eighteen years of work experience who lives in Nicoya, Guanacaste with an MT6 professional category and a tenure work status. Finally, the institutional's principal, a forty-eight years old man who lives in Hojancha with twenty-five years of work experience with a Master's professional category and a tenure work status.

3.5 Type of sampling and sampling description

The concept of sample means "a portion of a population" (Ary, Jacobs, & Sorensen, 2006, p.148). For this reason, sampling indicates "taking a portion of the population, making observations on this smaller group, and then generalizing the findings to the parent population—the larger population from which the sample was drawn" (Ary, Jacobs, & Sorensen, 2006, p.149). Therefore, sampling helps the researcher for study only a portion of the whole population, and this procedure facilitates the investigator to save time, money, and

even effort since it is not completely necessary to study all and each member of the population to understand and comprehend the issue of the study (Ary, Jacobs, & Sorensen, 2006, p.149).

In this research, the type of sampling is probability sampling, due to it "involves sample selection in which the elements are drawn by chance procedures. The main characteristic of probability sampling is that every member or element of the population has a known probability of being chosen in the sample" (Ary, Jacobs, & Sorensen, 2006, p.149).

Probability sampling is defined as the kind of sampling in which every element in the population has an equal chance of being selected. The possible inclusion of each population element in this kind of sampling takes place by chance and is attained through random selection. When probability sampling is used, inferential statistics enable researchers to estimate the extent to which the findings based on the sample are likely to differ from what they would have found by studying the whole population (Ary, Jacobs, & Sorensen, 2006, p.150).

Referring to the sampling description already used in this research is known as simple random sampling "the basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample" (Ary, Jacobs, & Sorensen, 2006, p.150). This procedure was used because forty percent of students were chosen randomly without preferences or conveniences.

3.6 Instruments and used techniques

3.6.1 Instruments description

Investigations require different instruments to measure the study variables and they could be mixed with the main purpose of collecting data successfully. According to (Chasteauneuf, 2009) establishes that "a questionnaire consists of a set of questions regarding one or more variables to be measured" (as cited in Sampieri, Collado, & Lucio, 2014, p. 217). Besides, based on (Brace, 2013) states that "it must be congruent with the statement of the problem and hypothesis" (as cited in Sampieri, Collado, & Lucio, 2014, p. 217).

This research involved four questionnaires, each designed for each specific type of population regarding the three variables of the present investigation. All were made up of three different parts. Firstly, general information is asked to the interviewers. Secondly, twelve closed questions were solicited by covering topics like technology, speaking skills, and virtual education; then, the questionnaires include a chart with eleven technological sources, tools, and platforms to carry out the learning process. Finally, in the last part of the questionnaires, two important open questions were asked to discover the interviewer's insights and opinions about the implementation of technology and virtual education in the teaching-learning process.

3.6.2 Data collection procedures

According to Sampieri, Collado, & Lucio, 2014 affirms that:

> Collecting the data involves drawing up a detailed plan of procedures that lead us to collect data for a specific purpose. This plan includes determining: a) What are the sources from which the data will be obtained? That is, the data will be provided by people, will be produced from observations and records, or wil be found in documents, files, databases, and so on. b) Where are these sources located? Regularly in the selected sample, but it is essential to define precisely. c) Through what means or method are we going to collect the data? This phase involves choosing one or more means and defining the procedures that we will use to collect the data. The method or methods must be reliable, valid and "obective". d) Once collected, how are we going to prepare them so that they can be analyzed and respond to the problem statement? (p.198).

In this research, the population was chosen by using the probability sampling technique under simple random selection, in other words, each person from the population had the same possibility to be selected for being part of the study sample. In this case, the sample was forty percent of the population of eight-grader students, then, English teachers, English Apartment's advisor, and the institution's principal, all of them were also part of the study population. After that, the questionnaires were created regarding the three variables of

this research which were: technology, speaking skills, and virtual learning environments. Then, the four questionnaires were validated by three different professors from Latina's University. Therefore, the questionnaires were ready to be applied to my four populations. Once ready and applied all the instruments, their results are prepared to be tabulated.

3.7 Reliability and validity of the instruments

Reliability refers to "how consistently you are measuring whatever you are measuring" (Ary, Jacobs, & Sorensen, 2006, p. 239). In a few words, reliability pretends to provide trustful results in the research to prove whatever it wants to prove, besides, reliability expects to reflect the consistency of measure through the instruments to evaluate the quality of the research and also refers to how well the instruments could measure the specific variables. In this case, the instruments applied showed reliability all the questions were focused on measuring the study population's awareness of the role of technology in the educational field, the importance of developing the students' oral ability in an EFL classroom, and the capacity to recognize the position of online learning in the current days.

On the other hand, validity is defined as "the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument" (Ary, Jacobs, & Sorensen, 2006, p. 225). Additionally, its purpose is to qualify the instruments to obtain meaningful and appropriate interpretations of the collected data, for this reason, validity is considered as the most important consideration for creating and evaluating measurement instruments. Consequently, these four instruments were validated by three different educators from Latina's University. Firstly, Willy Rivas, a teacher who lives in Huacas, Santa Cruz, is currently working in Liceo Villareal, with twenty-one years of experience by having an MT6 professional category. Secondly, Jeison Ellioth Chevez Acevedo, a teacher who lives in Filadelfia and works for the Ministry of Public Education for seven years. Thirdly, Jesus Rolando Briceño Lopez, from Santa Cruz and currently working for MEP with twenty-two years of experience by having an MT6 professional category.

CHAPTER IV

Analysis and Interpretation of Findings

Descriptive Analysis

The descriptive analysis is the searched information gathered from the questionnaires applied to the English department's advisor from circuit 05, Nicoya Regional Office, 2021.

TABLE N°1

Advisor's perception about the usage of technology in the teaching-learning process

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Do you know what technology is?	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**
2. Do you know if English teachers apply technology in their classes?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**
3. Do you know if English teachers like to use technology during their lessons?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**
4. Do you consider technology as a helpful tool in the teaching-learning process?	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**

Source: Questionnaire applied to the English department's advisor from circuit 05, Nicoya Regional Office, 2021.

GRAPHIC N°1

ADVISOR'S PERCEPTION ABOUT THE USAGE OF TECHNOLOGY IN THE TEACHING-LEARNING PROCESS

■ YES ■ SOMETIMES ≣ NO
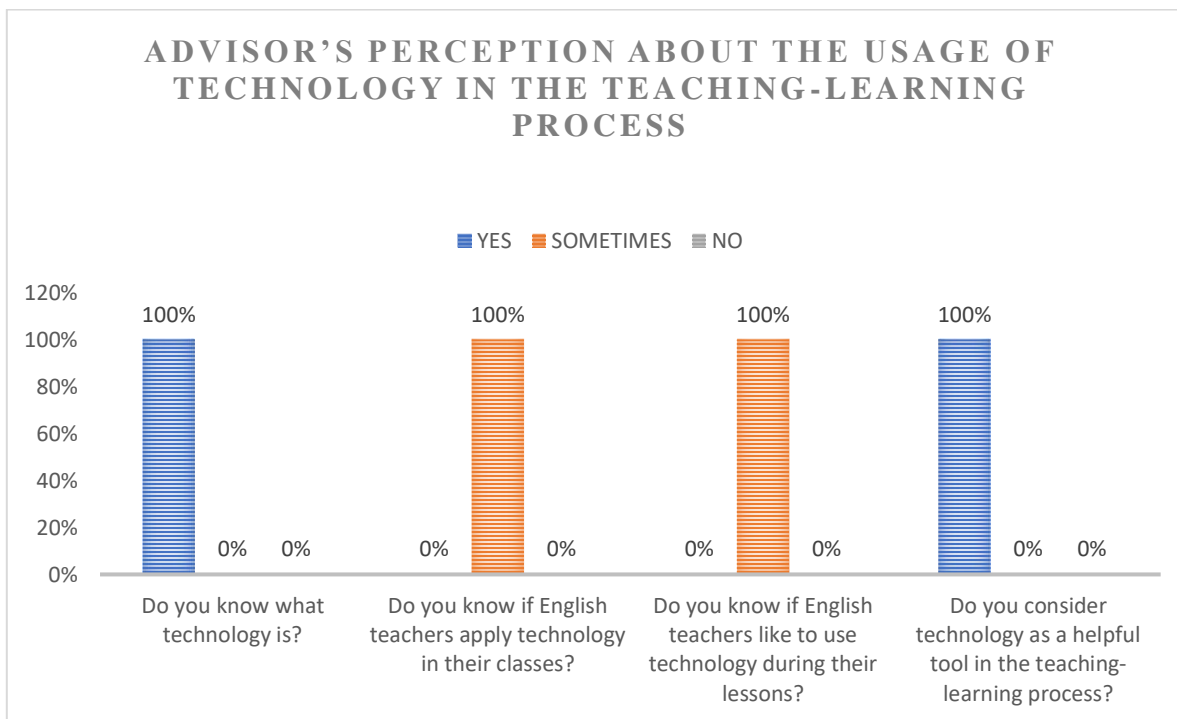
Source: Table N°1

According to this graphic, the English department's advisor from circuit 05, Nicoya Regional Office agrees with the usage of technological tools as reliable sources for teaching and learning, besides, she is aware about what technology is and everything that surrounds. However, when she is asked about if English teachers use technology to develop their English lessons or if they like to use it in the classroom, she answered sometimes in both questions.

TABLE N°2

Advisor's knowledge about if other English teachers make use of the most popular applications in the teaching-learning process.

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
A. Zoom	1	100%	0	0%	0	0%	1	100%
B. Teams	1	100%	0	0%	0	0%	1	100%
C. Facebook	1	100%	0	0%	0	0%	1	100%
D.Instagram	1	100%	0	0%	0	0%	1	100%
E. Google Classroom	1	100%	0	0%	0	0%	1	100%
F. Nearpod	0	0%	1	100%	0	0%	1	100%
G. Wordwall	0	0%	1	100%	0	0%	1	100%
H. Kahoot	1	100%	0	0%	0	0%	1	100%
I. Blendspace	0	0%	1	100%	0	0%	1	100%
J. Liveworksheets	0	0%	1	100%	0	0%	1	100%

Source: Questionnaire applied to the English department's advisor from circuit 05, Nicoya Regional Office, 2021.

