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## **INNOVATIVE TECHNOLOGICAL TEACHING RESOURCES TO DEVELOP ENGLISH SPEAKING SKILLS**

Innovative technological teaching resources to develop English  
speaking skills

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## Innovative technological teaching resources to develop English speaking skills

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### ABSTRACT

This study focuses on researching the use of innovative technological teaching resources to improve the development of English speaking skills, recognizing that traditional methods have shown limitations in fully involving students in the learning process. This can result in sub-optimal levels of participation and achievement, indicating the importance of exploring and developing technological tools that address these challenges and encourage more effective and attractive learning. In this context, a mixed methodology was implemented that combined qualitative and quantitative approaches, allowing a thorough analysis of the situation. The results revealed a widespread interest in the use of technology for learning English, although differences were observed in the availability of technological resources among educational institutions. In addition, the need for student-centred pedagogy and the importance of adequate training for teachers in the effective use of technology were highlighted.

**Keywords:** speaking ability, innovative resources, technology integration

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# Innovative technological teaching resources to develop English speaking skills

## ABSTRACT

This study focuses on investigating the use of innovative technological educational resources to enhance the development of English speaking skills, recognizing that traditional methods have shown limitations in fully engaging students in the learning process. This may result in suboptimal levels of participation and achievement, highlighting the importance of exploring and developing technological tools that address these difficulties and promote more effective and engaging learning. In this context, a mixed methodology was implemented, combining qualitative and quantitative approaches, allowing for a comprehensive analysis of the situation. The results revealed a widespread interest in the use of technology for English learning, although differences in the availability of technological resources among educational institutions were observed. Furthermore, the need for student-centered pedagogy and the importance of adequate teacher training in the effective use of technology were emphasized.

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## INTRODUCTION

Teaching and learning processes are constantly evolving, driven by the need to adapt to technological advances and the changing demands of society. Educational innovation emerges as a dynamic and planned response to these challenges, incorporating creative and strategic elements to enhance the quality and effectiveness of education (Carbonell, 2002; Salinas, 2004). In this context, the integration of innovative technological educational resources presents an opportunity to revitalize traditional teaching methods, especially in areas where significant deficiencies are identified, such as in the development of English-speaking skills.

The teaching of English-speaking skills is often hindered by conventional approaches that lack innovation and fail to fully engage students in the learning process. This lack of motivation, accompanied by boredom and the consequent loss of confidence, poses a significant challenge to progress in language proficiency (Williams & Burden, 1999). The need to explore and develop innovative technological educational resources that address these difficulties and effectively promote the development of English-speaking skills is evident.

On the other hand, evidence-based educational innovation (EBEI) is a way to promote the use of technology in the classroom. According to Tejedor (2008), EBEI bases changes, such as the incorporation of ICT in classrooms, on evidence provided by researchers because of pedagogical practice. Seeking innovative changes through evidence proven in different contexts, as proposed by EBEI, involves abandoning traditional designs of teaching models (Ramírez, 2012). Thus, evidence from educational research strengthens changes in education.

According to García-Barrera (2016), educational didactic resources are digital tools and materials used in the educational field to enrich and improve the teaching-learning process. With the advent of Information and Communication Technologies (ICT), there has been a recognized need to modify traditional teaching methods and strategies to effectively integrate ICT into the classroom. These educational didactic resources go beyond printed materials and encompass a wide range of technological possibilities, such as applications, interactive software, online resources, multimedia, and digital tools. Their goal is to offer students a more active, participatory, and collaborative learning experience.

Authors Sanches and Palmero (2014) highlight significant changes in the way of teaching and learning



by mentioning the revolution that new technological resources have brought to education. They emphasize that these changes are unimaginable compared to previous years, changes that may be related to how information is accessed, the interaction between teachers and students, the teaching methodologies used, or how assessments are conducted, and emphasize the importance of teachers adapting to and engaging with these transformations for the benefit of education.

