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Graduation Seminar

Topic:

Using virtual debates through Edpuzzle to enhance speaking proficiency in EFL high school classrooms

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I.   Introduction

In the context of teaching English as a Foreign Language (EFL) in high schools, oral expression proficiency is a fundamental skill that often presents significant challenges. According to Rait & Sherlyna (2023) "Students may feel inhibited when speaking in a foreign language and may struggle to develop fluency and clarity in their discourse". Therefore, the integration of educational technologies has become an invaluable tool for overcoming these barriers and enhancing learning.

One of the platforms that has proven to be particularly effective is Edpuzzle, a versatile tool designed to enrich the learning experience through the integration of educational videos and interactive quizzes. In this context, this work focuses on exploring how the use of virtual debates through Edpuzzle can be a powerful strategy to enhance oral expression proficiency in EFL high school classrooms.

This study is organized into various sections, ranging from the fundamentals of Edpuzzle to practical implementation in the classroom, as well as the assessment of results and the observed impact on students. Through this comprehensive approach, it aims to provide a complete guide for educators interested in making the most of this innovative combination of technology and pedagogy.

By understanding the benefits that the combination of virtual debates and the Edpuzzle platform brings, teachers can create dynamic and participatory learning experiences that not only encourage oral expression but also stimulate critical thinking and active participation in the classroom. Throughout the following sections, we will delve into each of these components in detail, providing concrete examples and case studies to support this innovative educational proposal.

1.1 Problem Statements

Characterization of the Problem

The research problem revolves around the possible disinterest and discrimination towards the English subject, which constitutes a significant hurdle for the development of oral expression skills in students. To address this issue, the implementation of the "virtual debate" learning strategy through the Edpuzzle platform is proposed. This strategy is perceived as a potential solution, as it is expected that, when applied in the classroom setting, it will ignite greater interest and stimulate the growth of oral expression skills among students from the tenth grade C at the Juan Jose Rodriguez Institute in Jinotepe, Carazo.

Disinterest and discrimination towards the English subject are fundamental barriers that prevent students from acquiring proficiency in this language, particularly in the realm of oral expression "Acording to Figueroa & González (2022) many students choose to avoid this class, possibly considering it as irrelevant to their education. Furthermore, a significant proportion of them exhibit disinterest towards English lessons, perceiving them as monotonous and unengaging". This negative perception has an adverse impact on the teaching and learning process, resulting in performance below expectations.

The implementation of the "virtual debate" learning strategy through the Edpuzzle platform emerges as an essential measure to address these challenges. Emerging technology is conceived as an attractive and effective resource to capture students' attention, and its integration in the context of the English subject may be pivotal in overcoming initial disinterest. It is anticipated that this strategy will not only foster interest but also facilitate the development of oral expression skills more effectively.

By introducing "virtual debate" as a pedagogical tool, it is expected that students will actively engage in the process of learning English. This methodology promises to not only stimulate the exchange of ideas but also provide a conducive environment for the precise acquisition of oral expression skills. Additionally, by making use of the Edpuzzle platform, the possibility of a more dynamic and participative interaction is opened up, which can significantly contribute to the improvement of academic outcomes in this domain.

The successful implementation of this strategy has the potential to transform the teaching and learning process of English at the Juan Jose Rodriguez Institute. It is

anticipated that the combination of innovative technology and effective pedagogical methodology will not only mitigate disinterest and discrimination towards English but also strengthen the development of oral expression skills, providing students with a more enriching and effective educational experience in this field of knowledge.

1.2 Research Question

So based on the general objective, it's raised to the following question:

- How will the integration of the Edpuzzle platform facilitate the cultivation of speaking proficiency among 10th grade students at the Juan Jose Rodriguez Institute through the implementation of a "Virtual Debate"?

Systematization

Faced with such approaches, the following questions are dated; based on each specific objective:

- What challenges do 10th-grade students in class C encounter when attempting to proficiently execute their speaking skills?

- In what ways will the implementation of the Virtual Debate enhance the speaking abilities of 10th-grade students in class C?

- What motivates students to participate in virtual debates where they share their points of view through the Edpuzzle platform as a means to develop effective speaking skills?

1.3 Background

To the creation of every investigative work, it is necessary the use of the work of another researcher's job to make a base and relation between both side of each investigation and also complement and exemplify the characteristics of every data collection process.

The first related investigative work is about "The effectiveness of debate method to improve student's skill (Musfira 2017)"; this study presents research about the students of second grade of MA in Islamic Boarding School Al-Junaidiyah Biru Bone in Indonesia. The writer is interested to research this method because debate method can motivate and help students to feel easy in learning English, especially in speaking. The way of data collection was design pre-test, pro-test and questionnaire. After the data was collected and the result of the test was obtained to prove the hypothesis and to establish the validity, the researchers analyzed the value of t-observation. Debate method gave better result to improve the students' speaking skill. In other words, debate method was effective and interesting to use in teaching English-speaking. It is seemed as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge.

Based on the explanation, the objective of their research is to find out whether or not use of debate method can improve the students' speaking skill. The result of the research, might allow the teacher to know that is the debate method effective or not in teaching speaking in the classroom. It will give information to English teacher whether debate method is interesting to the students or not; and the objective of this investigative work is related to our job and specific objectives.

The second one is about "Analysis of the English-speaking skill teaching strategies applied by the teacher to ninth grade students' education, at Alonso Cortes School, in the afternoon shift, during the second semester of 2015, Managua- Nicaragua (Moreno, Lopez, & Ponce, 2016)"; This research is based on the analysis of English-speaking skills assessment strategies applied by the English teacher in the classroom to students of ninth grade of secondary education. The population for this research was the English teacher and the students of the ninth grade; from 20 students 45% of students are female and 55% of students are male. The instruments applied were: a survey, an interview to the teacher and many observations guide in which they could observe that the teacher does not apply many strategies.

The timeframe that taken this research were three months. The meaningful learning is based on the handle-able and applicable procedures through teacher's creativity and at the same time applying it taking into account students' immersed environment.

Their investigation is related to us according to the way and instruments that are proposed in this investigative work and also the purpose of analyze the speaking language skill and the strategies in the teaching-learning process in education and the better way of applying these in the students and how the teacher can help them to manage a good level in their English skills.

The third research is about "Improving students' speaking ability through debate technique (Desita, 2017)" in which the purpose is to conduct the research to the improvement of speaking language skill in the students; and also giving opinion and responding to another's opinion through debate. The methodology used was the classroom action research (CAR). The subject of this research was the eighth-grade students of SMPN 7, which consist with 26 students. To collect the data, the researcher used observation checklist and field notes. Through observation checklist the researcher observed students' activity in the classroom and by using field notes the researcher reflected the problem found. Based on the research data collection instruments, found the debate technique as necessary to the improvement of students speaking ability.

It indicated that debate technique had improved students' speaking ability in giving opinion and responding to another's opinion. The percentage of students' activity in the classroom when debate, in the first cycle was 57%, in the second cycle was 67% and in the third cycle was 76%.

The last but not least investigative work is related with "Bazurto Briones & Garcia Vera, 2021) Flipped Classroom with Edpuzzle to strengthen reading comprehension". Is a qualitative study of documentary analysis about the efficiency of the classroom invested in the learning teaching process, using as a strategy the Edpuzzle tool, for the strengthening of reading comprehension? The method of bibliographic review was used based on studies carried out in recent years, where various researchers contributed their ideas related to the topic under study. Technological development, together with the globalized world in which we are immersed, has made us a step forward in the face of technology, and the education system does not escape it. Faced with the demands of today's society that requires citizens capable of solving any problem that arises in the daily activities.

Our work has as a tool the use of Edpuzzle applying the strategy of the virtual debate; which is related with the research made it, just they are focused on reading/writing, and our is in speaking; but in all of the above investigations, the implementation and improvement of the speaking language skill is the main objective; furthermore, all of it has as a purpose, which is the facility of the teaching-learning process and how to help students with the acquisition of English language skills.

1.4 Rationale

The students from 10th grade C at Juan Jose Rodriguez Institute, face certain challenges in their English speaking skills. These challenges include a limited vocabulary and fluency, primarily due to an ineffective learning approach. Additionally, students often refrain from asking questions when they make mistakes, driven by a fear of failure and errors. Little do they realize that this fear is counterproductive and hampers their own progress.

This research project aims to ignite the students' interest in the proper acquisition of English speaking skills within the 10th-grade Class C at Juan Jose Rodriguez Institute. It seeks to enhance their fluency, pronunciation, and vocabulary both within and beyond the school environment. Furthermore, it intends to streamline the teacher's task of instruction.

Moreover, this initiative will benefit both the student and teacher community in the teaching and learning process by utilizing virtual debates through the Edpuzzle platform. The selected theme for this endeavor is "descriptions," serving as a direct conduit for high-quality learning and a means to guide correct language articulation.

