

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**Universidad de El Salvador**

*Hacia la libertad por la cultura*

**RESEARCH PROJECT:**

**“THE IMPACT OF USING ICTS IN THE ENGLISH ORAL PRODUCTION OF  
STUDENTS IN THE FIRST YEAR OF THEIR MAJOR IN THE FOREIGN  
LANGUAGE DEPARTMENT AT THE UNIVERSITY OF  
EL SALVADOR”**

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## **SUMMARY**

The impact of using ICTs in the English oral production of students in the first year of their major in the Foreign Language Department at the University of El Salvador.

The oral production is a very important skill students need to develop during their first-year learning English in their major at the Foreign Language Department (FLD). However, the oral production skill of the students in their first year is not well developed. Because of the unfortunate remaining issue in the FLD, that most of the time there are tools as computers and radios without even being used or included in the teacher's methodology.

The method used in this research is a quantitative causal-comparative research method. It seeks to find the relationship between independent and dependent variables after an action or event has already occurred.

This research was organized in the following way: first, the research group prepared the experimental group in order to improve their English oral production by using ICTs in 8 extra English classes, then, at the middle and at the end of the extra English classes, both groups were evaluated by the teacher. Finally, the research group realized that according to the global result, the hypothesis is rejected because whether students used or not ICTs the final results were basically the same.

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## **INTRODUCTION**

The impact of understanding and applying information and communication technologies (ICT) is fundamental for the development of people in our current society. Each day, ICTs are used more often for information, study and work.

The ICTs are used in education and it provides enormous tools for enhancing teaching and learning. There have been many studies that have highlighted the various ways that ICTs may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge and accessing information. ICTs enable new ways of teaching and learning when used appropriately under right conditions such as suitable resources, training and support. ICTs also offer the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material, and also promote interdependence of learning among learners.

Moreover, the use of ICTs in the English class extends beyond its motivational value to address key outcomes of the syllabus, and allows students to become competent users as well as consumers in English.

As an interaction and collaborative medium, ICTs allow to respond, compose and publication to be easily shared and offer students the opportunity to explore the language of texts more creatively and develop as speakers, writers and readers for an ever-widening range of purposes and audiences.

Besides, in the Foreign Language Department (FLD), some students have the opportunity to learn and to develop skills when learning by making use of some ICTs such as radios and computers. Knowing that the listening skill competence is one of the most difficult skills to develop, in this research, it was needed to take into account the importance that ICTs had to enhance the development of the speaking competence.

Therefore, the researchers developed a causal-comparative research. The causal-comparative research sought to find relationships between independent and dependent variables after an action or event had already occurred.



Finally, this research was organized in the following way: first, the research group prepared the experimental group in order to improve their English oral production by using ICTs in 8 extra English classes, then, at the middle and at the end of the extra English classes, both groups were evaluated by the teacher. Finally, the researchers compared the grades obtained from the students who received the extra classes with those who did not receive them to analyze and interpret data obtained from the oral evaluations.

**Research topic: The impact of using ICTs in the English oral production of students in the first year of their major in the Foreign Language Department at the University of El Salvador.**

## **CHAPTER I: RESEARCH DESIGN**

### **1. 1 Description of the problem**

The importance of understanding and applying Information and Communication Technology (ICT) when learning a language is nowadays fundamental for the many advantages this reflects. ICTs are a set of technological tools such as the computer, the radio, etc. These are useful tools for teachers to facilitate the teaching and learning process. The oral production is a very important skill students need to develop during their first year in their English learning in their major at the Foreign Language Department (FLD).

However, the oral production skill on first-year students is not well developed. Even though at the FLD there are tools as computers and radios, it is unfortunate that most of the time these are not used or included in teacher's methodology to help students develop their oral skill production. Therefore, according to what has been already stated, this research seeks to investigate the answer to the following question: To which extent does the use of Information and Communication Technology impact in the enhancement of the English oral skill production of students during their first year studying a major at the FLD?

### **1. 2 Abstract**

The reporting for this study was the students from Foreign Language Department of the Main Campus of the University of El Salvador. There was a total of 30 students from the group 11 of Basic Intensive English but the research group worked only with 20 students. This group was divided in two sections; 10 students were prepared in the English oral production by using ICTs as an experimental group. And the other 10 were not, this helped researchers collect data.

This was a quantitative study. It means this research did not try to describe but to compare the impact of using ICTs in the English oral production

### **1. 3 Summary of the Research Project**

This project was a causal-comparative study in which the researchers worked with students from Foreign Language Department of the Main Campus of the University of El Salvador, during the semester I-2018. The research group were implementing different activities by using ICTs in order to find out the impacts these instruments had on the students' oral production. The activities did not change the programs' curricula.

The group used a rubric to collect data from the students of Basic Intensive English. The rubric comprised with five statements where multiple options were given to select only one. This instrument was used by the teacher to evaluate the students and choose the best option to them.

### **1. 4 Objectives**

#### **General Objective:**

- To study the impact of the use of ICTs in the development of the English Oral Production of students during the first year of their major.

#### **Specific Objectives:**

- To compare the impact of ICTs between classes that use them those that do not.
- To identify the most effective ICTs on students learning.
- To explain the reasons why ICTs are useful in the students' oral production skill.

### **1. 5 Rationale/Justification**

With the invention of technology such as computer, internet and video camera, learning is no longer a linear process. It is used to enhance students' interest and involvement in the learning process. Technology is believed to be able to make students respond positively in a language classroom. Therefore, this research works highlights the important role of Information and Communication Technologies in enhancing the oral production skill.

This study is based on the impact of ICTs found in the use of these technologies to enhance the oral competence in students. The investigation aims at explaining the benefits of ICTs in the students' oral production skill.

Students in general and first year in particular find that oral courses represent an area of challenges for them. So, to facilitate the task, the use of ICT represents a crucial link to enhance the quality of oral production course content. It can be said that the ultimate aim of many learners is to be competent speakers of the target languages. This is the reason why this investigation aims at studying and comparing the importance of using ICT to enhance students' speaking abilities.

## **1. 6 Special Terms**

EFL: English Foreign Language

FLD: Foreign Language Department

ICT: Information Communication Technology

ROM: Read only memory

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2. 1 Historical Background**

The use of computers in education is not a new phenomenon. In the 1970's, its promoters claimed that it would transform and save education (Lockard & Abrams, 1994). The late 1980's saw a growing shift towards computer integration which emphasized the curriculum and not the tool. Its proponents felt that students would learn new skills as they needed them in order to make the computer work for them. The computer could now be viewed more as a partner as opposed to a competitor and could be treated in a more natural manner (Lockard & Abrams, 1994). The 1990's saw a heightened focus on increasing the use of computer technology in the Classroom.

More and more studies now support the claim that technology has great potential to provide new kinds of instructional opportunities and to enhance the knowledge and learning experiences of both the teachers and students (O'Connor&Polin, cited in Leming-McCormick, et al., 1995). However, the effect of ICT in teaching and learning is not yet fully established.

Teaching is becoming one of the most challenging professions in our society today where knowledge is expanding so rapidly that modern technologies demand the use of Information and Communication Technology (ICT). ICT has become within a short time one of the basic building blocks of a modern society. Many countries now regard understanding ICT and mastering its basic concepts as part of the core of education (UNESCO, 2002b). Yet the need to prepare students for the information age is a recurring educational theme worldwide since today's students are to spend their career life in a very dynamic technological environment (Mbwesa, 2003).

The National Council for Curriculum and Assessment, UK (2004), notes that as the pace of technological development continues to grow, children in our schools today will live in a world where ICT will be increasingly embedded in their daily lives. By the year 2005, more than 50% of public schools included laptops for students in their technology budget. It was at this same time; more than 90% of schools had access to the Internet. By 2011, many schools were including tablet PCs for students and teachers in their technology budget.

Observers and proponents of ICT suggest that our use of increasingly sophisticated and enabling technologies will continue, to the extent that technological literacy will become a basic functional requirement for our work, social and personal lives.

Growing attention and pressure to implement technology in education is coming from many directions, including parents and the business sector, not just departments of education. One of the most significant features of the technological or digital era of much relevance to education is the Internet.

In order to have a better understanding of the purpose of this research study, it is necessary to define key terms such as: oral production and ICT.

## **2. 2. What is Oral Production or Speaking Skill?**

There are several definitions of Oral Production. Hymes (1972) defines oral skill as “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.”

According to Bygate (1987) the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation.

Speaking is “a skill which deserves attention as much as the literacy in both native and foreign languages.” Oral Production, then, entails mastering multiple abilities that will help the learner be competent in the language. In words of Christine Goh and Anne Burns (2012) these abilities are divided into three: knowledge of language and discourse, core speaking skills, and discourse strategies —which enable the speaker to produce accurate utterances, overcoming language difficulties.

