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ANALYSIS OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) AS VIABLE RESOURCES IN THE DEVELOPMENT OF THE SPEAKING SKILL

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¡A la libertad por la Universidad!

Abstract

The study aims to analyze the Information and Communication Technologies (ICTs) as viable resources in the development of the speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020. There were selected 20 high school students and 1 teacher to participate in this work. The instruments that were used to collect reliable information were students survey, teacher's interview and an observation guide. Afterward, in order to analyze the information gathered through the process of this research, it was used IBM SPSS Statistics 20 Software. This program helped to illustrate the information and results obtained from the tools mentioned above in an organized way through graphics organizer. The results indicated that the Information and Communication Technologies (ICTs) can be considered as viable resources in the development of the speaking skill and improve the Learning process. Moreover, ICTs tools give students and teachers an interactive and collaborative English class. Using technology teachers have more opportunities to enhance their traditional teaching methods for innovative classes. The use of technology has become an important part of the learning process in and out the class. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process of the students. Technology continues to grow in importance as a tool to help teachers facilitate the language learning for their learners. Finally, some recommendations are given to the teacher and students to the integration of the ICTs tools into the classroom and help in the acquisition of the foreign language.

Dedicatory

We dedicated this work to God mainly, because He helps us to develop our knowledge and give us the opportunity to finish our studies and allow us to become excellent professionals in the future. Moreover, to our parents for their unconditional support, their advices, and having forged us with values and principles and above all helping us economically and morally to achieve our goals as well as our teacher who has been teaching us with professionalism and patient during this second semester.

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This work is dedicated in the first place to God, because He gives us every day the fortress to carry on with this hard research. In the second place, it is dedicated to our beloved parents for all their endless love, support, and encouragement during our learning process. In the third place, we do not have words to express our gratitude for our teacher that constantly help us in the development of this research, for his advice, his patience and his time.

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1.Research Scope

1.1 Introduction

The present study aimed to analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill. Using ICTs as instructive tool in language classes where teachers are digitally literate and trained to use them into the classroom. Using the Information and Communication Technologies as learning strategies students increase thinking skill, express their understanding and therefore, they are able to deal with ongoing technological chance in society and the workplace.

The purpose of this research is to know which ICTs are being incorporated into teaching-learning process and how the use of them help to have a better understanding in English lessons. Moreover, this research seeks to find, which are the benefits and challenges that teachers and students have from using ICTs. In this work, three techniques were used to collect data through different instruments: surveys, Interview and observation guide. The information obtained in these instruments were analyzed and discussed. This study was conducted using the qualitative and quantitative approach, because it was used the data collections or results found for achieving the objectives and knowing how the information and communication technologies contribute to the teaching-learning process in the language classes.

Information and communication Technologies (ICTs) allow that people live in a constantly evolving digital world. ICTs have an impact on nearly every aspect of their education and lives - from working to socializing, learning to playing. The digital age has transformed the way people communicate, network, seek help, access information and learn. Nowadays, most of the time people are using technological devices to be in contact among them through the computers, televisions, radios and mobile phones. ICTs have also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using technological devices for their learning during class time making interesting activities.

1.2 Problem Statement

The questions of systematization are presented here:

1. What are the basic aspects and operation of the Information and Communication Technologies ICTs?

2. Which are the ICTs strategies in the development of English language autonomy in 8th graders at Ulises Tapia Roa School?

3. Why it is important the use of Information and Communication Technologies (ICTs) in the Teaching-Learning process?

4. How to determine motivation and interest in students and teacher in the development of speaking skill through activities using the ICTs?

1.3 Background

The following studies aims are to analyze previous research works applied and carried out by experts in the educational field. Besides, it will give a review of some important aspects of the highest impact of the information and communication technology (ICT) into the Teaching-Learning process.

First case study

Numerous studies have indicated that ICT can improve education outcomes at Palacký University Olomouc (CZECH REPUBLIC by the authors Barak & Watted & Haick, 2016; Wang & Teng & Chen, 2015; Barrs, 2012; Blattner & Fiori, 2009). The purpose of this research was to analyze the impact of ICT on education that can be manifested by the changes related to the teaching form, teaching environment, teaching content and teacher-student interaction, which greatly facilitate teaching and learning. This paper analyze which ICT tools are being incorporated in the educational field to have a better English learning process. Moreover, it seeks to examine which are the benefits and challenges that teachers and students have encountered.

Second case study

Some studies have been done on the advantages of using technology in English language teaching and learning in Guilan University, Iran in June 20th 2018, by the author Hennessy. This study focuses on the role of using new technologies in learning English as a second foreign language. It discussed different attitudes, which support English language learners to increase their learning skills through using technologies. This paper explains how the use of the Information and Communication Technologies (ICTs) help to students to be learners autonomous and take the responsibility of their own learning. Using the ICTs students are more independent in the completing tasks while teachers give them the correct instructions to develop all activities designed during the English class.

1.4 Justification

In Nicaragua, many English students are facing problems every day that interfere with their learning. That is why, it is taken into account in this research the use of Information and Communication Technologies (ICTs) as viable resources in the English learning-teaching in the Ulises Tapia Roa School. The use of ICTs has been covered by many researchers giving positives results about the implementation of these technologies to improve the instruction system. It is acknowledged that ICTs are revolutionizing the teaching-learning methods in schools and universities. The development of ICTs gradually replaces the traditional tools used in the classroom by the news technological devices that facilitate to obtain information to enrich the student knowledge.

The evolution of the Information and Communication Technologies (ICTs) demand new challenges in the education realm, for that reason it is important that students develop basic skills that allow being updated with the new technological innovations that are happening in the society. Nowadays, the learning of a foreign language is essential to improve level of education in the students. The implementation of the ICTs in schools can bring some potential benefits for both teacher and students such as: the improvement of the basic skills in the use of technological devices as computers, cellphones, tablets, interactive whiteboard, projector and different programs about the operation of these gadgets. The ICTs facilitate the acquisition of the knowledge through the internet, which provides many materials to learn and practice the skills of English language.

In this research, it is intended to know how the ICTs improve the instruction process in both teacher and students giving the necessary tools to enhance their quality of education. Besides, the use of technological resources to English teaching is essential to facilitate the collaborative learning with the interaction of the technology.

1.5 Objectives

1.5.1 General objective:

To analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

1.5.2 Specific objectives:

❖ To mention the basic aspects and operation of the Information and Communication Technologies (ICTs).

❖ To identify the ICT strategies, the teacher uses in the development of English language autonomy in 8th graders at Ulises Tapia Roa.

❖ To describe the importance of Information and Communication Technologies (ICTs) in the Teaching-Learning process.

❖ To determine how the motivation and interest increase in students in the development of speaking skill through the use of ICTs.

2. Theoretical Framework

This chapter presents the different concepts and theories, which supports to carry out this research work about the Information and Communication Technologies (ICTs) as viable resources into the teaching-learning process of the foreign language.

2.1 Definition of ICTs

According to Garcia (2007) explains that there are many researches that have worked on the concept of new technologies as tools that support teaching and learning. From them, several categories have been found that reinforced the present research work and that allow to propose new perspectives about the implementation of this object of knowledge in the pedagogical and didactic processes that must be faced in today's school. Over the last two decades, efforts have been made to integrate the ICTs into education and improve the teaching-learning system giving all tools that teachers and students need to enhance their instruction process.

The arrival of ICTs have generated radical change socially and culturally and therefore, in education; Students who are subjected to this new era need to interact with new tools to motivate their learning, due to alterations in the cultural system produce new skills and needs. For this reason, it is necessary to incorporate ICTs in education to generate learning that is more meaningful; hence, knowledge becomes closer to the context of the students (Garcia M, 2007).

ICTs play an increasingly important role in the way that people communicate, learn and live every day. Information and Communication Technology used to transmit, store, create, share or exchange information through the different technological devices. This broad definition of ICT includes computers, tablet or mobile phone, send emails, browse the internet and make video call (Griffith College, 2020). In addition, the ICTs include electronic delivery systems such as radios, televisions, and projectors all these are examples of tools used in education field (Jo, 2013).

As Margaret Rouse on September, 2005 stated that:

"ICT (Information and Communications Technology – or Technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular

phones, computer and network. From this it can be inferred that the ICTs are all technological tools that allow people be in constantly communication with the changes that are happening around the world (Gomal University of Pakistan, 2015).

According to Toomey (2002) provides another definition of ICT,

¨ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information¨. He said that, these technologies increasing convergence of computer-based, multimedia and communication tools and the rapid rate of change that distinguishes these tools and their uses (Toomey, 2002).

