UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
CUR– MATAGALPA

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NICARAGUA,
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UNAN-MANAGUA

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts degree in English Teaching

General topic:

DIDACTIC STRATEGIES APPLIED IN THE LEARNING PROCESS OF

SECONDARY SCHOOL STUDENTS, MATAGALPA, II SEMESTER 2024.

Specific topic:

Use of technology to improve speaking skill in eighth grade "A" students of the Instituto Franciscano Rubén Darío, Dario city , department of Matagalpa, during the second semester 2024.

Authors:

➢ Snr. Alieska del Carmen Buchting Palacio
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Tutor:

MSc. David de Jesús Vallejos Rodríguez

Matagalpa, Nicaragua, November 2024

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Index

DEDICATION

We dedicate this graduation seminar:

To our families, who with their love and sacrifice have supported us unconditionally in every stage of our lives.

And to ourselves, for the perseverance, effort and dedication that have allowed us to reach this achievement. This is one more step towards our dreams, and it is the fruit of all our effort.

Finally, to our professors at UNAN CUR-Matagalpa who throughout these five wonderful years have shared with us their valuable knowledge and enriching experiences. Thank you all for being part of this unforgettable experience.

ACKNOWLEDGMENT

TUTOR ASSESSMENT

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
CENTRO UNIVERSITARIO REGIONAL MATAGALPA

¡Universidad del pueblo y para el pueblo!

Noviembre 2024

El presente Seminario de Graduación, desarrollado por los bachilleres Alieska del Carmen Buchting Palacio carnet Nº 20613822 y Osman Kevin Espinoza Mendoza 20602130; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **Didactic strategies applied in the learning process of Secondary Education students, Matagalpa, II semester 2024;** bajo el subtema **"Use of technology to improve speaking skill in eighth grade "A" students of Instituto Franciscano Rubén Darío, Dario City, Matagalpa, during the second semester 2024"** cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - CUR Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por los estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa.

MSc. David de Jesús Vallejos Rodríguez
Profesor/Tutor

ABSTRACT

The present research work addresses the use of technology to improve oral skills in eighth grade "A" students of the Instituto Franciscano Rubén Darío, in Darío city, during the second semester 2024, with the purpose of describing the use of technology in education, since the implementation in this field is fundamental to be at the forefront of the demands of a more technological world, allowing access to many interactive resources, which help accelerate the learning processes of students by capturing their attention.

The application of technology in the teaching of English allows the use of resources that facilitate learning by promoting more interactive classes, since through the use of new tools such as applications, web pages, and programs students practice and improve language skills, another advantage is to perform the feedback of the topics developed improving and correcting instantly the errors that occur in the development of the different contents.

Concluding that, the English teacher who attends eighth grade "A" students, does not incorporate digital applications to the development of her classes, in order to energize learning and facilitate the acquisition of oral proficiency in students. The barriers encountered by students, such as limited vocabulary or weakness in the application of grammatical rules when speaking, can hinder their participation in oral activities in the classroom.

Therefore, the Podcast is proposed as a tool to reinforce oral expression in students, which will allow them to share their knowledge through the exchange of ideas, other apps that can be used for educational purposes are: Kahoot, Duolingo, LingoDeer, Grammarly, ELSA Speak, Busuu, and Cake.

I. INTRODUCTION

The National Core Curriculum provides for the implementation of the teaching of English as a foreign language to enable students to acquire and develop language skills in secondary education.

However, it is notoriously difficult to learn this language because it is essential that the student memorizes grammatical structures and vocabularies, but above all, that he/she feels motivated to want to learn, and this is the problem that hinders the acquisition and appropriation of this foreign language.

Students often lack effective study methods, and teachers rely primarily on traditional, non-innovative strategies that discourage self-directed learning.

In response to this situation, the Ministry of Education implemented a new language curriculum in 2018, beginning in the first grade of primary education. This curriculum focuses on building a strong foundation of basic vocabulary and progresses to more advanced language skills, with the goal of enabling students to achieve an advanced intermediate level of communicative competence upon graduation from basic education.

English teachers have been trained to incorporate technology in the classroom, however, they are unaware of the technological tools that they can use to foster the development of language skills.

The methodology applied in the present study has:

Paradigm: it is interpretative and is based on the assumption that there is a single tangible reality that can be understood, identified and measured.

Design: it is phenomenological, as it will focus on the use of technology to improve oral proficiency in English.

Approach: it is qualitative with some quantitative elements, because it focuses on analyzing the use of technology to improve the ability to speak English and how it affects students' learning, and the results from the survey are expressed in terms of averages and percentages.

Type of study: it is descriptive, because it describes the way in which the research

population manifests the phenomenon or problem under study, through the collection of information.

Method: it is deductive because it is based on experience in contact with reality; that is, it is based on experimentation and logic, together with the observation of phenomena and their statistical analysis.

Population and sample: This is a non-probabilistic study where the sample selection is not based on chance but on specific criteria related to the research objectives. In this case, the target population consists of 94 eighth-grade students in three sections. A convenience sample of 32 students from section 'A' and the English teacher of the Instituto Franciscano Rubén Darío in Darío City were selected.

Data collection techniques and instruments

This section will present the instruments used for data collection. The sources of primary order, since all the information is extracted from the sample through the structured interview, survey and observation guide.

II. JUSTIFICATION

English as a second language is developed at national level in secondary education schools, as a strategy of the Ministry of Education to continue with the formation students bring from primary education in this subject. In the field of didactic strategies applied in the students' learning process, the use of technology to improve speaking skill is a striking issue. Then, the present study aims to analyze the use of technology to improve speaking skill in eighth grade A students of the Instituto Franciscano Rubén Darío, Dario city, department of Matagalpa, during the second semester 2024.

English represents a challenge for the students, since it is a language that is not used frequently in the country. Therefore, the use of technology can help develop competences in students, in order to develop communicative competences. Some of the factors causing lack of speaking skill competencies are: the teaching methodology that is implemented, reduced to writing or translating, a low level of oral skills practice, lack of spaces and opportunities to interact and few dynamic learning environments, as well as material not related to the context in which the student live.

This research results will contribute to the creation of spaces for reflection in the above-mentioned school, allowing to make convenient decisions in favor of educational improvement with a view to the quality of education provided to the community. On the other hand, it will lead the school English teacher to make pertinent decisions in order to implement improvements or reinforce the successes according to the performance of her students. The findings can also contribute to other teachers in similar situations, so that they can apply strategies described in order to improve learning. In addition, it will serve as a starting point for future researchers who wish to delve more deeply into this topic.

III. OBJECTIVES

General Objective:

Analyze use of technology to improve speaking skill in eighth grade "A" students of the Instituto Franciscano Rubén Darío, Darío City, department of Matagalpa, during the second semester 2024.

Specific Objectives:

1. Describe the use of technology in eighth grade "A" students of the Instituto Franciscano Rubén Darío, Darío city, department of Matagalpa, during the second semester 2024.
2. Identify the factors that facilitate the development of oral expression skills in eighth grade "A" EFL students of the Instituto Franciscano Rubén Darío, Dario city, department of Matagalpa, during the second semester 2024.
3. Explain the importance of technological tools to improve the ability to speak English as a foreign language in eighth grade "A" students of the Instituto Franciscano Rubén Darío, Dario city, department of Matagalpa, during the second semester 2024.
4. Propose strategies for the use of technology to improve speaking skill in eighth grade "A" students of the Instituto Franciscano Rubén Darío, Dario city, department of Matagalpa, during the second semester 2024.

IV. DEVELOPMENT

4.1. Technology

Nowadays technology has been incorporated in all the activities of our environment and even more in the educational environment, because it has allowed to facilitate the learning process.

4.1.1. Definition

In the opinion of Altun (2021), Technology is one of the important factors of progressing the teaching/learning process in the schools and universities, especially for the English language teaching. It can help the teacher to present a better lesson to students. Technology is very necessary for the field of education because there are too many things that the teachers can do such as playing videos in English language or a song, movie and even a theatre show.

Technology works best when it is used as a tool to help solve problems. For instance, in-person immersion is a desirable way to speed up language training, since all activities must be completed using the English language. But it is simply not possible for most people to pick up and travel to a country that speaks the language you want. With technology, students can still benefit from immersion.

Thanks to messaging and social networks from the next generation, remote students can access fluent speakers of the languages they study and deliver real language practice in conventional classrooms.

Based on the teacher interviewed, the use of technological tools in the development of the classrooms *is important because it creates a more* engaging *environment and a personalized learning. It also helps teachers to integrate students in a unique, innovative, and equitable way.*

4.1.2. Technological tools used in the classroom

Technology provides even hundreds of resources in real time to assist students. Students can use simplified dictionaries, make flashcards, and explore the internet in the language they are learning. You can find colleagues, conversational partners and tutors online. They will find rich examples of the languages they study, not just static examples from traditional textbooks. Technology may also increase the quality of language learning in traditional environments. For instance, the learners may record themselves in the foreign language they learn and bring their feedback and reviews into the classroom.

Learners can use technology during class to interact with each other via text chat instead of speaking, since it gives the learner time to focus and evaluate their performance (Téllez, 2016).