Martin Bygate (1987) refers to this skill saying that “by giving learners ‘speaking practice’ and ‘oral exams’ we recognize that there is a difference between knowledge about a language and skill in using it” (p.3). Goh and Burns (2012) add that because the high-stakes examination mostly assess the knowledge about the language and not performance, teachers tend to focus more on grammar, providing activities that make students speak but without teaching them all the abilities to produce the language. Therefore, in order to assess both, knowledge and performance, the teacher should create activities or speaking tasks that allow student to show their abilities in different communicative contexts and with different levels of complexity. At the same time, as assessment is a complex process, the teacher should

follow some recommendations from experts and design tools to evaluate the speaking skill more effectively, and actually measure students' competence to speak.

### **2.3 Types of Speaking Skill**

Since speaking is regarded as one of the language productive skills, Brown(2004) has stated five types of speaking according to the speaker's intentions; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

- **Imitative Speaking**

Imitative speaking is the ability to parrot back or repeat the others' speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, 141).

- **Intensive Speaking**

Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, p. 141).

- **Responsive Speaking**

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p. 142) shown in the following short conversation: A. Marry: Excuse me, do you have the time? B. Doug: yeah. Nine- fifteen.

- **Interactive Speaking**

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities (Brown, 2004, p. 142).

- **Extensive Speaking**

The final type of speaking that was stated by Brown (2004, p. 142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and storytelling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

## **2. 4. What is ICT?**

There are many definitions given to the term ICT. However, we can simply say that ICT or ICTs stand for information and communication technology or technologies where the computer plays a central role. ICT is defined as a diverse set of tools and resources used to communicate and to create, disseminate, store and manage information. In others words, they are strategies for the teachers to use when teaching to improve the learning process in an interesting way that catches the students' attention. Also, learning strategies or ICT can greatly improve learning outcomes for students entering the classroom with different learning styles and abilities. Stephen (2006) points out that "Strategy has the power to transform passive students into active learners equipped with the tools to promote strategic planning and independent reflection".

## **2. 5. Classification of the Different Types of ICT Tools**

Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning



situations. Depending on the instructional activities, ICT can play different mediating roles in the instructional process. A number of different ICT tools and applications may be integrated in teaching and learning (Melor Md Yunus, Lubis and Lin, 2009). Some of these tools and applications may be designed specifically for educational purposes and some others for more general use as:

### **Informative Tools**

Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999). Examples include tools and information resources of the existing multimedia encyclopedia of the Internet. The Internet is a huge electronic database, and researchers consider the Internet as the most significant ICT tools in e-learning environments.

- **Internet**

Internet was created to allow people to communicate in an easier way and to reach information in a faster way. It's a fact that Internet has changed our lives but our main concern is its impact on Education. It May be a difficult task to measure this influence, so to begin with we'll take into consideration several aspects. Hargittai (1999) defines the Internet technically and functionally as a worldwide network of computers and people interacting together. Popular uses of the internet are:

- **Google** is one of several web search engines or web tools for searching for information on the internet by entering keywords. A web search using a search engine results in what are commonly called hits.
- Short for electronic mail, **email** is the exchange of messages between users on computers linked to the internet. Users need not be connected to the internet at the same time. Messages are usually text but may also comprise graphic, audio, and video files.
- **Wikipedia** is an internet-based encyclopedia that is written collaboratively by contributors around the world. It comes in many languages and is free to access.

- **Skype** is a Voice over Internet Protocol (VoIP) computer application that allows users to make free telephone calls to other Skype users over the internet. If a digital camera or webcam is attached to each computer, individuals can see one another.
- **Facebook** is a free social networking service on the internet that enables users to post personal profiles of them, add names of friends, send those messages about themselves and exchange photos.
- **Twitter** is another free social networking service on the internet that enables users to send and read messages known as tweets. Tweets, limited in length to 140 characters, are sent to those who subscribe to particular users, called followers

### **Situating Tools**

Situating tools is a system that lay the students in the environment where it involves a context and the occurrence of a situation. Examples of such systems include simulation, virtual reality and multi-user domain. Situating tools software tools such as CD-ROM. CD-ROM offers hypermedia application which gives better opportunities for teachers to enhance learning environment. Hypermedia application covers more than one of the following media such as text, audio, graphic images (still images), animation and video clips. Hypermedia applications are well integrated in the learning environment to enhance student autonomy and thinking (Cheung & Lim, 2000). (Phillips, 2004) Multimedia able to put the amazing array of resources on student and lecturer resources on teaching and student control. "Multimedia learning active learning to create a more dynamic, interactive, collaborative, and satisfying" (Supyian, 1996).

- **Radio**

Radio is an ICT tool used in most of the classrooms in order to play a tape time to time to improve listening skills. Radio is an inexpensive, reliable technology; it is easy to use and maintain, and it can be used where there is no electricity infrastructure. Teachers have explored the use of radio in the classroom almost since radio technology entered into the mainstream of society (Anton, 1999). The purpose of the use of a radio is to give the students a better and interesting experience by reading radio script of the lesson, listening to the transcription and, preparing questions to stimulate conversation and discussion.

Radio can offer many educational advantages: Stations may broadcast programs prepared by specialists in instructional design and production. Well-designed educational packages may use sound effects, drama, and other audio-enhancement mechanisms. Programs may be aired more than once without additional development costs. Radio breaks the isolation of schools by offering educational news, directives, pedagogical guidelines, etc.

- **Television**

Television, like radio, is widely available in households. There is also an abundance of national, regional, and satellite TV stations on which to piggyback. TV educational programming enjoys the same benefits of radio programming with the additional benefit of video. TV programs can bring abstract concepts to life through clips, animations and simulations, visual effects, and dramatization. They can also bring the world into the classroom. However, TV broadcast shares with radio programs rigid scheduling and lack of interactivity.

Experience has shown that TV can be successful in expanding educational opportunities through:

- Targeting young adults who left primary or secondary schools before graduation, allowing them to follow the curricula by watching television. (Telecurso in Brazil in Resource 2.1.3 -Television)

- Facilitating effective installation and implementation of lower secondary schools in sparsely settled rural areas, whereby a complete curriculum can be covered cost effectively because: most of the teaching is done through TV programs, and one teacher covers all of the subjects rather than having specialized teachers for each one. (Telesecundaria in Mexico in Resource 2.1.3 - Television)

- **Podcasts**

They are also an invaluable tool to develop oral skills. Podcasts, also known as vlog, Vodcasts or Podchips if they use video, or audioblogs if only audio is used, are audio

recordings on any topic that interests you, and that can also include music. You can download them to your computer or portable listening device such as an MP3 player (Barnes, 2007) and listen to or watch them whenever you want to.

Podcasts can be used for a number of different things, such as talk shows, music shows, interviews, storytelling, tutorials, directions, commentaries, sportscasts, etc. And ESL podcast sites have been developed for different purposes: vocabulary and grammar topics, idioms and slang, business English, world news and current events, limericks and jokes, songs, and poetry. And they are especially useful for practicing pronunciation, stress, rhythm and intonation, and accuracy; but also to study basic structures like phrasal verbs, past forms, modals, listening comprehension quizzes, and more (Peterson, 2010).

- **Video Recording**

In recent years, video recording has become more popular as it can be used in several gadgets and it also provides benefits for the teaching process of a foreign language. Video recordings are a powerful tool because they provide not only context, but also authenticity, motivation, interest and confidence, the sociolinguistic and pragmatic level of language, nonverbal features, such as gestures and body language, active involvement and participation, and real vocabulary acquisition. (Blasco, 2009). Video Recording is a tool that is being used with more frequency among adolescents due to the fact that it has gained more popularity on websites such as YouTube, Facebook, and Twitter. Besides, these days it is easy to have technological gadgets such as mobile phones, smartphones, computers, and video cameras that have recording within its features.

### **Constructive Tools**

In Constructive tool is a general-purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tool such as PowerPoint has a strong impact in the educational environment and is widely used in most organizations in the form of reports, presentations, record routine information, giving businesses the most (McMahon, M. 1997). Learning a second language, PowerPoint is a presentation graphics program packaged as part of Microsoft Office for Windows or

Macintosh. Although generally used for developing English presentations, it is also very advantageous in the context of increase creativity among students.

- **Presentation**

Presentation is a useful tool used by students and teacher which require a computer and a projector to present: a conventional power point presentation, a more dynamic presentation like Prezi. Presentations have been shown to be extremely successful with respect to improving learners' skills, and increasing their autonomy. For example, Girard, Pinar and Trapp (2011) found that using presentations in their classroom lead to greater class interaction and participation, an increased interest learning, and noticeable improvements in their students' communication and presentation skills.

One of the main benefits of using presentations in the classroom is that oral presentations are student-centered. When students are asked to give an oral presentation, it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom. This is because the students who are presenting have the ability to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates.

### **Communicative Tools**

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. (Chen, D., Hsu, JF, and Hung, D. 2000) It is including e-mail, moddle platform, blogs, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative asynchronous (eg e-mail and electronic whiteboard) is a system in which exchange of messages between people are not 'live' but somehow delayed. Communicative tool most appropriate for activities requiring more time to think before responding.

- **Blog**

Blog is an asynchronous collaborative tool that allows anybody to express their ideas and thoughts and share them with the rest of the world. Teaching with blogs provides the opportunity to engage students in both of these literacy activities, and the strategy has the additional benefit of enabling students to publish their writing easily and to share their writing with an authentic audience.