2.2 Types of ICT

Information and Communications Technologies (ICTs) are defined as "a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information" (Kavitharaj, 2017). Blurton (1999) stated that the advancement of ICT has created many exciting opportunities in field of education, with upgraded functionality and availability of new tools. From teaching machines to personal computers, from E-mail to Websites, from audio-visual aids to interactive multimedia, the emergence of new technologies resulted in significant changes to our educational systems, creating more blended and personalized learning modes with an emphasis on activity, collaboration and exploration of knowledge (Luo Heng & Lei Jing, 2012). Some ICT tools can be defined here:

2.2.1 Computers

A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve and process data. A computer can be used to type documents, send email, play games, and browse the web. Moreover, it is used to edit or create spreadsheets, presentations, and even videos. There are several types of computers and they consist of many components namely; software, which is set of instructions, that tells the hardware what to do and how to do it. For examples, the software includes web browser, games and word processors. While Hardware is any

part of your computer that has a physical structure, such as the keyboards or mouse, it also includes all of the computer's internal parts (Benmeddah, 2017).

2.2.2 Internet

The internet is a global network of computers that works much like the postal system, only at sub-second speeds. Just as the postal service enables people to send one another envelopes containing messages, the internet enables computers to send one another small packets of digital data (BBC, 2012).

2.2.3 Projector

It is an output device that takes images generated by a computer or Blu-ray player and reproduce them by projection onto a screen, wall, or another surface. In most cases, the surface projected onto is large, flat, and lightly colored. For example, you could use a projector to show a presentation on a large screen thus that everyone in the room can see it. Projectors can produce either still (slides) or moving images (videos). A projector is often about the size of a toaster and weighs only a few pounds (Computer Hope Free computers help since 1998, 2020).

2.2.4 Smart board

Many educators are using smart board as a teaching tool. Smart board is a touch sensitive screen that works in conjunction with a computer and a projector. The board is a special type of interactive touch sensitive screen that can be used to collaborate and communicate with students in the classroom; or colleagues over the internet where there is electricity, an outlet to plug a computer and a projector. A Smart board can be used to enhance the quality of instruction delivery and increase clarity and degree of detail of a lesson (Papert, 2014).

The various kinds of ICTs available and having relevance to education are: teleconferencing, email, audio conferencing, television lesson, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs, are using in schools for different purposes (Syed-Ul-Amin, 2020).

2.3 ICTs in Education

Benmeddah (2017) stated that Information and Communication Technology (ICT) can contribute to universal access to education, equal distribution of knowledge, the delivery of quality learning and teaching, teacher's professional development and more efficient education management. Worldwide research has shown that ICT can lead to improve students' learning and better teaching methods.

A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student's achievement, especially in terms of "Knowledge comprehension", "Practical skill", and "Presentation skill" in English. ICTs enable interactive and collaborative learning where students can participate freedom in the development of activities (Benmeddah, 2017).

The integration of ICT into the educational practice has had a fast development in the past 20 years, obliging the schools to "re-think" and renovate their pedagogical approaches to avail and exploit new technological resources. Research indicates that the use of ICT in education can increase student's motivation, promote deep and collaborative understanding, facilitate lifelong learning, offer easy access to information and shared resources to help students to think and communicate creatively (Jimoyiannis & Komis, 2007).

The ICTs have revolutionized the way of information is obtained, managed and interpreted by the people through the use of technological tools and applications browse in the websites (Aguilar, 2012). Nowadays, teachers and students are immersed in the world of technology to modify teaching-learning methods mainly to perform English language skills. This development began early on with the emergence of calculators, TV sets, and voice recorders, these tools have been the most common within the training process whether primary and secondary as they are used for the development of various subjects in the field of education. According to Granados (2015), the use of ICTs means breaking with traditional medias such as boards, pens, chalks, and books by the new teaching methods based on the use of the computers, projectors, tablets and cell phones to design interactive class using different material that websites gives (Granados, 2015).

The ICTs have created news learning environments where students take responsibilities of their own learning, where time and flexibility play a major role in the implementation of the digitalization has become a revolution of the new technologies to improve pedagogical paradigms (Suárez, 2014). According to Ayala (2012) the use of ICTs as technological tools into the education has established new models of communication, besides generating spaces for training, information, debate, reflection, among others, as well as breaking up the barriers of traditionalism in the classroom (Ayala, 2012). The ICTs, as technological strategies equipping students with appropriate knowledge and professional skills for a country's development (Prieto, 2011).

2.4 Definition of speaking

Speaking is generally one of the most important four skills: listening, writing, speaking and reading in teaching English as foreign language. Speaking is essential since it aims at developing learner's abilities in producing oral discourses, and it has many different meanings according to many authors or teachers.

According to Chastain (1998) speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct (Hossain, 2015).

In addition, Brown & Burns & Joyce (1994) stated that speaking is an interactive process of constructive meaning that involves producing, receiving and processing information (Masoumeh, 2017).

Cameron (2001) said that speaking is the active use of language to express meaning so that other people can make sense of them (Meilyaningsih, 2015).This means that speaking is a way of communication that enables person to express ideas, emotions and feelings to another people and it given more attention in a foreign language.

2.5 The Importance of Speaking Skill

According to Parupalli (2019) Speaking is the most important skill among all the four language skills in order to communicate well in this global world. Language is used as a tool of communication by people to express ideas, opinions, feeling, share and exchange information among theirs. Communication takes place where there is a speech. without speech people cannot communication. Speaking is always getting the priority in EFL classes because most of EFL learners prefer to speak rather than write. English language is considered the international language and is becoming spoken around the world. The language allows the communication with people of different regions, states, countries, and continents of the world (Parupalli, 2019).

Speaking can help learners to develop their vocabulary, practice the grammatical tenses in the moment that they can express opinions or ideas about relevant topics that can be discussed in class. Through Speaking students will be judged upon most in real life situations (Yule, 1983).

2.6 The Effectiveness of Using ICTs to Enhance the EFL Speaking Skill

In order to understand the impact that ICTs have in English learning language, one of the best ways to analyze this is by looking into the level of motivation that the students feel towards having ICT in their English language classrooms. The ICT supports the contemporary values of language learning, factors such as individual learning, communication and student motivation are thought of as fundamentally significant in modern education systems and are essentially a part of the process in ICT (Mullamaa, 2010). When it comes to the notion of motivation, some students require influence from ICT materials inside classrooms to increase their motivation. However, being able to bring about motivation from within the students themselves is the critical objective of educationalists, and to get students to reach this level of internal motivation it is up to the instructors to finding significance in students' behavior. Thus, a good way to do this is by finding a good approach to helping students find significance in learning. This can be done through implementing various instructional strategies that will aim at encouraging students to achieve their best in the presence of supportive teachers. Considering the notion of motivation in academia where motivation is greatly required to help students strengthen their attitude towards learning. Technology can stimulate the playfulness of learners and immerse them in a variety of Scenarios.

Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and Specific feedback is given (Bahadorfar, R & Olmidvar M, 2004).

2.7 Promoting learners' autonomy with ICTs

According to Holec (2001) stated that the development of autonomy implies students being able to self-regulate themselves taking the responsibility of enhance their learning process through setting goals, selecting appropriate learning methods and monitoring their educative progress.

The ICTs have an impact on the learners' autonomy. It changes the role of teacher as facilitator of the learning. Using the ICTs students become more independent, self-sufficient and increase classroom participation. ICTs give the students the opportunity to acquire knowledge without the constant assistance of a teacher as a supervisor. The use of technology helps in the build the learners 'competency using the information to be better prepared in the adaptation of a competitive world of employment (Budianto, 2014). According to Condrat (2014) the teacher should be very patient and steadily reduce supervision of the students' learning process to they can be learner´s autonomous thus, the teacher can act as an advisor when the students need him.

The use of technology for instruction process increase the chance of having a student-centered class working in their own learning activities. Making use of the technology both teachers and students can make to use of different materials to the creation of new activities where students develop their own talents, while leading to a less teacher-centered (Condrat, 2014). According to Vygotskian point of view, the process of self-regulation is relating the use of metacognitive strategies to promote autonomy and resiliency in students. The metacognitive skills allow learners a growth mindset and learn from mistakes (Ariza Andrea & Súarez Mario, 2013).

