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The Use of ICT and Authentic Materials to Enhance Oral Skills in EFL Students

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Resumen

La habilidad oral es una de las destrezas lingüísticas que no es enseñada como se debería cuando se trata de un contexto de enseñanza de una lengua extranjera. Esta es descuidada y la atención hacia las otras destrezas reduce significativamente la práctica oral dentro del aula de inglés como lengua extranjera. Las Tecnologías de Información y Comunicación (TICs) y los materiales auténticos desempeñan un papel importante en la educación; sin embargo, estas herramientas no se han tenido en cuenta a la hora de enseñar inglés. Por lo tanto, esta investigación tiene como objetivo analizar el uso de las TICs y los *materiales auténticos* para mejorar la destreza oral. Para la presente investigación, se eligieron cuidadosamente veintiún estudios. Estos debían cumplir con diferentes criterios de inclusión y exclusión para categorizar la información y analizarla de manera más efectiva. Los estudios analizados reconocieron los efectos, percepciones y actitudes creadas por el uso de estos recursos. Los hallazgos obtenidos mostraron que, después de usarlos, los estudiantes empezaron a tener un mejor desempeño en inglés mientras interactuaban. Además, se pudo observar que su participación en la clase y con el idioma meta alcanzó un nivel superior. Finalmente, se demostró que los estudiantes estaban más dispuestos a participar con sus compañeros, así como se sentían más a gusto con los contenidos utilizados para enseñar.

Palabras clave: TICs. Materiales auténticos. Destrezas en EFL. Destrezas orales en EFL. Comunicación en EFL. Habilidades en la expresión oral



Abstract

The oral skill is one of the language skills that is not taught as it should when it comes to a context of foreign language teaching. Much more attention is paid to the rest of skills and this reduces meaningful oral practice in the EFL classroom. Information and Communication Technologies (ICT) and authentic materials play a significant role in education; however, these tools have not been taken into account when it comes to teaching English. Therefore, this research aims at analyzing the use of ICT and authentic materials to enhance the oral skill. Twenty-one studies were carefully chosen for this research. They had to meet different inclusion and exclusion criteria in order to categorize the information and analyze it more efficiently. The studies analyzed acknowledged the effects, perceptions, and attitudes created by the use of these strategies. The findings obtained showed that, after using these resources, students performed better in English while interacting with others. Furthermore, it was observed that the students' engagement with the class and the target language reached a higher level. Finally, it was shown that students were more willing to participate with their peers as well as they felt more satisfied with the contents used in the teaching process.

Keywords: ICT. Authentic materials. EFL skills. EFL oral skills. EFL communication. Speaking skills.



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Dedication

I want to dedicate my very last university project to my mother. *Mami*, these words go to you for always standing by me with love and support and for being the resilient woman who has been brave enough to face this journey alone. *Lulu*, this work goes to you for being my shelter and protecting me from the cold starry night. *Brian*, thank you for leaving history behind and being my companion on what seemed to be a lonely road.



INTRODUCTION

In a foreign language context, English tends to be one of the most challenging subjects to deal with, and one of the main reasons is the difficulty many students have to develop the oral skill (Macías, 2017). However, being able to communicate effectively using the target language is the goal that teachers want students to achieve. Therefore, this can be challenging for students as they do not have quality input (Bahrani, Tam & Zuraidah, 2014). Information and Communication Technologies (ICT) and authentic materials are resources that should be included in EFL classes since they enrich teacher-student interaction; the students' performance in the target language also improves considerably (Ahmadi, 2018). In this view, the use of these tools should no longer be considered a taboo (Vázquez & Cassany, 2016) as the EFL students' linguistic skill may be improved. The use of ICT and authentic materials will foster and enhance the oral skill because EFL students will have more natural input as a result of all of the positive outcomes found in research (Chamba & Gavilanes, 2019).

For this reason, this research synthesis aims at collecting and analyzing data from empirical studies about the use of ICT and authentic materials to enhance EFL students' oral skill. For this purpose, the following research questions have been raised:

a) What are the effects of ICT and authentic materials on EFL students' oral skill? b)

What are teachers' and students' perceptions towards the use of ICT and authentic materials?