GRAPHIC N°2

ADVISOR'S KNOWLEDGE ABOUT IF OTHER ENGLISH TEACHERS MAKE USE OF THE MOST POPULAR APPLICATIONS IN THE TEACHING-LEARNING PROCESS
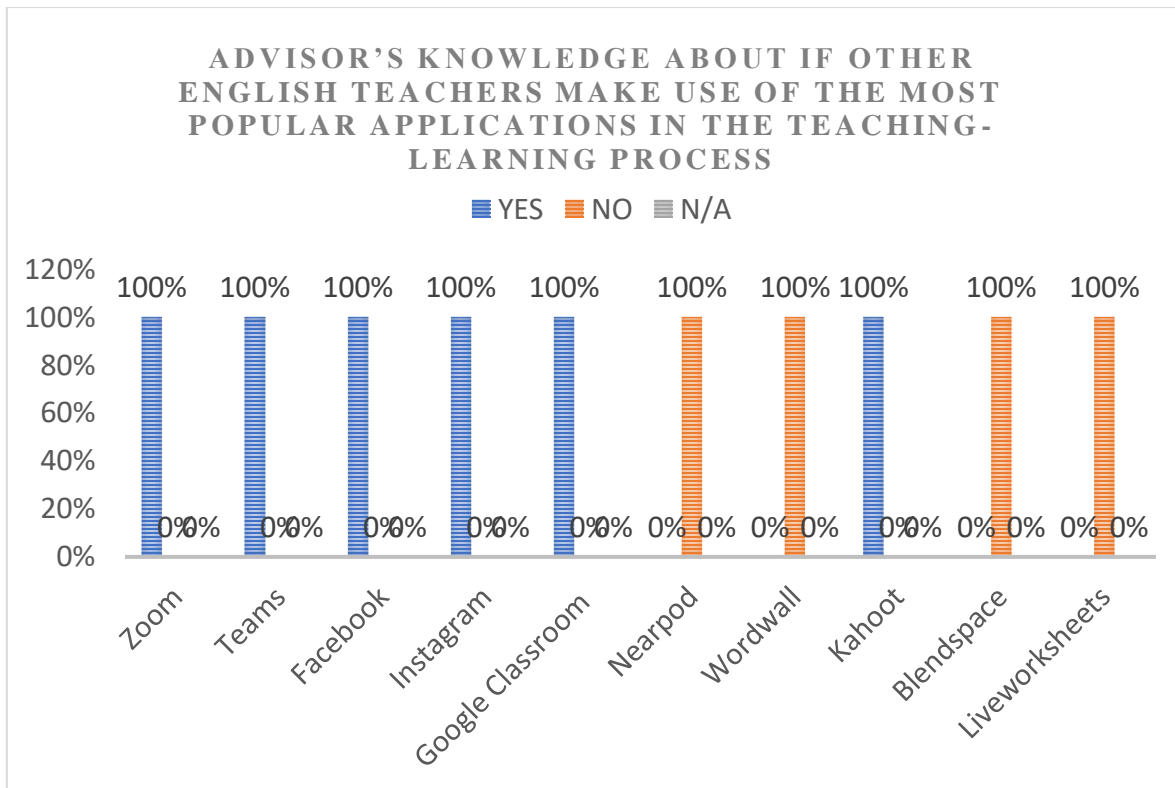
Source: Table N°2

In accordance with the graphic shown above reflects the advisor's awareness about if other English teachers make use of the most popular applications in the teaching-learning process. On the other hand, she knows that English Apartment's teachers commonly uses the majority of the applications already asked, but she does not know if they use a few apps mentioned previously.

TABLE N°3

Advisor's perception about the importance of the speaking skill in the process of teaching English.

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
5. Do you know what speaking ability is about?	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**
6. Do you know if English teachers expose their students to speaking activities?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**
7. Do you consider that teaching speaking is an easy task for English teachers?	**0**	**0%**	**0**	**0%**	**1**	**100%**	**1**	**100%**
8. Do you know if English teachers always include speaking activities in their lessons?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**

Source: Questionnaire applied to the English department's advisor from circuit 05, Nicoya Regional Office, 2021.

GRAPHIC N°3

ADVISOR'S PERCEPTION ABOUT THE IMPORTANCE OF THE SPEAKING SKILL IN THE PROCESS OF TEACHING ENGLISH
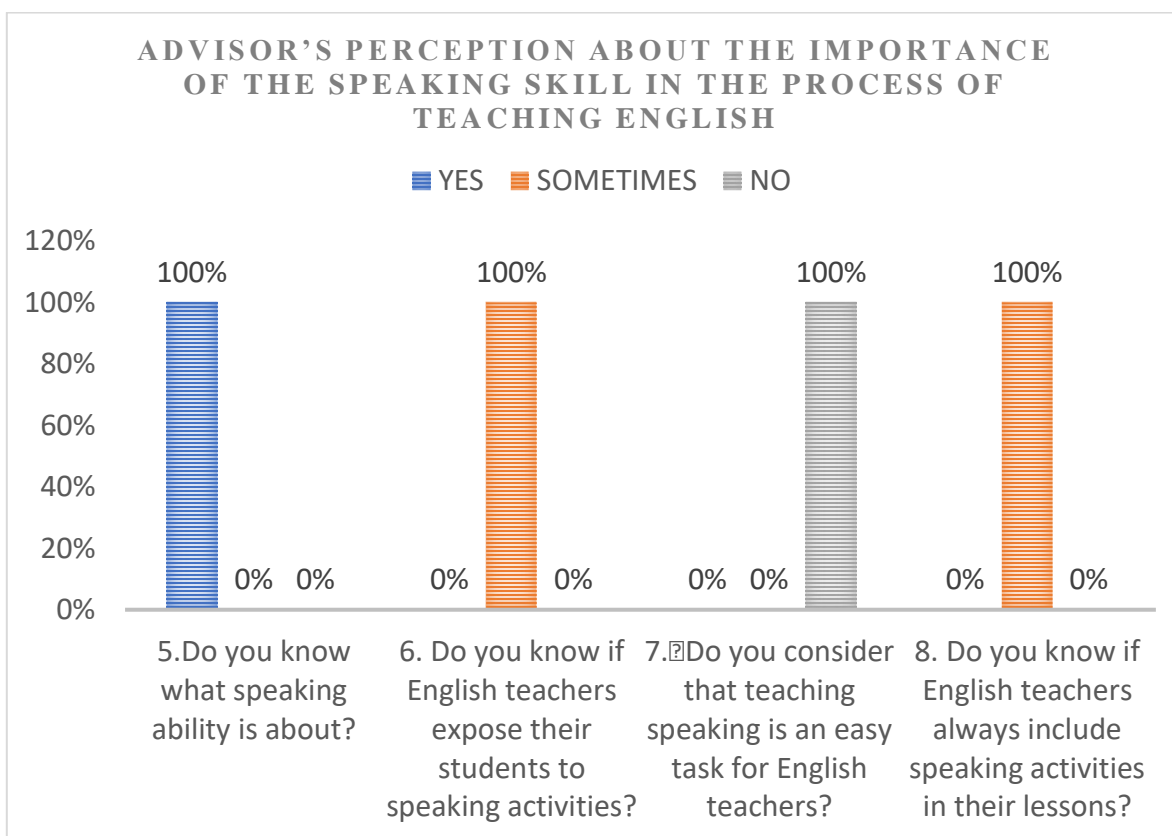
Source: Table N°3

Regarding to this graphic, the English department's advisor says that English teachers expose their students to speak in English in the classroom sometimes, since these kinds of oral activities are included in the process of developing the English lessons occasionally, however, she affirms that teaching speaking is not an easy process to be carried out with the students.

TABLE N°4

Advisor's opinion about the implementation of virtual education in the process of teaching
and learning

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
9. Do you know what online lessons are about?	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**
10. Do you know if English teachers develop online lessons?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**
11. Do you consider that English teachers feel comfortable working online with their students?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**
12. Do you consider online education as a useful source in the teaching-learning process?	**0**	**0%**	**1**	**100%**	**0**	**0%**	**1**	**100%**

Source: Questionnaire applied to the English department's advisor from circuit 05, Nicoya

Regional Office, 2021.

GRAPHIC N°4

ADVISOR'S OPINION ABOUT THE IMPLEMENTATION OF VIRTUAL EDUCATION IN THE PROCESS OF TEACHING AND LEARNING
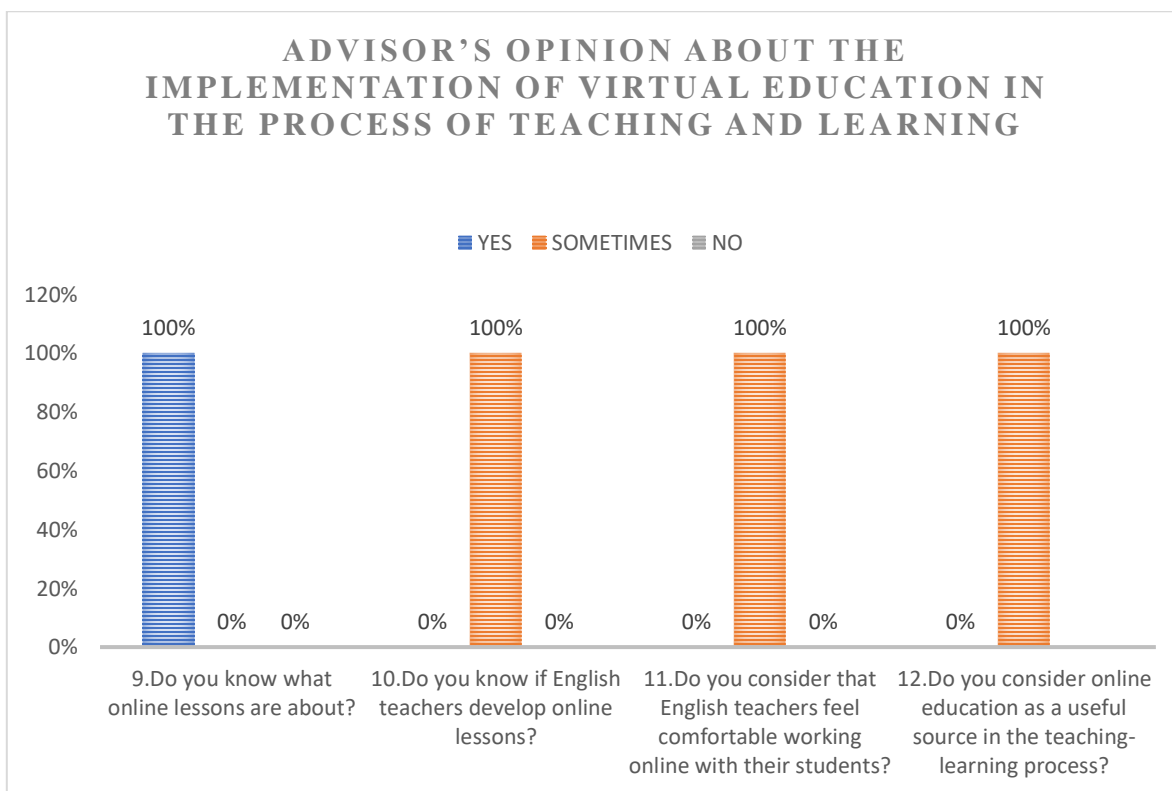
Source: Table N°4

According to the graphic above, the English department's Advisor states that other English teachers develop their English lessons in virtual modality sometimes, also she reveals that English teachers feel comfortable at times by working virtually, besides, she considers online education as a helpful tool for teaching and learning frequently but not always.