Blogs can be an undeniable source of expression in which teachers and students can share and exchange data and content in a whole environment of participation and collaboration. Ferdig & Trammel (2004) contend that blogs are more successful in promoting interactivity that is conversational; a mode of interaction more conducive to improve student and teacher relationships, active learning, higher order thinking, and greater flexibility in teaching and learning processes. Other activities can be combined with the use of a blogging software to strengthen real interaction. Thus, we expected the implementation of an educational blog would provide an authentic audience for the students' works as well as fulfil the following aims: First, to promote the students' acquisition of digital literacy skills. Also, to enhance participation among learners in an online environment. Finally, to encourage reciprocity and active learning.

On the other hand, according to Ray (2006), blogs in education can be used to communicate, as instructional resources, as collaborative tools, and showcases for student projects. As an electronic bulletin board, a Blog provides a fast, efficient means of communication. It can be used to post class announcements for parents or providing schedule reminders for students. Blogs can be used as instructional resources, in which teachers can post tips, explanations, or samples to help students learn.

When students write entries and comment on the entries of their peers, blogs become an integral part of a lively literacy community. Students can post on such topics as journal/diary entries, reflections on their writing process, details on their research projects, commentary on recent events or readings, and drafts for other writing they are doing.

Once a student posts an entry, others in the class can respond, provide supportive feedback, and offer additional suggestions or perspectives. By writing and commenting on blogs, students write for real readers (not just for their teachers). As a result, students focus on clear communication and get immediate feedback on whether they communicate effectively.

- **Moodle Platform**

Moodle platform is a free platform you can use if you want to set up a course web. It also has some interesting available tools: discussion forums, grade book, Blog, quizzes, and chat room. The use of Moodle to implement an online pre-session phase prior to a “classic” classroom phase of teaching in this type of course is the main novelty (Cordero, 2015). In other words, it is an application which allows teachers to create online activities for their students, store materials for them, manage their student’s grades, etc., for example, one can have access to various resources for oral production development via online courses in Moodle. The exploitation of both linguistic elements (i.e., phonetics, pronunciation, word level structures, etc.) and discourse-related interaction in communicative tasks and specific speech exercises (conversations, discussions, listening, etc.) is not only possible but greatly encouraging for the design of Moodle courses. Importantly, although the application itself is free.

### **Collaborative Tools**

Collaboration tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings; discussions are taking place, working in the document, information dissemination, and other tasks. Collaborative tools, such as E-mail messaging, Wireless Application Protocol (WAP) and General Packet Radio Services (GPRS) embedded in micro-browser equipped mobile phones or GPRS enabled handheld computers are other ICT tools that that can link students in different geographic locations exceeding the boundaries of class. In addition, the development of mobile phone and PDA allows learners to exchange information in a short time simultaneously and asynchronously, and provides flexibility for one-one, one-

to-many and many-to-many communication, especially for the online discussion forum. (Lim & Lee, 2002). In conclusion, a "learning is no longer seen as a solitary activity, but is described as taking place through social interaction with peers, mentors and experts" (Kings, 1998).

- **Smartphone**

The mobile technology, while essential, is only one of the different types of technology and interaction employed. The learning experiences cross spatial, temporal and/or conceptual borders and involve interactions with fixed technologies as well as mobile devices. Weaving the interactions with mobile technology into the fabric of pedagogical interaction that develops around them becomes the focus of attention (Kukulska-Hulme et al., 2009: 20). Use of these technologies turns out to be well aligned with strategic educational goals such as improving student retention and achievement, supporting differentiation of learning needs, and reaching learners who would not otherwise have the opportunity to participate in education (Kukulska-Hulme et al., 2005)

## **2. 6. ICTs for Learning**

Using ICTs in classrooms can provide several advantages for learners. For example, ICT has several advantages ranging from facilitating exposure to authentic language to providing access to wider sources of informational varieties of language. It also creates opportunities for people to communicate world-wide and allows for a learner-centred approach in the teaching, learning business. It enhances development of learners' autonomy and creates avenue for people to get information and communicate with each other in a wider range. Enhance the motivation and attention of students (Stephens, 2015). Facilitate comprehension. Besides, Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration (Elmo, 2012); furthermore, they can easily explain complex instructions and ensure students' comprehension and images can easily be used in teaching and improving the retentive memory of students. There are more involvement and student participation in the activities (Uk essays, 2015). Facilitate teaching, learning and achievement of educational objectives.



On a more specific note, in the English language classroom ICT address key outcomes of the syllables, and allows students to become competent users as well as consumers in English.

Furthermore, as an interactive and collaborative medium, ICT gives students the opportunity to easily share responses, composites and publications as well as the avenue to explore the language of texts more creatively and to develop as efficient and fluent speakers, great writers and focused readers for an ever-widening range of purposes and audiences.

From the foregoing, it is evident that the range and coverage of ICT is broad or wide, and very relevant in knowledge acquisition in general and specifically for our English language proficiency quest.

- The speed and automatic functions of ICT allow a teacher to demonstrate, explore and clarify aspects of the teaching method which enable the students learn more effectively;
- The capacity and coverage of ICT to assist the teachers and pupils easily access to for historical event or current formation
- The temporary nature of information stored, processed and presented using ICT enable simpler method as documents could be change and corrected by editing software provided in the programs.
- The interactive way in which information is stored, processed and presented can enable teachers and students to explore the model, to communicate effectively with others and present information effectively to different audiences.

In general, their use increases satisfaction, motivation and self-teaching. However, there are multiple factors that have an effect on the quality of the oral performance, such as teacher-student relationship, willingness to communicate using the foreign language, and others such as motivation and anxiety.

- **Attitudes**

James Lantolf (2000) states that there are several factors that could affect students' attitude when learning a foreign language, as it can be influenced by internal and external

agents. Furthermore, he adds that “the degree of interaction and involvement in the shared activity depends on learners' motives, beliefs, and attitudes and their investment in the learning situation” (p.80), which could affect significantly the final result of the performance.

- **Motivation**

Walker (2011) states that motivation is the element that moves humans to decide taking certain choices to be engaged and to be able to continue a behavior. It is evident that most ICT tools are interesting for students, making them feel motivated towards completing the tasks in foreign language lessons.

- **Anxiety**

On the one hand, anxiety may be one of the factors that affect the quality of the oral performance with more intensity. This assumption is based on that speakers are exposed to high levels of tension as on the majority of the occasions they do not feel comfortable using the foreign language, which is called foreign language anxiety (Yu-ching& Wu, 2004). On the other hand, Tinio (2002) poses that ICTs offer the opportunity to interact with people through the use of chats, videogames, xbox, and video conferences.

- **Efficiency**

The capacity of ICTs to reach students in any place and at any time has the potential to promote revolutionary changes in the traditional educational model.

ICTs eliminate the premise that learning time equals classroom time. To avoid overcrowded classrooms, a school may adopt a dual-shift system without reducing its students' actual study time. Students may attend school for half a day and spend the other half involved in educational activities at home, in a library, at work, or in another unconventional setting. They may be required to watch an educational radio/television program and complete related activities or work on an online lesson at the school technology lab or in a community learning center. Schools that do not need a full-time physics or English teacher can use radio, TV, or online instruction, using already developed multimedia materials and sharing one “teacher” among several schools. Alternatively, retired or part-time teachers who live hundreds of miles away can teach the online courses.

## **Enhancing Quality of Teaching**

Teaching is one of the most challenging and crucial professions in the world. Teachers are critical in facilitating learning and in making it more efficient and effective; they hold the key to the success of any educational reform; and they are accountable for successful human development of the nation and for preparing the foundation for social and economic development. Obviously, teachers cannot be prepared for these unfolding challenges once and for all. One-shot training, no matter how effective and successful, will not suffice. A new paradigm must emerge that replaces training with a lifelong continuum of professional preparedness and development of teachers.

ICTs can contribute significantly to the main components of this continuum: First, ICTs and properly developed multimedia materials can enhance the initial preparation of teachers by providing good training materials, facilitating simulations, capturing and analyzing practice-teaching, bringing world experience into the training institution, familiarizing trainees with sources of materials and support, and training potential teachers in the use of technologies for teaching/learning. Second, ICTs open a whole world of lifelong upgrading and professional development for teachers by providing courses at a distance, asynchronous learning, and training on demand. ICTs' advantages include ease of revisions and introduction of new courses in response to emerging demands. Finally, ICTs break the professional isolation from which many teachers suffer. With ICTs, they can connect easily with headquarters, colleagues and mentors, universities and centers of expertise, and sources of teaching materials.

## **ICTs and the Teaching of Oral Production**

Despite the fact that the implementation of ICTs in the classroom is difficult for many teachers and students as well, it is not only important but essential to use these technologies in the teaching of oral production.

The integration of ICTs in the educational environment is becoming increasingly important. As for the field of EFL, it is essential to adopt ICTs in the teaching of speaking skill since it is one of the most important skills to be mastered. ICTs can improve the quality

of teaching and learning. It offers teachers and learners a variety and authentic resources of the target language. Thus, the integration of ICTs is not only important but is essential for achieving a successful education.