In this sense, all the students surveyed stated that the use of technological tools in English classes is important because it helps them to improve their understanding of the content and the development of speaking skill.

Teachers can see how their students perform, by offering useful information about what kind of practice is required by learners. Teachers should adapt their teaching practices and educational approach to the needs of learners and make the whole process much more efficient and effective. For instance, a teacher who understands that all her/his students struggle to read passages that contain examples of the future tense should review them in the classroom, not waste time with examples that do not meet the group's needs. Technology can be a precious part of an overall language learning approach when it is used to address challenges creatively and/or improve language learning processes.

4.1.3. Virtual Learning Environments

Virtual learning environments are educational tools that facilitate teaching processes through the incorporation of technology, where students are immersed, thus facilitating autonomous learning.

4.1.3.1. Definition.

"Learning environments are places where people learn. They can include physical spaces such as classrooms, schools, or workplaces; virtual spaces such as digital platforms; or blended spaces that combine both physical and digital elements" (Williams, 2022).

Learning environments should provide a safe and conducive space for learning. They should also provide opportunities for learners to interact with each other and access resources that help them learn in different ways.

Moreover, virtual learning environments are now well established in educational institutions as a means to structure, manage and deliver learning activities and content. They are recognized as having strengths in student tracking and managing online assessments (Téllez, 2016).

These integrated tools may be one product (e.g., Blackboard, Moodle) or an integrated set of individual, perhaps open-source, tools with additional functions such as e-portfolios.

The teacher states that, she practices English with some apps or website that help the students and the teacher to develop the skills and sub-skills according to the level of the students, which allows for meaningful learning.

In this regard, the following graph shows that 78% of the students surveyed state that the English teacher has used e-learning for her classes, which was confirmed during the classroom visit.

Has the teacher used virtual learning for English classes?
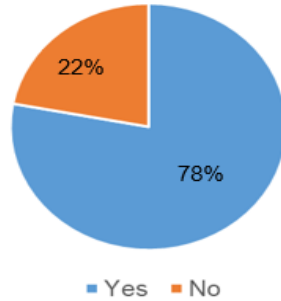
Survey to students, own source.

The term virtual learning environment refers to a platform that provides educators with digital tools for generating interactive, group-based learning experiences in the classroom. Virtual learning environments can help students receive accessible and affordable education in a safe learning environment.

4.1.3.2. Types of Virtual Learning Environments.

Petkov (2023), tells us that, virtual learning environments (VLE) are a part of an education platform's learning management system (LMS), available online to facilitate and enhance learning. It provides a digital space where students and educators can interact, access learning materials, collaborate on assignments, and engage in various educational activities.

There are three primary types of VLEs:

➤ Synchronous: Here, instructors and learners are present online simultaneously, and learning and interaction occur in real time.

➤ Asynchronous: In this case, instructors and learners do not access the online platform simultaneously, and education takes place independently.

➤ Hybrid: This approach combines the elements of synchronous and asynchronous study.

The interviewed teacher indicated that she utilizes a hybrid virtual environment to optimize student learning. This aligns with survey results, where 88% of students confirmed the use of this approach (see graph below). However, 12% reported the use of an asynchronous virtual environment.

What type of virtual learning has the teacher used for English classes?

SYNCHONOUS	ASYNCHRONOUS 12%	HYBRID 88%
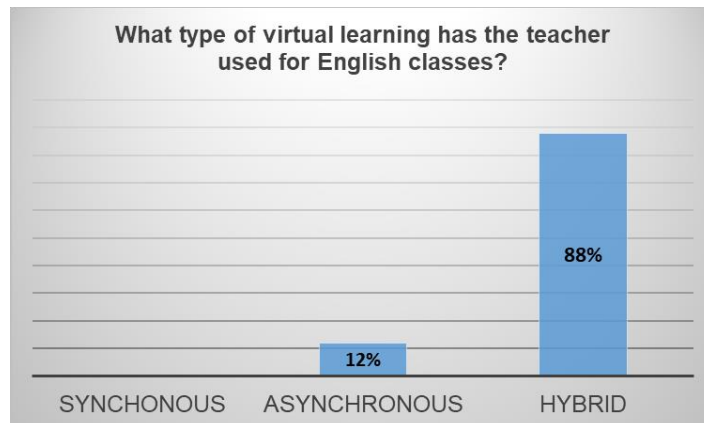
In this sense Williams (2022) expresses that: there are many types of learning environments. The types differ in terms of the way that students learn and interact with each other, the most common types of learning environments are learner-centered, knowledge-centered, assessment-centered, and community-centered.

Learner-centered learning environments: explain how learners learn best. In these environments, learners control the learning process and the content they consume.

Knowledge-centered learning environments focus on the knowledge that learners acquire through the course materials. Knowledge-centered learning environments have a clear structure for what is expected from learners to achieve certain milestones or accomplish certain tasks.

Assessment-centered learning environments focus on assessment and feedback to help learners improve their skills or achieve a specific goal. Assessment-centered learning environments usually have a clear structure with milestones that help to guide the learner's progress towards achieving their goals.

Community-centered learning environments are more focused on building a community that works together to achieve tasks. Community-centered learning

environments focus more on group interactions, group dynamics, and creating an environment where students help one another to grow in knowledge and character.

4.1.3.3. Applications.

Cleverly designed digital resources can encourage participation. They can also open up communication between teacher and students. In turn, this can boost learner autonomy and motivation (Spence, 2022)**.**

What is still sometimes an issue is the reliability of these technologies for classroom use. This can discourage teachers from making use of technology as often as they would want to. It's compounded by the fact that, if these teachers are working in schools, they are faced with classes of learners who may, on the surface at least, appear to be more digitally competent than their teachers are. Learners can therefore challenge their teachers, in ways that put the latter off using the technologies that could potentially make such a difference to what happens in the classroom.

The teacher uses Duolingo, Liveworksheet, islcollective, Esl printable, Magic school. British council, in order for the students to assimilate the contents and significantly improve in the appropriation of the language. In addition, when students were asked if the teacher uses Apps to facilitate English learning, 66% said no, and 78% of them stated that they do not use them to develop English classes, which is alarming because it means that the classes are traditionalist, without innovation or creativity.
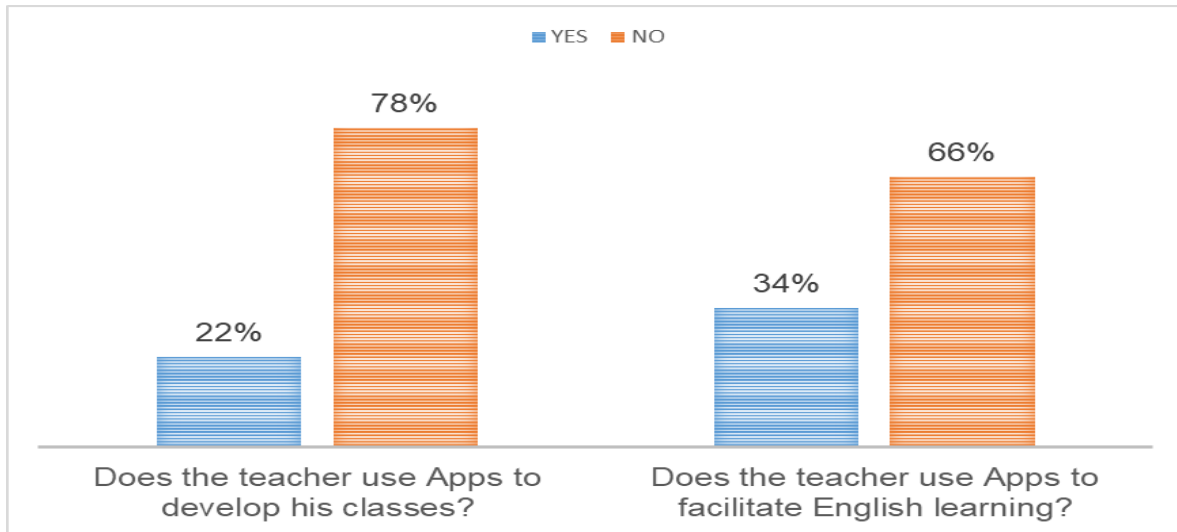
Survey to Students: Own Source.

