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INTEGRATING CONNECTIVISM LEARNING THEORY ON ORAL PRODUCTION IN EFL A2 LEVEL STUDENTS

RESEARCH LINE

Methodology on teaching-learning English as Foreign Language

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As Director of the research work on topic: "**INTEGRATING CONNECTIVISM LEARNING THEORY ON ORAL PRODUCTION IN EFL A2 LEVEL STUDENTS**", work which was carried out by Omar Jerónimo Mosquera Camargo, prior to obtaining the master's degree at Master in Pedagogy of National and Foreign Languages: Mention in English Language, I attest that the mentioned work meets the requirements and sufficient merits to be publicly supported in court to be timely selected.

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It is all what I can certify

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Thesis Director

DEDICATION

Josseline Álvarez E.

My beloved, for all your support

All your patience and love

All these words belong to you

Every minute has become the key to achieving everything

Thank you for everything

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RESUMEN

La educación ha evolucionado debido a que las necesidades de los estudiantes cambian continuamente a causa de la estructura social. En este sentido, este estudio se enfoca en observar estas variaciones para satisfacer los vacíos pedagógicos en esta nueva era tecnológica. Por lo tanto, este estudio se llevó a cabo para integrar la teoría del aprendizaje conectivista en el proceso de enseñanza y aprendizaje. La idea principal del conectivismo es alentar a los estudiantes a convertirse en agentes activos que aprenden compartiendo conocimientos y experiencias con otros. Por lo tanto, la interacción social aparece como un principio crítico del aprendizaje conectivista. Esta investigación tiene como objetivo determinar si esta teoría educativa podría aplicarse al entorno de enseñanza y aprendizaje del idioma inglés a través del uso de un blog. Además, este estudio tiene como objetivo aplicar la teoría del aprendizaje del conectivismo en la producción oral en estudiantes de inglés como lengua extranjera de nivel A2 en el periodo 2020-2021. En este sentido, el objetivo de la investigación es responder a la pregunta: "¿Cuáles son los principales factores de la teoría del aprendizaje del conectivismo que fomentan la producción oral en estudiantes de nivel A2?". Por objetivo específico se busca establecer un marco teórico sobre la Teoría del Aprendizaje Conectivista en la producción oral. Además, se persigue diagnosticar factores de producción oral en estudiantes de nivel A2 a través del internet utilizando recursos digitales, para finalmente desarrollar un blog de enseñanza-aprendizaje con actividades comunicativas a través de herramientas Tics (Tecnologías de la Información y la Comunicación). El enfoque de investigación elegido para este estudio es mixto y descriptivo dentro de una población de estudiantes de nivel de inglés A2 de la Unidad Educativa "Libertad". Los resultados se obtuvieron al contrastar los hallazgos de la encuesta a estudiantes como dato cuantitativo; y la entrevista a los docentes como parte cualitativa con estudios relacionados sobre el uso de la tecnología para desarrollar la competencia comunicativa de la producción oral en inglés como lengua extranjera. Los resultados mostraron que el uso de principios conectivistas como una estrategia efectiva para desarrollar el dominio del inglés entre los estudiantes.

Palabras clave: teoría del aprendizaje del conectivismo, producción oral, habilidad para hablar, herramienta digital, blog.

ABSTRACT

Education has evolved because learners' needs change continuously caused by the social structure. In this matter, this study focuses on observing these variations to satisfy pedagogical gaps in this new technological era. Therefore, this study was carried out to integrate connectivism learning theory in the teaching and learning process. The vital idea of connectivism is to encourage students to become active agents who learn by sharing knowledge and experience with others. Hence, social interaction shows up as a critical principle of connectivist learning. This research aims to determine whether this educational theory could be applied to the English language teaching and learning environment by using a blog. Furthermore, this study aims to apply Connectivism Learning Theory on oral production in A2 level EFL (English as a Foreign Language) students in 2020 – 2021. In this regard, the research goal is to answer the question, "What are the main factors of Connectivism Learning Theory that foster oral production in EFL A2 level students?". For specific objective is to establish a theoretical framework on Connectivism Learning Theory on oral production. They were, besides, diagnosing oral production factors on EFL A2 level students through the internet by using digital resources, to finally develop a teaching-learning blog with communicative activities through ICT (Information and Communications Technology) tools. The research approach chosen for this study is mixed and descriptive within a population of A2 English Level students from Unidad Educativa "Libertad." The findings were taken by contrasting results from students' survey as quantitative data and teachers' interview as the qualitative part with related studies about the use of technology to develop the communicative competence of English oral production as a foreign language. The results showed that using connectivist principles as an effective strategy to develop English proficiency among students.

Keywords: connectivism learning theory, oral production, speaking skill, digital tool, blog

CHAPTER I

THE PROBLEM

1.1 Introduction

All over the world, the COVID19 pandemic has affected every aspect of daily life, from home routines to new educational adaptations. Therefore, Governmental policies have been applied as emergency protocols to manage damage control, public health, and educational environments. Consequently, technology and the internet have become the primary source of information and communication as quarantine in the external world has made people stay at home with outdoor restrictions to preserve stability in the community. Furthermore, since the internet is also the primary tool for educational purposes, "it has resulted in the need for schools to cultivate a variety of skills to ensure students can excel in a digital world" (Murphy et al., 2019, p. 1).

Schools have compiled information and essential material to start working on a virtual platform to keep on track with academic content and students' emotional attitudes towards the new normality. In this regard, Teachers in Ecuador rely interaction on technological sources for assignments and assessment. Moreover, EFL (English as a Foreign Language) learners might have limits on achieving language proficiency because of the lack of opportunities to expose communication in the real world (Fabre-Merchan et al., 2017). That is why World Wide Web (www) users are developing from day-to-day new interfaces where scholar communities can participate virtually in the globalized society.

Students living in the pandemic COVID19 stage need to stay at home, so they avoid coronavirus infection. Hence, Ministerio de Educación has been adopting new strategies as the educational process continues but now from home, relying communication solely on the internet and social networks. In this matter, management of electronic devices and connectivity becomes essential for classes development and monitoring assignment and assessment. "Plan Educativo COVID-19" promotes pedagogic and methodological tools to strengthen adaptations to the educational model (Alberto Mózo & Beatriz, 2020).

This study aims to reinforce online education to engage students to use appropriately technology to foster English in oral production. In this regard, connectivism learning theory is selected to

tackle communicative issues by using technology and the internet. On the other hand, this study presents some alternatives for this pandemics situation and to deal with distance and educational barriers. Thus, digital tools would be used for pedagogical work so learners might be taught accurate strategies in a globalized environment.

Within the first chapter the primary problem of this study is described to then state the research question, the objectives and justification. Then, in the second chapter the theoretical framework gives the study the strong base to develop the proposal project to solve the problem. The third chapter explains the methodology of investigation with the description of the study area, research approach, the investigation procedure to give in detail the use of the different research instruments to collect data and the population sampling, and the bioethical considerations. The fourth chapter considers the results of the research to have a discussion. The fifth chapter demonstrates the academic proposal to apply the connectivist theory by using a blog; the proposal indicates an introduction, theoretical foundation, objectives, impact, and the proposal development. The sixth and final chapter gives conclusions and recommendations.

1.2. Problem description

Education in rural areas is commonly struggling due to geographic access and lack of facilities. Nevertheless, as a priority for Ministerio de Educación in Ecuador, education access and quality are part of a mission along with the national territory, including every nationality culture as a rights guarantee (Alberto Mózo & Beatriz, 2020). Because of pandemic distance policies, it turns out imperative to establish teacher-student interaction to keep on learning and practicing previous knowledge. One of the biggest boundaries is the spatial distance; hence the educational community needs to develop new strategies based on virtual connection.

Connectivity on virtual platforms becomes a useful tool to gather information on scholarly subjects. However, it is the teachers' duty to classify and differentiate appropriate content to be used in class. Once students stay at home, it is quite normal to interact with their peers because of common interests, and social networks facilitate communication. In this way, the internet has increased its relevance for academic purposes with scholarly institutions that adopt online courses through Blogs (Utecht & Keller, 2019a). Meanwhile, Students have online classes as a new process of learning; both teaching and assessment might change to another perspective.

EFL regular classes have faced developing issues to obtain results according to CEFR (Common European Framework of Reference) standards required in Ecuadorian educational institutions. In addition, Language acquisition on speaking skill has had boundaries when teachers act as the only role model in class. In this matter, Córdoba (2018) points out some issues like misunderstanding and misinterpreting messages from audiovisual materials; thus, school distance could worsen communicative skills during quarantine. That is why online resources help interact with students and offer them suitable material through the internet to learn in a different manner using most of the time updated connectivity strategies.

Unidad Educativa "Libertad" is a public education high school in Ecuador. It is located in Province of Carchi, Cantón Espejo, Parroquia Libertad. "This institution belongs to the rural area and has approximately 700 students in all its levels: preparatory, inicial, elemental, media, superior y bachillerato" (Libertad, 2019, p. 5). Students will be selected according to CEFR A2 English level in an average of 80 students, considering different aspects like internet access and age. Additionally, Ministerio de Educación has established institutional means for classes through Teams app, and every student has an institutional office 365 account. In this regard, poor internet services and distant geographic location becomes an educational boundary.

Oral production is one aspect to consider when teaching English, as it is one of the key goals to pursue. Therefore, students present some issues when producing communication in class. For instance, embarrassment is one of the factors to tackle during classes because they are not willing to say a word caused by group pressure. On the other hand, when students try to speak, they do not know what to say since enough vocabulary input has not been worked through pedagogical activities. All these issues cause a lack of vocabulary, which produces poor fluency, pronunciation, and interactive communication problems. Hence, learners keep quiet for long periods.

1.3 Research question

What are the main factors of Connectivism Learning Theory that foster oral production in EFL A2 level students?

1.3 Objectives

1.3.1 General objective

To apply Connectivism Learning Theory on oral production in A2 level EFL students in the academic period 2020 - 2021.

1.3.2 Specific objectives

- To establish a theoretical framework on Connectivism Learning Theory on oral production.
- To Diagnose oral production factors on EFL A2 level students through the internet by using digital resources.
- To develop a teaching-learning blog with communicative activities through ICT tools.

1.4 Justification

This research seeks to outline the importance of ICT (Information and communication technology) **use** in EFL classes so students can acquire communication skills to interact and express opinions and emotions in the target language. The use of technology and internet access could reach quality, equitable and inclusive education during lifelong learning according to (UNESCO, 2015, as cited by Sarceda-Gorgoso et al., 2019). Students are using the internet most of the time to communicate with the world; thus, it is relevant to relate connectivity environment to educational purposes to develop learning and personal skills. Nowadays. Information lies on different platforms to be analyzed and negotiated, connecting sources, and be processed with critical thinking to discriminate what is important for each student.

As information constantly appears on the internet and is spread around the world in a matter of minutes, this information needs an assessment to discriminate what is relevant and what purpose it has. (Utecht & Keller, 2019b, p. 112) says "What is true today may not be true tomorrow," referring to the importance of understanding how to use information may give diverse perspectives around the same topic. This research points out a deep search on the internet using search engines is a skill to be mastered by students and teachers because classifying "information help to acknowledge where the data comes from (Jirasatjanukul & Jeerungsuwan, 2018b). With this information, a problem with conditions can be provided to connect students and their own abilities to solve real-world problems. In education, technology contributes to affirm

interculturality and plurinationality, revalorizing diverse identities, as objective number 2 of "Plan Nacional de Desarrollo" in Ecuador.

National Development Plan "Toda Una Vida" states intercultural bilingual education as a guarantee to include the different towns and nationalities (de Planificación y Desarrollo, 2017). Moreover, because of the pandemic situation, Ecuadorian government supports the educational system with the "Currículo Priorizado para la Emergencia Lengua Extranjera Inglés", which aims to focus on "criterios de desempeño imprescindible" to cover educational needs (MINEDUC, 2020). Hence, integrating new ICT sources on EFL learning helps reduce educational access and backup global linguistic competencies.

As so to diminish education access gaps, an active learning-teaching process is required daily. Moreover, learning through social interaction has become a useful tool for academic activities like assignments created to develop communication, tutoring students in scholar projects, and interchanging knowledge among educational institutes and communities. Furthermore, it is important to assure formation access and give students enough resources such as EFL instruction as a multi-linguistic approach.

According to the National Development Plan, "Toda Una Vida" in its policy 2.5 establish the importance of supporting systems of multi-linguistic education (de Planificación y Desarrollo, 2017). Besides, the plan tells how language relates to new information and communication technologies (Sarceda-Gorgoso et al., 2019). In this matter, the foundation of the multi-linguistic approach is aimed at ICTs integration. This research is feasible when integrating technology into EFL speaking skill development. Students are involved in the social network most of the time, gathering information about any topic of interest. In this matter, teachers' role as guides on the use of internet use is a daily work applying previous knowledge and contrasting it with web sources. Besides, social networks play an important role in taking advantage of the time to interact on the internet with peers and teachers to accomplish assignments (Alzain, 2019a).

<div align="center">**CHAPTER II**</div>

<div align="center">**2. REFERENTIAL FRAMEWORK**</div>

2.1 Theoretical Framework

Learning Theories

According to (Díez & Richters, 2020), speaking a foreign language is a purely oral skill. Nobody can't write in a foreign language until learners already know it well enough to speak. Then, in a way, speaking a foreign language is the goal of foreign language studies. Most of the time, when a foreign language is learned, what is aimed is to be able to produce it and to be understood. Speaking ability requires not only literacy in the language but also oral proficiency—knowledge of how to put information into words on first thought, on-demand, without having to think about it first. And the first rule of oral proficiency is that there are no rules.

Oral proficiency is not about speaking and listening. It is about using another language in a meaningful way in life. Besides, there is a need to ask and answer questions, tell, and listen to stories and jokes, and otherwise converse in a natural manner. And necessities emerge from learning how to speak when the speaker may be nervous or uncertain. (Al-Harbi, 2019) points out one theory of language acquisition was inspired in large part by the ideas in Noam Chomsky's book, [Phenomenology of Language]. Chomsky argues that children do not merely memorize, rehearse, and mimic the forms they hear from their parents. Instead, he believes children discover rules for producing and understanding language by analyzing statistical patterns in the dialogues they hear being spoken around them.

In this regard, L2 students have different starting points because of their age and educational level. On the other hand, (Julio & Contreras, 2018) states that learning a foreign language (L2) is perhaps the most difficult task that humans try to accomplish. Since to be successful in L2 learning depends on adopting the right approach. And the ideal language learner is motivated, self-directed, persistent, receptive, flexible, and efficient. In so doing, teachers play an important role in language proficiency and the manner they understand what the term "learning" means; because the way we learn a language is uneven and idiosyncratic.

Usually, people tend to focus on those features of interest of the language and skip past those others that do not interest as much as others as they are learning. Hence, according to (McGuinness, 2020a) the brain filters out information that seems to be less relevant or nearer to our goals. Furthermore, learning theories have evolved throughout time. Some theories are based on a false assumption that a certain type of learning makes a student more likely to succeed in language class. This thesis is also called the "audiolingual method" and is a behaviorist technique based on repeated exposure to comprehensible input. In this scenario, imitating was one of the main tools for forming habits and acquiring language proficiency.

Critical Period

Nevertheless, behaviorist and innatist perspectives were not enough to satisfy learners' needs and teachers' hypotheses. Thus, translation methods left out the human capacity to contrast ideas not only repeat and mimic. Besides, innate knowledge as the key factor to learn any language only considered the critical period as children, which became inadequate for explaining adult learning. Consequently, one issue in language learning is the best way to learn languages. Some methods of teaching from a cognitivist perspective are based on the idea that learning consists of building blocks or memorizing speech patterns. Hence, this method is based on the idea that language is learned in large units or chunks.

Weizheng (2019) talks about the competition model to understand language differences. Thus, each language has a certain structure. There are relationships between people and words, links between the various parts of a sentence, ways to put families of words together-understanding how these structures work allows one to express oneself fully in the target language, without struggle. Moreover, making studying topics easier to understand is the objective when studying words or grammar; this means using input that has been modified by interaction. If learners are studying grammar, they should talk with other students or teachers.

It has been demonstrated "interaction influences language input, output, learning atmosphere, students' feedback and participation in learning activities which promote the effectiveness of language learning and competence development" (Weizheng, 2019, p. 100). Competent language learners break language down into small pieces and learn each one by constructing many examples

and associations. This theory is called Cognitivism because of its focus on using memory and conscious processing to encode and decode words and phrases.

Constructivism and Connectivism

Nowadays, there is an enormous amount of information on the internet. People can find a wide variety of information on any topic they want to know about and are no longer limited to reading books in libraries or bookstores. For instance, information about a specific topic can be academic articles or e-books written by experts in their respective fields Abderrahim (2021). Additionally, if detailed information is required about something that happened in the past, browsers permit to go through old newspaper archives available online. As such, the internet always provides people with a wide range of information readily available.

When it comes to teaching a foreign language, beginners are better off learning in the classroom situation. Once they move to medium levels, the greatest way is to stimulate competence and skill through speech and one-on-one tutoring, which these times is more expected to be presented via web conferencing than in person. Connectivism promotes online education platforms which run completely in the cloud and allow language teachers to manage their meetings and tutoring completely from the cloud. According to Genç (2021), because of new media and technology learners, who need technological education, are known as Digital Natives.

These new students have access to information in a matter of minutes about almost any topic area connected to gathering information through comments, reading, and acquiring comprehension from different perspectives. In this case, connectivism embodies the new digital era with the educational needs so learners can use all this input to develop new brain structures. Furthermore, learning languages online aims to the educational system to gather the different formats for communication. Hence, as the principal means for information gathering, the internet should be involved in in-class activities. Thus, computers and smartphones have become primary tools for educational purposes. For instance, the information obtained from the internet would be helpful in chat activities and communicative goals. Indeed, developing speaking takes less time to grow because of technology assistance.

In the new digital era, some approaches for education help the learning process. Therefore, constructivism learning theory is an educational theory that states that learning is a mental process that occurs because of experience rather than a passive acquisition of knowledge. Therefore, a constructivist teacher assumes that individuals are actively involved in constructing their knowledge and understanding of concepts. Moreover, Teachers become digital guides for skills development and technology application through different internet formats to observe pedagogical content. Hence, they understand and appreciate acquiring information to produce knowledge.

Constructivism means building meaning from raw data. For example, when teaching English as a second language to a group, you should use audio and video materials that are available on the Internet. Teachers should also involve their students in games or projects where they can share experiences and discuss ideas with each other. Such activities will help them develop critical thinking skills and become more engaged in the lesson plans for their online learning experience. Constructivist learning theory is based on the premise that learners should be actively involved in constructing their knowledge. They do this through interaction with each other and by interacting with the environment.

This theory emphasizes that individuals learn best when they are interested and make choices. The constructivist view of learning has led to an interest in cooperative rather than competitive classroom environments, emphasizing the interplay between the learner's prior knowledge and concepts and new information learned. Individuals learn best when they are motivated to learn. Therefore, Digital tools should engage students in activities that are personally meaningful to them. Using digital devices make it possible for students to access authentic resources from anywhere and at any time, which has made it easier for teachers and students to interact asynchronously. In addition, students can engage in various interactions with multimedia resources, including finding out about events, finding organizations related to specific topics, tagging or bookmarking materials for later retrieval, or creating customized Web pages as part of their assignments.

Learning works as an active process of acquiring knowledge, skills, and attitudes. The learning process may occur in formal and informal learning environments with or without guidance by experts. Social constructivism states that learning occurs because of interactions among learners with the online environment (Almodaires et al., 2021). It is a theory that promotes learning as a social process where students work together to solve problems and think critically about issues

and ideas. For instance, social constructivism has been widely used for designing online collaborative learning environments.

Connectivism

Virtual Learning Platforms (VLP) are computer-based systems that allow instructors to create learning spaces where students can collaborate, create, and solve problems in a virtual environment. They were created initially to support e-learning but have evolved in recent years to include other tools such as blogs, wikis, social networking sites, and others (Ahmed & Hasegawa, 2019). VLPs enable students to generate content and share it with their peers to create knowledge based on personal experiences and opinions (Ahmed & Hasegawa, 2019). VLPs also allow instructors to monitor student activities to provide feedback on their performance. Besides, this will enable instructors to develop pedagogical strategies that best suit their students' needs.

Connectivism Theory in collaborative learning focuses on forming networks to improve the student-centred learning process through problem-based learning by using multiple resources. As a new perspective in e-learning, Connectivism emphasizes the role of knowledge, technology, and network relationships between learners. The central assumption of this theory is that knowledge is constructed within the minds of individual learners, and therefore there is no unique representation or structure for expertise.

Connectivists believe individuals learn through their interactions within a social context. Students can learn from each other when sharing what they know and interacting within a social context (Fawzi Shamsi et al., 2019). Therefore, connectivists argue that learners should not be overloaded with too much information, because in this case, they will not be able to process all available data, thus making them unable to learn new concepts effectively. Connectivism theory suggests that learning occurs by building connections between concepts formed from connecting different pieces of information from various sources.

Online Learning

Previous COVID-19 models have been developed as scholar year ends, and the next one came eventually. This situation made authorities on politics and education respond effectively to the

uncertainty of coming back to school or continuing quarantine having class online. In this concern, institutions considered different scenarios regarding physical distancing requirements and manage teachers and students who were vulnerable due to virus contraction (Anderson, Tara; Rosenberg, 2020). American leaders had designed a brand-new model where students were able to access education in a "remote mode" via the internet and technological devices staying safe at home (Anderson, Tara; Rosenberg, 2020).