### **ICTs in Foreign Language Acquisition**

The usefulness of ICTs for educational purposes seems to be evident, and in language acquisition it is not an exception. ICTs promote the use of the language in real contexts, turning the language learning into meaningful knowledge for the student since they allow the use of authentic materials (such as YouTube, online newspapers, blogs, among others) in the classroom.

Blurton (2002) suggests that the use of ICTs in FL classrooms promotes acquisition, since they work as an important facilitator in the understanding of the contents and the absorption of knowledge. The latter helps students acquire structures that will be useful to develop their ability to create written and spoken utterances. Thus, ICTs facilitate the language acquisition process by providing useful tools to develop students' language skills, and control their affective variables.

### **Use of ICTs by Salvadoran Teenagers**

One of the shapes that alternative assessment has taken is ICTs, which can be considered performance-based assessment because it can evaluate students' productive skills in simulated/real contexts (Brown, 2004). ICTs are being used worldwide and with more and more frequency in educational settings, and El Salvador is no exception. Regarding the use of ICTs as tools for foreign language learning/acquisition, the University of El Salvador uses some tools, for example, presentation, radio, and websites, in an attempt to help to improve the level of English. However, not only are ICTs commonly used in educational environments, but they are also being used in everyday life, especially by young people. Teenagers and young adults have found a way to communicate and express their opinions by using the internet; for example, through social networks.

## **2. 7 Accessibility of ICT resources and students learning**

Effective integration of ICT in schools would call for a whole institution to be networked to ensure access to multimedia and learning- rich resources via the school's Intranet and the Internet wherever students and teachers are, in or out of school. The computer labs and classroom computers need to be sufficient in number to allow ready access by students and staff in most subjects across the school. A wide range of peripheral and remote working devices, including video-conferencing, is provided and integrated into the curriculum. Despite the above desired situation, most Institutions in Africa face barriers to effective integration of ICT in the teaching and learning process; limited infrastructure in terms of satisfactory physical conditions of laboratories and the subsequent accessibility of the resources (ICT) to the learners (Singh, 1993).

Many commercial and academic developers of educational multimedia have focused primarily on information access and presentation (Singh, 1993). However, it is easy to see that multimedia has tremendous potential to enhance the vividness with which information can be presented and ease with which it can be accessed, the main barriers to learning are not generally that appropriate information is difficult to access or badly presented. The problem has more to do with that information (Shank & Kass, 1996).

Accessibility and use of ICT allows students to investigate more thoroughly the real world (Reginald Grégoire inc., Bracewell & Laferrière, 1996; Riel, 1998). They can more readily access information sources outside the classroom and can use tools to analyze and interpret such information. Information may be accessed through online systems or through data logging systems (Riel, 1998).

The technologies allow them to receive feedback, refine their understanding, build new knowledge and transfer from school to non-school settings (Committee on Developments in the Science of Learning, 2000). In the past this has been difficult to provide in schools due to logistical constraints and the amount of material to be covered all of which can now be addressed with ICT. What can be learned is broadened and deepened (Réginald Grégoire inc. et al., 1996). Barriers, associated with ICT integration that fall within the physical realm are

beyond the direct control of the teacher (Loveless, 1996). These barriers centers around accessibility and infrastructure and include decisions about purchasing, locations of wiring drops, and decisions regarding the placement of computers in centralized labs verses placement of computer pods in classrooms. Placing computers in centralized labs may provide students with equitable and efficient exposure to technology but severely limit the technology's accessibility for classroom instruction (Loveless, 1996).

Labs deny teachers the flexibility of deciding when technology should be incorporated into instruction and may send the message to students that computers are not central to learning or the activities in their classrooms. In addition, physical limitations of the classroom including size and location of desks, often limit choices of room arrangement and do not provide the space that is necessary to add pods of computers to be used as technology centers.

## **2. 8 Hypothesis**

The students who use ICTs will have higher improvement in their oral production than students who do not use ICTs.

## **2.9 Variables**

### **2.9. 1 Dependent variable**

The oral production processes.

### **2.9.2 Independent variable**

The use of ICTs.

## **CHAPTER III: RESEARCH METHODOLOGY**

### **3. 1 Research approach**

This chapter describes and explains the methodology organized for the research; this is a brief description about the type of study, technique, instruments, procedure and population.

### **3. 2 Type of study**

The type of study applied to this research was Experimental. This study is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables. This is characterized by the manipulation of the above mentioned.

This type of study intended to compare the impact of the two variables, where researchers would establish if the students improved their oral production when they were exposed in activities while using ICTs. The hypothesis of this research was about the Information and Communication Technologies influenced as effective instruments in the oral production of Basic Intensive English students. There was manipulation of the dependent variable. This research was focused on two variables. Basically, in the experimental design researchers were able to compare two variables in order to analyze them. The type of study was experimental.

### **3. 3 Research design**

The method used in this research was a quantitative causal-comparative research method. The causal-comparative research sought to find relationships between independent and dependent variables after an action or event had already occurred. The researcher's goal was to determine whether the independent variable affected the outcome, or dependent variable, by comparing two groups of individuals. This study was based on the statement that students can improve their oral skill production through the use of ICT's. This was a quantitative study. It means this search did not try to describe but to compare.

### **3. 4 Population**

This study was carried out in the Foreign Language Department of the Main Campus of the University of El Salvador, during the semester I -2018. In this investigation, the populations taken into account were 14 groups each 30 students; in total were 420 students registered in the morning and in the afternoon of the Foreign Language Department.

### **3.5 Sampling Frame**

The population from which the researchers obtained the sampling frame were 6 groups each 30 students where 180 students were registered in the morning on their first year of their major taking the course of Basic Intensive English, semester I-2018 from the Foreign Language Department at the University of El Salvador.

### **3.6 Sample**

The sample taken into account in this research was the 16.6% of the students currently taking the course of Basic Intensive English of both majors Modern Languages and Teaching Semester I – 2018 group 11.

### **3.7 Research techniques**

The technique chosen for this research was observation. In order to obtain the information through the observation technique, the students of the Basic Intensive English group 11 were observed. The researchers observed the use of ICTs in the classroom and the impact this had in the oral production skill of students.

The observation led to interpretation of findings. The observation provided valuable information to gather information and accomplish one of the research objectives: To study the impact of the use of ICTs in the development of the English Oral Production of students during their first year of their major, where the research group interacted with the experimental group, also, this group had an English class from researchers by using ICTs.

### **3.8 Research instruments**

For gathering information for this research, one instrument was used. The research group used a rubric as an instrument to collect data from the 20 select students of Basic Intensive English, group 11. This instrument was used in order to obtain important and specific information that was gathered. The researchers had to find the impact of the use of ICTs in the English oral production of students in their first year of their major. A rubric was



delivered and received it back in person at the moment of evaluating the students by the teacher in charge.

The instruments were applied in the following way: first, the research group prepared 8 extra English classes by using ICTs to prepare the experimental group in order to improve their English oral production. Then, two oral exams were prepared by the teacher that were applied it to both groups.

The first evaluation was taken in the middle of the experiment; both groups were evaluated with an oral exam by the teacher to determine the English level and also to see if there was any difference between them. The results that researchers were expecting to obtain were reflected in the students' oral evaluation. Then, the researchers measured the differences between the experimental group and the observational group. And at the end of the experiment, students from both levels had the second oral exam to identify the impact gotten in this research. For the analysis and interpretation of data, researchers applied one type of research method: quantitative. So, for processing the data analysis and interpretation of the rubrics, a statistical procedure was used by means of graphics and numbers, the descriptive statistics which is a brief descriptive coefficient that summarize a given data set, which can be either a representation of the entire population or a sample of it.

### **3.9 Limitation**

The only limitation identified during the research was to find the ten volunteers for the experiment, because there was a possibility that the students did not want to take the eight extra English classes from the research group where ICTs would be using in order to be prepared in the English oral production and also filled out the result of the research. Consequently, the researcher created a WhatsApp group where the experimental group received tips, links and audios that could help them improve their oral skill, also in this platform they could ask any kind of question about the topics that they did not understand in class. So, the researchers explained the topics by sending them audios or writing the explanation, and in this way, they used ICTs even if they did not attend one of the eight English classes.

### **3. 10 Expected Result**

In order to gather the information, the research group used one instrument whose rubric are in annexes “A” and “B” to collect data from students of Basic Intensive English. The instrument was applied to two groups, one which used ICTs and the other did not. At the end of this project, the researchers found out whether the using of ICTs in the classroom provide a positive impact or negative one in the oral production skill.

## **CHAPTER IV: DATA ANALYSIS**

### **4.1 Statistical Treatment of Data**

For the gathering of data needed in the development of this research work, the research team used an instrument to be administered to the population. First, there were three observation classes of the group of Basic Intensive English of both meajors Modern Languages and Teaching Semester I – 2018 group 11. Besides, two rubrics were run to a total of 20 students to collect data.

A database was created, elaborating a table for the instrument. The students’ results for the rubrics were typed in a chart for their better analysis. Likewise, the data of each observation guide was analyzed. For the analysis and interpretation of data, researchers used one type of research method: quantitative. On one hand, for processing the data analysis and interpretation of the rubrics a statistical procedure was used by means of graphics and numbers. On the other hand, for the observation an analytical process was used, summarizing the notes taken during the observation.

