



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

The online learning benefits for the speaking skill improvement in a2 level class N3Q learners in the language center at Universidad Estatal de Bolívar.

**Work presented as requirement to obtaining the Bachelor's Degree
of Licenciada en Ciencias de la Educación, profesor (a) Idiomas
Ingles.**

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Riobamba, Ecuador. 2023

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DEDICATION

I would like to dedicate this work for my children Denzel y Jordan's who are the reason I never give up. I love you. You are the best of my life.

ACKNOWLEDGMENT

To the almighty God, that He loves us above all things and allows all our plans to come true.

To Universidad Nacional de Chimborazo

To my teachers, who have taught me with patience and love. Specially to my tutor Mgs. María Mercedes Gallegos Núñez who have support me along developing the final project.

To my parent who have been my model to follow.

To my friends and relatives who have pushed me to keep going, giving your unconditional support.

GENERAL INDEX

DECLARATION OF AUTHORSHIP

ACTA FAVORABLE

COMMITTEE MEMEBERS CERTIFICATE

ANTI PLAGIARISM CERTIFICATE

DEDICATION

ACKNOWLEDGEMENTS

GENERAL INDEX

RESÚMEN

ABSTRACT

CHAPTER I.....	12
1.1 INTRODUCTION	12
1.2 RESEARCH PROBLEM.....	14
1.3 PROBLEM STATEMENT	14
1.4 PROBLEM FORMULATION	16
1.5 JUSTIFICATION	16
1.6 OBJECTIVES	17
1.7 GENERAL OBJECTIVE.....	17
1.8 SPECIFIC OBJECTIVES	17
CHAPTER II.....	18
2.1. RESEARCH BACKGROUND	18
2.2. THEORETICAL FOUNDATION	19
2.2.1 ONLINE LEARNING	19
2.2.2 ONLINE LEARNING TYPES	20
2.2.3 ZOOM	22
2.2.4 BENEFITS OF ONLINE LEARNING IN ENGLISH TRAINING	23
2.2.4 SPEAKING SKILL	25
2.2.5. DIGITAL TOOLS FOR SPEAKING	26

2.2.6 ONLINE SPEAKING ACTIVITIES	28
CHAPTER III.....	31
3.1. APPROACH	31
3.2. RESEARCH MODALITY.....	31
3.3. LEVEL OR TYPE OR RESEARCH.....	31
3.4. POPULATION	32
3.5. SAMPLE	32
3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA	32
3.6.1. TECHNIQUE	32
3.6.2. INSTRUMENT.....	32
CHAPTER IV	33
4.1. RESULTS	33
4.2 DISCUSSION	37
4.3 CONCLUSIONS	40
4.4. RECOMMENDATIONS	41
BIBLIOGRAPHY	42
ANEXXES	47
OBSERVATION GUIDE	47

RESÚMEN

El presente proyecto de investigación “Los beneficios del aprendizaje en línea para mejorar de la destreza de “speaking” en los estudiantes N3Q de la clase de nivel A2 en el Centro de Idiomas de la Universidad Estatal de Bolívar”, tiene como objetivo analizar los beneficios del aprendizaje en línea para mejorar las habilidades de habla de los estudiantes de A2. Esta es una investigación cualitativa y se enmarca al nivel descriptivo. Además, la investigación es de modalidad Etnográfica y Documental Bibliográfica. La técnica utilizada para la investigación fue la observación; por ello, el instrumento utilizado fue una guía de observación para recolectar datos relevantes y confiables. La población está compuesta por 25 estudiantes de la clase N3Q del nivel A2 del Centro de Idiomas de la Universidad Estatal de Bolívar. Con base en los resultados, el investigador pudo identificar que el aprendizaje en línea proporciona beneficios para mejorar la habilidad de hablar de los estudiantes de inglés como lengua extranjera. Entre los beneficios, la interacción entre compañeros de clase y profesores es uno de los beneficios más notables porque el aprendizaje en línea permite a los profesores y alumnos interactuar entre ellos mediante el uso de diferentes herramientas digitales. Por lo tanto, Vocaroo y Voki son las herramientas digitales más útiles para alentar a los alumnos a entrenar su habilidad para hablar. Sin embargo, es importante considerar que los docentes deben tener cuidado con el tipo de herramientas y actividades digitales que se utilizan en el aula porque juegan un papel importante en la enseñanza de la habilidad de hablar.

Palabras clave: Aprendizaje en línea, Beneficios, Destreza oral, Destrezas productivas, Estudiantes de EFL

ABSTRACT

The current research project entitled "The online learning benefits for the speaking skill improvement in A2 level class N3Q learners in the Language Center at Universidad Estatal de Bolívar" aims to analyze the online learning benefits of improving A2 learners' speaking skills. It is qualitative research, and it frames to the descriptive level. Besides, the study carries out an ethnographic and Bibliographical Documental modality. The technique used for the investigation was observation; consequently, the instrument was an observation guide to collect relevant and reliable data. The population comprises 25 A2 level class N3Q learners at the Language Center from Universidad Estatal de Bolívar. Based on the results, the researcher could identify that online learning provides benefits for improving EFL learners' speaking skills. Interaction between classmates and teachers is one of the most noticeable benefits because online learning allows teachers and learners to interact by using different digital tools. Therefore, Vocaroo and Voki are the most valuable digital tools to encourage learners to train their speaking skills. However, it is essential to consider that teachers must be careful about digital tools and activities used in the classroom because they play an indispensable role when teaching speaking skills.

Key words: Online Learning, Benefits, Speaking skill, Productive skills, EFL learners

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CHAPTER I

1.1 INTRODUCTION

The English language teaching and learning process has experienced a challenge due to the COVID 19 pandemic. Teachers and learners had use technology to continue with the second language learning process. As consequence, technology has become a new way to carry out Second Language teaching and learning process. A bunch of basic and higher institutions used different digital tools to carry out virtual classes like Zoom, Microsoft Teams, Google Classroom, Wiki, etc (Muslimin & Harintama, 2020).

For this reason, online learning currently plays an essential role in EFL learning process because it has become the new modality to teach speaking skill. Nevertheless, it is quite necessary to consider the resources and activities that provide benefits to speaking skill improvement in Second Language Teaching. The correct usage of technology could facilitate EFL learners' progress in their English training (Bahadorfar & Omidvar, 2014)

The current research regards to “The online learning benefits for the speaking skill improvement in A2 level class N3Q learners in the Language Center at Universidad Estatal de Bolívar”, in the city of Guaranda. Its main objective is to analyze the online learning benefits for the speaking skill improvement. This research provides the most essential information about online learning benefits; besides, it introduces the most relevant digital tools and speaking activities. The research was carried out based on the problem identified by the researcher that learners have difficulties to enhance their speaking skill due to different identified factors like lack of learners' interest, there is not exposure to activities based on learners' interest and necessities, and the low usage of technological resources to facilitate speaking skill development.