On the other hand, these actions will empower students to take responsibility for their participation in virtual spaces, consequently boosting their performance in this critical subject. Furthermore, the use of Virtual Debates will enable 10th-grade students in Class C to attain proficiency in speaking skills, facilitating interactive game-based learning that extends to other essential language skills. This approach promotes collective growth and development, not just individual progress

1.5 OBJECTIVES

1.5.1 General Objective

1. To analyze the effect of implementing virtual debates through Edpuzzle platform on development of speaking and vocabulary skills of 10th-grade students at Juan Jose Rodriguez Institute.

1.5.2 Specific Objective

1. To identify the main speaking and vocabulary issues faced by 10th graders at Juan Jose Rodriguez Institute.
2. To implement virtual debate sessions through Edpuzzle as a strategy to foster speaking skills from 10th-gradestudents.
3. To assess the effect of virtual debates on the development of students´ fluency and vocabulary.

II.   Theoretical Framework
2.1 Learning strategy

Carol Griffiths and Gokhan Cansiz (2015) defined learning strategies as "the techniques or devices which a learner may use to acquire knowledge ". On the other hand, IGI Global (2019) defined learning strategies as "actions and operations used by students in order to optimize the processes of obtaining and storing information, extracting it from memory and its use". This means that learning strategies are useful to develop the knowledge of a students or learner and also improve their abilities in every aspect. Students are able to acquire their own knowledge and learning ways to understand different tasks and choose and effectively employ and the appropriate technique to accomplish tasks or meet goals which are the main objectives of learning strategies, refers to systematic approach or plan that individuals use to enhance their language learning process.

According to Schumaker and Deshler, (2020) A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently. In others hand a learning strategy, particularly in the context of English as a Foreign Language (EFL), refers to the personalized approach that an individual employ to effectively and efficiently acquire knowledge or complete tasks, both in academic and non-academic situations. These strategies encompass the utilization of specific skills and techniques tailored to one's learning style and objectives.

2.2 What is a learning strategy?

A learning strategy in accordance with Top hat Bitesize, (2021) is "operations and set of actions that students use in order to understand different tasks and extract this information from memory in order to apply it". A learning strategy is an application of different tools with the objective of gain a goal and achieve new information through a creative and innovative way to develop and acquire knowledge depending to a specific or general objective proposed by the students or learner, which is the principal interested.

A learning strategy, according to Davis, (2021)"especially in the context of English as a Foreign Language (EFL), refers to an individual's personalized approach for effectively and efficiently acquiring knowledge or completing tasks" A learning strategy refers to a systematic and purposeful approach or plan that an individual uses to acquire, retain, and apply knowledge or skills effectively" it is mean that Learning strategies can vary widely and may include techniques like note-taking, summarization, problem-solving, self-testing,

mnemonic devices, and many others. These strategies are employed by learners to enhance their understanding, memory, and application of information, making the learning process more efficient and successful. Learning strategies can be tailored to different types of content and contexts, whether in academic settings or everyday life.

According to Beltran, (2023) "Learning strategies not only train the ability to learn and solve problems but also imply the intellectual development of the student and the enhancement of their skills, which are understood as flexible structures capable of being modified and increased. That's why when selecting a strategy for the proper assimilation of specific content; it should be considered that it will contribute relevantly to students' learning." It should be remembered that a strategy is like the pillar of a building; if it is not well established, the entire work collapses.

According to González , (2019), "Each group of students needs a different learning strategy based on their personal characteristics, skills, and aptitudes, which will determine the strategies to be used." These learning strategies will allow personalized attention to a specific group, where efforts will be directed towards their unique characteristics and conditions in order to achieve previously set objectives.

It's worth noting that Gonzalez in 2019 also expresses that learning strategies go beyond the academic context within a classroom because we don't only learn in schools and universities but throughout our entire lives.

2.3 Importance of learning strategies

Based on Davis, (2021) thoughts; "Is important for them in order to learn succesfully. In modern education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents".Related to Davis thought, its interpreted that learning strategies help students begin to understand the process; furthermore, to bypass their areas of weakness and to perform at the level at which they are capable. Strategies promote flexible thinking and teach students the importance of shifting their approaches to differents tasks.So, learning strategies are neccesary to develop and increase knowledge and strenghtened the capacities and students abilities to improve their lives and learning process through the strategy they think it is better to them, in order to achieve the correct information.

On the other hand Davis, (2021) said, when we talk about the importanc of the virtual debate we have to take into account different aspect than involve it such as :

Learning strategies are crucial in EFL for several reasons:

1. Efficient Language Acquisition: Learning strategies help learners become more efficient in acquiring and using the language.   By employing effective strategies, students can enhance their listening, speaking, reading, and writing skills more quickly.

2. Autonomous Learning: Teaching learners how to use various learning strategies empowers them to become more autonomous learners. They can take control of their own learning and adapt their strategies to different situations, making them less dependent on the teacher.

3.Individualized Learning: Learning strategies allow learners to personalize their learning experience not all strategies work equally well for every learner, so understanding and using different strategies enables students to find what works best for them.

4. Enhanced Communication Skills: Effective communication is a fundamental goal in EFL. Learning strategies help learners improve their ability to express themselves clearly and understand others better, leading to more effective communication.

5. Increased Motivation and Confidence: As students experience success through the use of learning strategies, their motivation and confidence in their language abilities tend to increase. This positive feedback loop can lead to greater language proficiency.

6. Long-Term Retention: Learning strategies, such as spaced repetition, mnemonic devices, and self-assessment, can aid in the long-term retention of language skills. This is essential for language learners who want to use their language skills over time.

7. Cultural Understanding: Learning strategies can also help learners gain a deeper understanding of the culture associated with the language they are learning. This cultural insight is valuable for effective communication and cultural sensitivity.

2.4 What is a Virtual debate?

European Youth Portal., (2018) mentioned that "Virtual debates bring people together to work hand-on-hand on relevant debate topics; also engage with each other in an interactive environment of exchanging ideas".In addittion, Romero, (2015) mentioned a virtual debate is

"A formal discussion statement, who stimulate critical thinking and can be a highly effective way to actively engage students in research in an online classroom".

The virtual debate is an innovative way to develop speaking skill through an online website in which people will meet each other and exchange ideas in a figurative way, where the fear of public and nervousism it's not something related. In facts, debate is a representation of your thoughts and about what you stand for, and through it, expressed your opinions about a certain topic. It's also about point of views and how you can program your ideas in a formal and polite way. In simple words; a virtual debate is a process of exchange of ideas and thought in a very polite way; so, they can assume the both-side information and gain the necessary knowledge to improve their skills through an online ambient.

2.5 Importance of the debate as a strategy

As explained by Lynch, (2021), "Research, reasoning, and even public speaking skills are just a few of the many benefits that come with learning to be a good debater also improved critical thinking skills, articulation, research skills and others". Based on Lynch explanation its intended that the debate as a strategy has an important role in education, because through it many things and abilities are developed in order to increase the knowledge. Now a days debate become an important topic of discussion. It is important because it develops skills and knowledge. It helps the students to become a confident and bold person. And it will help the students to develop a political identity or own identity like a debater.Its able to say that debate is an indispensable characteristic of an individual that makes him put forward his perspective in analysing and arguing about an specific objective.

2.6 Parts of a debate

The debate has many stages and different situation alongside a variety of topics; could be a personal information or general statements; however, it's intended to clarify what it's been exposed and people thoughts about those content. That is why Tucker J. , (2018) says that debate could include the following steps:

2.6.1 "The Opening statements and arguments
"Are critical to a succesful debate, because they allow both side- those in favor of a position and those who oppose it- to grab the audience's attention. The affirmative side- also known at the side that's supporting the topic or issue- always gives its opening statement first. Structured debates have a time limit for opening statements, such as four minutes for the side presenting the affirmative case, followed by four minutes for the side presenting the negative case. After the opening statements, each

side presents its argument in more detail and provides statistical information, examples and expert opinions to back its views. Once again, the affirmative side presents its arguments first."

2.6.2   Formal Rebuttals
"Once both sides clearly identify and explain their points, each side has the opportunity to express why it believes the other's arguments are weak or invalid- this processbis known as the "rebuttal". The opposing side offers its rebuttal first. After each side issues its rebuttal, and depending on the moderator or the judge's format for the debate, each side may have another chance to issue a rebuttal- technically known as a "second rebuttal". Neither side is allowed to present new information to support its case during the rebuttal."

2.6.3   Questions & Answer Sessions
"Some debates have a question-and- answer session, in which each side asks its opponent questions. The purpose of cross-examination is to clarify your opponents' arguments, force them to commit to a specific position on vague issues, bring up any fallacies or errors with their evidence. The cross- examination generally takes place after each side presentsits arguments, but before the rebuttal stage. Ask your teacher or the debate host when and if a question-and-answer session will occur. The goal of a Q&A session is to ensure that both sides correctly understand the opposition's arguments, so they can create and argue their best defense."

