

UNIVERSIDAD NACIONAL AUTONOMA DE NICARGUA

UNAN- MANAGUA

Campo Rubén Darío

Facultad de Educación e Idiomas

Departamento de Ingles



GRADUATION SEMINAR

“Practical approach of digital classrooms for the application of interactive strategies to improve confidence in oral expression of 8th grade B students at the Manuela Martinez National Institute”

Authors' names:

Grettys de los Ángeles Gutiérrez Alfaro 18019800

Idalia Patricia Gaitán Pavón 15012254

Iveth Vanessa Ruíz Muñoz 12015312

Thesis Advisor: Doctor Alber Francisco Sanchez

Managua, December, 02nd, 2023.

Dedicatory

I dedicate this work with deep gratitude to God, who has been my constant guide, giving me the necessary strength to move forward and the wisdom to achieve the proposed goals.

I dedicate this achievement to my parents, Ronald Gutiérrez and Martha Alfaro, who have been my inspiration in life. I am grateful for their unconditional support, valuable advice, understanding and generosity in providing me with the necessary resources for my education. They have been my teachers in life, instilling in me values, principles, determination, motivation and perseverance, forging the person I am and guiding me towards success.

To my dear grandmother Julia Collado, I thank her for being my constant motivation. Her advice, unconditional love and permanent support have been a beacon on my path. To my siblings, Jannier and Scarleth, I thank you for trusting me and giving me your constant support.

To my boyfriend, Ernesto Salinas, I dedicate a special thanks for his constant motivation, support and wise advice, which have been fundamental to persist in each proposed goal.

I express my gratitude to all my teachers, who have shared their knowledge, guidance, patience and motivation throughout my academic training. In particular, I thank my seminar tutor, Msc. Alber Sanchez, for his valuable guidance and direction during this process.

This work would not have been possible without the support and contribution of each of you. To all of you, thank you for being a fundamental part of this academic achievement.

Grettys Gutierrez Alfaro

Dedicatory

I dedicate this work first of all to God, I give infinite thanks for being in every moment of my life, and He has been my guide during all this time, giving me the necessary strength to move forward, the wisdom and understanding to achieve my proposed goals.

I also dedicate this achievement to my parents, Fabio Gaitan and Dora Pavon, who have been the inspiration of my life. I am grateful for their unconditional support, advice, understanding, humility and generosity that they have given me throughout this time and who have also helped me with great effort with the necessary resources for my education. They have been my driving forces in life, instilling in me values, principles, determination, motivation and perseverance to get to where I am today, thanks to them who have guided me to success.

I also dedicate this work to my dear brother Mariel Gaitan to whom I promised to fulfill the dream that he could not realize (R.I.P) he has always accompanied me in my walk, I love you. to my grandparents may they rest in peace, thanks for their advice they gave me at the time and their unconditional love.

To my brothers, Luis, Adonis, Marlon and Erick, thank you for trusting me and giving me your constant support. My friends who have always been with me.

I express my gratitude to all my professors, who have shared their knowledge, guidance, patience and motivation throughout my academic training. In particular, to my seminar tutor, Msc. Alberth Sanchez, thank you for your valuable guidance and direction during this process.

This work would not have been possible without the support and contribution of each of you. To all of you, thank you for being a fundamental part of this academic achievement.

Idalia Gaitán Pavón

Dedicatory

First of all, I dedicate this achievement to my God who is the owner and look of this mayor, without him this would not be possible. Then to my mother Lorena Muñoz, my father Julio Ruiz, my husband Deyvin Garcia and my daughter Allison Garcia Who have been my support and have contributed in the motivation that I need not to give up and fulfill this dream. I thank my teachers for their dedication and knowledge.

In addition, I dedicate this specially to the memory of my grandparents Irene Bojorge and Jose Maria Ruiz who will always be in my heart.

Iveth Ruiz Muñoz

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Abstract

The practical application of interactive tactics in digital classrooms to boost English language learners' speaking confidence is the main emphasis of this study. The study looks at how language learning and technology interact, focusing on the potential effects of utilizing technology to boost learners' self-esteem and promote productive communication. This study emphasizes the benefits of incorporating information and communication technologies (ICT) into language instruction through a thorough, pedagogical frameworks, and case studies. An exploratory qualitative longitudinal diagnostic investigation was carried out with an experimental control group of forty three students in a classroom in order to make a contribution to this subject. The sample, which was created using basic random sampling, had twenty students of both genders in equal proportion (ten males and ten females) conducted during the second semester of 2023 at the Manuela Martinez National Institute. The data used for the analyses came from an observation guide, a survey administered to the student sample, and teacher interviews. These methods helped to clarify the ways in which technology-enhanced interactive strategies can be tailored to meet the diverse needs of students. The ultimate goals of this research are to elucidate on the transformative potential of ICT in language teaching and to provide educators with a road map for creating and implementing interactive strategies that will enable students to gain more confidence in their oral proficiency.

Key words: Speaking confidence, Information and Communication Technologies, Interactive strategies.

I. Introduction

Technology serves as a powerful facilitator in numerous aspects of our daily lives, and its impact on language education is no exception. The conventional approach to teaching English, primarily reliant on books, is gradually giving way to the integration of cutting-edge technologies within the classroom. This paradigm shift is not merely about adopting a modernized pedagogical approach; it's a strategic move towards a more dynamic and effective language teaching and learning environment. Embracing technology in English education brings forth a multitude of benefits. For students, it translates into an enriched and interactive learning experience. Interactive platforms, multimedia resources, and language-learning apps provide engaging avenues for acquiring language skills. The traditional barriers of monotony often associated with book-based learning are dismantled, making the process more enjoyable and effective.

Information and Communication Technologies (ICT) have revolutionized the way we learn and use information in all aspects of education in the digital age we live in. ICTs have become very effective tools for facilitating language learning and skill acquisition. As a result, in this study we realize that one of the hardest things for the student to do is improve their oral communication. It has been demonstrated that enhancing this ability greatly speeds up the learning process.

This research aims to investigate the implications of the use of ICT tools to improve students' oral confidence. As a practical approach, we conducted this research with twenty eighth grade B students in the morning session of the Instituto Nacional Manuela Martínez during the second semester of 2023.

The structure of this study is divided into the following sections: the first part is the Introduction, in this section there is a brief description of the study and its context; followed by the Background

in this part previous research in the study area is presented to substantiate the reliability of the research. Theoretical Framework, this section explores the theories underpinning the research, as well as the tools used to collect valid information, then describes the methodological design where instruments such as a classroom observation guide were applied, with the purpose is to evaluate the implementations of interactive strategies using the ICT resource to improve confidence in their speaking skills. A survey and the use of mobile applications for the development of the class and to evaluate the impact of the use of technology and information on the development of the students' linguistic fluency, then analysis of results here, all the data collected are presented and comprehensive analysis of the information is formed, finally the conclusion generated from the processing of the data found are presented.

1.1. Background

According to Kim, S. H. (2014) is founded on the constructivist learning paradigm, which maintains that students create their own understanding by fusing what they have already learned with what they have yet to learn. There are several ways that technology can be applied to help people learn languages on their own. In particular, unrestricted access to recording technologies can support language learners in continuously practicing their communication skills and acquiring the knowledge required for communicative competence. Also explain in his document all the process that did it.

Our research delves into the pedagogical application of Information and Communication Technology (ICT) to enhance the acquisition of speaking skills. Methodically, we systematically present our findings and insights at each stage of the research process, elucidating the impact and efficacy of ICT integration in the teaching of oral proficiency.

In other investigations Pulsa, (2015) Worldwide, the social, political, and economic structures of societies are shifting due to the quick creation of new media, which is also having an impact on how people think and behave. As such, it is imperative to foster the pedagogical application of digital media. The thesis is a component of the University of Tampere's Active Learning Spaces research project. The initiative creates and employs social interaction and multimodal technology for education in response to the demands of educators.