This research was organized in the following way: first, it presented the analytical interpretation as a summary of the notes taken in the observation phase. Second, it presented the data analysis and interpretation of the rubrics.

## **4.2. Observation**

This observation was carried out during 6 hours (three classes) in the Basic Intensive English, Semester I – 2018 group 11. The observation phase in this group showed that the teacher was barely aided during the class by the use of ITC's. The tools that the teacher used in the classroom were a radio, a laptop and a digital projector. Besides, she made use of software such as: Microsoft Power Point to display presentations through slides as well as Internet and a forum where the teacher encouraged students to use an advantageous app for homework and tests called Edmodo. The teacher developed diverse activities such as conversations, practice sounds and pronunciation. Therefore, she used these resources to reinforce speaking and listening skills. She suggested students to use the cellphone in class to get extra information related to the topics studied or find a new word. Thus, the teacher kept on track of emerging technologies and its importance in the classroom to reinforce macro skills.

In conclusion, it was evident, how the teacher applied technology to catch students' attention and to introduce new topics with a more interactive method making use of ICTs even if the ICTs were not used in every class.

## **4.3 Comparisons results**

### **Comparative**

#### **Experimental group and observational group**

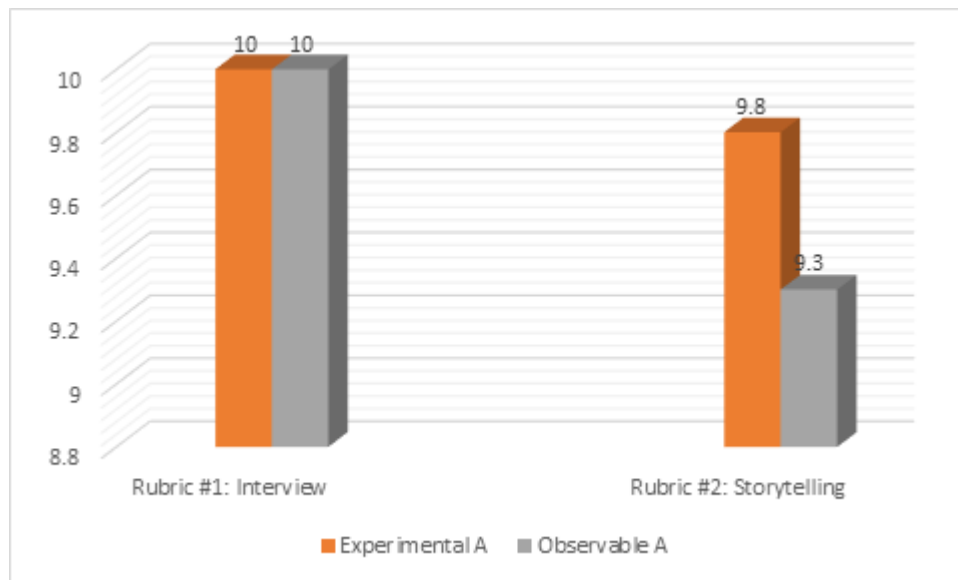
**Hypothesis:** Students who use ICTs will have higher improvement in their oral production than students who do not use ICTs.

The following tables and graphs show the comparison of the grades obtained by two students, one for the experimental group and the other for the observation group, all of them were students of the Basic Intensive English, Semester I – 2018 group 11 who were evaluated in two different occasions with two different rubrics by the teacher. The grades were presented for this statement. According to the answer to this statement, the results were as follow:

## Analysis of Students “A”

**Statement 1:** Comparing the grades of students “A” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	A	10	100%	9.8	98%
Observation	A	10	100%	9.3	93%



### Interpretation:

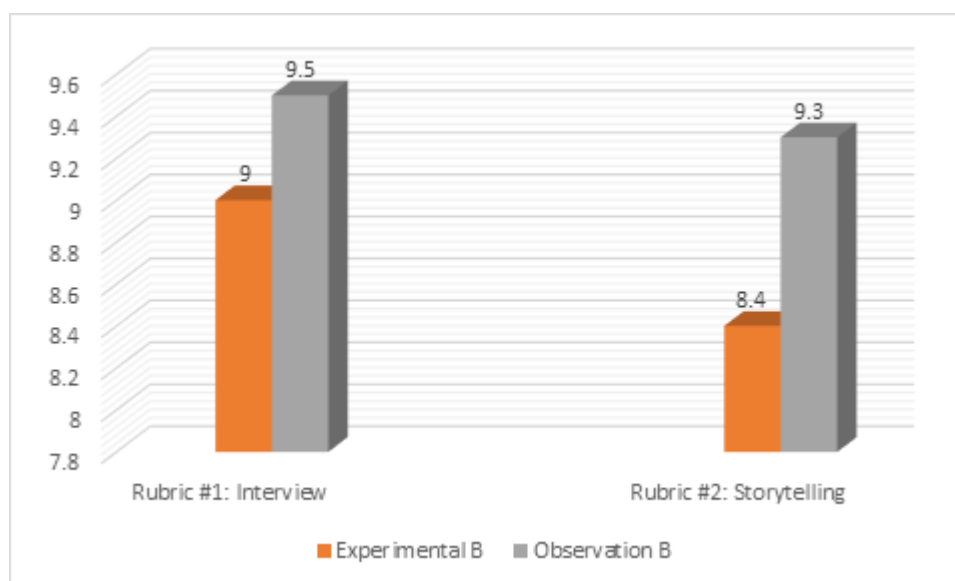
The bar graph mentioned above shows that the two students obtained high grades each in their evaluations. In the first rubric presented the experimental student “A” and the observational student “A” with the same grade of 100%. While in the second evaluation, despite the experimental student “A” dropped his grade from 100% to 98%, he maintained his good grade, but the observational student “A” dropped his grade to 93%.

However, as a result the two students from Basic Intensive English obtained excellent grades; based on this data, there was a little bit difference between the students who used ICTs than those who did not use them.

### Analysis of Students “B”

**Statement 2:** Comparing the grades of students “B” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	B	9	90%	8.4	84%
Observation	B	9.5	95%	9.3	93%



#### Interpretation:

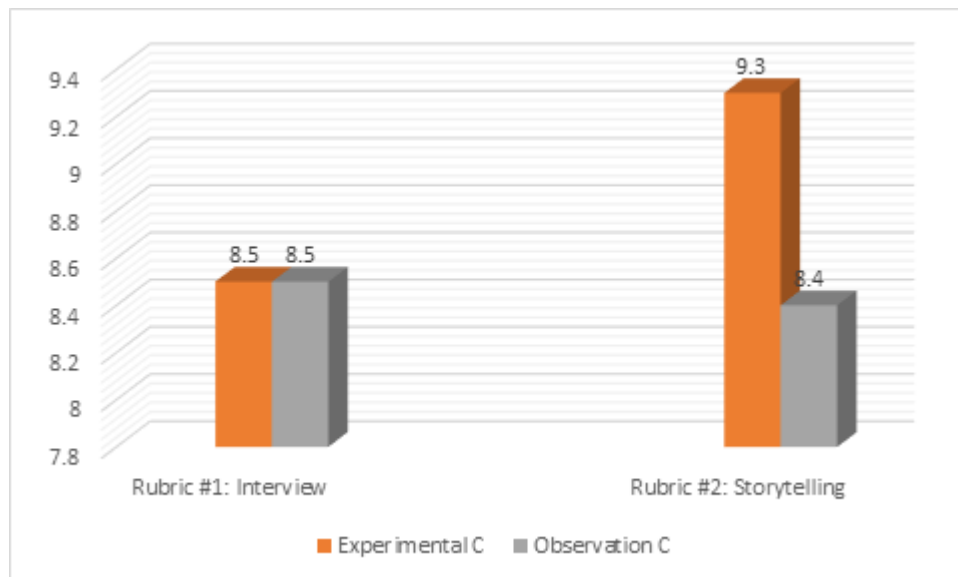
In the first evaluation, the experimental student “B” obtained 90% out of 100% in his oral production, but the observational student “B” increased his oral production with 95%. While in the second evaluation, the experimental student “B” dropped his grade with 84% out of 100%. As for the observational student “B” maintained his high grade with 93%.

Nevertheless, both students obtained good grades in their English evaluations, the ICTs did not make an impact on the experimental student because the result obtained from the experimental student “B” in the second evaluation was lower than the first one. On the other hand, the observational student maintained the score.