2.6.4 Closing Statements
"Closing statements help each side summarize its main arguments and stress is most critical pionts. They also allow you to remind the judges of your opponent's shortcomings. The affirmative side presents its closing arguments first. The aim is to persuasively convince your audience that you have solid evidence to back your arguments and that your opponent's view come up short. Leave a lasting impression by ending with a compelling example or a powerful analogy. Detail any negative consequences that could result if your position isn't heeded or accepted."

As Tucker thought, the parts of a debate is a model of how a debate could be developed but as say it before, it isn´t in all of the cases. However, its neccesary to know all of this characteristic and features that a debate will include just to use it as a guide and matbe not like a rule. Nevertheles, the debate could has many stages, but all of it may be defined but the context and the kind of topic which its pretended to be developed.

2.7 How the virtual debate can be done?

According to Tucker J. , (2018) "A virtual debate begins with identifying appropiate topics and sample references". Its intended that the VD was developed as an opportunity to show tertiary students how other people (in this case, classmates) form ideas when discussing emotive and challenging issues in a non-threatening environment. Like other online forums, it works best with a moderator, who ensures that all participants have an opportunity to exchange ideas without causing offense to others.

The principal way is that the VD would be done in an specific moment in every students agenda; where they would express and talk a specfic topic, in this case, descriptions, therefore it will be shared with their classmates; and every one of them could listen to it and arguee if they can see irregularities. However; the VD would be done through the Edpuzzle platform to improve the speaking skill; and due the several issues in education times, this tool would be neccesary to acquire a better speaking and comprehension of the english language.

2.8 Advantages of a virtual debate

A further educational objective that may be achieved with the VD is the improvement of student's communication skills. D. Mcgreevy and Phillips, (2017) describe some advantages of the virtual debate, just as:

- Virtual debate could facilitate discussion and interaction across school.
- Avoid face-to-face peer pressure.
- Help students learn to take an ethical stance and justify it.
- Creativity and innovation.
- Use of technological tools.
- Make and refine arguments in response to challenges by their peers from a diversity of backgrounds.
- Listen and values someone else position or statements in a non-physical way.

It is why there are many advantages in the use of virtual debate; also, its helps teachers with the learning process through an interactive platform who allow the use of this strategy and what is force; furthermore, is out of the monotone method; and developed a great virtual experience talking about a specific topic.

2.9 The platform Edpuzzle

Andone, (2022) "Edpuzzle is an easy-to-use platform allowing you to engage every student, one video at a time. The process is simple – find a video, add questions and assign it to your class. Further it has simple instrumentation for transform videos".

- Add comments.
- Ask questions and set the correct answer.
- Intuitive interface for answer the questions posed.
- Review the returns to the answer given.
- Retry responses.

- Make online video

The Edpuzzle platform is an app in which you can create and personalized your own videos using old videos, and also making your own. Also allow you to edit and modify videos to adapt them to the needs of the classroom.

2.10   What does Edpuzzle consist on?

The Edpuzzle Platform consist, according to Baker, A, (2016) "in a free assessment-centered tool that allow teacher and students to create interactive online videos by embedding either open-ended or multiple-choice questions, audio, notes, audio tracks, or comments on a video. Edpuzzle interactive videos can be made with videos from a number of websites, including Youtube, TED, Vimeo and national geographic; or maybe a video from your own. " The purpose of it, is to do audio-lingual videos in which you will be able to create something that will identify you personally. Further; you can select your favorite educational videos, edit them, assign them to your students and check that they understand them through questions inserted throughout the viewing. This tool can be very useful in all subjects and educational levels.

2.11 Access Mode

Edpuzzle is a free website where you can access through it in two ways: teacher's access and student's access. So, to start using it, whether you are a student or a teacher, you just have to register. You will see how easy it is to adapt the videos to your own needs and, if you have doubts, the tool guides you all the time. Here's how it helps you turn online videos into video lessons or video quizzes. Whatever in both of these ways; Edpuzzle is a certainly right choice.

2.11.1 Teaching Access

Help Center, (2018) "The first thing to do is register as a teacher in the web application, you can do it by creating a new account or also through Google or Edmodo. Once the account is made, Edpuzzle begins by giving you an introduction, briefly explaining how the application works then add students in Edpuzzle in order to use Edpuzzle, the first thing to do is add the students. It is quite easy to do it, although there are two different ways to create the classes and add the students.

The first option is to manually create the classes and invite your students to join your class through the code that Edpuzzle gives you for this.

The second option is to do it through Google Classroom, in which once your account is synchronized, you can select the classes that you have created in Google Classroom, pass them to Edpuzzle.

Like other platforms, it requires the creation of an account; it is the same as creating a google, mail or other network account.

2.11.2 Student Access

Once you downloaded the Edpuzzle app for students, it's easy to log in and watch your video assignments.

Open the app on your smartphone or tablet, and you'll be prompted to log in, sing up or enter your Open Class code.

To log in, enter your Edpuzzle username and password, or sign in with your Google account.

To sign up code your teacher gave you, fill out your name and choose a username and password. Alternatively, you can sign in with Google."

Edpuzzle has the possibilities of new knowledge without stressful and extensive moments of preparation for a debate, you just creatively, make your performance easily and faster than it is used to.

2.12   Pros and Cons of the platform Edpuzzle

Patricia Monticello Kievlan, (2021) explains the following as some relevant items about Edpuzzle:

"**Pros**

- It is a free site that can be accessed from google or EDMODO.

- It is very useful for different school levels and subjects.

- It allows you to invest the class by creating video classes, video questionnaires, etc.

- can create unlimited videos.

- can keep track of students if whether or not they entered Edpuzzle classes.

- can invite students and import classes from google classroom.

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- can explain a video and add voice notes with my words like teacher or professor.

- It is a simple and complete tool.

- can adapt any video to the different purposes of each class.

- Students can register and enter the site and have the videos.

- You can share the videos through networks social: Classroom, Twitter or from Gmail.

Cons

- Classes must be cleared from one year to the next to continue using the platform.

- It is a free website that anyone can post your videos.

The difference between the other online tools and Edpuzzle is that It has more advantages than many disadvantages, so that is a little remainder on why we should use Edpuzzle to enhance students to learn the right speaking skill in English language, so it's important to recognize and make use of those pros to improve and increase the English level of knowledge.

2.13 The platform Edpuzzle and the implementation in the classroom

Classroom needs to device new ways of teaching assignments; because students are nowadays, familiar with the advances of technology, so teachers have to be prepared to help students with the use of technological tools according to the necessity of improve and facilitate the knowledge. Through Edpuzzle, the teacher can edit videos or create their own; also allow you to incorporate voice clips, single or multiple-choice questions, and contain the link to an external blog or other web page.

That is why it is a complete and easy-to-use tool. It has multiple ways of using it in teaching work: cutting or translating videos; creating video lessons through the flipped classroom method, creating video lessons to review, asking students to be in charge of creating their own video questionnaires, etc. Mainly, this application is included within the flipped classroom methodology (inverted classroom), which favors students outside of class, in a more motivating way.

As an example, students with the help of this tool, can view videos created by the teacher and then, as a "contest", answer a series of questions. Then, the teacher can see the statistics provided by the platform to evaluate the learning of the students. In this way, the time in class can be dedicated to the explanation of the doubts that have arisen and to the deepening of the most complex aspects of the subject through other resources. As explained before; the Edpuzzle platform has a lot of features, characteristics, advantages and disadvantages, but certainly, this platform is really useful and practice, however, it is necessary to enter in this technological world and gain confidence when using it, because the world is in a daily change in all of the aspects, and our job is investigative and make use of digital platform who allow us to teach and learn in an innovative way.

2.14 Speaking skill

According to twinkl, (2019) defined speaking skill "as the skills which allow us to communicate effectively with others and express our thoughts and feelings. They give us the ability to convey information verbally and in a way that the listener can understand. "It's can intend, that the speaking skill is one of the most important abilities in English language to can express thoughts, opinions, and point of views. Further, it can deduce that expressing oneself orally in English consist of transmitting a message with a good pronunciation, intonation, fluency and grammatical use. Furthermore, speaking is an oral skill that individuals develop when choosing to learn a new language such as English.

2.15 Importance of speaking development

Gerald Gillis, (2015) said "Ability to inform, persuade and direct; ability to stand out from the rest; to benefit derivatively; Career enhancement; personal satisfaction, speaking skills can enhance one's personal life and thereby bring about the well-rounded growth that we should all seek". Gillis explain that do not care about the people careers, all of them are seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the opportunity for the speaker to make the message known.