Celce-Murcia (1996) suggested some of the most common traditional strategies to practice speaking skills, which is focused-production tasks such as: minimal pair drills, contextualized sentence practice and reading of short passages or dialogues, debates, interviews, oral presentations and role plays, using these strategies students can practice their oral skill in class. The combination

of these traditional strategies with the use of the ICTs resources in the classroom are more helpful to the students develop their speaking skill. The ICTs give the students the necessary information to be prepared before to speak about the relevant topics that will be discussed in class. Besides, teachers must be prepared to help them in any problem which may arise when they are trying communicate in the English language (Wallace, 2004). The interaction between teacher and students create classroom environments more helpful to learning and meet students´ developmental, emotional and educational needs (Dinapoli, 2000).

2.8 ICTs in teaching a new Language

ICTs are an innovative teaching tools enhancing EFL learning. The use of technology facilitates English learning through the technological tools as computers, smart boards, cell phones, games, music players are used in the target language to raise students 'motivation and language awareness (Altun, 2015). The implementation of ICTs will lead to variety in English contents, contexts and pedagogical methods in teaching environment. ICT makes English language environment interactive, flexible and innovative (Qin, 2011). The application of computer technologies in language instruction provides a student-centered learning environment. Thus, they are active learners because they are integrated into their own learning process.

According to Dudeney and Hockly (2020) they made an analysis about how the use of technology contribute in the English learning process in students, they found that: ICTs improving reading comprehension and writing skills, develop listening comprehension and good speaking competences, supporting teacher-student collaboration, creativity, autonomous learning, as well as the activation of already acquired knowledge. The ICT is an interactive and collaborative medium that allows the creation of text and activities that can easily be shared in public, which helps students discover the language they are learning and its use. There are a number of online courses, educational platforms and software programs, which assist learning and teaching foreign languages. In this regard, foreign language teachers of today should be ready to provide their students the basic knowledge about how to use technology in the classroom and have a better performance of their abilities (Dudeney G. & Hockly N. , 2020).

A study made in Costa Rica by Abarca (2015) found that ICT tools make classes more interesting, dynamic, creative and significant for learners. Using the ICTs as teaching medium students show interest to learn something new every day. Besides, it revealed that students' high motivation caused teachers to be even more motivated than usual. The motivation of the students in class depend of how teacher motivates them, what strategies or method use to teach and what technological tools teachers use to keep the attention of learners in class (Publication, 2019).

2.9 Benefits of ICTs in the learners´ learning context

Recently, the development of ICTs gradually replaces the traditional teaching pedagogy. Face to face, classroom interaction is being replaced by online communication, the traditional white blackboards are being replaced by interactive whiteboards and online resources are replacing books or printed resources (Suryani, 2010). Here are some of the main benefits of using technology in the classroom:

Using ICTs students can be active learners at the moment to select what information they need, why they need it and how they can get that information (Huffaker, 2003). Having access to internet at school the students can explore information available in the different websites to increase their knowledge about the English learning. Using the ICTs as learning strategies, the students can encourage self-managed of their own learning process. This means that, self-managed learning allows students to be self-motivated and self-directed learners who will be able to readily, efficiently, and quickly respond to the quick change of information. The use of blog allows that educators and students to be very up-to date to the issues and discussion in educational sector or other sectors (Sue, 1992).

ICT gives a dynamic and collaborative learning. Using internet connection, learning is not limited in any place. Internet allows that students get information faster from everywhere and anytime. Technology also enables them to cross the demography limits. Rural students can access information from urban areas, get information and share knowledge with other students or teachers in the same area or even different countries. Besides dynamic learning, ICT allows all the human

components of schools, the principals, administrators, teachers, coordinators, and the students to get involved in the collaborative learning and forming learning communities (Uhomoibhi, 2006).

2.10 Barriers in the Integrating ICTs in Teaching and Learning

Studies reveal a number of factors that influence teachers' decisions to use ICTs in the classroom. Personal characteristics such as educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards computers can influence the adoption of a technology (Schiller, 2003). Sicilia in (2005) discovered seven barriers affected the integration of ICTs into lessons such as: lack of confidence among teachers during integration, lack of access resources, lack of time for the integration, lack of effective training facing technical problems in use them, lack of personal access during lesson preparation, the age of the teachers and teaching experiences (Sicilia, 2005).

Keong (2005) determined that lack of technical support was the main barrier to the successful integration of ICTs in teaching. This problem affects the integration of the ICTs in the Education because teachers do not have technical equipment to use them in class. The use of the ICTs in the classroom help to teacher to modify his traditional methods and use new tools to facilitate the knowledge in students (Korte, 2007). The lack of access resources as; internet, websites, platform and digital books limit the teachers´ knowledge.

There are several factors that hindering the integration of ICTs into the classroom as the negative attitude by teacher to use these tools as teaching strategies and motivate to students in their learning making use of the technology (Jones, 2004). "Problems arise when teachers are expected to implement changes in what may well be adverse circumstances". Thus, the lack of confidence to use the ICTs can be an obstacle in the professional development of the teachers (Ghavifekr Simin & Kunjappan Thanusha , 2020).

The use of ICT in the classroom is important in providing opportunities for students to learn to operate in an information age. Studying the obstacles to the use of ICT in educational institutions

may assist educators to overcome these barriers and become successful technology adopters in the future (Habibu, 2012).

3. Theoretical Framework Conclusion

To conclude, the implementation of the Information and Communication Technologies (ICTs) into the educational process in the EFL context provides flexible and diverse set of technological tools that allows that students and teachers learn the basic aspects and operations of the ICTs. They promote problem solving skills of students, give chance learners to use higher order skills, develop critical thinking and effective information processing skills, encourage active independent, autonomous and collaborative. Moreover, they motivate and facilitate language learning, enhance teacher training and giving the necessary tools to improve his/her teaching methods. On the contrary, it is clearly evident that the integration of ICTs into language teaching practices has their own limits by the lack of technological resources at schools, the lack of training by teachers and the lack of knowledge of how to use them. There are many studies that support the integration of the ICTs in the foreign language teaching as an effective and a valuable teaching tool that help to students in the acquisition of capacities and skills to improve their English learning.

4. Methodological Design

This chapter is designed to give a clear description of the data obtained of the instruments applied: an observation guide, a survey and an interview given to the teacher and students from 8th grade at Ulises Tapia Roa School, in the second semester 2020. The application of these instruments were in order to know how students consider the integration of the ICTs in the English class and how this contributes in the teaching-learning process.

Type of study

This is a mix research (qualitative and quantitative) that took place in the second semester 2020. It was evaluated the importance of the use of Information and Communication Technologies (ICTs) in teaching-learning process in the development of speaking skill in English class.

Study field

This study was made at Ulises Tapia Roa School, Nindiri, second semester 2020.

Population and Sample

The population involved in this research is 35 students of which 20 students participated in the survey applied from 8th grade in the morning shift at Ulises Tapia Roa School, Nindiri. The student's age ranged between 13 to 16 years old.

Techniques and instrument to gather data

As a first step was designed an observation guide to obtain the previous data that was important to develop this research. It was taken into account three main aspects: initial stage, guide stage and culmination stage. In addition, it was determined the correct use of the ICTs in the development of the speaking skill in the students. This instrument was applied to get data from students and teacher.

Survey Applied

The survey that was applied has 9 questions and was focused on two main aspects: the integration of the ICTs into the classroom by teachers and students and how ICTs improve the education works on learning process of English class. This survey was applied to 20 students of 8th grade at Ulises Tapia Roa School, Nindiri. In addition, it was added an interview that was applied to the teacher to confirm the information given by the students.

Interview Applied

The interview that was applied to teacher has 5 questions and was focused on a main aspect: the use of the ICTs into the foreign language class by the teacher to facilitate the learning-teaching process of his students.

