



TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ EXTENSION

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH
MAJOR

RESEARCH REPORT

**“THE USE OF ICT IN THE SPEAKING
FLUENCY DEVELOPMENT”**

Research report before obtaining the bachelor's degree of English Language
Pedagogy.

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MARCH-2024

STATEMENT OF AUTHORSHIP

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Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, March 2024.



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"THE USE OF ICT IN THE SPEAKING FLUENCY DEVELOPMENT", Quintana Pacheco Jeferson Paul, of the Pedagogy of National and Foreign Languages career, I consider that this research report is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as has incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2024.



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As a Court of Readers, approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and by the Extension Pujili, because the applicant: Quintana Pacheco Jeferson Paul, with the title of the Research Project "THE USE OF ICT IN THE SPEAKING FLUENCY DEVELOPMENT", has considered the recommendations issued in due course and meets the sufficient merits to be submitted to the act of support of the degree work.

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GRATEFULNESS

First of all, I want to thank God for giving me the willpower and health necessary to complete this stage of my professional career. I also always thank my parents and sister for their unconditional support. Likewise, I want to thank my tutor Mg. Jose Ignacio Andrade who helped me unconditionally in this research work. Finally, I would like to thank all my friends who motivated me to go forward with a firm foot.

Jeferson Paul Quintana Pacheco

DEDICATION

I would like to dedicate this project to the most important people in my life, to my parents Luis Q. & Lourdes P., because they have always supported me throughout my two university careers and have never left me alone. I also dedicate it to my sister and my grandmother because they have always believed in me and have encouraged me to never give up. Finally, I dedicate it to my friends because they have always been with me through thick and thin, they have been a fundamental part of this process.

Jeferson Paul Quintana Pacheco

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TEMA: El uso de las TIC en el desarrollo de la fluidez del habla.

Autor:

Quintana Pacheco Jeferson Paul

RESUMEN

Mientras la fluidez en inglés tiene poder en un mundo globalizado, la diversidad de habilidades lingüísticas sigue siendo esencial para una comprensión profunda y experiencias de aprendizaje enriquecedoras. Esta investigación explora la tecnología para equipar a los estudiantes con las herramientas necesarias para expresarse con confianza en inglés. Centrándose en estudiantes del octavo semestre de la Universidad de Cotopaxi en Pujilí, Ecuador, el estudio investigó qué herramientas tecnológicas son más efectivas para mejorar las habilidades de expresión oral en inglés. Se construyó un marco teórico sólido para guiar la investigación, asegurando un enfoque integral y centrado. Para recopilar los datos correspondientes, se distribuyeron dos conjuntos de encuestas de 16 preguntas: una dirigida a profesores de idiomas para conocer sus opiniones profesionales y la otra a estudiantes sobre sus experiencias personales con las tecnologías de aprendizaje de idiomas. También se consideraron diversas plataformas y principios de las TIC. Los hallazgos revelaron que el grupo de muestra han adoptado el uso de la tecnología en la educación, para mejorar las habilidades de expresión oral en inglés. En este sentido, la tecnología ofrece un entorno de aprendizaje diverso y atractivo, lo que lo convierte en una herramienta atractiva para la adquisición de idiomas. Sin embargo, el estudio reconoce la necesidad de seguir investigando. Comprender los mecanismos por los cuales diversas herramientas mejoran el aprendizaje de idiomas y examinar su efectividad a largo plazo son pasos críticos para optimizar este enfoque. A medida que desbloqueamos el vasto potencial de estas herramientas, podemos democratizar, personalizar y revolucionar la adquisición de idiomas, creando un futuro donde sea accesible, atractivo y empoderador para que todos aprendan idiomas de manera fácil, divertida e interactiva, y se sientan con la capacidad de usarlos.

Palabras Clave: Desarrollo del Habla del inglés, Herramientas Tecnológicas, Tecnologías de la Información y Comunicación (TIC)

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ EXTENSION

THEME: THE USE OF ICT IN THE SPEAKING FLUENCY DEVELOPMENT

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Quintana Pacheco Jeferson Paul

ABSTRACT

While English fluency holds power in a globalized world, diversity in language skills remains essential for deeper understanding and learning experiences. This research study explores the potential of technology to equip students with the tools they need to confidently express themselves in English. Focusing on a group of eighth-semester students at the Universidad de Cotopaxi in Pujilí, Ecuador, the study investigated which technological tools are most effective in improving spoken English skills. It was built a robust theoretical framework to guide the investigation, ensuring a comprehensive and focused approach. To gather the correspondent data, two sets of 16-question surveys were distributed: one targeted language instructors for their professional insights, and the other surveyed students about their personal experiences with language-learning technologies. Various platforms and ICT principles were also considered. The findings revealed that both the study population and the sample group had embraced the use of technology in education, particularly for improving spoken English skills. In this line, technology offers a diverse and engaging learning environment, making it an attractive tool for language acquisition. However, the study acknowledges the need for further research. Understanding the specific mechanisms by which various technological tools enhance language learning, and examining their long-term effectiveness, are critical steps in optimizing this approach. This study serves as a springboard for further exploration and innovation in technology-assisted language learning. As we unlock the vast potential of these tools, we can democratize, personalize, and revolutionize language acquisition, creating a future where it is accessible, engaging, and empowering for all to learn languages easily, in fun and interactive ways, and feel empowered to use them.

Keywords: English Speaking Development, Information and Communication Technologies (ICT), Technological Tools

AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: “**THE USE OF ICT IN THE SPEAKING FLUENCY DEVELOPMENT**” presentado por: **Jeferson Paul Quintana Pacheco**, egresado de la Carrera de: **Pedagogía de los Idiomas Nacionales y Extranjeros**, perteneciente a la **Extensión Pujilí**, lo realizó bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, febrero del 2024

Atentamente,


Mg. José Ignacio Andrade Morán
DOCENTE DE LA CARRERA PINE-UTC
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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: The use of ICT in the speaking fluency development.

Starting Date: October 2023

Ending Date: February 2023

Place of Research: Locale of Pujilí, Cotopaxi province.

Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

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Linked Research Project (if applicable):

Knowledge area: Education

Research line: Teacher professional development, school management and learning communities.

Research line of the career (if applicable):

Innovation in the teaching and learning of English as a foreign language.

2. PROBLEM STATEMENT

In the contemporary education landscape of the Technical University of Cotopaxi, the integration of Information and Communication Technologies (ICTs) into English language learning has become increasingly prevalent. In a constantly changing world driven by the digital revolution (Bakshi & Freeman, 2020), educational institutions face the challenge of effectively using ICTs to improve language acquisition. The precise application and effectiveness of ICTs within university English language teaching remains inadequately explored, despite their widely recognized potential to revolutionize language learning, particularly in fostering communication and promoting learner autonomy (Warschauer & Fotos, 2019). This research aims to identify the most prevalent technological tools employed for developing speaking skills in English language students and teachers at the Technical University of Cotopaxi, exploring their strengths and limitations in this context.

The ever-evolving landscape of ICTs is defined by the continuous development of tools and the rapid tempo of their transformation (UNESCO, 2019). According to the mentioned in first instance, understanding how English language teachers navigate this dynamic landscape by strategically selecting and integrating diverse ICTs within their specific contexts is crucial. Recent research highlights the particular impact of technology on language education, emphasizing its ability to disrupt traditional pedagogies, reconfigure learning spaces, and empower teachers and students to co-create dynamic and engaging learning experiences. For English language learners, ICT-mediated learning can offer increased exposure to authentic language materials and interactive practice opportunities, pushing education beyond its old scenarios, practices, and modalities.

The inclusion of technology in learning processes is rapidly dissolving the rigid boundaries of traditional education, leading to a dynamic landscape of pedagogical practices, diverse learning scenarios, and evolving roles for both teachers and students (UNESCO, 2022). The integration of

digital tools into English language learning, for example, allows education to move beyond limitations in traditional settings, actors, and methods (Benson & Reinders, 2023). This transformative environment prompts educators to re-evaluate their approaches and explore innovative ways to facilitate learning, considering that information is now accessed and processed through "a multitude of modalities, including oral and written language, code, visual imagery, and interactive simulations" (Jenson & Dimaggio, 2023).

The integration of ICTs into English as a Foreign Language (EFL) instruction presents substantial potential for enhancing speaking skills. However, English teachers at the Technical University of Cotopaxi at the Pujilí campus encounter significant obstacles in harnessing this potential. Inadequate technological literacy and pedagogical ICT training lead to inefficient resource allocation, learner confusion, and a potential disconnection between teacher and student practices. In the digital age, where students' technology exposure is ubiquitous, this disconnect can impede effective communication and engagement. Consequently, prioritizing educator training in ICT integration and fostering continuous adaptation to new tools are crucial for optimizing both pedagogical practices and language acquisition outcomes. Same way, limited classroom tech resources not only restrict interactive learning but also stress students, highlighting the crucial need for robust technological infrastructure.

For this reason, the objective of the research is: To identify the technological tools for the development of English-speaking skills in students of the English career of the Technical University of Cotopaxi at the Pujilí campus. By investigating this problem, the researcher will be able to show which is the best technological tool used for the English-speaking skill development since these tools strengthen teaching and learning, as well as increase opportunities to access knowledge, develop collaborative skills and instill positive values in students. In effect, the use of ICTs favors students' learning processes not only because of the ease of access to content but also because of the vast number of resources that appear on the web (Haleem, 2022).

Research question.

What are the technological tools for the development of speaking fluency in teachers and students of the pedagogical career of national and foreign languages at the Technical University of Cotopaxi at the Pujilí campus?

3. OBJECTIVES**3.1. General Objective**

To identify the technological tools for the development of English-speaking skill in students and teachers of the English career of the Technical University of Cotopaxi.

3.2. Specific Objectives

- To analyze the positive impacts of the technological tools in the EFL classroom
- To determine the technological tool for the speaking skill in the EFL classroom.
- To establish meaningful ICT to promote the use of English language in a spoken way.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1. Objectives, activities, and task system.