According to Garcia & Garcia (2020), the importance of using innovative technologies in education lies in their ability to transform society, facilitate access to educational resources as they allow exploring and developing pedagogical approaches and processes that harness the potential of technologies to improve teaching, virtual course planning, assessment, the generation of didactic materials, and visible learning, adapting to crisis situations such as the pandemic, improving teaching and learning processes, and developing new competencies in line with the challenges of the 21st century, both for teachers and students. This includes computational thinking, responsible use of technologies, digital literacy, and the ability to adapt to virtual learning environments.

Sanches and Palmero (2014) also point out the emergence of supposed digital competencies required in current education. This refers to a set of skills and knowledge related to the use and exploitation of digital technologies in the educational field. These digital competencies range from the ability to use technological tools to the skill to search, evaluate, and effectively and ethically use digital information. To address this situation, it is necessary to properly evaluate and select didactic technological resources. The evaluation should consider the quality of the resources, their suitability to the educational context, and their potential to promote meaningful learning. E-rubrics are presented as an assessment tool that allows students to assess the quality and suitability of digital resources while discovering their didactic possibilities.

The English language plays a very important role in ensuring relationships with many countries around the world. Therefore, it is necessary to master the English language and achieve a high level in the development of the four basic skills to transform them into skills that can be transformed into linguistic competencies where students can make use of correct oral and written expression, oral and written comprehension of English taught as a foreign language.

Taking into account that skills are the basis for developing competence, speaking skills are highlighted



as the starting point for improving students' communication level so they can establish concepts, ideas, and terms with specific meanings and express information correctly about their age, health status, geographical and social origin, their opinion on a topic, criticism, etc. Often, these are pieces of information that the speaker provides about themselves but does not always intend to convey.

According to Williams and Burden (1999, p. 137), "learning a universal language must fundamentally aim at developing communicative interaction" because "interaction and communication constitute essential functions of language" (Richards and Rodgers, 1998, p. 26). Language must then be conceived as a resource that facilitates interaction and communication with speakers from other countries.

Numerous techniques and strategies have been developed in recent times to develop speaking skills, techniques and strategies that allow individuals to capture the audience and persuade them better of their ideas. Among these techniques and strategies, we must mention the use of playful activities which, from a didactic point of view, imply that they are used in many cases to manipulate and control students within school sessions where learning takes place through play, thus changing the essence and characteristics of the game as a cultural experience and as an experience linked to life. From this point of view, playing in everyday space is very different from playing within an educational space.

The teaching and learning of the English language today are assumed from a communicative approach, with special emphasis on oral expression, considered the leading skill. Numerous authors have researched English language oral expression, including Antich (1986), Byrne (1989), Brown (1994), Medina (2006), and Acosta (1996).

In this regard, Medina (2006) proposes that oral expression is the process through which the student-speaker, in interaction with one or more people and actively, plays a dual role of receiving the message from the interlocutor(s) and encoding their message, with the aim of satisfying their communicative needs in the foreign language. (p. 10) The development of this skill covers a wide spectrum, from the language-based approach, which emphasizes accuracy, to the message-based approach, which emphasizes meaning and fluency. Its ultimate goal is for the student to be able to carry out the communicative act effectively. Oral expression is the leading skill in foreign language learning. The efficiency of its development depends on integration with the rest of the verbal skills and a strong link between cognitive and affective-motivational elements, with an emphasis on the latter.



It is worth noting that for the student to learn to express themselves orally, they must articulate essential aspects or levels of language such as grammar, phonetics, vocabulary, and semantics, all in function of fluency and accuracy, necessary aspects to achieve effective communicative competence. To achieve this purpose in Geological Engineering students, it is proposed to implement task-based learning that allows developing oral expression skills, at an intermediate level equivalent to B1.

### **Research Context**

The main objective of this study is to investigate the use of innovative technological educational resources to enhance the development of speaking skills in the English language. Specifically, it seeks to explore how these tools can address the limitations of traditional teaching approaches and motivate students to actively engage in the process of speaking learning.