5. Variable Matrix

General Objective:

To analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

Specific Objectives	Variables	Sub variables	Indicators	Instruments		
				Survey	interview	Observation Guide
1. To mention the basic aspects and operation of the Information and Communication Technologies (ICTs)	1.1 Basic aspects and operation of the Information and Communication Technologies (ICTs)	1.1.1 Basic aspects of the (ICTs)	1.1.1.1 Aspects of ICTs in the development of English learning process	X		X

|						
2. To identify the ICT strategies in the development of English language autonomy in 8th graders at Ulises Tapia Roa	2.1 Strategies in the development of English language autonomy in 8th graders at Ulises Tapia Roa	2.1.1 Strategies in English language autonomy	2.1.1.1 Integration of strategies to teaching autonomy graders		X	X
3. To describe the importance of Information and Communication Technologies (ICTs) in the Teaching-Learning process	3.1 Importance of Information and Communication Technologies (ICTs) in the teaching-learning process	3.1.1 Knowledge of ICTs in the teaching-learning process	3.1.1.1 Describing the importance of ICTs into the teaching-learning process	X	X	
4. To determine how the motivation and interest increase in the development of speaking skill through the use of ICTs.	4.1 How the motivation and interest increase in the development of speaking skill through the use of ICTs.	4.1.1 Increasing the development of speaking skill through the use of ICTs	4.1.1.1 Use of ICTs to motivate student's learning	X		X

6. Result and Analysis

6.1 Survey

Table # 1

|	Have you heard about ICTs?	
	YES	NO
Series1	90.0	10.0
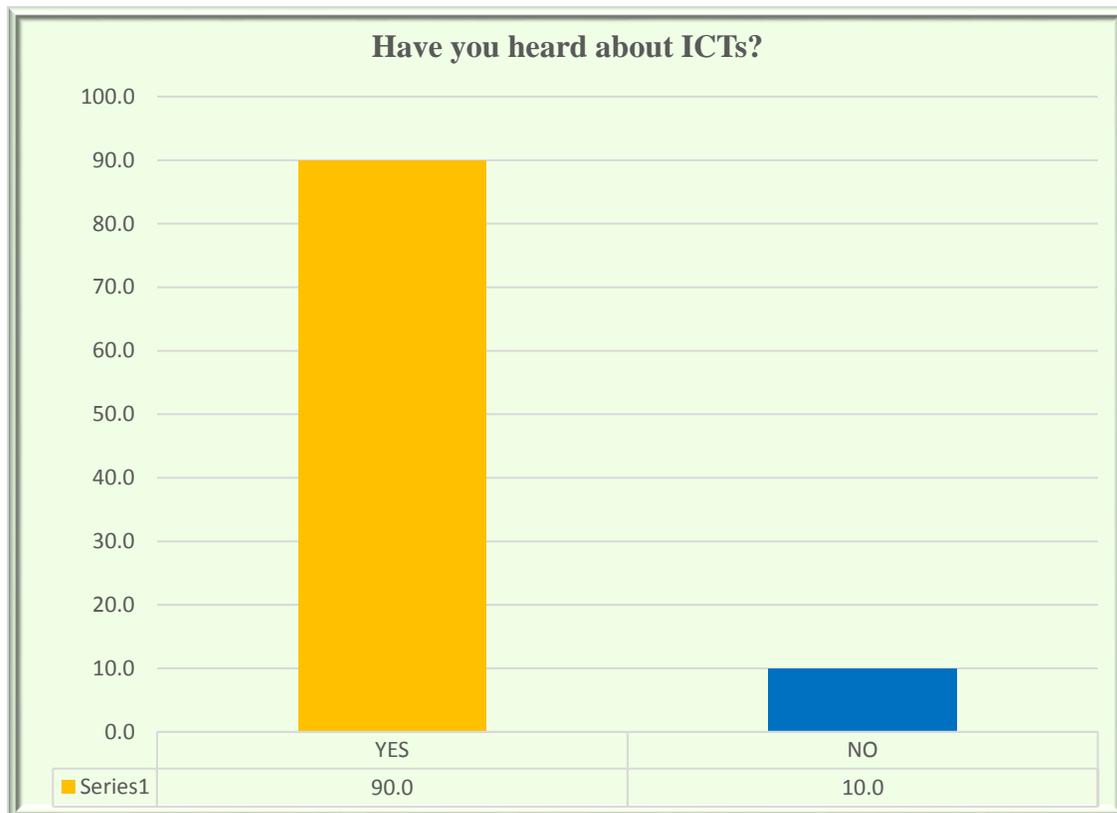
Based on the first question, it is intended to know if the students can identify which are the ICTs tools that teacher uses to develop the English class. The results obtained were the following 90% of the students have already heard about ICTs, against a minority that correspond to the 10% who deny having heard about Information and Communication Technologies. This result shows that most of the students are using the technological tools such as; cellphones, computers and tablets, to enhance their English learning process.

Table # 2

Are there technological tools in your school?

NO — 5%
YES — 95%
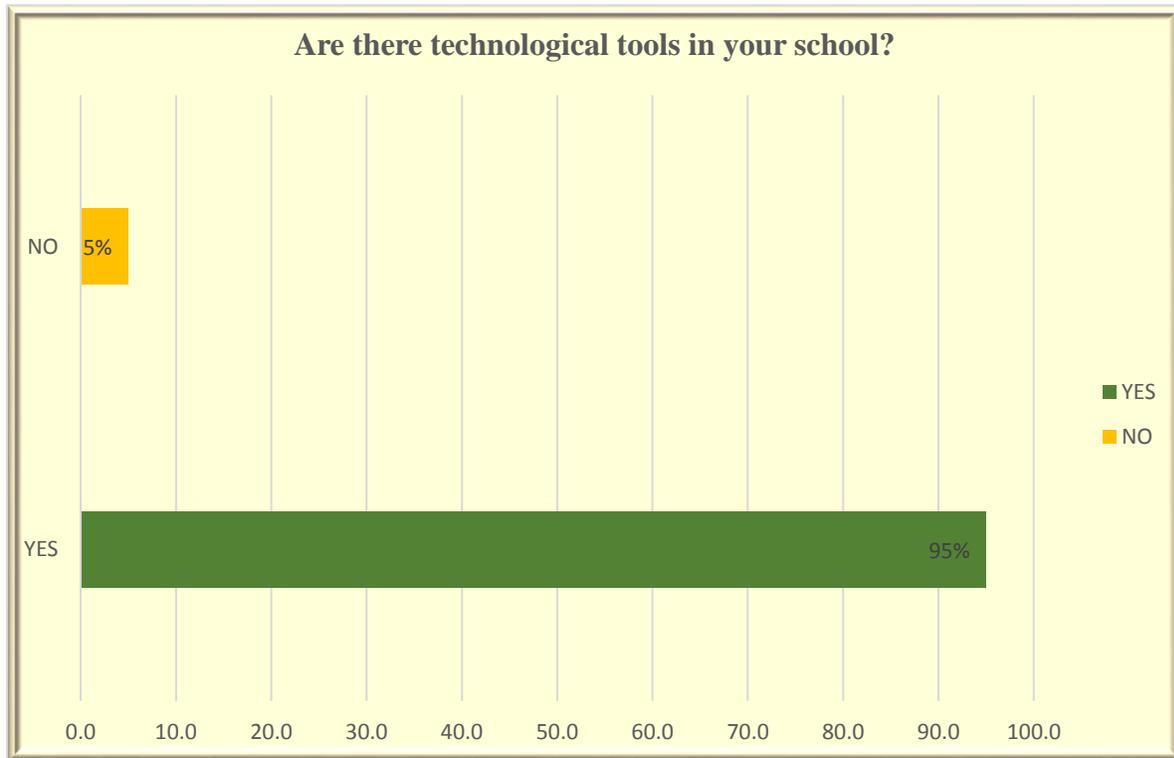
Based on the second question, the table number 2 shows that, there are technological tools in the school. The results obtained were that, 95% of the students confirmed the existence of the ICTs tools in the study center. Although, 5% of the students answer that they do not have any technological tools in their school. Some comments of the students in Spanish language were that teacher does not use the technological tools to make more interactive the English class. It is necessary to point out that despite of the new technological innovations to improve the English learning process in the students, teachers do not make use of them.
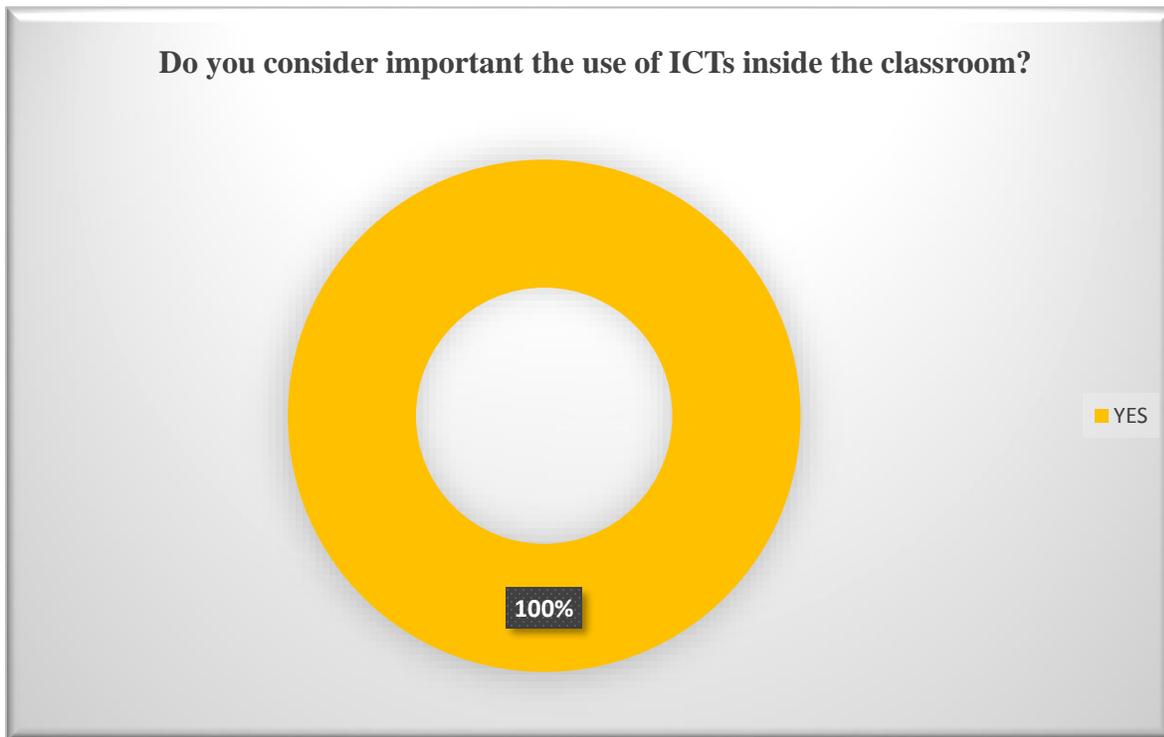
Table # 3