As part of our instructional strategy, We concentrate on using the potential of web games and applications to promote significant gains in speech abilities. Through the seamless integration of these interactive digital technologies into our teaching techniques, our goal is to dynamically and

captivatingly engage learners in addition to instructing them. This creative method makes learning more efficient and pleasurable, which eventually helps in improving verbal communication skills.

Victoria Armstrong, (2005) Explain that, the research project's findings are examined in this article, which aims to document, evaluate, and disseminate the intricate relationships that take place in the classroom between students, teachers, and technology. A cutting-edge research design created by the Interactive Education Project was employed by educators and researchers.

On the whole Pinzon, (2018) explain that, the advancement of technology has altered society in countless ways, facilitating the growth of human endeavors and altering people's daily routines. The quick development of technology has resulted in the creation of new tools and gadgets that have also had an impact on education and the evolution of the teaching-learning process. Additionally, technology has altered the roles that teachers and students play in the classroom as well as the ways in which they interact with one another, parents, and the community. Ultimately, this has affected the way that second or foreign language instruction is delivered and learned.

Thus, to complete Our broad research initiative, we conscientiously employed a systematic approach, which included careful observations of a whole spectrum of facets. This deliberate methodology was undertaken with the primary objective of discerning and critically evaluating the extent to which we had successfully achieved our pre-established objectives.

II. Rationale

This research focuses on the potential of technology to improve the teaching of English classes. To carry out this study, various activities were carried out in the classroom, using a variety of technological equipment, such as projectors, laptops, tablets and teaching resources. Among the technological resources, we used applications such as Kahoot, Rosetta stone, Elsa, game words, Educaplay. Through observation, we found that we were able to attract the students' attention during the classes, which has had a significant impact on the development of their oral expression skills in English as a foreign language.

Currently, in public schools, foreign language teaching follows traditional methods in which instruction is based on lectures, followed by the assignment of exercises on the blackboard, notebooks or workbooks. This methodology limits the development of students' language skills and places them in a passive role in the classroom, where they simply receive content.

Technology plays a critical role in enhancing learning for both students and teachers. When used responsibly, Information and Communication Technologies (ICT) prove to be productive tools that provide advantages in teaching, fostering creativity and innovation and promoting the active participation of students according to their learning pace.

The use of digital classrooms are resources where we implement didactic, innovative and interactive activities, in which students managed to play an active role in the classroom, allowing them to go beyond the usual. ICT as a learning tool within the school generates a change, because nowadays most students master the operating systems of various devices, such as computers and mobile phones and tablets. These devices allow us access to a variety of applications, games, and educational courses, among others, which are a suitable option that

teachers should take advantage of by participating, innovating content that allows students to develop their language skills.

III. Problem Statement

The problem of insufficient interaction in English among public school students is a major issue that not only impacts their educational development, but also their future in a globalized and highly competitive context.

The ability to communicate in English is a fundamental asset in today's world. The lack of interaction in English in public classrooms not only limits access to educational and professional opportunities, but also hinders students' full participation in an increasingly interconnected society.

The implementation of comprehensive strategies that make use of digital classrooms and information and communication technologies (ICTs) is a necessary response to this problem. These tools allow students to actively participate through speaking, which in turn fosters language proficiency. ICTs offer the opportunity to practice English in real-life contexts and interaction with peers and teachers, which contributes to improving students' communication skills significantly.

By promoting active participation in language learning, ICTs not only help students acquire language skills, but also strengthen their problem-solving, critical thinking and adaptive skills. Moreover, they prepare young people to face the challenges of a globalized society, where effective communication in English has become essential.

IV. Research Questions

- 1) Which specific information communication technology tools are the most effective for promoting students speaking skill?

- 2) What pedagogical strategies can be demonstrated to facilitate the efficient use of information communication technology (ICT`s) for student learning?

- 3) What is the measurable impact on students` English language proficiency after their exposure to a combination of ICT`s tools and effective pedagogical strategies implemented by the teacher?

V. Objectives

5.1. General Objective

Investigate the implications of using ICT's tools to enhance students speaking confidence as a practical approach.

5.2 Specific Objectives

- To identify Information communication technology tools that promote the development of oral skills in students.
- To demonstrate a set of pedagogical strategies that promote an efficient use of ICT for students learning.
- To measure the level of English students after the exposure of a set of ICTs tools combined with efficient pedagogical speaking skills strategies from the teacher.

VI. Theoretical framework

6.1. Importance of technology in education

According to Olivares y otros, (2021) Information and communication technology have generated information in the needs of contemporary society. The need to incorporate digital technology in educations is evident by the relevance of information and communication technology (ICT). In today society in order to meet the demands of the current era, teachers have been forced to modify their teaching methods, and mobile supported education through the constant development of their applications and their accessibility to the network.

Mobil technologies support learning, thanks to their rapidly developing applications and easy network access. “The use of new technology and software in education creates new learning opportunities for student and teachers” (Eryilmaz, 2021)

“The approach towards teaching and learning has drastically changed with the advent of technology” (Yadav y otros, 2018) From this perspective, modern-day smart classrooms have replaced conventional classrooms with blackboards and stern, authoritarian teachers. From this perspective, modern smart classrooms have replaced traditional blackboard classrooms with authoritarian teachers.

You may remember a long time ago that computers were only used in computer rooms. If you used your mobile or tablet in class, you had a good punishment. The backpacks were full of notebooks and textbooks, and they increased in weight as you passed courses. It can be said that it was unthinkable to attend a class from your own home. Due to the fact that it allows students to learn at their own pace, limiting pressure and knowledge retention, and because

some students learn better from practice than theory. Today students learn better by doing than by theory, the use of digital resources in the teaching-learning process has now become crucial.

"Learners need teachers trained in the use of Information and Communication Technologies (ICT) and to develop them in pedagogy and foreign language teaching" (Sanchez-Prieto y otros, 2020)

Information and communication technologies (ICT), which represent new forms of participation and cultural enjoyment, represent one of the greatest challenges for education in the 21st century. Education is one of the sectors most affected by new information technologies, which are now present in many industries and include computers, satellites, digital networks, fiber optics and satellite dishes.

6.2. ICT` s tools

6.2.1. What are the ICTs in the educational field of language learning?

“According to Alkamel (2018), the term “Information and Communication Technologies” (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. These tools encompass a wide range of applications and devices that help individuals and businesses with tasks related to information management and communication. In education ICTs plays a vital role in facilitating teaching and learning.

These have transformed classroom communication methods and modified instructions strategies.

ITCS tools include:

Software Applications: Tools like Microsoft Office, email clients, project management software, and data analytics programs that enable users to create, process, and analyze information.

Collaboration Tools: Software like Slack, Microsoft Teams, and Zoom that facilitate communication and collaboration among teams, whether they are working in the same location or remotely.

Network Infrastructure: Hardware and software components that support data transmission and connectivity, such as routers, switches, and firewalls.

Data Storage Solutions: Cloud storage services like Dropbox and Google Drive, as well as on-premises storage solutions, to store and manage data.

Cybersecurity Tools: Antivirus software, intrusion detection systems, and encryption tools to protect data and systems from security threats.

Customer Relationship Management (CRM) Systems: Tools like Salesforce and HubSpot that help businesses manage customer interactions and data.

Enterprise Resource Planning (ERP) Software: Comprehensive systems like SAP and Oracle that assist organizations in managing various aspects of their operations, from finance to human resources.

Content Management Systems (CMS): Platforms like WordPress and Drupal that help users create and manage digital content, such as websites and blogs. Communication Devices: Smartphones, tablets, and other mobile devices that enable individuals to access and share information on the go.

LOT (Internet of Things) Devices: Smart home devices and sensors that collect and transmit data for various applications.

6.2.2. Implications of using ICT's tools in learning production or speaking

According to Buyukahiska (2016), the concept of implication of ICT (Information and Communication Technology) tools refers to the various consequences and impacts that these tools have on individuals, organizations, and society as a whole. some key implications are:

Enhanced Communication: ICT tools enable faster and more efficient communication, breaking down geographical barriers and allowing for real-time interactions. This can improve collaboration and information sharing.