Since different platforms ease interface management so students, parents, and teachers could interact smoothly, adjusting new routines and other circumstances were necessary for families. In particular, Education Resource Strategies in American schools stated various scenarios. For example, an educational community had different schedules and time flexibility to accomplish assignments and educational processes without affecting anyone because of time or lack of internet access (Anderson, Tara; Rosenberg, 2020). Consequently, EFL learners took advantage of updated online resources to keep on track of academic responsibilities with teachers' guidance.

There is effectiveness on live real-time video instructions through platforms for students to develop their speaking skill (McGuinness, 2020b). Moreover, classes were adapted differently by staying at home; so, teachers handled this class time to immerse students in different scenarios like blogs, YouTube, and academic online resources. While students kept quarantine boundaries, a positive outcome of distance learning would emerge; EFL learners could rely on their understanding of subjects of interest (McGuinness, 2020b, p. 15). Students could develop real-world assignments connecting web sources and negotiating knowledge.

In previous research, oral production could be exercised when tasks encourage students to search and produce innovative responses (Córdoba & Rangel, 2018). Besides, a set of assignments lead students to reinforce knowledge actively and obtain more information to be compared eventually. More creative solutions could come up with up-to-date sources as interactive videos, conferences, etc. EFL learners practice, examine and negotiate knowledge in active oral discussions as a part of the communication process where they are part of problem-solving and decision-making activities (Córdoba & Rangel, 2018).

Online assignments

Some pre-intermediate EFL learners carried out this study at the Universidad de la Amazonia in Florencia (Colombia), where tasks became meaningful to encourage them to find solutions and have oral production to communicate ideas, thoughts, and opinions. Specifically, Córdoba and Rangel (2018) state the importance of assignments as a part of students' realities, so they observe activities as a great chance to learn more about themselves (Córdoba & Rangel, 2018). Consequently, the internet turned out to be a tool for leisure time and rehearsing knowledge while gathering different information interfaces.

Research conducted at Osmaniye Korkut Ata University in Turkey has indicated how audiovisual resources helped students develop their speaking skill. Thus, in conclusion, Yükselir and Kömür (2017a) manifested online videos in class became important for EFL students to improve speaking ability with constant exposure to different content on the website. Moreover, a long period of the module using mainly online videos creates enough input for learners, so they showed eagerness to express ideas and feelings in the target language. Even more, content questions were easier to answer with authentic language.

This research was a probabilistic study where two groups were formed for further comparisons. The treatment groups were in a 5-week session watching different videos online from academic websites and others to establish the audiovisual input. At the beginning and the end of the process, students had to complete a quiz with information questions, and the result showed improvement in speaking skill. In addition, students could interact accurately, and they used authentic language.

In this context, digital resources were suitable for in-class activities to develop learners' skills. Once online classes were set as a protocol route for teaching, the educational system compiled the best material for classes. Besides, communication skills became the main feature between teachers, parents, and students, so new class politics was established. According to Burston et al. (2016), internet resources and some applications were used to provide and organize online content to support students in producing oral material based on discipline-specific input. In this concern, this subskill was developed within CEFR parameters to accomplish realistic goals in English learning.

Language Learning Approaches

In oral production, the creation of activities based on common aspects known by the student becomes the key. When students understand what they are talking about, they might be prone to give extra information. For instance, daily routines or pointing out what they usually do in different situations and exchanging information with peers and teachers would be a perfect learning environment. Yükselir (2017b) states these activities allow learners to produce communication, obtain more information, and correct themselves in class to have language. Online courses spread a vast brochure of resources that students could use to gather accurate information faster.

Most of the efforts for encouraging students to use English in class contribute to some theories and approaches for speaking skill. In addition, experts have offered different points of view to tackle communication boundaries within an English class. For example, Mózo (2020) suggests that since English in Ecuador is a foreign language which uses is limited to the class environment, it is imperative to collaborate among teachers so that learners develop their skills appropriately. In this case, technology has played a vital role in-class activities, and even more, the internet has spread resources and information. Because of these new tools, time and distance shortened limitations between students and teachers. The following approaches and theories improve oral production using technology and the internet as a new way to manage online classes.

Learner Centered Approach

Firstly, Learner Centered Approach grounds the base for teaching-learning online process as it is meant to contribute to group activities and students' independence on any assignment. Furthermore, there is a reason educators and parents have encouraged learners to be responsible and active in their learning process (Du, 2021). Consequently, they know the importance of learners' agency in the profession and performance. In this sense, a blog allows learners to reflect on the material presented with a means of guiding them through their thinking process to articulate what they know, what they do not know, what they want to learn more about, and what this means for their future.

As learners get into more advanced levels of study, blogs will help them sharpen their critical thinking skills. They will also engage in online discussions by discussing others' posts or sharing

their thoughts with others. Therefore, a blog can also help learners connect with other learners or professionals in their field and receive feedback (Yükselir & Kömür, 2017b). In conclusion, blogs are a great way to help all students become responsible and active in their learning process. One of the essential roles of a teacher is to be a facilitator in the learning process.

The teacher should allow the learners to explore and understand the topic themselves. For this to happen, it is helpful for teachers to create a supportive and motivating environment. One way of creating such an environment is by using blogs in class. Many people use blogs as a means of self-expression and communication. Teachers can use blogs as a way for learners to interact with each other and the teacher. Besides, it helps learners become more confident and responsible for their learning.

Students are supposed to ask questions while knowing, preview before class, practice oral English and reflect. Asking questions is essential because it helps remember things are not clear. It allows learners to go back and look for the answer. Previewing is critical because learners can prepare for class, focusing on what the teacher says and more time to prepare. Finally, practicing oral English and reflecting are other valuable things learned from this activity. Practicing oral English helps students improve their speaking skill and reflecting helps them think about what they have learned in class, helping them understand it better (Du, 2021).

In this new way of learning, studying habits change for the better. For example, learning by asking questions helps learners remember more than ever before. Previewing is also an excellent way of education, and it allows preparation before class to learn more efficiently when in the classroom setting. Furthermore, practicing oral English helps them express themselves better in front of others, making it easier to communicate with people who otherwise would not understand.

Flipped Classroom

As communication is widely pursued in EFL classes, students could express ideas, opinions, and of course, understanding of the target language. Hence, teachers' efforts are aimed to encourage learners to use English through presentations, short responses, and dialogues. Several theories claim some suitable activities to foster fluency and accuracy when speaking. For example, the flipped classroom is one of the best theories to help learners acquire autonomy in oral

production. (Solimani & Ameri-golestan, 2019, p. 18) So it stands that "Learners asserted that improving fluency and complexity were the most noticeable changes they felt in their speaking." For instance, the social network has helped learners and tutors keep communication beyond class time, facilitating progress through synchronous and asynchronous activities.

Flipped Language Classroom design combines moments of distance and moments of face-to-face learning. For instance, blog activities have special status: they are critical for ensuring that students learn autonomously and collaboratively when not meeting face-to-face (Verch & Nissen, 2020). In this sense, blogs support interaction with peers and the teacher outside the classroom and provide learners an opportunity to realize their learning process and improve metacognitive skills. In a Flipped Language Classroom study, the research question is how the students perceive their learning experience related to two flipped classroom designs in an English as a Foreign Language (EFL) context.

The first flipped design consisted of the traditional face-to-face lesson with after-class follow-up on Moodle blog activities. On the other hand, the second flipped design consisted of an online class with pre-class activities and synchronous meetings via Skype. The results from the questionnaire indicate that students well-received both flipped methods. However, students perceived some advantages in each one of these two designs over the other one (Verch & Nissen, 2020). Taking this into account, students were prone to combine both designs into a hybrid model where they can work online and meet once a week for a small group interactive session to discuss their most relevant issues by using a blog.

E-Learning

E-Learning emphasizes the perfect opportunity for education to happen outside a classroom where the target language could be used for a further period. Every activity related to flipped classrooms focuses on students' autonomy. Therefore, the tutor should be aware of the guidance's role; otherwise, learners could quickly lose interest in topics, and progress would be lost. (Solimani & Ameri-golestan, 2019) Reinforce activities in growing responsibility among learners to manage their control on what they are learning as time limits are outperformed with social networks interchanging ideas opinions and rehearsing target language used by voice messages. After that,

podcasts could be selected according to textbooks to practice sufficiently to master either pronunciation or any accurate activity related to class purpose.

In this sense, online assignments allow students to take control of the learning process through Blended-Learning. Besides, it is a model that combines online and face-to-face learning so it can increase access and convenience for students and reduce costs for institutions. Furthermore, students can independently use online material, and teachers can assign activities outside the classroom. In addition, teachers can get feedback on the progress of their students. Blended-Learning also offers the possibility to create individualized learning experiences (Sumarmi et al., 2021). Hence, it presents advantages like teachers can assign activities outside the classroom, which frees up time for other activities in class. In this regard, students have more opportunities to interact and use the language in authentic situations.

The application of blended learning allows teachers to access the teaching and learning materials without having time and place constraints (Mulyono et al., 2021). Moreover, it can be used in either synchronous or asynchronous mode. As a result, teachers can use blended learning to provide more opportunities for their students to interact with the real world.

Online discussions are encouraged in blended learning as they allow students to reflect on what they have learned previously, share their own experiences, and ask questions. It is essential to assign students discussion topics so that they know what they should be discussing, and this can assist teachers in monitoring the quality of the discussions. In addition, students' participation and contributions should be monitored by teachers so that students are motivated to contribute positively to the discussion. Students who do not participate actively should be encouraged through feedback and comments from teachers or other students (Mulyono et al., 2021).

When doing activities for oral production in class, there is a need for material to be appropriate for each lesson and it should be related to the learner's background. What is more, some theories suggest realia help learners to produce communication depending on the familiarity of topics. Ramirez (2018a) focuses on the importance of having needs and interests into consideration as the main strategy for speaking skill development. Despite target language accuracy, the most relevant part of assignments consists of expressing opinions and telling experiences without worrying about making mistakes. In this matter, these kinds of strategies have helped learners to get comfortable

on oral presentations; and, students who had not thought they could speak, finally made progress of expressing short but clear ideas with learned vocabulary.

Blended-Learning

To cause oral production as a spontaneous act from learners, visual and auditory material become the critical factor in actual engaging learning. Any lesson is displayed in sequence for linguistic competencies and pragmatics and supported by images within an attractive linear event. Ramirez (2018) points out some outcomes from any oral presentation, which are gesturing strategies, code-switching, and using posters to compensate communication boundaries, probably due to lack of vocabulary. In other words, communication tasks should encourage learners to use language mainly to convey a message by any means so that hearer can understand the intended meaning.

Visual material would be developed by students and tutors as part of class strategies to foster connections between knowledge and learners' background and emotions. Moreover, Losada Castillo (2017) claims that authentic material with cultural focus might help learners engage their language acquisition, increasing motivation, curiosity, and attention. In general terms, personalization is one of the main tools used in class to have learners start producing language because of motivation to find out more information than merely asked. Consequently, environmental boundaries could be diminished when learners intentionally work on their speaking skill. Therefore, technology offers a suitable source of authentic material through native language speakers on videos, podcasts, etc.

In this regard, when it comes to talking about authentic material, it is also related to cultural performances depending on different communities worldwide. These types of content allow teachers to develop class planning with some activities to encourage learners to contrast their background with others'. Indeed, the contents of videos could help learners encounter native speakers' production; so, it might be studied for communicative purposes because of tone, voice, word stress, and pragmatic perspective. For this, the target language would be used to talk about foreign and national topics such as places, traditions, etc. According to Losada (2017, p. 101), "each lesson is to be planned in a detailed way by taking into account the selection of materials

and the transitions between the pre-activity, the actual activity, and post-activity." As a result, there is a range of activities and strategies for the mentioned transitions.

E-learning puts learners in the center of an interactive learning process. In other words, it enables learners to learn whenever and wherever they want, which makes learning more flexible. At the same time, e-learning overlaps with collaborative learning in many ways (Chen & Jwo, 2004). For instance, e-learning provides a framework for students to work on a standard task and learn from each other (Abrahamson & Zhang, 2004; Bostrom, Olfman & Sein, 2000). Social networking tools offer new approaches to conduct collaborative learning. They allow students to communicate with authenticated users via real-time chatting or offline messages. In addition, they provide collaboration tools such as blogs and wikis that can be accessed widely.

Connectivism Learning Theory

This learning theory is about the use of technology in education and how it can improve teaching, learning, and research. The connectivism learning theory may diffuse knowledge through the internet and other electronic devices. Besides, the connectivist learning theory uses the idea that tutors give students all the possible information and interconnect with one another. As a result, they will find their way to learn about a specific topic or subject. Hence, this might work for more exciting classes and more productive students.

Applying this theory would entail computers being available to students in online classes to ask questions and help each other out while they are watching videos and working on projects. It may also mean using things like Skype or Google hangout chats to connect while they are working on a project instead of just talking with the teacher alone. This theory is new, but it is different from what most teachers use today. Difficulty could exist for teachers who have been teaching in very traditional ways for years but could be helpful for teachers who are feeling stressed out.

Connectivism is a paradigm for learning theory envisaged as a connectivity pattern among nodes in a network. It refers to the view that knowledge is constructed primarily in the learner's mind. The term "connectivism" was coined by George Siemens and Stephen Downes in their book "Connectivism: A Learning Theory for the Digital Age." The term connectivism is derived from its associations with two earlier theories: connectionism, which posits that complex phenomena

are best understood in terms of patterns of interconnected elements, and constructivism, which emphasizes the role of learners' prior knowledge and experience in shaping new learning.

Connectivism draws on other modern theorists such as John Dewey, Jean Piaget, Lev Vygotsky, and Seymour Papert. These theories observe students as active participants in constructing their knowledge, who learn through experimentation with new ideas and concepts. Connectivist learning extends these ideas to today's digital world and uses hyperlinks to connect related content across multiple websites. In this regard, for speaking activities through the internet, students, and teachers of English, who are scattered all over the world and may not be in the same country, can benefit from online ESL teaching.

Nowadays, more and more students choose to study English as a second language through the internet. Online ESL teaching is much easier and more convenient for teachers and students. The primary benefit of online ESL teaching is that it saves time for both students and teachers. Teachers should not waste time or money traveling to meet their students in person because all they need to do is log on to the internet and get straight to work. Online ESL teaching is also a good solution for students who live in remote areas or have limited budgets. They can now study English in their own homes at no cost.

Online ESL teaching also gives each student a chance to practice English in real-life situations since most online courses allow learners to converse with each other through emails, text messages, or forums. As a result, they can learn how to use the language properly instead of just reading textbooks or listening to audio recordings. Students can also make friends worldwide through these online communication tools, which make the whole learning experience more fun and exciting. Online course materials are also available 24 hours a day, so students can practice at any time.

Principles of Connectivism Learning Theory

Connectivism Learning Theory reflects the need to engage students in developing knowledge connecting specialized nodes and information sources. Since online education has increased the creation of websites and MOOCS (Massive Open Online Courses), educators have become guides and facilitators of virtual spaces where learners can integrate and express their opinion. According

to George Siemens' theory, knowledge occurs when a community contributes to a virtual space. In this matter, Utecht and Keller (2019, p. 108) claim that "MOOCs create a community of learners who continue to push the conversation forward." Therefore, communicating activities are suitable for learners' practice.

This research seeks to outline the importance of ICT use in EFL classes to acquire communication skills to interact and express opinions and emotions in the target language. The use of technology and internet access could reach quality, equitable and inclusive education during lifelong learning, according to (Sarceda-Gorgoso et al., 2019). Students use the internet most of the time to communicate with the world; thus, it is relevant to relate the connectivity environment to educational purposes to develop learning and personal skills. Nowadays. Information lies on different platforms to be analyzed and negotiated, connecting sources, and processing critical thinking to discriminate what is essential for each student.

As information constantly appears on the internet and is spread worldwide in a matter of minutes, this information needs an assessment to discriminate what is relevant and what purpose it has. Utrecht (2019, p. 112) says, "What is true today may not be true tomorrow," referring to the importance of understanding how to use information that may give diverse perspectives around the same topic. This research points out a deep search of the internet using search engines is a skill to be mastered by students and teachers because classifying information help to acknowledge where the data comes from (Jirasatjanukul & Jeerungsuwan, 2018b). With this information, a problem with conditions can be provided to connect students and their abilities to solve real-world problems. In education, technology contributes to affirm interculturality and plurinationality, revalorizing diverse identities, as objective number 2 of "Plan Nacional de Desarrollo" in Ecuador

Connectivist tools

Students have presented a task such as a song or a lecture and a worksheet. While students listen to a piece of music or talk, they practice understanding. Then they are asked to do pre-task activities to obtain enough information for further instructions. In this scenario, (Utecht & Keller, 2019b) includes connectivism from different perspectives to produce debate and final work that provides reliable information sources. For instance, Wikis are the perfect model for cooperation work as learners become researchers providing facts and opinions to be shared and discussed with

learning and knowledge. Furthermore, these wikis offer and contribute to completeness and accessibility.

Wikis are collaborative tools learners could use to contribute and modify different platforms with related material. Hence, because wikis have an open editing system, the learning process benefits interaction among peers, so they obtain pertinent and accurate information to discuss in an educational environment. Every single activity designed among tutors would foster class interaction, so learners share experiences and get comfortable within foreign language immersion. The main objective for class is engaging learners to produce language in warm environments to talk about emotions and opinions. According to Utech & Keller (2019b), community websites become the best way to embody knowledge and learning.

Awada (2018) explains wikis as a telecollaboration tool for communication, language learning, and improvement. EFL classes would employ wikis to publish assignments, portfolios, post artwork, review drills for almost any topic. Therefore, active learning is the target for new generation needs; and technology has become the primary tool for contemporary education. In so doing, technology contributes to class dynamics because of time management and learning pace. When EFL class is limited to only one and a half hours, twice a week, it hinders learners' immersion in the target language. Nevertheless, the internet has offered the opportunity to establish ongoing communication within friendly interfaces such as social media to enjoy pictures, posts, videos, and so on about any interesting topic.

Connectivism embodies the constructivism approach where the learning process occurs actively, and the information becomes knowledge through social interaction. Besides, connectivism principles take this educational structure to nodes and interaction in a virtual network but focused on human ideas. In this regard, (Awada & Diab, 2018; Utecht & Keller, 2019b) propose wikis to overcome class barriers caused by spatial boundaries and limited time. Furthermore, these tools would be used as a debate space to provide collaborative learning forums to the curriculum. Therefore, it becomes imperative to understand the learning process as a networking process based on various opinions founded in evidence. So, it results in putting this information through reliable information sources.

- Connecting Nodes or information sources

The second principle within connectivism discusses the learning environment as a manner to contrast information from different sources into a group debate. As such, platforms should be designed to permit learners to contribute with accurate information to generate learning and knowledge. Utech & Keller (2019b) emphasize gathering information from different formats and sources which eventually will become more complex views to offer a new product finally. Therefore, learners should rest their learning on searching instead of expecting one-way information from tutors and regular systems. In so doing, virtual platforms, apps, and technology keep the information and data connected to create meaningful results for date problems.

A new point of view is being developed since almost anyone can reach information from any source and release their information to a digital format to easily manage afterward. It results in debating whether the information is a fact, or something made up to catch people's attention. On the contrary, connectivism promotes information gathering from academic sites and an eventual peer evaluation, and discussion. It is important to produce a meaningful discovery since everyone presents key factors to be considered to finally obtain a new idea. Utech & Keller (2019b) presents the concept of a prosumer who is this learner consuming technological tools, virtual spaces, and various information sources to create new content.

When a lecture is presented as a discussion topic taken from different sources, it becomes a product created from another subproduct. At this moment, users consume themes of interest and then make a new way to present this topic contrasted with new ideas. In this way, many websites have been developed to solve many daily difficulties. For example, Alkan et al. (2020a) offer a group of learners who interact through social media to discuss a topic of interest and receive a tutor's feedback. In this situation, learners are then asked to design a website for academic purposes and apply the learning process connecting nodes and information sources to create new content. Here is when wikis help learners be aware of all the points of view and see the information source. So, when something is not correct, peer-reviewing solves this issue to get an accurate product.

Learning Reside in Non-human Appliances

Connectivism learning theory emphasizes connecting the learning community despite distance and time. When a forum is presented to the web anyone can access it to have a review, but they

can also offer their perspective of the topic. In this way, appliances take the role to help learners in these assignments. Besides, tutors now show relevant information, but students could decide whether the content might be studied deeper because of the internet knowledge displayed. According to Sevy-Biloon et al. (2019), students could study out of the teacher's guide because of virtual interaction. Nevertheless, tutors' role is aimed to get students across real information through critical thinking.

In this concern, every assignment could quickly develop different skills depending on subject interest. Moreover, once appliances have been developed with brand new information and use, it is better for individual reinforcement through social media, messages online, audio, and visual content shared on the internet. One of these advances has been used through text and voice typing. AI (Artificial Intelligence) has been the key for speaking skill development, and even more, for grammar and pronunciation. Once learners have audio, they could practice dictation through shadowing and get immediate feedback on punctuation and grammar. When they are asked to create a paragraph, they could actively dictate to speak to the computer and practice English as long as they need.