Specific objective	Activities	Verification Means
To analyze the positive impacts of the technological tools in the EFL classroom.	Look for information in books, articles, and websites. Analyze according to the context of the research topic. Select the important and adequate information for the research.	A folder with sources Research background. Theoretical framework Previous research work with meaningful information
To determine the technological tool for the speaking skill in the EFL classroom.	To select the participants who will be beneficiaries of this study. Survey teachers and students to get real information. Verify the data collection and conclusions.	Structured survey Data analysis
To establish meaningful ICT to promote the use of English language in a spoken way.	Analyze the information given by teachers.	Analysis and discussion of results.

5. JUSTIFICATION

Ecuador's current positioning within the realm of English language proficiency remains concerning. As evidenced by the recent EF English Proficiency Index (De Angelis, 2022), a global ranking system for national English proficiency, the nation continues to occupy a lower tier, indicative of limited overall English competence. In the contemporary landscape, proficiency in English has ascended to an indispensable facet of students' professional, academic, and existential trajectories. Notably, the inexorable march of time and the burgeoning dominance of technology have witnessed a paradigm shift in traditional pedagogical approaches, with the

integration of technological resources serving to ignite students' intrinsic motivation in the acquisition of a second language.

The significance of this study lies in its exploration of the pivotal role played by technological resources in expediting the acquisition of a second language. These resources serve to foster a more engaging and efficacious learning experience for students, particularly through the utilization of digital platforms aimed at honing oral proficiency. The dearth of practical application and interpersonal communication often stands as a primary impediment to students' fluency, lexical proficiency, and pronunciation. The research outlined in this study attains considerable importance as it not only delineates the preeminent platforms employed for the cultivation of speaking skills but also proffers a spectrum of alternatives as mobile phones, Internet, laptops, and tablets and remedial measures that may be instituted for the augmentation of this linguistic aptitude (Poursain, 2012).

Therefore, this investigation aims to demonstrate how the strategic integration of technological tools can demonstrably enhance the development of students' communicative competence in language acquisition, potentially driving our nation towards a future of widespread English proficiency. Furthermore, this research aspires to pave the way for future inquiries examining how technological resources can effectively augment traditional language learning methods, thereby generating a lasting and impactful contribution to student development. Ultimately, the anticipated outcomes of this project endeavor to provide robust support and catalyze the utilization of technological tools as facilitators for the effective development of speaking skills. By fostering an environment of appropriate student guidance and technological immersion, this research strives to elevate the second language learning experience for countless students.

This study employs a quantitative approach, specifically the descriptive method, to investigate the most widely used technological tools for the development of English-speaking skills among

students in the Pedagogy of National and Foreign Languages program at the Technical University of Cotopaxi, Ecuador. A non-probabilistic convenience sampling technique will be used, focusing on eighth semester students and teachers of English. Data will be collected through a specially designed survey consisting of 15 closed questions and one open question for questionnaire construction.

Descriptive statistical analysis using the Excel tool will be employed to analyze the collected data, providing quantifiable results for further interpretation. This research design aims to contribute valuable insights into the specific context of English language teaching within this university program, building upon existing literature while addressing the lack of instruments tailored to this context.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

The English as a Foreign Language (EFL) landscape is undergoing a dramatic transformation, fueled by the rising power of technology. Research suggests that educational technology tools have the potential to significantly enhance EFL students' speaking skills. Studies have shown that technology-based approaches can improve pronunciation and grammar, potentially even surpassing traditional methods. However, successful integration depends on a complex web of factors beyond the tools themselves. Teacher motivation, self-efficacy, and access to technology all play crucial roles in driving effective classroom application. Furthermore, ongoing research is vital for navigating the ever-evolving landscape of ICT in education and its potential to reshape language learning environments.

While existing research often relies on surveys and questionnaires, this approach can miss the nuances of individual experiences and contextual factors. This present study aims to bridge this

gap by employing a mixed-methods approach of surveys and in-depth interviews. By delving deeper into the unique needs and perspectives of English career students at the university level, this study seeks to illuminate how technology can be harnessed to effectively support their speaking skill development, ultimately informing valuable guidance for educators and technology developers alike.

(Asratie, 2023) undertook a quasi-experimental study exploring the impact of educational technology tools on EFL students' speaking performance. Employing a two-group design with experimental and control groups, they collected data through tests, questionnaires, teacher interviews, and teacher logbooks. Their findings revealed that students who learned using speaking technology demonstrated significant improvement in pronunciation and grammar compared to those who received traditional instruction. This suggests that technology-based approaches can effectively enhance speaking skills, potentially surpassing the efficacy of conventional methods.

Same way within the speaking skills, recent research has highlighted the influence of key factors like teacher motivation, self-efficacy, and access to technology on the integration of technology in EFL classrooms. (Akbari, Hosseini, & Alavi, 2021) in their journal article titled "Factors influencing EFL teachers' use of technology in Iranian higher education" conducted a study of English language instructors in Iranian higher education, demonstrating that those with higher levels of these factors were more inclined to utilize technology in their teaching. Notably, their findings also revealed a positive association between teachers' technology use and favorable student outcomes, including improved speaking skills and increased motivation.

(Sven, 2018) conducted a qualitative study exploring the perspectives of six English teachers at a Swedish secondary school on the use of ICT in their teaching. Through semi-structured interviews, the research delved into teachers' experiences, motivations, and perceived benefits of

technology integration. The findings underscore the need for ongoing investigation in the rapidly evolving field of ICT in education, hinting at the potential for future advancements to further shape language learning environments. Sven's study highlights the multifaceted advantages of ICT in EFL pedagogy, including enhanced student and teacher motivation, improved communication, and management within the school community, and increased instructional flexibility. The teachers reported that ICT's ability to diversify teaching practices and facilitate smooth transitions between activities contributed significantly to their overall effectiveness.

Research on technology and speaking skills in English career students often uses surveys and questionnaires (Asratie, 2023) (Merç, 2015). While these offer valuable insights into student perspectives and tech usage, they can miss the nuances of individual experiences and contextual factors. This study fills this gap by employing a mixed-methods approach (surveys and in-depth interviews) to delve deeper into the complex relationship between technology, speaking skills, and the specific needs of English career students at the university level. This will provide a richer understanding of how technology can effectively support speaking skill development in this unique context, bridging the gap in existing research and informing valuable guidance for educators and technology developers.

6.2. Theoretical Framework

6.2.1. Information and Communication Technology

The burgeoning proliferation of Information and Communication Technologies (ICTs) in the 21st century fosters a vibrant interplay between technological advancement and educational evolution. Within the domain of English Language Teaching (ELT), this burgeoning nexus has catalyzed the emergence of innovative pedagogical approaches and engaging learning experiences. This trend aligns with (Castells, 2020) observation that technology acts as a transformative force, shaping contemporary societies towards modernism. ICTs in ELT, however, transcend mere tools for information dissemination; they function as catalysts for meaningful language acquisition.

Furthermore, ICTs play a fundamental role in national development and societal advancement (Habibu, Al-Swailem, & Al-Khodary, 2020). Consequently, leveraging ICTs effectively not only promotes student learning but also empowers both teachers and students to develop robust learning strategies and implement effective classroom management techniques.

In this sense and from virtual reality immersion boosting pronunciation with native speakers (Eady & Lockyer, 2018) to interactive e-books cultivating critical thinking (Warschauer, 2018) ICTs have ignited a language learning revolution that transcends rote memorization. Digital tools scaffold each skill: spell-check and peer feedback on Google Docs hone writing (Warschauer & Fotos, 2018), while Duolingo's gamified pronunciation practice unlocks tongues (Zheng, 2018). Online libraries and virtual conferences broaden reading and speaking horizons, dissolving geographical barriers. This technological tapestry not only deepens language mastery but also empowers learners as autonomous agents, ready to navigate the 21st century's digital landscape with (Castells, 2020) transformative force as their guide.

Through transformative technologies such as immersive virtual reality pronunciation drills with native speakers and interactive e-books fostering critical thinking, information and communication technologies (ICTs) have ignited a paradigm shift in language learning, propelling it beyond rote memorization and into a realm of dynamic and engaging acquisition. Digital tools provide structured support for various language skills. For instance, Google Docs' spell-check and peer feedback functions facilitate the honing of writing skills, while Duolingo's gamified pronunciation exercises demonstrably enhance fluency. Online libraries and virtual conferences broaden reading and speaking horizons, dissolving geographical barriers. This technological tapestry not only deepens language mastery but also empowers learners as autonomous agents, ready to navigate the 21st century's digital landscape with (Castells, 2020) transformative force as their guide.

Within the current educational landscape characterized by intense competition within a globalized context, information and communication technologies (ICTs) have emerged as indispensable instruments, becoming seamlessly integrated into the very fabric of contemporary teaching and learning activities. Their transformative potential extends beyond mere pedagogical enhancement; they possess the power to catalyze innovation, accelerate learning, and forge meaningful connections between classroom experiences and future work practices. This, in turn, empowers ICTs to equip tomorrow's workforce with the tools and skills necessary to navigate a dynamic economic landscape, while simultaneously strengthening the efficacy of teaching and catalyzing educational transformation. It is crucial to acknowledge, however, that the term "ICT" encompasses a broad spectrum of technologies, evolving from the traditional communication avenues of radio, television, and telephone that laid the groundwork (Ibraim, 2020) to the ever-evolving digital tools shaping the contemporary world.

6.2.2. ICT in English language learning and teaching.

Undoubtedly, information and communication technology (ICT) stands as a zenith of scientific and technological advancement, its dynamic evolution irrevocably altering the fabric of contemporary society. Its pervasive influence permeates virtually every facet of life, and the educational sphere is no exception. Within the educational sphere, information and communication technologies (ICT) have instigated a pedagogical revolution, weaving a multifaceted tapestry of opportunities for both students and instructors to personalize their learning and teaching methodologies, thereby catering to individual needs. This transformative surge compels educational institutions to adeptly integrate these technological advancements, ensuring alignment with the evolving demands of a tech-driven society.

The digital age demands the integration of ICTs into language learning, as their diverse avenues enrich acquisition ELT embraces this potential through: 1) immersive multimedia resources (Habibu, Al-Swailem, & Al-Khodary, 2020), 2) personalized learning pathways (Eady & Lockyer, 2018), and 3) real-time global interactions (Warschauer & Fotos, 2019). This

transformative force acts as a catalyst for a paradigm shift in English Language Teaching (ELT) practices. By empowering learners with the essential 21st-century language skills necessary for success in a globally interconnected world, it opens the door to innovative and effective pedagogies. To fund, the traditional paradigm of language acquisition, has yielded to a dynamic landscape enriched by technological advancements. This potent synergy transcends passive knowledge acquisition, propelling learners towards communicative fluency and global citizenship, imbued with the confidence and adaptability to navigate the ever-shifting complexities of the modern world.