The lack of innovation in English speaking teaching methods leads to a disconnect between students and content, resulting in suboptimal levels of participation and achievement. The incorporation of educational technologies can offer a more dynamic and engaging approach to developing this crucial language skill. However, despite the potential of these tools, their effective integration into the classroom remains a challenge due to resistance from some teachers and a lack of clear criteria for assessing their quality and relevance (García-Barrera, 2016).

The importance of this study lies in its contribution to improving the teaching of English as a foreign language, especially in the area of oral expression. By identifying and evaluating innovative technological educational resources, it is hoped to provide educators with practical tools to enrich their pedagogical practices and promote greater student engagement and success in the development of English-speaking skills.

In summary, this study addresses the urgent need for innovation in English speaking teaching through technological educational resources, with the aim of enhancing student participation and performance in this crucial area of language learning.

### **METHODOLOGY**

For the development of the present study, a mixed methodology, both qualitative and quantitative, descriptive and analytical in nature with a documentary approach, was utilized. In this regard, sources such as journals, scientific articles, and books were reviewed to provide a scientific foundation that



allows for subsequent field research in the three institutions selected for this study.

The institutions chosen for this research are rural public institutions in the Chone canton: "5 de mayo" Educational Unit, "Eugenio Espejo" Educational Unit, and "República de México" Educational Unit. Additionally, employing an analytical methodology allowed for considering the input of three English teachers currently associated with the aforementioned institutions. These teachers were included in the study and were interviewed using a questionnaire consisting of ten questions directly related to the research objective, addressing their experience in using innovative digital learning resources in the English language teaching process and exploring topics such as the frequency of use of these resources, perceived benefits by students, challenges encountered, and strategies used to overcome them.

In addition to interviews, documents related to the implementation of digital resources in English teaching in the selected institutions were collected and analyzed. These documents include lesson plans, teaching materials, and assessments used in English classes.

The combination of interviews and document analysis provided a comprehensive view of how innovative digital learning resources are being used in the English language teaching process in the selected institutions. This analytical methodology provided valuable information about current practices and teacher perceptions, contributing to enriching the research findings.

Regarding the quantitative part of the research, it is mentioned that the checklist instrument was applied to fourth-grade students from different selected institutions as part of the research. The instrument consisted of seven questions with various options, where students expressed their relationship with technological resources within English classes, data which were later tabulated to determine their outcome.

The application of this verification instrument allowed for collecting objective information about students' experiences in using technological resources during English classes. The checklist questions address aspects such as the frequency of use of digital resources, perception of their usefulness and effectiveness, and students' preferences for different types of resources.

Once the data were collected, they were tabulated and analyzed. This allowed for identifying patterns and trends in students' responses, as well as obtaining descriptive statistics about their relationship with technological resources in English language learning. The quantitative results obtained complement the





interviews conducted with teachers, providing a more comprehensive and representative view of the situation.

## RESULTS

### Checklist

The present analysis is based on the compilation and evaluation of the results obtained through the questionnaire administered to fourth-grade students from different educational units as the subject of study, with the purpose of examining the use of innovative technological teaching resources for the development of speaking skills in the English language.

**Table 1.** Answers from 4°EGB students

Questions	Options	Eugenio Espejo	Escuela México	Unidad Educativa Cinco de Mayo
<b>1. Have you ever used technological resources to practice and improve your English speaking skills?</b>	Yes	13	8	13
	No	2	8	12
<b>2. If you have made use of technological resources to practice and improve your English speaking skills, indicate which ones you have used:</b>	Apps:	9	4	19
	Online platforms:	1	2	1
	Interactive videogames:	7	13	18
	Speech recognition programs:	5	-	2
	Other:	-	-	-
<b>3. Are there technological resources in your educational unit? If yes, what technological</b>	Smartphones:	2	2	
	Computers:	2	14	8
	Projector:	4	-	2
	Digital books:	-	-	17
	Tablets:	-	4	-
	Internet:	4	12	4