Increased Productivity: ICT tools can automate tasks, streamline processes, and provide access to vast amounts of information. This can boost productivity in various sectors, from business to education.

Globalization: ICT tools facilitate global trade and connectivity. This can open up new markets, create global job opportunities, and lead to cultural exchange.

Privacy and Security Concerns: The use of ICT tools raises issues related to privacy and security. Data breaches, cyberattacks, and surveillance are concerning that individuals and organizations need to address

Digital Divide: Not everyone has equal access to ICT tools and the internet. This can lead to a digital divide, where some people and regions have advantages in terms of information access and opportunities, while others do not

Education Transformation: ICT tools have transformed education by offering online learning, e-books, and interactive resources. However, it also raises concerns about access to quality education and the digital skills gap.

Job Disruption: Automation and AI, driven by ICT tools, have the potential to disrupt job markets. Some jobs may become obsolete, while new opportunities in technology-related fields may emerge.

Environmental Impact: The production and use of ICT tools have environmental implications. E-waste, energy consumption, and resource use are concerns that need to be addressed.

Health and Well-being: The use of ICT tools, particularly smartphones and social media, can impact mental health and social interactions. It's essential to find a balance in their use.

Legal and Ethical Issues: ICT tools raise legal and ethical questions, such as issues related to intellectual property, digital rights, and online behavior. Understanding and managing these implications is crucial as ICT tools continue to play a significant role in our daily lives and across various industries

6.2.3 How to use ICT in the EFL Classroom

“Using technology has positive effects on teaching and learning, (Buyukahiska, 2016). ICT integration in teaching and learning is essential and it should begin in early childhood education. Using ICT in English lessons may involve ICT integration teaching examples such as:

To improve speaking skills using ICT in the classroom, consider these strategies:

Strategies for teach speaking skill

The importance of language in English language teaching is undeniable, as it is a fundamental skill and arguably the most crucial to its development. Teachers are constantly striving to

improve the strategies used to teach speaking skills through a variety of methodological activities.

Oral language is essential in English communication, and its mastery is essential for students to be able to interact effectively in real-life situations. Teachers face the challenge of helping students develop fluency, proper pronunciation and listening comprehension. To address this challenge, they use a wide range of pedagogical approaches. These may include conducting discussions, guided conversations, role-plays and active listening exercises. In addition, they take advantage of technological resources, such as audio and video recordings, to provide students with an immersive language experience.

By integrating these ICT tools and strategies, you can create a dynamic and engaging environment that fosters speaking skills development while utilizing technology effectively. Additionally, fostering a supportive and encouraging classroom atmosphere is crucial to boost students' confidence in speaking

6.2.4. ICTs as powerful tools to improve English learning.

Portero, (2020) Mentions that the incorporation of ICTs in society and especially in the field of education has been acquiring increasing importance and has evolved over recent years.

Consequently, the use of these technologies in the classroom will go from being a possibility to establishing itself as a necessity and as a basic work tool for both teachers and students. Thanks to the Internet, many applications and programs are affordable, they provide us with a lot of information that facilitate the teaching process in an interactive and innovative way, developing

study plans in a different way from the traditional way, promoting positive and participatory attitudes on the part of the student.

The use of educational platforms that present positive advances in so far as they enable an effective transmission of knowledge, development of skills in students and strengthening in collaborative work, in addition ICTs improve the quality of education through many aspects such as increasing the motivation of students through virtual media, which combine texts, sound, color, and images with or without movement that can contextualize experiences in an actual content. (M J. T., 2019)

ICTs are a powerful tool for communication and open up many possibilities. Also facilitate interaction between students and teachers, this tools also contribute to the creation of an educational community, for example, access to social networks, it is evident that today all people are creditors of social networks, another way is the use of platforms that promote student interaction through discussion, games, quizzes and collaborative projects. In other words, technological resources remove the obstacles that hinder communication and the development of speaking skill.

6.3 Speaking skills

6.3.1. Definitions

The meaning of expression researchers studying language learning acquisition have proposed many definitions of the term “Speaking.” Is define by the Webster New World Dictionary as a

saying thing out loud, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995).

According to (Hussain, 2018), Language is primarily speech. A very large number of languages in the world are only spoken with no writing script. Majority of languages even with writing scripts use their spoken forms more than the written ones. It is an agreed fact that language is learnt by speaking it first after a lot of listening to the sounds, words, phrases and sentences from the surroundings.

Also BOSWORTH, (2019), Speaking refers to the ability to communicate effectively with others through verbal communication. It is a combination of techniques that enable a speaker to convey a message effectively, adds that, effective speaking has the power to change history, whether it is changing the course of a war or announcing the independence of a nation. In the other hand, Chaney (1998) Defined the term as the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.

Joyce (1997) defined that, speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Speaking" refers to both the act of speaking and the ability to communicate verbally. It involves an interactive process that encompasses the production and comprehension of language. This process involves not only the utterance of words, but also the reception and processing of transmitted information. In the broader context, the study of English speech can address linguistic, communicative, and cultural aspects of the language.

Bygate, (1987) Defined “speaking” as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences.

Kearny y otros, (1981) Defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

One of the main concerns of most of the language learners in both EFL and ESL contexts is how to improve their speaking skill. However, a common characteristic of many language classes particularly in EFL contexts is a heavy focus on the language system, (Soltani, 2012), For this reason, implementing new teaching strategies could improve students' language skills with a focus on speaking.

American Writer Dale Carnegie famously said, “There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.”

His words are a testament to the importance of speaking skills when it comes to communication (Carnegie, 2020). In short, it highlights the gap between the preparation, execution and idealization of a discourse. Students can be motivated, moved to action and persuaded to dedicate themselves to a cause with the right words and actions. And addition he adds the following aspects:

There are three main aspects of effective speaking:

Vocabulary

Language is an integral part of speaking skills. The words you use must suit the occasion and the audience. For example, the language you use when speaking to a friend is different from the one you use for presentation.

Voice

Another aspect of speaking skills in communication that is often ignored is your voice. It includes pitch, tone, and strength. How you speak signals your emotional state.

Nonverbal

Last aspect of oral expression does not consist of speaking. Non-verbal communication consists of body language. It includes facial expression, posture, eye contact and hand gestures. For your speech to be effective, your body language must match your words.

Furthermore (Kayi, s.f.) Mention: What is meant by "teaching speaking" is to teach ESL learners to:

Produce the English speech sounds and sound patterns.

Use word and sentence stress, intonation patterns and the rhythm of the second language.

Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Organize their thoughts in a meaningful and logical sequence.

Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

6.3.2. Importance of speaking skill

According to RAO, “The importance of speaking skills in english classrooms”, (2019) Argues that speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills.

Also adds that, the English language is spoken all over the world and it has attained the status of the global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yule (1983) say, “Speaking is the skill that the students will be judged upon most in real life situations”

English have 4 fundamental abilities skill that students knows when start a new idiom. However, Speaking appears to be the most challenging of the four fundamental English language abilities as speakers must come up with sentences on the spot. For those learning a foreign or second language, producing sentences without mastering grammatical structures and having a sufficient vocabulary can be rather challenging. As a result, EFL/ESL English

language learners have a difficult time pronouncing word correctly. People strive to acquire speaking abilities since they are essential to effective communication and can help them interact with people worldwide.

6.3.3. Strategies for teach speaking skill

The importance of language in English language teaching is undeniable, as it is a fundamental skill and arguably the most crucial to its development. Teachers are constantly striving to improve the strategies used to teach speaking skills through a variety of methodological activities.