In addition, its intended that, know how to express ideas it's vital to communicate and transfer the right opinion about something; however, it is necessary to develop the speaking skill to acquire a better presentation in front another speaker. The speaking ability is very necessary and important in the learning of the English language when people make use of it, the vocal domain performance that they apply in their environment at the time of carrying it

out is evidenced. However, high school students or people in general who want to take the initiative to learn English language should put into practice by making the skill a habitual act, always having the expectations of being able to manifest it correctly, remembering that practices make the teacher. In such a way, when the human beings to develop speaking before the acquisition of the English language, it becomes the voice of the language which will allow him/ her to open up to new opportunities in any work context, thus achieving a personal enrichment that is satisfactory.

2.16 Ways to improve speaking skill

The speaking of English it's a long-way journey; in which you will find that almost, everyone's goals are "improve my speaking". There are a lot of ways to improve English speaking, but according to Erin,(2020) this ones are some of the favorites:

1. Speak, speak, and speak
2. Reflect on your conversations
3. Listen and read
4. Prepare cheat sheets
5. Pick up the phone
6. Record your voice
7. Learn phrases rather than single words
8. Have fun

According to these steps the process of learning English speak it's really easy, but it's a long process in which you can try to follow the steps before mentioned and start to learn better and acquire easier the speaking skill. All of these steps are important, but, record your voice, speak, and have fun, are some of the related to this investigative work; in which the main thing is acquire a better speaking through the virtual debate using the platform Edpuzzle. The activities to develop oral expression in students must be given in an explicit and meaningful way through communication strategies and techniques by the teacher, the same ones that contribute to reduce the anxiety that causes expressing oneself in another language to develop and continue to improve this skill, it is important that the teacher provides a receptive experience that serves as a model and offers the student enough opportunities for their practice which must be guided gradually; also, repeating words helps retain information and reinforce students auditory memory.

III.   Methodology Design

3.1 Investigative approach

According to Europe Approches, 2019, mentions the types of investigative approach:

3.1.1 Quantitative research: is generally associated with the positivist/pos-positivist paradigm. It usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn. Objectivity is very important in quantitative research.

3.1.2 Qualitative research: is the approach usually asociated with the social constructivist paradigm which emphasises the socially constructed nature of reality. It is about recording, analysing and attempting to uncover the deeper meaning and significance of human behaviour and experience, including contradictory beliefs, behaviours and emotions. Qualitative research often involves a smaller number of people typically involved in qualitative research studies and the greater degree or flexibility does noy make the study in any way "less scientific" than a typical quantitative study.

3.1.3 Mixed methods: involves using the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach. Pragmatic researchers therefore grant themselves the freedom to use any of the methods, techniques and procedures typically associated with quantitative or qualitative research. They recognise that every method has its limitations and that the different approaches can be complementary.

This investigative research has a **mixed approach**, predominating the qualitative approach, because it is focused in the qualities based on our observation with the students from tenth grade C at Juan Jose Rodriguez institute; and most of the data collected are based on the qualitative approach with a little bit of quantitative results.

3.2 Population and sample

The population from tenth grade C at Juan Jose Rodriguez Institute were ranging in ages from 15 to 17 years, where there is an attendance of 12 women and 18 men. The population is 30 students and the sample is of 10, to be used for the instrument's application.

3.3 Data Collection Instruments

According to (FutureLearn, 2017)define and clasify the next data-collecting instruments as some of the most common:

> "Data collection is an important step in the research process. The instrument you choose to collect the data will depend on the type of data you plan on collecting (qualitative or quantitative) and how you plan to collect it".

3.3.1 Interviews

> "Interviews are a tool mainly for the collection of qualitative data and are popular as a data-collection tool because of their flexibility. The following factors are taken into consideration when planning and considering ":

- Completeness
- Tact
- Precision
- Accuracy
- Confidentiality"

3.3.2 Questionnaire/Survey

> "Is a tool designed for the collection of quantitative data, and is widely used in construction research as it is a good research instrument for collecting standardized data and making generalizations. The design should reflect your research aims and objectives."

3.3.3 Observations

> "Is a systematic data-collecting technique that involves watching individuals in their natural environment or in a naturally occurring situation. Observers can collect data through field notes, video or audio recording, which can be analyzed using qualitative analytical tools."

The instruments are any resource, device or format (paper or digital), used to obtain, record or storing the information, including: questionnaires, interviews and others. Furthermore, the instrument is defined as an aid or a series of elements that the researcher builds in order to obtain information, thus facilitating their measurement.

In this investigative work, we find it necessary the use of questioners for students, interview to teacher and an observation guide for both of them.

3.4 Tools/ Instruments

This research focuses on a mixed approach, so it's intended to identify qualitative plus quantitative features in order to facilitate the objectivity; in which its considered that will allow us to have a better opportunity to observe (observation guide), analyze (student's survey) and recognize (teacher's interview) the items and criteria necessaries.

3.5 Validation

The expert responsible for validating this, was Mr. Abraham Antonio Valenzuela, from the English Department at UNAN-Managua. The three instruments were assessed based on specific indicators that categorized them as suitable.

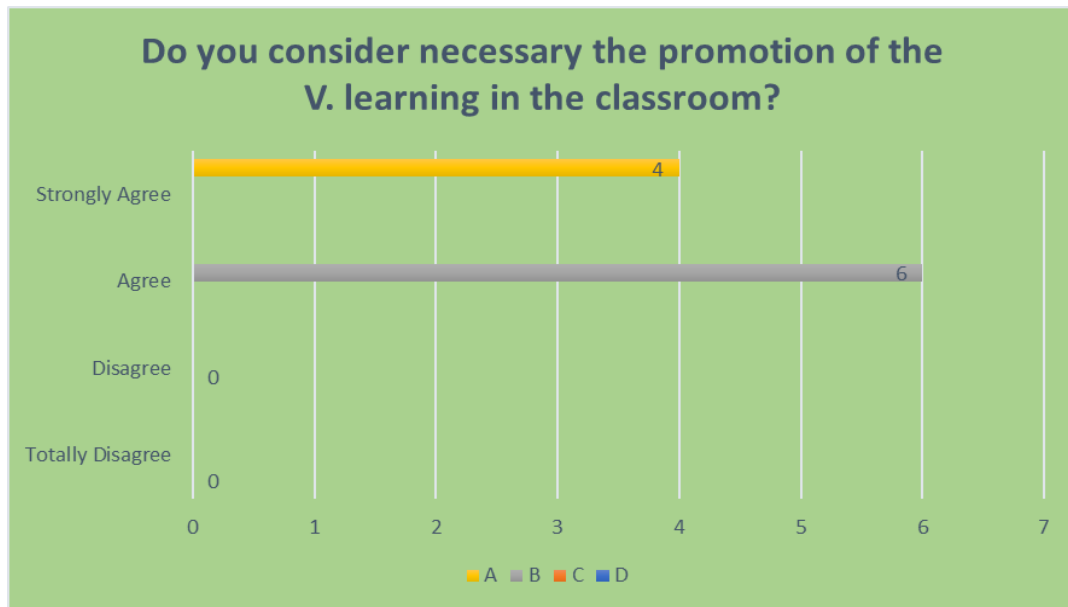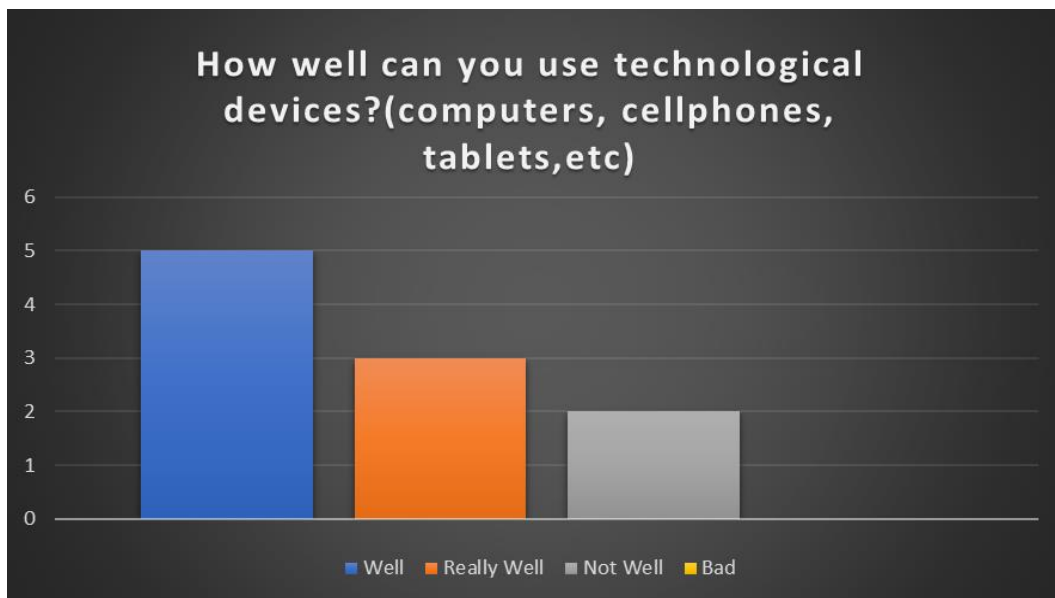| COHERENCE	Does not meet the criteria	The item has no logical relationship with the dimension
The item is logically related to the dimension or indicator you are measuring	Low level	The item has a tangential relationship with the dimension
	Moderate level	The item has a moderate relationship with the dimension that you are measuring
	High level	The item is completely related to the dimension that you are measuring
CLARITY	Does not meet the criteria	The item is no clear.
Degree to which the item is written in a clear and precise manner, facilitating its understanding by the subjects surveyed	Low level	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.
	Moderate level	A very specific modification of some of the item's terms is required.
	High level	The item is no clear, it has adequate semantics and Syntax.
RELEVANCE	Does not meet the criteria	Does not meet the criteria.
Importance that the item has with respect to the contribution it can provide for a better understanding of the characteristic or situation measured.	Low level	The item can be removed without affecting the dimensional measurement.
	Moderate level	The item has some relevance, but another item may be including the measurement of the item.
	High level	The item is essential or important, it must be included.
SUFFICIENCY	Does not meet the criteria	The items are not enough to measure the dimension.
Items that belong to the same dimension are enough to obtain the measurement of it.	Low level	Items measure some aspect of the dimension, but do not correspond to the overall dimension.
	Moderate level	you must increase some items to be able to evaluate the dimension completely.
	High level	Items are sufficient.