This research is relevant since it contains important information about online learning benefits on speaking skill improvement, it provides information about digital resources for online learning, and speaking activities, and how teachers can carry out online learning focused on speaking skill.

The current research has been developed in a systematized way:

Chapter I Referential Framework. – The research problem, problem statement, problem formulation, and the research general and specific objectives are described.

Chapter II Theoretical Framework. – It consists of the main literature review about the research like Theoretical background, theoretical foundation, and basic terms definitions.

Chapter III Methodological Framework. – It encompasses the research's approach, modality, type of investigation, and level of research. Furthermore, this chapter provides a description about the population, techniques, and instrument to collect data.

Chapter IV Analysis and Interpretation of Results. – The results obtained by the application of the questionnaires is provided in this chapter. And, it presents an analysis about the data and the literature review.

Chapter V Conclusions and Recommendations. – The chapter contains the conclusions and recommendations of the current research. Finally, it brings some recommendations for teachers about how carrying out online learning.

1.2 RESEARCH PROBLEM

The A2 level class N3Q learners in the Language Center at Universidad Estatal de Bolívar have difficulties to produce fluent and clear speech when speaking in English.

1.3 PROBLEM STATEMENT

English has become an important language worldwide since millions speak it; consequently, many people try to learn it as their second language due to its importance in the current globalized world. The English language plays an essential role in society since it is used for different reasons like studies, tourism, investigation, etc. In addition, the English language allows learners to know more about other cultures and societies. They can also improve their communicative competencies to communicate effectively with foreign people worldwide (Blázquez, 2019). That is why experts in Second Language Teaching look for the most effective methods to succeed in the learning process.

Despite the communicative benefits English provides to society, learning English could become a challenge for some countries in Latin America. According to EF EPI (2022), Argentina is one of the countries with the highest level of English proficiency, which means that Argentina ranks in the first position with a score of 562. Costa Rica, Cuba, Paraguay, Honduras, Peru, and so on, have a medium level of English. On the other hand, some Latin countries have a low level of English, Nicaragua, Venezuela, Panamá, etc. Finally, México and Haiti have the lowest level of English proficiency.

Ecuador is one of the countries with a low level of English proficiency, and it ranks 82 out of 111 Latin American countries. It demonstrates that Ecuador faces many difficulties in mastering the English language. The EF English Proficiency Index shows that Guayas Provinces is the only region with a medium level of English proficiency; on the contrary, in regions like Tungurahua, Pichincha, Chimborazo, etc., it is demonstrated low levels when using English. The lowest level of English proficiency belongs to Santa Elena, Cotopaxi, El Oro, Manabí, Carchi, etc. It has been demonstrated that English teaching learning process in Ecuador has many inconsistencies due to a lack of learners' interest, ancient teaching practice, technological resources, etc (EF EPI, 2022).

The Ecuadorian Higher Education Institutions have presented specific difficulties when learning English as a second language. Universidad Estatal de Bolívar is an Ecuadorian university comprising 4782 students who belong to face-to-face and semi-face-to-face modalities. Due to the pandemic of COVID19, the university adopted a Virtual modality as part of its teaching process during the pandemic. There is a Language Center where students have to approve four levels of English as part of the requirement in their professional training; moreover, they have to achieve a B1 level of English proficiency. Nevertheless, it is a fact that some learners have difficulties accomplishing English learning success. It means that some students face challenges in achieving English proficiency in language Skills (listening, reading, writing, and speaking). Speaking is one of the most challenging skills for A2 EFL learners at Universidad Estatal de Bolívar. Thus, learners commit lots of mistakes when speaking English.

Different factors, like a lack of learners' interest in learning a foreign language, influence low English proficiency. It is a fact that learners need more motivation to learn English. Consequently, learners have difficulties learning a foreign language and tend to feel stressed when they are in an EFL classroom because of their disinterest in learning English.

In addition, learners need to be exposed to the development of activities that encourage them to learn and use English efficiently and effectively. Consequently, learners get bored when they only do mechanic activities focused on filling gaps, repeating, and memorizing information since they are traditional activities and they do not catch learners' attention and interest.

Another factor influencing a lack of speaking proficiency is the lack usage of technological resources to facilitate teaching and learning process. Therefore, it would be advisable to be aware of technology benefits in English learning. EFL learners feel uncomfortable in a class where technology is not applied to teach English; therefore, learning English becomes a difficult process.

It is vital to mention that the researcher carried out a previous observation for 2 weeks at the Language Center from Universidad Estatal de Bolívar in order to identify the factors that influence on speaking skill difficulties and the online learning activities applied in virtual classes. Therefore, the researcher asked to the A2 level class N3Q

teacher for the link through a letter to request permission to join to the class. Consequently, it was possible to identify that A2 EFL difficulties and factors that learners faced when practicing speaking skill in the virtual classroom. Based on this, the researcher decided to take advantage of that and carry out the current work in benefit of teacher and EFL learners from the Language Center at Universidad Estatal de Bolívar.

1.4 PROBLEM FORMULATION

How does online learning benefit to A2 level class N3Q learners' speaking skill improvement in the Language Center at Universidad Estatal de Bolívar

1.5 JUSTIFICATION

English Language is an essential communication path for the current globalized world. It is spoken for many people due to the necessity of communication. In addition, it plays an important role for people who want to achieve academic, personal, and professional goals since they have more opportunities of increasing and accomplishing their goals and dreams by learning a foreign language. For this reason, it is necessary to encourage people learning English language. Therefore, it is essential to consider that due to the newest digital resources that teachers can use in the classroom, it mandatory to take into consideration the proper material to be used in the classroom in order to accomplish the second language learning goals.

Due to the COVID 19 pandemic, teachers and learners adopted new technologies to carry out the teaching and learning process. Virtual classes became in the new method to develop second language learning classes since they provide teachers different tool to create a good environment where learners can interact actively with their classmates and teachers. Most of the higher institutions from Ecuador also adopted virtual classes by the use of different platforms like Microsoft Teams, Zoom Pro, Google Classroom, etc. Regarding to English learning, online learning tries to facilitate and improve the teaching and learning process since it contains some digital resources to encourage learners to develop their receptive and productive skills. Thus, speaking skill being one of the most difficult skill for EFL learners requires de use of different resources to train and master it.

The current research is focused on analyzing the benefits that online learning provides to learners to boost their speaking skill. Consequently, for the Language career at Universidad Nacional de Chimborazo, this research project will be quite helpful for the future professionals who want to get more expertise about the benefits of online learning in English learning. Moreover, they could achieve more knowledge about the kind of digital resources and activities that teachers can carry out in the classroom to encourage the development of language skills.

To the researcher, the current research is quite important the analysis of the online learning benefits for speaking skill because it allows the researcher to increase the knowledge about the newest resources and virtual activities that enrich learners' learning process. Besides, the development of this study is useful and helpful for teachers and EFL learners from Language Center at Universidad Estatal de Bolívar as direct beneficiaries and the Language career indirect beneficiaries. In addition, this research is feasible because the technological, human and economic resources are available.