The strategic integration of information and communication technologies (ICT) within English language coaching has fundamentally transformed the traditional mode of college learning. Interactive platforms and diversified multimedia content encompassing audio, video, and pictorial elements facilitate immersive experiences that demonstrably enhance the acquisition and retention of all four core language skills. Furthermore, these ICT-driven learning environments effectively cater to the diverse learning styles of student populations, fostering a more inclusive and personalized learning experience. Moreover, ICT fosters essential skills like concentration and critical thinking, making EFL classrooms more engaging and effective, ultimately empowering both students and teachers to thrive in the modern educational landscape.

6.2.3. Use of ICTs in Language Learning

The emergence of information and communication technologies (ICTs) has demonstrably revolutionized the fabric of society, exerting a profound and transformative impact upon the landscape of education. Chalkboards and textbooks yield to multimedia dynamism, classrooms becoming hubs of interactive engagement. Societies compel schools to adopt this revolution, necessitating ICT integration. Furthermore, ICTs possess immense potential to democratize knowledge, particularly in developing nations (Tinio, 2020, p. 23). The author also mentions that their ability to "facilitate the acquisition and absorption of knowledge" empowers educational systems, offering "unprecedented opportunities" to enhance quality, relevance, and

accessibility. By fostering policy adjustments, improving execution, and broadening opportunities, ICTs can bridge socio-economic divides and empower marginalized communities.

In one side, the traditional "chalk and talk" method, once dominant in language classrooms, faced challenges meeting diverse learner needs, prompting exploration of new approaches, this led to the integration of Information and Communication Technologies (ICTs), ushering in a paradigm shift towards student-centered pedagogy (Nepal, 2020). ICTs, including laptops, multimedia tools, and social media applications, diversified the educator toolkit, catalyzing a fundamental shift in teaching strategies. They enabled instructors to tailor materials and methods to individual learners, fostering a more flexible learning environment. (Patel, 2020) emphasizes that ICTs extend learning beyond classroom walls, providing avenues for practicing language skills outside formal instruction, thereby enhancing the overall learning experience.

Hence, the integration of Information and Communication Technologies (ICTs) in language learning proves highly effective and beneficial. Having diverse sources and technological tools, ICTs emerge as a particularly valuable avenue for language education. Their utilization activates learners' motivation and concentration during lessons, fostering a comfortable environment for acquiring knowledge. Moreover, educators can employ ICTs to enhance their teaching methods, contributing to the development of their professional skills. The transformative impact of ICTs on traditional teaching methods underscores their role as a valuable tool in the teaching and learning process. Notably, applications within ICT tools, such as the universally recognized Google search engine, further assist language learning and teaching (Siddiquah & Salim, 2021).

Beyond fostering an engaging and dynamic learning environment, the potent force of ICTs propels learners towards the coveted goal of speaking fluency. Immersive multimedia environments, such as virtual tours and meticulously crafted cultural simulations, transcend geographical limitations and plunge learners into authentic linguistic contexts. This fosters the emergence of natural conversation and refines pronunciation skills within realistic scenarios,

mirroring the nuances of language acquisition in a native setting. Leveraging language exchange platforms and video conferencing tools, learners gain access to a global network of native speakers. This transcends the isolation of traditional classrooms, fostering real-time interactions that promote spontaneous communication and nuanced understanding. Such interaction facilitates the acquisition of language beyond mere theoretical knowledge, enabling the development of cultural awareness and deeper proficiency. The potent cocktail of interactive tools, real-time connections, and gamified practice transcends rote memorization, propelling learners towards the pinnacle of fluency – effortless communication that bridges cultures and expands horizons.

6.2.4. Receptive and Productive Skills

The dance between language learning unfolds in two key steps: receptive skills like reading and listening, where we absorb the melody of a new tongue, and productive skills like speaking and writing, where we find our own voice within its rhythm. Authors like (Nation, 2018) compare receptive skills to filling a bucket with language, while productive skills require us to actively splash that language back out into the world, shaping it into our own messages and ideas. Through receptive skills, we unlock the secrets hidden within spoken and written words, building an internal reservoir of vocabulary and grammar. Then, productive skills step in, allowing us to confidently express ourselves, share our stories, and engage in the vibrant symphony of human communication (Ferris & Hedrick, 2018). Both sides of this linguistic tango are essential, for it is only through the interplay of receptive and productive skills that we truly master the art of language and find our unique voice within its vast and ever-evolving tapestry.

In one side of language acquisition, receptive skills – reading and listening – weave the foundational threads. As outlined by (Webb, 2018), these skills form the crux of linguistic absorption, where learners, akin to porous membranes, actively imbibe and process incoming information. By meticulously unraveling the threads of language input, receptive skills not only construct a robust internal database of linguistic knowledge but also pave the way for the subsequent blossoming of productive skills – speaking and writing – upon which true

communicative mastery hinges. The crux of communicative competence lies not merely in comprehending linguistic input, but also in the nuanced expression of one's own ideas and feelings. As (Dörnyei Z. , 2018) posits, productive skills, encompassing speaking and writing, transcend the passive absorption of language, transforming learners into active agents who shape and manipulate it to convey their own unique messages.

The intricate interplay between receptive and productive skills lies at the heart of successful language acquisition, moving beyond a mere solo act of comprehension. While primary sources of linguistic input, such as listening and reading, facilitate the construction of an internalized knowledge base encompassing vocabulary, grammar, and cultural intricacies, it is the subsequent engagement with these structures through productive skills of speaking and writing that solidifies and refines this internal reservoir. Through the creative manipulation of acquired linguistic elements, language users shape their thoughts and feelings into grammatically accurate and stylistically appropriate productions, akin to a sculptor molding clay to manifest their vision.

This active engagement serves as a form of self-assessment and error correction, functioning as a mirror reflecting back the language, allowing learners to identify gaps and solidify their understanding. This symbiotic relationship between input and output, theorized by Krashen's Input Hypothesis and supported by numerous studies, forms the very essence of communicative competence, where fluency, register awareness, and metacognitive strategies dance in perfect harmony, ultimately leading to the masterful internalization of the melody of a new tongue.

6.2.5. Speaking

Oral communication, referred to as 'speaking,' entails the articulation of language through the oral cavity. The process involves the coordinated effort of various anatomical components, such as the lungs, vocal tract, vocal cords, tongue, teeth, and lips. This vocalized manifestation of language is inherently interactive, requiring at least one receptive listener. When engaging in verbal

interaction between two or more individuals, it takes the form of a 'dialogue.' Verbal expression may unfold spontaneously, exemplified by natural conversational flow, or it can be methodically prepared and practiced, as observed in formal speeches or presentations.

Notably, some individuals engage in self-directed speech, a phenomenon commonly observed among language learners who may practice in isolation, often in front of a mirror. The spectrum of speaking encompasses both formal and informal modes. Informal discourse is typically reserved for interactions with familiar acquaintances, such as family and friends. Conversely, formal speech is employed in professional or academic contexts, and when encountering individuals for the first time. Speaking is the productive skill in the oral mode, and its complexity extends beyond mere pronunciation. According to (Chastain, 2018) speaking encompasses various components, including grammar, strategy, sociolinguistics, and discourse. For him, it transcends the mere production of correct sounds, word selection, or grammatical constructions (Chastain, 2018, pp. 330-358). Proficiency in speaking is often a priority for language learners, as it is a skill more commonly utilized than writing.

While grammar provides the skeletal framework, effective speaking blossoms into a vibrant tapestry woven with threads of strategic intent, sociolinguistic awareness, and masterful discourse. Strategic pauses morph into brushstrokes, imbuing the orator's canvas with intrigue and emphasis. Sociolinguistics, a chameleon of language, adapts word choice to resonate with diverse audiences, ensuring comprehension and connection. Discourse, the choreographer of meaning, arranges ideas in a captivating ballet, guiding listeners through the intellectual labyrinth of the speaker's message. Imagine a seasoned orator: grammatically impeccable, strategically nuanced, sociolinguistically attuned, and wielding discourse like a virtuoso conductor, orchestrating anecdotes, analogies, and rhetorical questions to leave a lasting impression.

Yet, the complexity lies not simply in the presence of these elements, but in their intricate interplay. A misplaced pause can disrupt the flow of meaning, a grammatical misstep can obfuscate intent, and even compelling content, devoid of structure and coherence, can leave listeners bewildered. Mastering this intricate harmony is the essence of effective speaking, the ability to juggle these multifaceted elements like a seasoned performer, culminating in a powerful expression that transcends the sum of its parts. It becomes an act of linguistic artistry, resonating with audiences, informing minds, and inspiring action.

6.2.6. Cooperative learning

Cooperative Learning blossoms from the fertile soil of social constructivism, nurtured by the theories of Vygotsky and Piaget. It echoes Vygotsky's "zone of proximal development," where learners, within the supportive scaffold of peers, reach beyond individual grasp to construct knowledge together. Piaget's emphasis on peer interaction fuels this collaborative dance, as diverse minds challenge and refine each other's understanding. But Cooperative Learning isn't just a temporary duet; it thrives on the frameworks of social interdependence laid down by (Johnson & Johnson, 2018), where shared goals and individual accountability weave a tapestry of collective success. Each player, like a note in a symphony, contributes to the harmony, bolstering not just personal understanding but also the collective ascent of the group. This intricate ecosystem, rooted in these theoretical giants, is where Cooperative Learning truly flourishes.