A substantial 94% of surveyed students indicated that the teacher does not employ any educational apps in the classroom. This absence of technology-enhanced learning may be a contributing factor to the lower academic achievement of the eighth-grade students, who frequently resort to using Google to understand the teacher's assignments.
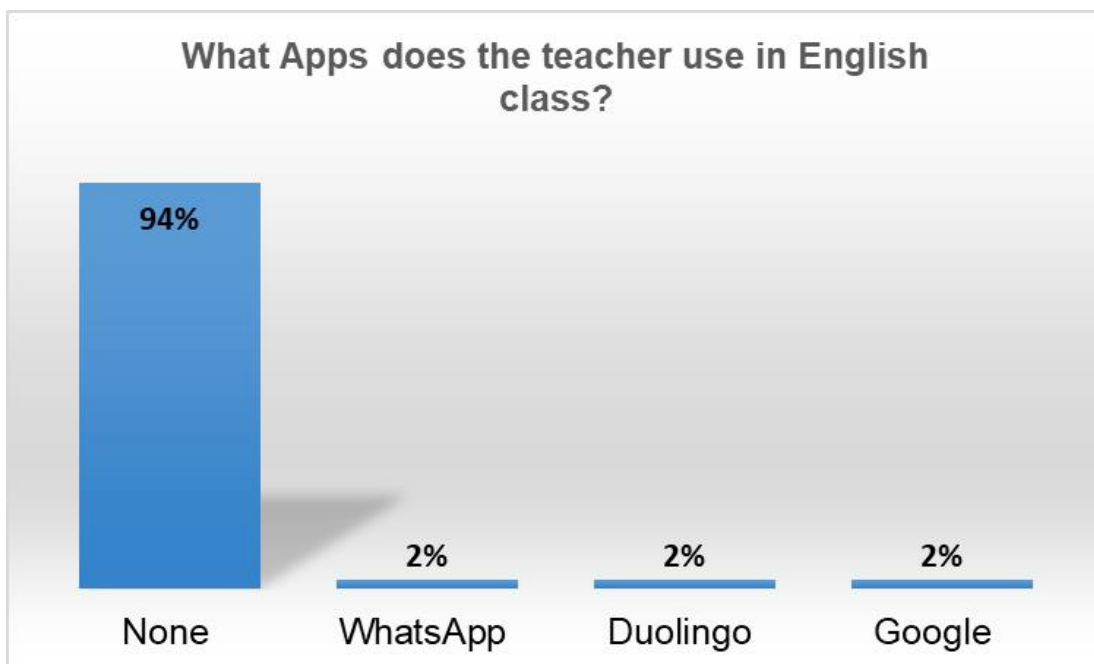
However, on the day of the class visit, the teacher, in developing the planned content,

made use of a website called liveworksheets, which allows the creation of interactive worksheets to stimulate student learning.

Among the applications that can be used for educational purposes are: Kahoot, Duolingo, LingoDeer, Grammarly, ELSA Speak, Busuu, Cake, among others, all of them allow the student to know vocabulary, phrases, presentations, verbs, and others.

Today the world is so globalized with the use of technology that it has been applied in different areas of our lives; where education is no exception, since the implementation in this field is crucial to be at the forefront of the demands of a more technological world, allowing access to many interactive resources that help accelerate the learning process of students by capturing their attention.

Applying technology in the teaching of English is important because it allows the use of resources that facilitate learning by promoting more interactive classes, since through the use of new tools such as applications, web pages, and programs students practice and improve skills such as speaking, listening, reading and writing, another advantage is to perform feedback of the topics developed improving and correcting instantly the errors that occur in the development of the different contents.

4.2 Speaking Skill

Oral communication is a fundamental part in the learning of a language, since, through it, a message can be shared, allowing the receiver a better understanding of it.

4.2.1. Definition

It is the ability to express oneself orally in English, be it in a presentation, an interview, a phone call, an informal conversation, etc. To improve this skill, it is important to be confident and fluent in speaking. It is also important to pronounce words correctly and use appropriate grammar and vocabulary. Some strategies for practicing this skill are: speaking with native speakers or other English learners; recording or filming yourself speaking English; practicing pronunciation with apps or websites; preparing and delivering speeches or presentations in English; etc (Toruño, 2021).

According to the teacher, eighth grade "A" students have a primary level of oral

expression, which should be a warning, since the methodological strategies implemented should be reviewed and the way of developing the contents should be reoriented to achieve significant learning.

Oral expression is a dynamic language skill involving the effective conveyance of ideas, emotions, and information through spoken communication. It encompasses not only linguistic elements but also non-verbal cues, emphasizing the importance of tone, body language, and contextual appropriateness in effective oral communication. (Brown, 2018)

This author stresses that speaking is a dynamic and nuanced linguistic skill. It goes beyond the mere transmission of words and encompasses the effective transmission of ideas, feelings and information through oral communication. Specifically, speaking includes both linguistic elements and nonverbal cues, such as tone of voice and body language.

Taken together, this provides a complete picture of speaking as a skill that combines linguistic knowledge with a keen awareness of nonverbal communication and situational context to achieve effective oral communication.

In Nicaragua, educators can enhance oral expression by emphasizing effective communication of ideas and emotions. Beyond linguistic skills, students are guided to interpret non-verbal cues, fostering a comprehensive mastery of spoken communication. Furthermore, recognizing cultural nuances is crucial, ensuring adaptability in diverse situations, enriching the language learning experience in Nicaraguan schools.

During the visit, it was observed that the students' level of oral expression is low since, according to the teacher, they have difficulties in expressing their own opinions, arguing that it may be due to: lack of vocabulary, shyness or lack of knowledge.

Oral skill is based on a process of phonic interaction where meaning is constructed and articulated with production and reception, in addition to information processing. Likewise, it is necessary to take into account that form and meaning are derived from the context in which the process takes place, the type of participants, their experiences, the

environment and the purpose of communication.

At the same time, for interaction to take place, the speaker must identify the functions of language in certain situations and contexts in order to use them appropriately in different types of situations. For example, a greeting has typical structures that are answered with another typical structure, but always taking into account the type of context. In addition, oral skills require knowledge of some tools such as grammar, pronunciation and vocabulary. (Sáenz, 2021).

4.2.2. Importance

According to Garay (2021), "learning a language is much more than studying verbs, expressions or grammar. Learning a language is knowing how to communicate, understand and make oneself understood, and this is usually done through oral expression, better known as 'speaking in English'. In fact, it is one of the four skills that are worked on (speaking, reading, writing and listening) and also one of the most complicated to learn. The effectiveness of speaking in English is fundamental and we are going to give you the keys as to why this is so".

Communicative learning in English language teaching is related to active participation, since in order for students to learn well, they must develop oral communication skills and interact with their classmates in each of the activities assigned by the teacher. Therefore, for a good development in this skill, students must put into practice what they have learned in an active way.

For the English teacher interviewed, oral expression is important because its purpose is to communicate effectively and it enables students to express themselves clearly and confidently.

From the student's point of view and taking into account the educational regulations in Nicaragua, it should be noted that there is little active participation in English classes on the part of high school students. This is due to the fact that in most schools, other subjects are taught and given more importance compared to English class. Another

14

factor is the little study time in the classroom and the few English teachers available with high linguistic proficiency.

Toruño (2021), "points out that, for the development of oral skills, it is necessary to strengthen the learner's confidence so that he/she is encouraged to actively participate in the interaction and specifies the importance of a space or environment in which there is comfort for the student, because otherwise, the skill could be affected".

When the students were asked about the importance of oral expression, they expressed that:

> ➢ It is very important because it facilitates learning for evaluations.
> ➢ It allows mastering the English language and communicating.
> ➢ It allows correct pronunciation and advanced writing.

Taking into account the interaction and the environment surrounding the students, strategies should be developed to increase active participation in English class activities. In other words, improving participation today is not an easy task since, in an English classroom, in many Nicaraguan schools, there are more than 40 students and only one teacher teaching the class. Considering this as one of the main factors that affect the active participation of students. Student participation becomes a challenge for English teachers.

Traditionally, student participation is usually limited to repeating texts or vocabularies learned literally and by heart without giving them the opportunity to express themselves spontaneously and in real time. Although oral participation is a very important skill that should not be forgotten in the English class. The practice of oral interaction is fundamental for the correct application of the language in any context. Participation promotes a good development and improves the acquisition of a foreign language, and allows the student to be competitive in the student and working world, so it requires special attention and dedication. (Sáenz, 2021)

Therefore, the development of oral skills in English demands the application of

strategies particular to its characteristics, for example, they ensure that oral expression skills require a series of communicative learning activities that involve interaction and the development of self-confidence so that in this way it becomes meaningful.

The factors that affect participation are the lack of attention on the part of the students when the teacher develops the English class or activities within it. Likewise, the scarce didactic material provided to teachers, which is fundamental for teaching English, is another factor that influences the development of student participation in class. Although in some studies it was found that students enjoy learning English, some of the main reasons for not actively participating are the fear of making mistakes in front of their classmates, the lack of time for English class, and the lack of strategies to develop oral communication since English classes focus on grammar (González, 2023).

It can be stated that, as English teachers, it is important to apply innovative learning techniques in every class, as these will stimulate and facilitate students' active participation, so that they develop the confidence to participate even when they make mistakes. When students are involved in a playful environment, the class becomes more engaging and ensures that high school graduates develop confidence in communication skills and become participants in the globalized world.

A very important aspect of developing students' speaking skill is to encourage short dialogues with them, which was observed as an English language teaching-learning technique.

English activities for high school students should be more interesting, dynamic and attractive, to attract their attention and motivate them to develop a taste for the English language. Since the behavior of adolescent students directly influences their academic grades, the activities are intended to help students feel motivated to participate dynamically and discover their full potential to better develop their English language skills. (González, 2023)

Although the effectiveness of the activities will depend on several variables, such as context, resources and/or motivation, understanding the value of participation is essential in the teacher's pedagogical planning; with the goal of having students develop

competencies and visualize those competencies through active participation in English.