Can you search information properly through digital technology?

5%

95%

YES
NO
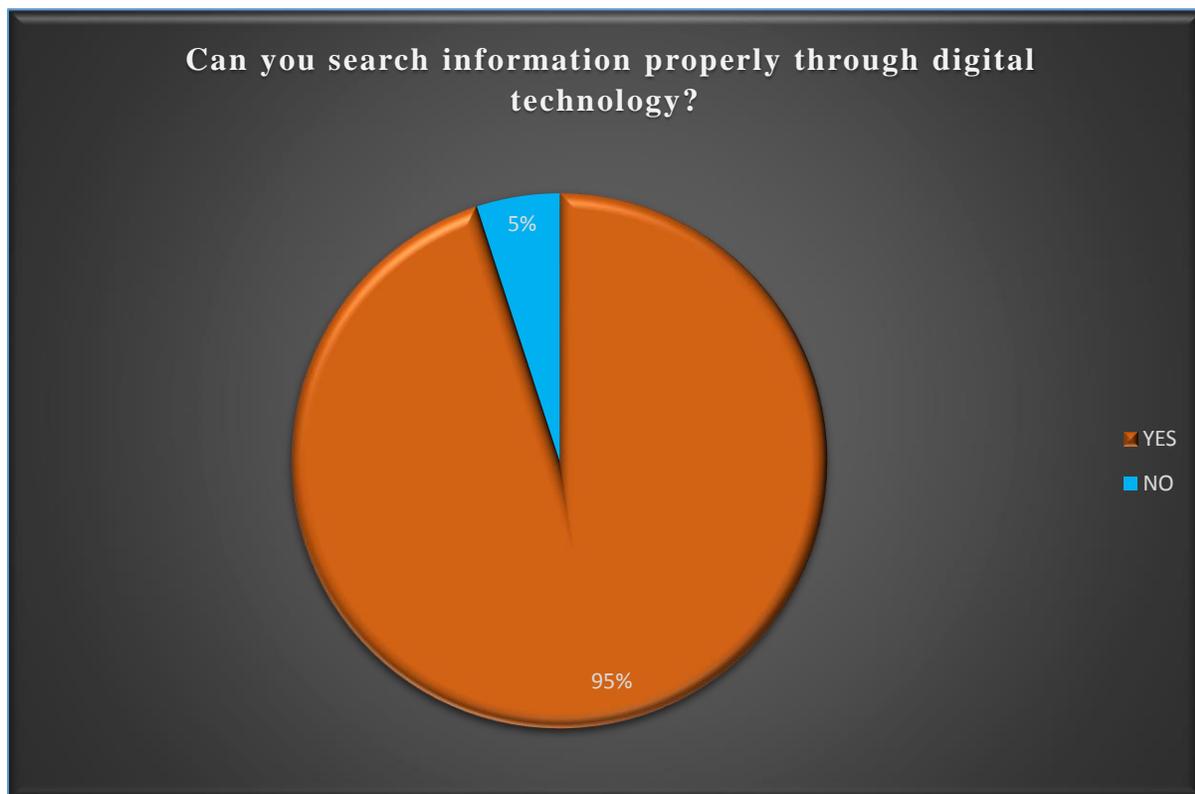
Based on the third question, it is clear that students can search information properly through digital technology. The results indicate that the 95% of the students can search information on internet through the different websites suggested by the teacher to use online dictionaries, to learn about grammatical tenses and vocabulary. The use of applications as; you tube and Facebook allows students to watch and listen videos to enhance their pronunciation, listening, fluency, grammatical structure, better comprehension skill to speak without fear. However, the 5% of the students answer that they cannot use properly technological tools due to, they do not have basic knowledge of how to use them in correct way or not have economical facilities to buy some of these tools.

Table # 4

In this paragraph the table number 4 shows that students consider important the use of ICTs inside the classroom. Thus, 100% of the students agree that using ICTs could improve their learning process with all resources that technology and school provide. Besides, the use of ICTs into the classroom allow that students have a better understanding of the topics and can associate the unknown vocabulary with pictures or videos that are being presented in power point presentation through a projector and a computer.

Table # 5

Do you think that with the use of videos, Power point presentations and apps the class would be more attractive and more participatory?

100.0
80.0
60.0
40.0
20.0
0.0

95%

5%

YES

NO
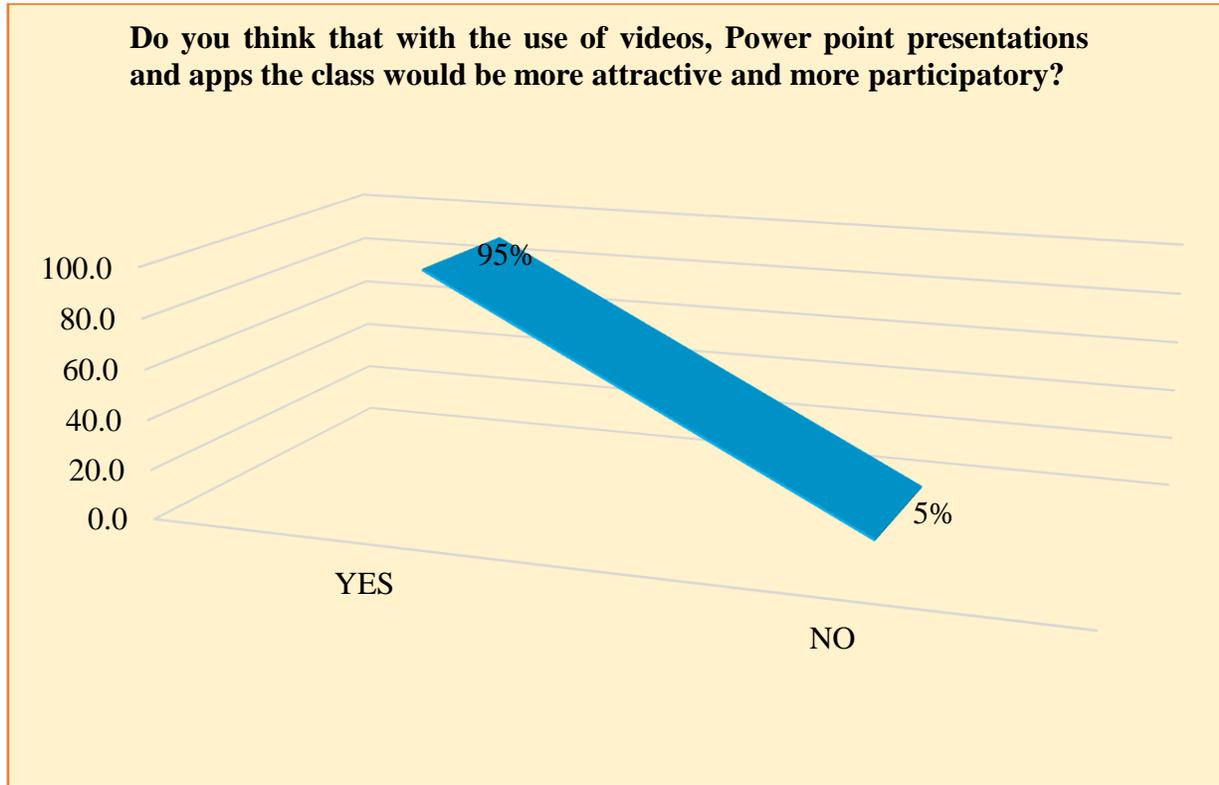
The table number 5 represents that students think that the use of videos, power point presentations and apps make more attractive the English class. The results reflected that 95% of the students consider helpful the integration of the technology in their English learning. This means that learners feel more motivated and committed in the acquisition of the foreign language when teacher is making use of technological resources. But 5% of the students answer that the use of ICTs in class do not help them to have an active environment in the English class. From this, it can be inferred that the students are not interested in updating their learning ways.