TABLE N°5

Institutional principal's point of view about the use of technology in the
teaching-learning process

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Do you know what technology is?	1	100%	0	0%	0	0%	1	100%
2. Do you know if English teachers apply technology in their classes?	1	100%	0	0%	0	0%	1	100%
3. Do you know if English teachers like to use technology during their lessons?	1	100%	0	0%	0	0%	1	100%
4. Do you consider technology as a helpful tool in the teaching-learning process?	1	100%	0	0%	0	0%	1	100%

Source: Questionnaire applied to the Institutional principal from Hojancha Technical High

School, 2021.

GRAPHIC N°5

INSTITUTIONAL PRINCIPAL'S POINT OF VIEW ABOUT THE UTILIZATION OF TECHNOLOGY IN THE TEACHING-LEARNING PROCESS

Legend: ▦ YES ▦ SOMETIMES ▦ NO

	Do you know what technology is?	Do you know if English teachers apply technology in their classes?	Do you know if English teachers like to use technology during their lessons?	Do you consider technology as a helpful tool in the teaching-learning process?
YES	100%	100%	100%	100%
SOMETIMES	0%	0%	0%	0%
NO	0%	0%	0%	0%

Source: Table N°5

Based on the graphic above, the institutional principal point of view about the utilization of technology in the teaching-learning process is completely positive, since the all the Institutional teachers use technological tools for imparting their English lessons and not only that due to, they also like and enjoy the process of using them as support implements in the teaching-learning process.

TABLE N°6

Institutional principal consciousness about the implementation of the most popular
applications during the teaching-learning process in the English Apartment.

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
A. Zoom	0	0%	0	0%	1	100%	1	100%
B.Teams	1	100%	0	0%	0	0%	1	100%
C. Facebook	1	100%	0	0%	0	0%	1	100%
D.Instagram	0	0%	1	100%	0	0%	1	100%
E. Google Classroom	1	100%	0	0%	0	0%	1	100%
F. Nearpod	0	0%	0	0%	1	100%	1	100%
G.Wordwall	0	0%	0	0%	1	100%	1	100%
H. Kahoot	0	0%	0	0%	1	100%	1	100%
I. Blendspace	0	0%	0	0%	1	100%	1	100%
J. Liveworksheets	0	0%	0	0%	1	100%	1	100%

Source: Questionnaire applied to the institutional principal from Hojancha Technical High

School, 2021.

GRAPHIC N°6

INSTITUTIONAL PRINCIPAL CONSCIOUSNESS ABOUT THE IMPLEMENTATION OF THE MOST POPULAR APPLICATIONS DURING THE TEACHING-LEARNING PROCESS IN THE ENGLISH APARTMENT.
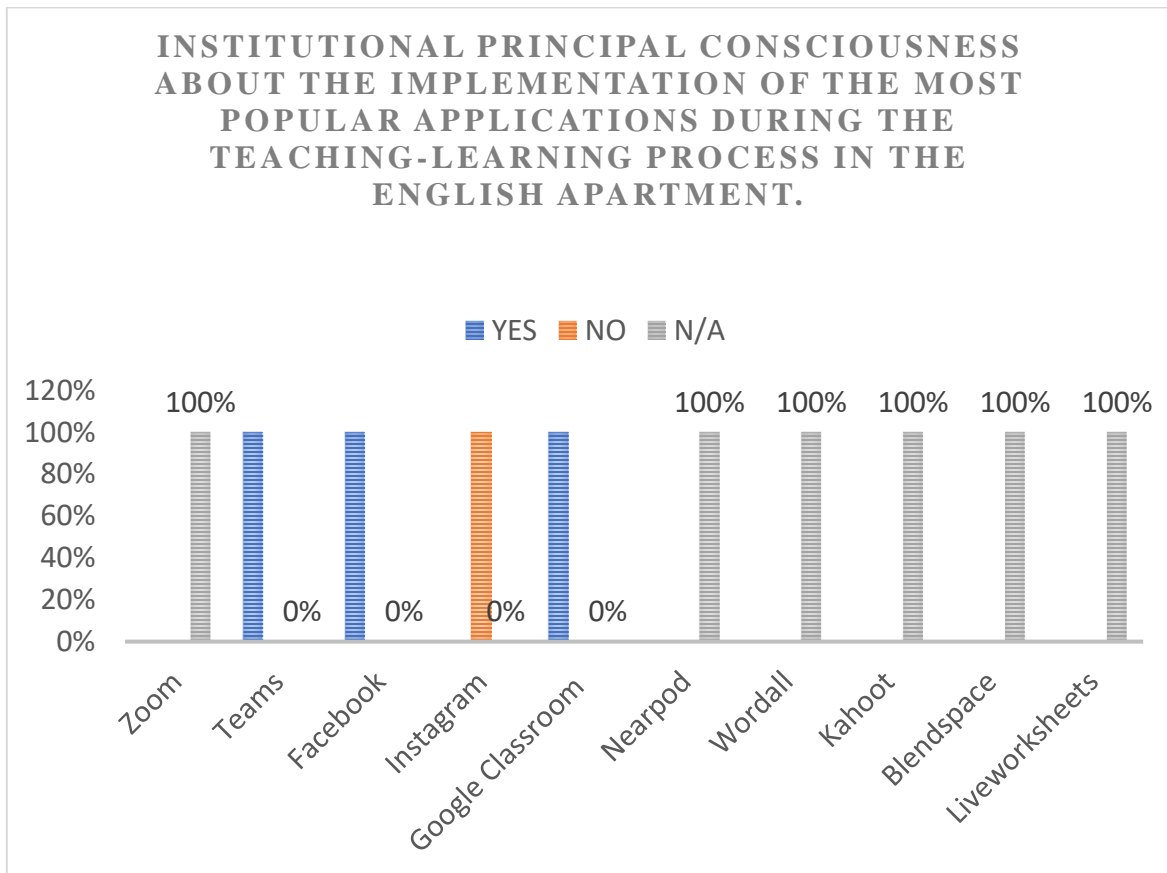
Source: Table N°6

As stated in this graphic, the institutional principal affirms those technological applications like: Teams, Facebook and Google Classroom are the most commonly used by the English teachers to perform and support the process of teaching, however, the newest apps such us: Nearpod, Wordwall, Kahoot, Blendspace, and Liveworksheets are unknown to him regarding whether the implementation during the English lessons or not.

TABLE N°7

Institutional principal insight about the importance of the speaking skill in the process of teaching and learning.

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
5. Do you know what speaking ability is about?	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**
6. Do you know if English teachers expose their students to speaking activities?	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**
7. Do you consider that teaching speaking is an easy task for English teachers?	**0**	**0%**	**0**	**0%**	**1**	**100%**	**1**	**100%**
8. Do you know if English teachers always include speaking activities in their lessons	**1**	**100%**	**0**	**0%**	**0**	**0%**	**1**	**100%**

Source: Questionnaire applied to the institutional principal from Hojancha Technical High School, 2021.

GRAPHIC N°7

INSTITUTIONAL PRINCIPAL INSIGHT ABOUT
THE IMPORTANCE OF THE SPEAKING SKILL IN
THE PROCESS OF TEACHING AND LEARNING

■ YES   ■ SOMETIMES   ■ NO
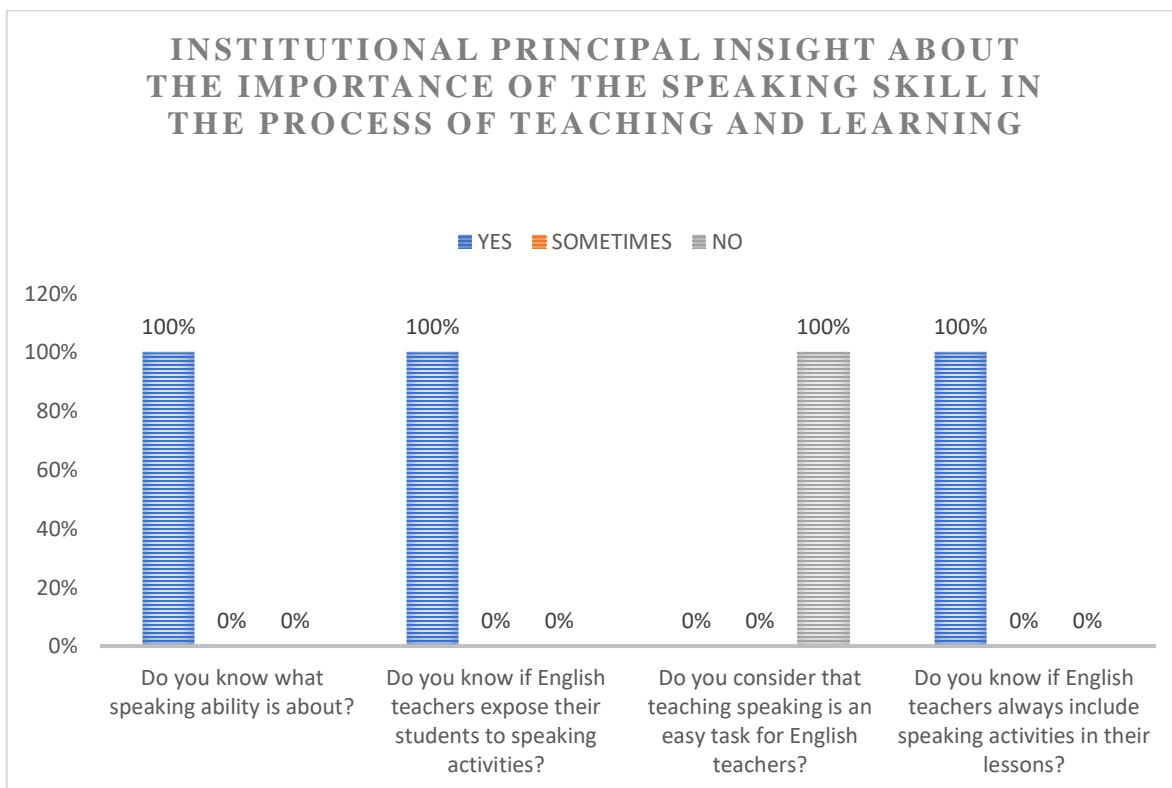
Source: Table N°7

Conforming to the graphic, the institutional principal is aware about the importance of involving the oral ability into the learning-teaching context. That is why he declares that English teachers include speaking activities in their lessons even if that is not totally easy for them and students.

TABLE N°8

Institutional principal´s impression about online classes

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
9. Do you know what online lessons are about?	1	100%	0	0%	0	0%	1	100%
10. Do you know if English teachers develop online lessons?	1	100%	0	0%	0	0%	1	100%
11. Do you consider that English teachers feel comfortable working online with their students?	0	0%	1	100%	0	0%	1	100%
12. Do you consider online education as a useful source in the teaching-learning process?	0	0%	1	100%	0	0%	1	100%

Source: Questionnaire applied to the Institutional principal from Hojancha Technical High School, 2021.