4.2.3 Characteristics

The objective of the classroom as a communicative and interactive scenario is to prepare students so that, autonomously and in different contexts, they can exchange information through the use of different linguistic elements, so that they are able to interpret and negotiate the meaning conveyed in different communication situations, therefore, to speak English it is necessary to keep this in mind:

4.2.3.1. Vocabulary.

As Oliva (2021) points out, "vocabulary is fundamental to English language learning and teaching, since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas".

In different languages, even without grammar, with a few useful words and expressions, one is able to communicate. As students develop fluency and expression in English, it is important that they acquire productive vocabulary to further develop their communication skills.

Although it cannot be said that learning vocabulary will lead a person to communicate properly, learning vocabulary is vital to mastering it and becoming fluent.

The difficulties encountered by students when learning new vocabulary are poor retention, as they are not constantly practiced and are forgotten, little interest in learning new vocabulary on their own, difficulties in mastering verb tenses (present, past, future).

4.2.3.2 Grammar.

Peraza (2022), states that grammar in learning English is a fundamental part of the language. Since, it focuses on the structure and combination of words, which result in complete sentences. English grammar, in fact, enables good communication and fluency in spoken and written language.

English grammar responds to the set of implicit rules that structure the use and

understanding of the English language. This includes not only words, but also clauses, sentences, phrases, syntagms, nouns, verbs, etc.

Grammar in learning English is important for many reasons. But, in essence, its understanding and proper use enables you to:

➢ Speak fluently and confidently when speaking or writing.
➢ Expand your vocabulary and understanding of the language on a colloquial and academic level.
➢ Improve your command of the language and, therefore, improve your personality as a speaker.
➢ Socialize effectively and regularly.

According to the teacher interviewed, most students have difficulties with grammar because they do not memorize or understand the structures and do not practice them, which is an elementary aspect of language skills development.

The use of English grammar is important to correctly write simple or complex sentences, this is one of the notable difficulties in the students since they do not apply the corresponding structures due to the lack of knowledge of the grammatical rules to follow.

4.2.3.3 Pronunciation.

Pronunciation is important when learning English, as it helps us to avoid communication problems. Words must be spoken and pronounced correctly, as a mispronounced vowel or consonant can lead to confusion. It also gives you the confidence to converse and helps you to better understand native speakers. (Guisarre, 2018).

Today, many English teachers still believe that it is better to spend time teaching grammar and vocabulary, leaving in second or third place the development of communication skills, which should be based primarily on good oral communication.

The pronunciation of words in a new language is complicated for many people for different reasons, one of them is the use of new sounds that do not exist in the native language, another one is the relation with the writing since the tonic accents vary according to the context used at the moment of transmitting a message.

4.2.3.4. Fluency.

As Alonso (2021) points out, oral communication is the verbal and nonverbal interaction to communicate thoughts, information and feelings to an audience. It is true that developing good communication is not only speaking accurately but also fluently, with the goal of providing the correct meaning for the interlocutor.

Achieving oral fluency is no easy task; practicing fluency is something that can be enjoyable and useful even for learners with limited speaking ability. Barriers that learners encounter, such as limited vocabulary or weakness in applying grammatical rules when speaking, can make it difficult for them to participate in classroom speaking activities. Fluency helps to sell ideas, communicate thoughts to others, convince, have greater range, and even have clear and confident speech.

Fluency is strictly related to pronunciation, since by transmitting a message with confidence, the receiver understands it easily, for this it is necessary to have a wide vocabulary, to overcome the fear of making mistakes and the lack of practice when establishing conversations.

4.2.3.5. Listening Skill.

Working on listening comprehension skills is the most recurring theme for foreign language learners. Often, the ability to listen or speak in English is lacking; and it should be remembered that most find it difficult to improve listening skills in another language. (Peñate, 2023).

It is a specific technique and strategy for effective communication that differentiates between listening and hearing. The process consists of three parts: attention, perception and response.

Active listening allows listening and interpreting, integrating the nuances of a conversation for its correct perception and motivating interest in what the message conveys.

The teacher interviewed expressed that the eighth grade A students are good in vocabulary, which is contradictory, because if so, they should not have an initial level in oral expression.

However, the following graph shows that 84% of the students surveyed expressed that they are better at pronouncing phrases or words during English classes.
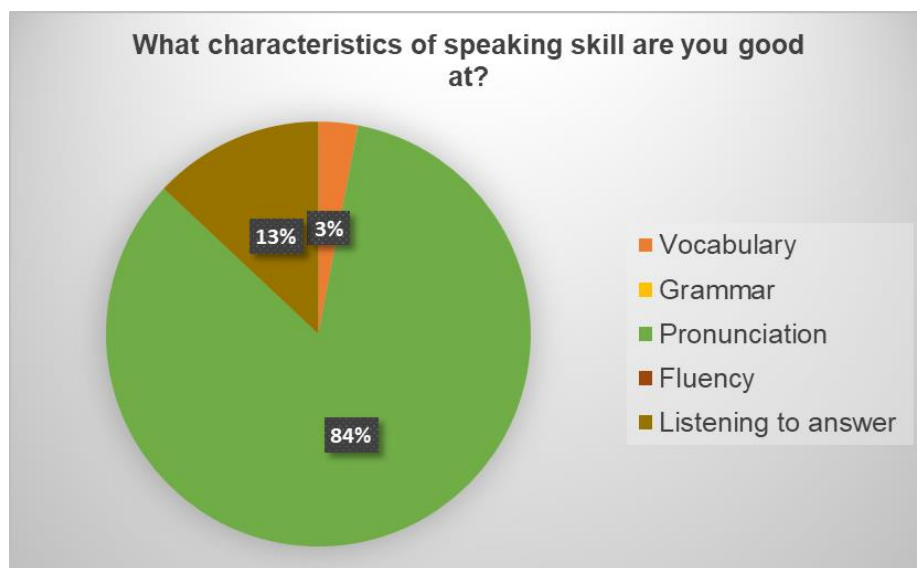
During the visit to the classrooms, it was confirmed by the teacher in the interview that the eighth grade A students have greater ability with vocabulary, this is due to the fact that at the beginning of English classes she teaches them the words and grammatical structures to use.

The ability to listen to understand a message in English is difficult because there are new sounds for non-native speakers, lack of knowledge of the vocabulary and its pronunciation, as well as the use of contractions when speaking, in some cases speaking fast and the pronunciation of words varies according to the environment of the sender.

4.2.4 Challenges for nonnative speakers

English is one of the most widely spoken languages in the world and learning it can

open up a range of opportunities both personally and professionally. However, it is undeniable that mastering this language can present some challenges. Below, we will explore the main obstacles we face and some strategies for overcoming them.

4.2.4.1. Pronunciation and Accent.

The pronunciation of a language can vary greatly from region to region. This variation is known as accent. Accent differs not only between regions, but also between countries. Pronunciation will also change with the speaker's level of fluency. A person who has just learned a language may have a very different pronunciation than someone who is bilingual in that same language (Kleinson, 2021).

Understanding the characteristics of pronunciation is vital if you want to understand and communicate effectively with speakers of that language.

Nothing beats personalized feedback. Practicing conversation with native speakers is a great way to increase your fluency and connect with the country's culture. Talking with natives will help you improve your vocabulary, learn useful phrases and local idioms, learn how they speak naturally, and learn how to use the appropriate tone for the situation.

In this regard Slara (2023), English pronunciation may be one of the first barriers that learners encounter. English contains a wide variety of vowel and consonant sounds that can be confusing to those unfamiliar with them. In addition, pronunciation is very different among native speakers of the language, which can make it difficult to understand when speaking.

However, it is more important to say that there is no relation on-to-one between writing and pronouncing in English language as there is in Spanish, which is a big interference for non-native speakers.

On the other hand, losing the native accent can be a challenge for many learners, representing one of the most common difficulties in learning English. We have been speaking our native language all our lives and, therefore, we speak with certain

characteristics linked to our language and pronunciation. Therefore, when we start learning another language, we find it difficult to put aside our native pronunciation and acquire that of the foreign language.

4.2.4.2. Fluency and Speed.

Fluency is about being able to access what you really know; in a fluency activity there may not be much new content presented, but the learner is given the opportunity to master the language he or she knows and put it into practice. This type of activity gives the learner a variety of opportunities to use the language to try to become more fluent, encouraging the learner to speak while avoiding unnecessary pauses. A fluency activity is measured or characterized by the ability to speak through activities or tasks that challenge learners when they are acquiring the second language. (Alonso, 2021).

Mastering a wide range of vocabulary and grammatical structures enables English learners to speak clearly and engage in dialogue more quickly with others.

4.2.4.3. Grammar and Sentence Structure.

As Filson (2023) points out, the English language has some grammatical concepts that Spanish speakers find difficult to understand. English grammar contains some rules that follow a completely different structure from those of Spanish. Here are some common grammatical errors:

➢ **Personal pronouns:** In Spanish, the pronoun "su" is equivalent to any of the English pronouns him, her, his and hers; therefore, it can be difficult for Spanish speakers to remember which pronoun to use when one of the above is required in English (e.g., my sister left his jacket instead of my sister left her jacket).