This research synthesis has been organized in the following chapters:

The First Chapter deals with a description of the research topic, the background, rationale, statement of the problem, research questions, and objectives. The Second Chapter



contains the theoretical framework of the study and includes key definitions and terms related to the use of ICT and authentic materials to enhance the students' oral skill. The Third Chapter contains the literature review from 21 primary empirical studies collected for this synthesis, as they answer the research questions raised above. The Fourth Chapter comprises the methodology applied to collect data and the inclusion and exclusion criteria used in this process. The Fifth Chapter deals with the analysis and interpretation of the results obtained after reviewing the existing literature on this issue. Finally, the Sixth Chapter presents the conclusions and recommendations made to apply the strategies discussed above in an EFL classroom in future research.



CHAPTER I

DESCRIPTION OF THE RESEARCH

1.1. Background

Nowadays, schools are crowded with digital natives, which are younger generations that are fully involved in the use of technology. When it comes to education, students' engagement varies a lot. Some students may find it hard to be involved in the classroom since they might require new teaching methods (Salmela-Aro, Muotka, Alho, Hakkarainen, & Lonka, 2016). Ahmadi (2018) argues that technology strengthens the teacher-student relationship while also increasing students' learning skills and motivation to engage in the classroom when using the target language. Furthermore, this author claims that teachers consider new technologies as efficient instruments but that they still need guidance to understand how to use them effectively.

Similarly, Akbari and Razavi (2016) state that authentic materials have a positive impact on the teachers' role in the classroom. This happens because these resources have helped them to improve the students' language skills effectively; they also state their preference for using authentic materials in their classes. Meanwhile, Gómez and Mediavilla (2018) argue that integrating ICT into the learning process is vital because it enables students to be surrounded by knowledge and beneficial content. However, they assert that ICT can have a detrimental effect because students may not use it appropriately for the learning process, whether at school or home.

Nevertheless, Ahmed (2017) argues that teachers have to choose the resources for their classes carefully since the content has to transmit meaningful information that increases



the students' language skills. At the same time, the teaching material has to fulfill the students' needs. Consequently, more interaction with the target language does not always mean better input to learn a foreign/second language (Bahrani, Tam, & Zuraidah, 2014), considering the fact that the content presented to students may not constantly improve their knowledge and language skills. For this purpose, the content has to be significant and helpful for students to learn?

Hence, as ICT and authentic materials have such a positive impact on EFL students, their use should be expanded to one of the most significant flaws EFL education has -the oral skill. Since EFL students do not live in an English-speaking environment, they need to take advantage of class time to use the target language meaningfully and in real-life situations (Abreus & Haro, 2019; Chamba & Gavilanes, 2019; Díaz & Quero, 2019; González, 2016; Hwang, Shadiev, Hsu, Huang, Hsu, & Lin, 2014). According to Chamba and Gavilanes (2019), the implementation of technological tools in the classroom is the perfect way to bring students closer to real-life vocabulary, circumstances, and settings they will experience in the future. Using these kinds of teaching materials in the classroom will make students feel more relaxed and encouraged to speak. Another benefit is that students are going to be capable of summarizing stories, videos, podcasts, news, audios, etc. in a clear, non-nervous or shy manner. Despite presenting some of the advantages the use of technology offers, Ali and Celik (2019) state that authentic materials simply work as a supplementary tool of a book and they should be never used as a primary source of information for teaching a new language. Nonetheless, using technology is common and greatly benefits EFL students' learning.

Findings suggest that some materials would help to accomplish the improvement of the oral skill. Audiovisual chats are a good option. Bataineh (2014) explains the importance instant messaging applications have as they allow people having Internet service to



communicate with others through video calls. Also, Bahadorfar and Omidvar (2014) propose the creation of podcasts and the use of speech recognition applications through the use of/by means of several digital gadgets and the Internet in the teaching practice. TED (Technology, Entertainment, and Design) talks are another excellent option for improving the oral skill because they are interesting, diverse, and efficient for meeting students' necessities (Martínez, Vargas, & Ramírez, 2018). Finally, Wichadee (2017) suggests Edmodo (a global education network that helps connect all learners with the people and resources needed to reach their full potential) because it is possible to combine technology with conventional learning methods. Consequently, audiovisual chats, the Internet, podcasts, speech recognition applications, reading pens, TED talks, and Edmodo can all be suitable for achieving the proposed goals, and the results are consistent: enhanced oral skill at the end of each study.