GRAPHIC N°8

INSTITUTIONAL PRINCIPAL IMPRESSION ABOUT ONLINE CLASSES
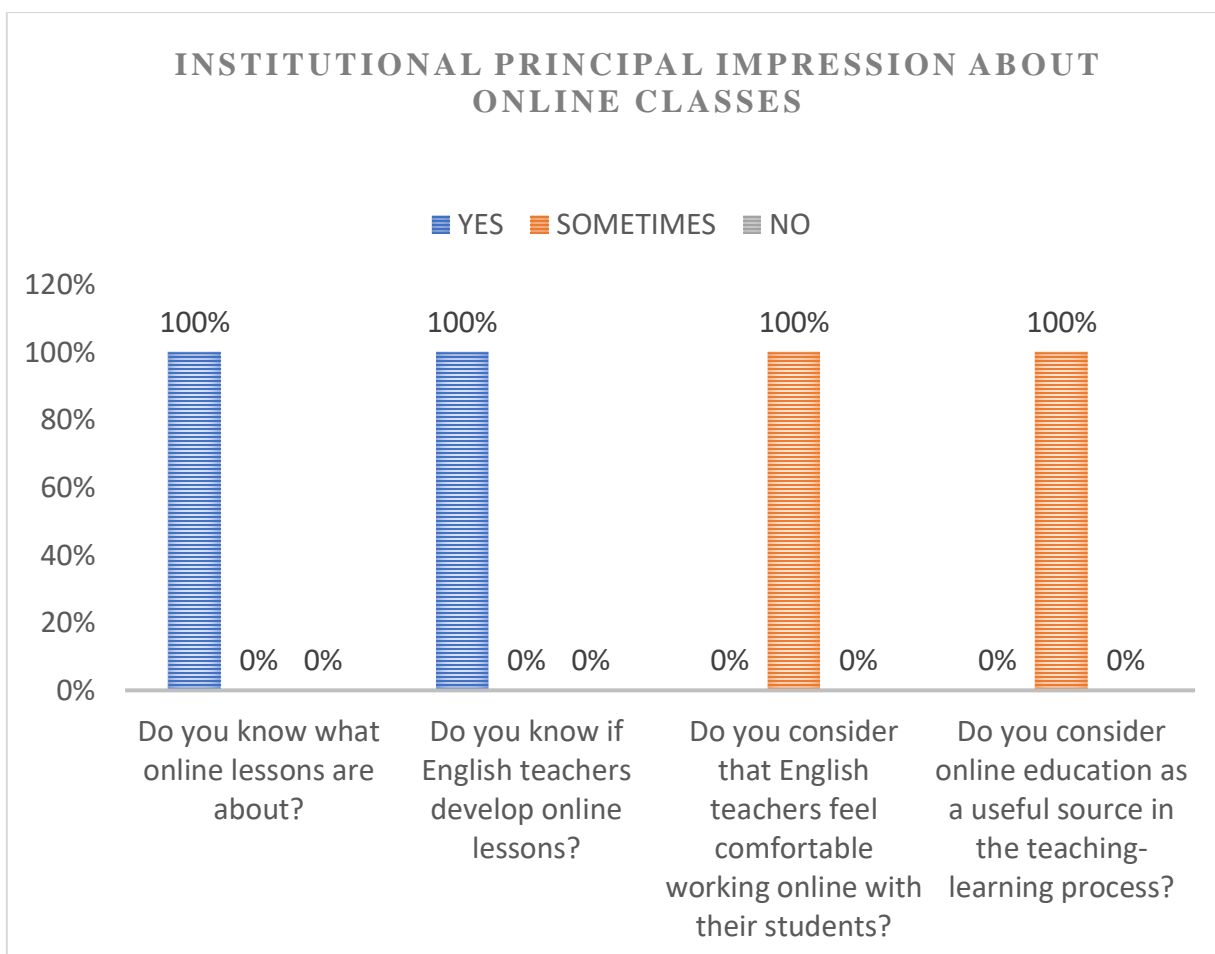
Source: Table N°8

As reported by this graphic, the Institutional principal states that English teachers use the virtual modality for teaching, even though they do not feel too much comfortable by working through this medium, besides, he considers e-learning as a helpful tool in the teaching-learning process but not always.

TABLE N°9

English Department Teachers impression about the use of technology during the teaching-

learning process.

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Do you know what technology is?	4	100%	0	0%	0	0%	4	100%
2. Have you ever applied technology in your classes?	4	100%	0	0%	0	0%	4	100%
3. Do you like to use technology during your lessons?	4	100%	0	0%	0	0%	4	100%
4. Do you consider technology as a helpful tool for teaching English?	4	100%	0	0%	0	0%	4	100%

Source: Questionnaire applied to the English Department teachers from Hojancha Technical High School, 2021.

GRAPHIC N°9

ENGLISH DEPARTMENT TEACHERS IMPRESSION ABOUT THE USE OF TECHNOLOGY DURING THE TEACHING-LEARNING PROCESS.

▤ YES   ▤ SOMETIMES   ▤ NO
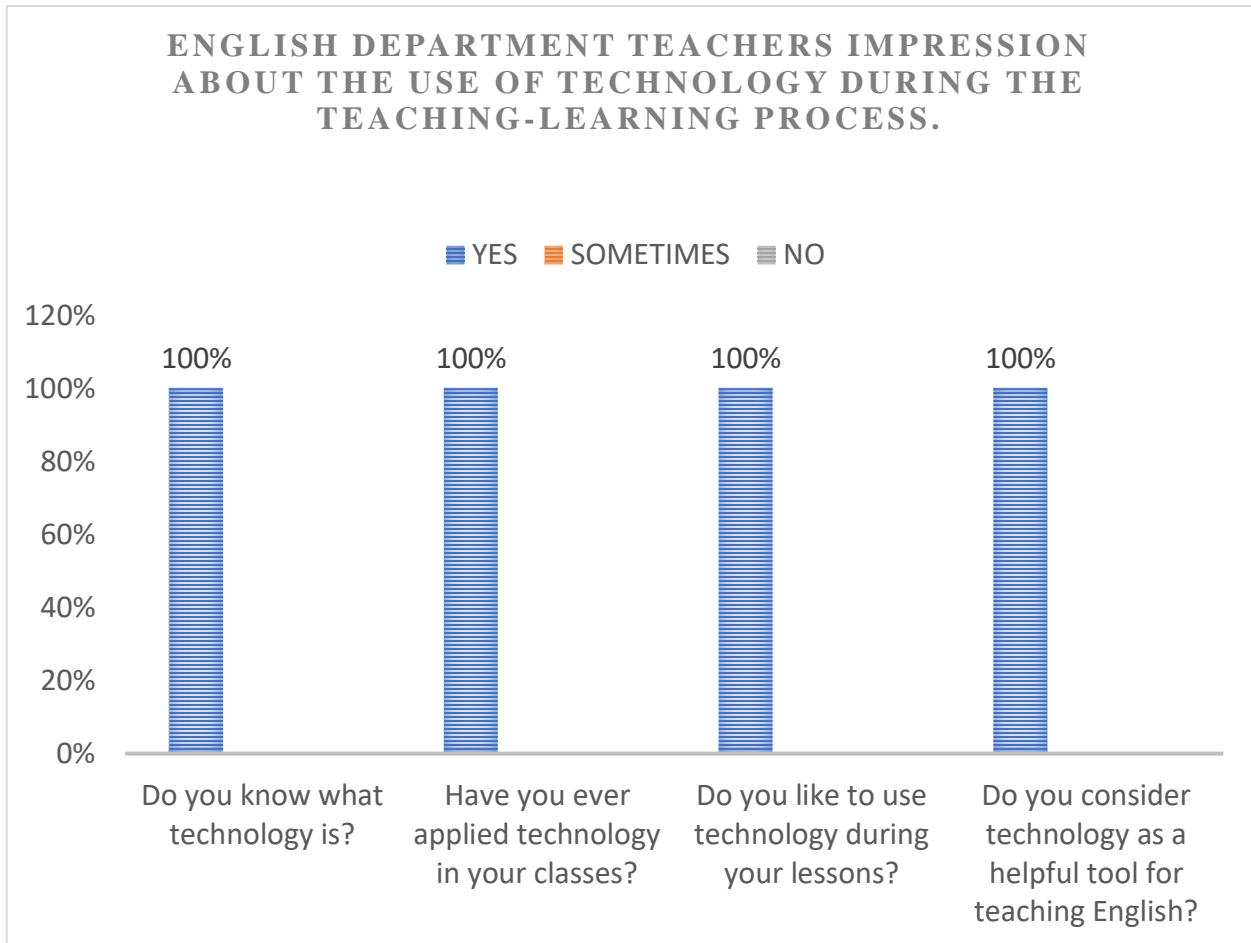
Source: Table N°9

According to this graphic, the whole English Department teachers agree about the great importance of including technology for teaching and learning. For this reason, all of them concludes that technology plays a fundamental role in the educational field.

TABLE N°10

English Department teachers study to know if they make use of the most popular
applications in the teaching-learning process.

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
A. Zoom	4	100%	0	0%	0	0%	4	100%
B.Teams	4	100%	0	0%	0	0%	4	100%
C. Facebook	4	100%	0	0%	0	0%	4	100%
D.Instagram	4	100%	0	0%	0	0%	4	100%
E. Google Classroom	3	75%	1	25%	0	0%	4	100%
F. Nearpod	0	0%	4	100%	0	0%	4	100%
G.Wordwall	0	0%	4	100%	0	0%	4	100%
H. Kahoot	3	75%	1	25%	0	0%	4	100%
I. Blendspace	0	0%	4	100%	0	0%	4	100%
J. Liveworksheets	2	50%	2	50%	0	0%	4	100%