1.6 OBJECTIVES

1.7 GENERAL OBJECTIVE

- To analyze the online learning benefits to improve A2 learners' speaking skills in the Language Center at Universidad Estatal de Bolívar.

1.8 SPECIFIC OBJECTIVES

- To identify the different types of online learning modalities that can be carried out for EFL classrooms.
- To determine online learning speaking digital tools that facilitate teaching - learning speaking skill in an EFL classroom.
- To set suitable online speaking dynamic activities that can be applied to enhance speaking skill in A2 learners.

CHAPTER II

2.1. RESEARCH BACKGROUND

Regarding previous investigations, some researchers have conducted similar research to the current one.

It was developed research about **“The effect of Virtual classes on Saudi EFL Students’ Speaking Skills”** at Qassim University. Its objective was to explore the effects of virtual classes on English majors’ speaking skills and examine their attitudes toward virtual classes (Hamouda, 2020). It was experimental research, and the data was collected through an oral speaking test, an attitudinal questionnaire, and interviews. The final results showed that students had positive attitudes toward using virtual classes since they found it helpful to boost their speaking skills (Hamouda, 2020).

In the national context, some studies analyze online speaking skills learning. The research work entitled **“Online Cooperative Learning Strategies and oral production”** by Moya & Suárez (2022) at Universidad Técnica de Ambato aimed to investigate if online cooperative learning strategies improve students’ oral production. It was quasi-experimental research. The researcher applied a pre and post-test to collect the data (Moya & Suárez, 2022). The results were that after applying online cooperative strategies, learners demonstrated a meaningful improvement in their speaking skills. The researcher recommended using online strategies (Moya & Suárez, 2022).

“Analysis of virtual English education through the use of the Zoom Platform in seventh-semester students in Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Nacional de Chimborazo, in Riobamba City, Chimborazo Province, During the Academic Period November 2021 April 2022” is a research work carried out by (Lagua & Fierro, 2022). The research aims to analyze the impact of virtual English language education using the Zoom platform on EFL learners. It was non-experimental research, and its level was descriptive. The researcher used an observation sheet and a questionnaire to gather data. The research showed that the EFL learning environment through the use of Zoom showed positive results; nevertheless, it was necessary the methodology to manage this technological platform evidenced some difficulties in the learning process (Lagua & Fierro, 2022).

2.2.THEORETICAL FOUNDATION

2.2.1 ONLINE LEARNING

Online Learning refers to an educational process that works with a group of technological resources like the internet, digital applications, texts, virtual platforms for audio and video conferences, and so on to accomplish academic goals (Dhull, 2019). It is the newest modality to carry out the teaching and learning process due to the current COVID 19 pandemic; for this reason, it is necessary that the facilitators master knowledge about the use of technological resources, tools, and activities and how online learning encourage learners to learn in an innovative, enjoyable, and exciting way for them until they come back to face to face classes.

According to Mohammed et al. (2021), online Learning is the process used to carry out virtual learning modality that some institutions adopt for reasons like pandemics, curriculum, modality of study, etc. It is essential to mention that online Learning requires using different technological devices like a personal computer, speakers, keywords, etc. Nevertheless, learners sometimes need help accessing a computer since some of them are not quite related to the use of new technological tools; therefore, teachers must look for alternatives to solve, support, and avoid future learning problems.

Anderson (2017) claims that online Learning allows teachers to create a different environment where learners are exposed to developing challenging activities, learning meaningful knowledge, and using their metacognitive skills (remember, understand, apply, analyze, evaluate, and create). Due to the use of digital resources that online Learning allows teachers and learners to use, students have more opportunities to accomplish meaningful Learning in the classroom. However, it is necessary to take into consideration that teachers must develop their role as monitor to verify how learners face the development of the assigned activities.

Hrastinski (2018) argues that online Learning helps learners to play an active role since they can participate more than in face-to-face classes. Because of the use of different technological resources, learners can interact more with their classmates and teachers. There are many digital tools that create an environment where learners can use the knowledge they learned during the class to accomplish assigned activities by using

virtual activities. However, teachers must look for appropriate and effective digital resources that encourage and facilitate learners' interaction. In addition, it is necessary to mention that learning process would be more meaningful for learners in the classroom through correct digital resources and activities to boost learners' knowledge.

2.2.2 ONLINE LEARNING TYPES

- **Asynchronous Online Courses**

Asynchronous online learning refers to classes that do not take place in real time. It means that, there are not live classes since this learning modality is focused on assigning different activities that can be solved by learners without teachers' monitoring; for instance, forums, discussions, projects, exams, etc. In addition, these kinds of courses also use recordings to guide learners in their learning process; moreover, discussion boards, blogs, and wikis are used to increase interaction among teachers and learners. The asynchronous online courses are essential for learners who have difficulties to attend classes because of lack of time (Perveen, 2016). These kinds of activities are quite useful to reinforce the lesson content through deeply practice since it is a fact that learners master something when they practice by doing different activities in which they have to use their knowledge.

- **Synchronous Online Courses**

On the other hand, synchronous online courses demand the teacher's enrollment because it is a requirement to interact with learner through live classes, webinars, virtual meetings, etc. to accomplish the teaching and learning goals. Learners have more opportunities to interact in real time classes by audio, chat, live activities in class, etc. These kinds of courses try to ensure learners acquire meaningful knowledge since teachers can play different roles like monitor, facilitator, tutor, etc. to verify if learners learned or it is necessary to reinforce the content taught in class (Stefan, 2018).

It means that, synchronous activities allow teachers and learners to have more interaction during the class because they have the opportunity to share ideas, comments arguments, etc. by using different resources. Therefore, it is vital to use many digital teaching resources to catch learners' attention and achieve success in the teaching and learning process.

Hybrid Courses

Hybrid courses regards to a modality that implies the combination of face-to-face classes and virtual meetings. Klimova & Kacetl (2015) defines hybrid learning as the mixture of face-to-face learning and teaching methods and online resources that become as the complement of teaching process. Moreover, it also represents how online resources and face to face activities are a good combination to facilitate teaching and learning process. Hybrid modality also implies the use of different resources like books, CDs, PPT presentations, internet, digital platforms, technological devices, blogs, chats, etc.

Most of the time, these kinds of courses are used in higher education since higher educative institutions have different purposed like accomplishing international standards, academic improvement, and the use of new technologies in benefit of education. For this reason, hybrid courses support learners to become more independent when acquiring knowledge because taking these courses demands a bunch of learners' responsibilities accomplishment to achieve success in the teaching and learning process. Moreover, these courses combine the traditional resources, materials and the digital tools; consequently, teaching and learning process would become more effective and dynamic for teachers and learners (Klimova & Kacetl, 2015).