➢ **Order of adjectives and nouns:** In Spanish, the adjective is usually placed after the noun, while in English the adjective is placed before it. As a result, many Spanish speakers confuse the order of these words when speaking English (e.g., ten days more instead of ten more days; a dress ugly instead of an ugly dress).

➢ **Subject suppression:** In Spanish, verb conjugations also indicate who the subject of the action is, so Spanish speakers often omit the subject of a sentence because it is understood. Consequently, Spanish speakers may forget to include the subject of a sentence when speaking English (e.g., is a nice day instead of it is a nice day; want to go instead of they want to go).

➢ **The double negation:** In Spanish, double negation is grammatically correct. Therefore, when speaking or writing in English, Spanish speakers often use the multiple negation without thinking twice (for example, he did not do nothing instead of he did not do anything).

4.2.4.4. Vocabulary Limitations.

According to Slara (2023), an extensive vocabulary is essential for fluency in English, although vocabulary generally represents one of the major difficulties in learning English:

Keep a notebook of new words and phrases: Write down words and phrases you encounter in your daily readings or conversations and review them regularly.

➢ Use language learning apps: Apps such as Duolingo or Memrise offer effective vocabulary lists and memorization exercises.

➢ Create visual associations: Relate new words to images or situations to facilitate retention. The more mental connections you can make, the better you will remember the words.

Using flashcards, language learning apps and reading a variety of texts are effective strategies to progressively enrich vocabulary.

In Spanish, as in English, there are many words that have more than one meaning. For example, the word "cola" in Spanish can mean a line of people waiting in line (estoy en la cola del médico), the rear end of the body of some animals (el castor tiene la cola plana) or a sticky substance that serves as an adhesive (tengo que comprar cola para las manualidades), depending on the context of the sentence. However, although a Spanish word can have several meanings, it is rare for an English word to have all the same

meanings once translated into Spanish.

4.2.4.5. Cultural Nuances.

In today's interconnected world, proficiency in the English language is essential for effective communication in both professional and personal settings. However, achieving advanced fluency goes beyond mastering grammar and vocabulary; it requires a deep understanding of the cultural nuances of English. (Britani, 2024).

Cultural nuances refer to the subtle differences and unwritten norms that exist in a given culture. These nuances can greatly affect the way messages are perceived and understood, making them crucial for anyone who wants to achieve true fluency in English. Fluency in advanced English goes far beyond linguistic proficiency; a thorough understanding of cultural nuances improves communication, allows for better interpretation of idioms and humor, and fosters friendliness and confidence. Developing cultural awareness is essential not only for language learners, but also for anyone who aspires to succeed in the globalized world. It is a worthwhile investment to foster deeper connections and open doors to new opportunities.

4.2.4.6. Lack of Confidence.

Many people learning English feel insecure when speaking the language. This is often due to fear of making mistakes and feeling embarrassed in front of native speakers. It is important to remember that making mistakes is a natural part of language learning, and even native speakers make mistakes when speaking English. (Saenz, 2023). To overcome this difficulty, you can practice a series of set phrases that are ideal for breaking the ice in any situation and starting a conversation on the right foot.

Learning English can be a daunting task, but with dedication and practice it is achievable. There are many resources to help you learn English, such as online courses, books, and podcasts, among others. But without a doubt, the best way to overcome the usual obstacles to learning English is practice and conversation.

4.2.4.7. Listening Comprehension.

Listening comprehension is a multifaceted cognitive skill crucial for effective

language processing. Vandergrift, (2012) describes it as:

The ability to understand spoken language, involving not only the recognition of individual words and phrases but also the interpretation of meaning within the given context. This contemporary perspective recognizes the interactive and interpretive nature of listening, highlighting the active role listeners play in constructing meaning from auditory stimuli. Vandergrift and Goh emphasize the integration of top-down and bottom-up processes in successful listening comprehension, acknowledging the dynamic interplay between linguistic elements and cognitive strategies.

Moreover, comprehending spoken language involves more than recognizing words; it entails interpreting meaning within a context. In this contemporary view, listeners actively contribute to meaning construction. Vandergrift and Goh emphasize integrating top-down and bottom-up processes for effective listening comprehension, acknowledging the dynamic interplay between cognitive strategies and linguistic elements.

Applying Vandergrift and Goh's insights in Nicaragua, educators can enhance English language learning by emphasizing the interactive and interpretive aspects of listening. By integrating both top-down and bottom-up processes, they can create a dynamic framework that recognizes the interplay between linguistic elements and cognitive strategies, fostering more effective listening comprehension.

Understanding spoken English at a natural speed can be difficult, especially for beginners. To improve listening comprehension, it is essential to regularly practice active listening. This can include listening to podcasts, watching English series and movies with subtitles, and engaging in conversations with native speakers or peers who are also learning.

4.2.4.8. Communication Strategies.

Traditionally, the roles and relationship between teacher and student were clearly defined. Teachers had an active role as transmitters of information and students had a passive role as receivers of information. (Martín, 2020).

Currently, the interactive situations that take place in the classroom are constructed to the extent that students and teachers participate and interact together in

communicative contexts. The teacher interacts at all times with the student to: transmit knowledge, facilitate explanations through different strategies and resources, produce and explain information, give instructions for the elaboration of activities, all of them resources that seek to help students develop their communicative competence.

Communication strategies are also, in a way, learning strategies insofar as they are used to learn a language, learning strategies are also communication strategies since they are used in the different communicative situations faced by the language user. (Martín, 2020). They are not differentiated, therefore, by the type of strategies, but by their purpose. There are strategies whose purpose is learning, but not the use of the language.

The classroom is a good place to develop these strategies, since it is a space for communicative interaction, in which different communication situations occur, or can occur. In it, the teacher "teaches" the student, explicitly and implicitly, different communicative strategies while they interact in the classroom.

According to Martín (2020), the use and teaching of communicative strategies is carried out by the teacher, with the objective that the student:

➢ Understand the content, message or instructions, without the need to use the mother tongue, i.e., develop their communicative competence.
➢ Learn the skills and limitations of learning to interact in a language other than your own. This will allow you to be more independent and acquire greater autonomy in the process of learning a language.
➢ Spend more time using the target language.
➢ Self-solve communication problems or difficulties in the interactive process.

Thus, it is clear that communication strategies should be used not only to compensate for communication deficiencies, but also as a means to learn to communicate better in the classroom.

Eighth grade A students have difficulties with pronunciation and accent, as well as with grammar and sentence structure, so the teacher should implement strategies to continuously improve and eradicate this problem, maybe not totally but reduce it, since,

to speak fluently it is necessary not only to have a large vocabulary but also to know how to organize sentences in a coherent way.

On the other hand, 56% of the students surveyed expressed that the biggest challenge of oral expression for them as non-native speakers is the pronunciation and accent of words, followed by the limited vocabulary they possess.
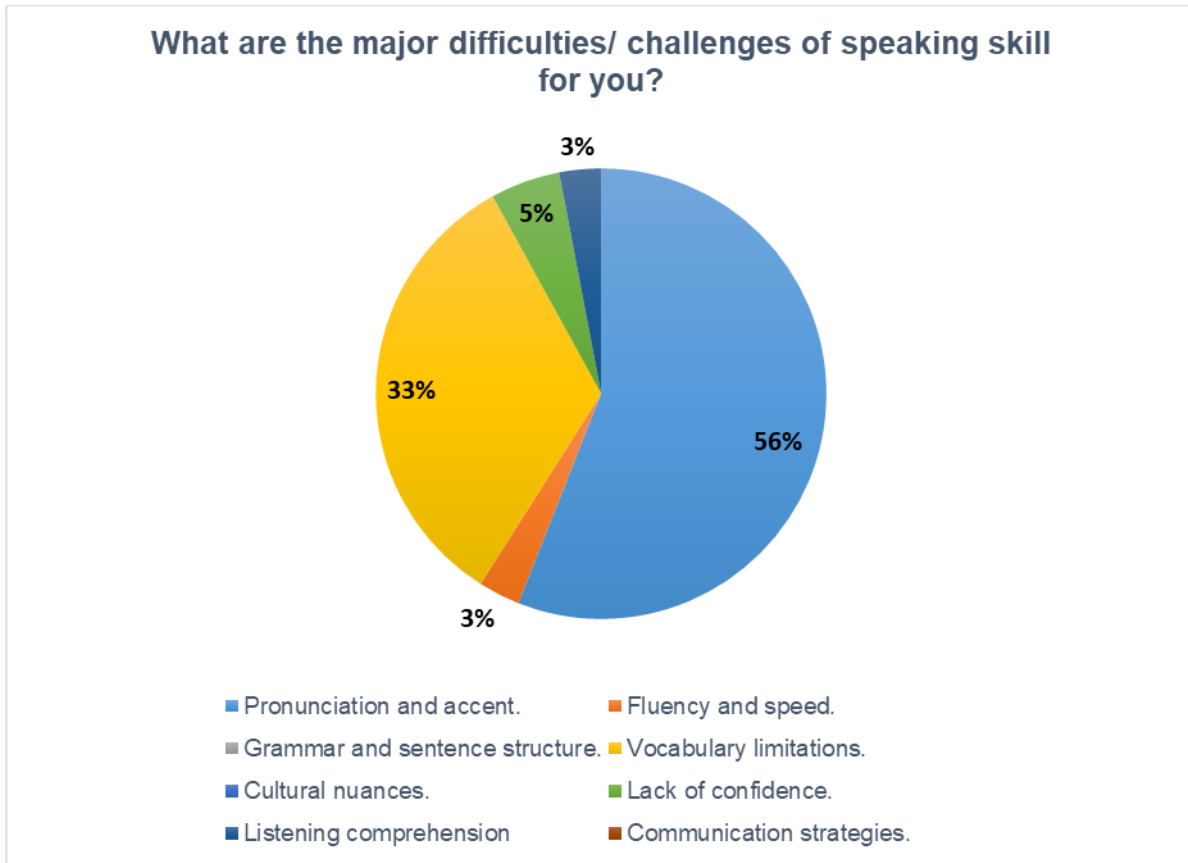
4.3. Technological tools to improve speaking skill