Source: Questionnaire applied to the English Department teachers from Hojancha
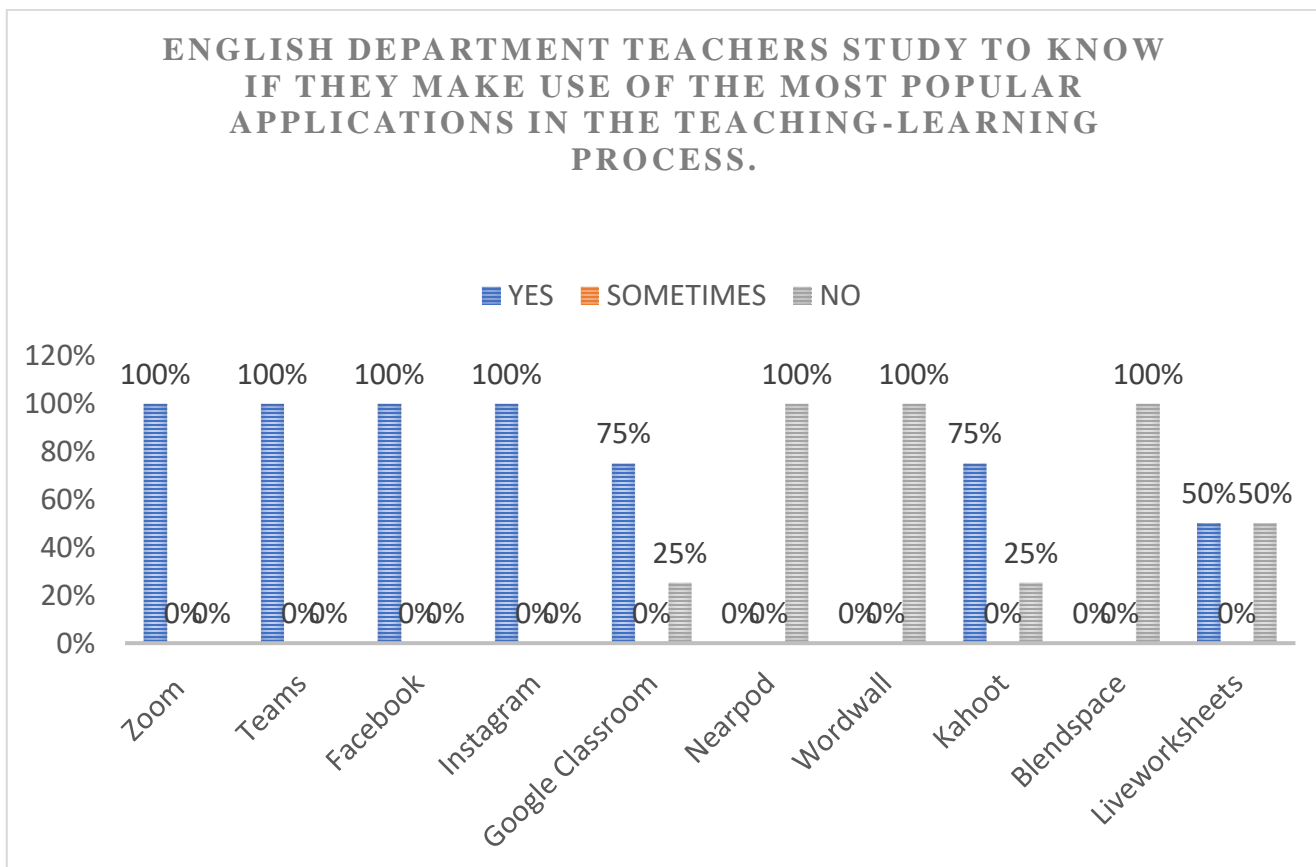Technical High School, 2021.

GRAPHIC N°10

ENGLISH DEPARTMENT TEACHERS STUDY TO KNOW IF THEY MAKE USE OF THE MOST POPULAR APPLICATIONS IN THE TEACHING-LEARNING PROCESS.

Source: Table N°10

As stated in this graphic, the most used applications by the English teachers are: Zoom, Teams, Facebook, Instagram, Google Classroom, Kahoot and Liveworksheets for educational purposes. On the other hand, Wordwall, Nearpod and Blendspace are not commonly used by the English Department teachers.
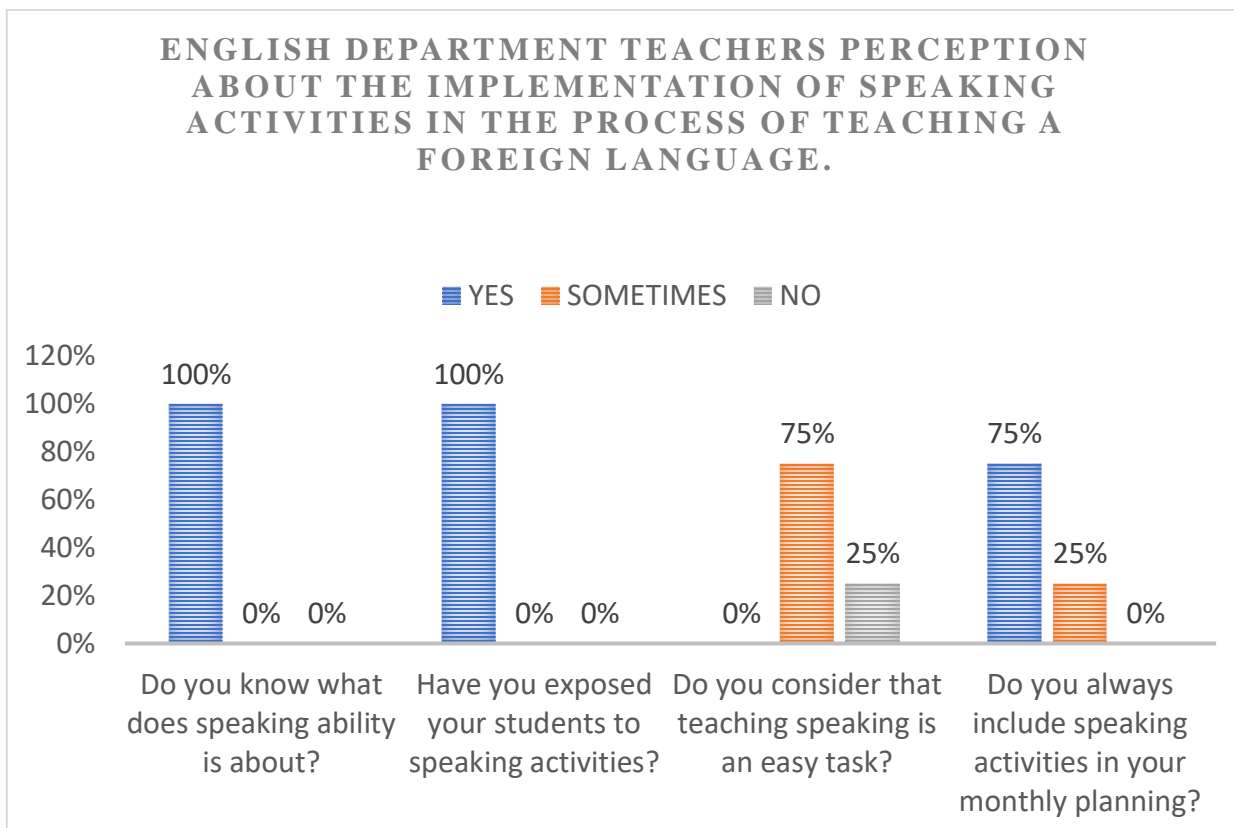
TABLE N°11

English Department teachers perception about the implementation of speaking activities in the process of teaching a foreign language.

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
5. Do you know what does speaking ability is about?	**4**	**100%**	**0**	**0%**	**0**	**0%**	**4**	**100%**
6. Have you exposed your students to speaking activities?	**4**	**100%**	**0**	**0%**	**0**	**0%**	**4**	**100%**
7. Do you consider that teaching speaking is an easy task?	**0**	**0%**	**3**	**75%**	**1**	**25%**	**4**	**100%**
8. Do you always include speaking activities in your monthly planning?	**3**	**75%**	**1**	**25%**	**0**	**0%**	**4**	**100%**

Source: Questionnaire applied to the English Department teachers from Hojancha Technical High School, 2021.

GRAPHIC N°11

ENGLISH DEPARTMENT TEACHERS PERCEPTION ABOUT THE IMPLEMENTATION OF SPEAKING ACTIVITIES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE.

Source: Table N 10

According to this graphic, the English Department teachers consider very important the idea of executing oral practices in the English classroom, however, the most of them consider this as a problem sometimes, due to it is not easy to carry out, but the majority includes this kind of activities in their English lessons.
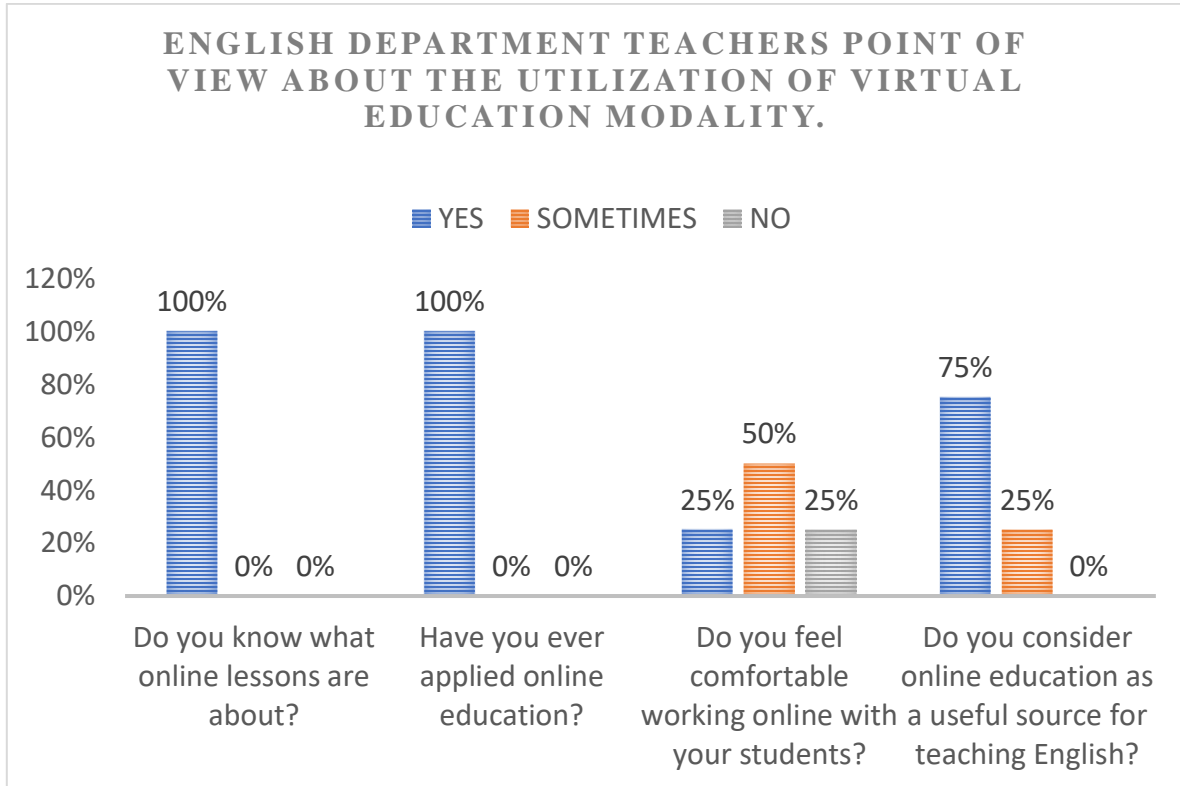
TABLE N°12

English Department teachers point of view about the utilization of virtual education modality.