### Analysis of Students “C”

**Statement 3:** Comparing the grades of students “C” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	C	8.5	85%	9.3	93%
Observation	C	8.5	85%	8.4	84%



#### Interpretation:

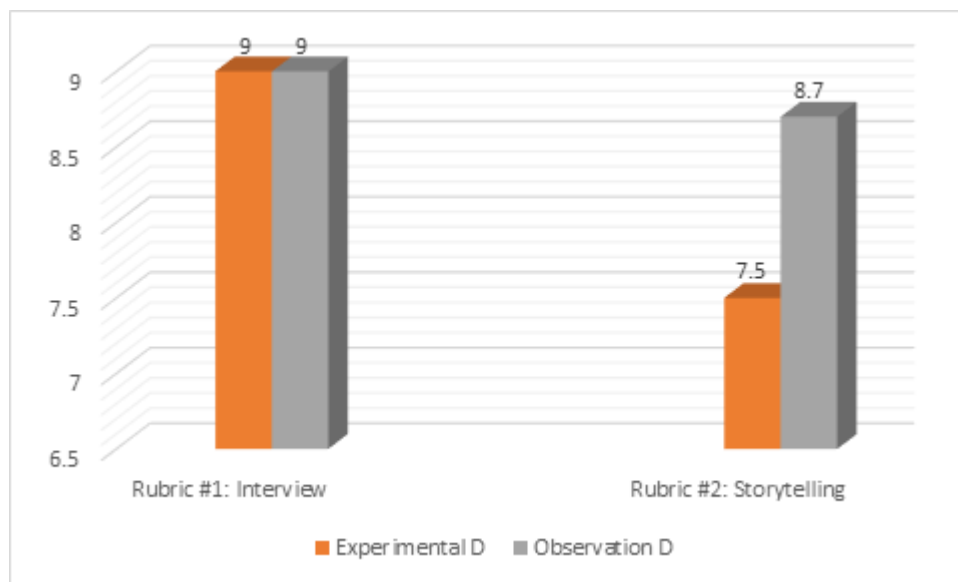
In this graphic, the experimental student “C” obtained 85% out of 100% in his evaluation, instead the observational student “C” obtained the same percentage of the experimental student “C” with 85%. Moreover, in the second evaluation, there was a little difference between the experimental and observational students because the experimental student acquired 93% and the observational student obtained 84% out of 100%.

Furthermore, as a result of the experimental student increased his grade in the second evaluation, which meant that the use of ICTs was a good tool for students to develop their different macro skill. On the other hand, the observational student maintained the score.

### Analysis of Students “D”

**Statement 4:** Comparing the grades of students “D” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	D	9	90%	7.5	75%
Observation	D	9	90%	8.7	87%



#### Interpretation:

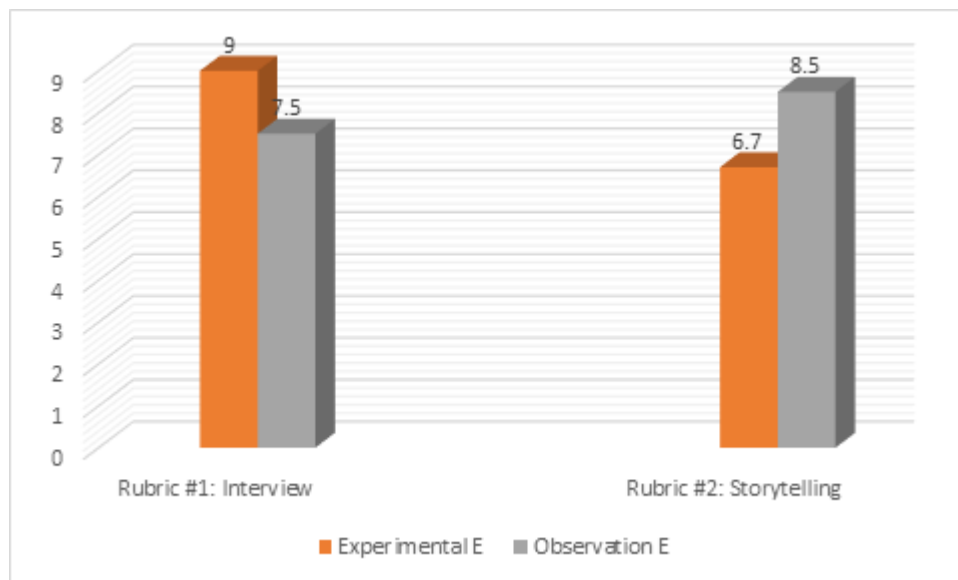
The result of this graph shows that both students “D” obtained in their first rubric the same grade with 90%, but in the rubric #2 they dropped their scores and had a different result. As the data presents, the experimental student had 75% and the observational student obtained 87%.

According to the result, the ICTs did not make an impact on the experimental student, because the result obtained from the experimental student “D” in the second evaluation was lower than the first one. On the other hand, the observational student maintained the score.

## Analysis of Students “E”

**Statement 5:** Comparing the grades of students “E” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	E	9	90%	6.7	67%
Observation	E	7.5	75%	8.5	85%



### Interpretation:

This graphic shows a little difference from both students “E”. The experimental student obtained in the first rubric 90%, but in the rubric #2 the student dropped the grade to 67%. And the observational student “E” had 75% in the rubric #1, and in the rubric #2 increased the result with 85%.

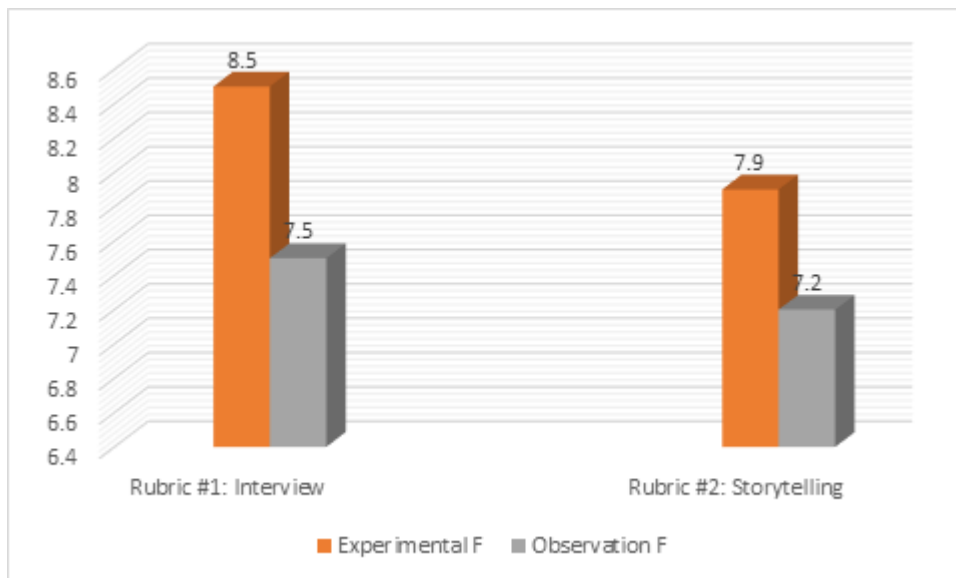
In this case, the ICTs did not make an impact on the experimental student, because the result obtained from the experimental student “E” was lower than the first rubric. Despite the experimental student used ICTs he did not maintain the result in both rubrics.



### Analysis of Students “F”

**Statement 6:** Comparing the grades of students “F” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	F	8.5	85%	7.9	79%
Observation	F	7.5	75%	7.2	72%



#### Interpretation:

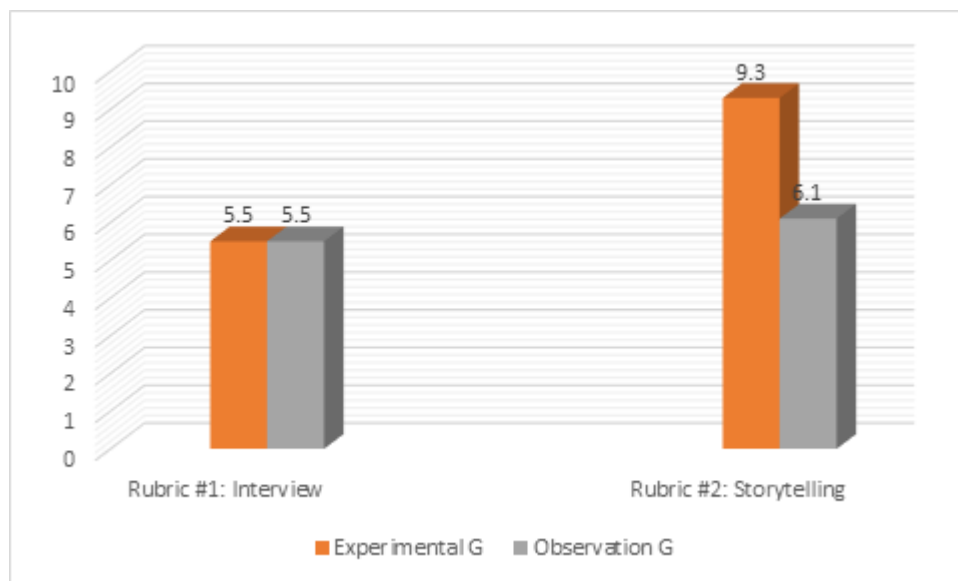
Both students had a good grade in the rubric #1, the experimental student had 85% and the observational student had 75%, but both students decreased their result in the rubric #2, as a result the experimental student had 79% and 72% the observational student.

Despite, the students use ICTs he could not maintain the result in both rubrics, it means that the use of ICTs did not make an impact because both students obtained a similar result even if one of them used ICTs and the other did not.