3.6 GRAPHICS (Student's Survey)
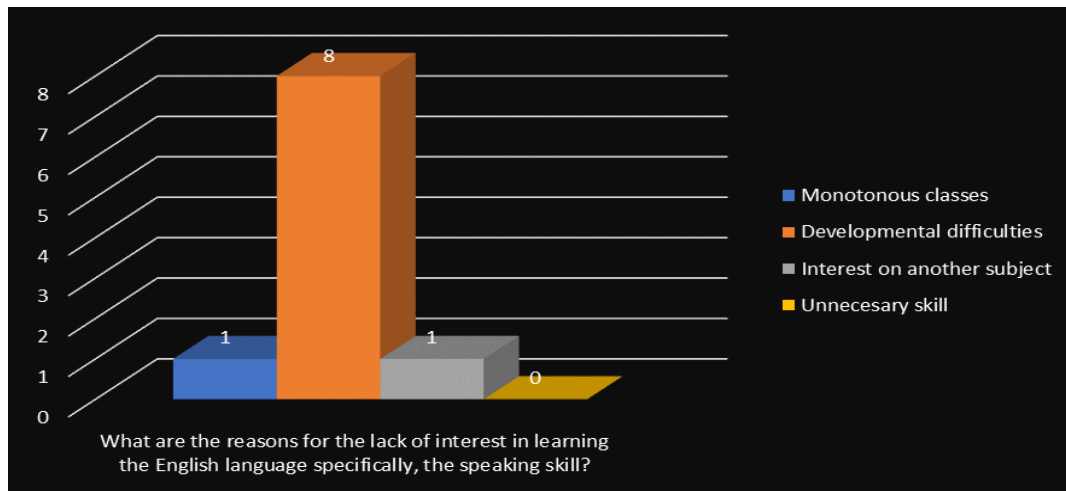
Most of the students say that the principal reason to have a lack of interest in English subject is the fact that they have developmental difficulties such as: poor pronunciation, speed, accuracy, accent, fluency and so on; so, this let students to not been interest in classes.
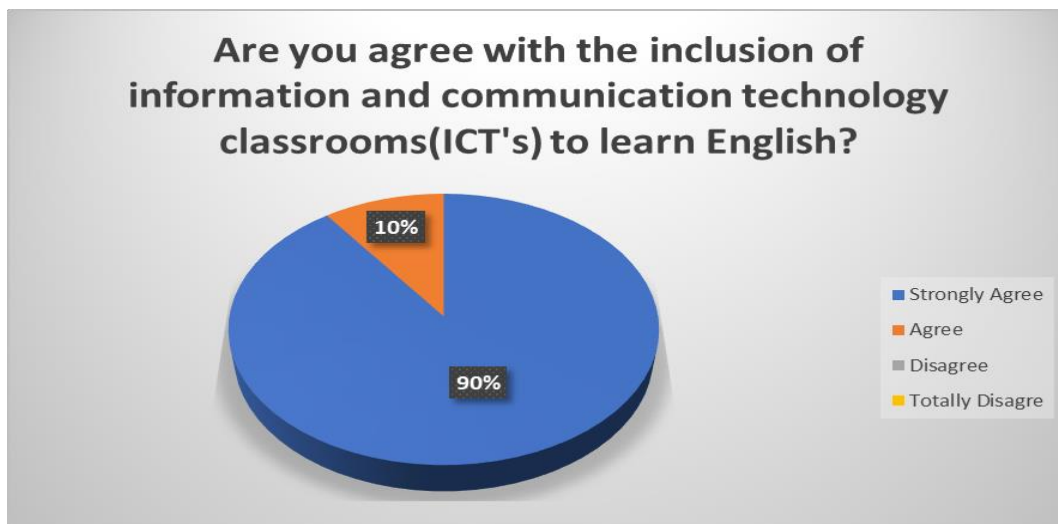
In this second question a 90% of the students say that they strongly agree with the inclusion of ICT's classrooms as a provider to learn the English subject, furthermore a 10% say that they agree with it.

Do you consider necessary the promotion of the V. learning in the classroom?

|	
Strongly Agree	4
Agree	6
Disagree	0
Totally Disagree	0

A   B   C   D

The V. learning implementation in the classroom is something really important and necessary, so, the students say that they agree and strongly agree about its promotion as a main facilitator of the English subject.

How well can you use technological devices?(computers, cellphones, tablets,etc)

Well   Really Well   Not Well   Bad

Nowadays we are living in a modern world full of technology so most of teenagers can use them in a really easy way, so the students from 10th grade C were not an exception; they can use them well (5 students), really well (3 students) and not well (2 students), and based on that we can conclude that they are closely engaged to technological devices.

HOW WOULD YOU RATHE THE LEARNING STRATEGIES APPLIED WHEN TEACHING THE ENGLISH SUBJECT?
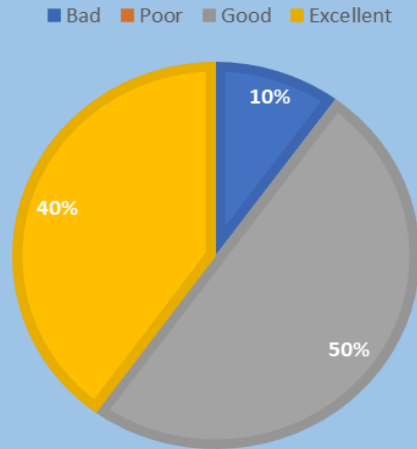
English subject should be teaching with importunate and meaningful learning strategies focused on the student's acquisition of the language; moreover, the students should feel engaged to them, so the students from 10th grade C at Juan Jose Rodriguez Institute say that most of the learning strategies are good and excellent, just a 10% of them say that those are bad.


Would you use the virtual debate to improve your English language skills using ICT's?
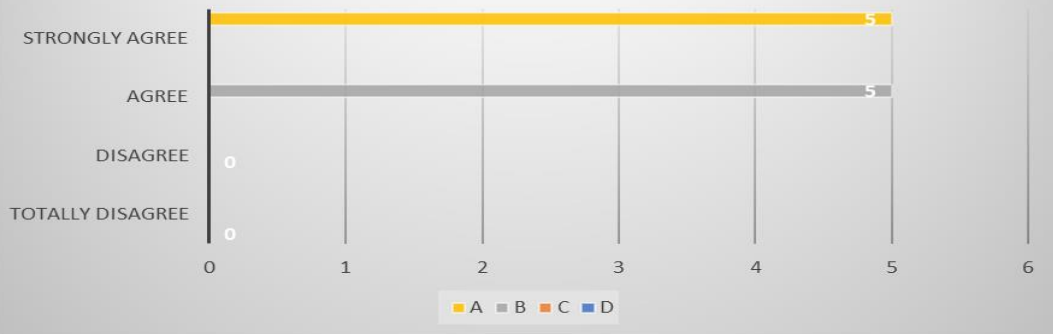
The features and meaning of a virtual debate was explained to the students; so, they get the idea and based on it, they say that it would be beneficial to them to improve the English language skills, so they strongly agree and agree with the use of virtual debate in ICT's classrooms.

DO YOU CONSIDER IT'S NECESSARY THE USE OF LEARNING STRATEGIES IN ICT'S SUCH AS VIRTUAL DEBATE FOR A BETTER UNDERSTANDING OF ENGLISH AND THEIR SKILLS, ESPECIALLY THE SPEAKING?