- **Massive Open Online Courses (MOOCs)**

Massive Open Online Courses are the new tendency to accomplish academic goals since it helps learners to get relevant certificates from the best universities around the world through online courses. MOOC was a term coined by David Cornier ad Bryan Alexander in 2008 to stablish a relation between connectivism and connective knowledge. MOOCs show how important technology is in education; it demonstrates that online learning is an alternative to have access to academic training from important prestigious universities worldwide like America, Canada, Britain, Germany, Australia, and so on (Li, 2019).

The methodology used by MOOCs is mainly focused on learning independence. MOOCs allows learners to do different activities based on the content offered by the course; these activities are developed based on videos, papers, slides presented in the online course. Learners can accomplish the activities depending of their own schedule. They can also receive feedback from professors and learners

from the course by forums, chats, written discussions (Joseph & Nath, 2021). During the course, students have access to digital material that they can download, watch, or read many times. At the end of the course, learners have access to a free or paid certificate.

2.2.3 ZOOM

Due to the COVID19 pandemic, most of the schools and universities considered to use different online resources to build up teaching and learning process; for instance, Zoom, Microsoft Teams, Google Classroom, Wiki, and so on are some of the most common online tools to create virtual meetings. Nevertheless, Zoom could be considered as one of the most popular digital tools used for many private and public institutions because of the facility to use it (Djam'an & Fauzan, 2021). Zoom provides to ways to create online meetings by premium and free accounts; free accounts just allow people to schedule meeting of 40 minutes. On the other hand, premium accounts are useful to carry our online classes without limit of time; besides, they provide more benefits.

Zoom is a digital tool for audio and video conferences; it is commonly used to develop online learning through virtual meetings. This tool has been chosen by many educative institutions to continue carrying out teaching and learning process despite of the pandemic of COVID19; however, it is important to mention that, Zoom was created by Eric Yuan in 2011. It is a great tool for education since it allows to create meetings in real time due to the quality of audio and video that Zoom provides to teachers and learners (Serhan, 2020).

Teacher and students feel comfortable using this platform in online learning since it allows them to have access to a bunch of tools. Breakout rooms is an interesting tool since it facilitates cooperative work in the online classes; teachers can create different breakout rooms where learners can develop group activities. White board is helpful for teachers and learners since they can use it to interact among them in written way. Chat is another tool essential to carry out interaction in the class because learners can ask questions, provide answers, solve doubts by written interaction. The Zoom's update also provides teachers and learners to have access to different online applications, games, resources as a great complement for teaching and learning.

Regarding to foreign language learning, Zoom is a great tool to carry out virtual classes due to different reasons like Zoom resources, accessibility, reliability, confidence, etc. Teachers and learners find it as a friendly digital resource since it is not difficult to learn how Zoom works when carrying out live classes. For this reason, it supports learners in their foreign language learning process because learners have enough interaction with their classmates and teachers. Moreover, this resource has interesting tools like breakout rooms to assign different activities to practice a foreign language by developing different activities in cooperative teams to facilitate the tasks development (Kim, 2020).

2.2.4 BENEFITS OF ONLINE LEARNING IN ENGLISH TRAINING

Online Learning has become an alternative to build up English learning process due to different factors mentioned above. For this reason, it is necessary to take into consideration how helpful online learning is to achieve EFL learning goals. Ghoshal (2020) claims that Online Learning provides the following benefits:

- **Learners' Interaction.** – The use of a bunch of digital resources that online learning provides, learners can interact among them since there are some resources that allow them to interact by completing activities that demand to interact with their classmates and teachers (Ghoshal, 2020).
- **Learner centered.** – Online Learning becomes learner the main character in the class because teacher is just a facilitator. It means that, learners are able to become more independent when doing activities. Besides, teachers look for effective activities mainly focused on learners' necessities or interests (Mohammadi et al., 2016).
- **Cooperative Learning.** – Learners are exposed to a context where they work cooperatively to facilitate their learning process. Online Learning could be considered as cooperative learning because of the methodology used in virtual classes; for example, teachers create lots of activities that require working in groups (Mohammadi et al., 2016)
- **Comprehensive Learning.** – Learners are exposed to the use of authentic material that help them to do activities and get related with real life situations. Comprehensive learning means to acquire helpful knowledge to face and solve problems in learners' daily life (O'Sullivan, 2020).

- **Dynamic Learning Process.** – It implies to make use of new methods to accomplish learning goals because it is focused on transferring knowledge by studying, observing, reflecting, researching, and concluding. In addition, dynamic learning process encourages learners to enhance their existing skills to achieve their learning goals based on their interests and necessities (Hussein, 2016).

It is a fact that online learning provides a bunch of benefits in the teaching and learning process due to the use of digital resources and tools that it requires to facilitate virtual classes. Based on a previous investigation in a higher institution. Xhaferi & Xhaferi (2020) argued that learners showed a positive attitude towards virtual modality since they feel more comfortable using technology to attend classes. However, they mentioned that it is essential that teachers explain and control the assigned activities to make learners understand.

On the other hand, it is demonstrated that online learning helps get learners completely involved in learning by combining different teaching methods and the support of digital resources like videos, audio tracks, interactive websites, and didactic and enjoyable material, etc. Learning increases its quality because it helps to achieve learners' expectations in their learning process. Mohammed et al. (2021) claimed that online learning could be considered more accessible for learners since it just requires the use of the internet; besides, learners have easy access to free digital tools and material.

Flexibility is another benefit of applying online learning because learners can attend their classes at any time and place. Nevertheless, it is necessary to consider that they must be responsible for their knowledge since it is the only way in which learners would accomplish real and meaningful learning (Al Rawashdeh et al., 2021)

In addition, it is vital to mention that this kind of learning process allows EFL learners to facilitate their second language learning because there are different resources to boost the possibilities of acquiring a foreign language through the application and development of virtual activities focused on language skills development. However, it is crucial to consider that online learning demands that teachers and learners become entirely responsible regarding their roles in achieving success in the learning process (Anjani & Wachyudi, 2022).

2.2.4 SPEAKING SKILL

Learning a second language demands the ability to communicate effectively with people in any situation. For this reason, it is essential for EFL learners to boost their language skills like listening, reading, writing, and speaking skills since these language skills would be useful for them when trying to set an effective communication. Speaking skill is essential when regarding to communication because it allows people to carry out conversations, share their ideas, make comments, reply ideas, etc. However, it is necessary to consider that EFL learners must master speaking skill to facilitate communication and avoiding communication misunderstandings.

Speaking skills has been defined for many researchers as the ability to express thoughts, ideas, arguments and so on in oral way (Nazara, 2011). This is a productive skill because it allows people to produce language for communicative purposes. Speaking skills is also considered as a social skill since it allows people to interact with others by sharing experiences and establishing good relationship among people. This productive skill is considered essential in communication as well since people commonly communicate by oral speech. As, it is a productive skill, it is necessary to take into consideration that receptive skills play an important role on this productive skill because according to the kind of information and knowledge that learners acquire would be able to produce a communicative language.