Table # 6
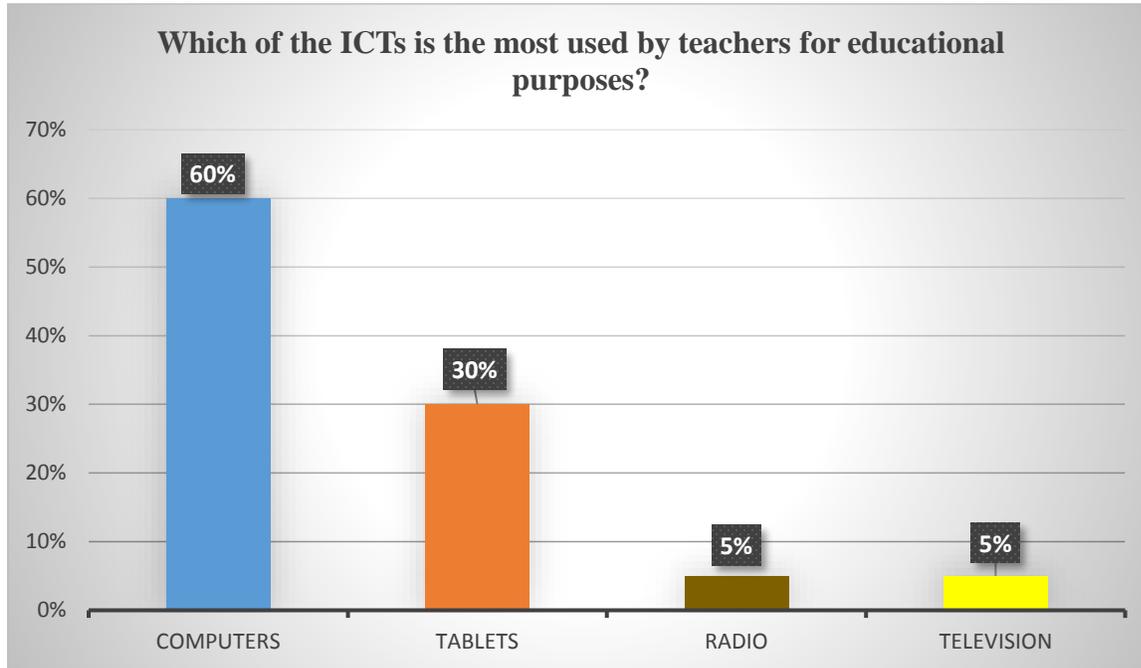
The table number 6 represents which of the ICTs is the most used by the teacher for educational purposes. According to the students' answers, the teacher uses the following resources in this way: 5% television, 5% radio, 30% tablets and 60% computers. Most of the time teacher prefers working with computers and tablets, because she installs downloaded applications to save time and carry out some activities in the class. Using these tools in class students can use their basic skills about the use of the ICTs to complete their exercises.

Table # 7

Do you think that the use of ICT is important in your process of learning the English language?

100%

YES
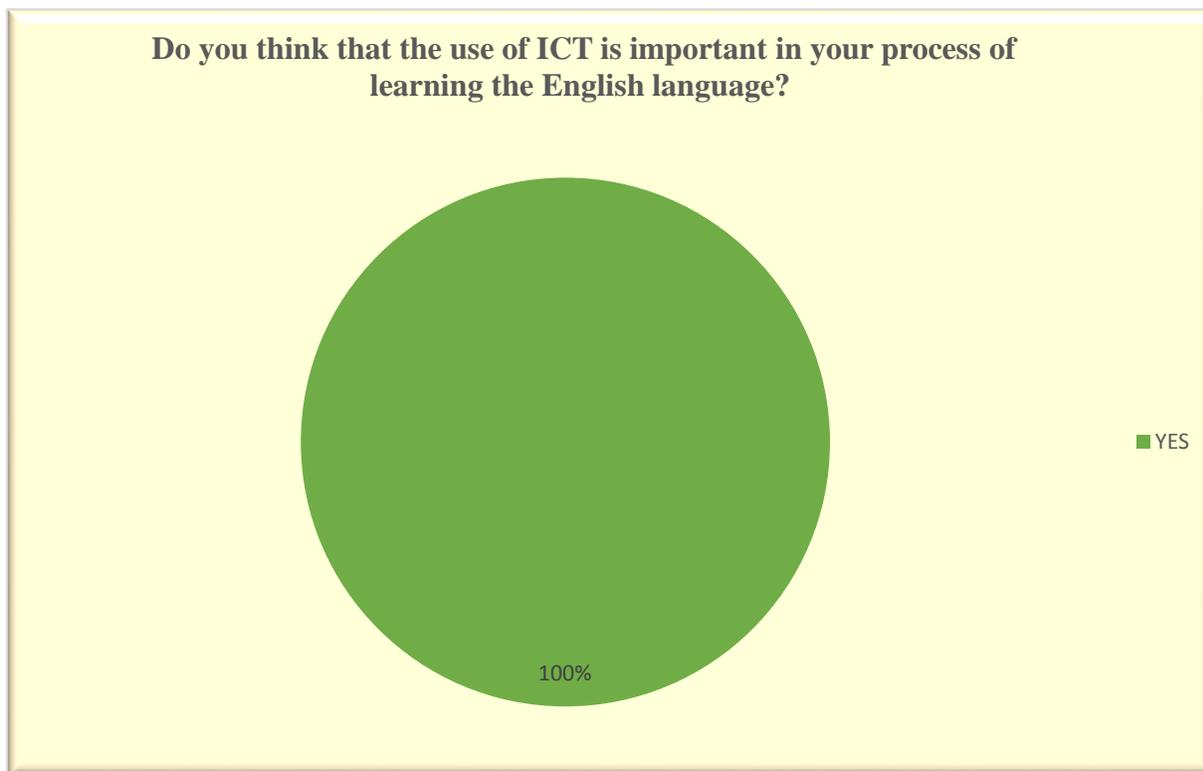
The table number 7 shows the importance of the use of ICT into the learning process of English language. The results show that 100% of the students consider important the integration of the ICTs, because these tools make more interactive and creative the development of activities in the class. They are in constantly participation and collaboration among them completing tasks. Using ICTs both teacher and students can create new activities to be performed in public or in the classroom such as role play, discussion, and debates to develop the speaking skill.

Table # 8

Do you think that the use of technological strategies help you in the development of the speaking skill in English language?