### Analysis of Students “G”

**Statement 7:** Comparing the grades of students “G” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	G	5.5	55%	9.3	93%
Observation	G	5.5	55%	6.1	61%



#### Interpretation:

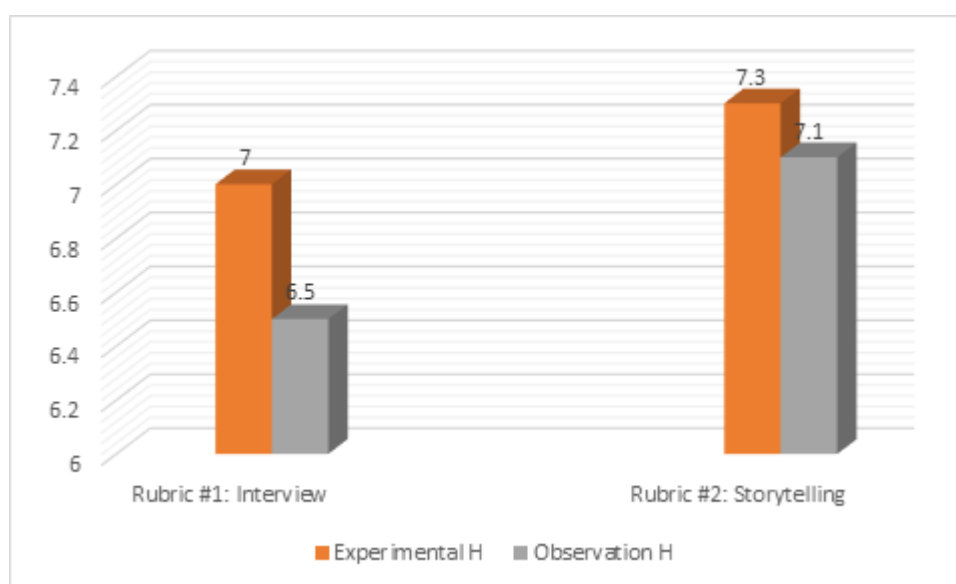
The result of this graph shows that both students “G” obtained in their first rubric the same grade with 55%, but in the rubric #2 they increased their scores with a different result. As the data presents, the experimental student had 93% and the observational student obtained 61%.

Furthermore, as a result of the experimental student increased his grade in the second evaluation, which meant that the use of ICTs made an impact in the experimental student. On the other hand, the observational student maintained the score.

### Analysis of Students “H”

**Statement 8:** Comparing the grades of students “H” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	H	7	70%	7.3	73%
Observation	H	6.5	65%	7.1	71%



#### Interpretation:

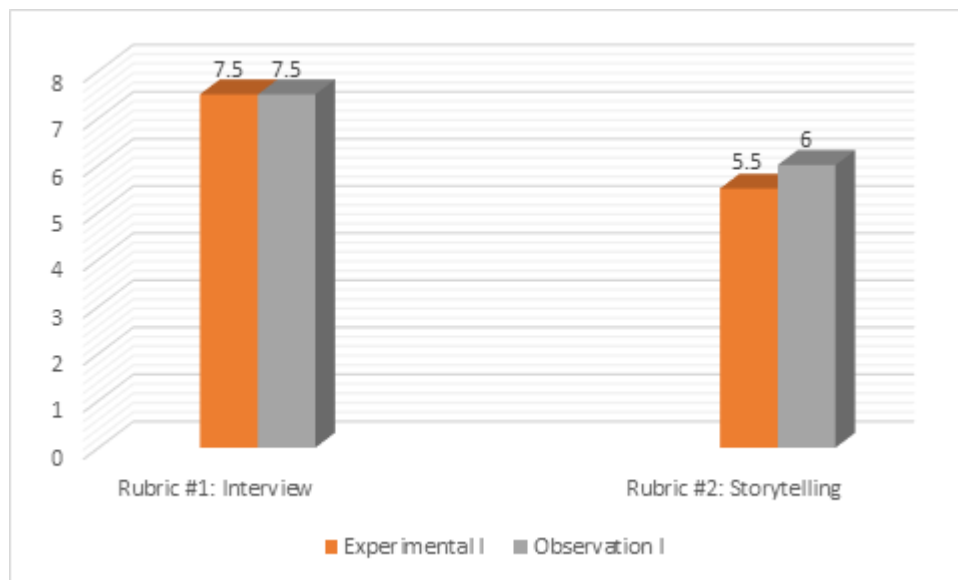
The graphs present the results obtained from experimental and observational students; the experimental student obtained 70% in his first evaluation and the observational student had 65% of his grade in which both groups obtained a low performance in their first evaluation. On the other hand, in the second evaluation, the experimental and observational students obtained the similar grade with a percentage of 73% for the experimental student and 71% for the observational student.

Furthermore, as a result of the experimental and observational students increased their grades, so the use of ICTs did not make an impact in the experimental student.

### Analysis of Students “I”

**Statement 9:** Comparing the grades of students “I” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	I	7.5	75%	5.5	55%
Observation	I	7.5	75%	6	60%



#### Interpretation:

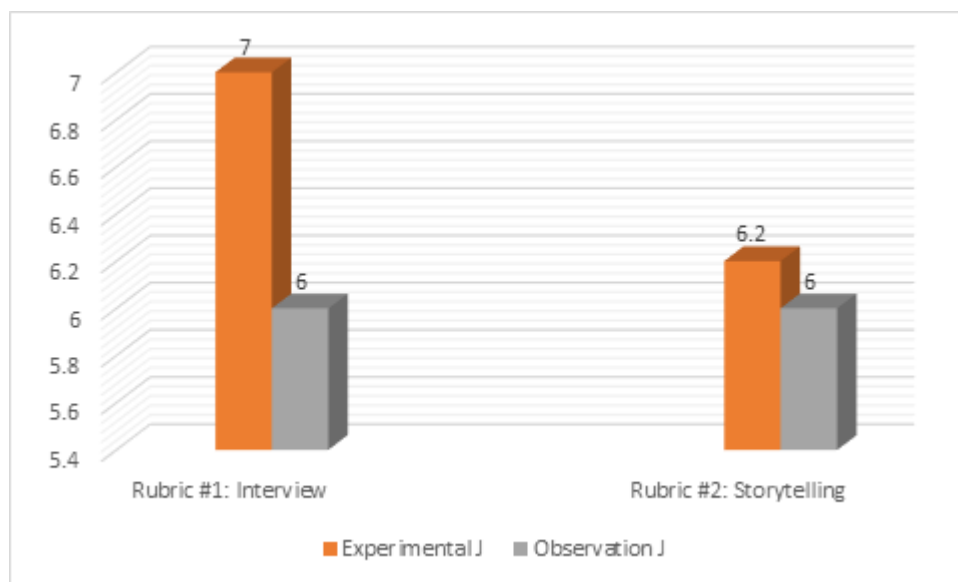
Both students “I” in the rubric #1 had 75%, but in the rubric #2 both students decreased their result, so it had 55% from the experimental student “I” and 60% the observational student “I”.

Even if the experimental students used ICTs, they could not maintain the results in both rubrics, so the use of ICTs did not make an impact because the experimental student obtained a lower result than the observational students.

## Analysis of Students “J”

**Statement 10:** Comparing the grades of students “J” of the experimental group and the observation group.

Groups	Students	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	J	7	70%	6.2	62%
Observation	J	6	60%	6	60%



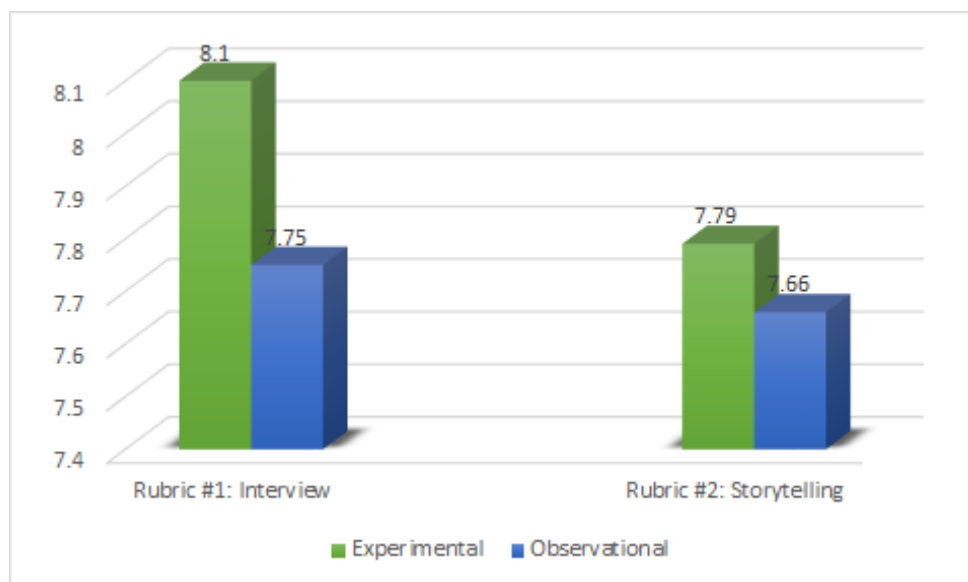
### Interpretation:

The graphic shows that in the rubric #1 both students started with a difference. The experimental student “J” obtained as a result 70% out of 100%, the observational student 60%. But in the rubric #2 both had a similar result. The experimental student obtained 62% and the observational student had 60%

Even if the experimental student “J” used ICTs, he could not maintain the results in both rubrics because the experimental student obtained in the second evaluation a lower result than the first evaluation. For that reason, the ICT did not make an impact in the experimental student.