Oral language is essential in English communication, and its mastery is essential for students to be able to interact effectively in real-life situations. Teachers face the challenge of helping students develop fluency, proper pronunciation and listening comprehension. To address this challenge, they use a wide range of pedagogical approaches. These may include conducting discussions, guided conversations, role-plays and active listening exercises. In addition, they take advantage of technological resources, such as audio and video recordings, to provide students with an immersive language experience.

According to, Hussain, (2018) and Rao (2012), the experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language;

- Speech is important because it provides the opportunity for the practical usage of a foreign language;

- Speech brings fluency, correction then accuracy among EFL learners; and - It enables the teacher to use the class time economically.

Also (Hussain, 2018) adds the following;

PRINCIPLES OF TEACHING SPEAKING SKILLS

-Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.

- Tolerate the students if some of them simply repeat what they say. - If a student gives one word answer to any question, bear it for the time being.

- Let the learners speak actively with whatever English knowledge they have. - Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.

- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.

- Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.

- Be well prepared in advance in terms of lesson planning, activities and tasks. - Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

So, repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended stories, narration, description (festivals, celebrations, occasions) are important practices to improve speaking skills (Jyothsna&Rao, 2009).

6.4. Improving Speaking Skills with Information and Communication Technology (ICT)

Naciri, (2019) Argues that “success is measured in terms of the ability to carry out a conversation in the (target) language”. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

In other hand Naciri, (2019) Add that there are important tools that can be used to enhance and facilitate the learning /teaching process, especially speaking proficiency, such as:

Computers are the most important tools of information and communication technology and backbone of modern human life. They are the most common ICTs tools used by most teachers. They are helpful in storing, collecting and preparing of data for communication.

Overhead projector is an effective tool of displaying information and processes to a large number of people simultaneously. Prepared forms of information are easy to display with the help of overhead projector. Teachers can build strong relationship between their students and the equipment they are dealing with to make them use the language effectively and being good speakers. Visual aids are tools in presentation for the speaker because they give them something

to refer to in order to preserve the act of interacting and make it more organized. Moreover, they give learners the opportunity to move around and use different gestures when they are presenting the work and they make the presenter more relaxed since they shift the eyes of audience from time to time to focus on the video aid so reducing the impression at the learner.

Digital camera its usage presents endless chances for language profits and improvement across most of the subjects. It is very helpful tool to be used as a recorder of role playing or classroom presentations to be corrected later on by the teacher or even by the student him/herself as a kind of self-evaluation. That technique breaks the ice between the learner and the teacher and also it makes learners closer to technology.

The interactive board provides the best to the students. For instance, the students can watch even the way the native speakers speak and they can learn a lot about communication, its process and proficiency outside the box. Visualizing the concepts by different persons with varying efficiency through ICT makes the students not only to know and learn the language, but also to practice it in their day to day life.

Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Facebook, Twitter, and Instagram etc. It is very helpful in learning situational language.

Online facilities for English language learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, magazines, e-books, e-library, online training, virtual classes etc.

Pod casting is the integration of audio files where they can feed their materials and play it inside and outside of the classroom. Podcasts can help the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, in the web, there are even particular podcasts that can include pronunciation for particular needs of students. These ways of learning have been observed to improve oral proficiency in students and make up for the lack of native speakers in the areas where students live.

Quicktionary is a pen-like device that permits the reader to easily scan the word and get its definition and translation on its own LCD screen.

Quick Link Pen which allows learners to copy and store printed text, Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built-in dictionary.

6.4.1. Pedagogical strategies that promote an efficient use of ICT for students learning.

“Integrating technology into curricula with the intent of positively influencing teaching and learning has been in a state of evolution over the past 20 year” (Agbo, 2015)

Technology should be used as a tool to support educational goals including information seeking and evaluation, collaboration, and communication that are crucial for preparing students for the knowledge-based society. In fact, innovative TIC use may make student-centered learning more convenient. As a result, all educators should make use of educational technologies to

enhance their students' learning because they may encourage critical thinking, decision-making, and problem-solving.

In this context, educational technology shouldn't be seen as merely an add-on but rather as a vital part of contemporary education enables students to effectively find, evaluate, and apply information while working with others and communicating in a variety of ways. Utilizing technology, educators can design learning environments that are student-centered and promote critical thinking, decision-making, and problem-solving skills, ultimately preparing students for success in the knowledge-based society of the twenty-first century. The adoption of educational technology is not just a choice; it is a must in order to give students the skills they need to thrive in our rapidly changing world.

“New technologies are promoting a new vision of knowledge and learning. This change undoubtedly includes the roles played by institutions and participants in the teaching/ learning process” (Altamirano, 2016)

Also mentions, that the new teaching/ learning environments demand new roles for teachers and students. The information and knowledge available today in computer networks is enormous. The teacher`s missions in information rich environments is that of facilitator, guide and advisor on appropriate information sources, creator of habits and skills in the search for selection and processing of information. Students, for their part, must adopt much more important role in their training, not only as mere passive receivers of what is generated by the teacher, but as active agents in the search, selection, processing and assimilation of information.

Altamirano, (2016) Points out the following pedagogical strategies:

Creative learning strategies measured with virtual environments for autonomous knowledge.

Strategies focused of individualization of teaching, such as work with interactive multimedia materials, techniques focused on critical knowledge, techniques focused on creativity.

Strategies focused on collaborative work, discussion subgroups, digital portfolios, collaborative research work, among others.

6.5. Application

6.5.1. Kahoot

According to M. Prieto y others (2019). Affirm that: In 2013, Alf Inge Wang created the free online application "Kahoot," which enables us to perform tasks similar to those that can be completed with Clickers (a system made up of a number of electronic controls used to respond to and receive real-time results of questions posed by speakers), but without the associated technical issues. This application only requires an internet connection, which can be obtained through any fixed or mobile device, as opposed to the use of remote controls and infrared receivers.

6.5.2 Rosetta stone

According to Lord G. (2016), the Rosetta Stone program's advertising, it can teach language just as well as—if not more so—than a traditional classroom setting. This assertion has not received much research, but this program is frequently thought of as a potential replacement for teachers or other staff members as institutions are encouraged to adopt digital technologies while cutting costs. The study looks at the claims and learning outcomes of the program among beginning Spanish learners.

6.5.3. Elsa

Artificial intelligence (AI) has drawn a lot of attention recently in the field of language instruction since it may support and enhance language acquisition at all educational levels. Again, it was helpful in improving language training; one example is the ELSA Speak App, which teaches pronunciation with Automatic Speech Recognition (ASR). It looked at the oral ways in which pupils heard, said, uttered, vocalized, and proclaimed words in English. The results showed that students' pronunciation skills can be enhanced with ELSA Speak. (Kholis A. 2012).

6.5.4 Game words

Play an addicting word puzzle game that mixes word scramble with word search to exercise your brain. For those seeking brain training, vocabulary improvement, or just a place to unwind after a long day, Game of Words offers an amazing 9000+ levels of word games to both adults and younger players.

VII. Methodological design

7.1 Type of research

Considering the research method and the level of knowledge, this research work is of the Diagnostic exploratory, Qualitative and Longitudinal type. Taking in to account the research method and amount knowledge. This type of research enables the description of circumstances, and events across time, that is, the appearance and evolution of a certain phenomenon.

This entails collecting and analyzing data over a long period of time at various points in order to understand how they change, develop or growth through time. This methods offer a thorough and in-depth view of participants 'experiences, perspectives and contexts over a long period of time, which can be especially helpful for exploring developmental processes, changes in attitudes or behaviors and for capturing the complexity of social phenomena. For the elaboration of the present research, the researchers attended the Manuela Martinez National Institute located in the municipality of Tisma, during the second semester of the year 2023.

Considering the analysis of the results, this research in question is Longitudinal. When multiple variables are examined at once over an extended period of time, a study is said to be longitudinal, in this instance, the passage of the time has not baring on how the phenomenon manifests itself.

The use of instruments for data collection, analysis and linkage in this research encourages the systemic integration of qualitative and diagnostic methods and techniques implementing a mixed philosophical approach, taking into account that a mixed philosophical approach is implemented when it is necessary to interpret the qualitative and diagnostic value in the research process.