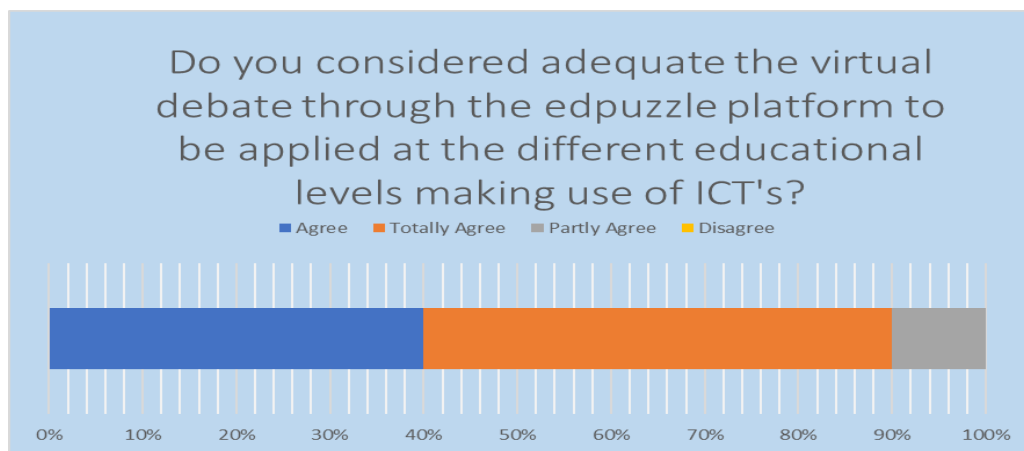■ Strongly Agree   ■ Agree   ■ Disagree   ■ Totally Disagree
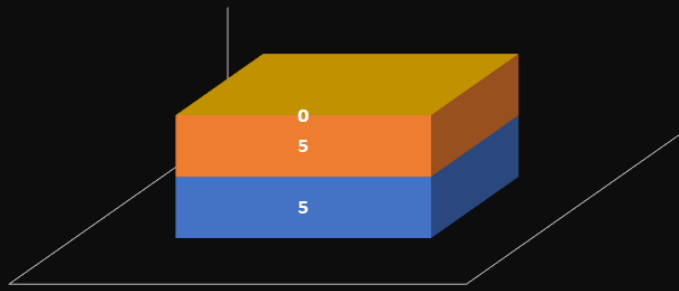
ICT's classrooms have become something really meaningful in nowadays education, so the students from 10th grade C strongly agree and agree with the possible implementation of learning strategies such as virtual debate to be applied in ICT's classrooms to have a better understanding of English language, especially the speaking skill.

DO YOU THINK THAT SOME PLATFORMS AS EDPUZZLE ARE GOOD WAYS TO DEVELOP STRATEGIES TO IMPROVE SPEAKING SKILL IN ENGLISH LANGUAGE?
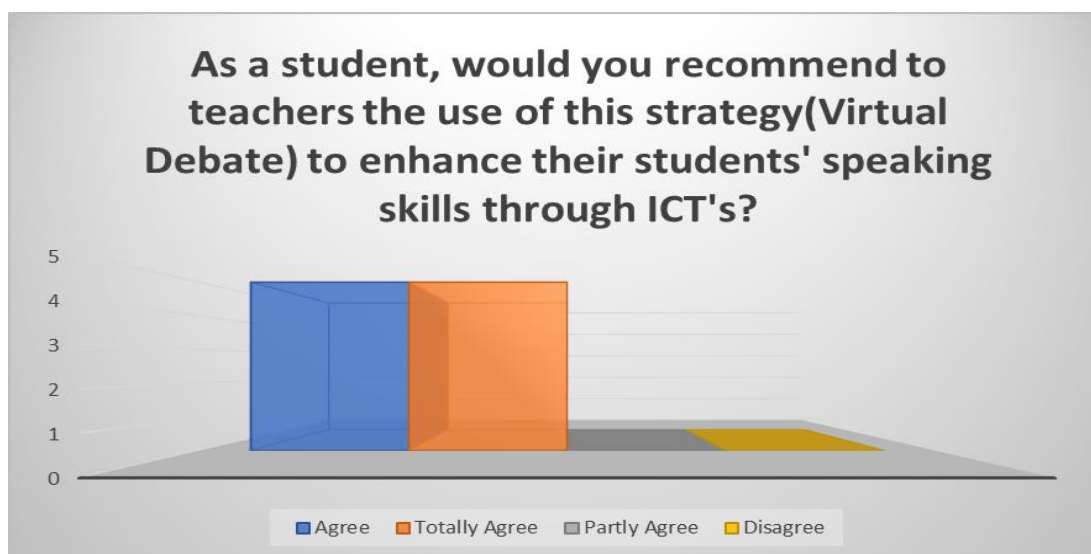
■ Yes   ■ No   ■ Perhaps   ■ Absolutely
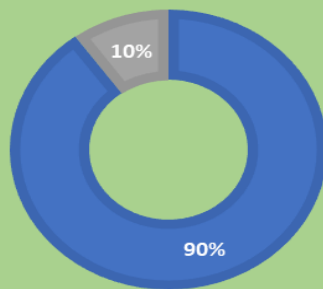
The students had an explanation about the platform Edpuzzle, and all the things this app has on it, so they say that this kind of platforms can be useful to be implemented within a classroom to develop a greater learning of English subject, so when it comes to strategies, they say it will be a good way to develop the skills.

Do you considered adequate the virtual debate through the edpuzzle platform to be applied at the different educational levels making use of ICT's?

■ Agree ■ Totally Agree ■ Partly Agree ■ Disagree

The implementation of virtual debate with the help of Edpuzzle platform in ICT's sounds to the students a really good idea or strategy to work on, moreover they agree and totally agreed about the fact that this kind of strategies can be applied with the different educational levels because most of them have fear to perform or to say something in front of public, and they considered that this strategy will help them to improve the developmental difficulties they have with the acquisition of English language.

As a student, would you recommend to teachers the use of this strategy(Virtual Debate) to enhance their students' speaking skills through ICT's?

■ Agree ■ Totally Agree ■ Partly Agree ■ Disagree

As a teacher in a modern world, it is necessary for us to implement technology in our classrooms and to use the ICTs to enhance our modern students to acquire a meaningful knowledge about any subject, in this case; the English subject. So, students from 10th grade C agree and totally agreed with recommending to the teachers the use of the virtual debate through the Edpuzzle platform to have better opportunities with the acquisition of the language.

Teacher's Interview Analysis

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In the present interview analysis, the teacher argued that the main difficulties she has identified in her students when putting into practice the ability to speak in the English language are lack of vocabulary, fear of public speaking, and active participation. Therefore, she considers that 50% show interest in participating in the classroom while the other 50% do not want to participate, that is why, she emphasizes the use of activities according to their needs.

However, she agrees with the implementation of learning strategies that are carried out in ICT classrooms, since through these media a more interactive and dynamic class can be developed with the students. In this way, students may be able to relate to new technological media and a way to improve their oral expression. According to the interview responses, the interviewee highlights that she can obtain different benefits by making use of the virtual debate, such as improving her knowledge, interacting with others and having an opportunity to practice, therefore she considers necessary the new educational and technological trends.

It is worth mentioning that during her experience she has not applied virtual debate as a learning strategy to develop the ability to speak through any platform, however, she considers this way important to put this skill into practice, since we live in times where we have been affected by different viruses. Therefore, she considers that Virtual Debate through the Edpuzzle platform should add new recreational options to improve speaking, add an additional plan to follow up a different method that we can use according to the approach.

She also responded that the most attractive and successful strategies that she has used as a teacher are oral presentations and infographics, thus highlighting the use of technological media, which provide an opportunity to capture the attention of students. Responses from our interviewed teacher were those presented above, therefore, we consider this application necessary and essential within the process of data and information collection in our present applied research.

Observation guide Analysis

Developing students' speaking abilities in a second language is pivotal in today's globalized world. This essay delves into the observation and evaluation of didactic strategies employed by educators to foster speaking skills among tenth-year students at Juan José Rodríguez Institute. The objective was to scrutinize the teaching-learning process with a keen focus on strategies facilitating speaking ability development. However, the assessment against specific criteria highlighted certain deficiencies hindering effective skill enhancement.

The first criterion emphasized the necessity for strategies aiding the teaching-learning process. However, it was evident that the activities undertaken failed to achieve mastery of speaking abilities. The teacher, while advocating for the importance of English language acquisition, did not employ diverse strategies or integrate tools such as virtual debates, an effective means to nurture speaking skills. Consequently, the teaching strategies employed did not significantly foster English language development, particularly in speaking proficiency.

Moreover, the students exhibited inadequate application of English language skills, reflecting a gap between teaching methods and practical language usage. This discrepancy might be attributed to the teacher's inconsistent involvement in facilitating development within the classroom setting. The absence of noticeable implementation of visual learning techniques further limited the comprehensive enhancement of speaking abilities.