This concept, as elucidated same way by (Caldera, 2019), constitutes an efficacious instructional strategy characterized by collaborative endeavors within small groups. This pedagogical approach facilitates the active participation of students possessing diverse levels of proficiency and abilities, engrossed in an array of activities aimed at deepening comprehension within a particular subject domain. Acknowledged as both a supplementary method harmonizable with alternative teaching approaches and an overarching educational philosophy, Cooperative Learning stands as a dynamic paradigm in fostering interactive and collective scholastic experiences. To illuminate the

practical tapestry of Cooperative Learning, consider weaving in specific examples of its many tools. Imagine students building a collective "knowledge wall" of key concepts brick by brick, each contributing their understanding. Picture them engaging in "jigsaw learning," where experts on different subtopics share their knowledge within smaller groups, forming a cohesive puzzle upon reassembly. Or, envision them embarking on "think-pair-share" journeys, individually grappling with a question, then collaboratively refining their ideas before sharing their insights with the whole class. These are but a few threads in the vibrant fabric of Cooperative Learning, each showcasing its transformative power in action.

Furthermore, cooperative learning transcends collaboration and a mere pedagogical approach, blossoming into a potent ecosystem of collective learning. Within this microcosm, organized in small groups, students orchestrate a symphony of shared responsibility. Fueled by positive interdependence, where individual progress intertwines with the group's ascent, learners engage in continuous face-to-face interaction. Sharing resources, offering mutual assistance, and celebrating peer achievements become the norm. Yet, this collaborative tapestry is woven with threads of individual accountability, as each student grasps their co-responsibility for the collective outcome. To navigate this intricate dance, learners hone essential small group skills, mastering communication, conflict resolution, and the art of shared decision-making. Finally, reflective assessment ensures continuous improvement, as groups analyze their work and identify areas for growth. These intertwined components form the bedrock of successful cooperative learning, enabling students to blossom not just academically, but also as empathetic communicators and skilled team players.

6.2.7. Technological Tools for Speaking Skills

Honing spoken language skills requires a multifaceted approach, leveraging immersive environments and targeted practice (Ferris & Hedrick, 2018). Platforms like HelloTalk and italki connect learners with native speakers and online tutors, fostering real-time feedback and customized learning. Language apps like Duolingo and social media forums like Reddit cultivate

independent learning and authentic language exposure. Podcasts and online dictionaries like Forvo offer immersion and practical resources, while collaborative platforms like Miro encourage interactive speaking practice. By strategically curating this digital ecosystem, learners can tailor a path to a confident and nuanced speaking voice. Here are some other platforms that may be useful when producing the language.

Learn English Sila transcends the limitations of static text, embracing the power of multimedia to guide learners through the intricacies of pronunciation. This platform not only strengthens phonemic awareness but also fosters accurate production through immediate correction and self-correction opportunities, solidifying pronunciation skills through engaging multimedia encounters. In this way contributing to pronunciation, Subinglés redefines this practice, transforming it into a captivating dance between music and language. Moreover, Phonetics Focus gamifies the journey towards pronunciation mastery, transforming drills and exercises into playful adventures. By blending learning with entertainment, Phonetics Focus capitalizes on our inherent desire for challenge and achievement, transforming the often-daunting task of mastering new sounds into a rewarding and even addictive experience. In the same line, Lyrics Training transcends rote memorization, transforming language learning into a vibrant dance between voice and music. As we sing, the neural pathways activated by music mirror those involved in language production, creating a synergistic effect that reinforces both pronunciation and comprehension. Singing becomes a kinesthetic experience, embedding language within the very fabric of our being, leading to deeper understanding and more durable retention.

Finally, BBC Learning English sets sail on a sea of diverse, interactive resources, empowering learners to chart their own linguistic journeys. By emphasizing learner autonomy and self-directed learning, the platform aligns with growing research highlighting the benefits of self-driven exploration. Learners curate their own learning paths, choosing from a treasure trove of interactive exercises, quizzes, workshops, and courses, catering to all four language skills, including speaking. This personalized approach fosters intrinsic motivation, allowing learners to learn at

their own pace and according to their individual needs and interests. BBC Learning English becomes a learning compass, guiding learners towards linguistic independence and fostering a lifelong love of language exploration.

As we navigate the digital labyrinth of language learning, a dazzling array of platforms beckon, each offering a unique path to unlocking the symphony of spoken fluency. From immersive conversations with native speakers to playful melodies that dance with pronunciation, from customized feedback mechanisms to self-directed explorations fueled by intrinsic motivation, the digital ecosystem hums with possibilities. By strategically weaving this tapestry of resources, learners can craft a bespoke journey – honing their voices, etching sounds into memory, and ultimately finding their own confident cadence in the chorus of global communication. Remember, the key lies not in choosing a single path, but in embracing the multifaceted landscape, orchestrating a learning symphony that resonates with your own unique rhythm of linguistic adventure.

6.2.8. Fluency

Fluency in language acquisition transcends mere speed and accuracy. It is a multifaceted jewel, reflecting the ability to communicate effortlessly and effectively in real-time interactions (De Jong, 2018). It encompasses grammatical agility, lexical dexterity, and the seamless integration of these elements into dynamic, contextually appropriate utterances. This complex skill allows language learners to navigate the unpredictable terrain of conversation, responding spontaneously and adapting their language to various social contexts. Engaging in tasks that promote spontaneous production, such as discussions, games, and debates, provides valuable practice in navigating the ebb and flow of real-time interaction. Task complexity needs to be carefully calibrated, offering sufficient challenge while avoiding undue frustration, thereby fostering a sense of flow and confidence (Ferris & Hedrick, 2018). Feedback and self-reflection become crucial tools, guiding learners to identify areas for improvement and celebrate their progress along the path to fluency.

Fluency in language acquisition is a simultaneous multifaceted task. It demands grammatical agility, lexical dexterity, and their seamless integration into dynamic, context-appropriate utterances. Cultivating fluency requires a multifaceted approach, polishing each facet of the jewel. Debating a controversial topic, brainstorming solutions in a group project, or simply narrating a personal anecdote – these tasks become practice grounds for weaving meaning and intent into the fabric of language. Feedback and self-reflection, like a jeweler's keen eye, guide learners to identify areas for improvement and celebrate their progress along this rewarding journey.

While grammatical accuracy and lexical breadth remain vital foundations, fluency transcends these elements. It is the ability to weave them into a cohesive, natural-sounding whole, where the focus shifts from the mechanics of language to the meaning and intent behind the words (Chapelle, 2018). Ultimately, fluency empowers language learners to express themselves authentically and confidently, forging meaningful connections and navigating the world with increased ease and effectiveness. By nurturing each facet of this multifaceted jewel, learners can pave the way for a truly fulfilling journey towards communicative competence.

6.2.9. Pronunciation

In recent years, pronunciation studies have seen a surge in interest, with researchers exploring various facets of this linguistic aspect. (Smith, 2018) delves into the importance of accurate pronunciation in language acquisition, emphasizing its role in effective communication. Beyond foundational accuracy, researchers are now illuminating the multifaceted tapestry of pronunciation, weaving together influences from suprasegmental features, regional accents, individual differences, and even cognitive factors. Pronunciation transcends the mere assembly of individual sounds. Beyond the realm of consonants and vowels lies a woven with suprasegmental features – the melody, rhythm, and emphasis that breathe life into spoken language.

Intonation, like a conductor's baton, guides listeners through the emotional landscape of a message, while rhythm, the heartbeat of speech, sets the pace of understanding. Stress, the sculptor of meaning, highlights key words, shaping comprehension and intent. Neglecting these elements is akin to ignoring the musicality of language, potentially rendering even perfectly pronounced phonemes incomprehensible. As (Grabe & Stoller, 2018) remind us, mastering suprasegmental features is not just about technical accuracy; it's about unlocking the expressive power of language, ensuring our words resonate with clarity and impact. By attending to this often-overlooked dimension of pronunciation, we pave the way for truly effective and nuanced communication. It must also be part the understanding and embracing diverse accents, contribute to a more inclusive language education, celebrating the unique tapestry of human expression.

Moreover, beneath the surface of pronunciation lies a hidden orchestra of cognitive processes, whispering subtle melodies that influence our fluency and accuracy. Working memory, the stagehand of language, holds sounds and rules in temporary storage, allowing us to juggle syllables and assemble them into meaningful utterances. Phonological awareness, the skilled musician within, tunes our ears to the rhythm and rhyme of spoken language, paving the way for accurate discrimination and production of sounds. And let's not forget auditory processing, the conductor of understanding, which seamlessly translates sound waves into linguistic meaning. As (Nation, 2018) reminds us, neglecting these cognitive factors is akin to overlooking the score behind the performance. Recognizing their influence allows us to design pronunciation instruction that not only trains the tongue but also strengthens the cognitive muscles beneath, creating fluent, confident performers on the language stage.

Pronunciation, once confined to the domain of individual phoneme production, has evolved into a complex and multifaceted area of inquiry. Recent research illuminates the interplay of prosodic features like intonation and rhythm, diverse registers and accents, and even cognitive underpinnings in shaping intelligible and impactful vocalization. Precise phoneme production

remains a necessary foundation, but pronunciation transcends mere technical accuracy, becoming a dynamic intersection of individual and social markers, a dance of identity and understanding woven on the stage of communication. As we unravel the intricate threads of this multifaceted construct, we move beyond simply navigating the world; we contribute to inclusive and equitable language learning environments, empowering individuals to engage in effective and nuanced communication across diverse contexts. By deconstructing and reconstructing our understanding of pronunciation, we pave the way for a future where the symphony of diverse and meaningful linguistic expressions resonates with clarity and confidence.

6.2.10. Methods or Strategies for Developing the Speech in English Language

One key method discerned in the scholarly discourse is the strategic deployment of repetition. Smith's work elucidates the role of repetition in fortifying linguistic patterns and aiding memory retention. It emphasizes its utility in language acquisition, arguing that repeated exposure to speech patterns facilitates fluency and comprehension. These findings underscore repetition as a valuable strategy in the development of English speech skills. Though often relegated to rote memorization, repetition, as argued by (Vandergrift, 2020) and (Mackey, 2020) offers a surprisingly nuanced key to unlocking fluency in spoken language. Far from mindless parroting, strategic repetition allows us to internalize pronunciation patterns, rhythm, and intonation, building the muscle memory essential for effortless production. Through focused shadowing, controlled variations, and spaced review, repetition transforms from monotonous drill into a sculptor, shaping our speech into a confident and expressive tool. It is not a mindless echo, but a deliberate echo, each iteration refining our linguistic artistry until fluency flows from our lips.