<b>resources are available in your school?</b>				
<b>4. What features do you think are important in a technology resource to help improve English speaking? Check the ones you think are appropriate.</b>	Interactivity:	9	7	21
	Immediate feedback:	8	5	19
	Variety of topics and situations:	2	4	5
	Fun and entertaining:	9	9	21
	Access from mobile devices:	6	8	20
	Other:	-	-	-
<b>5. Have you participated in virtual classes where innovative tools are used to practice speaking in English?</b>	Yes:	10	5	14
	No:	3	10	8
<b>6. Is it common for most of your English classes to use technology?</b>	Yes:	3	-	8
	No:	10	14	6
	Sometimes:	2	-	13
<b>7. Do your English teacher(s) have extensive knowledge and skills in the use of technology?</b>	I agree:	12	13	14
	I disagree:	1	2	-
	Don't know:	1	-	8

It is observed that the majority of students from the three institutions have used technological resources to practice and improve their speaking skills in English, with response rates of 92%, 50%, and 52% for the "Eugenio Espejo," "República de México," and "Cinco de Mayo" schools, respectively. This indicates a widespread interest and willingness to use technological tools in the language learning



process. When examining the types of technological resources used, the frequent use of interactive video games in all three schools stands out, suggesting that this form of learning can be highly motivating and effective for students. On the other hand, there is a lower frequency of use of other tools such as mobile applications and online platforms, which may be related to limitations in access or familiarity with these alternatives in certain educational contexts.

Regarding the availability of technological resources in educational units, significant variability is observed among the schools. While the "República de México" and "Cinco de Mayo" schools have a wide range of technological resources, including computers, projectors, and internet access, the "Eugenio Espejo" institution shows a more limited availability, with greater reliance on cell phones as the main technological resource available. This disparity in resource availability could influence students' learning experiences and their access to opportunities for English speaking development.

When evaluating the perceived characteristics considered important in a technological resource to improve English speaking, high value is placed on interactivity, immediate feedback, and fun and entertainment in all schools. This suggests that students value active participation, immediate feedback, and intrinsic motivation as key aspects for effective language learning. These results support the need to explore and develop innovative technological teaching resources in the context of English speaking instruction. While differences in resource availability and student preferences are observed among schools, there is a clear interest and potential for the use of technological tools as catalysts for language learning.

### **Interview**

As a result of the interviews with English teachers from 4th grade in schools in Chone, the following table presents the perceptions and experiences of teachers regarding the technological resources used in the classroom. Various aspects were examined, such as the effectiveness of these resources compared to traditional methods, the challenges they face when implementing them, the observed results in students, and the assessment of oral competence development. These data provide a detailed understanding of how teachers are integrating technology into English teaching and its impact on oral skill development.



**Table 2.** English teacher's interview

Questions								
	Effective Technological Resources	Advantages of Technological Resources	Challenges in Using Technological Resources	Observed Results	Evaluation of Oral Proficiency	Development Specific Strategies with Technological Resources	Motivation or Stimulus Generated	Research or Diagnosis Performed
<b>Teacher 1</b> (Unidad Educativa Cinco de Mayo)	Speaker, cellular phone, internet, projector	Motivate the student, save time, allow for language interpretation, meaningful activities, etc.	Limited availability of resources, overcome with flashcards, games, dynamics, or projects	Improved speaking, listening, writing and reading skills, motivated learners	Evaluation through classroom interaction after the use of technological resources	Questions, group work, presentations, role play, etc.	Yes	Yes
<b>Teacher 2</b> (Escuela República de México)	Audiovisuals	Awaken student interest, facilitate the understanding of the function of the technological resource.	Updating and manipulation of resources	Student interest and curiosity	Effective evaluation	Short reading with graphics and audios, completed later.	Yes	Yes

The answers provided by the English teachers reveal a promising trend in the use of technological didactic resources to enhance English speaking development. Although teachers have identified challenges, such as lack of access to technology in institutions, they have demonstrated a remarkable ability to adapt and find alternative solutions, such as using flashcards and dynamics. This flexibility and creativity are crucial in the current educational context, where technology plays an increasingly important role in the teaching and learning process.