The Learning Theory was created by the Portuguese Professor of Artificial Intelligence, Dr. Humberto Vieira, with inspiration for this new theory taken from Dr. George A. Miller's book, "Language and Communication." Connectivism adopts the cognitive model of human memory, LSM (Learning, Short-Term and Long-Term Memory). At the same time, it incorporates the strengths of previous attempts at modeling knowledge organization in fields such as Artificial Intelligence, which were not wholly effective. As a result, a lot can be learned from traditional approaches to language instruction. However, technology has come to the point where we now possess tools to learn languages by using connectivism as a framework.

Speaking is a complex skill, and it's hard to compare classes based on recorded clips. In a typical online class, learners can't ask questions or have a discussion. It's not the same as being in a classroom with a teacher. So, online speaking courses focus mostly on skills practice and feedback on recordings, with a few 'live' chats thrown in – but even those are usually moderated to reduce the chance for real communication. When studying speaking skill development, there is conventional wisdom in 21st-century education that holds that the ability to speak and read aloud in public is among the most important skills an educated person can possess. Yet electronic

conferencing and social media mean we face new challenges when we try to teach this skill in online classes. Collaborative learning offers one promising solution.

Collaborative learning is one of the objectives to deal with when online classes have become the main way to proceed because of pandemics. Hence, one of the top tools in virtual environments helps learners work on their skills and their cooperation on English tasks and group activities. According to Awada (2018), the best manner to organize projects and assignments to work better is through wikis. This is because of interaction in forums, which could be written but also spoken activities, so learners share experiences and summaries of class topics. As teachers organize a debate posting a question or an interesting topic to discuss, group debate is set in class chats, so they start obtaining more information to prepare a strong stand before the class. For instance, when students are presenting their points of view, they are using voice typing, which helps them scaffold, enhancing speaking skill, pronunciation, punctuation, and critical thinking.

Explaining something to someone is often better learned by doing it with others. This makes sense especially in online classes where the real-world practice of productive speaking is limited. Collaborative team learning is most effective when students can speak without fear of failure, viewed positively as an opportunity to do better next time by their peers and teacher, yet appropriately reinforced by praise or extra help for those having trouble. This gives students the "safety net" they need to allow their best self to emerge through asking questions, seeking clarification, and explaining new concepts.

Capacity to Know More is More Critical than what is Currently Known

When activities are being done by learners through the tutor's guidance, it is quite common to encounter misunderstandings with instructions or apps which present issues when running. However, there is the necessity to reinforce learners' criticism to identify accurate information to work with. Utech & Keller (2019b) points out that information has increased exponentially since the internet became the platform to publish any kind of format to present content. So, this incoming information needs to be assessed and re-assessed to identify meaningful content from junk data. As many platforms are created day after day, different formats are being developed to show attractive material and it becomes easier to consume. Hence, it is hard work for teachers to guide critical thinking to pick out true information.

Pardo et. al. (2018) claims tutors should face the information expansion and the easiness for learners to obtain any knowledge whether it is true or not. Since knowledge is being gathered through modern filters such as virtual search engines such as "Google" or "Bing", learners need to continuously develop core skills like learning, unlearning, and relearning. To date, many "set believes" have been debunked because of whether experiments, scientific debates, and discoveries. In so doing, continual learning and assessment are relevant to developing any language skills. When speaking is observed as a phenomenon to achieve there are many theories of how the brain works.

Therefore, this fundamental principle of learning becomes more complex when technology is involved. Virtual environments and social networks play an essential role in new-age skills development. Through this conflict, teachers could engage learners to consider and criticize what works to increase their language learning. Any topic could be pointed out so the virtual class could be followed with learners' support and teachers inquiring. As activities are carried out, we learn about technology use and language development. However, the virtual tools simultaneously gather information from users, which evolves through practice and improvement. In other words, oral production within speaking skill can be assessed by tutors, and the learning group is assisting virtual appliances to work better afterward.

For speaking skill development, it is important to practice not only by repeating formatted information but also by creating debates and interaction. Therefore, when speaking is at stake in class, oral production is being assessed and better shaped because of use. The critical aspect to consider within this principle is the intuition to search for more information and filter this one through academic work. Therefore, Sevy-Biloon et. al. (2019) stand for oral production improvement through language exchange experiences. To date, connectivism is observed in many group debates where experts post information to be assessed by scientific filters and expert debating. Hence, language exchange offers learners the opportunity to practice the target language and increase motivation to acquire knowledge through English.

Audio activities are set for learners to assess their development when producing target language phonemes. However, visual material helps more when assignments include their participation, and they are asked to interact or respond to some aided instructions. Sevy-Balloon (2019) suggests that technology use is essential for learners to have better confidence when accomplishing activities

with audiovisual material incorporated in classwork. In this regard, recordings are suitable for class forums or presentations, so technology assists users to have a better interface using different formats to create content. Therefore, their capacity to learn more and be critical of the content to study form is the best way to focus on language development and motivation to improve.

Nurturing and Maintaining Connections is Needed to Facilitate Continual Learning

Different platforms have been created to communicate between learners and teachers, but many other apps are being developed to offer technological tools to create content to be published. According to Sevy-Balloon et al. (2019), language could quickly be produced and practiced when the lesson is authentic and make learners face real-life situations. Hence, when learners encounter scenarios where they see similarities between language cultures, it is the perfect time to realize opportunities to practice the target language through motivation. Furthermore, when learners use authentic materials, they use materials prepared for native speakers but not designed for teaching purposes. Therefore, the teaching environment benefits speakers' improvement.

The main objective for authentic materials could be (Sevy-Biloon & Chroman, 2019, p. 114) "to bring situations into the classroom that would be encountered in the real world and to aid in student learning." Besides, in this principle, the aspect to consider is the change of concepts about learning and group influence in speaking development. To date, connectivism observes technology as the primary tool for interaction and reinforcement in skills development. In so doing, more practice in groups, the better skills are at stake to obtain better results acquiring the target language. Moreover, the use of technology in teaching-learning environments supports the idea of collaborative tools in class. Hence, it is important to converge class approaches to the technological era.

When combining technology and education, many benefits come out for learning a foreign language. On the one hand, material purposed by teachers is displayed from existing websites with up-to-date information. Moreover, tutors from all around the world and different teaching levels publish worksheets and visual material to share on the web. Nevertheless, on the other hand, since the internet shows any information, it helps the learning activities develop asynchronously. Furthermore, it means that learners could rehearse any lesson as many times as they need to acquire

knowledge and produce language communication skills. Hence, this is the main benefit to tackle boundaries of distance and having very little access to authentic English speakers.

Real-life communication activities are the best way for tutors to offer learners to mimic actual social interactions. Moreover, video chats among learners help them to interact and develop communication in the target language. Once L2 students could interact with L1 students, they would notice real communication and proper language chunks since L1 students are English native speakers or other English students, so they can compare language classes with real speaking activities. As learners could face real interaction, they would indeed increase their desire to create real content and focus on foreign language structures to produce language and convey a message to be understood.

Websites' content is not knowledge, but collaborative learning becomes critical in producing the teaching-learning process. Since platforms allow tutors to have learners create language, they also look for new connections among studying groups to be a community that shares new experiences and different points of view. In this scenario, learning activities could be developed in these websites and their appliances. For instance, notetaking is one of the preview exercises for producing language as planning. Therefore, it is the most suitable space where learners from different parts of the world and different schedules could work together to create collaborative guides for tests or any assignment and project.

Learning support and technology use might orchestrate learners' effort, and tutors put into any activity to acquire target language skills. So, in this way, all the content available on the web would be easily accessed and eventually modified because of the learning process itself. (Utecht & Keller, 2019b) All the information on the web might benefit from being improved with the support of all educative communities so everyone could access it independently of time and space. Furthermore, any participant who could collaborate with few contributions would learn by having access to a product with varied input and, the instructor has mediated that.

Ability to See Connections between Fields, Ideas, and Concepts is a Core Skill

Learning is a process that students decide to do as an active role because of knowledge expansion and virtual network use. Moreover, skills to consider in connectivism goes beyond

finding information but contrasting within critical thinking and using it to construct new content to share worldwide. Within the principle of connections of fields, tutors would guide learners to create and develop new structures through different platforms such as written blogs, videos, or multimedia products. (Utecht & Keller, 2019b) says, "learners should use an open and free information landscape and add to the creation of new content". In other words, fields, ideas, and concepts need to be filtered by rigorous academic models.

The class environment is established mainly by teachers adjusting rules and activities according to learners' needs and learning pace. Nevertheless, since learners could have access to class materials, they would review beforehand so class interaction could be taken to a higher level so debates could occur. Moreover, teachers could use this advantage to contrast information with students' research to help them see connections through fields, ideas, and concepts. Since teachers could anticipate more background from students when the material is offered to them previously as pre-task activities a day or two before the actual class. (Baek et al., 2017) suggest "computer-mediated communication (CMC) assists to bring together pairs and groups of students for collaborative learning projects".

Once learners are immersed in educative activities, they might find shortcuts to take advantage of time and resources so any lesson would be easier to internalize. In this process, social networks allow students to keep in touch after class without commuting issues or not having the suitable space for academic assignments outdoors. Moreover, home facilities make learner works more accurate since the time would be spent straightly on the task and skills development. For instance, (Utecht & Keller, 2019b) point out the probing of learner copying class documents to share amongst themselves adding their notes and using it as a collaborative class study guide. Learners might apply connectivism principles once teachers conduct class activities and materials to a core objective.

Teachers could obtain the benefits of learners' interaction and immersion in-class activities through material offered previously. Peer-to-peer communication is essential since the final product created by learners would give a different perspective to class development. Teachers would give material to contribute to class with clarification questions that could deepen the learning process and continue the conversation. Speaking skill would be rehearsed once "individuals use first language and second language proficiencies for the discursive construction

of self and social relationships in a variety of Internet interest communities" (Baek et al., 2017, p. 147).

When talking of vocabulary input, so the conversation goes smoothly through class interaction, and learners need to check and increase word banks. Hence, virtual networks support these gaps and offer various apps to rehearse any lesson. On the one hand, learners' interaction helps communication development; therefore, teachers deliver students text and voice messages indicating class instructions. This is the moment connectivism appears, having learners texting themselves and collaborate in group projects to develop new ideas and solutions. Baek et al. (2017)highlight students learn better and faster through social messaging and understand more words than students presented with the paper-based format.

Speaking activities aim to learner immersion and problem-solving tasks through social network inclusion. Because of pandemics, voice messaging has increased among students for class needs; therefore, communication guides would be necessary for virtual educative spaces. Utecht & Keller (2019b) emphasize learners' tasks would eventually produce questions to solve. In so doing, this shift from passive attitude to active learning allows more conversation between teacher and learners regarding what they understood and where they required more clarification. Once tutors include technology in their class planning it would be better to satisfy the new digital native students' needs.

Within the collaborative learning language using social networks, connectivism includes learners' contribution as individuals who show authentic tasks through their own experience. Hence, Baek et al. (2017) the interaction among learners present culture as a matter to be conveyed through receptive and productive means

Communicative Competence

Communicative Language Competencies (CLC) stand as an alternative to enhance language learning through dimensions of attitudes, knowledge, and language skills. This conceptual framework emphasizes the use of language in social interactions. Previous attempts have been made to implement this framework in language classrooms. Nonetheless, little attention was directed towards using CLC to design online classes for language learners. For instance, the main

objective of Fernandez' study was to examine the effectiveness of CLC in the online setting for English as Foreign Language (EFL) learners.

In particular, the study aimed at improving students' communicative competencies by implementing CLC into an online EFL class. An experimental group was taught a regular EFL class, including communicative activities designed from CLC structures to accomplish this goal. The results showed significant differences between groups favoring CLC acquiring more communicative competencies than their peers in speaking skill (Fernández Benavides, 2019). In this regard, it is important to improve learning strategies through digital tools as blogs and tutoring for communication.

The study results show that the students' attitudes towards technology are positive and that their perception of technology for learning languages is good. They find using tools such as social networks, forums, and wikis for language learning. In this sense, tutor also need to tackle problems concerning time management, especially when it comes to asynchronous activities. On the other hand, learners' performance reveal CLC fundaments to achieve such as components involved in language learning, linguistics, sociolinguistics (Fernández Benavides, 2019). Therefore, these strategies should be attached to Ministerio de Educación objectives.

National Development Plan "Toda una Vida", states intercultural bilingual education as a guarantee in order to include the different towns and nationalities (Secretaría Nacional de Planificación y Desarrollo, 2017). Hence, integrating new ICTs on EFL learning helps reduce educational access gaps and backup global linguistic competencies. In so doing, CEFR standards are included in the Ecuadorian curriculum to enhance learners' skills for English domain and language immersion within English scales but related closely to cultural aspects from Ecuador and foreign language nations to understand and appreciate the diversity.

An active learning-teaching process is required daily to diminish education access gaps. So, learning through social interaction has become a helpful tool for academic activities like assignments created to develop communication skills, tutoring students in scholar projects, and interchanging knowledge among educational institutes and communities. Furthermore, it is essential to assure formation access and give students enough appliances such as EFL instruction as a multi-linguistic approach.

According to the National Development Plan "Toda Una Vida" in its policy 2.5 establish the importance of supporting systems of multi-linguistic education (Secretaría Nacional de Planificación y Desarrollo, 2017). Besides, the plan tells how language relates to new information and communication technologies (Carmen Sarceda-Gorgoso et al., 2019). In this matter, the foundation of the multi-linguistic approach is aimed at ICT integration. Therefore, this research is feasible when integrating technology into EFL speaking skill development. Furthermore, students are involved in social networks, gathering information about anything of interest. Teachers' role as guides on internet use is daily, applying previous knowledge and contrasting it with web sources. Besides, social networks play an essential role in interacting with peers and teachers on the internet to accomplish assignments (Alzain, 2019b).

In the communication process, negotiation of meaning and management of interaction in communicative language competence reflect on the use of language. Therefore, oral communicative tasks given to students are the speaking teachers' consideration to create students' verbal communication. Many researchers have studied the importance of speech performance in class and concluded that it is crucial for teaching speaking skill to students. According to Fernández (2019). It is agreed that speech performance plays a vital role in teaching. Teachers should help students get confidence in speaking English before their friends or group by giving some activities.

Speaking Skill

One of the manners for teachers to assess speaking skill is by using expressions and phrases that hold the context of given task. Therefore, learners need to produce communication with appropriate language, flexibility, and grammatical control within grammar and vocabulary (Cambridge Assessment English, 2020). In addition, in terms of pronunciation, fluency, interaction, and discourse, it is also essential to assess learners' ability to express their ideas in a course that shows a clear understanding of the context; and can convey message effortlessly.

Moreover, in determining speaking skill, one should not ignore learners' ability to maintain a reasonable speech rate. When it comes to meaning, learners should express themselves appropriately by providing a clear idea in their message by maintaining eye contact with the audience, using appropriate body language and gestures, maintaining a proper level of enthusiasm

via intonation and stress (Thomas, 2020). In this regard, teachers can assess learners' speaking skill by using scales such as grammar and vocabulary; pronunciation; fluency; interaction and discourse; meaning.

According to CEFR for speaking assessment (Cambridge Assessment English, 2020), within discourse management, learners are expected to coherently organize information so the interlocutor can follow what they want to convey through their speech. It is also essential for learners to use different strategies within discourse management, such as making repairs, asking for repetition, or maintaining eye contact with their peers or audience (Tunagür et al., 2021). The teacher can also use scales to assess the learners' oral performance in the virtual class. They can choose a ranking that is appropriate to the task.

For instance, if the task is a negotiation task, the teacher will need to assess the grammar, vocabulary, and pronunciation at an appropriate level of sophistication. At the end of this task, the teacher should provide feedback on language use, accuracy, and fluency. An essential factor in providing feedback is that it should be comprehensible. Hence, students need more specific input about lexis and grammar at the upper levels of language learning than pronunciation. Conversely, students need more explicit pronunciation at lower levels of ability in a second language.

Components of Speaking Skill

Some communicative language activities and strategies support the skill scales for assessment within the speaking skill. Furthermore, depending on the target, some scales help more than others. Once teachers have learners doing speaking activities, they can vary depending on the topic and communication intention. While repeating language chunks could demand essential effort from learners, reporting and interacting with peers should need more preparation from speakers because of language boundaries. Hence, there are four scales to consider for speaking development.

The reception part consists of understanding messages and intentions to construct meaning. And another scale is oral production which this study focuses on to help learners to outcome verbal communication. On top of that, two scales work applying the prior ones to firstly cause oral interaction (CEFR, 2001a). Furthermore, it means understanding the speaker's intention and producing an accurate response. Finally, the mediation aspect use learners' act as a social

representation here the primary goal is giving the message a context for communication beyond simple interaction but constructing new meaning and learning, which could be social or pedagogical.

Reception involves receiving and processing input such as activating what are thought to be appropriate schemata. This process is, known as Schematic Priming, involves activating a schema to construct an understanding of the meaning of a word or phrase and then infer the communicative intention behind it. Learners might need to draw on background knowledge to process the message entirely to include general world knowledge and knowledge about language in terms of vocabulary and grammatical rules (Tuğrul Mart, 2020).

Learners should then analyze the input in terms of its structure and the speaker's intentions; this is "top-down" processing because the learner uses existing top-level schemas. Finally, learners need to produce some output through comprehension questions or trial utterances in conversation to check their hypotheses about the message. In this regard, this is "bottom-up" processing because learners start with smaller units such as individual words and combine these into larger units as sentences.

Oral production and oral interaction are the two primary productive skills of speaking. Oral production involves producing and conveying a verbal message with meaning through systematically making verbal utterances. It is an effective oral process that uses grammatical rules, cohesive devices, lexical items, and phonological rules to express one's thoughts and feelings in speech (Korkealehto et al., 2021). On the contrary, oral interaction involves the exchange of information between two or more speakers.

In this sense, the concept refers to the interactive process of constructing meaning in the conversation using the turn-taking system and responding appropriately to feedback in terms of non-verbal cues, such as eye contact, and verbal utterances, such as backchanneling. For instance, the ability to speak spontaneously is an essential skill. It is one of the most critical skills to possess in professional life and social life. It is an indicator of language proficiency and a determinant of success in all professional careers.

Oral Production

The CEFR (Common European Framework of Reference) establishes some qualitative and quantitative scales to assess learners' development to fully understand what speaking level is required regarding public schools in Ecuador. Therefore, CEFR scales assume learners as part of a society where some communicational needs and competencies are to be accomplished depending on the circumstances and environments (Little, 2020a). Hence, some characteristics are considered when communication is observed in real or hypothetical situations so that the speaker performs a range of skills to convey a message. Consequently, learners would demonstrate progress on target language through oral production; then, activities are aimed to reinforce knowledge, background, and finally, the results on this speaking subskill.

Figure 1

Production activities and strategies
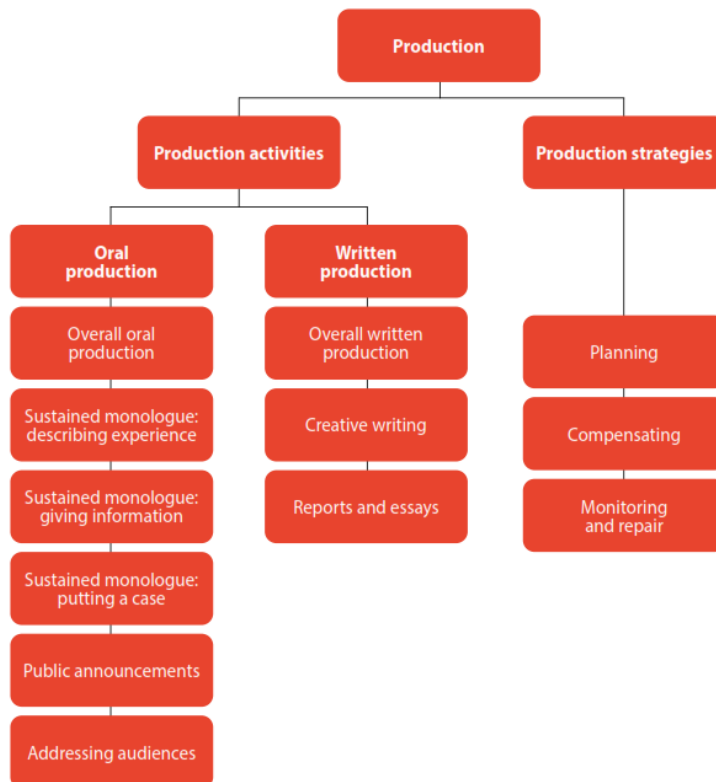
Note: From "Communicative Language Activities and Strategies" (Utecht & Keller, 2019b, p. 61)

According to CEFR, (Little, 2020a, p. 5) on a global scale for A2 level, "students can understand sentences and frequently used expressions related to areas of most immediate relevance." In this concern, learners might effectively show emotions to express needs through communication. Besides, the tone is easy to read and interpret using simple sentences about general topics such as family. On the other hand, an oral presentation is a primary communication skill to deal with when it comes to online classes. In this regard, teachers become guides, and learners contribute to the learning process through short and direct interventions during synchronous activities

Monitoring language production is part of teenagers' abilities, and of course, it contributes to communication development. Since learners become aware of their improvement because of noticing mistakes and self-correction, the Ecuadorian curriculum (MINEDUC, 2016), points out self-correction as an advantage for the teachers to have learners analyze their progress and become more critical about any activity in class or topic. Furthermore, it is an excellent strategy for online courses since guidance facilitates students' performance. For instance, the internet is the perfect tool for learners to practice communication skills.