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
9. Do you know what online lessons are about?	4	100%	0	0%	0	0%	4	100%
10. Have you ever applied online education?	4	100%	0	0%	0	0%	4	100%
11. Do you feel comfortable working online with your students?	1	25%	2	50%	1	25%	4	100%
12. Do you consider online education as a useful source for teaching English?	3	75%	1	25%	0	0%	4	100%

Source: Questionnaire applied to the English Department teachers from Hojancha Technical High School, 2021.

GRAPHIC N°12

ENGLISH DEPARTMENT TEACHERS POINT OF VIEW ABOUT THE UTILIZATION OF VIRTUAL EDUCATION MODALITY.

Source: Table N°12

Conforming to this graphic, the whole English Department teachers have applied virtual education, even so, the majority of them do not feel too much comfortable by working through this modality, since they affirm that e-learning is useful at times but not always when referring to the teaching-learning process.
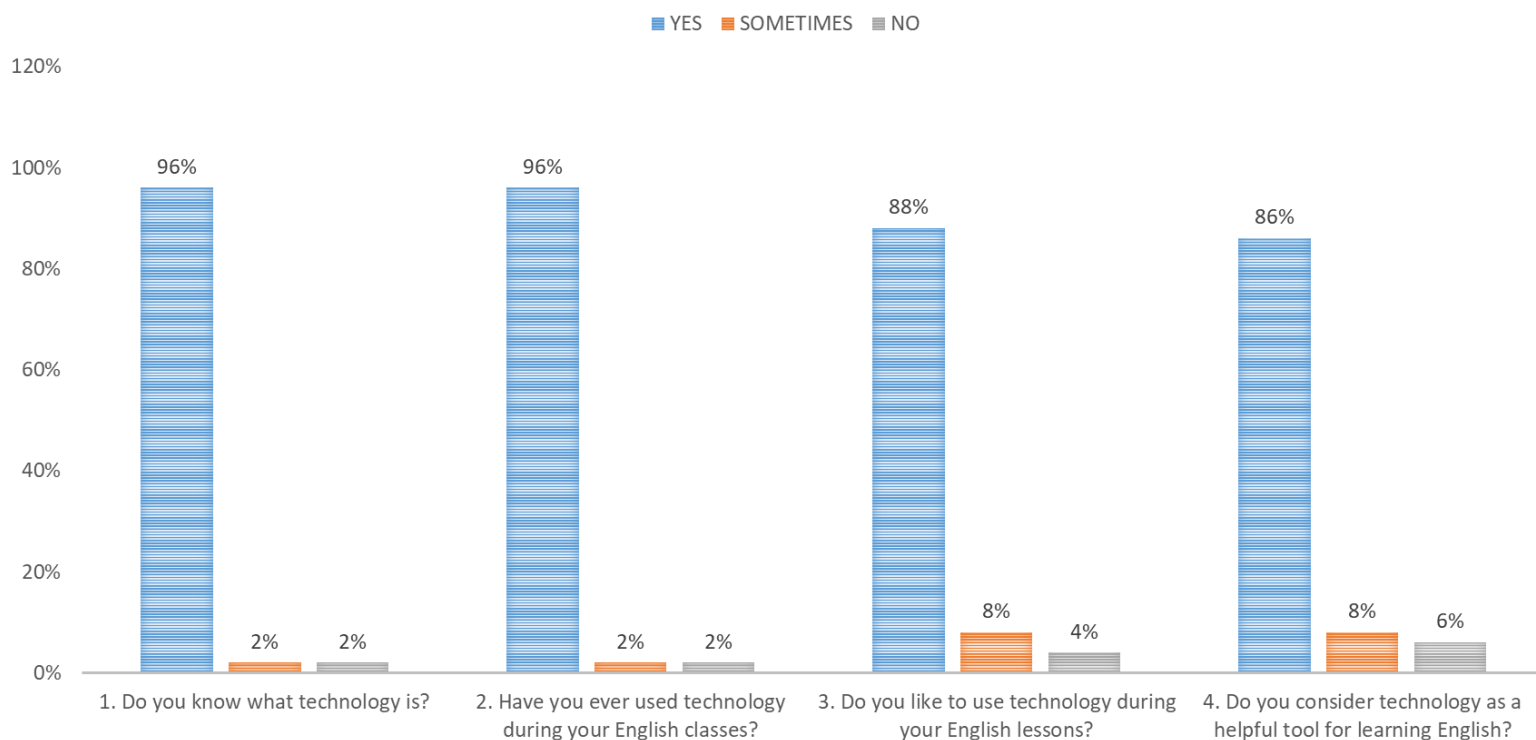
TABLE N°13

Students' perspective about the usage of technology in the teaching-learning process

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Do you know what technology is?	47	96%	1	2%	1	2%	49	100%
2. Have you ever used technology during your English classes?	47	96%	1	2%	1	2%	49	100%
3. Do you like to use technology during your English lessons?	43	88%	4	8%	2	4%	49	100%
4. Do you consider technology as a helpful tool for learning English?	42	86%	4	8%	3	6%	49	100%

Source: Questionnaire applied to forty-nine eighth-graders at Hojancha Technical High School, 2021.

GRAPH N°13

STUDENTS´ PERSPECTIVE ABOUT THE USAGE OF TECHNOLOGY IN THE TEACHING LEARNING PROCESS

■ YES ■ SOMETIMES ■ NO

Source: Table N°13

Taking as a base the graphic shown above, according to the question number two, the 96% of students affirm that they have had accessed to technology during their English lessons, while just 2% of them said that they did not, however, 2% the students preferred to omit the answer to that question. Besides, the 88% of eighth graders indicated that they like to use technology during their English classes, even though some of them said they do not like to use technology in their English lessons. Finally, related to the question number four, it is interesting that most of the students consider technology as a beneficial resource to enhance their English skills.
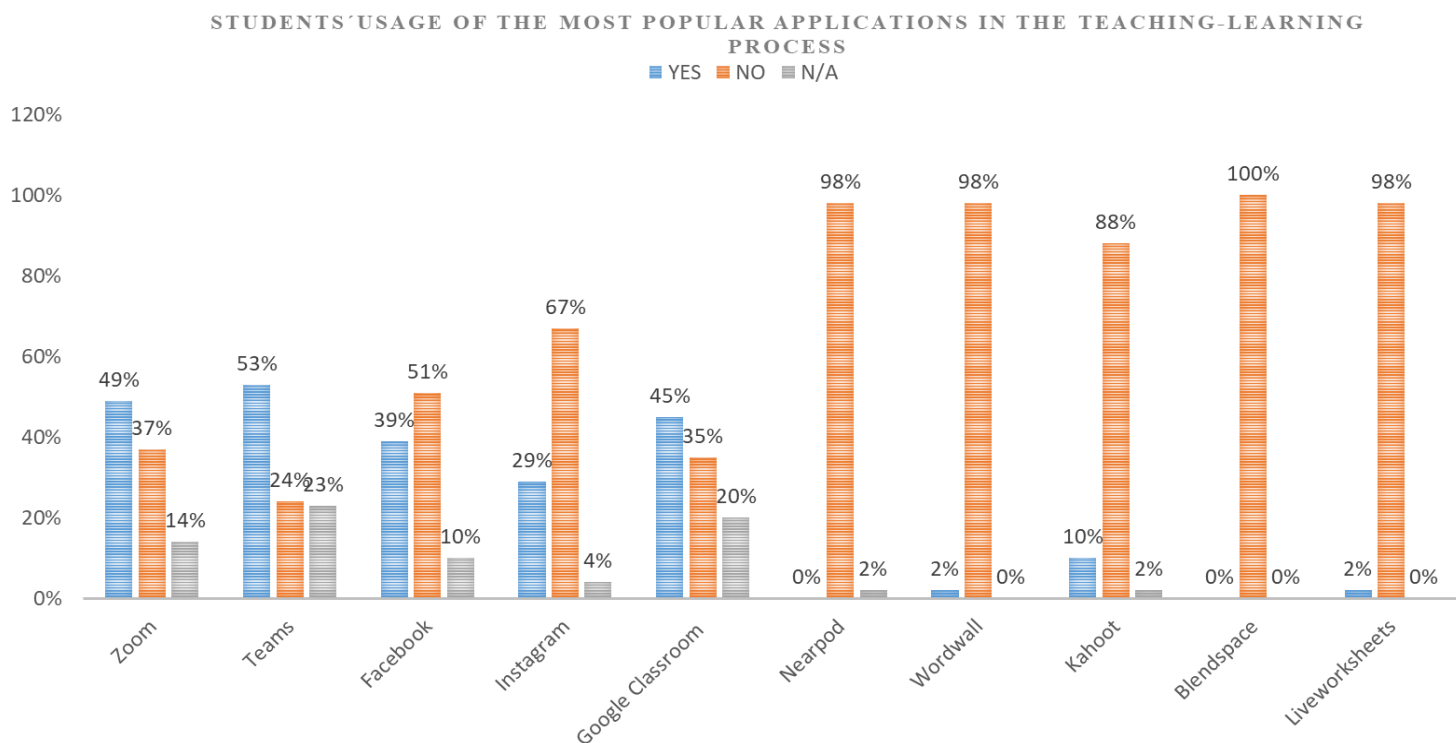
TABLE N°14

Students' usage of the most popular applications in the teaching-learning process.

	YES		NO		SOMETIMES		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
A. Zoom	24	49%	18	37%	7	14%	49	100%
B.Teams	26	53%	12	24%	11	23%	49	100%
C. Facebook	19	39%	25	51%	5	10%	49	100%
D.Instagram	14	29%	33	67%	2	4%	49	100%
E. Google Classroom	22	45%	17	35%	10	20%	49	100%
F. Nearpod	0	0%	48	98%	1	2%	49	100%
G.Wordwall	1	2%	48	98%	0	0%	49	100%
H. Kahoot	5	10%	43	88%	1	2%	49	100%
I. Blendspace	0	0%	49	100%	0	0%	49	100%
J. Liveworksheets	1	2%	48	98%	0	0%	49	100%

Source: Questionnaire applied to forty-nine eighth-graders at Hojancha Technical High School, 2021.