1.2. Statement of the problem

In oral communication, all kinds of messages are transmitted through speech. Consequently, it is essential to develop the students' oral skill. However, speaking is one of the most challenging skills to gain for EFL students. It occurs because they seem to have problems when they need to organize ideas and coherently structure discourse. Hence, mixed and didactic techniques should be applied to motivate learners to participate (Macías, 2017). In her research, González (2016) states that the overuse of textbooks can produce a negative effect on students' behavior because they present unreal contexts and language that cannot be used in real life. Moreover, according to Bahrani, Tam, and Zuraidah (2014), "Second language acquisition cannot take place without having exposure to language input..." (p.1). Thus, teachers have to find the most appropriate way to teach the language authentically. This cannot be achieved by simply using old recordings, which teachers already know by heart. For this reason, teachers have to update their knowledge and not to be afraid of using new



technologies. However, it is worth mentioning that traditional material can be useful to teach structures and forms, but cannot be trusted as authentic language resources (Martínez, Vargas, & Ramírez, 2018). This research synthesis aims at finding out the relationship between ICT and authentic materials and the enhancement of the oral skill. Additionally, this synthesis aims to understand how these tools can help teachers get students' attention, increase their motivation to learn English, and enhance their confidence to speak out their thoughts by using the English language.

1.3. Rationale

The purpose of this research synthesis is to understand the effects that ICT and authentic materials may have on EFL students' oral skill and the insights both teachers and students have towards their use. This study is important, especially in non-English speaking countries where the gap of communication in the target language is significant. In their research, Rofiatun, Kristina, and Suparno (2018) show that there are several communication problems in oral interaction with a foreigner or native speaker, like for example “Language resource deficit problems, problems related to processing time pressure, own-performance problems, and other-performance problems.” (p. 229).

Similarly, in Ecuador, where the English language has acquired considerable importance, this subject is considered to be one of the most difficult to deal with. According to Macías (2017), speaking is one of the most difficult skills to acquire for students who are learning a new language. Students generally find it difficult to organize and structure their speech without mixing main and secondary ideas; therefore, aspects of fluency get lost when trying to convey a message in real contexts. Sometimes the indifference students have towards the language would be caused by teachers who have not found the correct way to



make their students practice English in a communicative manner through their oral skill, this being the reason that some students have problems with the use of English throughout their lives, since they have not had enough practice to understand and use the target language in class.

Most students who are learning a second/foreign language are afraid of oral communication because their oral skill is not good enough (Bataineh, 2014). When they want to express something, their pronunciation, intonation, fluency, or pitch is not adequate. Nowadays, this problem is quite common in EFL schools, and one of the reasons is caused by the inappropriate use teachers make of some traditional methods, even though they have the chance of and opportunities to implement technological devices (Wichadee, 2017). Most students today grow up surrounded by technology (Kaware & Sain, 2015), but, when they are at school, they realize that their classrooms are equipped with a chalkboard and an old recorder, the result being that they lack motivation and willingness to learn because their class environment is not interesting enough. Thus, teachers should take advantage of technology and use it to teach English in such a way that they may get their students' attention. Akbari and Razavi (2016) claim that authentic material offers learners many advantages and raises their motivation and interest towards learning the target language, and, consequently, improves their oral skill.

Bahadorfar and Omidvar (2014) assert that “Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given” (p. 11). Therefore, technology helps students both learn at their own pace and reduce their teachers' pressure.



Students are hooked with the class, learning things they like. Also, students receive feedback in a unique way and their flaws can be corrected with authentic evidence.

In my own experience, I have seen how communication among people is not always possible when they try to express their ideas using the English language. And it occurs because non-native speakers are afraid to talk, as they may be criticized for their poor pronunciation, fluency, or the risk of being misunderstood. Another factor that negatively affects the students' oral production is that some schools use only a textbook with a CD to teach English to their students without providing authentic communication practice. Therefore, when students need to use the target language to communicate with their peers, they tend to mechanically repeat the contents they have seen in their textbooks. It is then necessary that teachers incorporate different activities and techniques, such as ICT and authentic materials, in their classes if they want to motivate their students to use the target language to communicate productively.