A relevant part of using instructional technology to integrate CEFR is the wide range of resources to develop learners' skills. Moreover, the internet allows learners to contrast information from a teacher with other academic help in different formats such as blogs, videos, articles, etc. Since social networks have increased, interaction among peers and teachers becomes a solid technique to be incorporated in-class activities. Burston (2016, p. 8) claims that "students should take responsibility for their learning in English through collaborative web-based research on topics related to any discipline."Therefore, learners are more independent when producing oral materials based on specific topics and research.

Regarding learners' independence, there is a range of technological resources to be considered when developing speaking skill. For instance, finding a video with a topic of interest might eventually be analyzed and contrasted with the learner's background. Moreover, Fabre-merchán et al. (2017) state that "applying technological resources in the classroom fosters autonomy on students through an active process of guidance and encouragement, providing students opportunities to be exposed to authentic English native speaker". Consequently, learners acquire communication skills through their willingness to improve by being exposed to realia and self-correction for a presentation or a debate activity.

All the material for A2 learners to obtain oral products can be categorized depending on different tasks. Communicative Language Competence in CEFR states two types of overall language proficiency: Communicative strategies and Activities. According to CEFR (2001b, p. 60) "Productive activities have an important function in many academic and professional fields". It Includes oral presentations, announcements, descriptions, and any activity which is related to the learner's speaking performance. Therefore, when speakers produce the target language, they are exposed to the hearer's interpretation of an intended message. It means that the way communication is developed through guidance, practice, and self-consciousness of production will demonstrate the acquisition of the expected level.

Production activities

Within the CEFR scale, oral production occurs in Overall Language Proficiency as Communicative Activities. In this regard, North, (2007) considers learners' context, expectations, language learning because of learner needs within the classroom. Consequently, it is crucial to define learning objectives to communicate with learners. Something to consider at the end is the materials to use to develop skills because primary content needs to be selected carefully. Some learners could be hindered by a lack of clear objectives or having the wrong materials when learning. For instance, materials would be set according to why they need English. That is why CEFR assists curriculum courses in accomplishing learners' requirements.

Within CEFR Oral Production Activities, various tasks and activities are offered to tackle communication barriers. Activities for oral production are usually developed in a face-to-face scenario to have guidance and immediacy in feedback. Nevertheless, learners should overcome anxiety for speaking in the target language or avoiding making mistakes through online classes, which has displayed a new studying area. In this manner, Morreale et al., (2019), embrace situational factors for oral tasks given within context, material, and learners and tutor's characteristics. Furthermore, these activities have been developed to engage learners in self-monitoring for oral production.

Learners have synchronous and asynchronous activities, where the former aims to reinforce the asynchronous one. On the one hand, learners are schedule speeches asynchronously, so they get engaged to synchronous requirements. On the other hand, this happens because oral production

requires learners' action, as they practice and have proper guidance is better as a blended learning method. In this matter, CEFR is clear, asking students to sustain arguments and discussion, pushing learners to face communication needs. In contrast, Morreale et al. (2019) claims that students would learn about the nature of public speaking within models for speaking to inform and speaking to persuade.

These types of exercises help students to better on planning for speaking. As long as students practice oral activities, anxiety is tackled by sharing their own experiences in peer activities. Hence, there are some components to consider as tutors for students' motivation and linking technology in usual assignments. There is usually a barrier to pedagogically speaking when speaking and technology. On the one hand, students might get involved within a classroom among peers having faster feedback but probably lose attention from class objectives. On the contrary, Utecht & Keller (2019a) stands that virtual connection aims to tackle distance by connectivism strategies to focus on progress through nurturing and maintaining relationships to facilitate continual learning.

One of the strategies within Connectivism Learning Theory is when learners can reside their learning on devices. According to Alkan & Bümen (2020b), virtual interaction helps students to practice without peer pressure; moreover, it is without a time limit as a class hour. Furthermore, oral activities might be planned so learners respect their process to acquire a foreign language through technology and practice. Voice typing is a proficient manner to produce speech with no tutor or peer feedback. As technology has evolved boosted by IA (Artificial Intelligence), asynchronous activities become suitable for online education. When, learners observe and analyze spoken material, they have the pronunciation input, but voice typing is the precise moment for them to produce language by trial and error.

Only when practice is done that knowledge become relevant and language structures internalize in the brain process. Indeed, activities solely help rehearse speaking skill, then tutor's feedback might foster fluency through social media interaction. To date, social media has become the main tool for communication during COVID19 pandemics. Thus, these virtual services have evolved in their services offered, so virtual interaction has improved enormously. For example, Alkan & Bümen (2020b) states the benefits of using technology through social media to develop speaking tasks within connectivism parameters. Besides, asynchronous activities boost learners'

independence by requesting recording assignments, so they are motivated to demonstrate better performances.

Production strategies

When it comes to oral production, planning for class and test context is essential to appreciate different aspects as time limit and topic pressure. In this regard, learners might perform differently depending on the emotional factor because of the development task. Panahzadeh (2019), explains the importance of planning within oral performance in a class and text context. Besides, the study's results point out the relevance of time limits on the final product. Since those with limited time had done an accurate development, learners who did not have a time limit displayed a better grammatical range and accuracy scale.

Online tasks for oral production are demonstrated to be effective for EFL learners to develop language skills. Moreover, time becomes the critical factor in determining a better fluency or accuracy depending on the class and test environment. While oral planning has been successful in a learning context, it is precise to clarify the role of time boundaries in the final product. In this concern, limited time becomes a booster for fluency since learners set the exact number of ideas to be exposed clearly. On the other hand, when speaking activities were planned without a limited time, learners took advantage of this opportunity to level up their planning and construct a more accurate presentation.

Another critical factor in analyzing is how learners manage the unknown segments when are inquired about communicational information. As learners produce language, they respond to implied questions within an informal or formal interaction. In this case, the producer will deal with some uncertainty whether they did not hear a message or misinterpreted information. According to Farrokh (2019, p. 108), "Learners who used several strategies and often used them could succeed in recalling more words. "These strategies for learners are compensation to overcome their communication problems.

Farrokh (2019) revealed a fascinating fact: using strategies when there is a lack of understanding to give an accurate response. English proficiency plays a vital role in deciding which method is to be used. Although low-level students look for dictionaries or ask for repetition,

higher-level ones tend to guess meaning depending on the context, called "contextual guessing." Moreover, as strategies are learned and used frequently, learners can simultaneously use more than one strategy. These strategies vary according to learners' needs but are well developed when there is constant work and practice within and outside the class.

When learners from A2 level proficiency are asked to produce language in performance, they tend to outline ideas, organize mind maps, and any tool they think they need to be prepared. Nevertheless, as EFL learners have basic information from the target language, it is common in pre-tasks to use dictionaries and ask those they consider having more knowledge. In this matter, "Determination Strategy" is mentioned by Farrokh (2019) to acquire the main vocabulary for both comprehension and production purposes. This strategy stands those dictionaries should be known how to use them, and they might be MLD (monolingual dictionaries), so learners get immersed in real simulated situations.

When using dictionaries, learners encounter different words and meanings; hence they should identify which purpose they need depending on the task and information to deliver. Therefore, online dictionaries offer a variety of uses depending on the job. Once learners use dictionaries properly, they may ask for knowledge reiteration with the tutor's help. For instance, a vocabulary learning system will help the dictionary work so learners might have the opportunity to set up memory links from visual and motor traces, as Farrokh (2019) asserts.

Strategies to foster oral production

Oral production within the A2 scale assesses learner capacity to give simple descriptions and presentations. These activities are carried out in a group or individually and based on visual materials and personal experience. Oral production assessment through listening to the students, considering accuracy, fluency, vocabulary, and structure. For instance, sustained monologues consist of narrative and description for spoken activities as simple day information is requested, while discourse complexity embodies the simple word expressions. Sustained monologues happen in two stages.

The first stage is the individual monologue, where students can prepare their work independently, away from the classroom. In the second stage, the students can read or perform

their work before an audience. Students can be encouraged to reflect on their oral presentations and make improvements. In this sense, one way of presenting sustained monologues is through dialogues (Ramírez Ortiz & Artunduaga Cuéllar, 2018b). There will usually be an interview setting between two speakers who take turns asking and answering questions in these dialogues. Hence, the dialogue structure helps introduce a new topic or issue, allowing the teacher to monitor the lesson and provide feedback.

Oral production activities are fundamental to increasing participants' proficiency in language learning. By intently designing and planning activities for oral production, participants connect with the tasks since the topics, objectives, and final product are relevant, meaningful, engaging, and valuable. In addition, learners accomplish the oral production parameters for sustained monologues to deliver information. Oral production activities are significant in language learning as they provide learners with opportunities to speak using their ideas and words (Bahador & Mofrad, 2020). As a result of the ongoing practice provided by these tasks, learners build confidence in communicating orally in English.

Oral production is a genre of oral language that allows learners to use their previous knowledge, personal experiences, and opinions to present a concept. It is a process where students find reasons to express and share their ideas orally (Aliyu et al., 2019). Teachers should motivate students to discuss any topic by asking open-ended questions. There are two types of oral productions.

On the one hand, oral announcements are usually carried out at the beginning of the class. It is a good way for teachers to introduce new topics. This can be done by making short presentations on interesting topics, which can lead to discussion or questions from the students. On the other hand, oral debates involve a group discussion, where students can take some role in the conversation or not. The teacher should ask questions about what the students think about different topics to express themselves orally.

E-learning strategies to foster oral production

Language teachers and learners are being confronted with new technologies, e.g., the Internet, that lead to a significant change in how they communicate and organize their learning activities.

The Internet is a multidimensional media tool widely used in language teaching and learning by allowing both teachers and learners to access authentic texts, search for information, produce written documents, and exchange information.

One of the most important skills involved when using the Internet is writing skills. Many new writing genres such as chat rooms, blogs, and video blogging emerge. Videoconferencing has also emerged as an effective way for students to learn about other cultures through real-time audio or video communication (Ramírez Ortiz & Artunduaga Cuéllar, 2018b). Thus, learners express positive reactions towards tasks that provide opportunities for interaction in a meaningful context within the oral production activities. Also, topics, materials, and resources are essential in developing oral assignments.

In this sense, learners need different types of support to develop oral skills, especially pronunciation and fluency. In addition, learners can express their desire to have more practice with their peers. Regarding the use of technology, respondents reported positive reactions towards using technology tools to develop their oral productivity. The technology tools provide learners with additional support for feedback and correction. In almost all cases, the respondents reported that they would like to integrate more technology tools into the classroom. Hence, it is largely due to its exploratory nature and how it helps them improve their language skills."

Use of Blogs

The use of blogs helps learners use different apps within the same webpage. In this sense, students encounter accurate content related to personal interests. Once learners accomplish enough input before oral production activities, they acquire the background to produce verbal communication. The use of blogs also allows learners to exchange information in a meaningful way and develop their digital literacies.

The use of technology requires developing new skills necessary for the classroom nowadays. In this regard, teachers need to know what strategies can provide students with learning opportunities. To sum up, discussion focuses on technology for changing the role of teachers and what methods can be used to facilitate the learning process and improve our students' communication skills through e-learning activities (González Mesa, 2020). In an era where

technology and modernity prevail, e-learning is an essential tool to enhance learning languages in general and English as a second language in specific. The Internet can be a great source of materials, realia, and authentic communication for language learners.

The purpose of this paper is to present E-learning strategies to encourage oral production activities, which are a vital part of any foreign language acquisition program. Therefore, this study focuses on technology tools learners can use to improve their oral performance. It is essential to mention that one of the most popular apps or websites is YouTube, where learners can find videos to practice listening and pronunciation by watching other learners doing their presentations (Korkealehto et al., 2021). This app allows students to practice vocabulary in context and get used to colloquial expressions.

In this sense, YouTube offers realia with accurate content about daily topics. Another app for learners is Edpuzzle, which helps learners practice English for purposes. Once learners complete tasks as filling gaps by reading and listening, they gather topic vocabulary for further verbal performance. Consequently, all the apps aim to have learners produce communication.

The main goal of this paper is to present an academic debate on e-learning and strategies to encourage oral production activities. This article focuses on two apps, Flipgrid and Voicethread, to raise the students' motivation in the foreign language learning process. On the one hand, the first app, Flipgrid, is free web-based software that offers teachers and learners a platform to interchange audiovisual content. Moreover, it is easy to use, allowing creating debating spaces.

On the other hand, VoiceThread turns a video or an image into a collaborative conversation with online users' audio, video, text, and doodle comments. In addition, these apps are compatible with any device such as smartphones or computers. One of the most critical aspects for language learners is motivation because it implies feeling willing or interested in learning something new (Dörnyei, 2001). According to Dörnyei (2001), motivation represents an essential part of the learning process because it affects all three components of learning: cognitive (knowledge), affective (feelings), and conative (willingness).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. Description of the study area / Study group

This research takes place in Unidad Educativa "Libertad," is a public education high school in Ecuador. It is located in Province of Carchi, Cantón Espejo, Parroquia Libertad. This institution belongs to the rural area and "has approximately 700 students in all its levels preparatoria, inicial, elemental, media, superior, and bachillerato" (Libertad, 2019, p. 5). The institution has some limitations related to distance home – school; an area is an agricultural place where most people work. However, technology has taken place daily, so students are connected primarily through social media to interact and socialize aspects of interest. At this point, teachers should become more related to technology and students' needs. These characteristics of the area are essential to understanding the reality and the necessity of students to use technology for academic purposes (Flores, 2020b).

Students were selected according to CEFR A2 English level in an average of 80 students: considering different aspects like internet access and age. This group of teenagers is from 14 to 18 years old. They are part of a non-probabilistic sampling method with homogenous EFL practice skills. Other aspects are also considered as the national curriculum aligned standard levels for BGU (Bachillerato General Unificado) (Schmid-Schöbein & Fröhlich-Ward, 2017, p. 2), For instance, it is essential to consider their cognitive, social, emotional, and physical growth to deliver enough input from teachers and technology to improve their communicational skills.

The students have had English classes from the elementary sublevel for one or two hours a week. Then when they are promoted to higher levels, they have five hours a week of English classes. In this regard, it is essential to point out that students spend their academic life within the class hours, doing homework and participating in educational programs. However, after school hours, they work physically with their parents to earn. It means most students do not spend accurate time on assignments and rehearsing. In this regard, learners need to apply language strategies by using technological tools as blogs.

3.2. Research Approach/ Type of Research

3.2.1. Research Approach

The research approach chosen for this study is mixed and descriptive because it considers the population to be observed to measure concepts and variables. According to (C. Hernández-Sampieri, 2018) descriptive studies become structured research that understands the people and their issues. Besides, it is a systematic integration of qualitative and quantitative methods to obtain a broader and more precise understanding of the issues for oral production in English Classes.

The study aims to obtain relevant information regarding students' developing skills in oral production. Thus, data collection needs to be measurable to consistently contribute to the research with reliable data (Dogan & Tosun, 2019). Therefore, mixed research becomes imperative to assess results with numbers and scales from the main characteristics of activities done according to Connectivism Learning Theory activities. The procedure for this research seeks to compile enough information from students' performance before applying the approach. Hence, once the approach activities are done, the description of the results can help outline the main factors to develop communicative competence.

3.2.2. Research Method

The research structure begins with gathering bibliographic evidence of connectivism learning theory and oral production within CEFR scales, which helped observe the difficulties of students in English classes and their lack of production when it comes to communication purposes. Hence, to obtain information on the population, the investigation relies on qualitative and quantitative methods to give validity with concrete data and deeper criterium for the group's perception of the speaking skill of students and teachers.

This study is a non-experimental research design that observes the population in its usual context for further analysis (C. Hernández-Sampieri, 2018). Besides, this research presents a proposal to solve the primary population's issue. The primary purpose is to determine if there is a relationship between two or more variables. There is no manipulation of both independent and dependent variables.

This work is mixed research and uses documentary sources on scientific and academic sites with up-to-date educational papers through the internet. As this study is descriptive, it focuses on finding out the oral production level of students with an A2 level of English proficiency. As explanatory research, contrasting variables permits to see how qualitative and quantitative results are related in an educational environment. To collect data surveys, and interviews might be used to examine the approach's effectiveness, as providing quantitative descriptions of characteristics of the study group (Walston et al., 2017). Additionally, to gather more in-depth data, interviews were conducted.

3.3 Investigation procedure

The investigation process was conducted by deductive and inductive methods as language acquisition is a phenomenon to be analyzed. Within the research, it is necessary to collect data that shows the group's reality and is contrasted to the hypothesis in a deductive-quantitative focus (C. Hernández-Sampieri, 2018). On the other hand, the Inductive reasoning moves from specific observations to broad generalizations, helps the research explore and describe theories to establish new perspectives and conclusions.

All the information for this study was gathered through Documentary sources since the internet help with information on scientific papers. For instance, George Siemens' work on connectivism learning theory gives relevant information for language acquisition and the use of ICTs to develop language skills. Besides, the data was obtained from reliable sources as surveys and questionnaires done within Unidad Educativa "Libertad" to A2 level students for academic purposes. For instance, only academic bibliography was gathered from UTN repositories and online libraries of education such ERIC to research and information sponsored by institutes of education sciences.

Once the population was established and the educational institute approved the test for oral test, the data was collected. According to the Language specification for the CEFR scale and Cambridge Assessment, the test was created to determine participants' A2 level of English (Cambridge Assessment English, 2020). The content of the test has its validity on CEFR rubrics so that students encounter an accurate simulation of A2 level assessment. Furthermore, as the tests were taken through ICTs, it was perfect for the pandemic. And the evaluation had a positive impact since the results allowed the study to be carried out.

Within the rubrics, the evaluation criteria for the A2 level scale follow some assessment scales. In this regard, three aspects are considered: grammar and vocabulary, pronunciation, and interactive communication (Cambridge Assessment English, 2020). There are some points to consider for each criterion and are evaluated from 0 to 5. For instance, for "grammar and vocabulary," the minor scale embodies a limited control of grammatical forms, and the top grade consists of the management of simple grammatical structures and the use of appropriate vocabulary. On the other hand, the "Pronunciation" scale goes from a limited control of phonological features to mostly intelligible with a good utterance and word level. Finally, the "Interactive communication" scale grades from difficulties in maintaining simple exchanges to not requiring little prompting and support (Annex).

At the beginning of the study, students were assessed on awareness of speaking and communicative skills by using a blog. Moreover, this process took place to honestly acknowledge EFL students in the institution. It gave an overview of students' necessities on English use and its importance on academic life. In this regard, information was obtained from students using surveys for the quantitative part. Furthermore, students were asked to fill up a survey using Microsoft forms, which helped the research process in the pandemic context. The survey consisted of seven questions related to the use of digital tools and the development of EFL communication.

The survey was conducted on 28 A2 level students; the level was considered according to the "Curriculo Priorizado para la Emergencia Lengua Extranejra Inglés." There were seven questions to collect information on the importance and use of digital tools and the development of speaking skill. 2 of the questions were Yes/No option, while 5 were multiple-choice questions. The survey was done during academic hours with the 1st BGU course through Microsoft forms, which helped to evidence the results instantly and permit a summary of the results.

Speaking skill in the English class were considered for question number one. And the options for this question were: "Muy importante", "Importante", "Poco importante", and "Irrelevante". For the second question, it was requested the time they spend in class to do speaking activities with the options: "11-15 min", "6-10 min", "1-5 min", and "0 min". For question number three, it was asked about the frequency of using the internet to consult any pronunciation doubts with the options: "Siempre," "Casi Siempre," "A veces," and "Nunca." The fourth question requested whether students use their cell phones and computers for practicing speaking activities or not.

The fifth question requests whether students would use a blog to practice their speaking skill or not. The sixth question is about collecting data of the apps that students know they can use for English lessons practicing, with the options: "Edpuzzle," "Filpgrid," "Vocaroo," "Voicethread," "Educaplay," "Youtube," or "Ninguna." And finally, the seventh question inquiries about the digital tools for communication used to contact their teachers with options: "Teams," "WhatsApp," "Telegram," "Blogs," "Correo electrónico," "No se comunica." The questions and answers were set in the Spanish language so there would not be a misunderstanding. The survey intended to know about the relevance of a blog but not the use of language.

Different activities were developed to gather skills information from students to improve communication skills for A2 level students. To produce a suitable tool for students, these activities need to be assessed by researcher peers and experts. Therefore, students use technology and access information on the web. Hence, a blog is a suitable platform for students to express themselves by creating authentic content and relating it to internet sources. Within this blog, some activities aimed to encourage learners to use English mainly for communicative purposes and connective reinforcement.

Meanwhile, English teachers were interviewed to obtain a qualitative-inductive perspective of using technology to develop oral production in A2 level students. The interview was done through a video call on the Teams platform as the institutional tool according to MINEDUC because of pandemic protocols. 5 English teachers responded to the discussions.

The questions were set via Microsoft forms with open questions with the intention of teachers feeling free to answer with their criterium. There were six questions: 1. "How much time do you take to control oral production (speaking) within the class?" 2. "What activities do you consider are better for practicing speaking?" 3. "How do you apply technology to have students practice English?" 4. "According to your experience, which apps do you consider the most suitable for students in virtual classes?"; 5. "What are your thoughts on having a blog to develop the topics of your classes?"; 6. "How would you link the use of a blog within your classes?".