According to Kurum (2016), speaking skill is not only the ability to produce grammar sentences in oral way. Speaking means to produce oral speech to demonstrate that a person is able to communicate without any difficulty. However, it is important to take into consideration that this is a skill that could become challenging for people who are learning a foreign language because some people do not have the opportunity to practice their speaking skill with other people. In addition, it is difficult for learners to master their productive skill because they feel shy to talk to other people by a foreign language. They sometimes could feel embarrassed when they make a mistake; besides, some learners do not like to interact with a bunch of people.

The learning process of a foreign language requires the master of speaking skill since it becomes the main way to communicate with foreign people. Despite of its importance, this skill could become challenging for EFL learners because mastering speaking skill

means to produce oral speech with good pronunciation, clear grammar, use of vocabulary according to the situation to be understood by people. Consequently, learners do not have more alternatives to enhance their speaking subskills. Speaking skill is a vital language skill in communication; therefore, it is mandatory to motivate learners to practice it as much as they can in any context or situation.

The most important in communication is to be understood by others; thereby, EFL learners have to train their speaking skill as more as they can to avoid misunderstandings when communicating with others. People could face cultural or social problems when they use expressions out of context or when they do not organize their ideas before carrying out a conversation. Speaking skills have to be considered one of the most important language skills when communicating since without conversations, people would not be able to express their feelings, thoughts, ideas, emotions, etc. Speaking skill is essential to communicate effectively in different contexts without difficulties. It is also necessary to mention that learners must be conscious about speaking skill importance in their foreign language training because it is mandatory to be a good communicator in any context.

2.2.5. DIGITAL TOOLS FOR SPEAKING

The development and improvement of speaking skill require choosing suitable tools that encourage learners to train this skill. Teachers have the great responsibility to look for the best tools to boost their learners' speaking skill. When teachers choose the correct tools, learners would feel comfortable in the EFL classroom; besides, the activities are more engaging and enjoyable for them. It means that, digital tools play an important role in virtual classes modality because teacher will be able to call learners' attention and motivation to learn a second language.

Online learning needs the help of digital tools as well to encourage learners to improve speaking skill. Learners need to have access to digital tools that contribute to their English learning and second language skills; consequently, it is crucial to seek digital tools that allow learners to increase learners' speaking skills through the use of proper digital tools (Merino Munive et al., 2021). It is important to consider that teachers should select digital tools based on the skill they want to teach in the EFL lesson; thus,

teachers should be careful when choosing digital tools to encourage learners to boost their speaking skills.

- **Vocaroo**

It is a digital resource use for many teachers around the world to encourage learners to develop their speaking skills. This website allows learners to record their voice and share their audios by links or embedded code. Teachers can assign a bunch of speaking activities focused on based on different topics. Vocaroo can be used to enhance learners speaking by practicing their speech as more as they can since they can record their voice many times until they get satisfied with their oral performance; furthermore, learners have the opportunity to carry out self-assessment about their speaking skill. Vocaroo provides many advantages in the academic field but it is also very accessible for learners because it is free for everyone (Merino Munive et al., 2021).

- **Voice Spice**

Voice Spice is a free voice recording tool mainly used for EFL classes focused on speaking skill. Teachers can create short questionnaires about any topic; then, learners can record their voice recordings you provide their answers or comments. Besides, voice spice provides learners the facility to have access to their classmates recording; so, learners can listen to their classmates and try to assess their classmates speaking.

- **Flipgrid**

Due to the virtual modality, teachers have used Flipgrid to create more interaction in the EFL classroom since this digital tool allows learners to create videos, watch their classmates' videos, share comments, and discuss with their classmates and teachers. Moreover, it is helpful to motivate learners to use English to share different experiences, thoughts, ideas, etc.

Learners can be creative as well, due to Flipgrid's tools provide to create funny and interesting videos. However, it is necessary to explain learners how they can use these tools because it could be confusing for them; for example, it is necessary that learners get related to the mechanism that Flipgrid use to log in because it allows learners to have access by guest's password or personal emails (Miskam, 2019).

- **Podcasts**

Technology plays an important role in EFL learning process because it encourages learners to acquire English through the use of different digital tools. Podcasts became one of the newest second language teaching and learning tools for EFL learners. Podcast is a digital audio of high quality; it can be listened for many people since most of the people find funny and enjoyable listening people stories, experiences, ideas, discussions, and so on by digital tools like podcasts.

For this reason, it is used for teachers to encourage learners to train their speaking skill by creating audio digital content. Learners have the opportunity to create podcasts talking about different topics; for instance, learners can create their own stories and share them by different platforms like Spotify, Apple Podcasts, Anchor, Ringr, Squadcast, etc (Bustari et al., 2017).

- **Voki**

Voki is an interesting digital tool because of its methodology to enhance learners' speaking skill. Ramdani (2019) states that, it is a website where learners can create their avatar; they can choose or create their own speaking character; even, students can name their characters as they want. One of the advantages that Voki increases learners' participation because they feel more comfortable when they record their voice and a character produce their speech. It is essential for learners who are shy and they avoid talking in public; learners avoid anxiety when they record their voice.

In addition, Voki is considered crucial for EFL learning since it has some options that allows learners to type the text and listen to the pronunciation in many accents like American, British, Scottish, and Australian. Shy students also can synthesize their voice if they do not feel comfortable listening to their own voice; consequently, they enjoy sharing their video (Manty et al., 2021).

2.2.6 ONLINE SPEAKING ACTIVITIES

Online Learning plays an important role in Second Language Teaching because of its methodology to get learners motivated. However, there could exist some difficulties if teachers do not apply proper and meaningful activities that make learners feel motivated to learn English; for example; when teachers teach speaking, they could face

some challenges if they do not look for suitable techniques and activities; consequently, learners would not achieve their academic goals when learning English and improving their speaking skills. Therefore, it is necessary to take into consideration that an online EFL classroom should involve the right selection of online activities to encourage learners to use English in oral way (Kamaliyah & Zainil, 2022).

- **Debates**

It is a great activity to encourage learners communicate in oral way because EFL learners have to share ideas, comments, agreements, disagreements, and so on in order to agree or disagree about any topic. Teachers should choose topics related with learners' interests to facilitate learners' participation (Kamaliyah & Zainil, 2022). Debates could be challenging for EFL learners since it requires that learners speak for a long period of time; however, they help to get learners expertise when debating about any topic. It is necessary to mention that the topics chosen by teachers must be focused on learners' academic and social interests to facilitate and carrying out an effective debate. Debates also demand the assignation of roles to develop a well-organized debate.

- **Pair work**

Working in pairs help learners to interact with their classmates to accomplish a task with success. Pair work is a good alternative to allows learners communicate and use English language because it is necessary that learners communicate with their classmates to do an activity and avoid problems when presenting the task to their teacher (AL-Garni & Almuhammadi, 2019). Pair work requires that learners communicate among them to accomplish a task; on the contrary, it would be impossible to developing a task with out effective communication.