Improving this scenario necessitates a multifaceted approach. First, educators should diversify didactic approaches, incorporating interactive methods such as virtual debates or role-playing activities. These strategies encourage students to actively engage in spoken language practice, thus bridging the gap between theory and practical application. Additionally, fostering an environment where students are encouraged and motivated to actively participate in speaking exercises is crucial. This not only empowers them but also enhances their confidence and proficiency in using the English language.

Moreover, integrating visual learning techniques, such as multimedia aids or interactive tools, can significantly augment the speaking skill development process. These tools can serve as catalysts in reinforcing language learning, making it more immersive and engaging.

In conclusion, the observed discrepancies between the desired objective of enhancing speaking abilities and the existing didactic strategies call for a transformative shift in the educational approach. By implementing diversified, interactive, and immersive methodologies, educators can effectively bridge the gap and propel students towards comprehensive proficiency in spoken English.
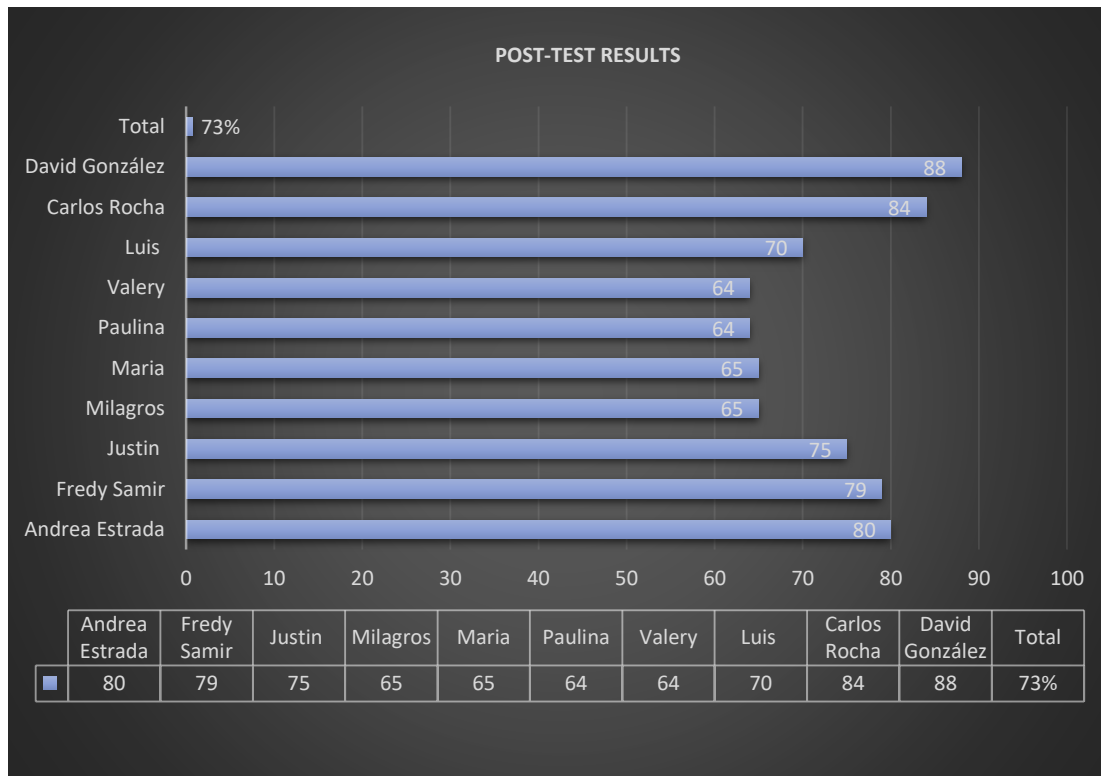
IV. Results and Analysis
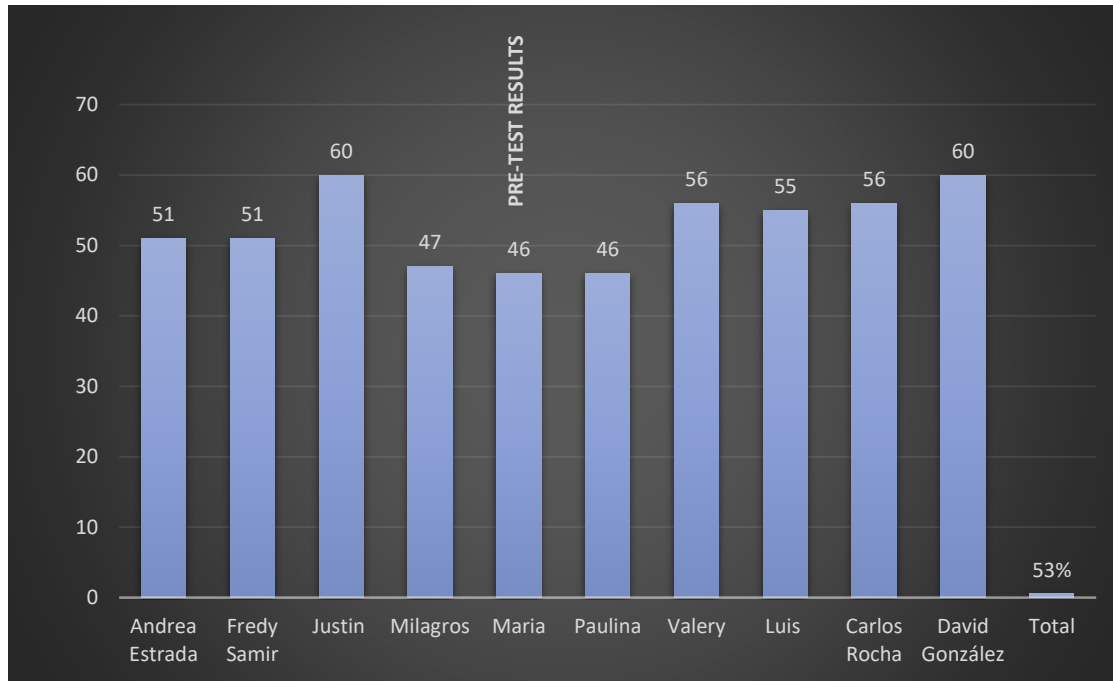
To assess the level of our sample, it was necessary to administer evaluative tools such as the PRE-TEST, which helped us identify the linguistic competence of 10th-grade students at Juan Jose Rodriguez School in Jinotepe, Carazo. The administration of this pre-test was conducted in a timely manner, aiding us in pinpointing students' weaknesses, particularly focusing on pronunciation and fluency. The test was divided into four sections:

1. Identifying pronunciation of assigned vocabulary.
2. Personal presentation, which assisted in gauging fluency on basic topics.
3. Description of celebrities, considering the theme addressed in this approach.
4. Reading aloud.

Through this application, a deficiency of 53% in speaking skills was identified within the sample using this data collection instrument.

	Andrea Estrada	Fredy Samir	Justin	Milagros	Maria	Paulina	Valery	Luis	Carlos Rocha	David González	Total
■	80	79	75	65	65	64	64	70	84	88	73%

Based on the pre-test results, we approached the utilization of the Edpuzzle digital platform with a commitment to excellence. Through this platform, we facilitated virtual sessions, provided supplementary materials, established a student section for uploading live videos using the App, and notably, implemented virtual debate centered on the theme of "Descriptions". Through this implemented strategy, students experienced a remarkable 73% enhancement in their speaking proficiency. This outcome underscores the effectiveness of employing virtual debates via the platform. Both tests were assessed using a rubric that outlined the criteria for evaluation

V.   Conclusion

The introduction of virtual debates through the Edpuzzle platform has represented a significant intervention in the educational process of tenth-grade students at Juan José Rodríguez Institute. The gathered data revealed a notable increase in oral expression competence, rising from an initial 53% to 73% following the implementation of this innovative strategy. This quantitative leap not only demonstrates the effectiveness of the pedagogical approach but also underscores the transformative potential of technological tools in developing key communication skills.

The results obtained reflect the genuine receptiveness and enthusiastic participation of students in section C of Juan José Rodríguez Institute in Jinotepe during the application of virtual debates. Direct observation unveiled an exceptional level of engagement from the students, who not only showcased evident interest in actively participating in the debates but also displayed creative and effective utilization of the Edpuzzle platform as a vehicle for experiential learning.

The dynamic and participative educational context fostered through virtual debates has created an environment conducive to the academic and personal growth of students. Beyond quantitative results, there's qualitative improvement in the confidence and communication skills of the youth. The opportunity to freely express themselves in a structured virtual environment has not only encouraged the development of vocabulary and verbal fluency but has also enhanced students' ability to articulate arguments and engage in critical thinking.