The incorporation of technological tools allows continuous improvement in the acquisition of a new language, as there are some that facilitate self-learning and practice, pointing out the successes and failures of students.

4.3.1. Importance

Today's world is a global world where communicative demands have undergone a radical change, and where the study of foreign languages has acquired a central position. The main elements that interact within a classroom are the teacher, the students, and the

materials used. For a long time, the materials used have been textbooks; now, the use of a new complementary material, new technologies and all their tools, has started to be implemented (Sirvent, 2017)**.**

English teachers have been trained to incorporate technology in the classroom, however, they are unaware of the technological tools that can be used to promote the development of language skills.

According to the teacher interviewed, the use of technological tools to improve oral expression is important because helps students to improve their skill and creates a connection and collaboration with other students.

The Ministry of Education has provided textbooks to schools, which is not a bad tool in itself, but its exclusive or excessive use is. This is because excessive use of the same material in a given class can lead to a teacher-centered, teacher-based teaching model, which is not always the most appropriate in a language teaching environment, where the center of the process is the learner.

In this sense, the following graph shows that 84% of eighth grade A students consider important the use of technological tools to improve oral expression during English classes, which continues to be a challenge for the teacher because they say that she does not incorporate technology

DO YOU CONSIDER IMPORTANT TO USE TECHNOLOGICAL TOOLS TO IMPROVE SPEAKING SKILL DURING ENGLISH CLASSES?

84%

16%

YES   NO
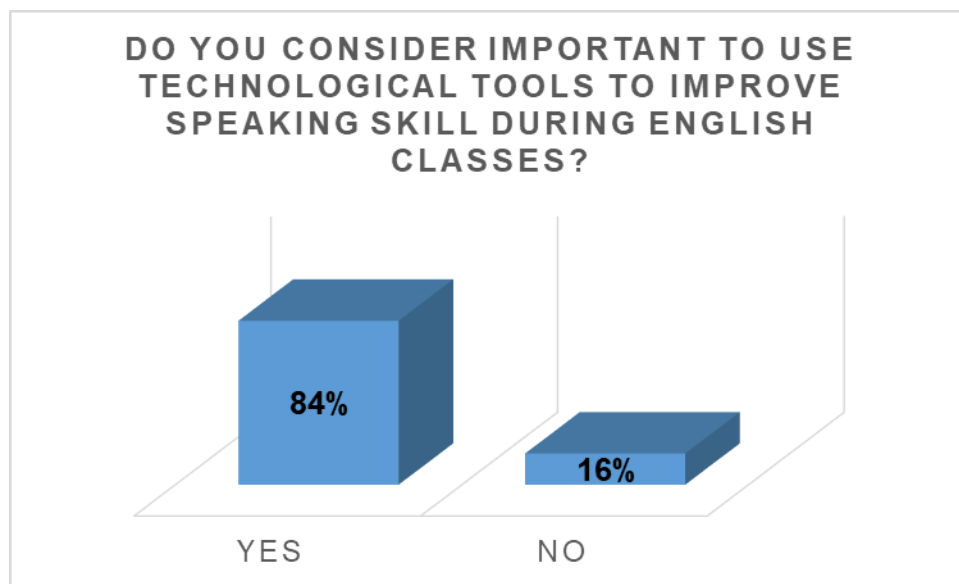
The keys to blended learning will then be developed. The different types of new technologies that we can find and what skills increase each of them will be exposed.

The importance of technological tools to improve speaking skill in English as a Second Language Learners relies on the great variety of them that are available for every person. Just with a cellphone, you can access to thousands of materials in digital format, which can help students improve their speaking skill.

the possibility to build the knowledge through different sources (videos, chats, blogs, shared work tools, social networks), which allow us to critically analyze the information that we can get from them, in addition to giving us the ability to read and understand diverse and dynamic materials. (Sirvent, 2017)

It helps us to become aware of the value of classic information, of the tools we have at our disposal, and teaches us a combined use of them. They also teach us the need to be critical and to know how to filter, in order to obtain the best possible information with all that is available to us. Finally, to increase the information to which you have access, new technologies allow you to publish and communicate information in a very simple way.

Now we know the value of technological tools to improve speaking skill, here is a list of them improve this skill, as proposed material:

4.4. Proposed tools

In order to improve oral expression in English and make it more fluent and faster, it is necessary to present some tools that motivate students to learn a new language.

4.4.1. Podcast, a tool to reinforce oral production

The podcast is an educational tool that promotes skills in oral expression, research, creativity and collaboration. By creating them, children become familiar with technology and produce relevant and useful content for their learning.

"The podcast is a digital audio file, but it can also be a video file that can be distributed on the Internet and linked to an RSS distribution system, allowing it to be reviewed automatically and periodically" (Valek, 2021).

Based on the English teacher, she does not use Podcasts in the development of her English classes due to the level of her students; however, this should not be a limitation, since it is an important resource that can help them not only to improve their oral expression, but also allows them to constantly improve their listening comprehension and expand their vocabulary.

The above is affirmed by the majority of the students surveyed and in the classroom visit, the teacher does not use podcasts in the development of her classes.

The use of podcasts in English learning has multiple benefits, among them, it influences the pronunciation of students, encouraging their participation, establishes a link between the teacher and the student and promotes collaborative work.

Currently, the use of podcasts at the educational level seeks to offer classes where the student has the opportunity to share their knowledge, interact and in the learning of a foreign language is very relevant because the student must create a script of the proposed topic, speak clearly and expose their own ideas with confidence and security. (Valek, 2021)

The podcast at an educational level can become a first-hand technological tool in the process of acquiring a foreign language, since it promotes analysis, cooperative learning, sharing knowledge and exchanging ideas.

4.4.2. Digital platforms

In addition to social networks that allow communication and use them to practice and produce the English language, there are several digital platforms for different levels and types of students according to their needs. Here are examples of what they can be used for oral proficiency (Martínez, 2011):

a) **Aprende Inglés Sila.** Website with a large section dedicated to English pronunciation.
b) **Subinglés.** Portal with videos of subtitled songs to practice English as karaoke.
c) **Focus.** Twenty games to work with your students on phonics in a fun way.
d) **Duolingo.** Website and downloadable application for iOS, Android and Windows Phone. It allows the user to learn English, including speaking, in an interactive way, through activities of different types and topics: the user chooses the pace of study, takes a level test and progresses step by step.

The teacher does not make use of any of the suggested platforms, but implements others such as liveworksheets, esl-lab, islcollective, wordwall, which is in tune with what was expressed by 69% of the students and with what was observed during the classroom visit.

On the other hand, the teacher expresses that making use of digital platforms or podcasts benefits the students for their: Flexibility, Personalized learning, Practicity, Meaningful learning, Strength the weakness.

Using digital platforms for educational purposes is a great tool for learning English because it facilitates and makes the study of this language more enjoyable. In this world of globalization it is possible to find many learning tools that reinforce the content learned in a classroom.

V. CONCLUSIONS

At the end of this research work, it is concluded that

1. The use of technology in education offers a variety of resources to assist students in their learning process, and help teachers in their lesson's development. It increases the quality of learning, interaction and motivation to students. The types of virtual learning environments that can be used are synchronous, asynchronous, and hybrid.

2. The barriers encountered that affect students are limited vocabulary or weakness in the application of grammatical rules when speaking, which can hinder their participation in oral classroom activities.

3. The importance of technological tools to improve EFL learners' speaking lies in the wide variety of tools that are within everyone's reach. A cell phone alone can provide access to thousands of materials in digital format, which can help learners improve their speaking.

4. The proposed strategies for the use of technology to improve speaking skill in eighth grade "A" students of the Instituto Franciscano Rubén Darío, Dario city, department of Matagalpa, during the second semester 2024 are: The Podcast is proposed as a tool to reinforce oral expression in eighth grade A students, which will allow them to share their knowledge through the exchange of ideas, other apps that can be used for educational purposes are: Kahoot, Duolingo, LingoDeer, Grammarly, ELSA Speak, Busuu, Cake.