- **Group Discussion**

Group discussion when teaching speaking skill facilitates learners' communication because they have the chance to discuss about any topic in groups. It provides a bunch of advantages for EFL learners since learners have more interaction with their classmates, they can share their thoughts, ideas,

opinions, etc.; nevertheless, it is necessary that learners provide clear and fluent speech. Online classes by Zoom have a tool to divide learners in groups; in this way, learners can discuss in small groups (Larasati, 2018).

- **Narrating stories**

Teachers can motivate learners to tell a story about them. It would boost learners' interest to share their stories by their speaking skill. They feel comfortable when talking about anecdotes because they do not feel that they do a great effort; on the contrary, they produce language in an unconscious way (Larasati, 2018). Furthermore, narrating stories allow learners to increase their imagination; furthermore, they practice their speaking skill by an interesting and dynamic way.

- **Language Games**

Currently, there are lots of online games to facilitate English learning. Some games are essential to improve language skills because they are funny and enjoyable for learners. Learners like games because they can compete with their classmates so they enjoy them instead of feeling stressed or anxious. Therefore, it is mandatory that teachers look for the best games motivate learners to use English (AL-Garni & Almuhammadi, 2019).

- **Interview**

This activity provides learners the opportunity to increase their imagination; apart from boosting their speaking skill. Learners can imagine that anyone of their classmates is a famous actor, singer, painter, etc. and carry out an interview asking lots of questions about personal life, interests, achievements, projects, and so on. Learners have a great opportunity to use English for real life situations like an interview (Kamaliyah & Zainil, 2022)

CHAPTER III

METHODOLOGY

3.1. APPROACH

The current research frames in the qualitative approach since it will be provided real and relevant information about Online Learning benefits for speaking skill improvement. Qualitative approach refers to set hypothesis or research questions to gather data and analyze it. In addition, a qualitative research provide qualitative data related through different techniques like observation, interviews, papers' reviews, discussion, assessment about personal experiences, etc. (Hernández et al., 2010).

3.2. RESEARCH MODALITY

It will be ethnographic research since it will have been provided evidences about Online learning benefits for the speaking skill improvement in A2 level class N3Q learners in the Language Center at Universidad Estatal de Bolívar. Ethnographic modality is mainly focused on the culture of a group; in other words, it could be considered as a immersive research to accomplish with goals investigation (Sharma & Sarkar, 2019).

Furthermore, the current research will be a Bibliographical – Documental. The current research seeks relevant and reliable information from different academic resources like research papers, journals, books, thesis, and articles. Besides, the researcher takes into consideration perceptions from other authors; for instance, it was considered theories, ideologies, ideas, thoughts, etc. from different experts regarding to the second language teaching field (Hernández et al., 2010).

3.3. LEVEL OR TYPE OR RESEARCH

The current research is exploratory since it is mainly focused on a problem previously identified. The research work is mainly based on a general idea about the problem to achieve results that allow the researcher to find results that generate more information about the investigation topic. It is essential that, the researcher takes into consideration the data and insights from the application of an observation guide to get real information for the future investigations (Swaraj, 2019).

3.4. POPULATION

The population for the current research is 25 A2 level class N3Q learners in the Language Center at Universidad Estatal de Bolívar, in the city of Guaranda, during the academic period November 2022 – March 2023. The researcher chose the population based on an observation carried out before setting the research topic. The researcher considered the speaking difficulties that some EFL learners have when speaking in the classroom. Besides, it was found that learners had difficulties to produce fluent and clear speech due to lack of learners' interest, there are not motivating activities, lack of opportunities of participation, enough technological resources are not used in the classroom.

3.5. SAMPLE

It won't be necessary to take a sample because of the small population chosen by the researcher.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

The researcher considered the specific objectives to determine the techniques and instruments for the current research.

3.6.1. TECHNIQUE

Observation will be used as the main technique to carry out the investigation. This technique allows the researcher to identify how beneficial is online learning to improve speaking skill (Hernandez et al., 2010).

3.6.2. INSTRUMENT

Observation guide is a useful technique to carry out a right observation taking into consideration the purpose of the research (Hernández et al., 2010). Therefore, observation guide will be used as the research instrument; the instrument will be developed based on the specific objectives set by the researcher. It would have the purpose of identifying the benefits that online learning provides on speaking skill improvement (Hernandez et al., 2010).

CHAPTER IV

4.1. RESULTS

Based on the first research objective: *“To identify the different types of online learning modalities that can be carried out for EFL classrooms”*. The researcher could identify that learners are exposed to synchronous classes since it is the new modality that teachers adopted in the Language Center due to the Covid -19 pandemic: therefore, the teacher carried out synchronous activities to reinforce the content of the class. It was a fact that learners and teacher interact among them. Nevertheless, some of them feel shy when talking to their classmates; consequently, few learners demonstrated that their communicative interaction is limited.

On the other hand, teacher rarely assign asynchronous activities by the virtual platform from the university. In addition, the book “Evolve” used by learners is helpful for the asynchronous activities. It is important to mention that teachers provide instructions in oral and written way in order to avoid learners’ misunderstandings. It was possible to identify that these activities are focused of the previous lessons that learners checked in the synchronous classes. Each one of the activities has a communicative purpose because some of them are focused on receptive or productive skills.

According to the second specific objective: *“To determine online learning speaking digital tools that facilitate teaching -learning speaking skill in an EFL classroom”*. Once the observation was carried out, the researcher identified that teacher used some digital tools so as to facilitate speaking teaching in the EFL classroom. Some of the digital tools for speaking activities were Vocaroo, Flipgrid, Podcast, and Voice Spice. Vocaroo and Voki were the most useful digital tool to encourage learners to practice their speaking skill since by these tools learners only record their voice and people cannot see their face.

Regarding to Flipgrid, teachers often assign activities by using this digital tool. The researcher could identify that learners feel quite comfortable when speaking in English by using this tool because they can make video easily; furthermore, flipgrid allowed them to interact with their classmates since it contains some options to interact by posting comments, reactions, or sharing videos in other websites. Despite the usefulness of this tool, there were some difficulties when using it; for instance, learners found a little difficult to access to the

task by using a password and using their emails; however, the teacher was able to find a solution in order to avoid the aforementioned problems. Therefore, the teacher recorded a short tutorial video to be sure about learners can join and do the assigned task.

Podcasts are great when trying to boost speaking skills; nevertheless, it was rarely used in the virtual classrooms because of different factors like learners' shyness and lack of speaking training to talk about any topic for a long time. Learners were not ready to record extensive voice recordings because it was evidenced that they need to acquire more vocabulary related with the task topic. Besides, it was possible to identify that learners limited their speaking time since they only speak English for short periods of time. Consequently, recording podcasts was not their favorite activity when practicing speaking.