7.1.1- Study area

This study was carried out in the Manuela Martínez National Institute, Municipality of Tisma, Department of Masaya, during the second semester of 2023.

The Manuela Martínez Institute, founded in 1995, formerly known as Lillian Velázquez Garay, implemented a system of evaluation by cycles, with Lic. Adriana Brenes as the first director, and currently Lic. Rosa Lila Flores leads the direction of the educational center, with an enrolment of 711 students in both shifts, 375 of them belong to the morning shift. The school consists of two pavilions, each with five classrooms, including the library and cafeteria, playground and auditorium. The ICT-equipped classroom was built in 2008 thanks to World Vision, which provided it with equipment such as computers and a data show on 22 October 2014. Subsequently, it was reinforced with the addition of the Nica mobile tablet classroom on 22 August 2017.

7.2- Population and sampling

The sample selected for this study are the students of eighth grade B, morning shift of the Manuela Martinez Institute and the teachers of the English we who work in the same Institute. The universe is forty three students, the sample size was calculated using the "Simple Random Sample" method, the sample size $N = 43$ students, considering an estimation error of 10% and a confidence level of 90%, resulting in a final sample of twenty students, ten male students and ten female students between the ages of 13-15 years.

Table 1. Provides an explanation of the precise formula for data collection.

Table 2. Provides the demographic that will supply the data for the analysis of the study's findings.

Z= Realibility level

p: Probability of success

q: Probability of failure

(q=1-p) e: Maxium allowed error

N= Poblation

Initial sample size

N=?

Z= 90%

1.645 e=0.10

5%=q=1-p=1-0.5=0.5p=0.5

N= 43 Students

$$N = \frac{N * Z^2 * p * q}{e^2 * (N - 1) + Z^2 * p * q}$$

$$e^2 * (N - 1) + Z^2 * p * q$$

$$N = \frac{43 * (1.645)^2 * 0.5 * 0.5}{(0.10)^2 * (42) + (1.645)^2 * 0.5 * 0.5}$$

$$(0.10)^2 * (42) + (1.645)^2 * 0.5 * 0.5$$

$$N = \frac{43 * 3.29 * 0.5 * 0.5}{0.42 * 42 + 0.8225}$$

$$0.42 * 42 + 0.8225$$

$$N = \frac{24.617}{0.42 + 0.8225}$$

$$0.42 + 0.8225$$

$$N = \frac{24.617}{1.242}$$

$$1.242$$

$$N = 20$$

There are twenty students to whom the survey has been distributed.

<i>Sources of information</i>	<i>Quantity</i>	<i>Collection techniques</i>
✓ <i>English teacher</i>	<i>1</i>	<i>Interview</i>
✓ <i>Students in 8th grade B morning shift, at the Manuela Martinez National Institute</i>	<i>20</i>	<i>Survey</i>
✓ <i>English teacher</i> ✓ <i>Students in 8th grade B morning shift, at the Manuela Martinez national high school</i>	<i>1</i>	<i>Guided observation</i>

7.3. Data collection techniques

The methods, techniques and instruments of data collection used for this research are:

Survey intended to be completed by 20 eighth grade students 10 male students and 10 female students between the ages of 13-15 years that was applied to the students in order to identify the teaching strategies they use in the classroom to develop their English speaking.

Interview with the teacher of the English area in order to analyze if the teacher uses strategies that contribute to improve students` language skills and increase interactive participation through ICT.

Observation guide and recording, in order to analyze the teacher-student relationship, allowing us to collect information for our research.

All this instruments was applied at the Manuela Martinez National Institute of the Municipality of Tisma- Department of Masaya, during the second semester of the year 2023.

Survey: According to (Ponto, 2015) is “the collection of information from a sample of individuals through their responses to questions” this type of research allows for a variety of methods to recruit participants, collect data and utilize many methods of instrumentation., Survey research can use qualitative research strategies using (open-ended) question or both strategies (mixed methods). As it is often used to describe and explore human behavior, surveys are therefore frequently used in social and physiological research. Furthermore he specifies that, survey research has historically included large population – based data collection. The primary purpose of this type of research instrument was to obtain information describing characteristics of a large sample of individuals of interest relatively quickly.

The development of the survey was divided into two distinct stages. In the first stage, statistical data collection was carried out using a Google form. Questions were designed both related to the research topic and to respondents' personal information. These questions were structured using multiple-choice options and were formulated in a precise and specific manner. In the second stage, the reading and interpretation of the data collected proceeded. This involved organizing the information into various types of graphs, such as pie charts and bar graphs. Once

quantitative values were obtained from the review of the information, a relational assessment was made between the data collected and the respondents to obtain meaningful conclusions.

Interview: (Talmy, 2010) Argues that, Interview have been used for decades in empirical inquiry across the social sciences as one of the primary means of generating data, particularly in qualitative studies that aim to investigate participants identities, experiences, beliefs and orientations toward a range of phenomena. He refers to the researchers ask participants as determined set of questions in standardized manner. This approach is highly organized and allows for systematic data collection, furthermore, the analysis of interview data is a critical part of the research process.

Observation: (IEduNote, s.f.) Describes the instrument as data collection technique that involves observing and recording the behavior, actions, or events of people, object or phenomena in their natural or controlled environments. Therefore, mentions that observation can be classified in four main aspects: Direct, natural environment, longitudinal analysis and Indirect. Explain that, direct observation involves observing the behavior or event of interests it occurs, without any intervention or manipulation by the researcher. Natural environment describes the observed phenomena as they occur in their natural settings. Longitudinal analysis involves the conduct in his or her study over a much longer period than the survey or experiment. Indirect observation involves observing the outcomes or results of the behavior or event.

7.4. Triangulation between techniques, Observation guide, Teacher Interview and Intervention

Our seminar study has been backed by multiple sources. These resources have provided us with a useful framework for analyzing the effects of utilizing Information and Communication Technology (ICT) tools to improve students' speaking confidence. When creating a teaching-learning process that is based on interactive activities, it is critical to acknowledge the significance of these instruments. We propose implementing a diagnostic exploratory intervention in an Instituto Nacional Manuela Martinez classroom in order to verify the efficacy of this theory.

Prior to the intervention, a teacher interview was developed and validated by professors from UNAN-Managua and KEYSER universities. We then administered surveys to 20 students to measure the frequency with which they use ICTs in the classroom to practise the language. We then conducted a three-week exploratory assessment, choosing a group of students in Grade 8 B and applying traditional methods in the classroom, such as reading aloud and introducing content on the parts of the body.

This process gave us the necessary basis to move on to the second phase, in which we applied information and communication technologies (ICT). During the two weeks of the experiment, the pupils demonstrated the knowledge they had learned.

During our first visit, we conducted a detailed observation and prepared a specific guide. This allowed us to understand the teacher's work in the teaching-learning process, focusing on the foreign language subject. The observation provided us with valuable insights into the didactic

strategies applied by the teacher in the development of the content in this case (Parts of the body).

When conducting the observation guide, we noticed that the teacher makes use of technological means, as indicated by the data collected, to present orientations and develop activities or content. This is done through specific platforms and the use of slides, evidencing an effective integration of ICT in the educational process.

7.5. Validation of instruments

Validation of the Teacher Interview

The expert jury for this validation was: Lic. Huver Enrique Gaitán Gomez of the English Department at KEISER UNIVERSITY. The score given by the jury per item was calculated as an average to facilitate the interpretation of the validation. The experts used the following table as a rubric to validate the teacher interview. In this table there are four categories which are coherence, clarity, relevance and sufficiency. In the process of validating the instruments, the experts validated each item from 1 to 4, where number one represents that the item does not meet the criteria, number two has a low level, number three that the item has a moderate level and number four that the item has a high level. In addition to that, it can be seen in the table indicators from one to four for each rating.