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Appendix 1: Descriptors Matrix

Variables	sub variables	Sub categories and descriptors
4.1. Technology	Definition	
	Technological tools used in the classroom	
	Virtual Learning Environments	Definition
		Types of virtual learning
		Applications
4.2. Speaking Skill	Definition	
	Importance	
	Characteristics	Vocabulary
		Grammar
		Pronunciation
		Fluency
		Listening skill
	Challenges for non-native speakers	Pronunciation and accent
		Fluency and speed
		Grammar and sentence structure
		Vocabulary limitations
		Cultural nuances
		Lack of confidence
		Listening comprehension
		Communication strategies
4.3. Technological tools to improve speaking skill	Importance	
1.4. Proposed tools		Podcasts
		Digital platforms

Appendix 2: Operationalization of Variables

Variable	Concept	Sub variables	Indicators	Questions	Scale	Instruments	To whom
Techn ology	According to Altun (2021), technology is one of the important factors for progress in the teaching/learning process in schools and universities, especially for English language teaching.	Definition		Why is it important to use technological tools in the development of your classes?	**Open**	Interview	Teacher
		Technological tools used in the classroom		Do you think it is important to use technological tools in the development of classes?	**Closed** Yes ___ No ___	Survey	Students
		Virtual Learning Environments	Definition	Have you ever used virtual learning in your classes? If so, explain.	**Open**	Interview	Teacher
				The teacher uses virtual learning to develop the class.	**Closed** Yes No	Observation Guide	Class

				Types	Has the teacher used virtual learning for English classes?	**Closed** Yes No	Survey	Students
					What type of virtual learning have you used with the students?	**Closed** Synchonous Asynchronous Hybrid	Interview	Teacher
					What type of virtual learning has the teacher used for English classes?	**Closed** Synchonous Asynchronous Hybrid	Survey	Students
				Applications	The teacher uses Apps to facilitate English learning.	**Closed** Yes ____ No ____	Observation Guide	Class
					Does the teacher use	**Closed**		Students

				Apps to facilitate English learning?	Yes ____ No ____	Survey	
				What applications do you usually use to develop your classes?	**Open**	Interview	Teacher
				Does the teacher use Apps to develop his classes?	**Closed** Yes ____ No ___	Survey	Students
				What Apps does the teacher use in English class?	**Open**	Survey	Students
				What Apps do you use to solve English exercises at home?	**Open**	Survey	Students

				What is your students´ speaking level?	**Closed** High Medium Low	Interview	Teacher
Speaki ng skill	It is the ability to express oneself orally in English, whether in a presentation, an interview, a phone call, an informal chat, etc. To improve this skill, it is important to have confidence and fluency in speaking (Toruño, 2021).	Definition		The level of students´ speaking is high.	**Closed** Yes No	Observation Guide	Class
				The level of students´ speaking is medium.	**Closed** Yes No	Observation Guide	Class
				The level of students´ speaking is low.	**Closed** Yes No	Observation Guide	Class
		Importance		What is the importance of speaking skill in ESL?	**Open**	Interview	Teacher
				The teacher uses dialogues to improve	**Closed** Yes	Interview	Teacher

				speaking skill during English class.	No		
				What is the importance of speaking skill for you as a student?	**Open**	Survey	Students
		Characteristics	Vocabulary Grammar Pronunciation Fluency Listening to answer	What characteristic of speaking skill are the students good at? What characteristics of speaking skill are you good at?	**Closed** Vocabulary Grammar Pronunciation Fluency Listening to answer	Interview Survey	Teacher Students
				Students are good with vocabulary.	**Closed** Yes _____ No _____	Observation Guide	Class
				Students are good with grammar.	**Closed** Yes _____ No _____	Observation Guide	Class

				Students are good with pronunciation.	**Closed** Yes _____ No _____	Observation Guide	Class
				Students are good with fluency.	**Closed** Yes _____ No _____	Observation Guide	Class
				Students are good at listening to answer.	**Closed** Yes _____ No _____	Observation Guide	Class
		Challenges for non-native speakers	Pronunciation and accent.	What are the major difficulties/ challenges of speaking skill for students?	**Closed** Pronunciation and accent. Fluency and speed. Grammar and sentence structure. Vocabulary	Interview	Teacher
			Fluency and speed.				
			Grammar and	What are the major difficulties/	limitations. Cultural		

				challenges of speaking skill for you?	nuances. Lack of confidence. Listening comprehension Communication strategies.	Survey	Students
			sentence structure. Vocabulary limitations.				
			Cultural nuances. Lack of confidence. Listening comprehension. Communication strategies.	The major challenge for students is to manage pronunciation and accent.	**Closed** Yes No	Observation Guide	Class
				The major challenge for students is to manage fluency and speed of speech.	**Closed** Yes No	Observation Guide	Class
				The major challenge for students is to manage grammar and sentence	**Closed** Yes No	Observation Guide	Class

				structure.			
				The major challenge for students is vocabulary assimilation.	**Closed** Yes No	Observation Guide	Class
				The major challenge for students is to manage cultural nuances.	**Closed** Yes No	Observation Guide	Class
				The major challenge for students is confidence in the language use.	**Closed** Yes No	Observation Guide	Class
				The major challenge for students is listening	**Closed** Yes No	Observation Guide	Class

				comprehension to answer.			
				The major challenge for students is managing to use communication strategies.	**Closed** Yes No	Observation Guide	Class
Technological tools to improve speaking skill	English teachers have been trained to incorporate technology in the classroom, however, they are unaware of the technological tools that can be used to promote the development of language skills.	Importance		Do you consider important to use technological tools to improve speaking skill during English classes?	**Closed** Yes No	Interview Survey	Teacher Students
		Proposed tools	Podcasts	Have you ever used podcasts in English class?	**Closed** Yes _____ No _____	Interview Survey	Teacher Students
				During English classes, the teacher uses podcasts.	**Closed** Yes _____ No _____	Observation Guide	Class

		Digital platforms	From the following digital platforms, which ones does the teacher use during the development of English classes?	**Closed** Aprende inglés sila_____ Subinglés Focus_____ Duolingo __ Others _____	Survey	Students
			What digital platforms have you used in your English classes?		Interview	Teacher
			During English classes, the teacher uses digital platforms.	**Closed** Yes No	Observation Guide	Class
			What benefits for the development of speaking skill have you noticed with the use of digital platforms and/or podcasts?	**Open**	Interview	Teacher

Appendix 3: Interview to the teacher

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I.   Introduction

Dear teacher, we are students of the Bachelor of Science in Education with a major in English, we are currently conducting a research on the topic: Use of technology to improve the ability to speak English in eighth grade "A" students of the Instituto Franciscano Rubén Darío, municipality of Darío, department of Matagalpa, during the second semester of 2024.

II.   **Objective**

Find out teachers' perceptions about the use of technology to improve English language speaking skill in students.

III.   **Teacher's data**

NAMES AND SURNAMES					
SHIFT		**DATE OF APPLICATION**	___/___/2024	**GRADE**	

IV.   Development

Answer the questions below:

1. Why is it important to use technological tools in the development of your classes?

2. Have you ever used virtual learning in your classes? If so, explain.

3. What type of virtual learning have you used with the students?

Synchonous _____

Asynchronous _____

Hybrid _____

4. What applications do you usually use to develop your classes?

5. What is your students´ speaking level?

6. What is the importance of speaking skill in ESL?

7. What characteristics of speaking skill are the students good at?
    a) Vocabulary
    b) Grammar
    c) Pronunciation
    d) Fluency
    e) Listening to answer

8. What are the major difficulties/ challenges of speaking skill for students?
    a) Pronunciation and accent.
    b) Fluency and speed.
    c) Grammar and sentence structure.
    d) Vocabulary limitations.
    e) Cultural nuances.
    f) Lack of confidence.
    g) Listening comprehension
    h) Communication strategies.

9. Do you consider important to use technological tools to improve speaking skill during English classes?

10. Have you ever used podcasts in English class?

11. What digital platforms have you used in your English classes?
    a) Aprende inglés sila_____
    b) Subinglés
    c) Focus____
    d) Duolingo __
    e) Others _____

12. What benefits for the development of speaking skill have you noticed with the use of digital platforms and/or podcasts?

Thanks for your collaboration!

Appendix 4: Survey to students

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I.   Introduction

Dear students, we are in our last year of the Bachelor's Degree in Educational Sciences with a major in English and we are currently conducting a research on the topic: Use of technology to improve the ability to speak English in eighth grade "A" students of the Instituto Franciscano Rubén Darío, municipality of Darío, department of Matagalpa, during the second semester of 2024.

II.   Objective

Find out students' perceptions about the use of technology to improve English language speaking skill.