## CHAPTER V: FINDINGS

Groups	Rubric #1: Interview	%	Rubric #2: Storytelling	%
Experimental	8.1	81%	7.79	77.9%
Observational	7.75	77.5%	7.66	76.6 %



### Interpretation:

The graphic shows that in the rubric #1 both groups obtained a similar result. The experimental group obtained as a result 81% and the observational group 77.5% out of 100%. Also, in the rubric #2 both groups obtained a similar result. The experimental group obtained as a result 77.9% and the observational group 76.6% out of 100%. See annex “C”.

If the hypothesis is taken into account: “The students who use ICTs will have higher improvement in their oral production than students who do not use ICTs”, the research group realized that according to the global result, the hypothesis was rejected because whether students used or not ICTs the final results were basically the same, maintaining the grades in

both groups. For that reason, the ICTs did not make an impact in the experimental students, because there was not a considerable improvement in their grades.

Moreover, the data collection phase shows that the students of the Basic Intensive English, both experimental and observational group, obtained excellent grades despite some students whose grades were lower, even if they used or not ICTs such as laptop, projector, CD player, speakers, USB and Internet. Thus, these resources allowed the students to practice and improve with authentic English material making it more dynamic and interactive which helped students to participate and develop themselves in class. Students felt engaged in classes through the use of ICTs and outside the classroom. This enhanced the oral production skill since they were in constant practice.

Based on the data gathered from the two evaluations to the 20 students, 10 experimental students and 10 for observational, of the Basic Intensive English, Semester I – 2018 group 11, the study revealed that ICTs helped students to enhance their oral skill production. It is worthy to say that students considered the use of ICTs in the classroom to enhance their motivation and attention. Motivation is a very important factor that makes students' participation level increase. Students participated in blogs and they used apps that encourage their participation outside the classroom as well. Students felt motivated to speak or at least to practice their speaking inside and outside the classroom. Very often, the teacher created activities through ICTs. This enhanced students' practice in their skills. Likewise, teachers could combine different tools to catch students' attention by encouraging students' participation, collaboration, interaction, motivation and promote students' learning autonomy by suggesting them to look for extra material.

## **CHAPTER VI: CONCLUSION**

As a conclusion, it is obvious that ICTs in education have a positive effect on teaching and learning because they influence the way students are taught and how they learn. It also provides a rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers.

This investigation has been intended to show the different materials that a teacher could use in the classroom. It presents the impact of ICT which is essential in the teaching of oral production in classes where the teachers may use some effective methods to improve their students speaking skill.

It was found that the use of ICTs in classes make classes more dynamic and interactive, for example. This assumption relies on the fact that ICTs are familiar tools for learners and help them feel more comfortable at the moment of using the language in the spoken form. Additionally, ICTs provide the opportunity for students to use the foreign language within their comfort zone, thus increasing motivation and improving their attitude towards the foreign language. Thence, when students use ICTs for educative purposes, they feel more secure, as technology has become part of their daily lives, and, in consequence, their performance may improve.

In addition, ICTs appear to be beneficial even if the hypothesis is rejected given to the final results which did not prove that the students of the Foreign Language Department who use ICTs will have higher improvement in their oral production than students who do not use ICTs. The teacher lessons are planned with diverse activities to promote oral abilities with the use of a radio to teach phonetics, forums, debates, chat rooms, radio, presentations, and video recording for monologues or sketches. Additionally, ICT tools offer the opportunity to reach different types of learners when assessing through the use of images, audio, and the internet.



## **CHAPTER VII: RECOMMENDATIONS**

### **For the Authorities:**

The Foreign Language Department should offer the students the opportunity to measure their proficiency in the oral production before and after using ICT's in class. By doing this, it is possible to discover the weaknesses and strengths so that students can focus on their efforts in their oral production by using ICT's.

### **For teachers:**

Teachers should use ICT's at least three days per week, to facilitate learning by using a variety of this technology like radio, computer, and so on in order to encourage and motivate students to learn the language and always emphasizing in their oral production.

Teachers should never forget to take into account the student's opinion. It is important to take notes of the most relevant points for them since as students they know the most useful ICTs that work best and the ones that do not work in the best way for them when developing their oral production skill.

### **For students:**

All the students should feel free to tell the teacher and discuss with him that for such class he could use a specific ICTs which will offer a funny but always meaningful class in order to facilitate fluency in the students' oral production.

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# **ANNEXES**

## Annex A

### Interview

#### Basic Intensive English

#### Midterm Oral Exam

Score:

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Category	1	2	3	4	Score
<b>Task Completion</b>	Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive. ( )	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration and detail. ( )	Completion of the task; content appropriate; ideas adequate developed with some elaboration and detail. ( )	Superior completion of the task; content rich; ideas with elaboration and detail. ( )	X4
<b>Comprehensibility</b>	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. ( )	Content mostly comprehensible. Requiring interpretation; pronunciation; pronunciation may occasionally interfere with communication. ( )	Content comprehensible. Requiring minimal interpretation; pronunciation does not occasionally interfere with communication. ( )	Content readily comprehensible requiring no interpretation; pronunciation enhances communication. ( )	X3
<b>Level of Discourse</b>	Sentences are incomplete. Many problems with sentence structure. ( )	Use of complete sentences. Some problems with sentence structure. ( )	Emerging variety of complete sentences, few problems with sentences structure. ( )	Variety of complete sentences and correct use of sentence structure. ( )	X4
<b>Fluency</b>	Speech halting and uneven with long pauses or incomplete thought; little sustained speech. ( )	Speech choppy and or slow with frequent pauses; few or no incomplete thoughts; sustained speed. ( )	Speech sustained most of the time, some hesitation but manages to continue and complete thoughts. ( )	Speech sustained throughout with few pauses or stumbling. ( )	X4
<b>Vocabulary</b>	Inadequate and/or inaccurate use of the vocabulary studied. ( )	Somewhat inadequate and/or inaccurate use of the vocabulary studied. ( )	Adequate and accurate use of the vocabulary studied. ( )	Rich use of the vocabulary studied. ( )	X5
<b>Accuracy</b>	A lot of grammatical errors present. ( )	Some grammatical errors present. ( )	A few grammatical errors present. ( )	Almost no grammatical errors present. ( )	X5
<b>Final Score</b>					
<b>Comments</b>					

**Annex B**  
**Storytelling**

**Oral Presentation Rubric**

**Score:**

**Student's Name** \_\_\_\_\_

**Book's Name** \_\_\_\_\_

Criteria	Below expected level (1)	At expected level (2)	Above expected level (3)
<b>Development of topic</b>	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.  ( )	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.  ( )	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.  ( )
<b>Voice: clarity, pace, fluency</b>	Presenter occasionally spoke clearly and at a good pace.  ( )	Presenter usually spoke clearly. Delivery was usually fluent.  ( )	Presenter spoke clearly and at a good pace. Delivery was fluent and expressive.  ( )
<b>Vocabulary</b>	The vocabulary of the presentation was mainly appropriate for the topic.  ( )	The vocabulary of the presentation was appropriate for the topic.  ( )	The vocabulary of the presentation was appropriate for the topic.  ( )
<b>Sentence Structure</b>	Occasionally used correct sentence structure.  ( )	Sentence structures were usually correct.  ( )	A variety of phrases and sentence structures were used.  ( )
<b>Grammar</b>	The presentation content was occasionally grammatically correct.  ( )	The presentation content was usually grammatically correct.  ( )	The presentation content was grammatically correct.  ( )
<b>Pronunciation</b>	Pronunciation occasionally correct, but often hesitant and inaccurate.  ( )	Pronunciation and intonation are usually correct.  ( )	Pronunciation and intonation are usually correct.  ( )
<b>Total Points</b>			
<b>Final Score</b>		<b>/18 =</b>	



## Annex C

### Rubrics Results

The following table shows the grades obtained by twenty students, ten for the experimental group and the other for the observational group, all of them were students of the Basic Intensive English, Semester I – 2018 group 11 who were evaluated with two different rubrics by the teacher.

Experimental Group			Observational Group		
Students	Rubric 1	Rubric 2	Students	Rubric 1	Rubric 2
A	10	9.8	A	10	9.3
B	9.0	8.4	B	9.5	9.3
C	8.5	9.3	C	8.5	8.4
D	9.0	7.5	D	9.0	8.7
E	9.0	6.7	E	7.5	8.5
F	8.5	7.9	F	7.5	7.2
G	5.5	9.3	G	5.5	6.1
H	7.0	7.3	H	6.5	7.1
I	7.5	5.5	I	7.5	6.0
J	7.0	6.2	J	6.0	6.0
<b>Global Result</b>	<b>8.1</b>	<b>7.79</b>	<b>Global Result</b>	<b>7.75</b>	<b>76.6</b>