Once a blog was created, the activities were compiled and developed within A2 level scales to foster communicative skills. Additionally, once the blog was completed, it needed to be assessed firstly by experts who filled up a rubric to analyze whether the activities were suitable for learning

purposes. (Annex). In this case, three experts were selected to participate as English teachers. Moreover, the Rubrics criteria are described with six parameters such as "Accessibility," "Interface," "Practical," "Suitable," "Asynchronism." And the score levels were 1 to 5, being number 1 a poor score and number 5 perfect scores.

The activities for the blog worked gathering apps designed for teachers to encourage students into communicative activities and relate them to different common topics from official books from Ministerios de Educación and CEFR A2 level scales (Cambridge Assessment English, 2020). Therefore, every activity was established to practice any lesson discussed in virtual classes in this case. The blog could be used asynchronously and linked to social networks to acquire oral production. The blog was developed through the webpage "Blogger" and helped to insert embed codes from other platforms.

In this concern, the apps attached to the blog were suitable for communicative purposes, such as "Edpuzzle." This app permits to use of a video, and tutors could add nibs, which contains either "notes" for giving some advice or "multiple-choice questions." Besides, "word wall" is an app for creating gamification activities, and it was used for vocabulary input. Another app was "VoiceThread," which allows the user to upload a video or a picture and attach personal filming to describe the multimedia archive. "Flipgrid" is the perfect app to interchange opinions and share interactive videos, so it facilitates a filming debate.

On the other hand, some apps explore the connectivism principles of obtaining information from the internet and creating new content in a different format. These apps are "YouTube," which contains numerous videos about any topic of interest; "Vocaroo" for recording learners' voices and sharing a clip on any website. "Educaplay" helps teachers to develop some festive activities to play. And finally, the use of social networks such WhatsApp, Telegram, etc., to connect nodes and information for acquiring oral production.

3.4. Population and Sample

According to new findings, the study becomes relevant as its variables assessment affects the inquiry results. A survey took place on the population regarding the information needed to answer research questions. Data collected were analyzed to be interpreted to see the relevance and

effectiveness of the study. The population belongs to Unidad Educativa "Libertad", located in a rural in Carchi Province, Parroquia Libertad. Moreover. The number of students considered for the study is 80, which becomes the population or universe. The sampling formula to apply is the Hypergeometric formula since there is a small population.

Table 1

Sampling Formula

	HYPERGEOMETRIC	FINITE POPULATION FORMULA
	Confidence Level	90%
P	P	0,5
E	Error	0,1
N	Population size	70
	Alpha divided by 2	0,05
Z	Z-score	1,645
	Sample size	28
	numerator	67,65
	denominator	1,97

Note: From "Metodología de la investigación" (C. Hernández-Sampieri, 2018)

This formula allows the study to have several students for the instrument application and further analysis to have a certainty and high confidence of 90%.

3.5. Techniques and instruments to collect data

As the research approach is a mixed type, the instruments were created to gather the information that gives a clear understanding through variable measures and exploratory perspectives that help describe the phenomenon to conclude and generalize. The selected instrument is the survey to analyze the information through reliable steps. On the contrary, the interview is a qualitative instrument for inductive purposes. As the interviewer obtains information from different people, it is obvious to differ from other points of view but obtain a conclusion and some generalizations.

Students were asked to answer a survey to measure their answers and learn about the learning process and technology in-class activities. Additionally, English teachers were invited to participate in an interview to understand the various perspectives of speaking issues of students. In this concern, both instruments were created with digital tools because of pandemics situation, surveys and interviews were set through Microsoft Forms.

3.6. Bioethical Considerations

During the research, surveys and interviews allow obtaining relevant data for further analysis (Flores, 2020a). That is why students were informed about the study's objectives, and their personal information would not be used for any other use than the acquisition. Names were not requested when applying instruments; however, surveys and interviews were numbered to understand better and analyze critical information.

This study has asked authorization to high school, so all the information obtained is presented without any issue. Within the request, surveys and interviews have pedagogical aims and no intentions of using personal data for further reasons. In this scenario, LOEI is observed and respected so that students' rights are not impaired (Annex).

4. RESULTS AND DISCUSSION

4.1. Teachers' interview

Table 2
Teachers' interview chart
Note: From teachers' interview (Microsoft Forms, 2022)

TEACHER QUESTION	T1	T2	T3	T4	T5
Speaking activity time	Once every hour	30 min	During the class process	5 min	15 min
Speaking activities	Conversation, pictures descriptions	Brainstorming, speaking games	Interviews, games	Talking in pairs	Review of vocabulary and grammar structure
Apps for speaking	Zoom, google meets, canvas, Anki	Zoom	Do not use apps	Teams	social media
Opinion on having a blog	It's a good idea But not all students have access	It is very useful	It will be interesting	it's important	It is important to develop the class
Use of Blog within the class	Resume all the class topics	increasing the students' interest and level	increasing the students' interest and level	read, analyze, write, and argue about topics of their interest, giving feedback	interact by giving their opinions about a theme

To achieve the objective to develop a teaching-learning blog the instrument used for gathering information was the interview. This instrument allows having a wide range of understanding on pedagogical aspects of teaching the foreign language in the Ecuadorian context and the pandemic situation. Besides, Foreign Language Area has some teachers who manage different sublevels from "elemental" to "bachillerato" level, and the interviews are taken virtually in the Teams platform.

Besides, the interviews are registered in Forms, so the answers can't be misunderstood and cause variations in the results. On the other hand, the analysis will compare the most important aspects to consider within the study. In the interviews, there were five participants, who will be named from T1 (Teacher 1) to T5, so the order and discussion could be done smoothly.

The interview was based on open questions to outcome and reveal teachers' point of view about the use of digital tool within class activities. There were five questions regarding the importance of the Speaking skill and its development by using a blog for pedagogical aims. Furthermore, the purpose of the interview for teachers is to have a broader understanding of technology implementation for pedagogical activities to develop speaking skill. Therefore, blog usage helps generate content and share it with peers to create knowledge based on personal experiences and opinions (Ahmed & Hasegawa, 2019). In this regard, this study intends to analyze how a blog contributes to the educational curriculum.

This study aims to link pedagogical activities with the use of technology. That is why Connectivism Learning Theory becomes the best approach for developing speaking skill among students of CEFR A2 level within public schools in Ecuador, Little (2020b). In this concern, the result of the interviews and surveys done on the educational community serves to analyze the contribution of technology to English classes. The resulting assessment done from interviews is contrasted to bibliographic information from this research and other studies related to the focus of this study.

One of the main issues is the importance of using digital tools to accomplish academic tasks. Furthermore, speaking skill is one of the challenges for virtual education. Besides, the results show that most groups prefer technology and the internet to person-to-person classes. Fawzi (2019) claims that using social media for speaking activities and assessments decreases the language anxiety of EFL learners. The evidence in surveys suggests that speaking exercises can become

successful since teachers could give learners enough tools to have oral production through social media and blogs.

Once students become part of online education and achieve academic goals, changes to a digital format, the approach need to be modified. This study inquired about all the apps they now use when taking classes or doing assignments. According to Utecht (2019b) the capacity to connect and contrast information sources to obtain new and more complex perspectives on any given topic. In this regard, most students talked about social media and standard digital tools like YouTube, Vocaroo, Edpuzzle, so they obtain enough information to complete any task. It shows Connectivism Learning theory as an objective approach for students to develop their speaking skill.

Considering everything, this study shows an educational need to be satisfied through an approach that embodies pedagogical skills for communicating and using the internet and technology for online classes. Moreover, the students and teachers use social media to interact with them so that any assignment can be accomplished and speaking skill might be developed in the new digital era.

4.2 Students' survey

To achieve the objective to develop a teaching-learning blog the instrument used for gathering information was the survey. In this study, students completed surveys to acknowledge the use of a blog to develop the speaking skill. Besides, the surveys were filled up in the Forms tool of Office 365 because of pandemics protocols. The students' names were note requested, but the participants'answers have numbers, then the analysis could be done appropriately to observe the effects of connectivist theories to develop communicative skills by using a blog.

The survey was set with seven questions with Yes/No options, and multiple-choice questions to gather information about learners needs related to pedagogical aspects and technological instruments to use to reinforce English classes.

Item 1. ¿Qué importancia tiene para Ud. la habilidad de "speaking" en las clases de inglés?

Figure 2

Speaking skill importance
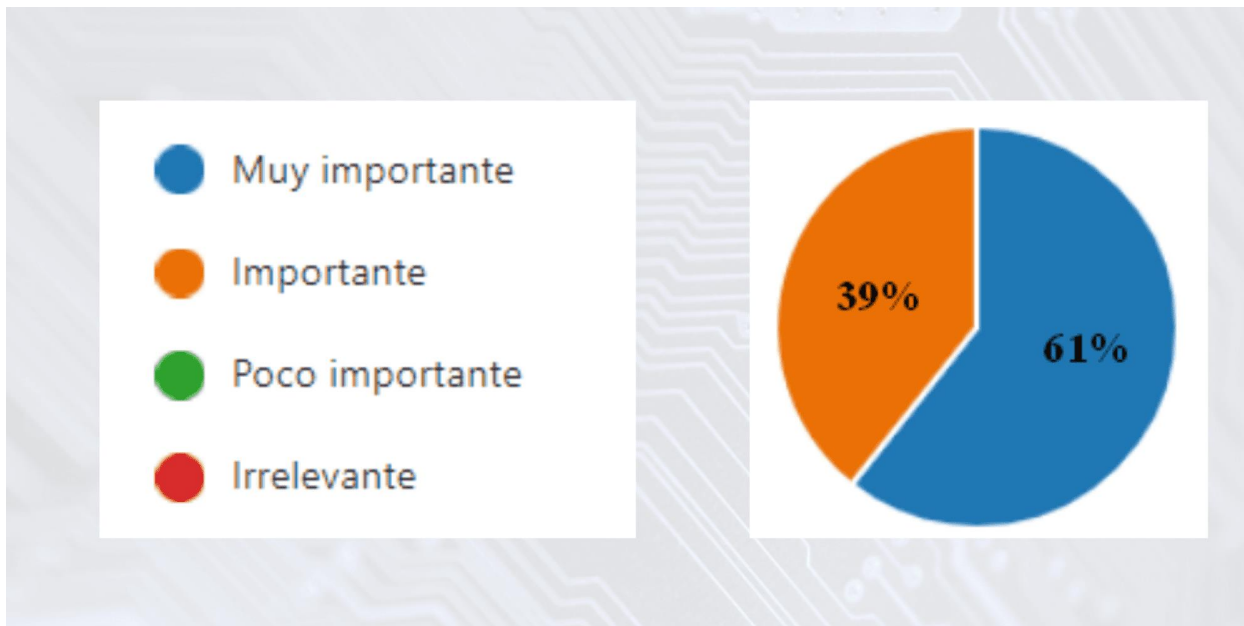
Note. From students' survey (Microsoft Forms, 2022)

Analysis: The scale for this question was four points, from very important, significant, less critical, and irrelevant; according to the answers, students selected in their majority "speaking" as an essential skill to develop with 61% of the population. Meanwhile, the rest of the group meaning 39%, chose the "important" option.

Discussion: The results, in this case, concur with a study's conclusions on communicative development, which points out positive results of EFL learners' oral production (Ramírez Ortiz & Artunduaga Cuéllar, 2018b). Besides, the study emphasizes the results compared to previous ones, demonstrating students become committed decision-makers in terms of content because of relevance of speaking skills within English classes.

Item 2. **¿Qué tiempo tiene Ud. en clases para practicar la destreza del "speaking" en la semana?**

Figure 3

Speaking skill class time
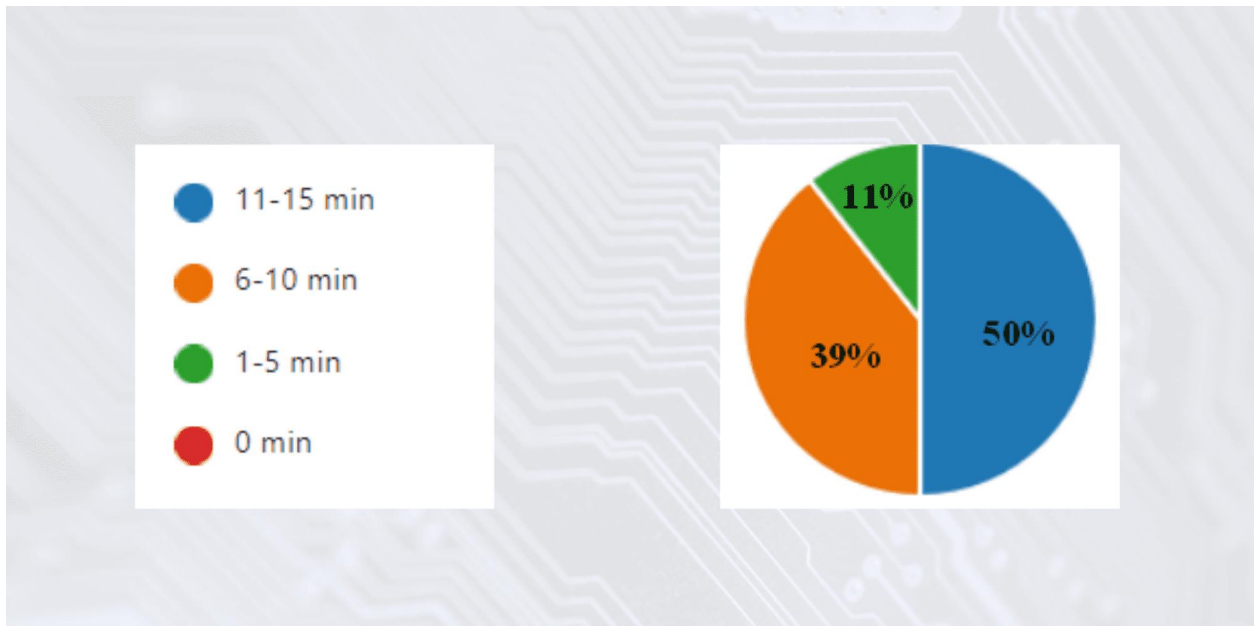
Note: From students' survey (Microsoft Forms, 2022)

Analysis: According to the answers, there were some options among periods; the scale was divided: 11-15 minutes, 6-10 minutes, 1-5 minutes, 0 minutes. Analyzing the responses, half the population says they spend 11 to 15 minutes of the class doing speaking activities. Meanwhile, the other half group chose two options, 39% chose 6 to 10 minutes, and 11% chose 1 to 5 minutes.

Discussion: Oral production becomes a primary issue in this study because it benefits learners to develop communicative competence. In this sense, the results highlight the necessity for more time for speaking activities. According to Ramírez Ortiz & Artunduaga Cuéllar (2018b), speaking practice through content engagement can "positively affect students in terms of engagement and confidence-building."

Item 3. **¿Con qué frecuencia recurre a Internet para resolver una duda de pronunciación en inglés?**

Figure 4

Internet usage
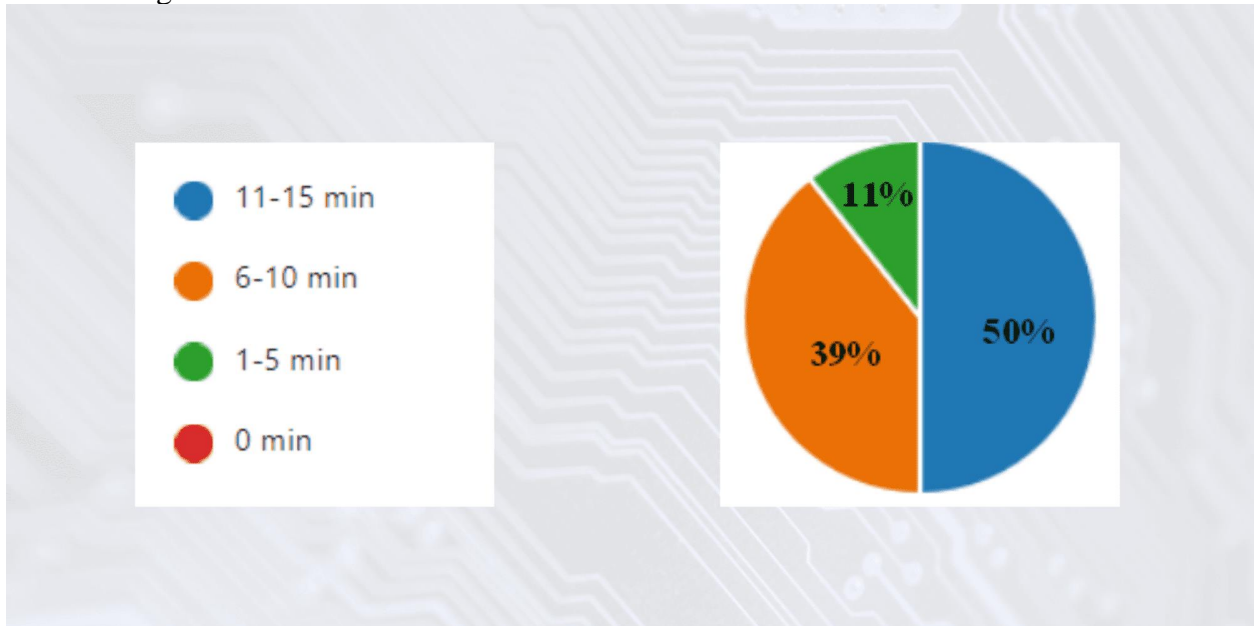
Note: From students' survey (Microsoft Forms, 2022)

Analysis: This question scale was "always", "almost always", "sometimes", and "never". Since all the population expressed, they use the internet for any doubt; first, it becomes evident that the internet has become the primary tool for pedagogical aims. Therefore, 36% and 29% of students selected the options "always" and "almost always" to use the internet. This shows the relevance of digital platforms for educational purposes. The other 36% of the group said they use the internet sometimes.

Discussion: The results in this question reinforce the technology need within the educational environment. In this regard, a study about language learning websites points out "the positioning of English as a global transactional language which has led to the development of online platforms that offer alternatives to English language learning" (Fernández Benavides, 2019).

Item 4. **¿Utiliza aplicaciones en su celular o computador para practicar speaking por sugerencia de su profesor/a?**

Figure 5

Apps used for speaking activities
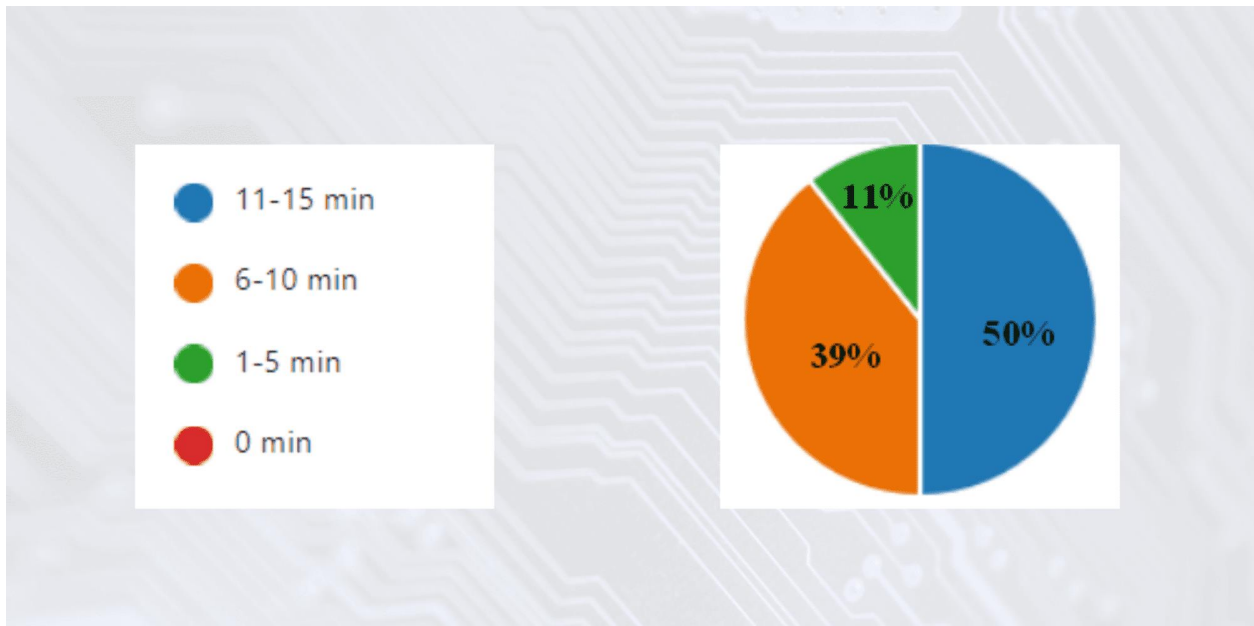
Note: From students' survey (Microsoft Forms, 2022)

Analysis: In this question, the options were "yes" or "no." In this case, most of the group, meaning 79%, said they use apps either on their phones or laptops to practice class exercises. On the other hand, only 21% responded with "no" because of technology access.

Discussion: In this case, the learners' responses expose technology as a common source of information and practice. Additionally, teachers can apply strategies to engage learners' independence. In this regard, these results agree with Zhang's study about learners being interested in learning and turning students' learning from passive to active because of technology usage (Zhang et al., 2021).

Item 5. ¿Consideraría utilizar un blog para practicar las destrezas de inglés?