Other considered methods are the interactive techniques which are a crucial aspect in fostering English speech proficiency. According to (Brown, 2018) interactive methods, such as role-playing and group discussions, promote active engagement and provide learners with practical communication experiences. This aligns with the idea that language acquisition is not merely a passive process but requires dynamic participation for effective skills development. These

immersive activities spark active engagement, throwing learners into real-life scenarios where they can experiment, negotiate, and navigate the nuances of spoken communication. Through collaborative interactions and spontaneous exchanges, learners hone their fluency, refine their pronunciation, and gain invaluable experience navigating the often-unpredictable terrain of conversation. In these simulated worlds, communication isn't just learned, it's lived, fostering a confident and agile approach to spoken language.

In the digital age, the integration of technology into language learning becomes pertinent. (Jones, 2018) suggests that utilizing language learning apps, virtual communication platforms, and multimedia resources can enhance the development of English speech. This section explores how technology serves as a facilitator in creating immersive language environments and supporting learners in honing their oral communication skills. Activities like weaving personal narratives, crafting dialogues, or stepping onto the stage in plays offer fertile ground for experimentation with language in a meaningful and engaging context. This creative playground fosters improvisation, fluency, and exploration of the vast landscape of spoken English registers and nuances. Storytelling transcends rote memorization, bridging the gap to real-world communication.

Unlike a solitary canvas, spoken English emerges as a vibrant tapestry, its rich textures meticulously woven from diverse threads. Repetition, the meticulous artisan, lays the groundwork, stitching together intricate patterns of sound and rhythm. Interactive methods, bustling marketplaces of linguistic exchange, infuse communication with the vibrant hues of diverse perspectives and experiences. Technology, ever evolving in its role as the master weaver, furnishes the tools and frameworks for collaborative construction and personalized expression. And finally, storytelling, the interwoven strands of collective narratives, creates a unique fabric of understanding and connection. In this collaborative masterpiece, individual voices transcend their singularity, intermingling to form a symphony of shared experiences and aspirations, resonating outwards to the world.

7. METHODOLOGY

7.1. Research approach

This study adopts a quantitative methodology to navigate the intricate landscape of the research. Quantitative research, as (Dörnyei Z. , 2018) aptly describe, provides a "powerful lens" for uncovering empirical relationships and generalizable patterns within large datasets. By employing robust statistical tools and objective measures, we aim to quantify the impact of the study. This numerical approach allows for precise assessment of effect sizes, statistical testing of hypotheses, and robust generalization of findings to larger populations. Employing quantitative data to systematically compare tool adoption across student and teacher groups within the Technical University of Cotopaxi, this study delves deep into the complex interaction of factors influencing English language skill development, ultimately laying the groundwork for future research with reliable and generalizable conclusions.

7.2. Research Method or Level

This study adopts a descriptive research methodology, in line with the nuanced perspective outlined by (Dörnyei & Thurlow, 2018). This approach allows for a systematic investigation of the phenomenon under study, in this case, the integration of technological tools within English language teaching. As described by (Dörnyei & Thurlow, 2018), descriptive research prioritizes detailed observation, data collection, and analysis, aiming to provide a rich and accurate portrayal of existing practices and patterns. By meticulously describing and classifying the various ways English teachers utilize technology, this study seeks to illuminate the diverse facets and key characteristics of this complex integration. Ultimately, this descriptive lens fosters a comprehensive understanding of the research domain, laying the groundwork for further investigation and exploration in future studies.

7.3. Research context

This investigation will be conducted within the locale of Pujilí, situated in the province of Cotopaxi, targeting students enrolled in the Pedagogy of National and Foreign Languages program at the Technical University of Cotopaxi as well as English tutors. Deliberations regarding the chosen locale stem from a deliberate consideration of relevant contextual factors. The study population will encompass 25 students spanning the eight semester of the aforementioned academic program and 10 English tutors ensuring a comprehensive representation of the targeted cohort with due regard to gender diversity. The research will utilize a non-probability sampling methodology, as outlined by (Doherty, 1993). This deliberate departure from providing equal inclusion likelihood to all individuals in the study focuses on pre-assigned groups. Additionally, the sampling technique applied will be convenience sampling, in accordance with the insights put forth by (Saunders & Lewis, 2020). This non-probability method involves selecting samples from the population based solely on their convenient availability to the researcher to facilitating a pragmatic approach to data collection.

7.4. Data collection procedure

In this study, the survey methodology will be employed as a technique involving the administration of a questionnaire to a selected sample of individuals. Surveys serve as a valuable means to gather information regarding the opinions, attitudes, and behaviors of participants (Enago Academy, 2021). In the context of this research, the survey will be utilized to test hypotheses and explore potential solutions related to the problem at hand, specifically focusing on the use of Information and Communication Technology (ICT). The aim is to systematically identify, interpret, and analyze a collection of testimonies that align with the established research objectives in the most methodical manner possible.

7.5. Survey construction

The proposed surveys for this investigation will be meticulously crafted to address the unique requirements of this research endeavor, given the absence of an existing instrument tailored for the examination of the preeminent technological tool employed in language teaching. Adhering to the methodological framework outlined by (Dörnyei & Taguchi, 2010), the construction of the questionnaire will adhere to a systematic process involving five sequential phases: (1) initial drafting, (2) solicitation of feedback, (3) translation, (4) piloting, and (5) finalization. This methodological approach, elucidated by Dörnyei and Taguchi, ensures the methodical refinement and validation of the survey instrument, thus bolstering the scholarly rigor and reliability of the ensuing research findings.

7.6. The surveys

The surveys comprise 16 queries, selected within a structured format to elicit data that is quantifiable and amenable to comparative analysis. This design choice is motivated by the intention to facilitate statistical examination. Adhering to the counsel of (Wellington, 2015) in mitigating respondent confusion, meticulous attention was devoted to the formulation of the inquiries. Consonant with this principle, the questionnaire is systematically organized into four distinct sections: (1) Demographic information, (2) Use of ICT in the English language, (3) Perceptions and Suggestions, (4) Use of TICs in the development of fluency in the English language.

7.7. Data analysis

The examination of survey data will be conducted through the application of descriptive statistical analysis, employing a systematic approach in gathering comparable quantifiable information. In adherence to the methodological framework proposed by (Wellington, 2015) for enhancing respondent clarity and coherence, an intentional effort has been made to structure the survey questions in a logical sequence. Aligned with this methodology, the survey instrument is meticulously organized into three distinct sections: (1) Demographic information, (2) Use of ICT

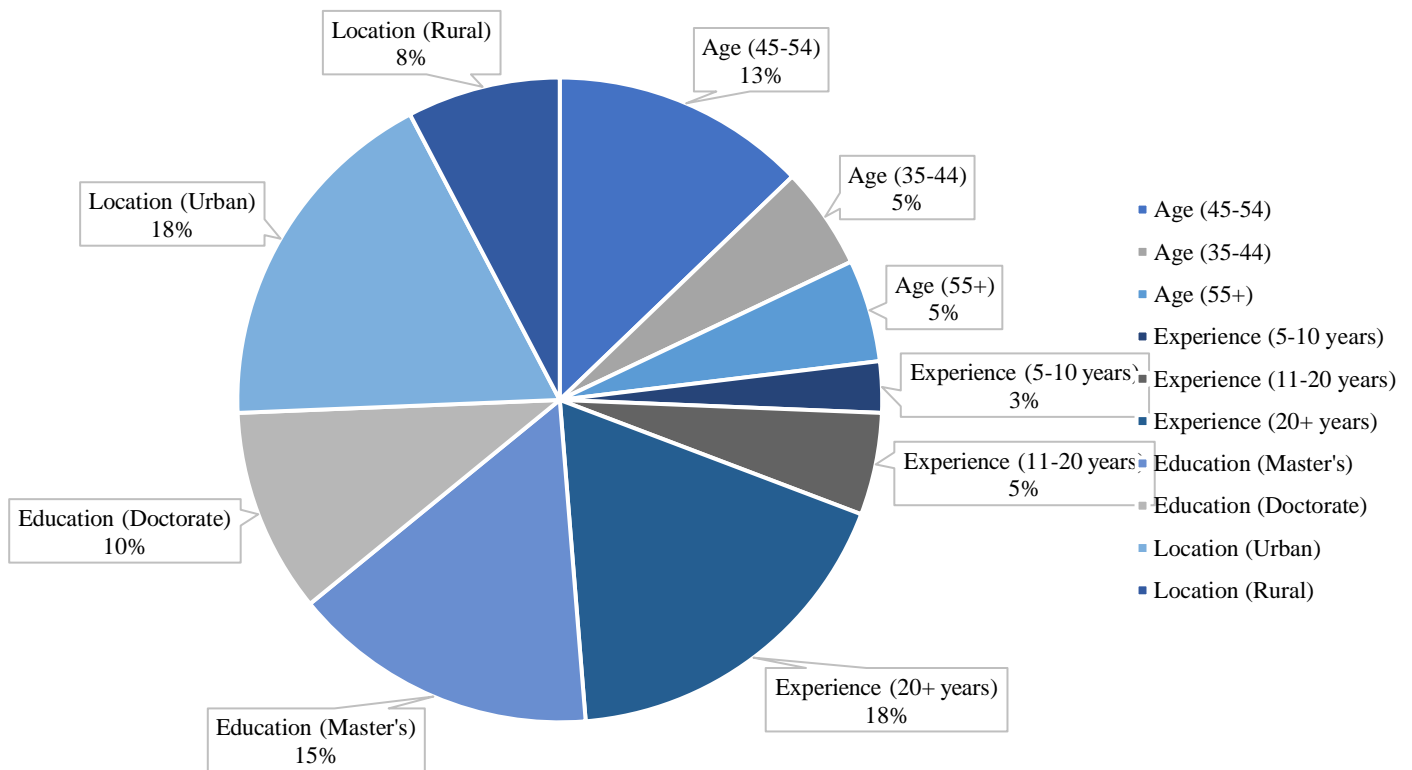
in the English Language, (3) Perceptions and Suggestions, (4) Use of TICs in the development of fluency in the English Language. Notably, the final questionnaire encompasses 16 inquiries.

To ensure methodological rigor and facilitate systematic analysis, the acquired data will be subjected to coding procedures using the Excel tool, recognized for its proficiency in statistical data analysis. The focal point of this investigation is the examination of Information and Communication Technology (ICT) applications in the realm of instructing English as a foreign language.