Validation of the Students Survey

The jury expert of this validation was: Lic. Cristhi Nazareth Salgado Cuadra. from the English Department of UNAN MANAGUA. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier. The expert used the following table as a rubric to validate the student's survey. In that table there are four categories that are coherence, clarity, relevance, and sufficiency. In the validation process of the instruments, expert validated each item from 1 to 4 in which number one represents the item does not the criteria number two has a low level, number three the item has a moderate level and number four the item has a high level. In addition to that, it can be seen on the table indicators from one to four for each qualification.

Validation of The Observation Guide

The jury expert of this validation were: Lic. Cristhi Nazareth Salgado Cuadra. from the English Department of UNAN MANAGUA, and Lic. Huver Enrique Gaitán Gomez of the English Department at KEISER UNIVERSITY. rating given by the jury per item was calculated as an average to make the interpretation of the validation easier. The expert used the following table as a rubric to validate the class observant ion. In that table there are four categories that are coherence, clarity, relevance, and sufficiency. In the validation process of the instruments, expert validated each item from 1 to 4 in which number one represents the item does not the criteria number two has a low level, number three the item has a moderate level and number four the item has a high level. In addition to that, it can be seen on the table indicators from one to four for each qualification.

Table 3. Table as an Instrument Validation Rubric

Category	Qualification	Indicator
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring</p>	<p>1. Does not meet the criteria 2.Low level 3.Moderate level 4.High level</p>	<p>1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension 3. The item has a moderate relationship with the dimension that you are measuring 4. The item is completely related to the dimension that you are measuring.</p>
<p>CLARITY Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed</p>	<p>1. Does not meet the criteria 2. Low level 3.Moderate level 4.High level</p>	<p>1. The item is no clear 2. The item requires a lot of modification or a very large modification in the use of the words according to their meaning or their order 3.A very specific modification of some of the item's terms is required 4. The item is no clear, it has adequate semantics and syntax</p>
<p>RELEVANCE Importance that the item has with respect to the contribution it can provide</p>	<p>1. Does not meet the criteria 2. Low level 3. Moderate level</p>	<p>1. Does not meet the criteria 2. The item can be removed without affecting the dimension measurement. 3. The item has some relevance, but another item</p>

<p>for a better understanding of the characteristics or situation measured</p>	<p>4.High level</p>	<p>may be including the measurement of the item. 4. The item is essential or important, it must be included.</p>
<p>SUFICIENCY Items that belong to the same dimension are enough to obtain the measurement of it</p>	<p>1. Does not meet the criteria 2.Low level 3. Moderate level 4.High level</p>	<p>1.The items are not enough to measure the dimension 2. Items measure some aspect of the dimension, but do not correspond to the overall dimension 3. You must increase some items to be able to evaluate the dimension completely 4. Items are sufficient</p>

7.6. Summary of Study

“Practical approach of digital classrooms for the application of interactive strategies to improve confidence in oral expression in 8th Grade B at Manuela Martinez National High School.

English Class

• Class observation	To verify whether or not learners use ICT classroom for English Learning Purposes.
• Treatment in two phases	First, the lesson was delivered in a traditional
1. Intervention through Traditional class	classroom setting to assess the students' ability to recognize the language in the context of the read-aloud. We were able to assess the pupils' participation and pronunciation using this methodology.
2. (Intervention using Rosetta stone, Educaplay, Quizlet and projector)	Second, a lesson plan was created to be taught in the classroom equipped with information and communication technologies (ICT), using resources such as projectors, Rosetta Stone, EducaPlay and Quizlet. Through the use of flashcards, songs, dialogues, read-aloud,

stories and the ability to finish a series of sentences with proper grammar, these applications and resources helped students recognize vocabulary and improved their speaking skills.

In addition, instructional videos were included; the main objective was to assess the students' ability to understand the material in order to improve the whole learning process.

-
- Interview to the English Teacher To find out whether the teacher uses effective speaking strategies using ICT
-
- Survey to the students To determine the degree to which using ICT helps learners speak English more fluently
-

VIII. ANALYSIS AND DISCUSSION OF THE RESULTS

The findings from the study “Practical approach of digital classrooms for the application of interactive strategies to improve confidence in oral expression of 8th grade B students of the Manuela Martinez National Institute” are presented in this chapter. It is made clear how important it is to use Information and Communication Technologies (ICT) to enhance students' oral skills through interactive participation, and specific actions are suggested for successfully integrating ICT technological resources in the teaching process in order to promote more effective student participation and interaction.

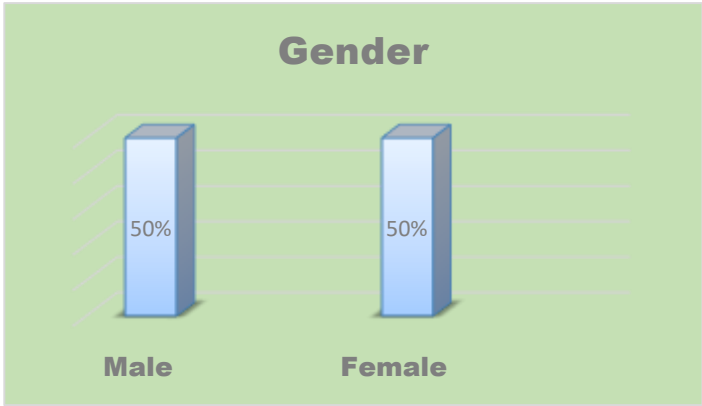
This study is classified as descriptive due to the research approach and the breadth of knowledge. According to (Mojtaba Vaismoradi, 2013) Qualitative methodologies refer to research approaches as the tools with which researchers design their studies, and collect and analyses their data, He adds that the philosophical positions, assumptions, postulates and techniques that researchers use to make their work transparent to examination, criticism, replication, repetition and/or modification, as well as to select research procedures, make up qualitative methodologies.

This research paper belongs to the area of analytical studies because of the outcomes analysis. According to (Hire, 2022) “Analytical study is a subset of systematic reviews is what it is” It evaluates how solid the evidence and discovering both positive and negative impacts is its goal in determining whether effects exist at all, The outcomes may increase the precision of the effect estimations.

The use of instruments for data collection, analysis and data linkage in this research promotes the systemic integration of qualitative and descriptive methods and techniques, According to (Mojtaba Vaismoradi, 2013) Qualitative methodologies refer to research approaches as the tools with which researchers design their studies, and collect and analyses their data, He adds that the philosophical positions, assumptions, postulates and techniques that researchers use to make their work transparent to examination, criticism, replication, repetition and/or modification, as well as to select research procedures, make up qualitative methodologies.

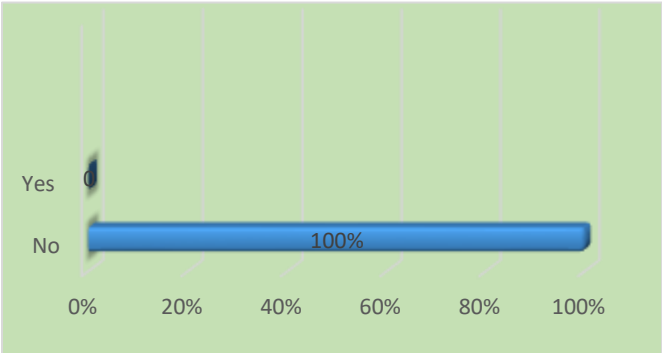
The results of the analysis of this study were found using the instruments such as the survey, both to students and to the teacher and the observation of class.

Total number of students is 43. Twenty students were chosen at random, ten of them were male and ten were female. For the results to be free of bias, the proportion of men and women must be equal.