1.4. Research Questions

The present research synthesis analyzes the use of ICT and authentic materials to enhance EFL students' oral skill. For this purpose, the following research questions are raised:

1. What are the effects the use of ICT and authentic materials cause on EFL students' oral skill?
2. What are the teachers' and students' perceptions towards the use of ICT and authentic materials?



1.5. Objectives

1.5.1. Aim

To determine the impact of using ICT and authentic materials in the enhancement of EFL students' oral skill.

1.5.2. Specific Objectives

- To analyze the perceptions that both teachers and students have towards the use of ICT and authentic materials.
- To identify the attitudes of EFL learners towards the use of ICT and authentic materials.



CHAPTER II

THEORETICAL FRAMEWORK

“The single biggest problem in communication is the illusion that it has taken place” George Shaw (n.d.). Communication is a very important element in our lives. With it, we transfer all kinds of ideas and opinions with those around us. When a message is not well expressed by the sender, it can be misunderstood by the receiver. This situation can cause some confusion, especially if both parts are not speaking in their mother tongue. According to Robson (2013), English has become the most widely utilized language in the world. It is spoken by around a quarter of the entire population, facilitating economics, politics, studies, and others. Even though English was mainly used in Britain and its colonies and the US, it now belongs to the world, this being the main reason to have more non-native speakers of this language.

However, it does not mean that everyone around the world sees English as a simple language to learn. Most non-native speakers have difficulties learning vocabulary, pronunciation, intonation, and dialects (Oxford Royale Academy, 2014). Therefore, the oral skill and the ability to communicate in the target language are great weaknesses students seem to face in and out their EFL classes.

2.1. Cognitive Theory of Multimedia Learning (CTML)

Technology is a door that opens a lot of opportunities (OECD, 2016). In education, using technology and multimedia together can make the learning process more relaxing and natural (Wen, 2017). First of all, for a better comprehension of what multimedia is, the Oxford Dictionary defines it as "the use of several different ways of giving information or



several different materials" ("multimedia", 2020.b). However, for a better understanding and to fulfill the purpose of this research, the definition given by the American Heritage Dictionary seems more appropriate. It defines multimedia as "the combined use of media, such as movies, music, lighting, and the Internet, as for education, entertainment, or advertising" ("multimedia", 2020.a). With this definition, the theory of CTML presented by Mayer in 2012 gains force. Mayer (2012) states that "people learn more deeply from words and pictures than from words alone" (p. 31), implying that visuals have a significant impact on the acquisition of new information. Words, pictures, and audios -with relevant data of the real world and contexts- are necessary to work with this theory to improve the oral skill, as they can be converted into multimedia, which gives visual and auditory access to the EFL learner's cognition. Considering the fact that the input provided is significant, it is going to stay in their memory. Working with memory is useful to hold and manipulate knowledge in active consciousness – the ability to use the power of human awareness to create change (Lansky, 2017).

Therefore, if both ICT and authentic materials are used, the quality of the input and the learning process are going to accelerate the students' ability of learning. With this, the enhancement of the oral skill can be assumed because the information input that EFL students are receiving is more natural. Also, they can choose between some technological alternatives to learn, leaving aside the book and the teacher's grammatical rules. As they are using these tools and resources that are different, their motivation, interests, and concentration are going to last more. By doing so, a space in which learners can talk with confidence is created, including a vocabulary that fits their needs and both pronunciation and intonation that can be understood by anyone.



2.2. Input Hypothesis

Krashen (1982) was the first one who talked about the input hypothesis and explained that "we acquire[...] only when we understand language that contains a structure that is 'a little beyond' where we are now" (Krashen, 1982, p. 21). Any person needs to have a well-developed linguistic competence to develop his/her knowledge. He also presented five stages that were found in children when they were learning their mother tongue. These stages are:

1. The input hypothesis refers to acquiring a language, not learning one. He defines acquisition as an unconscious process where the learner does not know that he is learning a language, but he uses it to communicate with others correctly (This may be observed when babies are learning to talk). Meanwhile, learning a language refers to gaining it through a conscious process by studying rules and thinking about which words the learner is using to speak.
2. We acquire a language by understanding the structure that it contains beyond our current level of competence ($i+1$): "i" is the learner's interlanguage and "+1" is the next stage of language acquisition.
3. It uses context or extra-linguistic information to be performed.
4. When communication is successful, the input is understood and there is enough of it and $i+1$ will be produced automatically.
5. Production ability emerges without being directly taught.