On the contrary, Voice spice was the least used digital tool because of different reasons like learners get confused when using it, the teacher had some difficulties to find their learners' speaking activities. Nevertheless, it is necessary to mention that all of the digital tools allow learners to train their speaking skill in synchronous and asynchronous activities. Moreover, they also facilitate learners' interaction since learners using these kinds of digital tools do not feel stressed when speaking in English because they can take their time to practice and record their final speaking task.

Based on the last specific objective: *"To set suitable online speaking dynamic activities that can be applied to enhance speaking skill in A2 learners"*. It is essential to select the most suitable speaking activities in order to encourage learners to boost their speaking skills. Thus, it was possible to identify that some of the activities carried out in the classroom were debates, pair work, group discussion, narrating stories language games, and interviews. The teacher almost always carried out pair work; this activity allows learners to interact a lot. It is important to mention that teacher always play a role as a monitor to verify how learners are working in their pair work.

Narrating stories was an activity that the teacher often applied in the classroom to encourage learners to practice their speaking skill. The teacher sometimes presented pictures to the class and learners had the challenge to create a story by using the pictures they have on the slides. In addition, teacher ask learners to narrate stories about themselves using different grammatical tenses and vocabulary previously learned in the class. There were few problems when carrying out this activity like learners did not remember the vocabulary or

grammar tense but it was possible to overcome the mentioned difficulties by teachers' support.

Teacher used language games as well to boost learners' speaking skill. Learners feel pretty comfortable using games to practice their speaking since they could apply their knowledge, train and improve their speaking, participate, compete, and interact with their classmates. It is essential to mention that the teacher carry out a proper games' selection taking into consideration some aspects like learners' age, interest, lesson topic, lesson goals, speaking subskills. The researchers could observe that learners participate actively when using games in the classroom since they were not so worried about the mistakes they committed; on the contrary, they learned from the mistakes they committed during the game.

Regarding to the least applied activities are debates, group discussion and debates. It is a fact that virtual modality provides lots of advantages because it allows teachers and learners to have access to different digital tools; however, it was possible to identify that some speaking activities like group discussions are challenging in virtual classes since there are some students who did not participate actively. Despite of some challenges, it is essential to mention that the speaking activities applied in class called learners' attention since they could communicate with their classmates by developing comfortable activities for them. Moreover, these kinds of activities avoid boring, shyness, stress when producing language in oral way.

Group discussion is another activity that teacher rarely carried out in the speaking class. This activity was one of the least used activities due to different difficulties that the researcher identified; for instance, when the teacher divided learners in the breakout rooms not all the students participate actively; some of them only spoke when the teacher visited the breakout room to verify if they are working or not. Another challenge was the quantity of students since due to the virtual classes, it was sometimes challenging for the teacher to visit every breakout room. Despite of the difficulties, some students took a lot of advantages from this activity since they practice and enjoy with their classmates when speaking in English.

Carrying out debates was challenging for learners during the English class. Learners do not feel ready to debate about an assigned topic because they did not have enough knowledge about the proposed topic in the class. Moreover, learners did not have a clear

idea about how to develop a debate with their classmates; few learners get confused when carrying out the debate. Another situation that the researcher could observe was that learners sometimes did not understand their classmates' arguments and comment; therefore, it was difficult for them to reply to their classmates. However, the teacher considered these difficulties to avoid them in future activities.

In addition, interviews were rarely assigned in the classroom. This activity was challenging for learners and teacher as well since it was possible to verify that learners sometimes do not participate when they have to interview to their classmates by using the break out rooms. Besides, learners sometimes did not take notes about the questions they had to ask to their class to develop the interview. Nevertheless, it is a fact that this activity is useful for learners speaking skill improvement but it is necessary to consider that it is necessary that teacher plays an active role when monitoring learners; on the contrary, learners would be in silent and they would not participate.

4.2 DISCUSSION

The online learning is a new educative modality to carry out teaching and learning process. Regarding to second language learning, online learning has become one of the most important bias to accomplish academic goals. Due to the COVID 19 pandemic, virtual classes became a suitable alternative to allows learners to attend classes. Based on that, it is possible to identify that online learning provides some benefits to English learning as a foreign language because it provides different tools to facilitate this process. Online learning has become one of the solutions to carrying out teaching and learning process in an effective way without losing the effectiveness of classes. However, it is necessary to consider some factors to accomplish the proposed learning goals.

Learning a foreign language implies permanent practice and training to master all the language skills that are necessary to communicate effectively with others. It means that, EFL learners must be able to communicate effective by written and spoken way to avoid misunderstandings in different contexts that they are exposed to. For this reason, due to de COVID 19 pandemic was necessary to look for alternatives to boost learners' interest about learning a foreign language. In addition, it was mandatory to seek new teaching and learning tools that call learners attention and support to their second language learning process (Moreno et al., 2017). One of the most popular digital tools to carry out live classes was Zoom Pro because it allows teachers and learners to use different resources to facilitate online learning.

Online learning is quite helpful for learners who are acquiring a foreign language because it allows teachers to carry out different and dynamic activities by using many digital tools. Therefore, learners' interaction, learner centered, cooperative learning, comprehensive learning, and dynamic learning process are some of the benefits of online learning. Despite of the online learning benefits, it is necessary to consider that it is also important to select the most appropriate digital tools to motivate learners in the class (Dalgaly, 2020). It is necessary to consider that learners to be exposed to a context where learners feel motivated to learn a foreign language; therefore, it is vital to help to increase their active participation in the classroom by assigning them different communicative activities that allow them to communicate and interact with their classmates in oral way.

It is important to mention that; online learning also supports learners to develop their autonomy since it is a fact that learners must be quite responsible when taking virtual classes. In addition, it plays an important role when motivating learners because they are exposed to a context where they can participate actively. The digital tools and activities chosen to carry out in the class must be focused on what learners should be able to accomplish during an EFL lesson. It means that learners play an essential role in the teaching and learning process because they have the responsibility to achieve part of their learning purposes because they have to manage properly their time to do the different activities that teachers assign to reinforce their knowledge.

Speaking skill seems as one of the most challenging language skills because it demands a bunch of training and practice to master it. Besides, this skill also requires development of its subskills like vocabulary, grammar, pronunciation, intonation, and fluency. For this reason, it is mandatory to look for digital tools that allows teachers to carry out interesting activities for EFL learners. The use of digital tools must be focused on improving speaking skills since it is necessary to have in mind that depending of the class purpose, the digitals tools would be chosen (Bahadorfar & Omidvar, 2017). Despite of the aforementioned difficulties, it is possible to encourage learners to improve and master their speaking skills trough the application of different strategies in the class. It means that mastering this productive skill would not be easy but not impossible when learners practice and train as much as they can.

This productive skill could become difficult to master for some EFL learners when they are not exposed to the proper context where they are exposed to the usage of different digital tools to support them when practicing their speaking skill. The digital tools play an important role in the teaching and learning process because they can facilitate students' understanding, learning, and interaction. For this reason, it is vital to select useful digital tools that allow learners to boost their speaking skill; besides, these digital tools must be interesting, suitable, and funny for learners who want to increase and improve their speaking skills (Berns & Reyes Sánchez, 2020). Digital resources are essential in online learning; for this reason, it is vital to look for the most useful and enjoyable resources to achieve better results in the foreign language learning process.