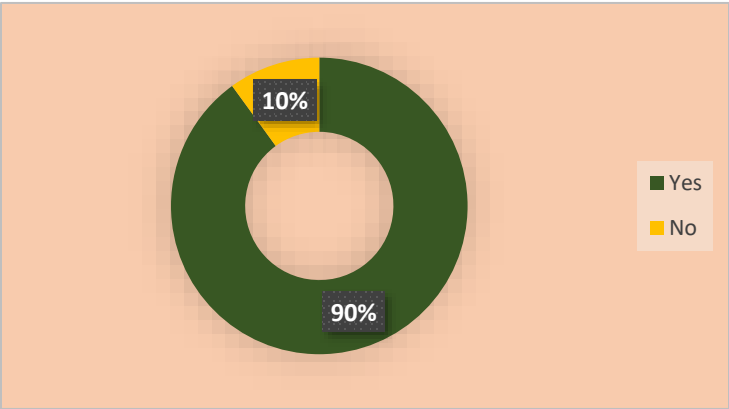
1) *Does your teacher use a variety of strategies to help you improve your english?*

100% of students who responded that the teacher employs various ways to improve English are depicted in the following graph. Their answers indicate that the instructor uses a variety of interactive teaching strategies, including role-playing, technical media exhibitions and presentations, integration of videos, development of audio-visual content, performances, and other assignments. These methods offer a comprehensive approach to the development of the English language.



2) *Do you have class in the Information Communications and Technology classroom ICT?*

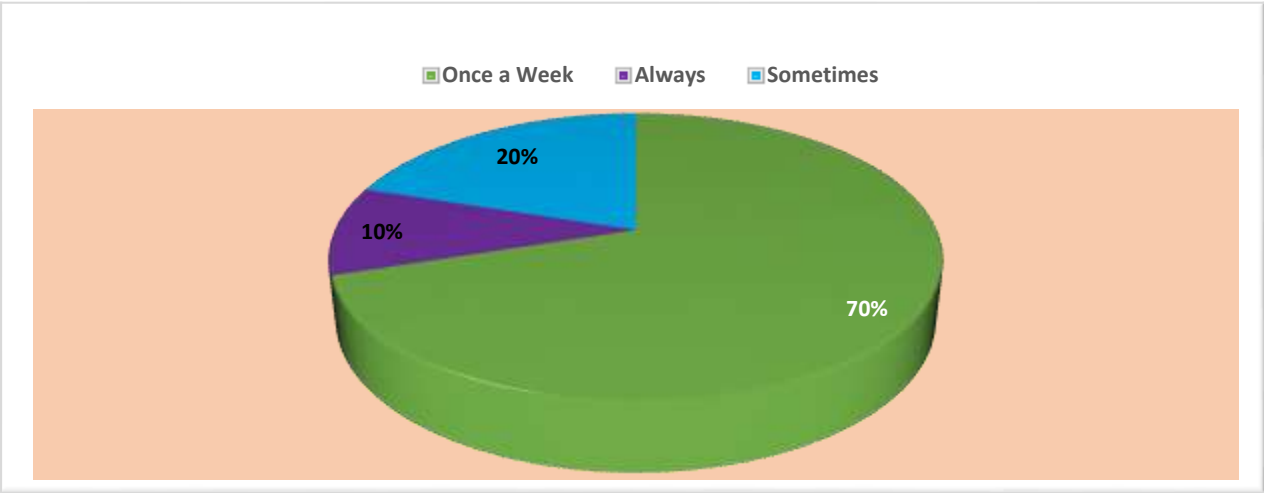
Information and Communication Technologies (ICT) are positioned as fundamental interactive tools for development of English classes, facilitating student interaction



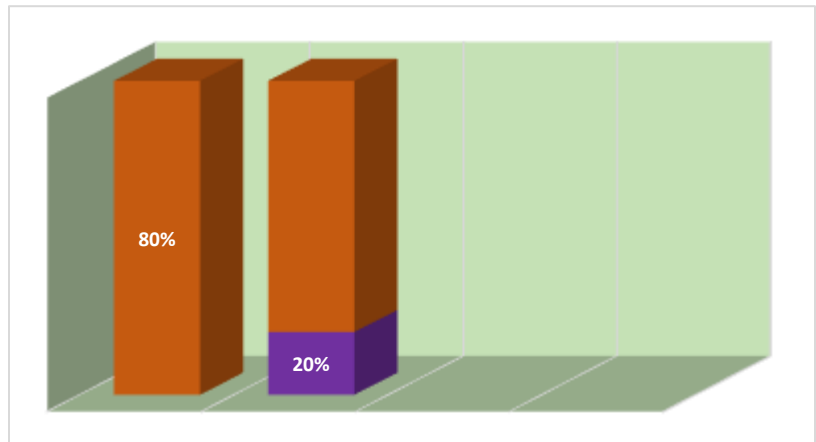
and motivation. In the attached graph, the students express the frequency with which they participate in the lessons taught in the classroom equipped with ICT. A significant 90% of the students affirmed that they receive instruction in the ICT classroom, indicating their participation in the class sessions. This response suggests that within the sample, a small percentage of students do not attend classes on the scheduled dates, which affects the frequency of use of the ICT classroom in English language learning.

3) *How often do you receive English classes in ICT- Equipped classroom?*

Information and communication technologies ICTs, are positioned as essential interactive instruments for the growth of English language programs, encouraging student engagement. Students indicate how often they participate in the lessons taught in the ICT-equipped classroom in the attached graph. 90% of the pupils strongly agreed that they learn in an ICT classroom, demonstrating their engagement with the material. However, 10% of the participants reported not receiving any training, indicating their nonattendance at the scheduled sessions. According to this response, a tiny proportion of students in the sample may not show up for class on the appointed days. The frequency of classes offered to pupils in the ICT-equipped classroom is depicted in the following graph. 70% of the students reported receiving classes once a week, 10% reported receiving classes always, and 20% reported receiving classes occasionally. This indicates that the teacher assigns class sessions in the ICT classroom based on a schedule set by the school administration; classes take place on Thursdays for 90 minutes, during which the teacher uses technological strategies that are created by the teacher, such as songs, videos, role plays, speaking cards, discussions, shows, and reading aloud.



4) Do you use any application to improve your oral expression in English classes?

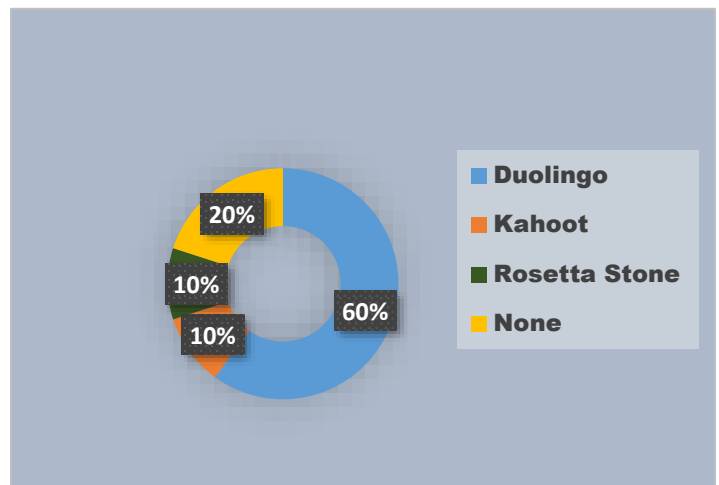


The presented graph indicates that 80% of students use applications to enhance their

oral expression, with 20% indicating that they do not use them. Based on the data, students affirm that they use applications to enhance their oral expression in English, using applications that they have learned to manipulate under their teacher's guidance in English class. They also indicated that they use strategies like images, audios to practice pronouncing words correctly, and videos where they are projected to give their own opinions and practice speaking. The following chart displays which applications the students use.

5) What applications do you use to improve your speaking skill?

To improve their language abilities, students make use of a range of applications. The preceding graph shows that 60% of users use Duolingo, 10% prefer Kahoot, 10% more select Rosetta Stone, and 20% don't use any apps at all. This indicates that Rosetta Stone and Kahoot are the most popular apps, with



Duolingo coming in second. They also claimed that the teacher assigns homework using Google Classroom, extending the reach of traditional classroom instruction by utilizing the platform for task management and assignment.