	YES	NO
■ Series1	90.0	10.0
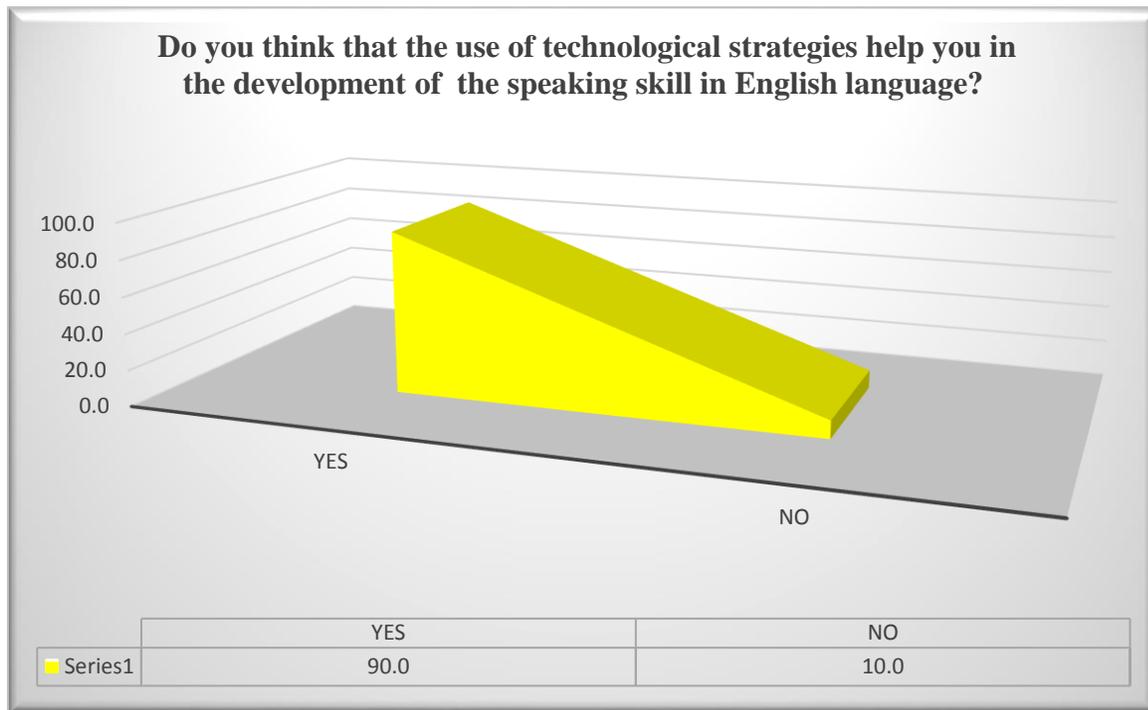
The table number 8 represents the use of technological strategies to help in the development of the speaking skill in English language. Thus, the results show that 10% of the students do not consider important the use of technological strategies for developing this skill. It can be inferred that they prefer the traditional classes, because they are adapted to the same teaching models. Nevertheless, 90% of the students consider relevant the implementation of the technological strategies to upgraded the learning methods and achieve a successful instruction process.

Table # 9
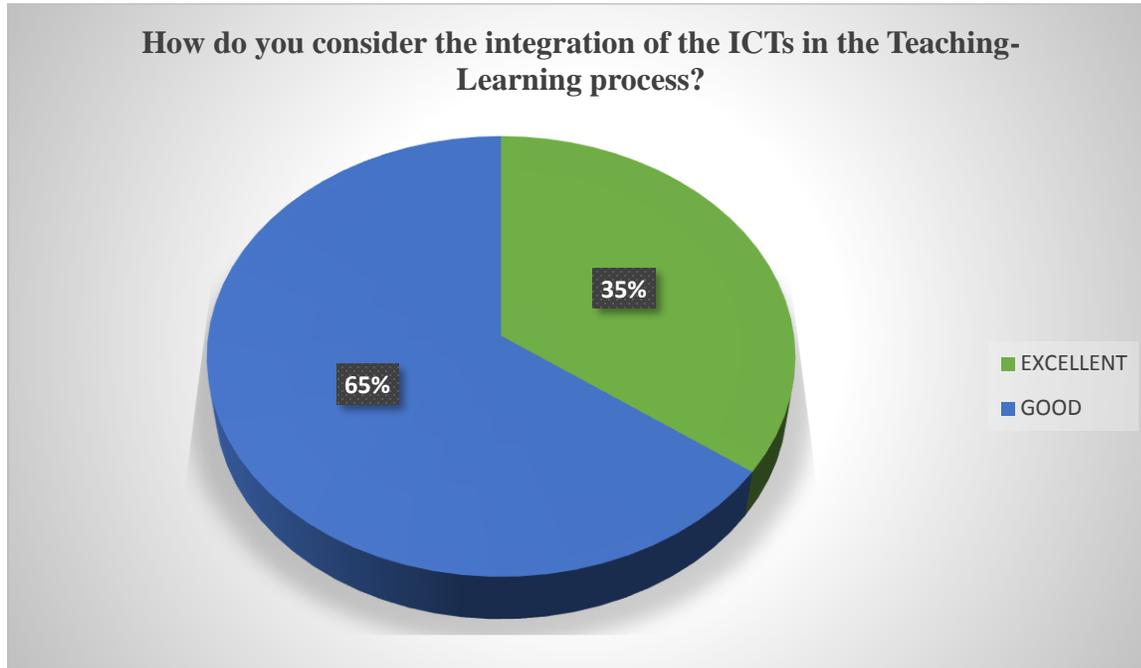
The table number 9 represents the integration of the ICTs in the Teaching-Learning process. The results show that 35% of the students classify as excellent the integration of ICTs in the English class. The use of ICTs bring students benefits such as; search information on internet, use the different platforms to learn online courses, make creative power point presentation and practice the knowledge and skill acquired. As well, 65% of the students classified that ICTs as good in the development of teaching process. Some students said in Spanish language that the use of the ICTs in the education have changed the ways of learning for example: they do not go to a library and spend hours consulting books for any information or explanation. Nowadays, the internet gives enough information in few seconds.

6.2 Interview Results

The interview was applied to the teacher. The teacher interviewed was a woman between the ages 30-40 years old. She has degree in English language. The purpose of this interview was to know the importance of the use of Information and Communication Technologies (ICTs) to benefit the English language learning process.

According to the information given by the teacher, most of the time she uses the computer, tablet, and projector in her English class to develop activities that help students to improve their speaking skill through the use of videos or power point presentations students listen to the pronunciation of different words, learn vocabulary, comprehend better the explanations of different grammatical tenses. She mentioned two applications that are useful to help her students in their speaking skill as Lyrics training application and videos conversation application. These apps have interactive activities such as role play, interview, debates and discussions to student communicate using the language. She uses the ICT resources 1 or 2 times a week. She said that ICTs help her to have an interactive and collaborative teaching-learning process. Moreover, using ICTs resources students can interact with native speakers through the social media to practice the language.

Teacher explained some of the challenges that she faces using the ICTs in the English class. One of them is in the classroom due to there is not internet connection, other problem is that the lab is not always available for using it and there are not enough computers for all students. The challenges that she faces with her students are: some students do not have knowledge about the use of technological tools for example; they cannot use computers or tablets, because they do not know how to use them and another problem is their economical situation. She said that she as a teacher has the duty to help her students in the orientation of how to use a computer or tablet in the moment that they are using it.

According to the teacher the use of ICTs help students to have a flexible environment where they feel self-confidence. Consequently, students are able to be autonomous using ICTs outside and inside the classroom to complete homework. She thinks that students learn faster using the technology as teaching media, because they can find plenty of information in websites, variety of videos to practice the skills of the language. Moreover, they could take online courses about

languages, do exercises to practice the four skills of English language (speaking, listening, writing, reading).

Teacher mentioned some of the benefits that students have using ICTs resources as; better time management of their learning, students increase the motivation and participation to develop speaking activities, the classes can be more interactives. They can communicate without problems using social medias. In addition, teachers can modify their evaluations ways. Besides, teachers can use authentic materials to teach such as: worksheets, images, videos, presentations, music, movies to be more interesting and innovative the class. She expressed that when she uses power point presentations students understand better the contents and the meaning of the words, which are used.

6.3 Class Observation

Based on Classroom Observation, it was observed that the teacher organized the classroom in pairs and in groups, but emphasized order and attention in each group. The teacher could master the topic, she followed the sequence of the activities which were developed. When she started the topic, the strategies were presented and then combined with practical classes and tutoring of the groups. She made use of the slides to present the topic and provided the students with examples to have a better understanding. The use of ICTs resources by students and teacher was observed to present the topic and perform the activities.

It was observed that at that moment of performing the activities the teacher had difficulty to teach the topic. Thus, the students could not develop the activities correctly. They had difficulties working in groups, instead of doing their assignments, they were talking, standing up from their places, and they were not paying attention. It was observed that teacher spent too much time with the revision of homework, and it was something that affected the development of the class. Consequently, the positive or negative impact that ICTs resources have on teaching strategies depends on the teaching style.

It was observed that students developed some activities using ICTs resources such as computer, projector, speakers and tablets, but at the time of performing the role-play activity in pairs they did not want to participate and complete the teacher-oriented exercises. The teacher was calling voluntary pairs and some of them were very shy, because some of them had not finished. It was seen that some students preferred to write rather than express and share information. On the other hand, a group of the students took participation, which is very important in the speaking skill. The importance of the students' classroom interaction and participation are effective strategies to develop the students speaking skill inside the classroom.

Students are aware of the benefits of innovation from all these resources, but the lack of self-control, motivation and interest are unlikely to lead to meaningful learning. It was observed that some students were not motivated in the development of the class using the ICTs, because there were distractions and lack of instructions. At the end, the students got bored.