Figure 6

Use of a blog
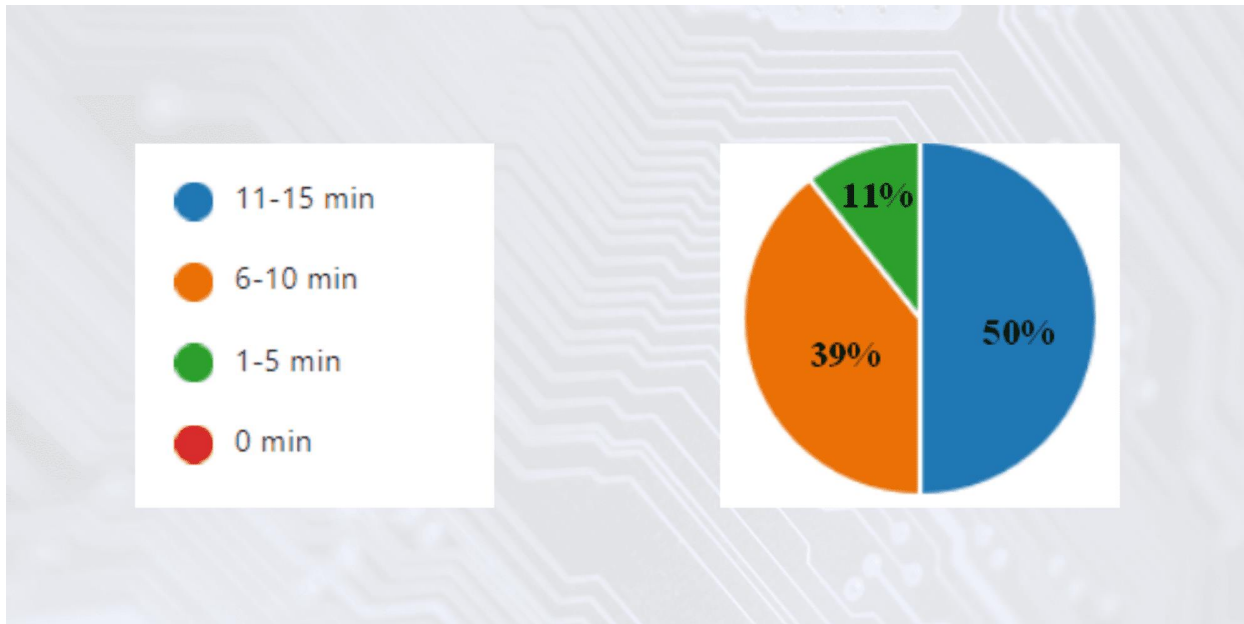
Note: From students' survey (Microsoft Forms, 2022)

Analysis: The question scale was "yes" or "no." In this case, 93% of students claim a blog handy for speaking development.

Discussion: As connectivism theory embodies the learning process through technology and internet usage, it is observed that learners are willing to adopt digital tools to the educational process. In this concern, Zhang's study contributes to teachers' need for "providing appropriate assistance to monitor and understand students' pre-class knowledge learning to provide more targeted classroom guidance" (Zhang et al., 2021).

Item 6. **¿Cuál de estas aplicaciones ha utilizado para practicar inglés dentro o fuera de clase (elija una o más opciones)**

Figure 7

Apps for English practice
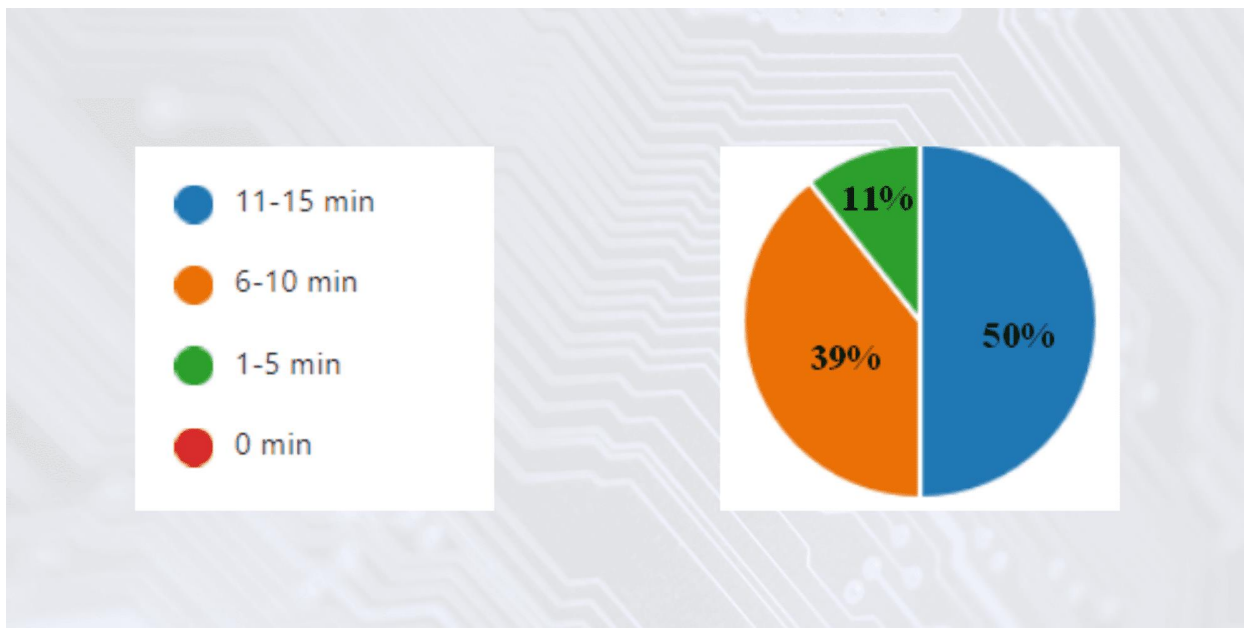
Note: From students' survey (Microsoft Forms, 2022)

Analysis: In this regard, students have chosen the apps used for speaking activities, with YouTube being the best app for them with 50%. The other 50% of students claim that only a few of these apps are educational tools. Vocaroo, Edpuzzle, and Educaplay were chosen in this concern but only with 21,44%, 7,13, and 3,5%. On the other hand, 17,94% of the group said they do not use any app.

Discussion: Since the internet has offered many options for entertaining and learning, the apps to be chosen are Edpuzzle, Flipgrid, Vocaroo, Voicethread, Educaplay, Youtube, or none of them. From these apps, YouTube is the most recognized app for almost everyone globally. For instance, practice listening and pronunciation by watching other learners doing their presentations benefits the learning process (Korkealehto et al., 2021).

Item 7. **¿Qué aplicaciones de mensajería utiliza para comunicarse con su profesor (elija una o más opciones)**

Figure 8

Social Network use for communication
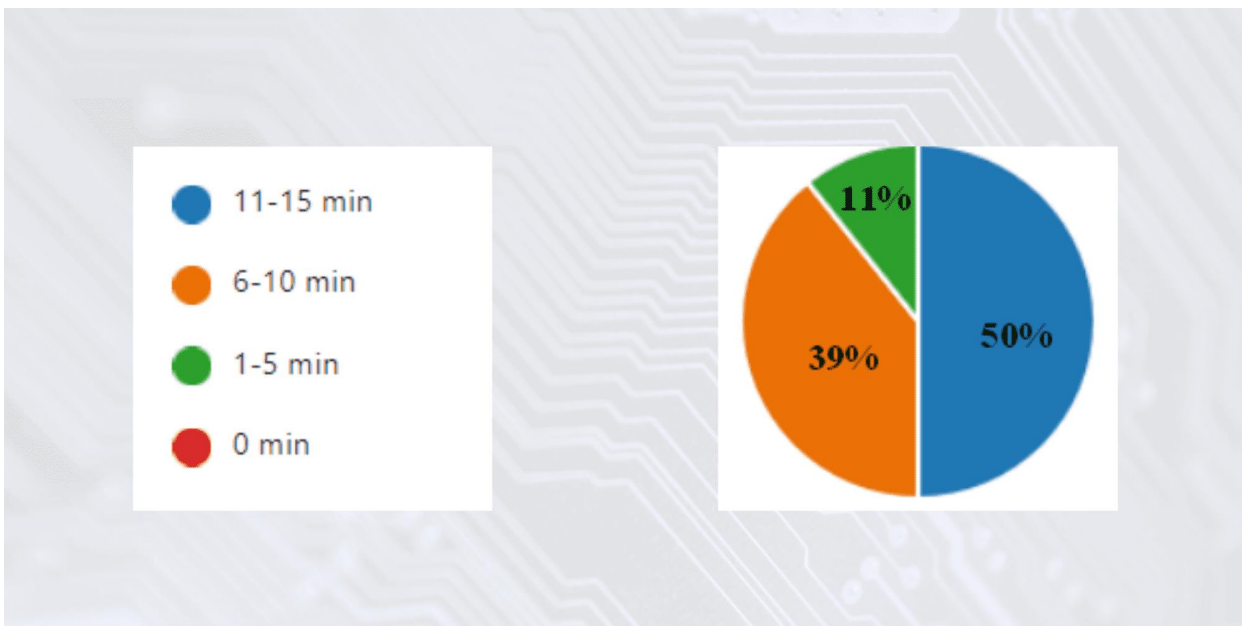
Note: From students' survey (Microsoft Forms, 2022)

Analysis: The seventh question talks about communicating with teachers for virtual tutoring. In this question, the options for the survey are Teams, WhatsApp, Telegram, Blogs, Emails, or "don't get in touch." The group only considered two options that demonstrate communication with teachers, family, and friends. WhatsApp was the most selected option with 89,29% of the population. And the other 10,71% chose "Teams" but with less frequency.

Discussion: According to (Fawzi Shamsi et al., 2019) individuals learn through their interactions within a social context. Hence, through social media learners share content at any time with peers and teacher, in this way they obtain feedback to reinforce knowledge. In this regard, social media has increased its use among the educational community.

CHAPTER V

5. ACADEMIC PROPOSAL

5.1 Connectivist activities to develop oral production

5.1.1 Introduction

George Siemens, an educational technologist, emphasizes the role of social and cultural contact and technology to enhance learning. He states that most of the current research on instructional technologies calls for more "reliable and valid research evidence" that instructional technology can improve students' academic achievement. According to Utecht (2019b), Siemens suggests that the shift from traditional instruction to online instructional tools should not be addressed as a question of replacing the teacher with instructional technology, but rather as a question of designing pedagogical interactions and engaging students in tasks where they have opportunities for collaboration and negotiation.

This proposal aims to give tutors a digital tool to have enough material at hand despite being in the class hour. Therefore, this resource helps learners understand foreign culture, pronunciation, and language use through different activities related to fundamental topics. Lynch (2020) In today's world of technology, it is becoming more and more common to use online teaching blogs to help improve students' English language skills. Online platforms allow teachers to connect with students at any time and anywhere in the world.

The goal is to improve the teaching and to mark speaking skill. This proposal describes a blog project that tutors can use to give learners digital tools to develop speaking skill. (Fawzi Shamsi et al., 2019) Students can also record themselves speaking English and check their pronunciation by comparing it with native speakers' voices on their mobile phones. The problem addressed is accent or pronunciation problems among students. Hence, this blog helps them give learners digital tools and how they use them and research their effectiveness with learners at different proficiency levels.

5.2 Theoretical Foundation

Connectivism Learning Theory supports all areas of education in the new age of information and technology use. Besides, this theory allows teachers to adapt almost any lesson with digital tools through its principles. Students can access a blog from institutions worldwide without ever

leaving their homes. This is beneficial to both students and teachers as they can learn and share their ideas and knowledge with people of all ages and countries. Therefore, technology allows educators and academics to collaborate, share ideas and resources, communicate with students, and develop speaking skill among learners, Jirasatjanukul & Jeerungsuwan (2018a).

This blog presents content in different formats, such as songs, movie clips, or any other audio or visual material. Students have enough pronunciation input and have immersion on a topic related to a social context. In this way, students would get involved in specific themes and relate to their own experiences. Connectivism appears in this practice as a booster of critical thinking, and it is possible to create debate space among learners. "Learners construct their knowledge by connecting to the resources they need and managing the relationship associated with knowledge connection" (Jirasatjanukul & Jeerungsuwan, 2018b).

Firstly, learners are presented with questions or exercises related to a common area. In this concern, vocabulary reinforces the use of English in conversations. The new lesson could be used for descriptions, public announcements, and so on. These word banks would be displayed throughout the class, so learners have enough repetitions in written and listening parts. After practicing word activities, information questions would be shown to focus on some details of the multimedia archive. For instance, the activities focus on expressing likes, dislikes, and personal opinions, expanding answers by giving reasons, and helping to keep conversations (Cambridge Assessment English, 2020). All the activities displayed in the blog are developed according to the "Currículo Priorizado para la Emergencia Área de Inglés" established by Ministerio de Educación because of pandemics.

Learners check the video, so they notice language interaction. In this case, pronunciation input is accurate for further exercises. Once learners observe communication and vocabulary use, they could use some keywords to express their ideas in simple manners. On the other hand, the connectivist theory appears when applying the blog for instructions and exercises development. Once teachers give learners enough input, they use it for further instruction and link these features to their mind structure to relate it with their reality. In this manner, "a blog becomes a collaborative note-taking scenario, and there is one set of class notes that everyone has access to, adds to, and studies from, including the instructor" (Utecht & Keller, 2019b, p. 114).

Blog Activities Structure

Pre-tasks need to be developed through vocabulary encountering and practice for any speaking assignment. Perveen (2021) claims that the results of online English activities reflected those pre-tasks of vocabulary are tools that can be best utilized for small-scale activities. Additionally, it works for asynchronous assignments when learners can practice without worrying about a lack of time in class. Some benefits of these activities help students consolidate their learning, extend their language usage, and develop their skills. Tasks that require speaking activity tend to help more than vocabulary drills or reading comprehension tasks.

The blog will benefit learners to talk about what they want in life, their greatest fear, their biggest regret, and other personal topics. This type of exercise is essential because it will allow them to speak about themselves. Students being well prepared, provide facts and opinions and share them to contribute to a conversation. For instance, Students may check their facts and add links to additional information so that readers can check them whenever they need. Furthermore, they even ask questions and comment on each other's answers.

These preview tasks permit students to encounter different kinds of topics, and they may guess and suggest what following activities they are going to talk about in class. Şahin (2018) claims that "transformative learning can be regarded as a developmental and transformational process of individuals where the individuals' prior knowledge or schemes are used to interpret and construct a new meaning and understanding of a word or action." For instance, the connective principle of learning based on opinions is perfectly applied through pre-task activities.

Connection tasks

One of the main principles of connectivism is helping learners to observe topics from different perspectives. When the blog shows a multimedia element, it is meant to be analyzed and help students find links to preview tasks and personal background. Thus, language is developed through complex processes. Verch (2020, p. 15) suggests that "learners need to be exposed to the language and need to use the language they are trying to learn to learn it." The main activities are mainly used through various apps that help them practice the language in different manners.

Since blog platforms can be used at any time by the students, it is the perfect opportunity to have learners practice and prepare for assignments and assessments. Furthermore, as language is a complex task, blog activities are displayed to apply a flipped classroom method. Students come to class to have a better interaction because of previews rehearsal. Additionally, the connectivism principle of digital tools states apps as an independent way of developing oral production. Utecht (2019b, p. 112) claims that "understanding what applications are learning from the user and for the user becomes another important core literacy skill."

The blog displays activities that help students recall vocabulary, grammar structures, language chunks, idioms, or any topic developed by teachers. For instance, if the action is about personal interests, the blog sections could be done with some daily vocabulary or information questions so a conversation may occur in advance. These parts aim to embody a common topic to a new lesson and, of course, some personal situations. In so doing, forums could be the latest activities, so students can post personal opinions and comment on classmates' ones.

Production Task

Since teachers have the role of guiding learners on using blog apps and practicing vocabulary and technology use, the whole process supports a communicative environment. Therefore, the production stage aims to have students be active for speaking tasks and keep conversations going by inviting and responding to the opinions of others.

Blog's rubric

Because of technology use it is important to adopt the most suitable apps for developing communicative competence to achieve oral production on students. In this regard, teachers need to apply the blog's content within their lesson plans so that students could use the digital tools to observe the results of blog usage. Hence, a rubric is created with the purpose to validate the use of this blog for academic issues. The information requested here will not be used for further needs but pedagogical ones. The rubrics scales go from 1 to 5, with being 1 the least score and 5 being the top score for blog usage.

Table 3

Blog rubrics for teachers

	1	2	3	4	5	SCORE
Accessibility						
Interface						
Practical						
Suitable for any topic						
Asynchronism						
RESULT						

Note: from blog's rubric (Microsoft Forms, 2022)

5.3 Objectives

5.3.1 General Objectives

To develop a teaching-learning blog with communicative activities within Connectivist Learning Theory through ICT tools in 2020-2021.

5.3.2 Specific Objectives

- To establish a theoretical framework on communicative activities within Connectivist Learning Theory
- To identify the principles of connectivism related to the development of oral production to develop the activities assisted by a blog.
- To categorize communicative activities within a blog using the connectivist learning theory.

5.4 Impact

The integration of technology in education has had a tremendous impact on the new digital era for students. From the benefits that technology brings to students, such as the ability to learn anytime and anywhere and allow them to research rapidly, teachers can also benefit from all these technologies. Teachers can connect with students from different cultures and backgrounds with online ESL teaching. This helps foster positive relationships between teachers and students since The Internet has already demonstrated its power to connect people.
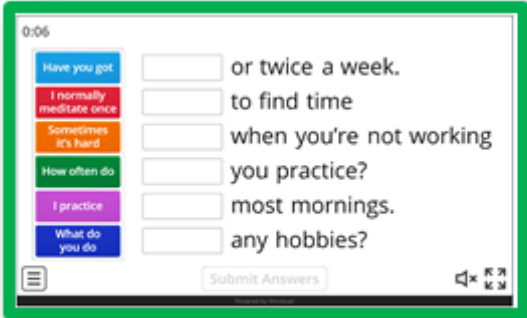
Tutoring is available for children and adults who need assistance learning English language skills. Teachers also give sample lessons to improve their speaking skill through various activities such as reading and recording exercises. Sample lessons allow teachers to provide feedback on what they could have done better or differently for them. Teachers can use these tools to communicate with their students regularly without being present physically in the classroom. This will also make them confident about their spoken skills by practicing them regularly daily.

BLOG
COMMUNICATIVE ACTIVITIES

This blog aims to support English teachers and help students practice their skills. As you work on the exercises, you will see different formats and contents to observe honest communication and interaction to develop speaking skill better.

MODULE 1

ACTIVITY NAME	Talking about personal interests
CONNECTIVISM PRINCIPLE	Learning and knowledge rest in a diversity of opinions. Speaking is to be developed through communicative chunks and vocabulary exercises, so learners acquire new vocabulary. The apps displayed in the blog are aimed to have students get enough input to achieve oral production. Utecht states that blogs "have strengths in areas such as completeness and accessibility."
OBJECTIVE	Teachers can use these apps to make learners find vocabulary games enjoyable, so they get interested in communicative activities.
PRE-TASK ACTIVITY	"MATCHUP" Students will encounter new vocabulary through gamification apps. - Before watching, do the preparation task first. - Then watch the video and do the exercises. - Match the two parts of the sentences.

CONNECTION	EzPuzzle
	This activity makes • In this video, Emir asks Paul about his hobbies. • Listen to the language they use for talking about personal interests and practice saying the useful phrases. VOCAROO Record yourself talking about your personal hobbies. Share your recording with the class. You can tell your part and finish with a question to create a further debate
PRODUCTION	"FLIPGRID" Through Flipgrid, learners can interact through short clips, focusing on vocabulary and grammar structure. • Add your own story about your interests

LINK	https://communication2030.blogspot.com/p/tema-1-saludos.html

MODULE 2:

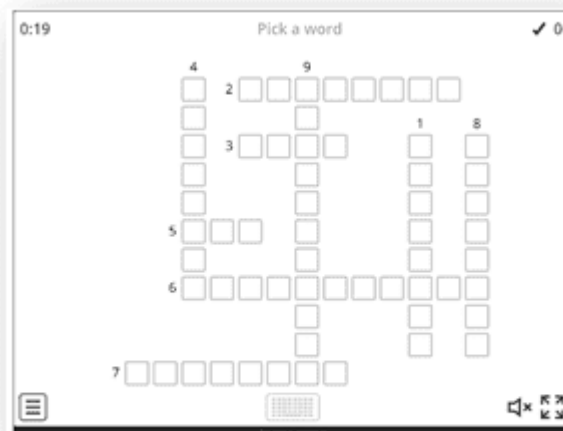| ACTIVITY NAME	"Apologizing"
CONNECTIVISM PRINCIPLE	Learning may reside in non-human appliances. Once students have online classes, they have teachers as guides in the use of technology and Internet resources. In this regard, tutors should apply the known tools for almost everyone. For instance, the blog displays different exercises and exercises using social media.
OBJECTIVE	Discuss apology vocabulary through gamification apps to develop an awareness of difficult situations and apply the language in a typical case.
PRE-TASK ACTIVITY	"GROUP SORT"

CONNECTION	"YOUTUBE" PADLET In this part, go to Padlet, there you can make your own notes to send a video response afterwards. The post in shared immediately on the e-wall so classmates can leave a comment.
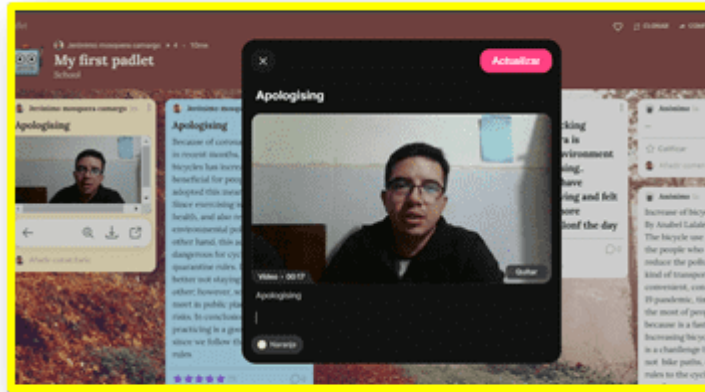
PRODUCTION	YOUTUBE – TELEGRAM
LINK	https://communication2030.blogspot.com/p/tema-2-videos.html

MODULE 3

ACTIVITY NAME	"Giving Instructions"
CONNECTIVISM PRINCIPLE	The capacity to know more is more critical than what is currently known. This principle helps learners develop their communicative skills through apps to better comprehension and language production. So, it is essential students explore the Internet to improve their knowledge.
OBJECTIVE	Have learners to gather information from different platforms so that new knowledge could be constructed by product development.
PRE-TASK ACTIVITY	CATEGORISING

CONNECTION	VOICETHREAD ACTIVITY
	As you watch the video you are going to add your video comment so everyone
	WhatsApp Group
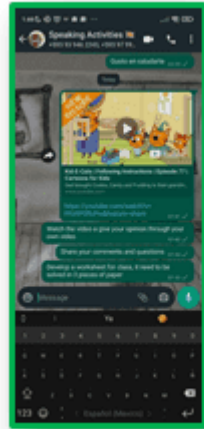
PRODUCTION	VOICETHREAD PARTICIPATION
LINK	https://communication2030.blogspot.com/p/tema-3-recordings.html
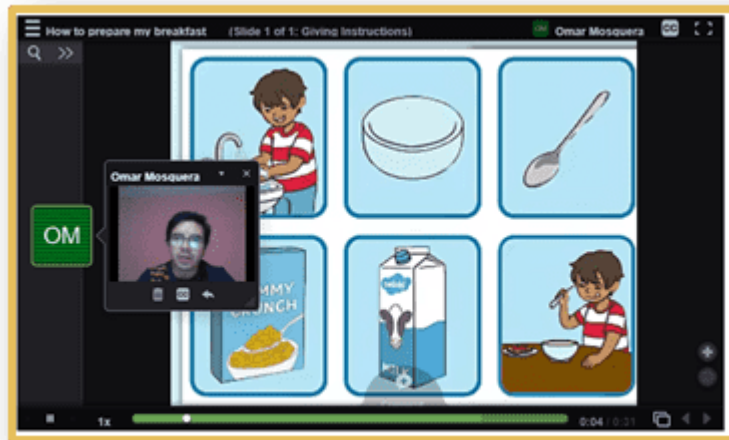
MODULE 4

ACTIVITY NAME	"Talking about your job"
CONNECTIVISM PRINCIPLE	Learning is a process of connecting specialized nodes or information sources. This connectivism principle talks about using technology and the Internet to obtain information and create new content. In this case, students can go to any Web page

	they want and check the content they think fits better for their assignments. Utrecht claims that "information can be taken from various sources and create something new and meaningful."
OBJECTIVE	Speaking skill is produced by using different app to get engagement.
PRE-TASK ACTIVITY	FROGGY
CONNECTION	YOUTUBE CANVA

PRODUCTION	VOCAROO
LINK	https://communication2030.blogspot.com/p/tema-4.html
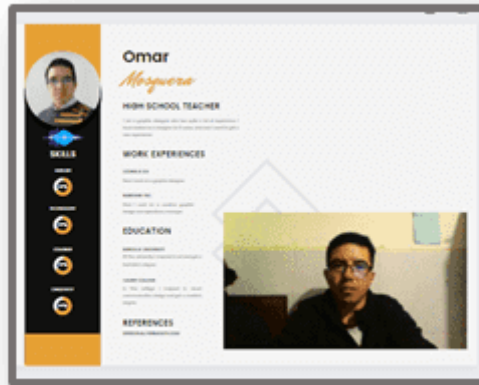
MODULE 5

ACTIVITY NAME	"Discoveries from Ancient Cultures"
CONNECTIVISM PRINCIPLE	Nurturing and maintaining connections is needed to facilitate continual learning. Connected learners must have access to a variety of networks that provide opportunities to interact with and learn from diverse people, ideas and resources. This requires several spaces where learners can relate to others who may not share similar backgrounds or views.
OBJECTIVE	Discuss positive and negative impacts of human inventions through gamification apps to develop an awareness of difficult situations and apply the language in a typical case.

PRE-TASK ACTIVITY	CANVA In this app
CONNECTION	"WORDWALL" Through this app, there are plenty of options to present content in different formats to study and practice EdPuzzle Using Edpuuzle help learners to watch a video and practice through questions inserted along the content.

	  NOTE Listen closely to the seaker. choose the correct option according the audio. You can repeat it as many times as you need Rewatch Skip **Continue**
PRODUCTION	VOCAROO When learners use Vocaroo, they practice pronunciation. Furthermore, when using the app planning is one of the aspects withing speaking skill to outcome oral production
LINK	https://communication2030.blogspot.com/p/module-5.html

MODULE 6

ACTIVITY NAME	"Beyond our world"
CONNECTIVISM PRINCIPLE	Ability to see connections between fields, ideas, and concepts is a core skill. Connectivism represents a new view of learning that stems from the understanding that knowledge today is often distributed across a network -- whether that network consists of people, publications, data sources, or other information repositories. Smart individuals are able to see patterns in networks and derive meaning from them.
OBJECTIVE	Have learners to gather information from different platforms so that new knowledge could be constructed by product development.
PRE-TASK ACTIVITY	YOUTUBE Here learners have a reading with its audios

CONNECTION	**WORDWALL** Answering True or False questions it is the perfect manner to reflect **WORDWALL** To produce communication is important to understand conversational contexts so, selecting exercises allow learners to practice grammar structures and semantics
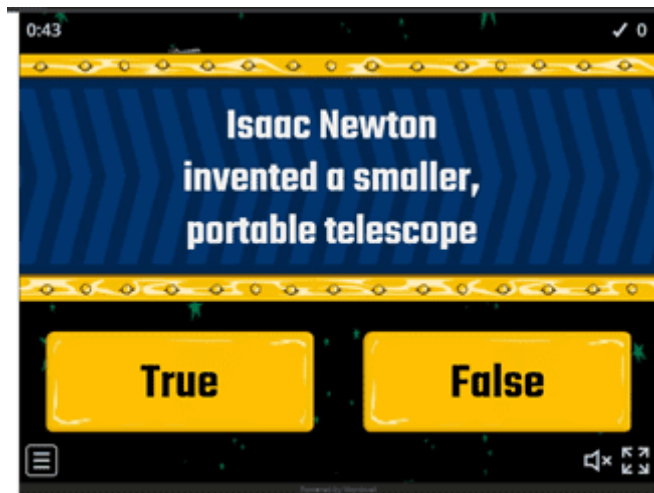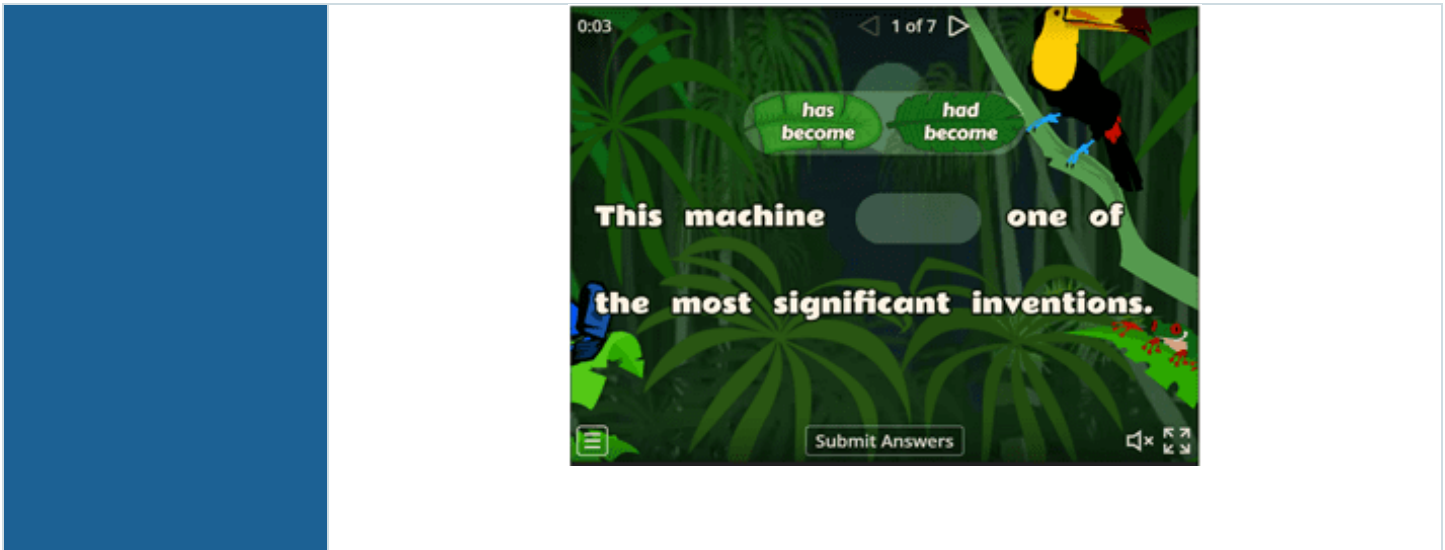
PRODUCTION	FLIPGRID As part of production activity is important to have learners to share what they have learned and expressing their opinion. Through flipgrid, teachers can create debating spaces and even better filming themselves to practice speaking skill.
LINK	https://communication2030.blogspot.com/p/module-6.html
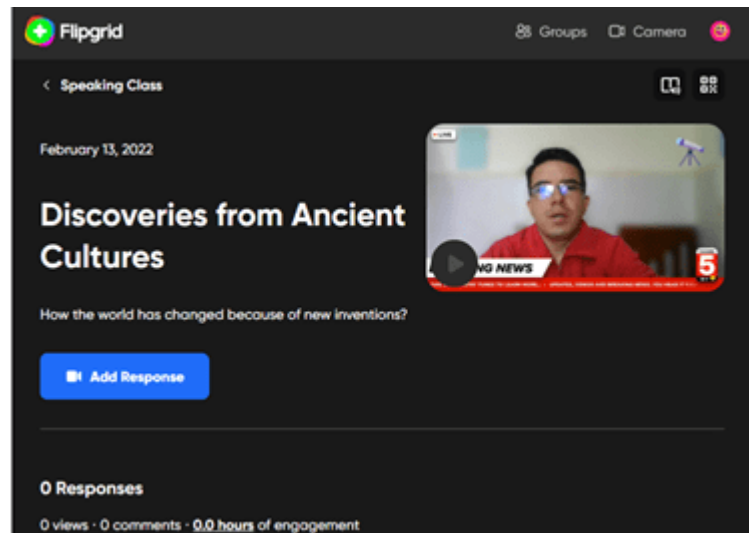
MODULE 7

ACTIVITY NAME	"Talking about your job"
CONNECTIVISM PRINCIPLE	Learning is a process of connecting specialized nodes or information sources.

	This connectivism principle talks about using technology and the Internet to obtain information and create new content. In this case, students can go to any Web page they want and check the content they think fits better for their assignments. Utrecht claims that "information can be taken from various sources and create something new and meaningful."
OBJECTIVE	Speaking skill is produced by using different app to get engagement.
PRE-TASK ACTIVITY	CANVA Learners would encounter vocabulary related to environment and how to take care of nature. This kind of topic contributes to learners expressing opinions and feelings.
CONNECTION	PADLET This note taking app allow learners and tutor to collaborate on a written project. As learners give opinions they can share content with images, videos and self-filming to better communication. CANVA This article gives learners vocabulary to be used for further exercises. Besides, reading makes learners to realize common expressions so they use this words for planning their speaking tasks.
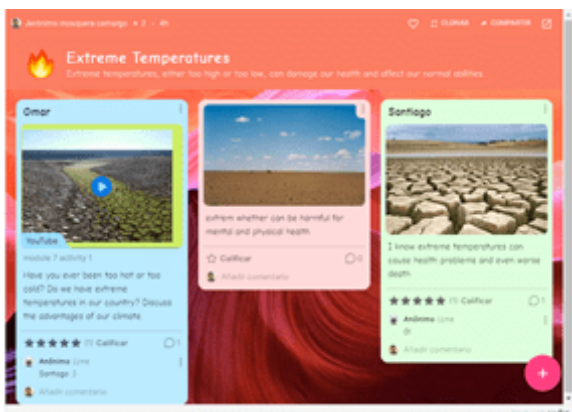
PRODUCTION	EDUCAPLAY – FROGGY
	This game allows learners to practice their comprehension when listening to statements. Through this exercise teachers could display any content depending on the topic to study.
LINK	https://communication2030.blogspot.com/p/module-7.html
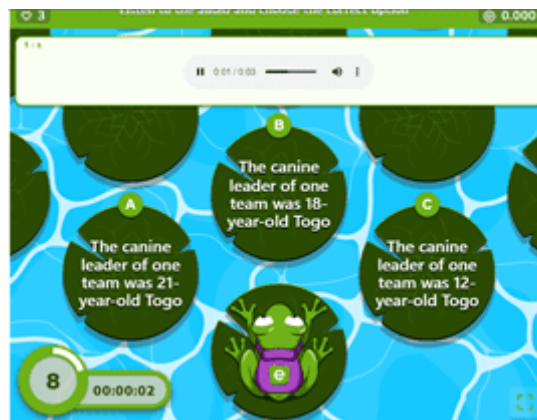
5.6 App usage guide

This guide aims to explain the steps to follow to carry out various educational activities for the development of speaking skill. Within the following applications:

- Blogger
- Flipgrid
- Voicethread
- Vocaroo
- Educa play / froggy
- Wordwall
- EDpuzzle
- Youtube
- Canva
- Padlet
- Telegram
- Whatsapp

How to create a Blog by using "Blogger"

Here is how a new blog on Blogger can be created, and a new post on the blog page using an internet browser. Any desktop or mobile internet browser can be used to create a Blogger blog.

1. Open Blogger in your internet browser. Type https://www.blogger.com into the address bar, and press "↵ **Enter**" or "↵ **Return**" on your keyboard.
2. Click the "**CREATE YOUR BLOG**" button. This is an orange button in the middle of the page. It will prompt you to sign in with your Google account.
3. Sign in with your Google account. You will need to use your Google account to sign in and use Blogger.
   - Enter your Google email or phone number, Click Next.
   - Enter your account password, Click Next.
   - If you don't have a Google account, click the blue Create account link at the bottom of the sign-in form.

4. Enter a title for your blog in the "Title" field. When you sign in, you'll be prompted to create your new blog in a pop-up window. Click the text field next to "Title" at the top of the pop-up and enter a blog name here.

    - If you don't automatically see this window, click the orange CREATE NEW BLOG button in the middle.

5. Enter a URL address for your blog in the "Address" field. Click the text field next to "Address" below "Title," and type the URL address you want to use for your blog.

    - As you type, available URL addresses will show up on a drop-down list. You can click an address here to select it.

    - You will see a white checkmark icon in a blue square next to the Address field. It means this address is available, and you can use it for your blog.

    - If you see a "!" icon in a red square, you will have to change your URL address.

6. Select a theme for your blog page. Scroll down the blog themes in the "Theme" box and click the one you want to use.
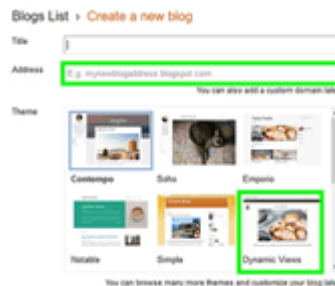
7. Click the Create blog button. This is an orange button on the bottom-right of the pop-up window. It will create your new blog and take you to your blog's admin dashboard.
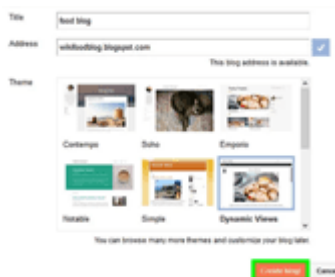

Making a New Post

8. Click the New post button. This is an orange button near the upper-left corner of your blog's admin dashboard. It will open Blogger's text editor and allow you to compose your new post.

9. Enter a title into the "Post title" field. Click this text field next to your blog's name at the top, and type your new post's title here

10. Write your blog post. Type your blog post in Blogger's text editor as you would in a typical text editor, such as Word or Google Docs.

- You can use the toolbar at the top to edit your post's fonts, sizes, text color, and layout.

- You can also use the Link, image, film clapper, and smiley buttons on the toolbar to add a hyperlink, picture, video, or special character to your post.

- Alternatively, you can write your post in a different text editor, and then copy and paste it here later.

- If you want to type your post in HTML, click the HTML button on the top left.

11. Click Post settings on the right (optional). This is an orange drop-down menu below the Publish button near the top right.

- Labels - You can add tag labels to your post to group together posts of similar content. Labels will help your readers find similar posts on your blog and help search engines find content that matches a user's search. Make sure that your tags are accurate, short, and helpful.

- Schedule - You can either have your post published immediately, or you can schedule it to be posted at a future time and date.

- Permalink - This option allows you to customize the URL address that links directly to your post. By default, it will be based on the post title, but you can change it to whatever you'd like here.

- Location - This allows you to add a location tag to your post. This is especially useful for travel blogs.

- Options - You can adjust various other options for your post here, including whether readers can comment on the post, and how the HTML code is interpreted.
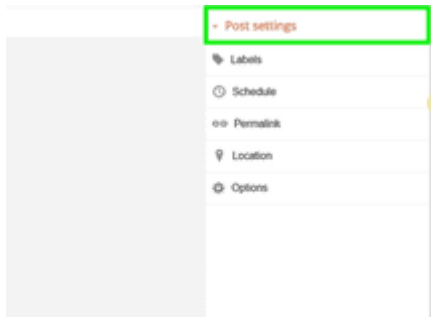
12. Click the Preview button (optional). This button is near the upper-right corner of the page. It will open a preview of your new post on a new page.

13. Click the Publish button. This is an orange button near the upper-right corner. It will publish your new post on your blog.

- If you want to save this post as a draft, click Save next to Publish.

- If you want to discard this post, click Close next to Publish and Save.

How to make a Video on Flipgrid

Flipgrid is a website where a teacher can assign a prompt and ask students to record a video in response. Below the steps will be displayed to make a video on this platform.

1. Locate the link for the assignment. Your teacher should give you access to a link on Flipgrid where you will record and submit your assignment. Find the link and click on it to access the site.

2. Log in if necessary. If prompted, log in with your username and password, Google, or Microsoft. Check the "Remember Me" option if you wish to not require further login attempts on your device.

3. Read the prompt. The teacher typically includes directions and a prompt on the assignment link so you can understand what is expected. Read through their directions and get an understanding of what to say and do in your video.

   - Click the blue book button to have the immersive reader option opened.
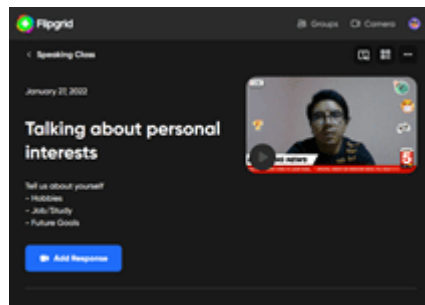
4. Start recording. Click the ¨+¨ or ¨**Record a response**¨ button to enable the recording feature. Once you're ready, start the video and record. Know that you can edit it later, so it doesn't need to be perfect your first try. You can also add additional features including a filter, frame, emojis, text, the ability to draw on the screen, a board, photo, and GIF to your video.

5. Edit the video. After recording your video, you are given the opportunity to edit it to make any needed changes. Trim the video and rerecord any parts if needed.

6. Take a selfie. Before the video is submitted, Flipgrid asks you to take a picture of yourself to submit as the cover of the video. Use its selfie feature to do this.

7. Submit the video. Type in your name and add any links or a description if you wish. Once you're ready, click Submit to turn in the video.
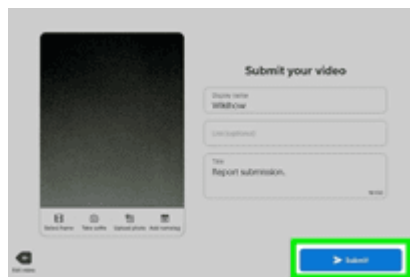
How to make a "Voicethread"

1. Open the Voicethread page at the following link: https://voicethread.com/

2. Register in the application, putting all the data.
    • Confirm subscription in personal email
    • Click on the log in option
    • Re-enter email and password

3. To create a new project, click on the "create" option

4. Then proceed to upload a photo, slides or pdf from the pc for the purpose of making a description.
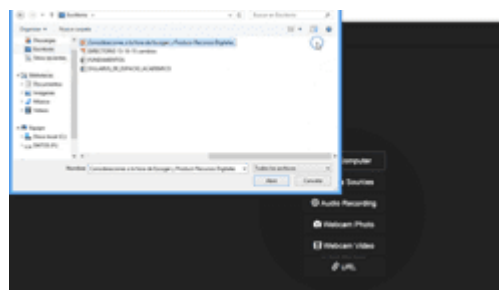
5. Add a title and a description to the file to be able to upload it.

    • Click on "save"

6. Now click on the "comment" option

7. Click again on "comment" and then click on the recording option

8. It will start a countdown to start recording the tutor. Do not forget that when you finish the comments, click on the "save" option.

9. In the left panel the comments of the tutor will be observed

10. Once the editions are finished, click on the "share" option

11. Copy the link to share it with the class

12. The student will click on the "comment" option to record their video and post their participation

How to create a Vocaroo

1. Enter the search engine in google and place: https://vocaroo.com/

    • Click on record
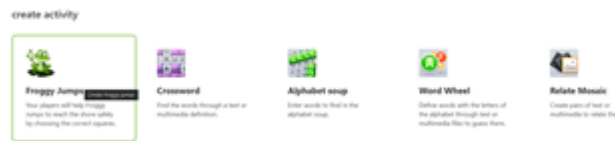
    • When you finish recording click on stop

2. You can try the recording again or listen to what was recorded

    • If you are satisfied with the recording, click save and share

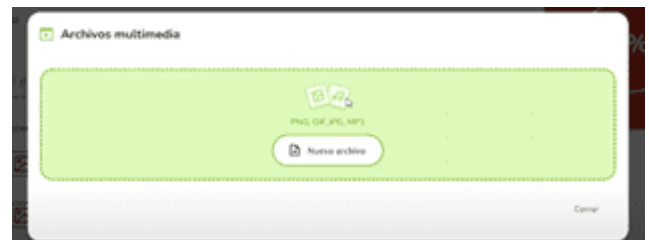3. Copy the link to share it with the class or on the blog

How to make an Educaplay - Froggy

1. Enter the page: https://es.educaplay.com/

- Click on create activity

2. Click on Froggy Jumps

3. Once inside the editor, the questions and answers will be created
4. In particular, questions will be created by entering audios and the answers will be chosen by the student.
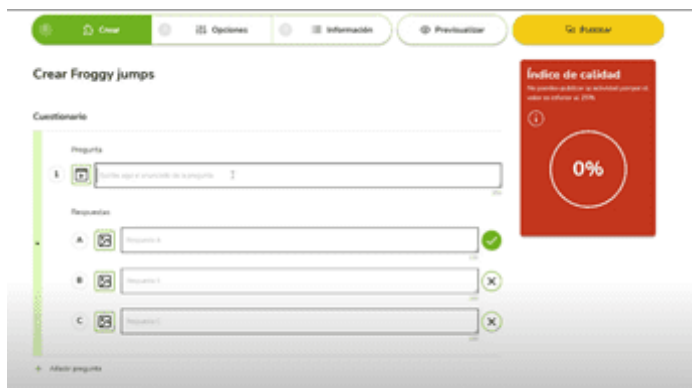
5. Also, in the options tab you can edit the number of attempts or lives for each player, the response time, and the option of random questions
6. After filling in personal data of the activity in the information tab, click on publish
7. Once the project is created, you can view the activity or share the link with the class
8. Now you can see how the interface was with the proposed activity
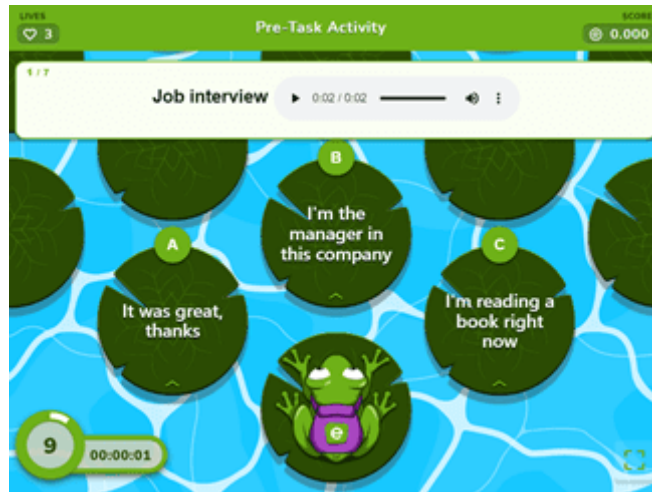
How to make a Wordwall

1. Enter the following link: https://wordwall.net/es
2. Register and enter personal data or log in with personal google account
3. Choose a template for the activity. In the blog it was chosen: "Join the correspondences".

4. Add the keywords and definitions, when the desired words have been entered, place the ready option
5. The visualization of the activity looks like this:
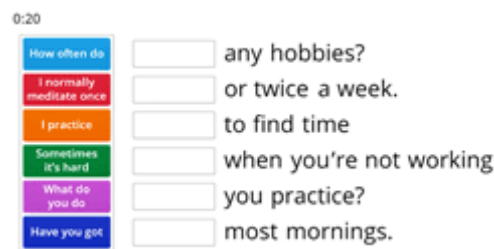
6. Another activity that was chosen was: "Order by groups"
7. Enter phrases that can be classified, in this case expressions that are used when apologizing or accepting apologies were added.

• When the activity is considered finished, place the ready option to visualize.

8. The added activity will be as follows

How to make an EdPuzzle

1. Enter the page through the following link: https://edpuzzle.com/
2. Sign up within the app
3. Choose the teacher option
4. Sign in with google account
5. Select the subject taught by the teacher, the name of the Educational Unit and click on "join"
6. Choose a base video that will allow you to add questions

7. Click on the "use it" option to start working
8. En la edición del video aparecerán 4 opciones:

- The first option is a scissor, it will allow video cutting
- The second option is to add an audio, consider that the original audio will be totally lost by the new recording
- The third option allows you to add audio notes and add additional explanatory notes to the video
- The fourth option allows you to add multiple choice questions. Where to take a video lesson

9. At the end of all the changes, do not forget to click on save.

- Then place the option to "invite students", copy the link and share with the class

10. The activity will be displayed like this:
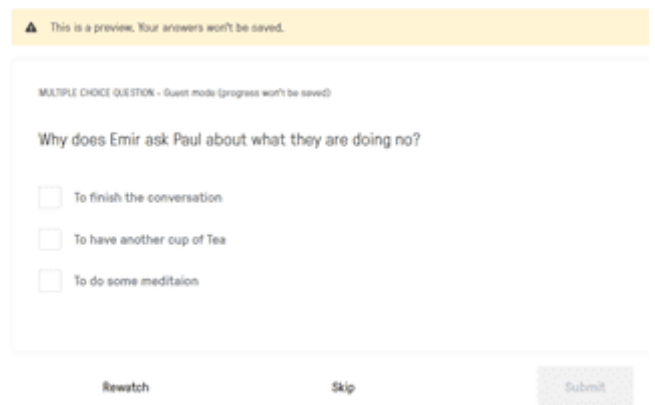
How to make a video for YouTube

YouTube videos can be casual or high-quality, whichever you prefer. If you don't want to plan your video, skip to the end of the article for instructions on how to upload it to YouTube.

Upload videos to YouTube from a mobile device

1. Open YouTube. Tap the YouTube app icon, which is shaped like its logo. If you're logged in, your home page will open.
2. If you're not signed in to YouTube, you'll need to select your account or enter your email address and password when prompted before proceeding.

3. If you plan to heavily edit your video before uploading it, we recommend transferring it to your computer and editing it there.

4. Press the "Upload" iconImage titled Android7videocamera.png. You'll see it at the top right of the screen. This action will take you to the upload page.

- You may need to grant YouTube access to your phone's camera, microphone, or camera roll before continuing.

5. Select your video. Tap the video you want to upload.

6. Edit your video if necessary. To edit the length of your video, tap and drag one end of the video bar to the left or right. To change the visual presentation or music of the video, change the corresponding tab at the bottom of the screen.
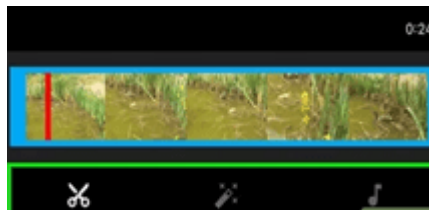
7. Tap Next. You'll see it in the top right corner of the screen.

8. Add a title and description of the video. Type a title for your video in the "Title" box, then type a description (optional) in the text box below the title.
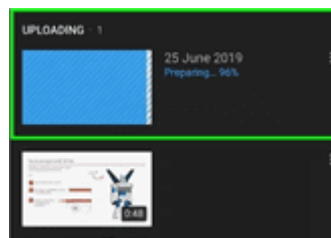
9. Tap Upload. You'll see it in the top right corner of the screen. The video will start uploading to YouTube.

10. Wait for the video to finish uploading to YouTube. Once it's uploaded, you'll be able to view it on your channel.

How to make an animation in Canva

1. Enter the application through the following link: https://www.canva.com/es_419/login/?redirect=%2Ffolder%2Fall-designs
   o Sign in with google account

2. Click on the option to create a design
3. Choose the format option for the animation
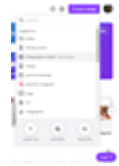
4. Choose a base template, and then place videos, gifs, photos, lyrics, among others, on it.
5. To add a video, choose the option "uploaded files" and then "record yourself"

6. When you finish editing, do not forget to click on the option to save changes and share the link

- The presentation of the blog is as follows:

How to make a Padlet

1. Enter the platform through the following link: https://padlet.com/
2. Sign in with google account
3. Click on the option "make a padlet"

4. Choose the board option

5. Put a title and a description

6. choose a design

7. Set the activity as "private" or "public"

8. In the configuration you can also find the electronic address to share it with students

9. Add a comment from the following option
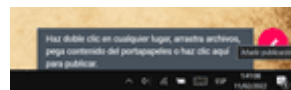
10. Click on the plus option

11. Click on the video recorder option
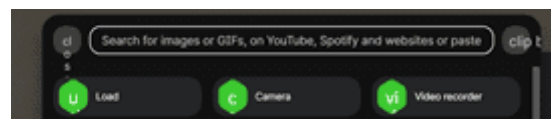
12. Make the video according to the parameters requested in the activity and save to post.

13. The finished activity will be displayed like this:

How to create groups on Telegram

1. Create a new group. Telegram allows you to create group chats of up to 200,000 users. [5] As a group admin, you can manage the privacy of the group, assign admin rights to other users, moderate the conversation, and control who can access the chat. To start a group chat, you can do the following:

   o Go to the Chats section of the app. It'll be in the menu (computer or Android) or at the bottom of the screen (iPhone or iPad).

   o Tap the pencil icon in the top right corner and select New Group on phones or tablets or click the menu in the top left corner and select New Group if you're using a computer.

   o Select the members to join.

   o Click or tap Next or the check mark.

   o Give the group a name and add a photo if you wish.

   o Click or tap Create or the check mark.

   o To manage the group and invite others, click, or tap the group name at the top of the conversation.

2. Manage the group. As a group admin, you can click or tap the group name and select Info to access all admin settings. Here you can add more administrators, invite people, change the group status from public to private, etc.
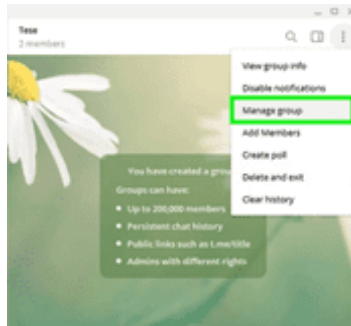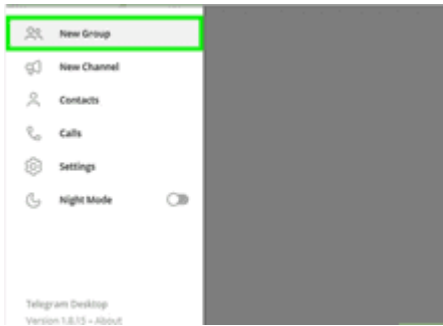
How to create WhatsApp groups

1. Tap the WhatsApp app to open it. If you don't have it, you can download it for free from the Google Play Store.
    ○ If you can't find WhatsApp on your phone, try searching for it using Google's "In Apps" feature.
2. Tap the "Chats" tab. You'll find it at the bottom of the screen in the WhatsApp toolbar.
    ○ In case WhatsApp opens with the last conversation you had, press the "Chats" option in the upper left corner to return to the "Chats" menu.
3. Press the Android menu button. Doing so will open a menu within the "Chats" page.

4. Tap the "New Group" option at the top of the menu. It will ask you to select the members of the group.
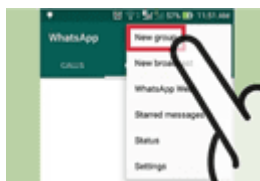
5. Tap the contact names to add them to the group. You can also search for specific contacts using the search bar at the top of the screen.
    ○ You won't be able to add people you don't have in your contacts.
    ○ Tap the "OK" button in the top right corner of the screen when you're ready to continue.
6. Give the group a name. You can do this in the field at the top of the screen.
7. Add an image to the group. You can do this by pressing the empty box next to the group name and selecting an image from the gallery.
    ○ You can also take a photo from WhatsApp if you prefer.

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8. Tap the check mark when you're done. It's in the upper-right corner of the screen. You already have a WhatsApp group!
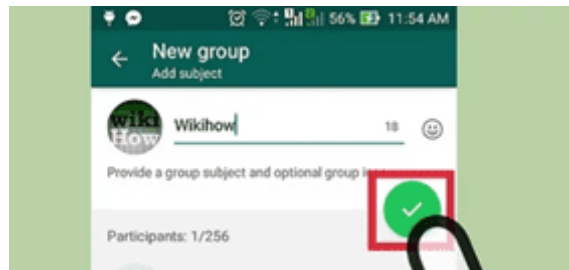
6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

As technology becomes part of education nowadays, it was essential to analyze all the information gathered from exercises displayed to students and observe whether the approach helped the educational process. Besides, the use of technology and the internet needs to be assessed to contribute to further studies aimed at the service of ITCs and the different platforms and formats that can be found in the digital part.

To adapt pedagogical approaches to the digital stage, Connectivism Learning Theory embodies the purpose of this study and helps improve the process for online classes and learning activities. It is good to appreciate the usefulness of the blog for classes development.

Before creating activities and digital tools, observing students' English proficiency for speaking skill was relevant. Therefore, an oral test was carried out to determine whether A2 level exercises were suitable for them. Evaluation results helped this study validate the use of a connective approach to speaking skill development.

In conclusion, the apps displayed through the blog and used to develop learners' oral production were classified into different units depending on the strategy. In this sense, teachers could use the blog either through the class process or support practicing any lesson.

6.1 Recommendations

Teachers need to get involved in digital education. In this concern, the pandemic has forced the educational system to adapt technology in the class. However, tutors should integrate connectivity theories for students to learn in this new digital era.

Teachers need to assess students constantly in their English skills. Thus, CEFR scales give an excellent standard to know what to expect and what to work on, so learners improve on the EFL classes. These evaluations could be done within the classroom and using technology and didactic apps.

The use of blogs could be helpful for isolated results. However, it would be better to have teachers of institutions work in collaborative activities to ensure they would learn without interruptions over the academic years.

ANNEX

Oral diagnoses test rubric

UNIDAD EDUCATIVA "LIBERTAD"

Creada el 9 de septiembre del 2013-Resolución: 214DP-CEZ-1-2013
Telefax: 062212001-2212174
Correo electrónico: cnlibertad75@yahoo.es

EVALUACIÓN DIAGNÓSTICA DE LENGUA EXTRANJERO

Escala descriptiva para evaluación diagnóstica
DATOS INFORMATIVOS:
Nombre de los docentes: Lic. Angelita Leintón, Lic. Nancy Lema y Lic. Omar Mosquera
Proyecto: 1
Técnica utilizada para la evaluación: Descripción/ Ensayo. My favorite famous person.
Nombre del estudiante:
Fecha: 27-08-2020   **Subnivel:** Bachillerato

Criterios	4	3	2	1	Observaciones
La descripción del personaje favorito es inteligible.					
Expresa correctamente sus ideas con fluidez y claridad.					
Muestra control de estructuras gramaticales simples.					
Su vocabulario está acorde al nivel de su año académico en curso.					
Practica las medidas de prevención del Covid-19.					
Pronunciación y control de fonemas en expresiones y nivel adecuado de palabras.					
Utiliza los medios tecnológicos como fuente de recopilación de datos.					

Niveles de rendimiento:			
1= Necesita mejorar	2= Bueno	3 = Muy bueno	4 = Excelente

Nº	NOMBRES	FIRMA DIGITAL	OBSERVACIONES
1	Lic. Nancy Lema		
2	Lic. Angelita Leiton		
3	Lic. Omar Mosquera Camargo		

ORAL TEST

Your home

- Do you live in the city or the countryside?
- Describe your town/city.
- Do you live in a house or an apartment?

Sports and Hobbies

- Which sports or hobbies do you enjoy?
- How often do you play___?
- What activities don't you enjoy

Technology and social media

- Do you use social media? Which platforms?
- How often do you use social media?
- Do you use any apps to help you learn English?

Eating habits and Cooking

- What is your favourite dish?
- What can you cook?
- Do you follow a special diet?

Anexx

Official approval to apply the investigation in Unidad Educativa "Libertad"

UNIDAD EDUCATIVA "LIBERTAD·

Creado el 9 de septiembre del 2013-Resolución: 214DP-CEZ-1-2013
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Oficio de aceptación Unidad Educativa "Libertad"

Oficio 71 R- UEL-2019-2020

La Libertad, 30 de julio de 2020

Dra. Lucía Yépez V MSc.
Directora
Instituto de Postgrado

Me permito informar a usted que el (la) señor(a): Omar Jerónimo Mosquera Camargo con número de cédula 1003589403 estudiante del Programa de Maestría en: Pedagogía de los Idiomas Nacionales y Extranjeros, **ha sido aceptado (a) en esta institución para realizar su trabajo de grado.** La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Agradezco su atención.

Atentamente,

Lic. Betty Mora
C.I. 0401091061
RECTORA U.E.L.

UNIVERSIDAD TECNICA DEL NORTE

INSTITUTO DE POSTGRADO

Facultad de
Posgrado

IBARRA - ECUADOR

MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS MENCION INGLES

This interview has the objective to collect data about the use of technology within the English classes to have students develop their speaking skill. Personal information is not required, and your answers will be used for academic purposes.

1. How much time do you take to control oral production (speaking) within the class?

_____

_____

2. What activities do you consider are better for practicing speaking?

_____

_____

3. According to your experience, which apps do you consider the most suitable for students in virtual classes?

_____

_____

4. What are your thoughts on having a blog to develop the topics of your classes?

_____

_____

5. How would you link the use of a blog within your classes?

_____

_____

DATA INSTRUMENTS VALIDATION

Theme: Integrating connectivism learning theory on oral production in EFL A2 level students.

General objective: To apply Connectivism Learning Theory on oral production in A2 level EFL students in the academic period 2020 - 2021

Author: Omar Jerónimo Mosquera Camargo

Judge:

Degree:

Academic tutor: Dr. Narcisa Fuertes PhD

Data instrument collection: "Interview"   **Use a check mark ☑**

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				
Importance	What is the instrument level importance with related to the investigation? Check this				
Organization	Is there a logical organization with the questions display?				
Writing organization	Are the questions clear and concise?				

Validated by (Name and surname) Msc. Carla López

ID:1003505441   Signature:

Students' survey

UNIVERSIDAD TECNICA DEL NORTE

INSTITUTO DE POSTGRADO

MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS MENCION INGLES

Esta encuesta esta realizada con la finalidad de obtener información acerca del uso de la tecnología en las clases de inglés dentro del área de Lengua Extranjera, para definir actividades adecuadas para el desarrollo de la destreza de "speaking" tanto dentro como fuera del aula. No es necesario llenar su información personal y toda respuesta emitida será utilizada con fines pedagógicos y académicos.

¿Qué importancia tiene para Ud. la habilidad de "speaking" en las clases de inglés?

Muy importante

Importante

Poco importante

Irrelevante

¿Qué tiempo tiene Ud. en clases para practicar la destreza del speaking en la semana?

11-15 min

6-10 min

1-5 min

0 min

¿Con qué frecuencia recurre a Internet para resolver una duda de pronunciación en inglés?

Siempre

Casi siempre

A veces

Nunca

¿Utiliza aplicaciones en su celular o computador para practicar speaking por sugerencia de su profesor/a?

Si

No

¿Consideraría utilizar un blog para practicar las destrezas de inglés?

Si

No

¿Cuál de estas aplicaciones ha utilizado para practicar inglés dentro o fuera de clase (elija una o más opciones)

Edpuzzle	_____	Filpgrid	_____
Vocaroo	_____	Voicethread	_____
Educaplay	_____	Youtube	_____
Ninguna	_____		

¿Qué aplicaciones de mensajería utiliza para comunicarse con su profesor (elija una o más opciones)

Teams	_____	WhatsApp	_____
Telegram	_____	Blogs	_____
Correo electrónico	_____	No se comunica	_____

Gracias por su colaboración

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	Nothing	Low	Middle	Hight
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Organization	Is there a logical organization with the questions display?				
Writing organization	Are the questions clear and concise?				

Validated by (Name and surname) Msc. Patricia Lema

ID: 0401518592   Signature:

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