One aspect to highlight in this analysis lies in the need for a deeper and more reflective integration of technological resources in the English classroom. While the effectiveness of tools such as videos, audios, and interactive applications has been noted, it is crucial to go beyond merely using technology as a means to deliver content. Instead, a student-centered pedagogy should be fostered that maximizes the potential of technology to promote participation, collaboration, and authenticity in language learning. Furthermore, attention should be paid to how the development of oral competence in English is assessed. While classroom interaction after using technological resources is valuable, exploring how technology can be used to implement more authentic and meaningful assessments is necessary. For example, the use of speech recognition tools or adaptive learning platforms could provide individualized and accurate feedback on students' performance in specific speaking skills.

Another crucial aspect that emerges from the analysis is the importance of adequate training for teachers in the effective use of technological resources. While some educators have demonstrated great ability to integrate technology into their teaching practice, others may face challenges in this regard. Alongside this, a systemic approach is required to ensure that all teachers have access to the necessary training and support to effectively utilize technological resources in the English classroom.



## DISCUSSION

The adoption of technology in education, as demonstrated in the results of the present study, aims to address barriers that limit the educational process, especially in the context of learning English as a second language. Progress in this regard is reflected in initiatives such as the Comprehensive Reform of Basic Education (RIEB) in Mexico, which seeks to integrate digital skills and English learning into an innovative and quality educational approach (Alanís, 2010). However, the effectiveness of these initiatives largely depends on teachers' ability to leverage the didactic possibilities of technology and its integration into pedagogical practice (Lacasa, 2002).

In this regard, the results obtained from the survey and interview analysis show a clear interest and willingness on the part of students and teachers to use technological resources in the English learning process. The majority of students have used technological resources to practice and improve their English speaking skills, suggesting a recognition of the importance of technology as a supportive tool in language learning. However, significant differences in the availability of technological resources between educational institutions are observed, which may influence students' learning experiences and their access to opportunities for English speaking development.

Examining teachers' perceptions of the use of technological resources in the classroom highlights their ability to adapt and find alternative solutions to challenges, such as lack of access to technology in some institutions. However, there is identified a need for a deeper and more reflective integration of technology into English teaching, beyond simply using it as a means to deliver content. In this sense, the importance of a student-centered pedagogy that maximizes the potential of technology to promote participation, collaboration, and authenticity in language learning is emphasized (Siegel, 2014).

Furthermore, the importance of adequate training for teachers in the effective use of technological resources is emphasized, which would ensure that all educators have access to the necessary training and support to effectively utilize technology in the English classroom. This aligns with the idea that successful integration of technology in education requires a systemic approach that considers both technological infrastructure and teacher training and professional development (SEP, 2011; SEP, 2010). The information obtained indicates that integrating technology into teaching English as a second language can be an effective strategy to improve English speaking development. However, to maximize



the impact of technology on language learning, aspects such as the availability of technological resources, student-centered pedagogy, and teacher training need to be addressed. These findings have significant implications for educational practice and underscore the importance of continued research and development of innovative strategies for learning English as a second language.

## CONCLUSIONS

This study underscores the urgent need to address the challenges inherent in English speaking instruction through innovative approaches that integrate technological teaching resources. Traditional approaches have proven insufficient to fully engage students in the learning process, resulting in suboptimal levels of participation and achievement. Lack of motivation and low confidence can be significant barriers to language proficiency. Therefore, it is crucial to explore and develop technological tools that address these difficulties and foster more effective and engaging learning.

The study highlights the importance of a student-centered pedagogy that maximizes the potential of technology to promote participation, collaboration, and authenticity in language learning. While differences in the availability of technological resources among educational institutions are observed, there is clear interest and potential among students and teachers to use technological tools in the English learning process. However, greater integration and reflection on how to effectively use technology in the classroom, as well as adequate teacher training in its implementation, are required. These findings underscore the importance of continued research and development of innovative strategies to enhance language skill development and promote greater success in learning English as a second language.

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