7. Conclusion

Once this research is completed, it was concluded that the Information and Communication Technologies (ICTs) are viable resources in the development of speaking skill. Technology permits the development of technological competences, which allows students to be prepared for the challenges of the modern world. The ICTs are all technological tools that people use to be in contact among them. These tools are radio, televisions, computers, cell phones and tablets. Moreover, the use of programs and applications to share and exchange information using these resources.

Consequently, based on data collection instruments (survey, interview and observation guide) it is identified that students and teacher know about the basic aspects and operation of the ICTs. They use the technological devices to facilitate their instruction process. Using the Information and Communication Technologies both teacher and students can improve their traditional teaching methods by the innovative classes where students are able to be learner autonomous. This means that, they can be active learner. According to the students' answer the ICTs help them to become more independent and competitive in their learning. Thus, the ICTs play an important role into the teaching-learning process in the facilitation of authentic materials to students in order to use and practice the skills of English language. The implementation of the ICTs create new learning environment where students take the responsibility of their own learning. Besides, ICTs increase the motivation and participation of students to develop the speaking activities. They foster cooperation among students and encourage them to speak. The results show that students consider important the integration of the ICTs into the classroom to develop multiple activities making use of them. By contrast, the interview results show that some students face problems in the moment to use the ICTs resources because, they do not have knowledge of how to use the technological tools. Disagreements were found in the results of the interview and survey, because although the teacher stated that she uses the ICT tools with frequency, the students contradict her saying that she does not use technological devices in class.

8. Recommendations

During the process of this research and according to the information gathered through the instruments used: an observation guide, a survey to students and an interview to the English teacher from 8th grade of Ulises Tapia Roa School, Nindiri. We could identify that ICTs tools are used by teachers to enhance the teaching-learning process. Through this, we could realize that, the use of ICTs are viable resources to make more interesting the English class and help students to improve their speaking skill using the different applications to get knowledge and basic skills. Nevertheless, teachers do not use of the ICT tools with frequency, because they feel that spend time searching materials online or they not have enough experience working with the ICT tools. For this reason, we want to share some recommendations to the teacher and students to increase the teaching-learning process in speaking:

❖ First at all, teachers need to know how to use different types of technological devices, to support their students in case of difficulties at the moment of using them in the classroom.

❖ We suggest that both teachers and students need to be trained in the use of the ICTs tools.

❖ We consider important that teacher develops interaction activities such as; interviews, debates, discussions about movies, videos, songs, talk shows to help students develop the speaking skill.

❖ The teacher may design relevant materials to test students' achievement in the speaking skill making use of the ICTs.

❖ The teacher must be updated with new technological innovations that facilitate the teaching process making use of the different digital platforms as BBC Learning English, Duolingo, Babbel, Memrise and ABA English. These platforms have many exercises to practice the grammatical tenses, learn vocabulary, listen audios and practice the speaking skill through

of the interaction with native speakers. The use of videos is helpful to students practice the knowledge acquired and their basic skill using the ICT tools.

❖ We recommend that both teachers and students make use of ICTs with more frequency inside and outside the classroom to enrich the teaching-learning process. Using the resources that technology provides as internet, students can search in different websites grammatical explanations, exercises to practice the knowledge acquired. Many applications such as: you tube to watch videos and listen the pronunciation of different words to help students to speak well and fluently.

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10. Annexes

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA

Facultad de Educación E Idiomas

Departamento de Ingles

Students' Survey

Topic: Analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

General Objective: To analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

The purpose of this survey is to analyze the importance of the use of the Information and Communication Technologies to gathering data of how teachers and students use ICTs into the classroom to make meaningful the learning process of speaking skill using all technological tools.

Dear students, the following survey has as purpose to know the importance of the use of ICTs in benefits of English learning process.

Name: _____ Grade: _____ Date: _____

Read the questions and circle the answer.

1. Have you heard about ICTs?

 A) YES   B) NO

2. Are there technological tools in your school?

A) YES   B) NO

3. Can you search information properly through the digital technology?

A) YES   B) NO

4. Do you consider important the use of ICTs inside the classroom?

A) YES   B) NO

5. Do you think that with the use of videos, Power point presentations, apps, the class would be more attractive and more participatory?

A) YES   B) NO

6. What are information media used by the teachers in the classroom?

 A) Computers   B) Tablets   C) Radio   D) Television

7. Do you think that the use of ICT is important in your process of learning the English language?

A) YES   B) NO

 8. Do you think that use of technological strategies helps in the development of the speaking skill in English language?

A) YES   B) NO

9. How do you consider the integration of the ICTs in the Teaching- Learning process?

A) Good   B) Bad   C) Excellent

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA

Facultad de Educación E Idiomas

Departamento de Ingles

Teacher's Interview

Topic: Analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

General Objective: To analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

Dear teacher, the purpose of the following interview is to know the importance of the use of information and communication technology ICT for the benefits of the English language learning process.

1. General information

Mark with an x the option that best fits.

Age:

1. 25-30_____   31-40_____   Over 40____
2. Professional studies:

Technical career _____

Degree on English teaching _____

Other _____

Answer the following questions:

1) **What kind of ICTs do you use in your English class in the development of speaking? How often do you use them?**

The teacher said that, most of the time she uses the computer, tablets, and projector in her English class to develop activities that help students to improve their speaking skill through the use of videos or power point presentations students listen the pronunciation of different words, learn vocabulary, comprehend better the explanations of different grammatical tenses. She uses the ICT resources 1 or 2 times a week.

2) **Do you think that the use of ICT makes easier the English learning process in the development of speaking?**

She said that the use of ICTs in the English class is important, because students feel more comfortable and show enthusiasm in their learning. Moreover, she mentioned that ICTs make more interactive and collaborative the teaching-learning process. She argued that using ICTs resources students can interact with native speakers through, the social media to practice the language.

3) **Do you face any challenges using the ICTs into the classroom? If yes, what are those? In case of your students face any challenges, in which way do you assist them?**

She said that one of the challenges is in the classroom due to there is not internet connection and the lab is not always available for using it, because other groups need to use computers or there are meetings. According to the teacher, she faces some difficulties with her students. Some learners do not have knowledge about the use of technological tools for example: they cannot use computers or tablets, because they do not know how to use them. Another problem is their economical situation, considering that they are not able to buy a cell phone. She explained that she as a teacher has the duty to help her students in the orientation of how to use a computer or tablet in the moment that they are using it.

4) Do you consider that ICTs help students to become more independent in their learning English? Explain.

She said that the use of ICTs into the classroom help students to have a flexible environment where they feel self-confidence. Consequently, students are able to be autonomous using ICTs outside and inside the classroom to complete homework. She thinks that, students learn faster using the technology as teaching media, because they can find many information in websites, variety of videos to practices the skills of English language, take online courses about languages, do exercises to practice the four skills of English language (speaking, listening, writing, reading).

5) Which are the benefits of students and teachers using ICTs resources in the development of speaking?

Teacher mentioned some of the benefits that students have using ICTs resources as; better time management of their learning, students increase the motivation and participation to develop speaking activities, the classes can be more interactives. They can communicate without problems using social medias. In addition, teachers can modify their evaluations ways. Besides, teachers can use authentic materials to teach such as: worksheets, images, videos, presentations, music, movies to be more interesting and innovative the class. She expressed that when she uses power point presentations students understand better the contents and the meaning of the words, which are used.

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA

Facultad de Educación E Idiomas

Departamento de Ingles

Observation Guide

Topic: Analyze the importance of the Information and Communication Technologies (ICTs) as viable resources in the development of speaking skill in 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

I.   Guide for class Observation

General data:

Date:

Teacher`s name:

Shift:

Period of class:

Subject:

Topics:

II.   Objective

To observe into the classroom, the performance of the teacher and students during the teaching-learning process using the ICTs resources at 8th graders at Ulises Tapia Roa School, Nindiri in the second semester 2020.

ITEMS	TOTALLY AGREE	PARTIALLY AGREE	LITTLE AGREE	TOTALLY DISAGREE
1. Teacher masters the topic				
2. Teacher and students use the ICTs resources				
3. Teacher presents the topic and support examples using ICTs resources				
4. The teacher teaches through some strategies in a way that can benefit each student in the classroom				
5. The teacher master the ICTs as a didactic resource				
6. How the students develop the speaking skill using ICTs resources in the class				
7. Students are integrated into the different activities presented in the class session using ICTs resources				
8. Students show high motivation and commitment in the development of their speaking skill				
9. students prefer to express and share information rather than write				
10. Students demonstrate autonomy at the moment of developing speaking activities using ICTs				