The kinds of activities that teachers carry out in the classroom will play an important role when teaching something new. Learners feel motivated when they are exposed to situations in which they have to solve something by using the knowledge they acquire in the classroom. Therefore, it is vital to combine the use of digital tools in order to create communicative activities focused on encouraging learners to communicate by applying their knowledge about a foreign language like English (Asratie et al., 2023). It means that, learners must be exposed to activities related with real life situations that require the use of learners' speaking skill to communicate effectively and solve the problems they face daily in real life.

Selecting the activities for a speaking class implies considering different factors like activities purpose, proper activities according to the skill that teachers want to teach, enjoyable and useful activities, activities related with the topic that learners previously learned in the class. Furthermore, it is essential to look for activities that help learners to practice their speaking skill as much as they can because it is a fact that if learners practice a lot, they will be able to master their speaking skill. Teachers also must have in mind that it is vital to consider learners' interests and necessities in order to expose them to the development of different activities. It means that, these activities must be related to real life problems and situations (Omar et al., 2020).

In sum, online learning is a great option to carry out EFL classes because it provides a bunch of benefits for someone who is learning a foreign language; however, it is important to consider that it will depend of the kind of digital tools and activities that teachers develop in the classroom because online learning demands the proper use of different digital tools to accomplish teaching and learning goals. In addition, it is necessary to set lesson goals to accomplish them successfully by the use of virtual classes. Regarding to speaking skill, it is necessary that teachers look for the most suitable digital tools and activities to help learners so as to master their speaking skill. Moreover, learners must be conscious that it is essential to develop the activities in class since it is the most suitable way to practice and improve their speaking skill.

4.3 CONCLUSIONS

- Among virtual modalities to carry out EFL lessons, synchronous class is one of the most used modalities since it allows teachers and learners to have more interaction among them. Besides, asynchronous activities are also another modality to reinforce EFL learning by assigning different activities focused on the lesson goals. The combination of these two modalities encourage learners when learning English.
- Digital tools play an important role in online learning. The proper selection and application of digital tools helps learners to become more motivated to practice language skills when learning a second language. Therefore, some of the most appropriate digital tools are Vocaroo, Voki, and Voice Spicy since they encourage learners to practice their speaking skill.
- The activities carried out in the classroom could be challenging for EFL learners because they do not feel comfortable when interacting with a lot of people. Pair work is one of the most helpful activities to boost learners' interaction. Learners feel more comfortable when they interact with only one person when developing an activity in the classroom. In addition, there are some activities that learners find pretty challenging like debates or group discussion because they do not like to share ideas or comments in front of many people.

4.4. RECOMMENDATIONS

- As a suggestion, it would be advisable to combine synchronous and asynchronous classes to reinforce teaching and learning process. Moreover, it is necessary to consider that carrying out synchronous and asynchronous activities requires the appropriate application to achieve success in the EFL teaching and learning process. It would be useful for learners since they will be able to acquire meaningful knowledge.
- Teachers should carry out an appropriate selection about the most helpful digital tools to facilitate and boost speaking skill. It is also necessary that teachers verify the usefulness of the digital tools applied in class because some learners could not feel comfortable when using these digital tools to record their voice. Besides it would help to know if the digital tools are working correctly when teaching speaking skill.
- It is recommended to avoid the use of speaking activities that could be seem as boring or challenging for EFL learners because it would provoke some difficulties to EFL learners. Dynamic and enjoyable speaking activities must be chosen by the teacher because they would facilitate speaking skill improvement by the interaction in the EFL classroom. Besides, it is necessary that learners being exposed to activities related with the real-life situations; it means that learners can practice and train their speaking skill by developing activities related with real life situations.

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ANEXXES

OBSERVATION GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION GUIDE

Objective: To analyze the online learning benefits to improve A2 learners' speaking skills in the Language Center at Universidad Estatal de Bolívar. in the city of Guaranda, during the academic period November 2022 - March 2023.

Researcher: Tania Eleana Caicedo Quiñonez

Objective #1: To identify the different types of online learning modalities that can be carried out for EFL classrooms.					
Indicators	Always	Often	Rarely	Never	Observations
Synchronous classes are carried out for English learning.					
Synchronous activities are developed to reinforce EFL learning lessons.					
There enough interaction in the EFL classroom by synchronous classes.					
Asynchronous activities are assigned to accomplish lesson goals.					

Oral instructions are provided to develop asynchronous activities.					
Written instructions are provided for asynchronous activities.					
Videos are used to accomplish EFL learning goals in asynchronous modality.					
Hybrid modality is developed for EFL lessons.					

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Objective #2: To determine online learning speaking digital tools that facilitate teaching-learning speaking skill in an EFL classroom.					
Indicators	Always	Often	Rarely	Never	Observations
Vocaroo is used to assign speaking activities.					
Voice Spice is helpful for creating short oral interviews.					
Flipgrid is applied to enhance learners to have more interaction among them.					
Podcasts are created to reinforce speaking skill by					

talking about different social interest topics.					
Voki allows learners to avoid shyness when speaking in English by creating avatars.					

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Objective #3: To set suitable online speaking dynamic activities that can be applied to enhance speaking skill in A2 learners.					
Indicators	Always	Often	Rarely	Never	Observations
Debates are carried out to encourage learners to provide ideas, comments, agreements, disagreements.					
Pair work is assigned to achieve learners' oral interaction between two EFL learners.					

Group discussion allows learners to communicate effectively among them by fluent and clear speech.					
Narrating stories is applied to help learners to feel comfortable when sharing their personal or fantasy stories.					
Language games are used to motivate learners to participate and speak in English to accomplish game goals.					
Interviews are developed among learners to encourage them to use their imagination, asking and answering questions about any topic					



Sr/Srta. Tania Caicedo

ESTUDIANTE

C.I. 0803838176

PHOTOGRAPHIC EVIDENCE

Zoom Meeting

www.reallygreatsite.com

2. Create a situation with the following words

- Correctly
- Quietly
- Loudly

Icons: A green checkmark, a silhouette of a person whispering, and a person shouting into a megaphone.

Windows taskbar: Buscar, Netflix, 30°C Mayorm. nublado, ESP 15:35

EFL classroom: Speaking skill activity with EFL learners at Universidad Estatal de Bolívar.

You are viewing Juliana Simba's screen

www.reallygreatsite.com

2. Create a situation with the following words

- Correctly
- Quietly
- Loudly

Icons: A green checkmark, a silhouette of a person whispering, and a person shouting into a megaphone.

Zoom interface: Unmute, Stop Video, Participants (30), Chat, Share Screen, Record, Reactions, Apps, Leave

Participant thumbnails: Tania C, Juliana Simba, Cayambe Punina Lizbeth Tatiana, OLAVIS CG