III.   Student data

Names and surnames						
Grade		Section		Date of application	___/___/2024	Sex	

IV.   Development

Please answer the following questions:

1. Do you think it is important to use technological tools in the development of classes?

a) Yes

    b) No

2. Has the teacher used virtual learning for English classes?

    a) Yes

    b) No

3. What type of virtual learning has the teacher used for English classes?

    a) Synchonous

    b) Asynchronous

    c) Hybrid

4. Does the teacher use Apps to facilitate English learning?

    a) Yes

    b) No

5. Does the teacher use Apps to develop his classes?

    a) Yes

    b) No

6. What Apps does the teacher use in English class?

7. What Apps do you use to solve English exercises at home?

8. What is the importance of speaking skill for you as a student?

9. What characteristics of speaking skill are you good at?

   a) Vocabulary

   b) Grammar

   c) Pronunciation

   d) Fluency

   e) Listening to answer

10. What are the major difficulties/ challenges of speaking skill for you?

    a) Pronunciation and accent.

    b) Fluency and speed.

    c) Grammar and sentence structure.

    d) Vocabulary limitations.

    e) Cultural nuances.

    f) Lack of confidence.

    g) Listening comprehension

    h) Communication strategies.

11. Do you consider important to use technological tools to improve speaking skill during English classes?

    a) Yes

    b) No

12. Have you ever used podcasts in English class?

    a) Yes

    b) No

13. From the following digital platforms, which ones does the teacher use during the development of English classes?

    a) Aprende inglés sila_____

    b) Subinglés _____

    c) Focus____

    d) Duolingo __

    e) Others _____

Thanks for your collaboration!

Appendix 5: Classroom observation guide

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

CENTRO UNIVERSITARIO REGIONAL MATAGALPA

I.   Introduction

The present instruments serves to the proposit of collecting relevant information on the topic "Use of technology to improve speaking skill".

II.   Objective

Identify how technology is used to improve English language speaking skill in eighth grade A students of the Instituto Franciscano Rubén Darío, municipality of Darío, department of Matagalpa, during the second semester of 2024.

III.   General Data

Name of school		Dependency	
Modality		Total No. of students	
Municipality		Area	

Teacher`s name		Date of application	___/___/2024	Grade and section	
Content developed					
Achievement Indicator					

Observant`s name: _____

IV. Development

Number	Indicators to evaluate	Measuring scale		Remarks
		Yes	No	
1	The teacher uses virtual learning to develop the class.			
2	The teacher uses Apps to facilitate English learning.			
3	The level of students´ speaking is high.			
4	The level of students´ speaking is medium.			
5	The level of students´ speaking is low.			
6	The teacher uses dialogues to improve speaking skill during English class.			
7	Students are good with vocabulary.			
8	Students are good with grammar.			
9	Students are good with pronunciation.			
10	Students are good with fluency.			
11	Students are good at listening to answer			
12	The major challenge for students is to manage pronunciation and accent.			
13	The major challenge for students is to manage fluency and speed of speech.			
14	The major challenge for students is to manage grammar and sentence structure.			
15	The major challenge for students is vocabulary assimilation.			
16	The major challenge for students is to manage			

	cultural nuances.			
17	The major challenge for students is confidence in the language use.			
18	The major challenge for students is listening comprehension to answer.			
19	The major challenge for students is managing to use communication strategies.			
20	During English classes, the teacher uses podcasts.			
21	During English classes, the teacher uses digital platforms.			

Appendix 6: Consolidated interview applied to the teacher

NAMES AND SURNAMES					
Sindy Milagros Velasquez Garcia					
SHIFT	Diurnal	**DATE OF APPLICATION**	October/16/2024	**GRADE**	8th A

Question	Answer
Why is it important to use technological tools in the development of your classes?	Is important because provides ,creates a more engaged enviroment and a personalized learning also helps teachers to intégrate students in an unique ,innovative and equitable way.
Have you ever used virtual learning in your classes? If so, explain.	Yes we practice english with some app or website that help students and teacher develop the abilities and sub abilities according to the level of the students what allows a meaningful learning.
What applications do you usually use to develop your classes?	Duolingo , liveworksheet, islcollective , esl printable Magic school. British council
What is your students´ speaking level?	Elementary
What is the importance of speaking skill in ESL?	Is important because the purpose Is to comunícate effectively and empowers students to expréss with clarity and confidence.
Do you consider important to use technological tools to improve speaking skill during English classes?	Yes I do Is important because helps students to improve their skill and creates a connection and collaboration with other students.
Have you ever used podcasts in English class?	No for my students level

What benefits for the development of speaking skill have you noticed with the use of digital platforms and/or podcasts?	Flexibility Personalized learning Practicity Meaningful learning Strength the weakness

Appendix 7: Consolidated closed-ended questions from the interview with the teacher

Question	Answer
What type of virtual learning have you used with the students?	a) Synchonous b) Asynchronous c) <mark>Hybrid</mark>
What characteristics of speaking skill are the students good at?	f) <mark>Vocabulary</mark> g) Grammar h) Pronunciation i) Fluency j) Listening to answer
What are the major difficulties/ challenges of speaking skill for students?	i) <mark>Pronunciation and accent.</mark> j) Fluency and speed. k) <mark>Grammar and sentence structure.</mark> l) Vocabulary limitations. m) Cultural nuances. n) Lack of confidence. o) Listening comprehension p) Communication strategies.
What digital platforms have you used in your English classes?	f) Aprende inglés sila_____ g) Subinglés h) Focus____ i) Duolingo __ j) <mark>Others _____</mark>

Appendix 8: Consolidated student surveys

Question	Percentage	
	Yes	No
Do you think it is important to use technological tools in the development of classes?	100%	0%
Has the teacher used virtual learning for English classes?	78%	22%
Does the teacher use Apps to facilitate English learning?	34%	66%
Does the teacher use Apps to develop his classes?	22%	78%
Do you consider important to use technological tools to improve speaking skill during English classes?	84%	16%
Have you ever used podcasts in English class?	41%	59%

Question	Answer	Percentage
What type of virtual learning has the teacher used for English classes?	Synchonous	0%
	Asynchronous	12%
	Hybrid	88%
What characteristics of speaking skill are you good at?	Vocabulary	3%
	Grammar	0%
	Pronunciation	84%
	Fluency	0%
	Listening to answer	13%
What are the major difficulties/ challenges of speaking skill for you?	Pronunciation and accent.	56%
	Fluency and speed.	3%
	Grammar and sentence structure.	0%
	Vocabulary limitations.	33%
	Cultural nuances.	0%
	Lack of confidence.	5%
	Listening comprehension	3%
	Communication strategies.	0%
From the following digital platforms, which ones does the teacher use during the development of English	Aprende inglés sila	0%
	Subinglés	0%
	Focus	0%

| classes? | Duolingo | 31% |
| | Others | 69% |

Question	Answer
What Apps does the teacher use in English class?	None (94%) WhatsApp (2%) Duolingo (2%) Google (2%)
What Apps do you use to solve English exercises at home?	Chat GPT (2%) Duolingo (4%) Google (92%) YouTube (2%)
What is the importance of speaking skill for you as a student?	➢ It is very important because it makes it easier four us to learn for evaluations. ➢ Dominate the English language and to communicate. ➢ English allows me to learning fluency correct pronunciation and advanced writing. ➢ The ability to speak allows me to develop. My ability to flow said language whether in a presentation or conversation.

Appendix 9: Consolidated Classroom Observation Guide

General Data

Name of school	Instituto Franciscano Rubén Darío	Dependency	Subsidized
Modality	Secondary	Total No. of students	32
Municipality	Darío	Area	English

Teacher`s name	Date of application	October/17th/2024	Grade and section	8th A
Sindy Milagros Velasquez Garcia				
Content developed	Sports and Games – Like and Dislike			
Achievement Indicator	The student expresses the importance of sports for health.			

Observant`s name: <u>Osman Kevin Espinoza Mendoza</u>

Development

Number	Indicators to evaluate	Measuring scale		Remarks
		Yes	No	
1	The teacher uses virtual learning to develop the class.	X		
2	The teacher uses Apps to facilitate English learning.	X		
3	The level of students´ speaking is high.		X	Present different difficulties to express their opinions like: lacks vocabulary, shy, lacks of knowledge.
4	The level of students´ speaking is medium.		X	
5	The level of students´ speaking is low.	X		

6	The teacher uses dialogues to improve speaking skill during English class.	X		
7	Students are good with vocabulary.	X		
8	Students are good with grammar.		X	Because they have difficulties to understand the grammar structure and they not practice them.
9	Students are good with pronunciation.		X	
10	Students are good with fluency.		X	
11	Students are good at listening to answer		X	
12	The major challenge for students is to manage pronunciation and accent.	X		
13	The major challenge for students is to manage fluency and speed of speech.	X		
14	The major challenge for students is to manage grammar and sentence structure.	X		
15	The major challenge for students is vocabulary assimilation.	X		
16	The major challenge for students is to manage cultural nuances.	X		
17	The major challenge for students is confidence in the language use.	X		
18	The major challenge for students is listening comprehension to answer.	X		
19	The major challenge for students is managing to use communication strategies.	X		
20	During English classes, the teacher uses podcasts.		X	Students level
21	During English classes, the teacher uses digital platforms.	X		