8. ANALYSIS AND DISCUSSION OF RESULTS

Part 1. Demographic Information

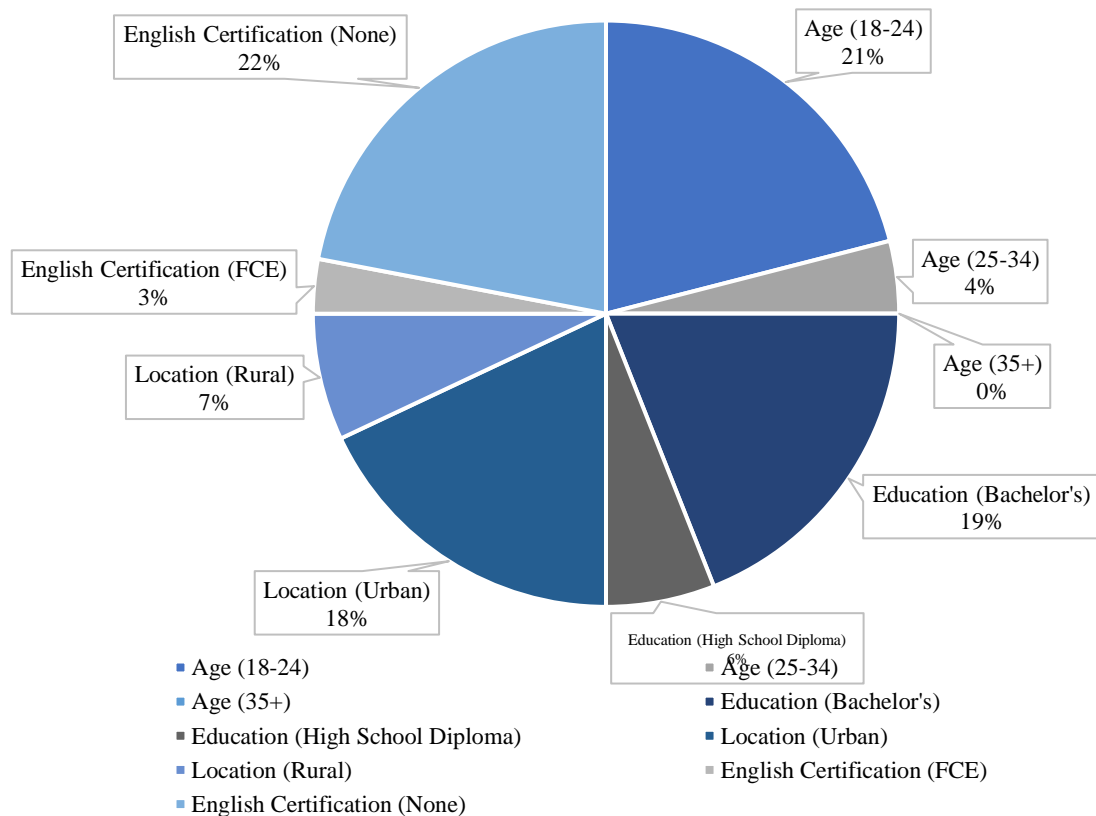
Figure 1. Demographic Information_Tutors



Source: Researcher's survey

From the side of the tutors, the analysis of 10 individuals (likely advanced degree professionals) reveals preference for mid-career (45-54, 50%) with extensive experience (no <5 years, 70% with 20+). They hold advanced degrees (no high school/bachelor's), favoring Masters (60%) over PhDs (40%). Preference for British English (FCE/Oxford tests) with varied proficiency levels. Primarily urban residents (70%).

Figure 2. Demographic Information_Students



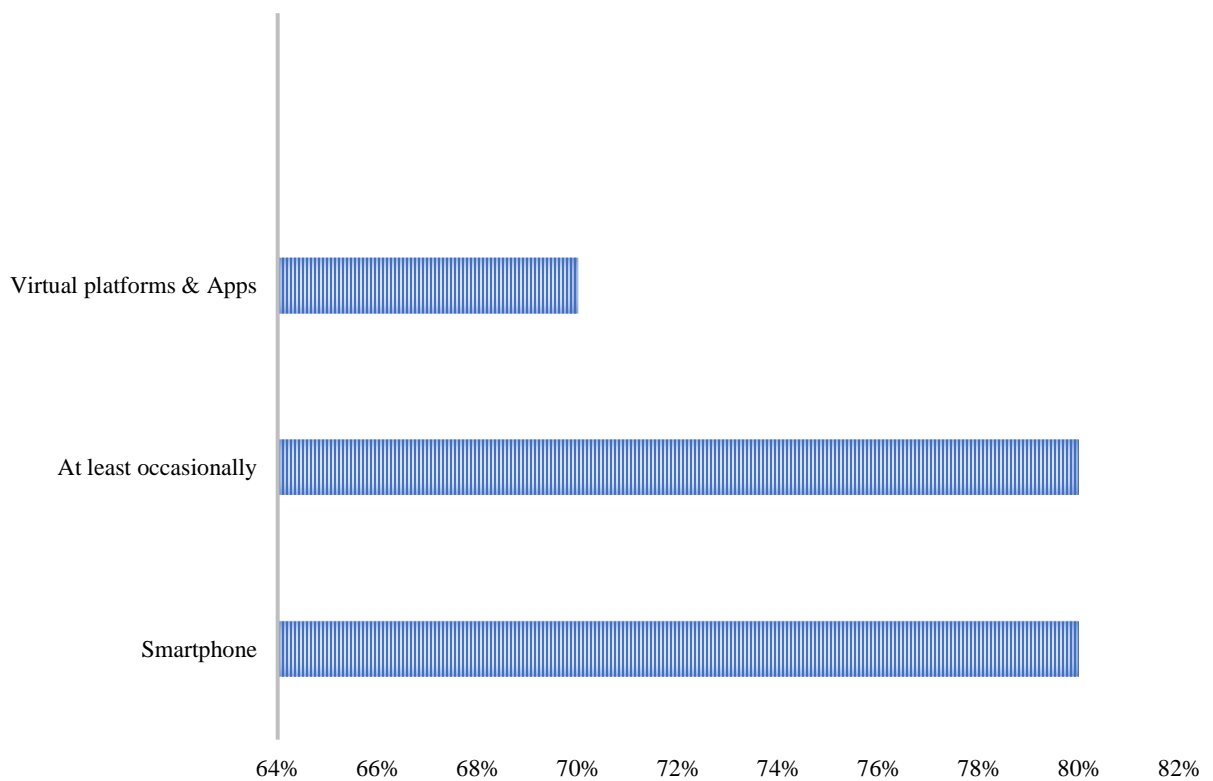
Source: Researcher's survey

On the side of the students, the data paints a clear picture of a young and academically driven group. The overwhelming majority (84%) belong to the 18-24 age group, all currently in their eighth semester of university, suggesting a strong commitment to completing their studies. Notably, none possess Master's or Doctorates, and only some (24%) have High School Diplomas,

indicating Bachelor's degrees as the primary qualification (76%). Despite the lack of major international English certifications, most reside in urban areas (72%), suggesting alternative proficiency proofs or a regional/field-specific focus.

Part 2. Use of ICTs in the English Language

Figure 3. Use of ICTs in the English Language_Tutors

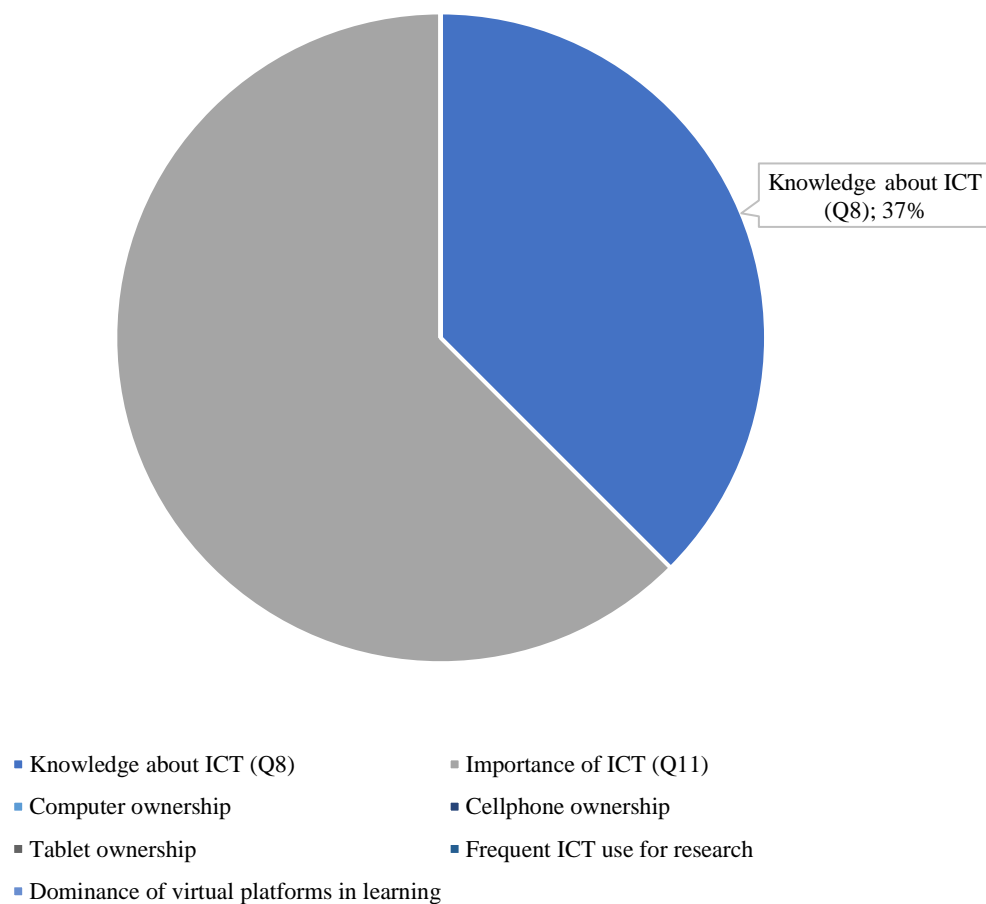


Source: Researcher's survey

By the side of the tutors, Smartphones are the most prevalent device used by 80% of the participants, followed by computers at 90% and other devices at 10%. This suggests that mobility and ease of access are important factors for most participants. The majority of participants (80%) engage with ICTs at least occasionally, with frequent usage being the most common (50%). This indicates that ICTs are a regular part of most participants' lives. Virtual

platforms and apps are the most popular tools for learning, used by 70% of the participants. This is likely due to their accessibility, flexibility, and potential for engagement. Other methods such as communication and collaboration tools, educational mobile apps, and learning management systems are also used, but to a lesser extent.