The positive experience and tangible progress observed in students while participating in virtual debates affirm the pedagogical relevance of integrating technology in the classroom. Edpuzzle hasn't just served as an effective tool for conducting debates but has also proven to be a versatile and adaptable resource that significantly enhances the educational experience. This successful integration of educational technology has opened doors to a more interactive and enriching learning environment.

VI.   Recommendations

As teachers; there is a huge need to get closer to teaching strategies, and to get focus on finding ways to attract the attention of students and cultivate in them a feeling of curiosity to acquire new knowledge; so the students will be interested of learning more the English language and executing it in the most appropriate way; on the other hand, they will be able to know the characteristics of this important language, and achieve better grades and stand out as a section (individually and also, as a group), but as it known; this is a hardworking process in which there must be involved all the factors and tutors to promote the English language and consider it as a direct provider of collective progress at a center level and be more competitive according to the knowledge that other schools have and ensure student's growth in this area.

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VIII. ANNEXES.

OBSERVATION GUIDE:

Objective: Observe through which didactic strategies the teacher will consider to develop speaking ability in the teaching- learning process of the students at tenth year C at Juan José Rodríguez Institute.

N°.	Questions.	Criteria		
		Yes.	No.	Observations.
1	Does the teacher use strategies that help the teaching-learning process at the section level?			
2	Does the teacher demand production of the English language inside and outside the classroom?			
3	Do you consider that the activities carried out by the teacher have achieved mastery of the ability of speaking?			
4	Has the teacher ever used teaching strategies such as the virtual debate for the development of the speaking skill in the students?			
5	Do the teaching strategies taught by the teacher achieve significant development of the English language, specifically, in the speaking skill?			
6	Does the teacher promote the importance of the acquisition of the English language?			
7	Do the students apply correctly the English language skills?			
8	Does the teacher is always in charge of the development in classes?			
9	Is it noticeable the V. L implementation?			

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Student's Survey.

Objective: Identify the effectiveness of learning strategies in the English area for the development of speaking skill and the implementation of such in ICT's according to students from tenth grade C at Juan Jose Rodriguez Institute.

Survey's number: _____   **Date:** _____

Instructions: Please read the following questions carefully; then circle the correct answer according to your criteria.

1. What are the reasons for the lack of interest in learning the English language specifically, the speaking skill?
    A. Monotonous classes.
    B. Developmental difficulties. (Poor pronunciation/Speed/Accent/Accuracy)
    C. Interest in another subject.
    D. Unnecessary language (skill).

2. Do agree with the inclusion of information and communication technology classrooms (ICT's) to learn English?
    A. Strongly agree.
    B. Agree.

       C. Disagree.

       D. Totally disagree.

3. Do you consider necessary the promotion of the V. Learning in the classroom?

       A. Strongly agree.

       B. Agree.

       C. Disagree.

       D. Totally disagree.

4. How well can you use technological devices?

       A. Well.

       B. Really Well.

       C. Not Well.

       D. Bad.

5. How would you rather the learning strategies applied when teaching the English subject?

       A. Bad.

       B. Poor.

       C. Good.

       D. Excellent.

6. Would you use the virtual debate to improve your English language skills using ICT's?

       A. Strongly agree.

       B. Agree.

       C. Disagree.

       D. Totally disagree.

7. Do you consider it's necessary the use of learning strategies in ICT's such as virtual debate for a better understanding of English and their skills, especially the speaking?

       A. Strongly Agree.

       B. Agree.

       C. Disagree.

       D. Totally disagree.

8. Do you think that some platforms as Edpuzzle are good ways to develop strategies to improve speaking skill in English language?

       A. Yes.

       B. No.

       C. Perhaps.

       D. Absolutely.

9. Do you considered adequate the virtual debate through the Edpuzzle platform to be applied at the different educational levels making use of ICT's?

       A. Agree

       B. Totally Agree.

       C. Partly Agree.

       D. Disagree.

10. As a student, would you recommend to teachers the use of this strategy to enhance their students' speaking skills through ICT's?

       A. Agree.

       B. Totally Agree.

       C. Partly Agree.

       D. Disagree.

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Teacher's Interview.

Objective: Recognize the deficit that students present in the development of speaking skill and the possible development that may allow their inclusion in ICTs with students in the tenth year C at Juan Jose Rodriguez Institute in Jinotepe- Carazo.

1. **Topics to be discussed in the interview:**

   -Problems with the acquisition of speaking skill.

   -Technologies in education.

   -Teaching Methods.

2. **Questions development:**

The following guiding questions are asked to cover each of the topics:

1. Which are the main difficulties that you have identified in your students when putting into practice the speaking ability in the English language?

2. How much interest do students show for this subject?

3. Do you agree with the implementation of learning strategies that are carried out in ICT classrooms? Justify.

4. How would you benefit as a teacher by making use of the virtual debate in your class hours?

5. As a teacher in a modern world. Do you think it is necessary to stick to the new educational and technological trends?

6. In your experience, have you ever applied Debate as a learning strategy to develop the speaking skill through any other platform or strategy?

7. Do you consider that Virtual Debate through the Edpuzzle platform, should be implemented in a different way to improve students' difficulties in speaking skills?

8. What are the most attractive and successful strategies that have you used with your students?
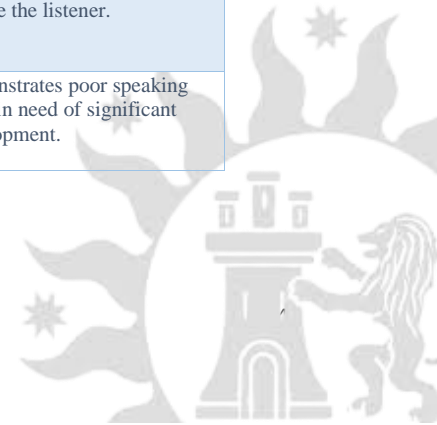
JUAN JOSE RODRIGUEZ INSTITUTE.

Rubric to Evaluate Speaking

Criteria	Excellent (4)	Good (3)	Fall (2)	Poor (1)
Pronunciation	Clear and easily understandable pronunciation.	Pronunciation is clear and mostly natural, with only occasional minor accent-related issues.	Pronunciation is generally understandable but has noticeable accent-related challenges.	Pronunciation is difficult to understand, and a strong accent obscures most words.
Fluency	Speak fluidly with minimal hesitations.	Speech is mostly fluent with minor interruptions and occasional unnatural pauses.	Frequent hesitations and noticeable unnatural pauses disrupt the flow of speech.	Hesitations are so frequent that the speech is nearly unintelligible.
Vocabulary	Varied and appropriate use of vocabulary.	Uses a variety of vocabulary effectively, but may occasionally lack precision or specificity.	Basic vocabulary is used, and word choices may occasionally be unclear or inappropriate.	Extremely limited vocabulary and word choices make communication highly challenging
Grammar	Accurate and varied use of grammar.	Generally accurate use of grammar, with occasional minor errors.	Frequent grammatical errors that occasionally hinder comprehension.	Numerous and severe grammatical errors, making speech largely incomprehensible.
Communication	Communicates ideas clearly and effectively, with a strong ability to engage the listener.	Communicates ideas clearly but may occasionally lack engagement or exhibit minor confusion.	Struggles to communicate ideas clearly, with limited engagement and frequent confusion.	Communication is almost entirely unclear and fails to engage the listener.
Overall impact	Demonstrates exceptional speaking skills suitable for the high school level.	Demonstrates proficient speaking skills appropriate for the high school level.	Demonstrates basic speaking skills but needs improvement.	Demonstrates poor speaking skills in need of significant development.

Dear judge:

You have been selected to evaluate the instruments OBSERVATION GUIDE, STUDENT'S SURVEY AND TEACHER'S INTERVIEW to carry out the research " Virtual Debate as a learning strategy to develop the speaking skill through the platform Edpuzzle in the students from 10th grade C of the Juan Jose Rodriguez Institute in Jinotepe-Carazo, in the second semester; 2022". The evaluation of this instrument is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

Name of the judge:

ABRAHAM ANTONIO VALENZUELA.

Academic background:

BACHELOR DEGREE /POSTGRADUATE IN LISTENING/ SPEAKING/PRONUNCIATION.

Professional experience area:

EFL INSTRUCTOR

Institution

UNAN — MANAGUA

Research's objective:

Analize the learning strategy Virtual Debate to improve the speaking skill in students from 10th grade C at Juan Jose Rodriguez Institute and allow them acquire a better oral expression and security before public, making use of the platform Edpuzzle.

Objective of the expert judgment: validate the content of this instrument.

Objective of the observation guide:

➤ Observe through which didactic strategies the teacher will consider to develop speaking ability in the teaching- learning process of the students at 10th year C of Juan José Rodríguez Institute.

Objective of the student's survey:

➤ Identify the effectiveness of didactic strategies in the area of English for the development of speaking skill and the implementation of such in ICT's according to students from 10th grade C at Juan Jose Rodriguez Institute.

Signature: