New Approaches to the Teaching of Spoken English

Grado en Lengua y Literatura Inglesas

Trabajo de Fin de Grado

Cristina Taboada Felpeto

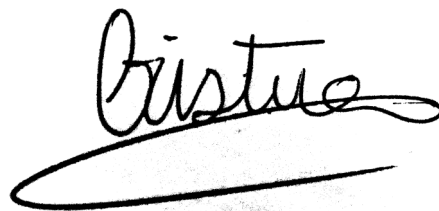## Julio 2019

Tutor: Ignacio Miguel Palacios Martínez

New Approaches to the Teaching of Spoken English

Grado en Lengua y Literatura Inglesas

TFG

Cristina Taboada Felpeto

Julio 2019

Tutor: Ignacio Miguel Palacios Martínez

Table of Contents

List of Abbreviations Used

ABAU	*Avaliación de Bacharelato para ó Acceso á Universidade*
ACMC	Asynchronous Computer-Mediated Communication
ASR	Automatic Speech-Recognition
BACH	*Bachillerato*
CALL	Computer-Assisted Language Learning
CATS	Computer-Assisted Teaching Speaking
CLT	Communicative Language Teaching
CMC	Computer-Mediated Communication
DTC	Digital Technologies in the Classroom
EFL	English as a Foreign Language
ESO	*Educación Secundaria Obligatoria*
ICT	Information and Communication Technologies
SCMC	Synchronous Computer-Mediated Communication
VoIP	Voice-over Internet Protocol

List of Tables and Figures

Formulario de delimitación de título e resumo
Traballo de Fin de Grao curso 2018/2019
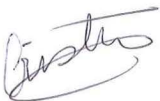
APELIDOS E NOME:	CRISTINA TABOADA FELPETO
GRAO EN:	LENGUA E LITERATURA INGLESAS
(NO CASO DE MODERNAS) MENCIÓN EN:	
TITOR/A:	IGNACIO MIGUEL PALACIOS MARTÍNEZ
LIÑA TEMÁTICA ASIGNADA:	LINGÜÍSTICA APLICADA AO ENSINO DO INGLÉS

SOLICITO a aprobación do seguinte título e resumo:

Título: New Approaches to the Teaching of Spoken English

Resumo [na lingua en que se vai redactar o TFG; entre 1000 e 2000 caracteres]:

Although extensive research has been conducted in the last few years on the teaching of foreign languages and, more particularly, on the teaching of English, speaking skills have to a large extent been highly disregarded, partly because it is not easy to teach them with large groups of students. Moreover, new technologies are getting more and more important in the teaching of modern languages to the extent that they are having a great impact on their teaching. Thus, this work seeks to analyse the use of new technologies in the teaching of English speaking skills in the 21st century.

The study will be divided into two different sections. The first part will be more theoretical and will consist of a brief introduction to what we mean by technology in the classroom context as well as highlighting the importance of teaching spoken English and the significant advantages of using and introducing technology as a didactic tool. I will also refer to the benefits in the use of new technologies for the teaching of spoken skills. Comparisons will be made with more traditional approaches.

The second part will be more practical in nature. A study will be conducted at a high school level so as to find out which are the new technologies that are being used nowadays in the classroom and to investigate the views of teachers and learners on their use. This project will conclude with a number of reflections on the pros and cons of technologies applied to the teaching of speaking in the light of the findings obtained.

Santiago de Compostela, 29 de outubro de 20 18

SRA. DECANA DA FACULTADE DE FILOLOXÍA (Presidenta da Comisión de Títulos de Grao)

Sinatura do/a interesado/a	Visto e prace (sinatura do/a titor/a)	Aprobado pola Comisión de Títulos de Grao con data 1 6 NOV. 2018
	JOAQUÍ M. DALACHJ	Selo da Facultade de Filoloxía

SRA. DECANA DA FACULTADE DE FILOLOXÍA (Presidenta da Comisión de Títulos de Grao)

Introduction

Speaking, as a productive skill, is a crucial element in the teaching of a foreign language (Ur 1981: 2). After thorough research, many authors (Morozova 2013; Bahadorfar & Omidvar 2014; Harmer 2007a; Ur 1991) have claimed the relevance of speaking due to the fact that speaking is the final goal of many EFL students and also due to the fact that speaking includes in itself other components of the language such as vocabulary or grammar; accordingly, authors have also point out that when speaking is developed, other skills are indirectly improved.

Apart from this, technologies have emerged in the last few years to facilitate the teaching and learning of a foreign language, including speaking, since they create new speaking environments where students are able to develop their speaking skills (Bahadorfar & Omidvar 2014). Consequently, today´s teaching methods are progressively introducing technologies in their curriculum.

In light of this, this dissertation is focused on two main ideas. Firstly, on the neglect of speaking during the past decades throughout different approaches to the teaching of oral skills until the Communicative Language Teaching method has emerged. Secondly, and mainly, on new technological teaching approaches to enhance speaking as well as the introduction of technology in the classroom, more particularly, on how podcasts and *Skype* can be adapted for classroom activities and how their use has numerous advantages to improve and develop speaking skills. Subsequently, the main aim is to show how the teaching of speaking and current speaking activities can be adapted to technologies so as to provide new, enjoyable and interactive speaking environments.

In order to do so, two different methodologies will be used: bibliographical material, in the theoretical part, and a survey, in the practical part. As regards the bibliographical material, Ur (1981; 1991), Harmer (2007a; 2007b) and Richards (2006) or Richards & Rodgers (1986) will be used as primary resources in the first section of the first part and Sze (2006), Samad et al. (2017), García et al. (2017) and Tsukamoto et al. (2009) in the second section of the first part. Concerning the study, a survey oriented towards students of 3rd of ESO and 1st of *Bachillerato* as well as high school teachers will be carried.

Furthermore, the dissertation is divided in two main parts. On the one hand, the first part will be theoretical. This in turn is organised in two main sections. Firstly, one

section regarding the importance of speaking, the background of the teaching of speaking, factors affecting the teaching of speaking and also speaking activities widely used in order to improve fluency. Secondly, another section regarding technologies. Thus, the concept of technology in the classroom will be delimited, the advantages of technologies for speaking will be underlined and new approaches to speaking such as the use of podcasts and *Skype* will be explained. At the end, a brief comparison between traditional methods and technology-oriented methods will be made.

The second part will be concerned with the above mentioned study. In this part, the objectives of the study, the participants, the methods used to gather the data, the data analysis and the results of the survey will be described. Afterwards, a brief comparison will be drawn in order to highlight the main differences across groups.

Finally, a series of conclusions are provided as well as a list of the references that have been cited throughout the work.

1. Part I

1.1. Historical Background

1.1.1. The Importance of Speaking Skills and its Teaching

Twenty first century society is highly demanding. Thanks to the phenomenon of globalization and the unstoppable progress of the Internet, amongst other factors, people are required to speak more than one language. As a result, the need for non-native English speakers has brought up the urge to learn English as a second or foreign language until proficiency is achieved as well as the flagrant necessity for the most successful language teaching strategies so as to become high achievers.

To begin with, different components of a language have to be mastered in order to acquire proficiency in such a language and one of them is communication. Ur, a well-known professor specialized in the teaching of speaking skills to foreign learners, has suggested that communication is the crucial element in the learning and teaching of a foreign language (1981: 2). Communication is a process that consists of two interlocutors: *speaker* and *listener*; and two skills: *productive* and *receptive skills* respectively being the former more important to our purposes (Byrne 1981: 8). However, other researchers such as Maley (1987: 3) note that a distinction must be drawn to differentiate between *speaking skills* and *conversational skills*, also called *interactive skills* in the Common European Framework of Reference (2001: 26). The former are those that are essential in order to be able to communicate with others, although not enough to engage in a fruitful conversation, while the latter are those needed to maintain the flow of a conversation. Thus, they are not in a one-to-one relationship and both of them should be practised in order to achieve good speaking skills.

What is meant by the teaching of speaking skills is a set of different conventions that teachers should refer to when teaching a foreign or second language. According to Bahadorfar & Omidvar (2014: 10), teachers may teach pronunciation, stress, the uses of words and utterances depending on the context, the listener, setting and topic as well as making the learner aware of factors such as relevancy and expression so as to improve their fluency.

Moreover, the importance of speaking is unquestionable. The term "speaker" is intrinsically linked to the knowledge of other components of a language such as grammar, vocabulary and listening (Ur 1991: 120). In addition, communication and oral

skills are the goal of many foreign language students since their fluency in their first interaction will determine the interlocutor´s impression and hence the more fluency, the better the impression (Morozova 2013; Bahadorfar & Omidvar 2014: 9). Furthermore, according to Byrne (1981: 10), learners tend to be aware of their own learning process through speaking and thus speaking becomes a factor to measure their own progress which will bring up an increase in their motivation to keep learning and improving in their English. The importance of speaking mainly due to communicative reasons (i.e. to convey meaning and to share information) is highlighted by most authors but it has also been suggested that by improving speaking skills learners will be able not only to articulate themselves but they will also learn "social and cultural rules" (Bahadorfar & Omidvar 2014: 10), thus students will be able to have their own insight of the culture and the language.

Apart from these, there are other reasons for the teaching of speaking (Harmer 2007a: 123 and foll.). Firstly, teaching speaking will provide students the opportunity to experience real and everyday life situations. The more practice and exposure in the classroom, the higher the probability to cope with real-life situations successfully. A great percentage of the available teaching material for foreign learners does not include ambiguities that may arise in a real-life situation so it will lead to the learners´ struggle when the time comes for real exposure (Nolasco & Arthur 1987: 8). Consequently, teachers should prepare students to the real world within the classroom context which may provide them a safe atmosphere where students do not feel inhibited. Secondly, not only teaching speaking would help students to improve their speaking skills but it would also stimulate other components of the language itself such as grammar or vocabulary so they progressively become fluent. Finally, in light of the students´ speaking performance, feedback can be given to students for further learning.

1.1.2. Approaches to the Teaching of Speaking Skills

Different approaches have emerged in the foreign language teaching field throughout the centuries and teachers have been adapting themselves to the newest approach or they have clung to the most traditional methods. English teaching has changed during the last years and whence, the teaching of speaking has also changed, especially, with the advent of the Communicative Language Teaching approach.

During the 18th and 19th centuries, the Grammar-translation method was deeply rooted in the language teaching field. It was based on the idea that by focusing on grammar in literary works, thus reading and translating them thoroughly to the learners´

native language and the other way around, proficiency would be achieved (Lynch 2012: 69; Harmer 2007b: 63). Whence, the oversight of speaking led to the Reform Movement (Richards & Rodgers 1986: 7) that focused on phonetics because they claimed that the basis of a language was its speech. However, some followers of this movement turned their interest into principles that could be applied to language lessons (Richards & Rodgers 1986: 9) which led to the so-called Direct Method (late 19th and early 20th) that shifted the prior method so as to focus on speaking and listening (Lynch 2012: 69) and relating grammatical structures to meanings while maintaining accuracy (Harmer 2007b: 63). As a result, it was crucial to avert the use of the native language in order to ameliorate the target language. However, this method ignored the classroom context and relied heavily upon the teacher and on the spoken language without a proper methodology (Richards & Rodgers 1986: 10-11).

During the 20th century, and in order to teach communication effectively, Communicative Language Teaching (CLT) emerged. CLT can be defined as "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (Richards 2006: 2) and whose main goal is the teaching of speaking skills as well as to show the relation of dependence between language and communication in the creation of new teaching strategies (Richards & Rodgers 1986: 66). This is the framework of many of the teaching methods of today´s foreign or second language teaching since it abandons the grammatical focus of language learning.

To start with, Ur distinguishes two major views: on the one hand, one associated with the command of structures, students and exercises; and on the other hand, a more recent approach associated with a "dynamic individual and meaningful oral practice" (1981: 2). In a similar vein, according to Richards (2006: 6), three stages can be differentiated in CLT as explained in the following paragraphs.

The traditional approach (until the 1960s) saw grammar as the main way to achieve language proficiency and the process of learning was believed to be resulting from mechanical repetitions (Richards 2006: 4-6). Therefore, students avoided any possible mistake since it was presupposed that they would be integrated persistently into the learner. In this way, the focus was placed on other components of language and, consequently, students lacked the ability to interact purposefully (Ur 1981: 2). Hence, speaking skills were noticeably neglected by teachers and language teaching methods since importance was placed upon the ability to construct well formed and meaningful sentences rather than in the ability to communicate.

For example, the main approaches that assumed the previous ideas were the Aural-Oral Method and the Structural-Situational Approach. On the one hand, the Aural-Oral Method or Audiolingualism (Ur 1981: 2; Richards 2006: 7) was originated in North America. Due to the fact that it was based upon traditional views, such as the Direct Method, the structure was closely related to those of controlled activities and it was especially dependant upon drilling. Such a use of drilling intended to erase students´ mistakes and to create a set of "good habits" (Harmer 2007b: 64). Therefore, the language was reduced to the classroom context and little was left to practice real-life communication.

On the other hand, in the United Kingdom the Structural-Situational Approach developed from one specific idea of Audiolingualism, which was that the language rules and structures could be taught in the classroom by practising different situations[1] since spoken language was seen as the main foundation of language, and grammar as the starting point (Richards & Rodgers 1986: 34-6). Contrasting with the above-mentioned approach, the P-P-P cycle, which means *presentation*, *practice* and *production* (Richards 2006: 8), was used persistently in order to ensure good speaking practice along with other skills. Moreover, controlled activities such as cued-drillings were used but these were contextualized so that they became more valuable (Harmer 2007b: 65). However, the syllabus was based on sentence patterns and word lists so that the process of learning and speaking became highly controlled; for example, in the same way as in the Direct-Method, the knowledge of other skills such as grammar was inductive and no explanations were provided to students (Richards & Rodgers 1986: 35-7).

The second stage is the classic CLT (1970s-1990s). It arose as a response to traditional approaches so that from now on prior ideas were neglected and the weight of the lessons was placed on the "skills and knowledge" in order to use language to achieve different goals in a conversation (Richards 2006: 9). Hence, speaking skills started to be placed on the centre and grammar was slowly losing its importance. As a result of this transitional phase, the current CLT emerged in the last decades of the 1990s rethinking previous approaches due to the need to account for a theoretical framework that would constitute the basis of communication-based language teaching (Richards & Rodgers 1986: 65).

Furthermore, in current CLT, communication is believed to be the basis of the language learning process as well as the best scenario for fruitful learning (Richards

---

[1] What is meant by situation in this method is the visual material, actions and gestures where the learners could demonstrate their own learning (Richards & Rodgers 1986: 38).

2006: 10-12) and the continuity of the exposure to communication is believed to lead to the development of the students´ speaking skills (Harmer 2007b: 69). Accordingly, three different principles may determine CLT which are: the communication principle, the task principle and the meaningfulness principle (Richards & Rodgers 1986: 72 and foll.). The communication principle is based on the idea that it is important to carry out activities that rely heavily on real-life situations and communication such as role-plays or information-gap activities (Harmer 2007b: 69). [2] In addition, the task principle maintains that speaking will be used to achieve purposeful tasks while the meaningfulness principle relies on the idea that the language use has to be meaningful to the student so that it will back up the whole process of learning. Consequently, the three principles are closely interrelated.

However, according to Richards & Rodgers (1986: 83), current communicative approaches and their fundamental principles are not clearly defined because, by doing this, they leave space for individual variations, thus differing from any other previous methods and leading to many different perspectives in language teaching and in the teaching of speaking. As a result, nowadays it has become a cover term to refer to the learning that tries to improve the learners´ speaking skills rather the grammatical (Harmer 2007b: 70).

In conclusion, these methods show how the teaching of oral skills has been neglected over the years and the difficulty of providing a framework that accounts for the main needs of the teaching of speaking. At the same time, grammar-based methods have fallen by the wayside and have led to modern language teaching strategies that try to find a balance between other language components and meaningful oral communication.

1.1.3. General Principles and Techniques to the Teaching and Learning of Speaking Skills

In the process of a foreign or second language learning, certain factors should be taken into consideration when teaching speaking in order to encourage learners to speak in the classroom and in order to get the most out of the students´ speaking skills.

---

[2] Role-play and information-gap activities are a type of activities often considered fluency activities. On the one hand, role-play activities are those in which students are given a particular role in a particular context and they have to perform it (Ur 1981: 9-10). On the other hand, information-gap activities are those in which students are given different pieces of information which forces them to share it with other peers in order to complete both the information and the task (Harmer 2007a: 129).

First and foremost, according to Littlewood (1992: 98-9 and foll.) the classroom should provide a positive atmosphere since the bond between learners and the teacher-learner bond is highly influential. On the one hand, teachers should encourage peer support in the classroom so that students might increase their speaking in the long-term; and on the other hand, learners´ bonds can be reinforced through activities where they share information and contribute to the resolution of the activity, thus building a community network where everyone is part of.

Once the classroom is up for activities, the first thing to do is planning as referred by many authors as well as online teaching platforms such as Teaching English, supported by the British Broadcasting Corporation and the British Council. As a result, the more planned a lesson is, the more time for each student to speak. Hence, efficiency will increase as well as participation and enjoyment (Ur 1981: 24).

Different steps should be followed in the organization process (Ur 1981: 18 and foll.). Firstly, the teacher should dedicate enough time to the explanation of the task. According to Kay (2015), if instructions are simple, there will be no need to use the students´ native language, thus the use of the target language will likely increase. Nonetheless, teachers should check if instructions are understood by observing the students´ actions. Moreover, it is advisable to do a "trial run" (Ur 1981: 18) using all or one student as part of a display and afterwards, the students should be reminded of the teachers´ expectations and the purpose of the activity, otherwise the students may feel discouraged (Nolasco & Arthur 1987: 15-20).

Secondly, the organization process would also require the organization of the different groups of students. When using groups, teachers tend to be fearful of the "physical reorganization of the classroom and from the decentralization of the teaching process" (Ur 1981: 7-8 and foll.). Nevertheless, it has several advantages to speaking such as the boost of participation and motivation due to its game-like characteristics, the decrease of inhibition, the promotion of peer-teaching and the closeness to materials; meanwhile it gives freedom to the teacher during the activity. However, Richards (2006: 15) suggests that group work does not equal fluency activities and thus it is a way in which fluency activities may be developed but it does not substitute them. Thirdly, the distribution of the task, which is left to the teacher. Donald (2003), along with other researchers aforementioned, insist on giving time to students before the discussion so as to be able to prepare the task; therefore, students will be able to speak more within a certain amount of time.

Another important aspect already mentioned is the task. Within the CLT framework, two process-based methodologies are distinguished which are *content-based instruction* and *task-based instruction* (Richards 2006: 27). Both of them are believed to make the process of language learning easier but one is more relevant than the other if our scope is speaking. Briefly, the former sees content as the unifying thread of the activities and as the interrelation of all components of communicative skills while the latter claims that "language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks" (Richards 2006: 30). Hence, the focus is placed upon the task which is seen as the basis for the planning and the teaching of speaking.

When comparing these methodologies task-based activities have better results regarding speaking because when a task is carried out by students, the oral production automatically becomes purposeful and stimulating (Ur 1991: 124; Ur 1981: 12). Consequently, Ur (1981: 15) differentiates: on the one hand, *open-ended* tasks where learners are able to articulate their own ideas and, on the other hand, *close-ended* tasks, where there is just one possible solution resulting in less speaking. These tasks differ to those proposed by Richards (2006: 31) which are *pedagogical* tasks that involve particular conversational rules and language, and *real-world* tasks which involve real language and future conversations.

Apart from this, the transition from a traditional to a communicative approach of teaching led to an alteration in the teachers and the students´ roles (Richards 2006: 5; Littlewood 1992: 106-7 and foll.). By adopting an active role, the learners get used to making decisions which will ultimately lead them to a high degree of autonomy in their oral skills as well as their own learning. For example, in role-play activities, if the instructions are basic, the student will need to use their own imagination in order to put the activity into practice. Although the type of activity that is carried out is still in hands of the teacher, the teacher´s dominance is drastically reduced which also improves the classroom atmosphere. In this way, three possible scenarios might be distinguished during a speaking activity from the teacher´s point of view (Harmer 2007a: 132; Littlewood 1992: 105). The first one could be one where the teachers participate in order to help the students without jeopardizing the activity. The second one would be one where the teachers maintain a low-profile and let the students carry the full weight of the activity. Finally, the third one would be one where the teachers sometimes participate but later on their help is withdrawn. As a result of this detachment, according to Littlewood (1992: 103-4), teachers tend to focus on the result of the speaking activity

rather than on the process itself, although both are equally important. Regardless of the fact that accuracy is indispensable to learn a language, teachers cannot see it as the main aim of an activity.

All in all, there are different factors that may influence the outcome of the speaking activities. Due to the fact that the time assigned to speaking activities tends to be less than what it should, it is important that both teachers and students become aware of these factors so as to increase its productivity and effectiveness.

1.1.4. Activities for the Teaching of Speaking Skills

As the teaching approaches changed throughout the years from traditional to more interactive, so activities did. Although their classification may differ according to each author, three main types can be distinguished: controlled, awareness and fluency activities. However, for limitations of space, I will focus on fluency activities providing the example of role-plays, used mainly to develop oral skills.

Fluency activities try to improve the learner´s communicative competence. It is worth-mentioning that there is a difference between fluency and accuracy. Fluency is defined as follows:

> "Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns" (Richards 2006: 14)

Therefore, the student may make use of any of their resources within their linguistic competence to convey meaning and to keep the conversation going without paying attention to other factors, such as grammar. In contrast, accuracy is "the quality or state of being correct or precise". [3] Consequently, Richards poses the question whether these activities help to improve the learner´s fluency to the disadvantage of the learner´s grammatical correctness.

According to Nolasco & Arthur (1987: 13), fluency activities are the best representation of "learning by doing it" which is a "pattern of interaction that is as close as possible to what competent native speakers do in real life"; however, they do not deny the need to use other type of activities in prior stages or even feedback sessions.

---

[3] "Accuracy", in *English Oxford Dictionaries Online*. Available at: <https://en.oxforddictionaries.com/definition/accuracy> [last access 16/01/19]

Besides, they have referred to other factors that have to be taken into account when introducing fluency activities such as their progressive introduction and the training of students to a different pattern of interaction where the student is the one who starts the conversation and where feedback is not immediately given (Nolasco & Arthur 1987: 17/ 79).

Apart from this, fluency activities have different purposes (Nolasco & Arthur 1987: 79 and foll.) Firstly, they try to create, keep and strengthen the students´ relationship with one another. Secondly, they promote the individual´s conveyance of meaning and interchange and, thirdly, they are used as a means to problem-solving. Finally, these activities can be used to articulate the learners´ own opinions and ideas but, above all, these activities have a clear aim which is the transformation of the learner into an autonomous individual since they have to use all their knowledge to achieve a goal beyond linguistic purposes (Harmer 2007a: 123). Not only this is in accordance with Ur´s idea of helping the student to become a dynamic individual but also with Thornbury´s idea of "speaking-as-skill" (Harmer 2007a: 123), that is, speaking is the means to complete an activity and hence students are forced to communicate regardless of their competence.

There are several types of fluency activities; nonetheless, I will refer to role-play. According to Roca Varela et al. (2010: 39), role-play is an activity whose main aim is to take up a new persona or to play a role in a certain situation. Role-playing has several advantages to promote the students´ speaking skills (Ur 1981: 9-10 and foll.). On the one hand, since learners will perform different professions, situations and emotions, there is no limitation to their linguistic competence and students will be able to use all their knowledge of the language. On the other hand, they will be able to undergo everyday experiences that will have to face outside the classroom in the comfort of the classroom context.

Although role-play is productive and profoundly effective, it has been suggested that it has also several disadvantages (Ur 1981: 10 and foll.). Some of them may suffer from inhibition while others may try to show themselves so that it is worth noting to the students the aim of the activity in the explanation of the task. Furthermore, if there is no final goal, the students will feel that their work is purposeless and, as a result, problems will arise in the long-term. In addition, Byrne (1981: 93) acknowledges that although role-play is undoubtedly valuable for fluency, it may not succeed if the student is not sufficiently interested. However, he proposes as a solution to use less guided role-plays so that the students can be more creative within their role.

To conclude, some scholars aforementioned point out that fluency activities should be combined with other types of activities, such as controlled activities, so that the lessons and the curriculum are counterbalanced.

1.2. New Approaches applied to the Teaching of Speaking Skills

1.2.1. Technology in the Classroom

Technologies have emerged in recent years in order to speed, facilitate and connect everything and everyone. Technology has changed the way we communicate with other people and the connectivity that technologies and the Internet offer has quickened the need to communicate in English. Teenagers have grown up around electronic devices which facilitates the introduction of technologies in the classroom and in the language teaching field so as to adapt the teaching and learning to a new era.

Information and Communication Technologies (ICT) are "technological tools and resources used to communicate, and to create, disseminate, store and manage information" but which have been currently changed to upgrade education (Kuppuraj 2017: 843-4). Consequently, these technologies when used in education aim to:

> "encourage active learning, knowledge construction, inquiry, and exploration on the part of the learners, and which allow for remote communication and well as data sharing to take place between teachers and/or learners in different physical locations" (Cambridge Assessment 2017).

The amplitude of this term leaves space for personal interpretations (Lazar 2015: 111) and thus several terms have emerged to refer to ITC in the educational field in order to highlight their aim in education which is to improve teaching and learning. For example, the term *Digital Technologies in the Classroom* (DTC) is being used by institutions like Cambridge Assessment as well as the term *educational technologies* in the teaching research field. Some examples of technologies used in the classroom are: on the one hand, computers, smartphones, tablets and interactive whiteboards; and on the other hand, web and mobile applications[4] and the Internet, where there is room for blogs, platforms such as Moodle or *Blackboard* amongst others. In the following sections of this dissertation I will focus mainly on the second group in order to show how these can be also included in the teaching of speaking skills.

---

4 I will use the term *application* to refer in general to those programs that can be used indistinctively in the Internet or that can be downloaded to any kind of electronic device. Nowadays, those applications that are used online tend to be later available for mobile devices and the other way around. Further distinctions will be made if necessary.

Apart from this, in recent years, technologies have been developed to improve and increase speech production and, as a result, methodologies have been adapted. Along these lines, *multimedia teaching* has emerged in the last decades. According to Chunyang Liu (2014: 31), it refers to the teaching plan which introduces technology in their lessons paying special attention to the correct use of technology, combining traditional teaching and technologies to improve the teaching of English and thus achieve better results. Teacher-led teaching can be also combined when using technology in classroom, including the development of speaking skills. As a result, traditional methods and technology are successfully combined to provide a teaching and learning environment that tries to account for today´s needs.

This combination leads to the use of Computer-Assisted Language Learning (CALL) which emerged at the end of the 1960s (Otto 2017: 12-9). CALL refers to the learning and teaching that includes a computer together with "material design, technologies, authentic materials, and modes of instruction" (Samad et al. 2017: 101). It is worth mentioning that some scholars, such as Pokrivčáková et al. (2015: 52) make a distinction within CALL to refer to Computer-Assisted Teaching Speaking (CATS).

This technological approach to language learning can be applied to the learning of almost all the skills of a language, speaking included. According to Blake (2017: 110), CALL not only alludes to applications that can be used to learn a language but, on the one hand, it refers to any kind of technology that allows the student to practice communication and who is directed by technological tools such as a computer; and on the other hand, it refers to technology that allows the student to speak with another interlocutor through the computer. [5] The former is what is called *tutorial CALL* and the latter *social CALL*, also known as Computer-Mediated Communication (CMC).

CMC is, at the same time, divided into *asynchronous* communication (ACMC) which are pre-recorded events and *synchronous* chats (SCMC) that are performed live. Blake (2017: 110) also points out that both of them allow preparation and thus learners are able to improve their accuracy when speaking as well as the intricacy of their utterances; however, SCMC tends to simulate more real communication while ACMC communication tends to be fictional. In light of this, we can then say that CALL offers

---

5 As the name indicates these ways of producing speech involve a computer; however, recent developments of applications used in CALL have been adapted so that they can be also downloaded through application stores so as to include other mobile devices apart from computers.

speaking a new way to teach and learn a language where teachers can create different speaking environments.

Nonetheless, technology in the classroom should be used rightly. Firstly, students should learn how to use technologies in a useful way so that they may become beneficial to their speaking skills (Morozova 2013). Morozova also adds that the right media should be used in order to communicate with other students and share content by means of dissimilar media or materials so as to reach different kinds of audiences. Moreover, if technology wants to be introduced to teach speaking, students need some training to become used to the change of technology from its social use to its new teaching purpose (Levy 2009: 778).

1.2.2. Advantages of Technology in the Teaching of Speaking Skills

Since technologies have been introduced in the teaching of speaking skills, they have brought to the classroom both benefits and drawbacks. It may depend on how keen on technologies a person is to find more benefits than drawbacks and the other way around.[6] For limitations of space, in this section I will focus only on the benefits.

To start with, it cannot be denied that the use of technology has multiple advantages for language teaching, also in the teaching and learning of speaking skills. According to Bahadorfar & Omidvar (2014: 11 and foll.), technologies might create an enjoyable atmosphere while, at the same time, they might also provide a new range of situations. In this way, while they learn speaking skills, learners can enjoy themselves in activities that present new challenges for them. Moreover, with technologies, learners may become more autonomous leading to student-led teaching and learning. In most cases, applications provide students with the steps needed to carry out the activity so as to achieve their goal. For example, the mobile application *Speak English* provides a fictional conversation where students are led through the conversation. As a consequence, these technologies provide new contexts where students can establish interactions following their own learning pace.

Although interactions can be student-led, feedback is also provided. For example, in the previously mentioned application, after pronouncing the sentence, the student is provided with feedback on their performance. Moreover, in other applications such as *Rosetta Stone* students can listen to the correct pronunciation before even trying but also

---

6 In this sense, what it might be understood as technology is information and communication technologies (ICT) that can be used in education and that can also be found in recent language teaching methods.

afterwards when the Automatic Speech-Recognition (ASR) system has detected that the sound is not appropriate. Likewise, some machines are able to detect learners' weaknesses in speaking so that they may lead students to activities that can reinforce and strengthen those weaknesses (Bahadorfar & Omidvar 2014: 11; Kappuraj 2017: 846). However, feedback can only be provided by certain applications, specially those that involve ASR (Blake 2017: 110) because, if other types of applications are used such as *Skype*, feedback is not immediately given to the student.

In addition, since technology can be used individually or in reduced groups, it can lead to a reduction of students´ inhibition and it might also turn mechanical activities into activities that become valuable and attractive because, by using technology, students would find the activity they are doing less repetitive (Kappuraj 2017: 846 and foll.). Besides, according this scholar, there is also a change in the teachers' role. Hence, these technologies give the teachers the possibility of listening to the students more attentively which might provide them with more information for assessment. Moreover, it may be also time-saving since students could practice speaking activities at home leading to the use of English outside the classroom. Furthermore, through the web, teachers are able to connect the classroom with others anywhere in the world (Motteram 2013). This connection will provide them with the opportunity not only to communicate with other classrooms but also to receive feedback, to get to know other cultures and other teaching methodologies, and even talk with native speakers through online video.

In conclusion, technologies may have several advantages to the teaching and learning of speaking; however, I would like to mention that there is little research on the specific advantages of technologies for speaking and a great percentage of the advantages mentioned could be extended to the general benefits of technologies in language learning.

1.2.3. Technology in Practice

With online platforms such as the *App Store*, people can download applications to any electronic device in just a click. There are different applications to fit different users and the vast amount of resources that are displayed to the users make it difficult to choose the right application for what is intended, in this case, speaking skills. In this section, I will refer to some ICT that can be used for the learning and teaching of speaking in light of the already explained CALL divisions, particularly social CALL.

CALL was divided in two dimensions, *tutorial* and *social CALL*, having each one of them slightly different scopes. On the one hand, tutorial CALL is present in applications such as *Rosetta Stone*. In this web and mobile application, students are able to repeat utterances and the application, thanks to ASR, provides immediate feedback on their performance so that they can move towards a higher level of proficiency. However, as most tutorial CALL do, this application relies heavily on drilling focused on pronunciation. Therefore, if the teacher intends to improve the learners´ pronunciation and confidence, this is a good tool so as to show them how technology can help them in their speaking. It is worth mentioning that other technologies that have also implemented ASR to their systems are chatterbots which are programs that converse with an individual by audio or text (Levy 2009: 776) as is the case of Siri or Cortana; however, they are not developed enough to be implemented on the teaching field.

On the other hand, social CALL, that is, CMC, is also divided into ACMC and SCMC, and the difference lies into whether it is live communication or not. On the one hand, in ACMC there is the belief that text messages and/or voice notes in English can actually enhance speaking skills since they resemble real communication (Kern in Blake 2017:113; Payne & Ross in Levy 2009: 775) as happens on *Facebook* where people can receive multiple responses instantaneously, thus establishing an online conversation. However, this would be an outside classroom speaking environment.

ACMC can be applied more specifically to the teaching of speaking. Along these lines, podcasts have emerged in the last few years as an educational resource to promote communicative competence. Podcasts not only improve listening skills but they can actually develop speaking skills (Sze 2006; Stanley 2005; Samad et al. 2017; Ramli 2017). According to these authors, a podcast, combination of the words IPod and broadcasting, is an audio which is uploaded to the Internet where anyone around the world can listen to it or even watch it, and download it to an electronic device.

In addition, three types of podcasts can be distinguished: *authentic podcasts, teacher podcasts* and *student podcasts* (Stanley 2005). Briefly, *authentic podcasts* are those that deal with general topics and do not have any relationship with the educational field. Secondly, *teacher podcasts* are produced by teachers as a resource that will be later used for students in order to provide them with extra material or as a part of their learning curriculum; that is the case of the so-called "flipped classrooms", for example. Thirdly, *student podcasts* are created by students, with some sort of teacher´s guidance, where they are able to create their own content, thus developing their oral skills. This contrasts with Sze´s division (2006: 117), who makes a distinction between *radio*

podcasts and *independent podcasts,* where the latter are produced by people and institutions.

Furthermore, podcasts can be used at any level in education (Ramli 2017: 193) and students can perform almost every type of speaking activity in a podcast (Sze: 123-4), such as role-plays, interviews and story-telling. The way in which podcasts are created have to be organized in order to produce them successfully (one adapted planning proposal can be found in Appendix 1).

The benefits of using students' podcasts as a way to develop speaking skills are numerous (Sze 2006: 121-2 and foll.). To begin with, students might be motivated due to the fact that podcasts can be listened to in any part of the world and also because they are producing their own content (Ramli 2017: 193). Secondly, since podcasts can be made in groups, the benefits of group work also apply to this type of activities leading to peer-teaching with its own benefits. Thirdly, students can follow their own learning pace and, hence, focusing on their weaknesses. Besides, although podcasts tend to be produced in groups, they can also be produced individually which brings about opportunities for every student to practice their speaking skills even more. Afterwards, both teachers and students can listen to them providing feedback and benefitting from a listening activity too. In this way, by listening to podcasts they improve not only their listening but also their speaking skills (Ramli 2017: 189).

In addition, according to Sze (2006: 122 and foll.) podcasts reduce the students´ pressure because they can speak in more comfortable situations, either alone or with a reduced group. As a result, not only confident students will benefit from the speaking activity but also podcasts will develop the communicative competence of the shiest students. Furthermore, podcast activities provide opportunities to students since they can rehearse their oral performance as much as they need so that they can focus on the correctness of their utterances until they achieve a higher degree of accuracy.

Besides, podcasts not only make it possible for students to be closer to teaching materials but they actually create a new learning environment between teachers and students where the learning is extended beyond the classroom and where the teacher is also able to help the development of students´ self-esteem (Samad et al. 2017: 98-9). According to these scholars, podcasts also provide conversations that have the typical characteristics of speaking because students have a conversational background, gestures, communicative competence and they are also immersed in the culture.

Apart from this, podcasts are easy to produce (Stanley 2005). The elements that are needed are any kind of device that can record, an editing program, an online platform where students can upload them, such as a virtual environment or a blog, and access to the Internet. Moreover, according to Stannard (2019), students can use instead of an editing program, an online application that allows students to record themselves online and which automatically converts and uploads the audio to a chosen platform or blog such as *Blogger*.

However, podcasts can be time-consuming, consequently, the teacher may choose if the podcast is going to be recorded in the classroom or at home. The benefits do not depend on the place where the activity is carried because what it is important is the process of speaking while developing the podcast and in the podcast itself. Actually, as was mentioned above, if the podcasts are produced at home as homework, the podcasts would favour speaking practice outside the classroom which is also suggested by Stannard in the above cited video.

On the other hand, as was aforementioned, CMC is also divided into SCMC which is characterized by being broadcasted live. This is typically linked with Voice-over Internet Protocol (VoIP) sound which started in early stages only as audio material but that later on developed to integrate video and text (Blake 2017: 113). The most well-known synchronous web and mobile application that integrates video, audio and text is *Skype*, although there are other applications with the same characteristics, such as *Google Hangouts* or *YouTube.*

Skype is a VoIP application which can be accessed freely and downloaded to any electronic device through the Internet or in the *App Store* or *Play Store*. *Skype* has been widely used for social purposes in order to facilitate communication but it has been increasingly used for educational purposes. In addition, *Skype* can be used as part of web-based learning but can also be a complementary teaching and learning resource to develop speaking and can be used individually but also as a classroom activity. This application has been used for the learning and teaching of speaking at several educational levels as shown in the work of García et al. (2017: 64) where primary schools, high schools and universities have reasserted the benefits that these skype-based interactions have had in the learning of students´ speaking skills.

In fact, the use of this application in the classroom is backed up by theories, such as constructivism where students are responsible for their learning, thus displacing the role of the teacher (Miño-Garcés in Taillefer & Munoz-Luna 2014: 261) and activating

the role of the students in the learning. Numerous research studies have shown (Taillefer & Munoz-Luna 2014: 263) how online communication through *Skype* has improved speaking skills, especially accuracy and fluency, which is seen in the fact that students were able to improve the complexity of their utterances and, more specifically, their vocabulary. These authors also highlight the importance of gestures when the level of English was inferior to what was expected; therefore, other implications of speaking, that are normally disregarded in speaking lessons, are taught when using *Skype*.

Apart from this, there are several steps that should be followed before being able to use *Skype* in speaking lessons.[7] The teacher must come in contact with another institution which can be from an English-speaking country or not. Once the contact has been established, teachers can collaborate to design a plan for the interaction and it is in this plan where it has to be decided whether the speaking is going to be carried in groups or by the whole class as well as what is going to be discussed in those lessons and the length of the exchanges.

Topics have to be cautiously selected (García et al. 2017: 76) and, before discussing topics or carrying an activity, a personal introduction may be included (Tsukamoto et al. 2009). In this way, students can establish a bond with the interlocutor which may lead to an increase in their confidence leading, at the same time, to more speaking initiatives in future interactions. Apart from topics, some activities or tasks, such as re-enacting an interview, can be selected to do in the speaking between speakers as is the case of any other speaking activity. Some teachers following this method have decided to provide the topic to the students beforehand and, in some other cases, they provide the topic and some questions that can be asked during the interaction. Nonetheless, it depends mainly on what the teacher wants to achieve, the students´ fluency and to what level the teacher wants the interaction to be real.

After the plan has been decided, the teacher may explain the students the aim of these exchanges and how they are going to proceed. The teacher should next arrange students and the classroom according to the lesson plan, either each group of students with a computer or the whole class in front of the computer. Finally, while the conversations are held, the teacher may be writing down any information that can be of help for further lessons and the teacher may also encourage students to talk, to keep on the conversation and may provide their help if necessary.

---

[7] Steps and elements adapted from Tsukamoto et al. (2009)

The elements needed to use *Skype* for speaking are a camera, a microphone, and access to the Internet, all of it found in a computer. However, the most important element is the parents´ consent to carry out this type of activity. Teachers may consider to plan a meeting with the parents where they would able to inform them but, if some students are not allowed to carry out this activity, the teacher can provide those students with another speaking activity so that their lesson is also productive.

The use of *Skype* for online interactions has clear advantages to the learners. Firstly, students can have face-to-face interactions (Blake 2017: 113; Taillefer & Munoz-Luna 2014: 263) so that the communication between native and non-native speakers of English is possible, thus providing a solution for those schools that do not have enough resources to provide oral communication and to students that lack oral practice. This application also uses text, that is, also asynchronous communication, which brings another way to reinforce speaking as previously explained. Moreover, motivation has already proven to be an important factor when introducing technologies because students feel encouraged to speak by these innovative uses of technology and they may feel that the new resource is adapted to their learning.

Furthermore, as a synchronous means of communication, *Skype* produces the students´ necessity to communicate in a second or foreign language (Cuestas in García et al. 2017: 64). Since they are in face-to-face interactions, they are forced to speak with other interlocutors even if they do not know what to say; however, if they lack topic of conversation, the teacher would be always available to keep the conversation going. Moreover, if students have an active role and they are attentive, they will be "expanding vocabulary, gaining fluency, feedback and body language" as well as other factors that are not directly related to speaking but that also affect the learning such self-esteem or emotions (García et al. 2017: 71 and foll.). For example, if students are participative in the interaction, students may feel encouraged to speak more often. Finally, students can build their fluency and accuracy if the teacher provides the students with the topics that are going to be used beforehand.

The drawbacks of using podcasts and *Skype* are mostly related with external factors that do not involve speaking. According to García et al. (2017: 77), it is implied that when carrying these activities both teachers and students need to have a basic knowledge of technologies. The teacher may feel that their students have a better understanding and managing of the electronic devices and applications needed to carry them out. Nonetheless, if the teacher has a pre-visualization at home or training, this problem can be easily solved. Some scholars, such as Lazar (2015: 113), point out the

lack of training as one of the main drawbacks of technology but this depends on how keen the teacher is to introduce technology and its resources.

Moreover, schools are subjected to governments so that, in some cases, traditional ideas may refute new methodologies of teaching speaking since they may believe that these technologies are useless to communication or that communication can be solely developed in the classroom by the teacher. Other limitations are the need for parents´ consent since these technologies imply audio or video as well as information sharing over the internet. Besides, a drawback that they may have is that those students that have a lower level of speaking or that are shy may find difficulties during the interactions (García et al. 2017: 72). However, as mentioned, this type of technology also encourages them to speak and they are also supported by the teacher as happens in activities that do not involve technology.

Apart from this, another way to develop speaking in the classroom with technology is through *Power Point* presentations, *Prezi* or *Google Slides*. Students present a topic to their peers providing them further knowledge in that topic while, at the same time, it provides a new environment where they are able to talk about a certain topic in more depth as compared to other speaking activities. Moreover, they are easy to plan, they can be used at all levels of education and they provide a useful future practice. In addition, according to Lynch (2012: 78-9), presentations make students aware of the necessity of prosody and of gestures to call the audience´s attention and other factors, such as to use the slides as an aid and not as a page where to read.

To conclude, the vast amount of benefits that these two new technologies can offer to speaking support the claim of many authors (Samad et al. 2017: 108) that point out the need to integrate them in schools. However, there is the need to use these technologies with clear pedagogical purposes and teachers need to help students on how to use them properly so that they are useful tools for their speaking skills.

1.2.4. Multimedia vs. Traditional Teaching in the Teaching of Speaking: General Summary

In this final section I will contrast the main key elements that differentiate methodologies that are considered to be more traditional with those that integrate technology in their teaching. In order to do so, this distinction will be made on the basis of what has been previously explained in more depth.

First of all, one of the main differences that underlies both teaching approaches is the existence or the lack of an audience when carrying out a speaking activity. As is the case with podcasts or *Skype*, there is an audience whether the speech production is live or broadcasted for later uploading. As was previously argued, this can constitute a motivational factor for students since they are aware that what they are going to produce or do is going to be heard by somebody else. In contrast, traditional teaching methods are teacher-led so that the teacher remains in control of the exchange that is produced by the students in the classroom and the only audience that is addressed is the teacher or their peers.

The latter relates us to the main second difference, which is the use of speaking outside the classroom. In multimedia teaching, students can actually practice speaking outside the classroom in groups or pairs, or even individually. For example, podcasts allow students to practice at home and, although the actual recording might not be produced in class, the teacher can give feedback on the result to both the group, pair or student as well as to the other students for future activities.

In multimedia teaching, feedback on speaking can be provided by the teacher as any other speaking activity regardless of its type. In this way, they do not differ much from one another; however, as is the case with applications that aim at the teaching of pronunciation, using technology provides both teachers and students with the opportunity to receive automatic feedback or activities that may reinforce their speaking skills. In addition, by having a different audience, students and teachers can also receive external feedback.

Linked to this last point, in multimedia teaching people from different countries can be put into contact. In doing so, students are subjected to the influence of other varieties of English. Although nowadays the recordings of English played in the classroom are introducing more and more different varieties of English, recordings still rely heavily on the variety of English known as Received Pronunciation. In opposition to this, this diversity would be highly difficult to achieve in traditional teaching.

Finally, another factor that distinguishes them is that by introducing technology for speaking, new speaking environments are created that would not be possible otherwise. They make it possible to speak with other speakers of English or to connect with other teachers and students but they also create situations where students would have to learn how to manage technology in order to achieve their aim. This is the case of podcasts and *Skype*.

To conclude, technologies have proven to be useful for the teaching of speaking skills. Numerous research studies have been carried to show how they can be adapted to be used in speaking lessons and the benefits that they have brought. However, it is up to the teacher and the school to introduce technologies in their teaching curriculum or to combine them with more traditional methods.

2. Part II

As outlined in the introduction, in this part of the dissertation I will deal with the study carried out as complement to the first part of this work. In order to do so, this part of the dissertation will be divided in several sections where I will explain the objectives and reasons behind this study, the method used, the data analysis that was followed in order to obtain the results and, finally, I will show the main results of the study from the teachers and students´ point of view. Moreover, some comparisons will be drawn across groups.

2.1. Objectives

This section of the dissertation aims to shed some light on students and teachers´ beliefs in the teaching of speaking skills and their views regarding technology in order to improve the teaching and learning of speaking. As mentioned in the first part, although spoken language has proved to be important to achieve proficiency in English, speaking has been traditionally disregarded in English lessons (Bahadorfar & Omidvar 2014: 9). At the same time, due to the emergence of new technologies, new approaches have also been developed to adapt the teaching and learning of speaking to new technological contexts. Accordingly, it is easy to think that speaking continues to be overlooked, that the same traditional methodologies are being used for teaching it and that new materials provided by technologies are not being used to facilitate the teaching of speaking skills. Therefore, the study tries to provide an insight into the shortcomings of the educational system regarding the teaching of speaking skills.

2.2. Method

In this section, I will refer to the subjects that participated in the study, the research materials used and the main procedures followed.

2.2.1. Participants

EFL high school teachers in the city of Ferrol and A Coruña were contacted via instant messaging so that they could complete an online version of the questionnaire. Although some of them belonged to the same high school where I collected the data, the majority did not because the number of EFL teachers in those high schools was not enough to provide significant data. Therefore, I asked teachers to fill out the questionnaire online to reach more English teachers but also with the intention to provide a preview of the questionnaire to those teachers that later on allowed me to survey their students.

Afterwards, I asked two teachers from two different high schools, *C.A.* and *S.M.* in Ferrol, for permission to administer the students´ questionnaire in their English classroom to which they accepted generously.

The teachers that participated in the survey were teaching at different levels whereas students were studying in the third year of secondary education or the first level of the second educational cycle. The reason behind the selection of these two educational levels was based on the belief that by looking at what happens in third of ESO we could have a better view about the situation of the first educational cycle and by choosing the first level of the second cycle, we could have a more general view of the educational levels. In addition, we discarded the idea of looking into the second level of *Bachillerato* because we believed that due to the ABAU exam, teachers would not make a special effort in teaching speaking skills because it is not part of the syllabus for the aforementioned exam.

As regards the groups of students, two groups of each level were chosen as a sample for each one of those levels. Students' views were collected through a written questionnaire that they filled in 5-10 minutes in their English lessons and I was not present due to their schedule. However, I gave the teachers the necessary information so as to be able to solve any question that could arise.

The study was conducted in April. Table 1 below provides an overview of the participants in the study:

Table 1: Number of participants in the study per group

	Level	Number of participants	Total number of subjects
Students	3º ESO	95	193
	1º BACH	98	
Teachers	1º ESO	13	26
	2º ESO	16	
	3º ESO	9	
	4º ESO	11	
	1º BACH	11	
	2º BACH	9	
			219

2.2.2. Research Materials

This study used the following research instruments:

1) An anonymous questionnaire addressed to EFL students.

2) An anonymous questionnaire addressed to EFL teachers.

2.2.2.1. Students´ questionnaire

The questionnaire addressed to students (see Appendix 2) aimed to show the views of Spanish learners of English at two educational cycles concerning the teaching of speaking and their perspectives about technology for the same aim. In addition, the questionnaire was written in the students´ native language, in this case Spanish, to ensure the understanding of the questions since some of the questions might be somewhat challenging. Moreover, I did not consider providing the questionnaire in Galician since I thought it was possible that some students could come from other geographical areas and I wanted to include them.

The questionnaire consisted of 13 questions and, as regards its structure, it is divided in three main sections and one final section of recommendations. In section one, students were requested to select one option from a scale that ranged from 1 to 5, 1 being *totally disagree* and 5 *totally agree*; in the second section, the prior scale changed in the following questions from *never* to *very often* to adapt the answers to the statements. In the third section, students were asked to choose from a number of alternatives provided. At the end of the questionnaire, students were required to choose as many options as they wished from a list of recommendations that we believed could be possible improvements for the teaching and learning of speaking skills. I will explain later in more detail these sections but I would like to point out that they are not divided according to topics but according to type of answers in order to make the questionnaire easier to follow and thus facilitate the collection of data.

When given the questionnaire, students could read an introduction to the general topic of the study, the main aim of this study and instructions that they should follow in order to complete the questionnaire properly (see Appendix 2).

2.2.2.2. Teachers´ questionnaire

The questionnaire addressed to teachers (see Appendix 3) aimed to reflect the perspectives of Spanish EFL teachers at two educational cycles as regards the teaching

of speaking and their views about the use of technology for the teaching of speaking skills. The questionnaire was also written in Spanish as was the case with the questionnaire addressed to students. In addition, it was also organised in the same way as the questionnaire addressed to students previously described where only minor changes were made to adapt it to the teachers´ perspective.

As a result, we can find the following sections in both questionnaires:

2.2.2.3. Section 1: Opinion questions

In this section, 7 questions were asked in the form of statements in order to analyse the degree of agreement and disagreement with the statements provided. In order to do so, and, as aforementioned, the answers ranked from 1 to 5, 1 standing for *totally disagree* and 5 *totally agree*. These statements were designed to show teachers and students´ opinions respectively regarding speaking and the use of speaking inside and outside the classroom.

As regards the questions, in item number 1 participants were asked about their opinion concerning the importance of speaking. The aim of this question was to see if participants disagreed with what was explained in prior sections of this dissertation (see 1.1.1). Moreover, this question was linked to item number 3 in order to check the consistency of the answers and, consequently, these questions were separated by items number 2 and 4 so that participants would not encounter the questions one right after the other. These items, 2 and 4, and also 5, are related to the methodology used in order to see if students believed that the methods that are being used for speaking help the development of their speaking skills or not, or in the case of teachers, if they think it helps their students. In this way, we could see if they believed that there was a shortcoming.

In addition, the following item, number 6, was concerned with the opportunities that students have to speak outside the classroom in order to see whether the participants believed that the classroom was the only environment where speaking skills could be practised.

The last question of this section is not closely related with the previous one but it had to be integrated in this section because the type of answer to this question only fitted in this section of opinions. This question asked for their views on the use of applications to improve speaking skills and, as a result, this question is connected with number 6 since they both asked for other environments where speaking could be practised outside the classroom.

2.2.2.4. Section 2: Frequency questions

The questions of this section aimed at showing the use of technologies in the classroom and the knowledge of the participants about the use of technologies for the development of speaking skills. This was asked, as the previous section, in the form of statements so that the subjects could show their degree of agreement and disagreement and the answers ranked from 1 to 5. In contrast with the preceding section, now 1 stood for *never* and 5 for *very frequent*. Besides, this section consisted only of three questions (8 to 10).

Firstly, item 8 relates to the participants´ use of applications that are addressed to people who want to learn English. In addition, the following question deals with the frequency of use in the classroom of applications that have integrated ASR. Although, as previously explained, this type of applications has been developed mainly for pronunciation, we wanted to know whether these applications were used by them. Finally, the last question of this section interrogates, in the case of the students, how frequently they have been informed on how to use technologies in order to develop their speaking skills whereas, in the case of the teachers, they were asked how frequently they have informed their students about it. In this way, we wanted to see up to what extent there was a lack of information.

2.2.2.5. Section 3: Multiple-choice questions

This part of the questionnaire consisted of three multiple-choice questions. As previously mentioned, this questionnaire was not organized according to topics but it was structured according to the type of answers needed.

On the one hand, item 11, connected with the questions previously asked, aims to show how many oral activities participants carry out in the classroom. Thus, 8 options were given (see Appendix 2) and space was provided so that respondents could add any additional ones apart from the ones already given. The objective was to see if controlled activities were used more than fluency activities and which of the fluency activities have more prominence.

On the other hand, items 12 and 13 are related to technologies. The former questioned participants about the technologies used in the English lessons so that we could see if technology was used at all in these lessons. The latter is concerned with the the participants´ belief about the technologies that could be useful for the teaching and learning of speaking. Therefore, several options were given (see Appendix 2) as well as space for alternative answers. These options were given since some of them have been

mentioned in previous sections as technologies that may help to develop speaking skills. In this way, we could find out up to what extent the participants were aware of the use of these technologies in the teaching and learning of speaking skills.

2.2.2.6. Final recommendations

This last section of the questionnaire was formed by 9 recommendations (see Appendix 2) that could potentially help the teaching and learning of speaking skills. The subjects could choose multiple options out of the total and, as before, an option "other" was added so that they could include their own recommendation.

In the final section, space was provided so that students and teachers could add comments of their own regarding the contents of the questionnaire (see Appendix 4).

2.2.3. Data Analysis

An *Excel* database was used as instrument for the collection of the data since all the information could be gathered in one place. Although *Excel* was used in both teacher and students´ questionnaire, there were some differences.

On the one hand, since the questionnaires addressed to students were filled out in paper, the information had to be collected manually in the aforementioned database. Therefore, I made in *Excel* a template of the questions and answers of the questionnaire so as to be able generate tables and graphics. On the other hand, since the questionnaires addressed to teachers were filled out online, *Google Forms* provided automatically the data obtained for each of the questions considered. Consequently, tables were made in *Excel* with the information collected by *Google* to generate graphics.

2.3. Results

2.3.1. Questionnaire addressed to students

2.3.1.1. Section 1: Opinion questions

2.3.1.1.1. Relevance of grammar in the teaching and learning of English

As regards question 1, figure 1 shows that 72 students *agree* and 21 students *totally agree* that grammar is the most important component to learn English. Consequently, 93 students out of 192, that is, a 48,44%, answered positively towards the provided statement. Following this result, 67 students, that is, 34,9% of the students, *neither agree*

nor disagree. This question was formulated in relation to question 3 which compares the importance of grammar with fluent oral practice in order to see if the participants were consistent with their own answers. In question 3, 72 students *disagree* and 51 students *totally disagree* with the statement that grammar is more important than fluent speaking. Altogether, 123 out of 191 students, that is, 64,4% of the students are in disagreement.[8]

The findings obtained in these questions show that the informants´ opinion change from the first to the third question. One of the reasons that may be behind this change is the fact that the statement in question 1 was more direct and subjective, thus it was more negatively perceived in comparison with question 3. Along these lines, question 3 was perceived to be more neutral, hence, students felt more comfortable when responding. Moreover, as can be observed in the figure, the same amount of students that in question 1 answered positively towards grammar answered negatively when grammar was compared to speaking. Therefore, although grammar is perceived as a basic component in the learning of a foreign language, the need to speak fluently overtakes the knowledge of grammatical structures, something that is also acknowledged in the final comments.
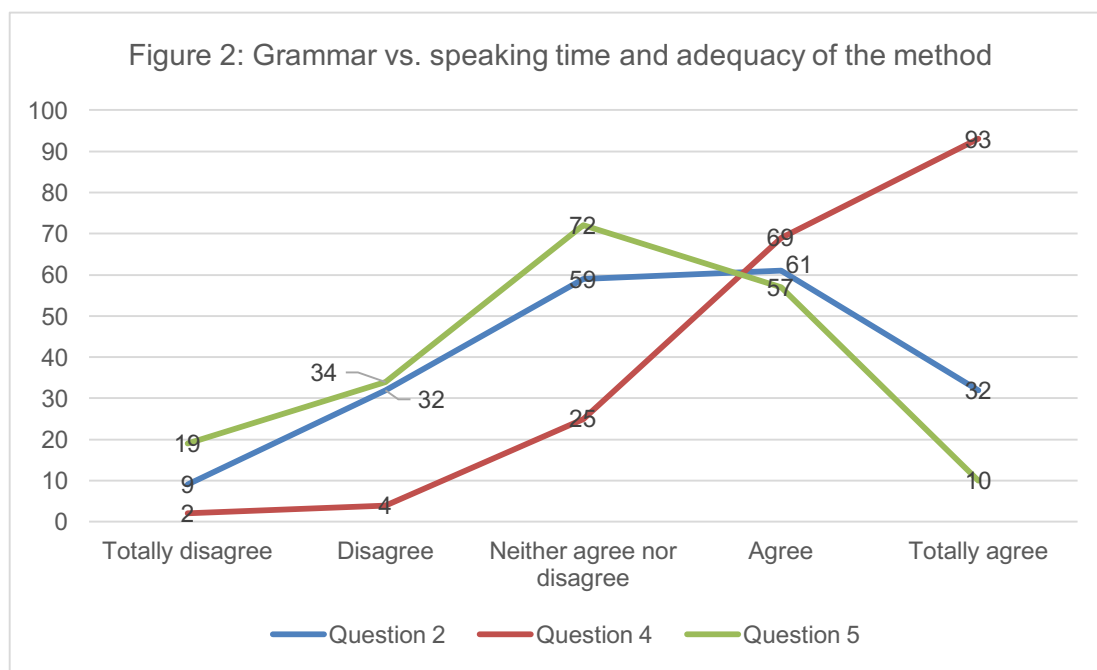

Figure 1: Relevance of grammar in the teaching and learning of English

---
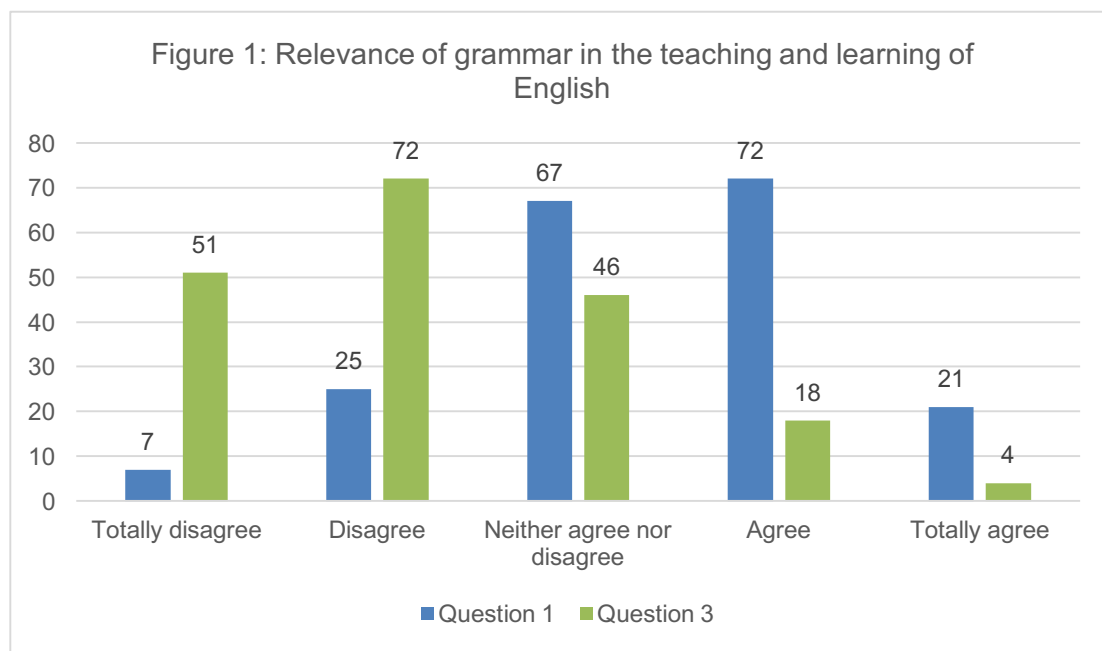
[8] Percentages will vary according to the number of answers.

2.3.1.1.2. Grammar vs. speaking time and the adequacy of the method

As regards question 2, 61 students consider that the time allotted to grammar is considerably higher than the time devoted to communicative competence. In addition, 32 students are also in *total agreement*, as a result, 93 out of 193, more particularly, 48,19% of the students, are in favour of the above mentioned statement. In contrast, 59 students out of 193, a 30,57%, *neither agree nor disagree*. Current methodologies divide the curriculum so as to favour grammar while there is a lack of time for speaking practice. In this way, the findings show the students´ awareness of the neglect of oral practice in the classroom.
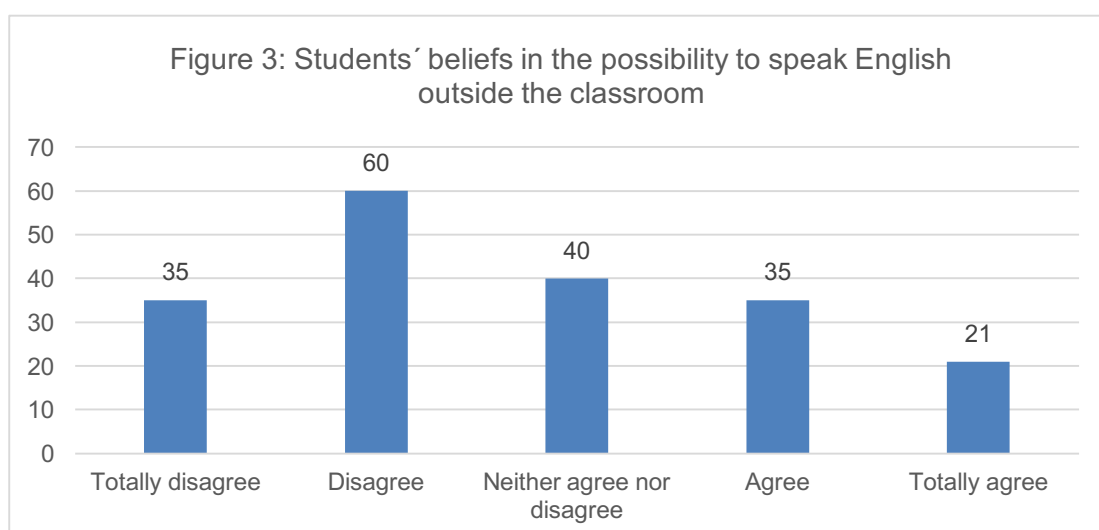
Furthermore, question 4 is in relation to the preceding question. A total of 69 students *agree* and 93 *totally agree* with the idea that if more speaking practice were carried in the classroom, their fluency would improve. These results show that 162 students out of 193, that is, 83,94% of the students, acknowledge that their fluency depends upon the time dedicated to develop their speaking skills. It is a meaningful result since it indicates that if time continues to be devoted solely to grammar, speaking will continue to be disregarded in the classroom.

Lastly, these findings can be contrasted with the data gathered in question 5. In this question, the focus was placed upon the effectivity and adequacy of the current teaching methodology in order to develop speaking skills. The results show that 72 students out of 192 (37,5%) *neither agree nor disagree*. Despite this, 57 students *agree* and 10 *totally agree*, in other words, 34,9% of the students are in agreement with this statement, consequently, the results are ambiguous since students are clearly divided. It is noteworthy that students believe in the adequacy of the current teaching methodology so as to improve speaking skills, however, these findings are in opposition to the findings obtained in the two prior questions, 2 and 4. If there is the belief that time is not sufficient and that fluency would be improved by increasing speaking practice, then the students´ belief that the method is effective contrasts with what stated above. In fact, the findings of this question are also in opposition to the data gathered in the final section of the questionnaire and also with comments made by the students participating in the survey.

Figure 2: Grammar vs. speaking time and adequacy of the method

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
Question 2	9	34	59	61	32
Question 4	2	4	25	69	93
Question 5	19	32	72	57	10

2.3.1.1.3.   Speaking environments: inside vs. outside the classroom

For question 6, as figure 3 shows, 60 students *disagree* and 35 *totally disagree* with the idea that English can only be spoken in the classroom environment. Altogether, 95 students out of 191, that is, 49,73% of the students are in disagreement. Therefore, this means that students are aware of alternative contexts where they can speak English. For example, extra-curricular activities can be considered one of the main options amongst students; needless to say, there are other environments such as immersive programs and exchanges with English-speaking countries, volunteering programs or even social media. Thus, English is not restricted to the classroom, although this cannot be afforded by every student.

Figure 3: Students´ beliefs in the possibility to speak English outside the classroom

| Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree
35	60	40	35	21

2.3.1.1.4. Beliefs in technology and its ability to improve speaking

Although questions 7 and 10 were divided into different sections due to their type of answer, one belonging to opinion and, the other one, belonging to frequency of use, they are related in topic. Hence, the results can be compared.

On the one hand, in question 7, there is a considerable difference between answers which can be observed in figure 4, more particularly in the blue line that skyrockets from *total disagreement* to *total agreement*. A total of 87 students are in *total agreement* and 83 in *agreement* with the fact that technologies can benefit speaking skills. This result comprises 170 students out of 192, that is, 88,54% of the students.

For question 10, the results obtained are completely different as can be gathered from the same figure. The findings indicate that students lack of instruction in how to get the most out of technologies in order to improve their communicative competence since a total of 119 students out of 192, in other words, 61,98% have answered negatively. In particular, 76 students assert that they have *never*, and 43 *hardly never*, been explained how technologies can be used to develop their oral skills. Moreover, 46 students (23,96%) have *sometimes* received information on how to use them. One of the factors behind these results might be the teachers´ beliefs in technology. If the teacher has a positive view towards technology, students will be informed about how to use technologies correctly and its possible benefits to their speaking, and the other way around.

Figure 4: Students´ beliefs in technology and its ability to improve speaking
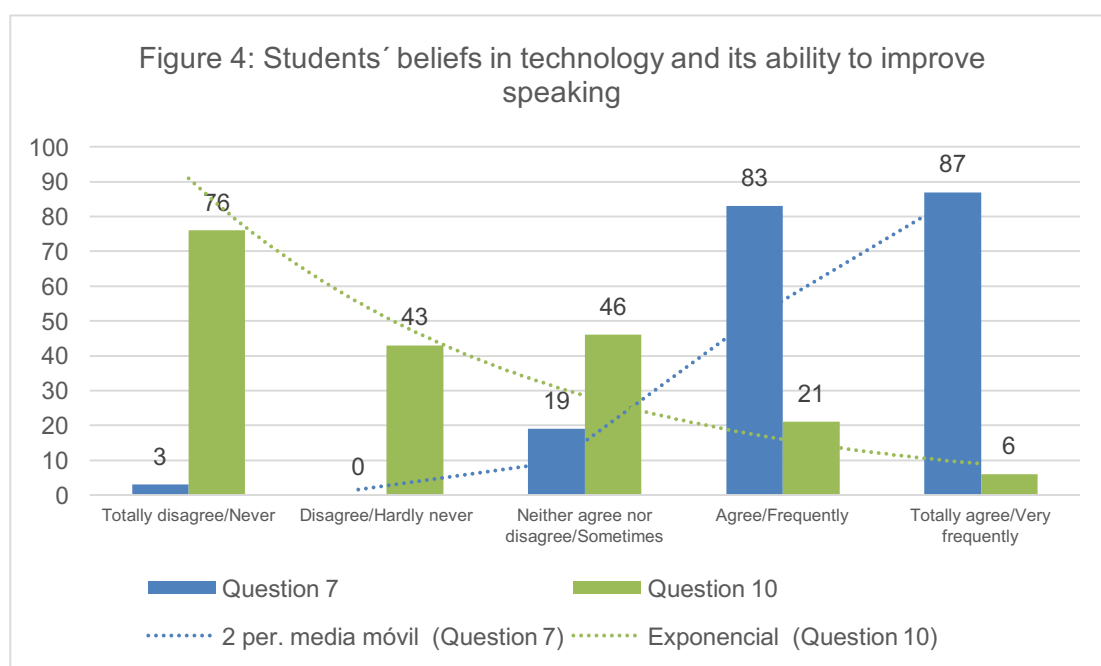
2.3.1.2. Section 2: Frequency questions

2.3.1.2.1. Teachers´ use of technology

With respect to question 8, 76 students, that is, 39,38% of the students claim that they use *sometimes* applications that aim to teach English. Moreover, 32 and 8 students also acknowledge that they use them *frequently* and *very frequently,* respectively. Despite the frequency of use, 116 students out of 193 use this type of applications on their daily life, that is, 60,11%. This is quite striking since, as was observed in the previous questions, students are not informed about technologies so that it is their individual choice to use them.

Apart from this, in question 9, 146 students out of 191 assert that they have *never* used applications in the classroom that use speech recognition. Following this result, 24 students also assert that they have *hardly never* used them. Therefore, technological developments such as speech recognition seems to be difficult to adapt to classroom activities since 89,01% of the students, that is, 170 students out of 191, claim that they are not included in their classroom activities. However, 21 students (11%) have used them *sometimes*, *frequently* or *very frequently* in activities. Thus, although it is difficult to introduce this type of technology, it seems to be not impossible. Needless to say, there is a discordance between results since all the students form part of the same groups. This can be due to several reasons such as the grouping of students coming from different high schools or the misunderstanding of the question but, either way, research should be carried on the speech recognition field to obtain further information.

2.3.1.3. Section 3: Multiple-choice questions

2.3.1.3.1. Specific speaking activities carried out during English lessons

As regards question 11, figure 5 shows that 139 students out of 189, that is, 73,54% of the students agree that dialogues with script are the most practised speaking activities in the classroom. As Roca Varela et al. (2010: 40) suggest that when students repeat utterances, mechanical and repetitive production is involved as is the case in drills or, in this case, with dialogues with script. As a result, this type of practice can be considered to be controlled up to a certain extent. Secondly, monologues (62,43%) are also recurrent in speaking activities. In contrast with the former, this type of activity is classified as fluency practice since students are involved in uninterrupted and free talk, and they might be related to the use of oral presentations as was mentioned by several comments in this question.

Lastly, questioning activities are also present in English lessons as shown by 112 students, more particularly, by 59,26% of the students. As Roca Varela et al. (2010: 40) suggest, these activities, where students are instructed to ask questions to their partners and vice versa, can be either controlled or free depending on the teacher´s approach but, in either case, only interviews can improve the learners´ communicative competence.

As a result, the findings show that both controlled and fluent speaking activities are used conjointly in the English curriculum leading to a balanced curriculum. As suggested by Byrne (1981: 34), controlled activities are used in order to enhance other aspects, such as self-esteem which might increase the production of speaking in the long-term. However, he claims that teachers should not rely heavily on the use of controlled practice if productive and independent speaking competence is intended to be developed.

There were also eleven alternative answers. In relation to what I have previously mentioned, seven students commented that oral presentations were also used, thus, it seems that monologues were carried out in oral presentations. Moreover, three students suggested loud error-correcting and another student noted that they also carry out activities where song lyrics have to be filled out.

Figure 5: Speaking activities carried out during English lessons
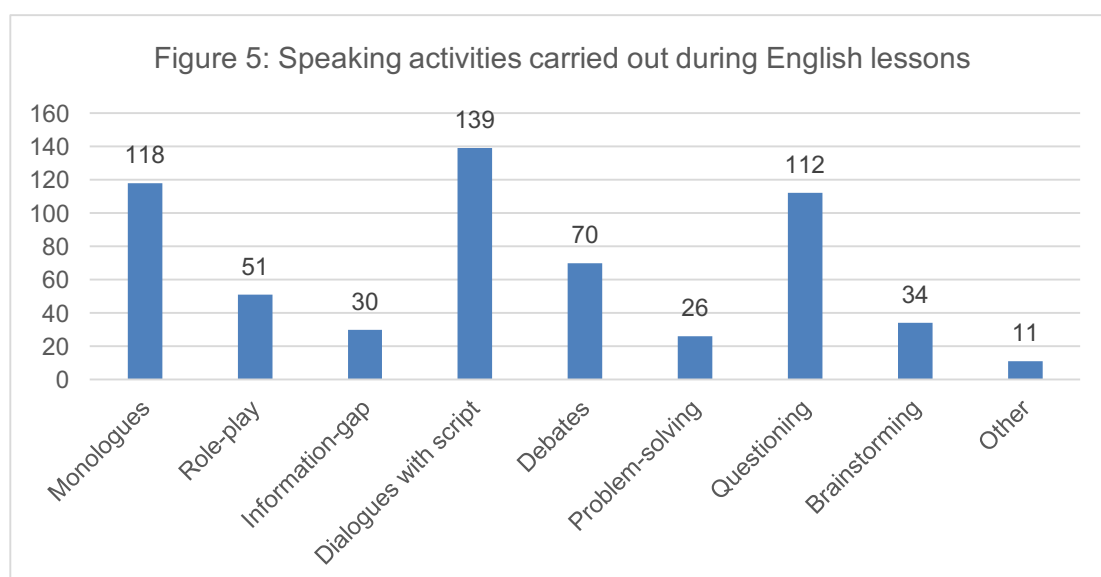
2.3.1.3.2.   Specific technologies used during English lessons

 With reference to question 12, the interactive whiteboard is the most widely used technology in the classroom as acknowledged by 180 students out of 187, in other words,

by 96,26% of the students. It cannot be denied that interactive whiteboards have gained space as a resourceful material for the teacher and one of the reasons might be that it provides the teacher the opportunity to show different kinds of materials to the classroom, from written to video and audio material or to save annotated things so as to upload them to the students´ platform or re-open them later on. This technology is partially useful for speaking because, as explained before, listening also improves speaking skills.

Moreover, computers (47,06%) are also present. It is striking that there is a difference of 92 points between interactive whiteboards and computers when they tend to be used simultaneously. In addition, programs are also used (33,69%). These results are in relation to question number 11 where monologues about a topic were one of the most rated options, in this way, programs such as *Power Point* might be possibly used during monologues in oral presentations.

Furthermore, three alternative options were provided by the participants, such as the radio cassette player and digital books. The latter can be considered to be a recent development to adapt books to the digital era. As commented by one student in the final section, lessons following strictly the book tend to be less entertaining leading students to shift attention in the classroom. Therefore, they present a great opportunity for teachers to make theory interactive and enjoyable.

Figure 6: Technologies used during English lessons
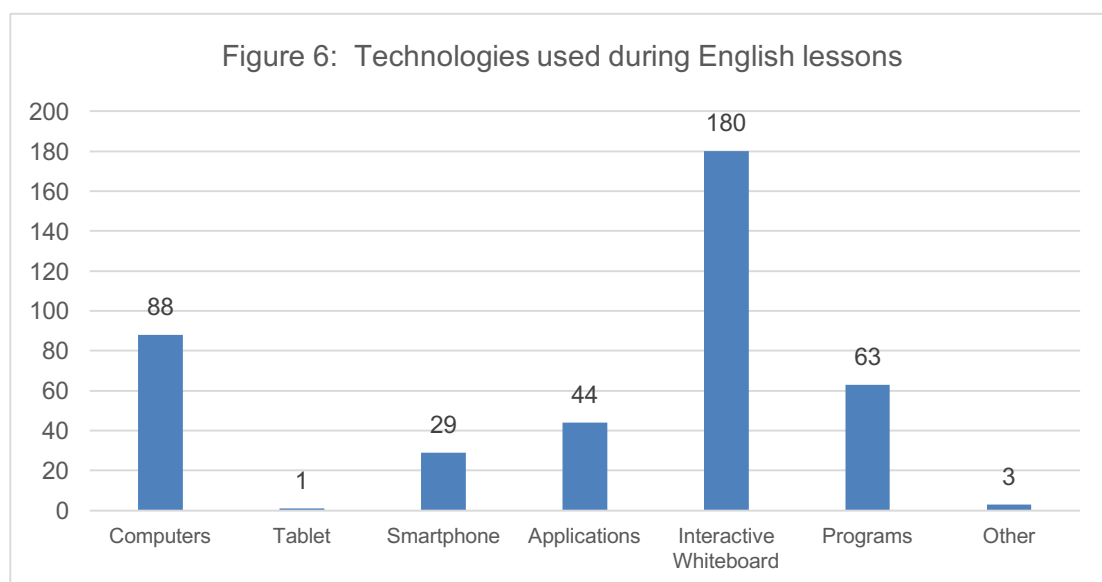
2.3.1.3.3.   Possible technologies for the development of speaking

Question 13 revealed *YouTube* as the application that can most contribute to the development of speaking skills. In fact, a total of 157 out of 193 students, that is, 81,35%

of the students seem to be aware of the many options that *YouTube* offers to the public. The different kinds of content as well as the diversity of languages and accents that can be accessed through this free online platform makes this platform a good way to learn while being entertained. As Ramli (2017: 189) suggests, listening indirectly improves speaking skills, thus, by visualizing content, speakers are also improving their own oral skills. Moreover, this platform also offers the possibility to chat online, thus, as claimed in section 1.2.3, this instantaneous messaging provides another opportunity to develop their speaking skills since it can resemble face-to-face conversation.

Furthermore, applications (76,17%) that teach English are also perceived to be influential for the development of speaking skills as recognized by 147 students out of 193. Although it is mainly pronunciation as explained before, these applications offer students the possibility to practice speaking as well as other skills. Finally, social media (60,1%) is also perceived as a good way whereby they are able to enhance their communicative competence. As happens with *YouTube*, instantaneous messaging opens other possibilities for communicational purposes.

Videogames have also obtained positive results (46,63%) as well as blogs (39,9%). What it is more, since I focused on *Skype* and podcasts in prior sections of this dissertation, I would like to draw attention on the low results that these applications have obtained with only 30,57% and 34,2% respectively, which might indicate that students are not acquainted with how these technologies can be used in an effective way to develop their speaking skills.

There were also fourteen alternatives to this question. Ten students mentioned the benefits that series and movies might have for the development of oral skills and two students named specific applications such as *Memrise*, an online teaching application.

Figure 7: Technologies that could improve the teaching and learning of speaking
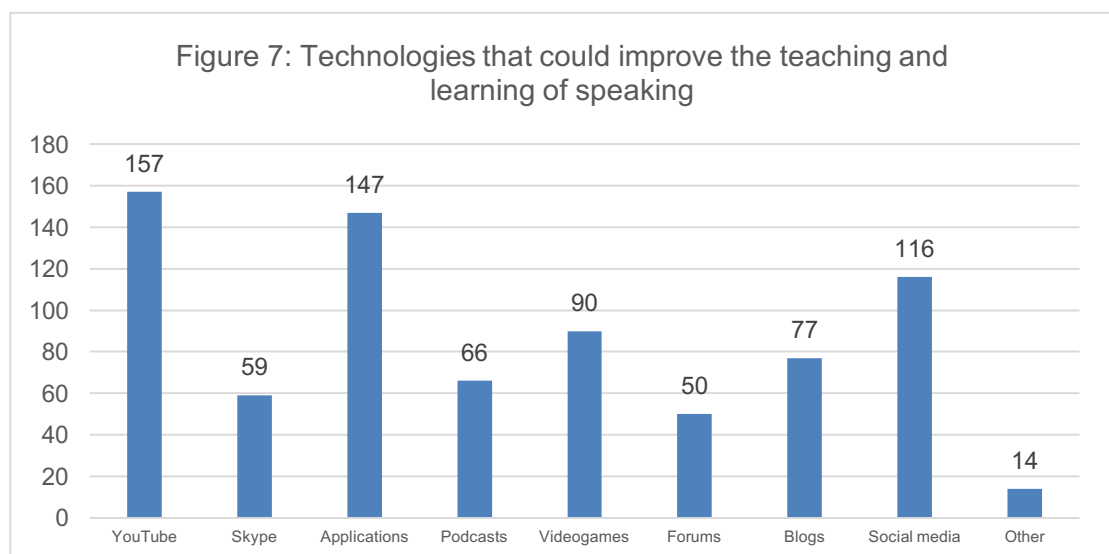
2.3.1.4.   Final recommendations

In this section, the students could choose amongst a series of improvements that could possibly benefit speaking. Firstly, 71,73% of students, more particularly, 137 students out of 191, believed that the increase of speaking activities would improve their oral skills. Secondly, 128 students (67,02%) consider that the teaching methodology should be modified in order to change the focus of the curriculum from grammar towards speaking which confirms the data obtained in questions 4 and 5, and some commentaries left at the end of the questionnaire. In addition, 123 students (64,4%) also deem sporadic lessons with natives as another way to improve speaking as well as having exclusive speaking lessons (57,59%). Hence, lessons could be divided and alternate between teachers, thus reducing students per class while benefiting them from the help of a native speaker. Although this is difficult to be implemented regularly, it could be introduced for a period of time during each semester.

Six alternative options were suggested by students but the main ones are the following. On the one hand, the need to speak English during the lesson. It seems that speaking is not used enough in their English lessons, consequently, it is difficult to improve speaking skills if the language is not being used in the classroom. On the other hand, the need to displace the role of the teacher in certain aspects of the classroom, for example, letting students read out-loud instead teachers themselves.

Figure 8: Potential improvements in the teaching and learning of speaking
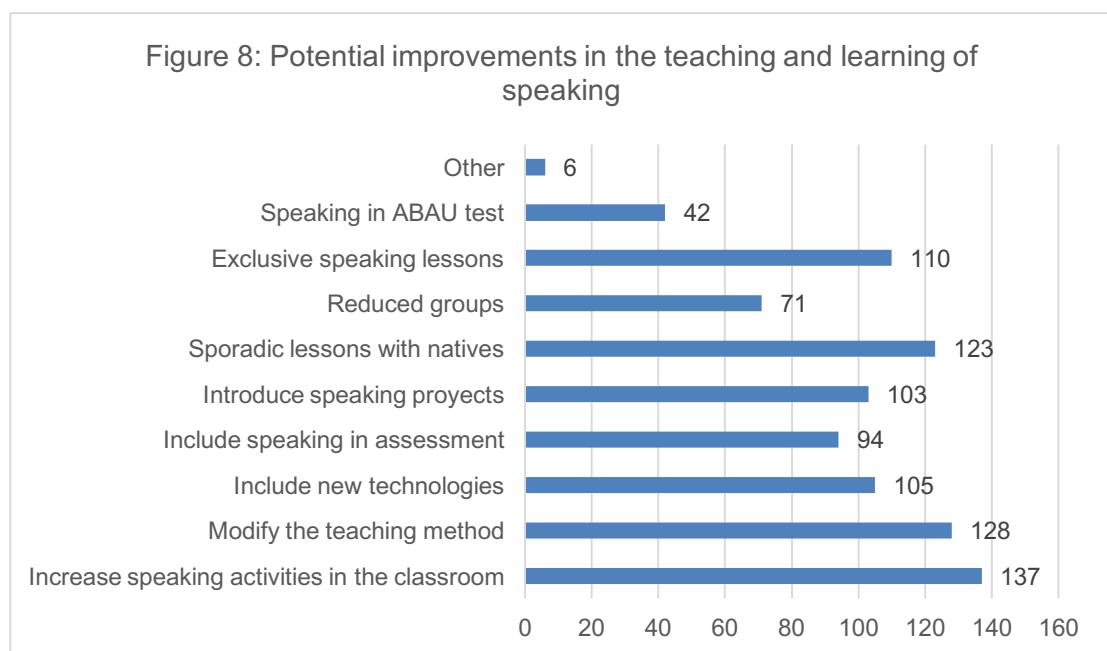
At the end, the students had the opportunity to leave some comments. Altogether, sixteen comments were made and I will briefly summarise the main ideas. Firstly, as mentioned above, six students have emphasized the need to change from a grammar-oriented method towards a more communicative methodology as well as to decrease the emphasis put on the ABAU test so as to focus more on practical knowledge. Secondly, the need to reduce groups since it seems difficult to find a balance between the students´ linguistic capacities as well as to increase the time for speaking for each student and to facilitate the speaking of the shiest students. Thirdly, the need of talks to inform students about the need of speaking English in a twenty-first century society. Finally, to increase the number of trips to an English-speaking country in order to have first hand contact with the language as well as to introduce projects involving native speakers, for example, as having penpals. Some other comments have been already explained throughout this section.

2.3.2. Questionnaire addressed to teachers

2.3.2.1.   Section 1: Opinion questions

2.3.2.1.1.   Relevance of grammar in the teaching and learning of English

As figure 9 shows, 14 out of 26 teachers, 53,8%, do *not agree nor disagree* with the fact that grammar is the most important component when learning English as stated in question 1. In addition, 7 teachers *disagree* and 1 *totally disagree*, that is, 30,7% of the teachers responded negatively in relation to this statement. As previously mentioned, this question was formulated in relation to question 3 so as to see whether the informants´ opinion was consistent. Question 3 deals with the relevance of grammar in comparison to the importance of fluent speaking and the findings show that 80,8% of the teachers, in particular, 17 teachers and 4 teachers *disagree* and *totally disagree* respectively with the statement.

In this way, the contrast between the two shows that the teachers´ opinion varied from one question to another showing in the latter that their opinion was significantly more negative due to the reasons already presented in 2.3.1.1.1. Taking into account the data from these questions, the findings show that teachers are not biased against speaking, in other words, teachers have not got negative views towards speaking that can possibly influence their teaching methods, thus neglecting speaking beforehand.

Figure 9: Relevance of grammar in the teaching and learning of English
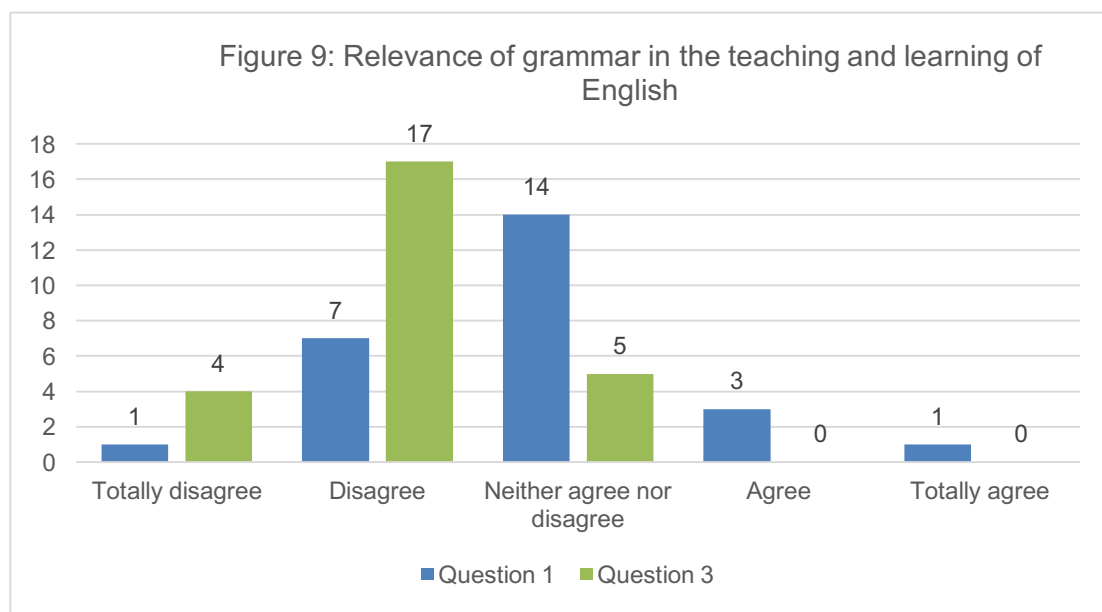
2.3.2.1.2. Grammar vs. speaking time and the adequacy of the method

The findings in the former section contrast with the following results. For question 2, 65,3% of the teachers, that is, 17 teachers out of 26 agree that the time allotted for grammar is higher than the time used for speaking practice. In addition, for question 4, 14 teachers *agree* and 9 teachers *totally agree* with the fact that speaking would be improved if more speaking practice were carried in the classroom, in other words, if more time were used to develop speaking skills. Altogether, 88,4% of the teachers favour the statement provided. The correlation between these answers can be seen in the figure, more particularly on the similarity between the blue and red line reaching the highest peak in the same answer. Consequently, it seems that there is a general agreement between teachers that fluency is not being developed in the classroom. This could be due to the fact that time and efforts are placed on the teaching of grammar so as to be able to comply with the wide-ranging curriculum. The educational system is based upon tests and assessment and the difficulty of testing speaking as well as the lack of resources to do so facilitates the degradation of speaking while the grammatical component is developed in more detail.

The previous results are in relation to question 5, also shown in figure 10. In this case, 12 negative answers out of 26 were obtained, more particularly, 11 in *disagreement* and 1 in *total disagreement*. Therefore, a total of 46,1% of the teachers believe that the methods used nowadays are not propitious for the development of the students´ oral skills. As a result, this confirms the findings already obtained in the previous questions regarding teachers´ awareness of the depreciation of speaking due

to, amongst other factors, the lack of time allotted for speaking in the classroom. This will be also confirmed in the last section of the questionnaire by several comments.

Figure 10: Grammar vs. speaking time and the adequacy of the method
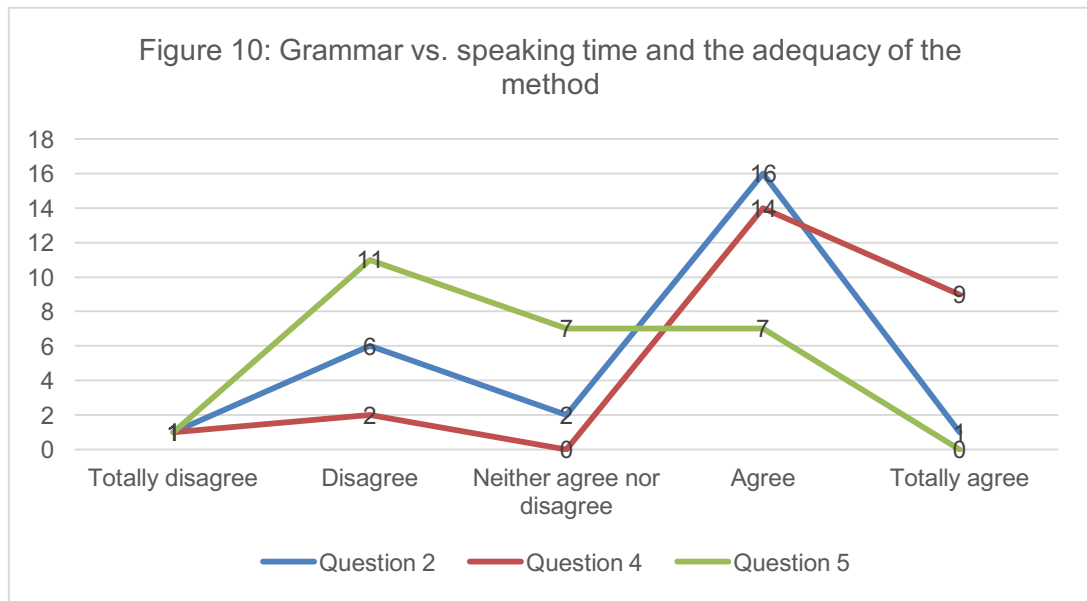
2.3.2.1.3. Speaking environments: inside vs. outside the classroom

With respect to question 6, 50% of the teachers, that is, 13 teachers, consider that the classroom is not the only environment where students could develop speaking skills. Hence, teachers are aware of other contexts where students could speak and develop their communicative competence and some examples of these environments can be found in section 2.3.1.1.3. I would like to mention that 34,6% of the teachers, in particular 9 teachers, show themselves to be contrary to this view, thus there is not a categorical agreement between teachers on this issue.

Figure 11: Teachers´ beliefs in the students´ possibility to speak English outside the classroom
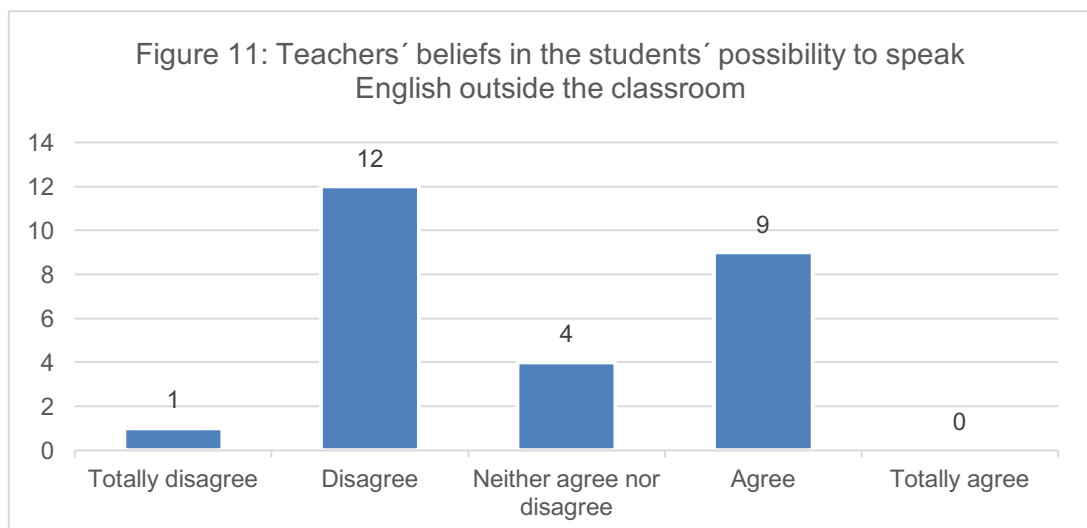
2.3.2.1.4.   Beliefs in technologies and its ability to improve speaking

As mentioned before, questions 7 and 10 were separated into different sections; however, they are closely connected in topic and the results obtained can then be contrasted.

Firstly, for question 7, 15 teachers are in *total agreement* and 11 in *agreement* with the belief that there are applications that may improve students´ speaking skills. Consequently, 100% of the teachers who participated in the study deem technology as a good resource whereby speaking can be enhanced. This is in relation to question 10 since 92,4% of the teachers, that is, 24 teachers, have explained to their students *very frequently*, *frequently* or *sometimes* how to use technology outside the classroom to practice speaking. In fact, only 2 teachers have *hardly never* explained it. Due to the teachers´ positive beliefs in technologies, they inform students about the technologies that they could use in their spare time to improve their speaking skills and, in this way, it is clear the teachers´ awareness regarding the benefits that technologies might have and the benefits that they might carry to their students´ speaking ability.

2.3.2.2.   Section 2: Frequency questions

2.3.2.2.1.   Teachers´ use of technology

The results of question 8 are in tune with the findings obtained in question 10. A total of 84,6% of the teachers, more in particular, 22 out of 26 teachers have *very frequently*, *frequently* or *sometimes* used applications that try to teach English. In opposition, only 4 teachers, 15,3%, have *never* or *hardly never* used them. This result illustrates what was stated in the previous question concerning the teachers´ consistent idea regarding the positive benefits that technologies, in this case applications, might bring to the teaching and learning of a foreign language.

However, the use of certain technologies, such as applications with speech recognition, is still disregarded in the classroom as can be seen in question 9. In this case, 11 teachers have *never* used them in their lessons and 7 *hardly never,* which altogether means a total of 18 teachers out of 26 (69,2%). This was an expected result since the adaptation of speech recognition applications to the classroom is highly difficult as commented in section 1.2.3. Nonetheless, this result also indicates that although the introduction of this type of technology in the classroom is difficult, it is not impossible. It has been demonstrated that 2 teachers use them *frequently* and 6 use them *sometimes*, that is, 30,8% of the teachers use them in their lessons. Subsequently, the effectivity of

this technology may have increased due to the introduction of this type of technology in teaching mobile applications facilitating both its access and its use.

2.3.2.3.   Section 3: Multiple-choice questions

2.3.2.3.1.   Specific speaking activities carried out during English lessons

As figure 12 shows, questioning activities (88,5%) seem to be the most recurrent activities in English lessons as stated by 23 teachers. Secondly, role-play activities, which are considered to be part of fluency activities, are also very present during English lessons since 80,8% of the participant teachers, that is, a total of 21 claim to use them. Moreover, dialogues with a script and monologues about a topic follow the preceding results with percentages of 73,1% and 69,2%, respectively. The data suggest that there tends to be a balance between controlled and fluency activities in the teaching of speaking skills in the classroom which correlates with the findings obtained from the students.

Finally, other suggestions to this question were games and oral presentations, which were already explained in section 1.2.3. as having multiple benefits for speaking.

Figure 12: Speaking activities carried out during English lessons
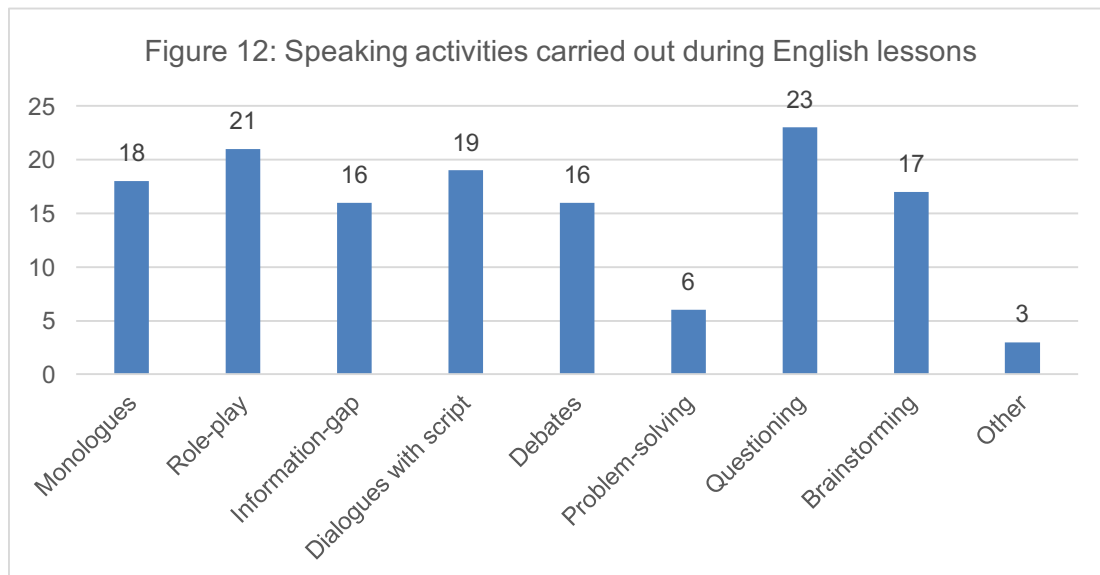
### 2.3.2.3.2.   Specific technologies used during English lessons

As regards question 12, all the participants, that is, 100%, refer to the importance of the interactive whiteboard in the classroom and 88,5% show that computers are also present during English lessons due to the fact that interactive whiteboards and computers are used simultaneously. Furthermore, programs (61,5%) and applications (38,5%) are also

used. As was commented again by a teacher in the option *other*, programs were used primarily for oral presentations about a topic and thus, the idea that *Power Point* is highly useful to develop speaking skills is confirmed again by teachers. Apart from these, it is striking that 6 teachers, 23,1%, also use smartphones in their lessons. In this way, it is clear that smartphones can also be introduced in the classroom bringing up the idea that technology can be readapted for teaching while students need to be trained for its new purposes (Levy 2009: 778).

What is more, other alternative options that were provided were *Kahoot!* or the digital book. In relation to the former, *Kahoot!* is an application of quizzes, thus games also develop oral skills since, due to its competitiveness, they force and encourage students to speak.

Figure 13: Technologies used during English lessons
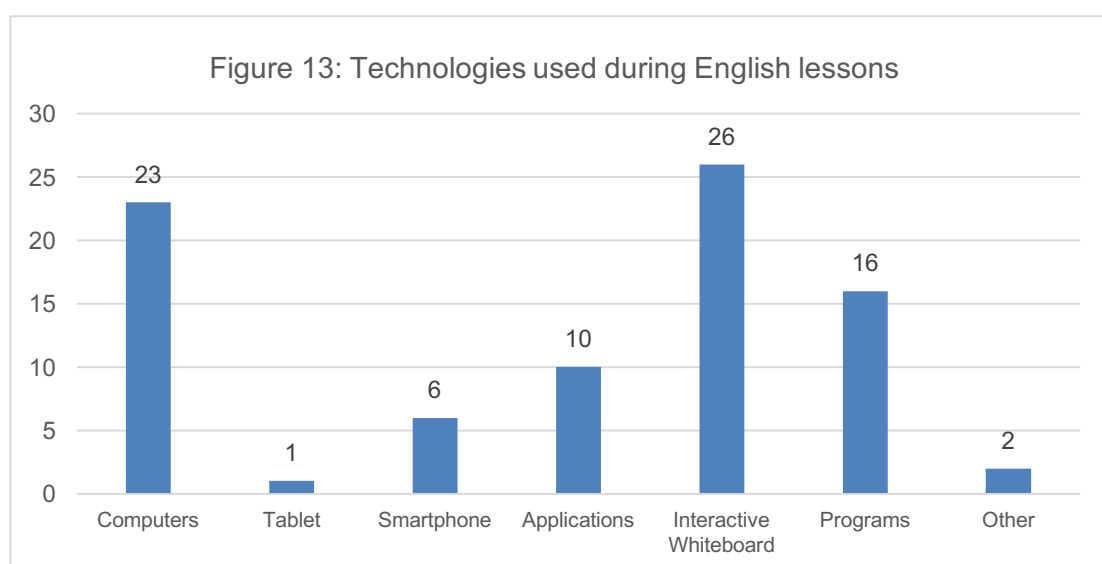
2.3.2.3.3.   Possible technologies for the development of speaking

Furthermore, question 13 revealed that *YouTube* (92%) is perceived by teachers as an application that could potentially develop students´ speaking skills. Besides, applications which aim to teach English are also considered by 19 teachers (76%) as an alternative to enhance speaking. In addition, *Skype* and podcasts have also obtained favourable results, both with 16 out of 25 teachers, that is, 64% of the teachers, which is significant since it leads to the idea that teachers are aware of how these technologies could be applied to learn and develop students´ communicative competence. However, it is not clear whether teachers are aware how these technologies could be used for the improvement of oral skills in the classroom.

Figure 14: Technologies that could improve the teaching and learning of speaking
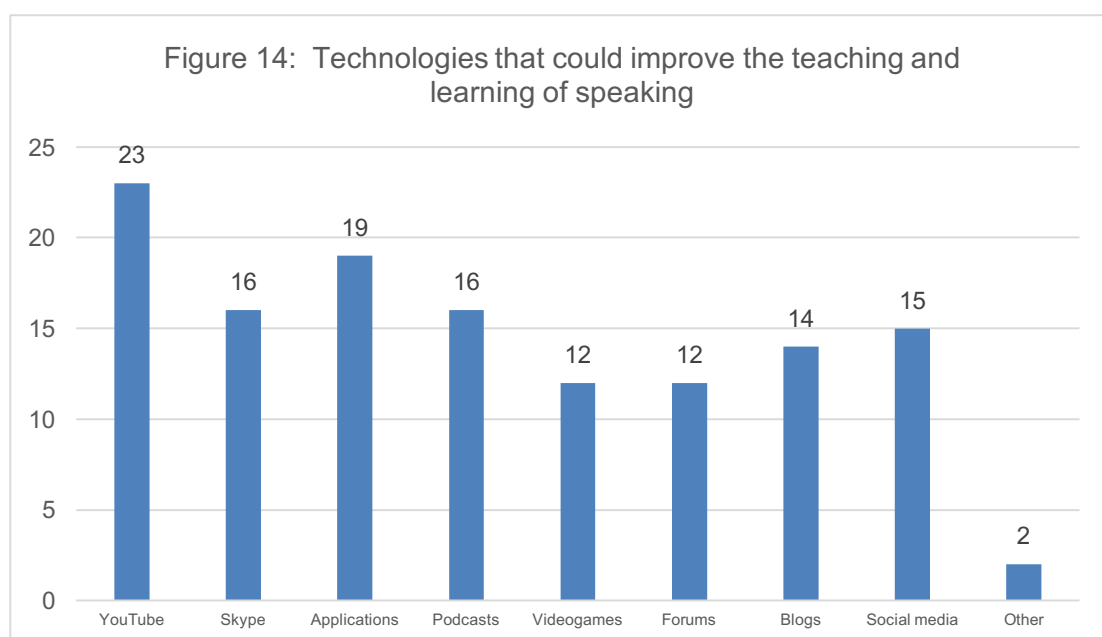
2.3.2.4.   Final recommendations

In this final section of recommendations, 96,2% of the participant teachers, more particularly, 25 teachers agree with the need to reduce the number of students per class in order to provide a better teaching and learning. At the end of the questionnaire, several final comments had to do with this issue. They claimed that classrooms are swamped with 25-30 students so that it is impossible to teach accordingly to their needs and makes it really difficult for teachers to adapt their methods or include any innovative teaching material.

In this way, there is also an agreement on the necessity to increase the number of speaking activities. A total of 80,8% of the teachers, that is, 21 teachers acknowledge that speech practice should be increased and this is in tune with the data that has been already presented. This shows that teachers are aware that speaking is overlooked in the classroom and many factors could be contributing to this aspect. As was mentioned above, the widespread increase of students per classroom hinders the organization of students in speaking activities, the introduction of new materials or more interactive activities. Moreover, speaking is an aspect that tends to be left out of assessment so that many teachers let it aside if their agenda is too pressing in order to assess and evaluate other components.

In addition, sporadic native lessons (65,4%) have been found amongst teachers to be a great opportunity to provide speaking practice.

Figure 15: Potential improvements in the teaching and learning of speaking

Category	Value
Other	0
Speaking in ABAU test	8
Exclusive speaking lessons	13
Reduced groups	25
Sporadic lessons with natives	17
Introduce speaking proyects	15
Include speaking in assessment	15
Include new technologies	13
Modify the teaching method	16
Increase speaking activities in the classroom	21

Finally, eight commentaries were left at the end of the questionnaire. I will summarise briefly the main ideas that underlie these comments which, in fact, are in relation to what has been mentioned. Firstly, teachers emphasize the need to change the teaching strategies in order to adapt them to a more modern society as well as to teach new teaching strategies to future language teachers. If new teaching perspectives were taught to future teachers, the after-effect of the traditional teaching could be eradicated in the long-term. Secondly, the need to reduce the curriculum as well as to increase the teaching hours because the curriculum seems to be extensive if compared to the time allotted to other courses. Thirdly, the need to facilitate students the opportunity to participate in immersive programs. Hence, students would have the opportunity to have a different view of English when practised in a more interactive and enjoyable way with other students out of the classroom environment. Finally, the need to reduce groups. Not only due to the number of students per class but also due to the existence of mixed-ability groups of students.

To sum up, it cannot be denied that some changes are difficult to make, as stated by one teacher, but there is an urgency to adapt the teaching of languages to a new type of society which tends to value more practical knowledge than mechanical information.

2.3.3. Comparison between groups: students vs. teachers

In this section, I will briefly summarise the main differences across groups.

Firstly, one of the main differences is regarding grammar. One the one hand, in question 1, 93 students out of 192 (48,44%) deem grammar as the most important component when learning English. On the other hand, 14 teachers out of 26 are ambivalent and 8 (30,7%) are in disagreement with the abovementioned idea.

Secondly, there is a difference between their views towards the adequacy of the method. In question 5, 37,5% of the students are ambivalent about the fact that the current methodology is helping the development of their oral skills while 34,9% believe that it is in fact helping them. In contrast, teachers have very dissimilar views since 12 teachers, that is, 46,1% of them, have negative views towards the adequacy of the current methodology.

Thirdly, their perspectives towards the information about technologies. While 119 students out of 192 (61,98%) claim that they have not been informed about technologies such as applications that could develop their speaking skills, 92,4% of the teachers, that is, 24 teachers also acknowledge that they have told their students very frequently, frequently or sometimes how to use technologies productively. It cannot be denied that 73 students have claimed to be informed but the difference of 46 students between the answers provided is quite significant.

Fourthly, there is a discrepancy regarding activities. The difference lies in the use of role-plays which, as mentioned before, are considered fluent speaking activities par excellence. In this way, role-plays are claimed to be used by 21 teachers (80,8%) while only by 51 students out of 189, 26,98%.

Although students and teachers are in agreement on the fact that *YouTube* and applications are possibly the technologies that could help speaking the most, they are slightly in disagreement regarding podcasts and *Skype*. Students acknowledge social media, videogames and blogs as alternative options to the ones previously mentioned whereas teachers favour mainly *Skype* and podcasts before social media.

Finally, there is a discordance regarding the main change that should be introduced in the teaching of foreign languages. One the one hand, 137 out of 191 students (71,73%) favour the increase of speaking activities while 128 students (67,02%) the modification of the current teaching method in order to shift it into a speaking-oriented

method. On the other hand, 96,2% of the teachers, that is, 25 teachers consider the reduction of the number of students per class the main need. Although it was also highly rated, they believe that the modification of the method (61,5%) is not the main priority as the increase of activities or the need of sporadic lessons with native speakers of English.

Taking all the prior points into consideration, the dissimilarity might be due to several reasons such as age, their different views from their roles as learners and teachers, their use of technologies and degree of their technological knowledge, and their enthusiasm in speaking and technologies. Nonetheless, both groups had a substantial agreement on the need to introduce changes to improve the teaching of foreign languages and, particularly, the development and improvement of speaking skills so as to train autonomous and fluent speakers of English.

Final Words

Throughout this dissertation the importance of speaking has been highlighted as well as the neglect of speaking throughout history until the advent of the Communicative Language Teaching method. Several factors such as the classroom environment, lesson planning, tasks and the roles of both students and teachers have been pointed out as factors to bear in mind when teaching speaking so as to teach it effectively; emphasis has also been placed on fluency activities to develop independent and autonomous speakers.

Although a context of the teaching of speaking has been provided, this dissertation has mainly focused on the adaptation and introduction of ICT to teaching so as to develop speaking skills. Traditional and technological teaching can be successfully combined in a "multimedia teaching" (Chunyang Liu 2014) by using CALL technologies. There is no doubt that this type of technology can be used individually but as is the case of social CALL, it can be used as a technology that can be easily integrated in the classroom. ACMC and SCMC were differentiated, depending on how they were broadcasted, and podcasts and *Skype* were presented, respectively, as examples.

Podcasts and *Skype* have been adapted for educational purposes. Their straightforward production and their benefits have turned them into new teaching materials introduced to develop speaking skills in different ways and at different levels (Sze 2006; Taillefer & Munoz-Luna 2014). Some of their benefits include the following: the increase of learners' motivation, peer-teaching and self-esteem, the creation of an online comfortable speaking environment as well as the development of other components of language, such as grammar or vocabulary, listening skills included. Besides, podcasts can function in some cases as an extension of the speaking practice outside the classroom and this can also be applied to *Skype*; however, this option was disregarded in this dissertation in order to provide a supervised online environment. In addition, examples of a podcast activity and steps to follow to introduce *Skype* were also explained. Finally, *Power Point* presentations were also mentioned as an emerging technology for the practice of speaking skills.

In the second part of this dissertation an empirical study was conducted. A total of 219 subjects, that is, 193 students and 26 teachers, participated in the survey that was aimed to investigate their perspectives towards the teaching of speaking and,

particularly, towards the use of technology in the classroom so as to present real data regarding certain aspects that have been addressed during this dissertation.

In some cases, a categorical agreement was detected between groups. The high allotment of time for grammar was one of the main points, alongside the diminishing importance of grammar when contrasted with speaking. Besides, the classroom was not deemed as the only environment where to develop speaking skills so that, accordingly, technologies have been claimed as beneficial for the aforesaid purpose, *YouTube* or English teaching applications as two cases in point. Notwithstanding, classroom technologies seem to be anchored in the use of interactive whiteboards and computers, although some exceptions were found regarding the use of smartphones.

Apart from this, a certain disparity has been found between groups, especially, when talking about the importance of grammar in the learning of a foreign language, the adequacy of the method to enhance speaking skills, their own knowledge about technologies and also regarding the beneficial changes in language teaching.

All in all, the vast majority of applications that claim to develop speaking skills focus mainly on pronunciation; therefore, applications should be created in order to enhance oral skills rather than to focus on mechanical repetition. Besides, difficulty was found concerning the benefits of technologies for the development of speaking skills so that it is clear that further research should be carried in the future to abandon such generic terms.

Although technologies have been adapted to teaching, the role of the teacher is still highly important to ensure good practice in the classroom. New approaches to the teaching of speaking with the use of new technologies should be explored. Needless to say, none of this will be possible if economical support is not provided to carry out new initiatives and introduce innovation in education and, more particularly, in the teaching and learning of English.

References

Bahadorfar, Maryam & Omidvar, Reza (2014). "Technology in Teaching Speaking Skill". *Acme International Journal of Multidisciplinary Research* 2 (4): 9-13.

Blake, Robert J (2017). "Teaching and Learning L2 Speaking" in *The Handbook of Technology and Second Language Teaching and Learning*, eds. Chapelle, Carol A. & Sauro, Sharon. Hoboken, NJ: Wiley Blackwell. 107-117.

Byrne, Donn (1981). *Teaching Oral English*. Essex: Longman.

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*. Cambridge: CUP.

García, Sergio; Díaz, Rolney & Artunduaga, Marco Tulio (2017). "Skype Sessions as a Way to Provide Additional Oral Practice of English University Students". *Colombian Applied Linguistics Journal* 20 (1): 62-78.

Harmer, Jeremy (2007a). *How to Teach English*. Harlow: Longman.

Harmer, Jeremy (2007b). *The Practice of English Language Teaching*. Harlow: Longman.

Kuppuraj, Kavitharaj (2017). "ICT to Enhance Speaking Skills". *International Journal of English Language: Literature in Humanities* 5 (11): 843-847.

Lazar Stoišić (2015). "The Importance of Educational Technology in Teaching". *International Journal of Cognitive Research in Science, Engineering and Education* 3 (1). 111-114.

Levy, Mike (2009). "Technologies in Use for Second Language Learning". *The Modern Language Journal* 93: 769-782.

Littlewood, William (1992). *Teaching Oral Communication: A Methodological Framework.* Oxford: Blackwell.

Lynch, Tony (2012). "Traditional and Modern Skills" in *Basic Issues in EFL Teaching and Learning*, eds. Eisenmann, Maria & Summer, Theresa. Heidelberg: University of Heidelberg. 69-81.

Maley, Alan (1987). "Foreword" in *Conversation*, Nolasco, Rob & Arthur, Lois, ed. Maley, Alan. Oxford: OUP, p. 3.

Nolasco, Rob & Arthur, Lois (1987). *Conversation*. Oxford: OUP.

Otto, Sue E (2017). *"*From Past to Present: A Hundred Years of Technology for L2 Learning*"* in *The Handbook of Technology and Second Language Teaching and Learning*, eds. Chapelle, Carol A. & Sauro, Sharon. Hoboken, NJ: Wiley Blackwell. 10-25.

Ramli, Asnanda (2017). "The Use of Podcasts to Improve Students´ Listening and Speaking Skills for EFL Learners*". Advances in Social Science, Education and Humanities Research* 145: 189-194.

Richards, Jack C (2006). *Communicative Language Teaching Today*. New York: CUP.

Richards, Jack C & Rodgers, Theodore (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: CUP.

Roca Varela, María L., Piñeiro de la Torre, Martiña & Gigirey Liste, Inmaculada. (2010). "New Insights into the Teaching of Spoken Language. A Typology for the Classification and Development of Oral Tasks" in *Estudios de Metodología de la Lengua Inglesa (V)*, eds. Pérez, Leonor, Parrado, Isabel & Tabarés, Patricia. Valladolid: Centro Buendía, Universidad de Valladolid. 35-44.

Samad, Iskandar Abdul; Bustari, Ahmad & Ahmad, Diana (2017). "The Use of Podcasts in Improving Students´ Speaking Skill"*. Journal of English Language and Education* 3 (2): 97-111.

Sze, Paul M (2006). "Developing Students´ Listening and Speaking Skills Through ELT Podcast*s". Education Journal* 34 (2): 115- 134.

Taillefer, Lidia & Munoz-Luna, Rosa (2014). "Developing Oral Skills Through Skype: A Language Project Analysis"*. Procedia: Social and Behavioural Sciences* 141: 260-264.

Tsukamoto, Miki; Nuspliger, Brian & Senzaki, Yusuke (2009). "Using Skype to Connect a Classroom to the World: Providing Students Authentic Language Experience within the Classroom" in *CamTESOL Conference on English Language Teaching: Selected Papers*, eds. Knoch, Im & Stroupe, Richmond 5: 162-168.

Ur, Penny (1981). *Discussions that Work: Task-Centered Fluency Practice*. Cambridge: CUP.

Ur, Penny (1991). *A Course in Language Teaching*. Cambridge: CUP.

Electronic resources

"Accuracy", in *English Oxford Dictionaries Online*. Available at: <https://en.oxforddictionaries.com/definition/accuracy> [last access 16/01/19]

Cambridge Assessment Professional (2017). *Digital Technologies in the Classroom*. Available at: <https://www.cambridgeinternational.org/Images/271191-digital-technologies-in-the-classroom.pdf > [last access 15/04/19]

Chunyang Lui, Fei Long (2014). "The Discussion of Traditional Teaching and Multimedia Teaching Approach in College English Teaching". *International Conference on Management, Education and Social Science*. 31-33. Available at: <https://bit.ly/2KtF8kk> [last access 22/04/19]

Donald, Rolf (2003). *Teaching Speaking Skills 1.* Available at: <https://www.teachingenglish.org.uk/article/teaching-speaking-skills-1>[last access 3/03/19]

Hicks, Justin; Winnick, Laura & Gonchar, Michael (2019). *Project Audio: Teaching Students How to Produce Their Own Podcasts.* Available at: <https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html > [last accessed 22/04/19]

Kay, John (2015). *Teaching Speaking- Unit 5: Techniques*. Available at: <https://www.teachingenglish.org.uk/article/teaching-speaking-unit-5-techniques> [last access 10/01/19]

Morozova, Yulia (2013). "Methods of Enhancing Speaking Skills of Elementary Level Students". *Translation Journal* 17 (1). Available at: <https://translationjournal.net/journal/63learning.htm> [last access 22/04/19]

Motteram, Gary (2013). *The Benefits of New Technology in Language Learning*. Available at: <https://www.britishcouncil.org/voices-magazine/the-benefits-new-technology-language-learning > [last access 15/03/19]

Pokrivčáková, Silvana et al. (2015). "CALL and Developing Speaking". *CALL and Foreign Language Education: e-Textbook for Foreign Language Teachers*. 51-58. Available at: <https://www.researchgate.net/publication/285593155_CALL_and_developing_speaking> [last access 04/03/19]

Stanley, Graham (2005). *Podcasting for ELT*. Available at: <https://www.teachingenglish.org.uk/article/podcasting-elt> [last access 05/04/19]

Stannard, Russell (2019). *Developing Student´s Speaking Skills*. Available at: <http://www.teachertrainingvideos.com/developing-students-speaking-skills.html> [last access 7/04/19]

Appendix

1. Proposal of a podcast activity[9]

1) The teachers should have previously explained what is a podcast, what are the elements needed, the purpose of this task and the steps that should be followed. Afterwards, the teacher should explain the first step which is to choose the type of activity that they are going to do in the podcast.

2) The students should be divided into groups and discuss it.

3) Later on, the teacher should explain the second step which is brainstorming about the topic and the type of podcasts they are going to create.

4) The students should discuss again.

5) The teacher should explain the next step which is the creation of the audio/video content. Students may create it in the classroom or at home as homework.

6) The teacher should explain the last step which is the edition of the file (adding sound or extra clips amongst other things) and how they are going to upload it to the Internet. Students may do this step in the lesson or at home.

7) Finally, the classroom and the teacher should listen to the podcast and both of them can give feedback on the podcast.

---

[9] Adapted from Hicks et al. (2019).

2. Questionnaire addressed to students

USC — FACULTAD DE FILOLOGÍA

CUESTIONARIO

La siguiente encuesta es **anónima** y forma parte de un trabajo de fin de grado de la USC cuyo objetivo principal es conocer mejor las opiniones que tienen los alumnos de inglés sobre el uso de inglés oral en el aula y, a mayores, sus puntos de vista sobre las tecnologías para el desarrollo de su comunicación oral en inglés. Estimamos que te llevará aproximadamente 5-10 minutos cubrirla.

PREGUNTAS

Marca con una X la casilla que se corresponda:

CURSO ☐ 3º ESO   ☐ 1º Bachillerato

Marca en las siguientes afirmaciones la respuesta que más se aproxime a tu opinión siguiendo esta escala:

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
1	2	3	4	5

	1	2	3	4	5
1. La gramática es el componente más importante para poder aprender inglés.	☐	☐	☐	☐	☐
2. En clase se dedica mucho tiempo a enseñarnos gramática y poco a hablar inglés.	☐	☐	☐	☐	☐
3. Es más importante conocer las estructuras gramaticales que hablar inglés con fluidez.	☐	☐	☐	☐	☐
4. Si se hicieran más actividades donde tuviera que hablar, mi fluidez al comunicarme en inglés mejoraría.	☐	☐	☐	☐	☐
5. Los métodos de enseñanza que se utilizan me ayudan a mejorar mi expresión oral en inglés.	☐	☐	☐	☐	☐
6. Sólo puedo hablar inglés en clase ya que fuera no tengo oportunidad de hacerlo.	☐	☐	☐	☐	☐
7. Hay aplicaciones (online, en ordenadores, móviles, etc.) que me pueden ayudar a mejorar y a practicar mi comunicación en inglés.	☐	☐	☐	☐	☐

Marca en las siguientes afirmaciones la respuesta que más se aproxime a tu opinión siguiendo esta escala:

Nunca	Casi nunca	Alguna vez	Frecuentemente	Muy frecuentemente
1	2	3	4	5

	1	2	3	4	5
8. He utilizado alguna vez aplicaciones (en el móvil, ordenador, online, etc.) que tienen como objetivo enseñar inglés.	☐	☐	☐	☐	☐
9. He utilizado alguna vez aplicaciones con reconocimiento de voz en actividades de clase	☐	☐	☐	☐	☐
10. Me han explicado alguna vez cómo puedo usar las nuevas tecnologías para mejorar mi comunicación en inglés (pronunciación, diálogo, etc.) fuera de la clase.	☐	☐	☐	☐	☐

En esta parte marca con una X todas la/s opción/es que creas conveniente/s, es decir, puedes marcar varias opciones:

11. ¿Cuál/es de estas actividades orales has realizado alguna vez en clase de inglés?

☐ Monólogos sobre un tema
☐ Juegos de rol o simulaciones
   Actividad donde cada uno de los miembros de un grupo tiene que hacerse pasar por otra persona.
☐ Information-gap activities
   Actividad en la cual a cada miembro de un grupo le falta información por lo que los participantes tienen que hacer preguntas con el objetivo de completar la información que les falta.
☐ Diálogos con un guion establecido o repeticiones de frases y/o palabras
☐ Debates y discusiones
☐ Soluciones de problemas
☐ Questioning activities
   Actividades en las cuales cada alumno le formula preguntas a su pareja y viceversa. Por ejemplo, entrevistas.
☐ Brainstorming
   Actividad donde hay que aportar ideas ya sea dentro de un grupo o al profesor.
☐Otra:…………………………………………………………………………………………………
……

12. ¿Cuál/es de estas tecnologías se usa/n en las clases de inglés?

☐ Ordenadores
☐ Tablets
☐ Smartphone (teléfonos inteligentes)
☐ Aplicaciones (en móviles, en ordenadores, online, etc.)
☐ Pizarra digital
☐ Programas (por ejemplo, PowerPoint)
☐Otra:…………………………………………………………………………………………………
……

13. ¿Cuál/es de estas tecnologías/aplicaciones crees que te podría/n ayudar a mejorar tu comunicación en inglés?

☐ YouTube
☐ Skype
☐ Aplicaciones móviles con las que se enseña/aprende inglés
☐ Podcasts
☐ Videojuegos
☐ Foros
☐ Blogs
☐ Redes sociales (Twitter, Facebook, Instagram, etc.)
☐Otra:…………………………………………………………………………………………………
……

Para terminar, por favor, indica con una X qué cambios, en tu opinión, mejorarían tu comunicación en inglés (puedes marcar más de una opción):

☐ Incrementar el número de actividades orales en las clases.
☐ Modificar el método de enseñanza para que se centre más en la capacidad de comunicarse bien y con fluidez en inglés.
☐ Incluir nuevas tecnologías como aplicaciones o programas donde se ayude a mejorar aspectos de la comunicación en inglés.
☐ Incluir en la evaluación de la materia un apartado de "speaking".
☐ Introducir trabajos o actividades que fomenten la comunicación en inglés.
☐ Incorporar de vez en cuando a un nativo a las clases de inglés para llevar a cabo conversaciones.
☐ Contar con grupos reducidos de alumnos.
☐ Dedicar clases exclusivas para la práctica oral.
☐ Introducir en la prueba de ABAU una parte oral.
☐ Otra:………………………………………………………………………………………………..

Si hay alguna otra cosa que te gustaría añadir, lo puedes hacer en el espacio que sigue a continuación:

....

....

....

....

¡Muchas gracias por tu participación!

3. Questionnaire addressed to teachers via Google Forms

Encuesta USC

La siguiente encuesta es anónima y forma parte de un trabajo de fin de grado de la USC cuyo objetivo principal es conocer mejor las opiniones que tienen los profesores de inglés sobre el uso de inglés oral en el aula y, a mayores, sus puntos de vista sobre las tecnologías para el desarrollo de la comunicación oral en inglés.

*Obligatorio

1. **Curso/s en el/los que imparte clase (puede marcar varios cursos)** *
   Selecciona todos los que correspondan.

   ☐ 1º ESO

   ☐ 2º ESO

   ☐ 3º ESO

   ☐ 4º ESO

   ☐ 1º Bachiller

   ☐ 2º Bachiller

Parte 1
Marca en las siguientes afirmaciones la respuesta que más se aproxime a tu opinión

2. **1. La gramática es el componente más importante para poder aprender inglés.** *
   Marca solo un óvalo.

   ◯ Totalmente en desacuerdo

   ◯ En desacuerdo

   ◯ Ni de acuerdo ni en desacuerdo

   ◯ De acuerdo

   ◯ Totalmente de acuerdo

3. **2. En clase se dedica mucho tiempo a enseñar gramática y poco a hablar inglés.** *
   Marca solo un óvalo.

   ◯ Totalmente en desacuerdo

   ◯ En desacuerdo

   ◯ Ni de acuerdo ni en desacuerdo

   ◯ De acuerdo

   ◯ Totalmente de acuerdo

4. **3. Es más importante que los alumnos conozcan las estructuras gramaticales que hablar inglés con fluidez. ***

Marca solo un óvalo.

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

5. **4. Si se hicieran más actividades donde los alumnos tuvieran que hablar, su fluidez al comunicarse en inglés mejoraría. ***

Marca solo un óvalo.

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

6. **5. Los métodos de enseñanza que se utilizan ayudan a los alumnos a mejorar su expresión oral en inglés. ***

Marca solo un óvalo.

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

7. **6. Creo que los alumnos sólo pueden hablar inglés en clase ya que fuera no tienen oportunidad de hacerlo. ***

Marca solo un óvalo.

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

8. **7. Hay aplicaciones (online, en móviles, ordenadores, etc.) que pueden ayudar a los alumnos a mejorar y a practicar su comunicación en inglés. ***

Marca solo un óvalo.

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

Parte 2

Marca en las siguientes afirmaciones la respuesta que más se aproxime a tu opinión

9. **8. He utilizado alguna vez aplicaciones (en el móvil, ordenador, online, etc.) que tienen como objetivo aprender inglés.**
   Marca solo un óvalo.

   ( ) Nunca

   ( ) Casi nunca

   ( ) Alguna vez

   ( ) Frecuentemente

   ( ) Muy frecuentemente

10. **9. He utilizado alguna vez aplicaciones con reconocimiento de voz en las actividades de clase.**
    Marca solo un óvalo.

    ( ) Nunca

    ( ) Casi nunca

    ( ) Alguna vez

    ( ) Frecuentemente

    ( ) Muy frecuentemente

11. **10. He explicado alguna vez a los alumnos cómo pueden usar las nuevas tecnologías para mejorar su comunicación en inglés (pronunciación, diálogo, etc.) fuera de la clase.**
    Marca solo un óvalo.

    ( ) Nunca

    ( ) Casi nunca

    ( ) Alguna vez

    ( ) Frecuentemente

    ( ) Muy frecuentemente

Parte 3

En esta parte marca la/s opción/es que creas conveniente/s

12. **11. ¿Cuál/es de estas actividades orales has realizado alguna vez en clase de inglés? (puedes marcar varias opciones)**
    Selecciona todos los que correspondan.

    [ ] Monólogos sobre un tema

    [ ] Juegos de rol o simulaciones. Actividad donde cada uno de los miembros de un grupo tiene que hacerse pasar por otra persona.

    [ ] Information-gap activities. Actividad en la cual le falta información a cada miembro de un grupo por lo que se tienen que hacer preguntas con el objetivo de completar la información que les falta.

    [ ] Diálogos con un guion establecido o repeticiones de frases y/o palabras

    [ ] Debates y discusiones

    [ ] Soluciones de problemas

    [ ] Questioning activities. Actividades en las cuales cada alumno le formula preguntas a su pareja y viceversa. Por ejemplo, entrevistas.

    [ ] Brainstorming. Actividad donde hay que aportar ideas ya sea dentro de un grupo o al profesor.

    [ ] Otro: _____

13. **12. ¿Cuál/es de estas tecnologías se usa/n en las clases de inglés? (puedes marcar varias opciones)**

Selecciona todos los que correspondan.

☐ Ordenadores

☐ Tablets

☐ Smartphone (teléfonos inteligentes)

☐ Aplicaciones (en móviles, ordenadores, online, etc.)

☐ Pizarra digital

☐ Programas (por ejemplo, PowerPoint)

☐ Otro: _____

14. **13. ¿Cuál/es de estas tecnologías/aplicaciones crees que podría/n ayudar a mejorar la comunicación en inglés de los alumnos? (puedes marcar varias opciones)**

Selecciona todos los que correspondan.

☐ YouTube

☐ Skype

☐ Aplicaciones móviles en las que se enseña/aprende inglés

☐ Podcasts

☐ Videojuegos

☐ Foros

☐ Blogs

☐ Redes sociales (Twitter, Facebook, Instagram, etc.)

☐ Otro: _____

Recomendaciones

15. **Para terminar, por favor, indica qué cambios, en tu opinión, mejorarían la comunicación en inglés de los alumnos (puedes marcar varias opciones)**

Selecciona todos los que correspondan.

☐ Incrementar el número de actividades orales en las clases.

☐ Modificar el método de enseñanza para que se centre más en la capacidad de comunicarse bien y con fluidez en inglés

☐ Incluir nuevas tecnologías como aplicaciones o programas donde se ayude a mejorar aspectos de la comunicación en inglés.

☐ Incluir en la evaluación de la materia un apartado de "speaking".

☐ Introducir trabajos o actividades que fomenten la comunicación en inglés.

☐ Incorporar de vez en cuando a un nativo a las clases de inglés para llevar a cabo conversaciones.

☐ Contar con grupos reducidos de alumnos.

☐ Dedicar clases exclusivas para la práctica oral.

☐ Introducir en la prueba de ABAU una parte oral.

16. **Si hay alguna otra cosa que te gustaría añadir, lo puedes hacer en el espacio que sigue a continuación:**

_____

_____

_____

_____

_____

¡MUCHAS GRACIAS POR TU COLABORACIÓN!

4. Sample of a questionnaire filled out by a student

USC FACULTAD DE FILOLOGÍA

CUESTIONARIO

La siguiente encuesta es **anónima** y forma parte de un trabajo de fin de grado de la USC cuyo objetivo principal es conocer mejor las opiniones que tienen los alumnos de inglés sobre el uso de inglés oral en el aula y, a mayores, sus puntos de vista sobre las tecnologías para el desarrollo de su comunicación oral en inglés. Estimamos que te llevará aproximadamente 5-10 minutos cubrirla.

PREGUNTAS

Marca con una X la casilla que se corresponda:

CURSO ☒ 3º ESO ☐ 1º Bachillerato

Marca en las siguientes afirmaciones la respuesta que más se aproxime a tu opinión siguiendo esta escala:

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
1	2	3	4	5

	1	2	3	4	5
1. La gramática es el componente más importante para poder aprender inglés.	☐	☒	☐	☐	☐
2. En clase se dedica mucho tiempo a enseñarnos gramática y poco a hablar inglés.	☐	☐	☐	☐	☒
3. Es más importante conocer las estructuras gramaticales que hablar inglés con fluidez.	☒	☐	☐	☐	☐
4. Si se hicieran más actividades donde tuviera que hablar, mi fluidez al comunicarme en inglés mejoraría.	☐	☐	☐	☐	☒
5. Los métodos de enseñanza que se utilizan me ayudan a mejorar mi expresión oral en inglés.	☒	☐	☐	☐	☐
6. Sólo puedo hablar inglés en clase ya que fuera no tengo oportunidad de hacerlo.	☐	☐	☐	☒	☐
7. Hay aplicaciones (online, en ordenadores, móviles, etc.) que me pueden ayudar a mejorar y a practicar mi comunicación en inglés.	☐	☐	☐	☒	☐

Marca en las siguientes afirmaciones la respuesta que más se aproxime a tu opinión siguiendo esta escala:

Nunca	Casi nunca	Alguna vez	Frecuentemente	Muy frecuentemente
1	2	3	4	5

	1	2	3	4	5
8. He utilizado alguna vez aplicaciones (en el móvil, ordenador, online, etc.) que tienen como objetivo enseñar inglés.	☐	☐	☐	☒	☐
9. He utilizado alguna vez aplicaciones con reconocimiento de voz en actividades de clase	☒	☐	☐	☐	☐
10. Me han explicado alguna vez cómo puedo usar las nuevas tecnologías para mejorar mi comunicación en inglés (pronunciación, diálogo, etc.) fuera de la clase.	☒	☐	☐	☐	☐

En esta parte marca con una X todas la/s opción/es que creas conveniente/s, es decir, puedes marcar varias opciones:

11. ¿Cuál/es de estas actividades orales has realizado alguna vez en clase de inglés?

☒ Monólogos sobre un tema
☐ Juegos de rol o simulaciones
   Actividad donde cada uno de los miembros de un grupo tiene que hacerse pasar por otra persona.
☐ Information-gap activities
   Actividad en la cual a cada miembro de un grupo le falta información por lo que los participantes tienen que hacer preguntas con el objetivo de completar la información que les falta.
☐ Diálogos con un guion establecido o repeticiones de frases y/o palabras
☐ Debates y discusiones
☐ Soluciones de problemas
☒ Questioning activities
   Actividades en las cuales cada alumno le formula preguntas a su pareja y viceversa. Por ejemplo, entrevistas.
☐ Brainstorming
   Actividad donde hay que aportar ideas ya sea dentro de un grupo o al profesor.
☐ Otra:..
....

12. ¿Cuál/es de estas tecnologías se usa/n en las clases de inglés?

☐ Ordenadores
☐ Tablets
☐ Smartphone (teléfonos inteligentes)
☐ Aplicaciones (en móviles, en ordenadores, online, etc.)
☒ Pizarra digital
☐ Programas (por ejemplo, PowerPoint)
☐ Otra:..
....

13. ¿Cuál/es de estas tecnologías/aplicaciones crees que te podría/n ayudar a mejorar tu comunicación en inglés?

☒ YouTube
☒ Skype
☒ Aplicaciones móviles con las que se enseña/aprende inglés
☒ Podcasts
☒ Videojuegos
☒ Foros
☒ Blogs
☒ Redes sociales (Twitter, Facebook, Instagram, etc.)
☐ Otra:..
....

Para terminar, por favor, indica con una X qué cambios, en tu opinión, mejorarían tu comunicación en inglés (puedes marcar más de una opción):

☒ Incrementar el número de actividades orales en las clases.
☒ Modificar el método de enseñanza para que se centre más en la capacidad de comunicarse bien y con fluidez en inglés.
☒ Incluir nuevas tecnologías como aplicaciones o programas donde se ayude a mejorar aspectos de la comunicación en inglés.
☒ Incluir en la evaluación de la materia un apartado de "speaking".
☒ Introducir trabajos o actividades que fomenten la comunicación en inglés.
☒ Incorporar de vez en cuando a un nativo a las clases de inglés para llevar a cabo conversaciones.
☒ Contar con grupos reducidos de alumnos.
☒ Dedicar clases exclusivas para la práctica oral.
☒ Introducir en la prueba de ABAU una parte oral.
☐ Otra:..

Si hay alguna otra cosa que te gustaría añadir, lo puedes hacer en el espacio que sigue a continuación:

Cambiar radicalmente el sistema educativo, en este caso a con el inglés, ya que se aprende demasiada gramática y nada de habla, lo cual es básicamente lo único que, te va a servir en un futuro y estamos muy mal educados. En otros países como por ejemplo Suecia o Alemania entre otros tienen

¡Muchas gracias por tu participación!

un nivel muy superior al que hay aquí. Eso es debido al sistema educativo de los países; en esos países que mencioné anteriormente el sistema educativo en el inglés se centra en lo importante del idioma que es la habla. En mi opinión no tiene ningún sentido saber gramaticalmente la teoría de un idioma y no saber aplicarlo. Soy consciente de que este comentario u opinión que estoy dando no va a servir para absolutamente nada pero no estaría mal plantearse un cambio.