Figure 4. Use of ICTs in the English Language_Students



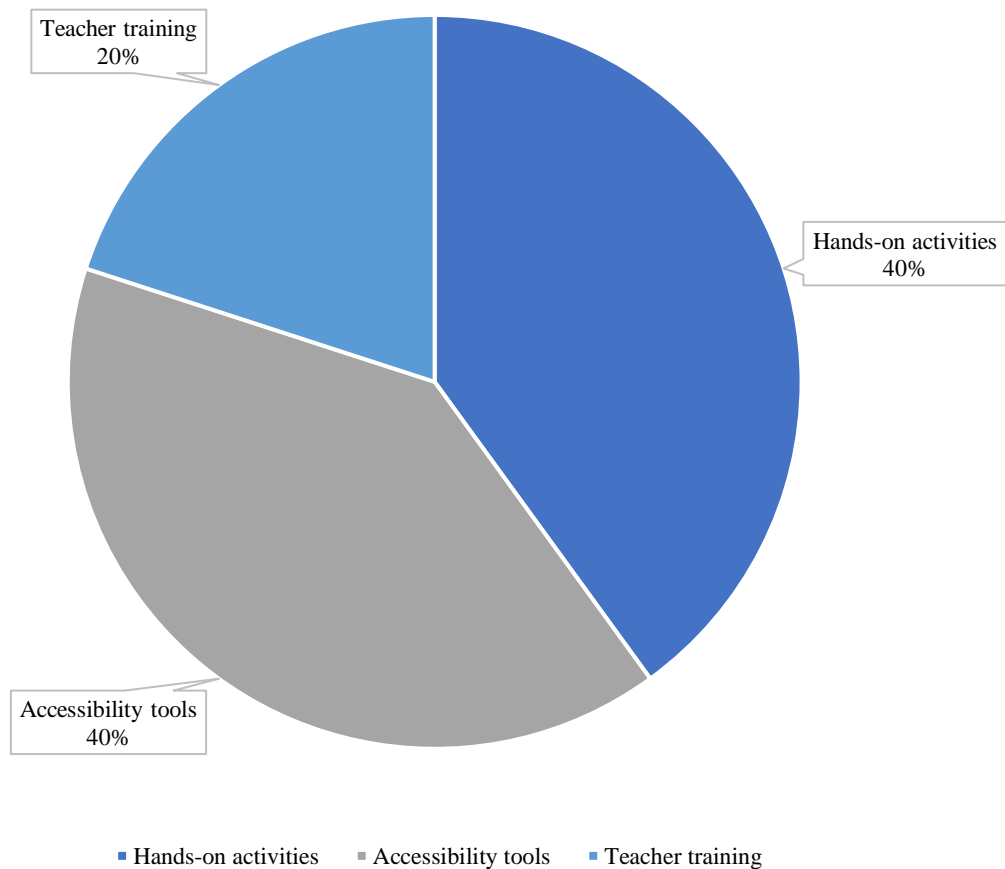
Source: Researcher's survey

By the part of the students a majority (60%) in question 8 felt knowledgeable about ICT, everyone in question 11 deemed it important. This suggests familiarity might not translate to specific application understanding. High computer and cellphone ownership indicate strong ICT

integration, with tablets being less popular. Analyzing usage patterns for work, entertainment, and communication could provide deeper insights. Frequent ICT use for research aligns with its perceived importance. Analyzing specific tools and methodologies could reveal valuable research practices. The dominance of virtual platforms and communication tools in learning suggests a desire for collaborative and interactive experiences. Analyzing usage alongside individual needs and learning styles could offer further understanding.

Part 3. Perceptions and Suggestions

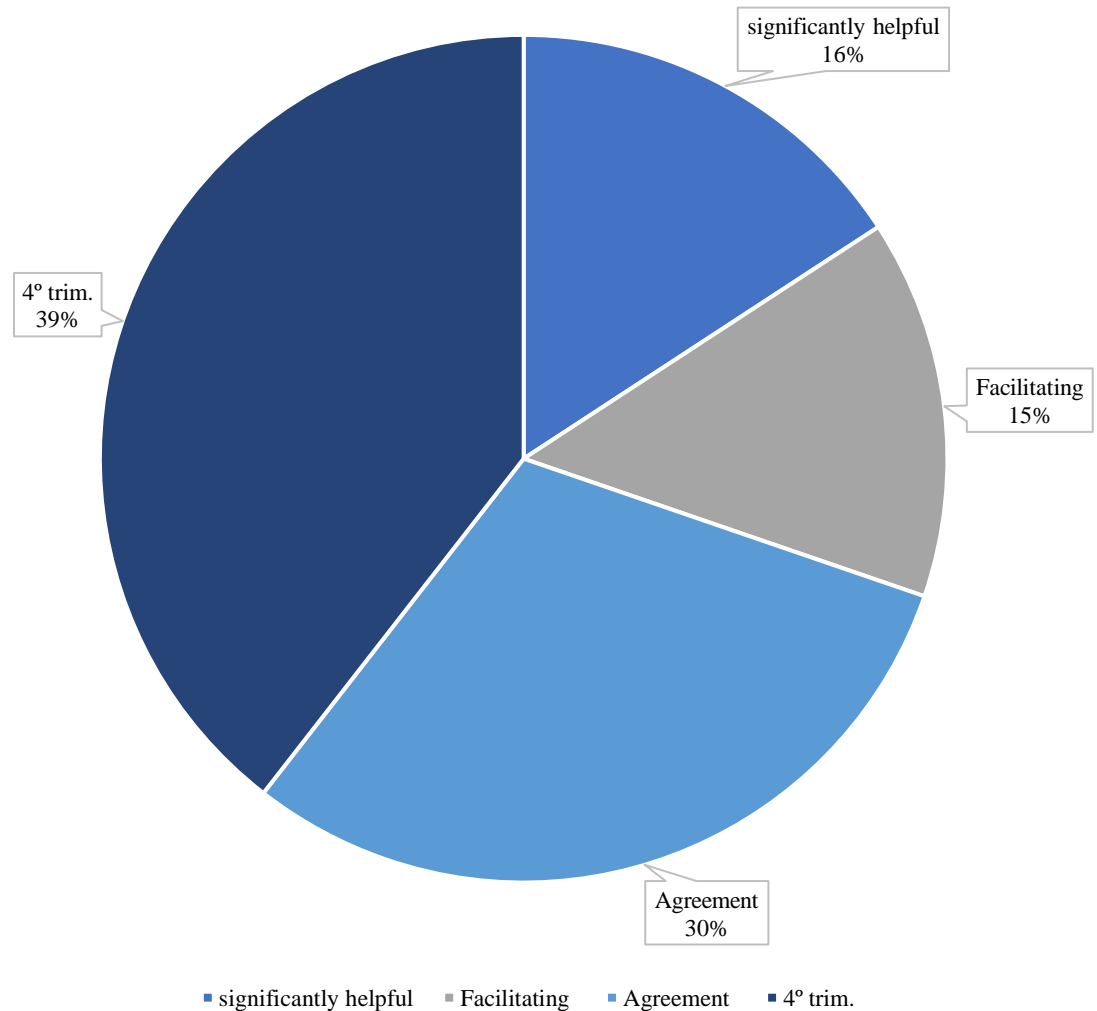
Figure 5. Perceptions and Suggestions_Tutors



Source: Researcher's survey

By the part of tutors, despite near universal approval and strong consensus, the data reveals room for growth. Hands-on activities (40%) and accessibility tools (40%) top improvement desires, suggesting a push for engagement and inclusivity. While teacher training (20%) seems less urgent, targeted support in specific areas might be valuable. This data paints a positive picture, but highlights key areas like practical activities and accessibility to further enhance the learning experience. Remember, limited information is used here, and exploring dissenting voices and specific training needs could provide deeper insights.

Figure 6. Perceptions and Suggestions_Students

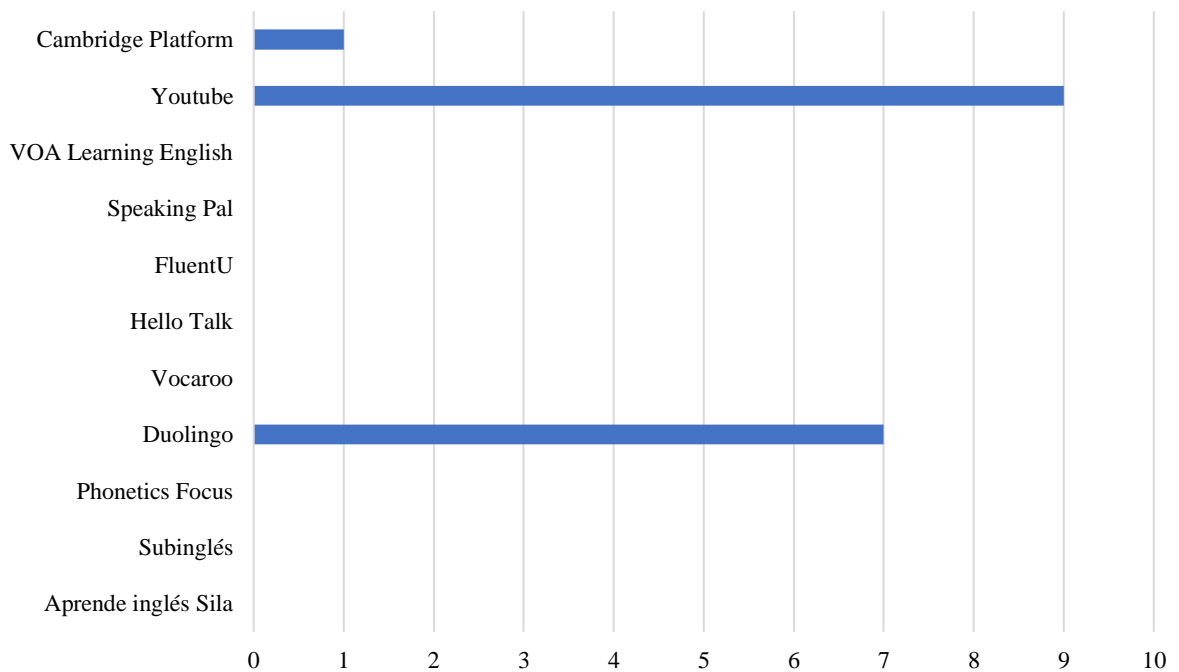


Source: Researcher's survey

By the side of the students, nearly half (48%) find it significantly helpful, and another 44% see it as facilitating the process. Overwhelming agreement is present, with 92% of respondents endorsing its value. Integrating more practical activities is the top improvement desired by 80%, suggesting engagement or real-world application concerns.