IV. Conclusion

Following the use of the tools and procedures for gathering data, as well as the analysis and interpretation of that data, the following conclusions were drawn: This study intended to investigate the implications of using ICT's tools to enhance students' speaking confidence as a practical approach, at the Manuela Martínez National Highschool through a variety of technological tools and applications encouraging students' active engagement and effectively enhancing their abilities, particularly in oral expression. Based on the analysis, technological resources were used to carry out activities that assessed students' participation through observation and measured their language proficiency in accordance with the teacher's strategies integrating technology that provide a clear picture of the students' advancement in speaking abilities. Throughout the second semester of 2023, the current study has significantly improved the active participation at the Manuela Martínez National Institute. This contribution has been made possible by the efficient use of technology tools, with an emphasis on language instruction and acquisition.

In order to enhance the educational process and motivate students to take a more active role in it, educators must investigate and make use of a wide range of technological resources. This study emphasizes how crucial it is to use these resources in the classroom, particularly when it comes to helping English language learners improve their oral proficiency.

The decision to use technology in the classroom is predicated on the idea that when traditional teaching methods are abandoned, pupils exhibit a greater willingness to participate. More dynamic and participative ways result in better engagement and English language proficiency, as well as a more fascinating and engaging learning environment.

In summary, the integration of technology and the utilization of Information and Communication Technology (ICT) play pivotal roles in the realm of teaching English language learning. The incorporation of technological resources not only elevates student engagement but also places a heightened emphasis on the linguistic approach within the classroom setting. By leveraging technology, students are more likely to actively participate in and benefit from the instructional content, fostering a more dynamic and effective learning environment for the acquisition of the English language. Students are encouraged to participate in the activities through games, videos, audios, songs, challenges and other activities.

X. Recommendations

We have discovered the tactics used by the Instituto Nacional Manuela Martínez's eighth grade B morning shift teacher throughout this investigation. These findings are supported by the information gathered from the student survey, the instructor interview, and the observation guide.

Students must develop their oral communication abilities in order to facilitate more engagement in class and increase their acquisition of knowledge. Students are better equipped to engage in English-language conversations outside of the classroom when teachers use efficient teaching strategies and engaging classroom activities

Based on our findings, we would like to propose some suggestions:

- ✓ Establish feedback where students receive constructive feedback on their speaking skills.
- ✓ Encourage self-assessment, empowering students to reflect on their progress and set personalized language learning goals
- ✓ Foster collaboration by assigning group projects that requires students to communicate and work together in English.
- ✓ Explore Virtual scenarios, can simulate real-life situations, allowing students to practice conversational skills in a more dynamic and engaging environment.
- ✓ Also we recommended another thesis

- 1) For a more in-depth investigation of English language instruction in ICT classrooms, it is strongly advised to explore the methodology described in the material that follows. The use of information and communication technology

(ICT) in the efl classroom as a tool to promote L2 (english) among non-native pre-service english teachers, (sylvester, april, 2009)

This resource explains different approaches as well as techniques that are useful for utilizing Information and Communication Technology (ICT) in language learning. Educators can enhance their understanding of the subtleties of integrating technology into the classroom and create a more engaging and productive learning environment by thoroughly examining this content.

- 2) Exploring teaching english using ICT`s in Vietnam: the lens of activity theory by Pham Thi To Nhu, Tan Choon Keong and Lee Kean Wah.

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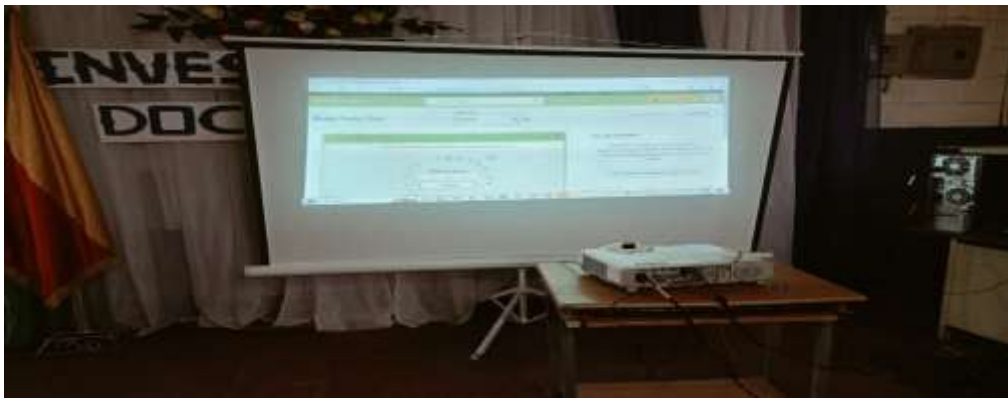
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XI. ANEXXES

11.1. Plaques commemorating the donation and reconstruction of the digital classrooms.



11.2. Resources used in the development of the class



11.3. 8th grade B students , in the morning shift



11.4. 8th grade students using Technology Information and communication (ICT`s) during the intervention



12.2. Table 3. Category system

<p>General Objective</p> <p>Investigate the implications of using ICT's tools to enhance students speaking confidence as a practical approach.</p>		
<p>Specific Objectives</p> <ul style="list-style-type: none"> To identify Information communication technology tools that most promote the development of oral skills in students. 	<p>Questionnaire to students</p>	<p>Items in the questionnaire</p> <ol style="list-style-type: none"> Do you receive classes in the TICs classrooms? <ol style="list-style-type: none"> Yes No Sometimes How often do you receive classes in the ICT- equipped classrooms? <ol style="list-style-type: none"> Always Once a week Sometimes <p>Items in the interview</p> <ol style="list-style-type: none"> Do you use digital classrooms when teaching English language? <ol style="list-style-type: none"> Yes No How often do you use the digital classrooms? <ol style="list-style-type: none"> Always Sometimes Never Do you think that students' learning is impacted by the use of ICTs in the classroom? Why?
<ul style="list-style-type: none"> To demonstrate a set of pedagogical strategies that promote an efficient use of ICT for students learning. 	<p>Interview to teachers</p>	<p>Items in the interview</p> <ol style="list-style-type: none"> Do you use digital classrooms when teaching English language? <ol style="list-style-type: none"> Yes No How often do you use the digital classrooms? <ol style="list-style-type: none"> Always Sometimes Never Do you think that students' learning is impacted by the use of ICTs in the classroom? Why?

<ul style="list-style-type: none">• To measure the level of English students acquired after the exposure to a set of ICTs tools combined with efficient pedagogical strategies from the teacher.	Observation	
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12.3. Survey

1. Do you enjoy learning English?

YES

NO

MAYBE

A LITTLE

2. Do you think it is important to learn English for the future?

YES

NO

MAYBE

A LITTLE

3. Do you appreciate the teaching style employed by your teacher in class?

YES

NO

A LITTLE

4. Do you receive classes in the TICs classrooms?

A. YES

B. NO

C. SOMETIIMES

5. How often do you receive classes in the ICT- equipped classrooms?

ALWAYS

ONCE

SOMETHIME

6. The teachers use different strategies to improve your English language skills? have they helped you?

YES

NO

A LITTLE

7. Do you like to participate in English classes?

YES

NO

MAYBE

8. Do you use any applications to improve your speaking skills?

YES

NO

Interview



Teacher's Name: _____

School: _____

Responds the questions bellow.

4) Do you use digital classrooms when teaching English language?

a. Yes

b. No

5) How often do you use the digital classrooms?

a. Yes

b. No

c. Sometime

6) Do you think that students' learning is impacted by the use of ICTs in the classroom?

Why?

7) Which interactive strategies have you applied while instructing language learners?

8) Have you noticed improvements in students' confidence after applying these strategies?

a. Yes

b. No

c. Maybe

9) Do you think that students` willingness participate in speaking activities is influenced by the use of ICTs?

a. Yes

b. No

c. Maybe