GRAPH N°14

YES NO N/A

Source: Table N°14

In accordance to this graphic, it is reflected the students´ usage of the most popular applications in the teaching-learning process by showing the most used applications for students like: Zoom, Teams, Facebook and Instagram, and Google Classroom, while the least commonly used are: Nearpod, Wordwall, Blendspace and, Liveworksheets.
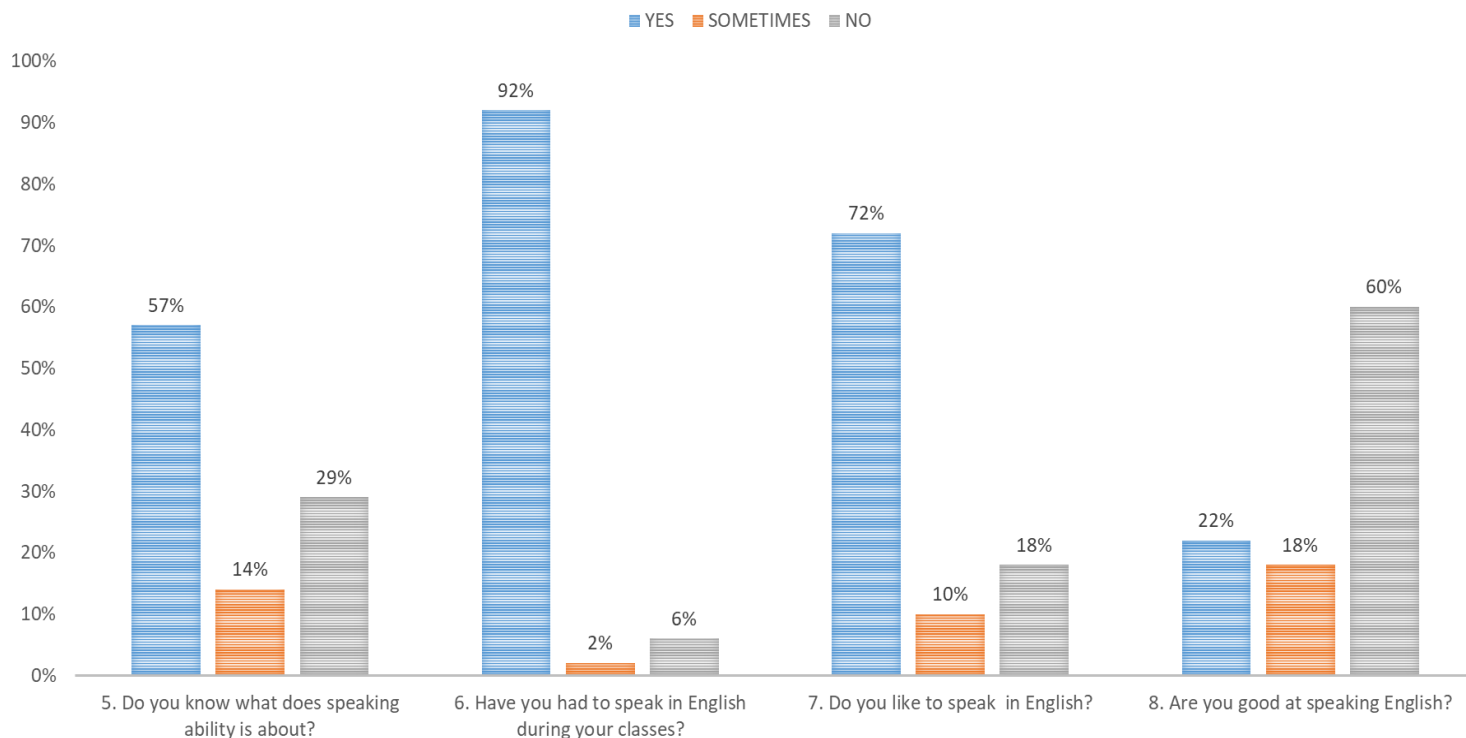
TABLE N°15

Students' points of view about the importance of the speaking skill in the process of learning English.

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
5. Do you know what does speaking ability is about?	28	57%	7	14%	14	29%	49	100%
6. Have you had to speak in English during your classes?	45	92%	1	2%	3	6%	49	100%
7. Do you like to speak in English?	35	72%	5	10%	9	18%	49	100%
8. Are you good at speaking English?	11	22%	9	18%	29	60%	49	100%

Source: Questionnaire applied to forty-nine eighth graders at Hojancha Technical High School, 2021.

GRAPH N°15

■ YES ■ SOMETIMES ■ NO

Source: Table N°15

According to the instrument applied to 40% of eighth graders at Hojancha Technical High School, the question number five says that 57% of students are aware of what speaking skill is about. However, the 29% of them said that they did not know what speaking ability is and the 14% of them answered sometimes. Additionally, in question number six, it is interesting to note that the majority of the students' population provided a positive answer about if they speak in English during their lessons, besides, the 6% of students answered that they did not and just 2% of them said sometimes. On the other hand, when students were asked if they like to speak in English, most of them said yes and only 18% of them provided a negative answer, while 10% of the students said sometimes. Finally, regarding to the question number eight, the majority of the students are not good at speaking English, since only the 22% of them said they are good at speaking English and the 18% of the students said sometimes.
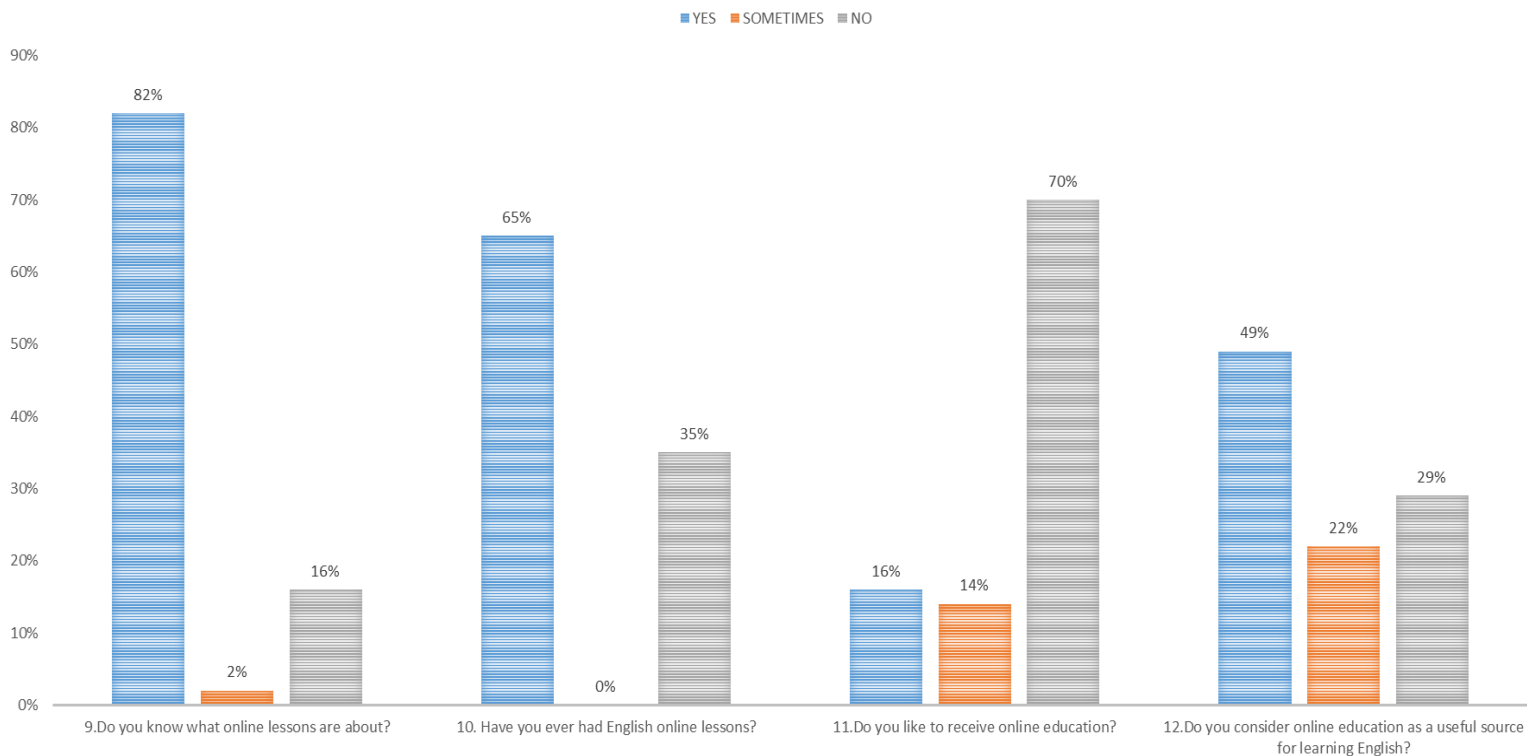
TABLE N°16

Students´ opinion about the implementation of virtual education in the process of teaching and learning

	YES		SOMETIMES		NO		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
9. Do you know what online lessons are about?	40	82%	1	2%	8	16%	49	100%
10. Have you ever had English online lessons?	32	65%	0	0%	17	35%	49	100%
11. Do you like to receive online education?	8	16%	7	14%	34	70%	49	100%
12. Do you consider online education as useful source for learning English?	24	49%	11	22%	14	29%	49	100%

Source: Questionnaire applied to forty-nine eighth-graders at Hojancha Technical High School, 2021.

GRAPH N°16

Source: Table N°16

According to the graphic shown above, the majority of students are aware of what online lessons are about, only a few percent of them do not know what virtual lessons involve and, 2% of the students answered sometimes. Besides, in question number ten, most of the students said that they have accessed to online English education, while 35% of the eight-graders provided a negative answer. On the other hand, when students were asked if they like to receive online education, a great percentage of them (70%) said that they do not like the e-learning modality, while 16% of them recognized that they like online training, however, the 14% of students said sometimes. Finally, regarding to the question number twelve, 49% of the students´ population indicated that they consider online education as a useful tool for

learning English, while 29% of them said that they do not, and the other 22% of the students answered sometimes.

Interpretations and analysis of the open questions

1.Mention 2 reasons why technology should be used in English classes

From the Advisor's perception, technology brings benefits for teachers and learners, due to technological tools allow to both populations to be constantly updated while innovating during the teaching-learning process For these reasons, technology plays a fundamental role in the English training, since technology facilitates an interesting and creative input for students by providing a wonderful learning environment for increasing the students' intrinsic motivation by giving a greater and better comprehensive understanding.

2.Write two suggestions to improve the virtual educational process.

According to the English advisor's point of view, she recommends to all the teachers to train their selves as English teachers to be capable of carrying out their English lessons through the virtual modality, on the other hand, she also suggests teachers to look for, explore and discover new educational applications and technological teaching methodologies for training learners in an interactive way.

1.Mention 2 reasons why technology should be used in English classes

In regard to the principal's point of view, technology is a useful supporting tool for teaching and learning, in addition, technology helps to create more interesting and dynamic English lessons by innovating constantly inside and outside the classroom for a great optimization of learning. On the other hand, the students' learning process is best promoted through the usage of technological instruments, since it allows to implement audio-visual materials and contents for motivating students in a better way.

2.Write two suggestions to improve the virtual educational process.

According to the principal's personal insight, he suggests the improvement in the coverage of wireless networks like Wi-Fi, since too many students do not have access to the internet connection from their houses, and that point increases the digital division among learners, besides, he also mentions that it is fundamental to create awareness about the correct use of technological devices due to students are asked to use technology as a helpful complemental learning instrument without creating technology dependency because the teaching department cannot be replaced by the usage of technological tools.