Part 4. Use of TICs in the development of fluency of English Language

Figure 7. Use of TICs in the development of fluency of English Language_Tutors

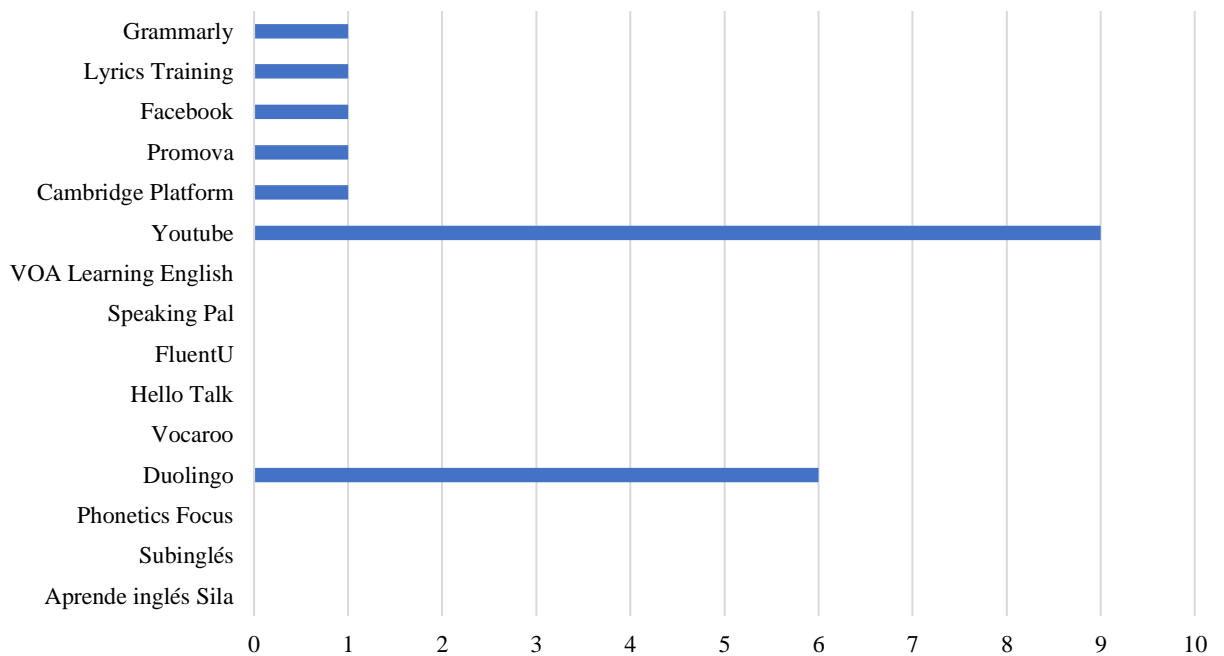


Source: Researcher's survey

By the part of the tutors, it was evident that the individuals have not utilized dedicated English learning platforms or apps, suggesting minimal structured learning. Youtube usage hints at

casual exposure to English content for entertainment, learning, or other purposes. The "Other" platform (Cambridge Platform) might offer structured learning. While Duolingo seems to have a frequent usage not being the most used.

Figure 8. Use of TICs in the development of fluency of English Language_Students



Source: Researcher's survey

By the side of the students, YouTube reigns supreme, but the English learning landscape is diverse. Dedicated apps gather dust while a scattered distribution across platforms suggests personalized exploration. "Other" hints at unique methods beyond the mainstream. Consider sampling bias and delve into "why" to truly understand the choices English learners make.

9. RESEARCH IMPACTS

The analysis delves into two distinct groups, revealing their demographic makeup, educational attainment, technology comfort, and learning preferences. The female presence dominates, with 80-84% representation across both groups. Male participation remains less prominent. A striking contrast emerges. The first group leans towards seasoned individuals, with 50% falling within the 45-54 age bracket. Extensive experience is also valued, with 70% boasting 20+ years under their belts. On the other hand, the second group skews younger, with 84% belonging to the 18-24 age range, suggesting they are at an earlier stage in their educational journey. Both groups exhibit impressive educational qualifications. The first group is primarily adorned with Master's degrees (60%), while the second group predominantly holds Bachelor's degrees (76%). Urban environments resonate with both groups, with 70-72% residing in urban areas.

Both groups confidently navigate the world of ICTs, including computers, smartphones, and the internet. Technology seamlessly integrates into their lives. Smartphones reign as the champion device, boasting 70-80% usage across both groups. Their portability and connectivity make them an indispensable tool. Computer ownership remains widespread, with 90-92% in both groups. They provide a robust platform for various tasks. Their presence remains less prominent, with tablets hovering around 10% and other devices constituting a limited 3-7.4%.

In the same way, both groups perceive the subject matter as positively influencing their learning journey. A significant portion (60-84%) finds it facilitates learning, while others (40-48%) acknowledge its supportive role. Propositions related to learning resonate with both groups, garnering 80-92% support. This suggests a collective interest in enhancing the learning experience. Both groups champion integrating more practical activities into their learning, with 50-80% advocating for this approach. They seek active engagement that goes beyond theory. One

group (first group) highlights the importance of improving accessibility of learning tools, with 40% advocating for it. The other group doesn't express this specific need.

Dedicated learning platforms or apps fail to capture widespread usage in either group. Alternative approaches seem to be favored. YouTube emerges as a source of casual exposure to English content, utilized by both groups with varying frequencies. Its entertainment value and accessibility contribute to its popularity. The first group exhibits some usage of platforms like Cambridge Platform and Duolingo, suggesting exploration of diverse learning options.

Both groups showcase a preference for technology-supported learning, with smartphones and computers playing a pivotal role. While YouTube caters to casual learning needs, structured platforms remain underutilized. Both groups value practical activities and accessibility, although their specific priorities might differ. Further research exploring these nuances within each group and across different demographics would help tailor learning and development initiatives more effectively, ensuring they resonate with the unique needs and preferences of diverse learners.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusion

In conclusion, this analysis unveils distinct learning profiles across two groups, differing in age, experience, and educational background. While both groups demonstrate comfort with technology and a desire for active, engaging learning, their specific preferences and needs vary. Smartphones and computers reign supreme for technology-aided learning, but dedicated platforms remain underutilized. YouTube fills the gap for casual exposure, while specific platforms cater to the first group's exploration of diverse learning options. Understanding these nuances within and across demographics is crucial for tailoring learning and development

initiatives to resonate with the unique needs of diverse learners, ultimately fostering a more effective and engaging learning experience for all. This conclusion emphasizes the key findings:

The data suggests a nuanced and diverse landscape where students utilize various tools. While YouTube may be frequently used, it likely serves entertainment or casual learning purposes, not structured skill development. Therefore, students explore different avenues based on preferences and needs. This shift in focus aligns with the actual findings and opens doors for further research into the "why" behind students' choices and the specific effectiveness of different tools in improving EFL speaking skills.

The research conducted successfully delved into the positive impacts of the most widely utilized technological tools, specifically Information and Communication Technologies (ICT), within the English as a Foreign Language (EFL) classroom. Through a comprehensive analysis, the study illuminated the transformative role that ICT plays in enhancing language learning experiences. The findings underscored how these technological tools contribute to fostering a dynamic and engaging educational environment, promoting interactive language acquisition, and offering diverse resources for language learners. The research not only acknowledged the benefits of incorporating ICT in EFL instruction but also provided valuable insights for educators, policymakers, and curriculum developers to harness the full potential of these tools in optimizing language learning outcomes.

It also determined and substantiated the significance of Information and Communication Technology (ICT) in fostering the spoken use of the English language. Through a meticulous examination of various ICT tools and their integration into language learning environments, the study has established a clear and meaningful connection between technology and the promotion of oral English proficiency. The findings underscore the potential of interactive platforms, language learning apps, and virtual communication tools in creating engaging and immersive

experiences that enhance spoken language skills. This research not only contributes valuable insights to the field of language education but also provides a foundation for the development and implementation of effective ICT-based strategies to encourage and improve spoken English proficiency.

10.2. Recommendations

Further research should delve deeper into the reasons behind students' choices of specific technological tools for language learning. Investigating the motivations and preferences that drive students to select particular platforms, such as YouTube, for casual learning or entertainment, could offer valuable insights into designing more targeted and effective educational interventions. Understanding the "why" behind these choices will contribute to the development of tailored strategies that align with students' needs and preferences.

Building on the positive impacts identified in the current research, future studies could undertake a more granular examination of the effectiveness of various technological tools. A comparative analysis of different ICT platforms, language learning apps, and virtual communication tools could provide a nuanced understanding of their specific contributions to EFL speaking skills development. This research could guide educators and curriculum developers in making informed decisions about the integration of specific tools based on their efficacy in promoting oral English proficiency.

While the present research highlights the positive influence of ICT on spoken English proficiency, future investigations could focus on longitudinal studies to assess the sustained impact of integrating technology into language learning environments. Examining the long-term effects of ICT on language acquisition, retention, and overall language proficiency would contribute

valuable insights into the enduring benefits and potential challenges associated with the continuous use of technological tools in EFL instruction. This longitudinal perspective can inform educators and policymakers about the sustainability and scalability of ICT-based strategies in language education.

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