1.Mention 2 reasons why technology should be used in English classes

Based on the English teachers' department, technology promotes an active participation in students, due to technology keeps students interested in the English lessons and makes them feel motivated for learning the target language. Technology allows students to search and discover new vocabulary so it also increases their knowledge in the foreign language while they improve their listening skill in an exciting way.

2.Write two suggestions to improve the virtual educational process.

According to the English teachers' perspective, it is recommended to be always punctual and responsible, this advice is given to both parts, students and educators, besides, it is required to give their best in everything all the time. It involves having a good attitude and giving great amounts of love in the process of teaching, in this way, students will always be grateful with you.

1.Mention 2 reasons why technology should be used in English classes

Regarding to the students' opinions, most of them agree about the usage of technology to facilitate the process of learning. Some of them affirm that technology promotes a great improvement in their pronunciation of the foreign language; others say that thanks to technology they have access to use the English translator and this source allows them to discover more vocabulary and words meanings by enriching their knowledge. On the other hand, some students recognize technology as a wonderful tool for accessing to English videos, movies, online courses and music to strengthen their fluency in the target language.

2.Write two suggestions to improve the virtual educational process.

According to the students' personal insights, the majority affirm that it is required to have a good internet connection with the correct technological equipment with the main purpose of having an interesting experience with the virtual modality. Besides, they suggest to all the professors that their online lessons have to be more dynamic, interesting and creative to catch their attention and increase their motivation at the same time. Also, almost all of them say that virtual education is more tired for them, since there are a lot of delivery homework without receiving a good instructional guidance by the professors, due to students explain that their English doubts are not evacuated correctly, for this reason, they also propose the usage of better teaching methodologies and strategies to facilitate the students' learning process. Finally, students advise the improvement of the educative virtual platforms with shorter classes and accessible schedules for them.

Analysis and interpretation of the interview focused to four English teachers

Based on the answers provided by English educators about the implementation of technology in the educational process, it is of paramount importance to highlight that all of them strongly agree with the usage of technology as an outstanding source for teaching and learning the target language. Additionally, English teachers emphasized about the implementation of technology in the English classes to enhance the students' motivation for acquiring a second language by increasing their English knowledge. Another important aspect provided by educators about the utilization of technology in the educational process is that technology promotes the students' independence throughout their process of learning since students are capable of learning how to study by themselves by practicing the foreign language through different technological tools available on the web for having different experiences while they are learning the English language in a different way which makes education interesting and attractive to all of them.

On the other hand, related to the question if teachers consider complicated the task of exposing students to produce the target language, all of them shared similar opinions by affirming that it is a tricky process for them because each learner is different to each other, consequently, all students have different abilities, strengths, weaknesses, intelligences and learning styles. For this reason, professors believe that having good communication with students is the key to encourage their English skills, at the same time, it helps to increase their self-confidence with the purpose of making students feel comfortable when they want to participate and interact by using the target language during the English lessons. Additionally, the English educators emphasized that this process also implies a lot of the students' commitment and discipline for acquiring the English language by learning the correct pronunciation of the English words, English grammar and expanding their English vocabulary. Finally, teachers think that this process of exposing students to produce the target language is difficult sometimes, but it is not impossible since teachers have to encourage students to learn the second language in an attractive, creative and interesting way to motivate learners to produce it successfully by reaching their English goals while facing and overcoming their fears and doubts.

In addition, according the English educators' point of view about virtual education, they see online modality as a good source for the students' learning process, and it is really interesting to point out that all of them believe that online English lessons are beneficial for students just in case that students really have the appropriate conditions to study through e-learning by having access to good technological instruments like: smart phones, tablets or lap tops, because this technological equipment plays a fundamental role through the online education, another important point is having access to a good internet connection service from their homes since those aspects are essential for studying virtually. However, the English teachers consider that the majority of the students' population from Hojancha Technical High School do not have access to these facilities at their houses. As result, it makes really difficult the students' learning process through the virtual education. Finally, teachers are aware about the fact of no having those conditions could affect a lot the students' motivation and desire to enhance their English knowledge and improving their English skills.

CHAPTER V

Conclusions and recommendations

5.1 Conclusions

According to the data collection process with the questionaries applied to the English department's advisor from the circuit 05 where three different variables were evaluated, it was concluded that:

1. The English Advisor recognizes the great advantage of implementing technology in the teaching-learning process, since she affirms that technological tools play a fundamental role for enriching the students' knowledge in an interesting way through challenging yourself as a teacher to innovate and create a bond with students by strengthening the commitment of both parts.

2. Regarding to the development of students' speaking skill, the English Advisor states that exposing learners to oral activities is not an easy task, conversely, it is too much difficult to professors, all this because students' fears, insecurities, and unavailability to express ideas, thoughts, opinions and insights in a foreign language inside the classroom.

3. In connection with the English Advisor's opinion about implementing virtual modality in the educational process, she declares that online education is a useful source in the teaching-learning process sometimes, but not always, since face-to-face classes bring too many advantages and e-learning as well. For example, she says that online lessons allow to teachers and students to explore and discover new and different strategies and methodologies based on technological equipment to improve the foreign learners' motivation, but the traditional teaching methodology brings more commitment for students.

According to the findings gathered from the Institutional Principal questionnaire from Hojancha Technical High School, it was possible to determine the following arguments:

1. Based on the Institutional Principal answers, he considers technology as a wonderful and helpful source to carry out a successful learning process, since he affirms that technology streamlines and optimizes the learning path by improving their intrinsic motivation at the same time, due to technology provides audio-visual materials that promotes a better comprehensive understanding in foreign learners.

2. He is also aware about how much difficult is to expose students to produce the target language inside the English classroom, he states that teaching speaking is a too much difficult task for English teachers; for this reason, the Institutional Principal approves the implementation of technological teaching strategies to facilitate this heavy responsibility of making students to produce English verbally.

3. Related to the virtual teaching modality, the Institutional Principal considers e-learning as an indispensable mediation or methodology for teaching and learning, however, it is too important to remark the fact of avoiding dependence to this, in other words, technology and this virtual teaching modality cannot replace the presence of the teaching department.

Based on the responses obtained from the English Teachers Department from Hojancha Technical High School reveals that:

1. The whole English Teachers Department agree about the implementation of technology in the teaching-learning process, since they justify that technology helps to keep students interested in the English lessons, furthermore, technology increases the learners' level of motivation due to they are able of learning the foreign language in an exciting way, besides, technology allows to learn by themselves for increasing their own knowledge, vocabulary and improving their skills thanks to the variety of online exercises available on the web.

2. All the English teachers from Hojancha Technical High School share the same opinion and point of view about the process of exposing students to produce the target language orally, and all of them say that teaching speaking should be seen as a complete process, this means that foreign language learners must be expose to produce the language since the beginning of the process, little by little and step by step, until the end, due to speaking a non-native language is too difficult for them but not impossible, that is why the English educators must look for a great variety of teaching strategies based on the learners needs, differences, weaknesses, strengths, learning styles and types of intelligences, since every student learns differently to each other, and almost all of them will be afraid or ashamed to the idea of speaking another language in front of the class.

3. The English Teachers Department argue that virtual education is beneficial for the students' learning process sometimes only, but not always, since online education requires some tools or facilities which the majority of the students' population cannot have or access to, for instance; in some cases learners do not have the technological tools like computers, cellphones or internet connection so,

the process of accessing to their online lessons turn so hard for them by removing away their interest and motivation in the target language due to their limitations.

In regard to the collected data from the 40% of eighth graders from Hojancha Technical High School, it was established these statements as conclusions:

1. The majority of the Eighth graders' population affirm that using technology in the teaching-learning process facilitates their knowledge acquisition process since they argue that technology improves the development of their skills and provides entertainment while learning at the same time, to illustrate; thanks to technology the foreign language learners are capable of accessing to useful learning sources like the translator that allows them to discover more vocabulary and words meanings for enriching their on knowledge, on the other hand, technology provides the opportunity for accessing to colorful videos, wonderful movies in the target language, and English online courses.

2. Regarding to the students' opinion about the development of their speaking ability in the English Foreign Language, most of them affirm that are not good at speaking English, however, they also say that technology has helped them to improve a little bit this point, since they use technology to promote a better pronunciation and fluency in the target language.

3. According to the learners' personal insights, almost all of them strongly disagree about the usage of virtual education, due to they say that online learning is more tired for them, since there are lots of delivery homework without receiving a good

instructional guidance by the professors, because they explain that the majority of their doubts are not evacuated correctly.

5.2 Recommendations

5.2.1 Ministry of Public Education' Suggestions.

1. Make sure that all the students' population have the technological equipment require to access for online education, before implementing the virtual modality as a unique teaching strategy to all learners in general. It could be by applying specific studies to corroborate if learners really have the necessary tools like cellphones/smartphones, computers, tablets and a good/stable internet connection, also verify that all the students' population have an internet service with high quality before exposing students to the online learning.

2. Train the Teachers' Department to manage, manipulate and use technology and the educative virtual platforms correctly, by showing them how to exploit and expand the students' capacity successfully. It could be by training teachers to explore, discover, and reinvent for generating creative and interesting online teaching methodologies to catch the students' interest and motivation.

5.2.2 English Advisor' Suggestions.

1. Be aware of the English Department's implementation of technology in their process of teaching, since technology has turned into a fundamental tool nowadays, so, it is too much important to familiarize learners with the usage of technology in their daily life, for this reason, this 21st century generation must be immersed in the utilization of different online platforms and variety of modern applications.

2. Create more awareness in the English teachers about the great importance of exposing foreign learners to use the target language orally as much as possible, due to English has became an International common language worldwide, in other words; the capacity of speaking another language as English will open tones of doors and new opportunities to the students in the future, that is why, the implementation of speaking activities must be gradually integrated to the learning process for achieving great expectations.

5.2.3 Institutional Principal Suggestions.

1. Reconsider the idea of having a unique online teaching platform since there are too many more on the web that are free and available to be used by whoever, so, it could be better for students to access to different modern, creative and interesting educative virtual platforms to expand their comprehensive understanding in the English language.

5.2.4 English Teachers' Suggestions.

1. Challenge yourself as a teacher to be changing constantly without any problem, with the main purpose of continuous self-improvement as a professional, for discovering new innovative teaching strategies and techniques according to the different students' needs and requirements.

2. Be open-minded to new teaching methodologies, to carry out interesting English lessons by encouraging an active participation in the classroom for increasing the students' motivation and interest in the language.

5.2.5 Students' Suggestions.

1. Show greater willingness to learn the language, in other words, try to take advantage of the given tools by teachers and use the knowledge gained as much as possible to develop and improve the input acquired before.

2. Develop the ability of learning by yourself, it means try to be always in charge of your own leaning process through discovering new things like vocabulary, grammar structures and other points all by your own, and this learning technique helps you to enrich your awareness at your own speed, with your learning style and without someone else' pressure.

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