However, after some research, the author discovered that this process not only appeared in natives but also in EFL students. The only variation found was that the type of input EFL learners receive is different because it is not natural. This input had variations due to the context in which the students were getting their knowledge. For this reason, technology is a suitable way to manage this realistic input to develop EFL students' oral skill.



2.3. Oral Skill

Almost every person communicates with others in different ways throughout their lives. One of the most widely used style is by addressing each other face to face. The vast majority of people speak to one another without problems. Nonetheless, people are not born with this oral or communicative skill, as this skill is developed by humans to interact with each other after years of listening to others and repeating what they have heard (Baron, 2018).

According to Brooke (2018), oral language is usually related only to the amount of vocabulary that a person knows. However, it is a broader term that encompasses the following areas:

- **Phonology:** The system of sounds within a language. It develops phonological awareness in word intonation, pronunciation, fluency (both listening and speaking).
- **Grammar (Syntax):** It is a set of structural rules regarding the combination of words and phrases into sentences and paragraphs.
- **Morphology:** It explains how words are formed and it increases people's vocabulary when they analyze the morphological structure of words -prefixes, roots, and suffixes.
- **Vocabulary (Semantics):** It refers to either expressive (that is used during speech) or receptive (that is understood) vocabulary. Vocabulary cannot be measured by the number of words someone knows but how well a person knows how to play with the target language.
- **Discourse:** It helps learners to identify the context -formal or informal- in which a discussion is going to happen.



- **Pragmatics:** It provides social norms (conversational turn-taking, personal space, and behavior with peers or authority figures) that we have to follow during a conversation.

Teachers have to help students develop most of these aspects. Therefore, they can create eloquent communication with others. However, achieving this goal is not easy because of the unexpected situations that arise in the classroom every day. When this happens, students find it hard to focus in class, and their attention gets affected negatively (Cicekci & Sadik, 2019). Since children and teenagers use technology to play and chat with their peers, educators can use it to teach English in their classes, making learning more efficient and fulfilling for students, the result being that students are going to be more willing to use the target language in real-life situations.

2.4. Information and Communication Technologies (ICT) and Authentic Materials

Raja and Nagasubramani (2018) explain that life is developing in an era crowded with technology and it is everywhere making our lives easier. For this reason, it has been employed as a powerful tool to generate social growth in many aspects. Thus, the importance of using technology in education does not have to be neglected. When we use it, we can enhance students' performance in many ways.

Using technology in schools will make the learning process more engaging. Moreover, ICT and authentic materials would be excellent resources to teach English (González, 2016), considering the fact that they offer students opportunities to use the target language meaningfully. Since this kind of teaching material is created by native speakers and researchers around the world who can speak English, the input that students receive is superior to the one presented by the classroom teacher because the variety of dialects and accents is immense (Martínez, Vargas, & Ramírez, 2018). Consequently, the oral skill may be



greatly influenced as compared to the rest of language skills. This can happen because EFL students process information in a natural context, and they can enhance this skill to a higher level.

2.4.1. Information and Communications Technologies (ICT)

In EFL environments, the use of ICT for teaching English more naturally has to be taken into consideration. UNESCO (2020) defines ICT as a group of technological devices, such as computers, the Internet, game consoles, radio sets, television sets, podcasts, audios, cellphones, and tablets, used to communicate, share, produce, or exchange information with others. Moreover, ICT is also described by Akhtar (2016) as modern technological tools that are used in a variety of fields, like for example entertainment, gaming, healthcare, sports, industries, education, etc., which offer people the opportunity to obtain all types of information with a single click. Furthermore, by using any of the ICT tools available, people can save time and money by gaining new knowledge through exchanging information, thoughts, and feelings with others at a lower rate.

2.4.1.1. Enhancing the Oral Skill through ICT

Kuppuraj (2017) explains that ICT is a tool that encourages students to create experiences by combining technology and multimedia, the result being that EFL students' interest in learning the target language increases significantly; consequently, students will actively participate, produce, and expose their ideas to achieve oral proficiency. However, Naciri (2019) argues that students must receive a significant amount of qualified input to become fluent and proficient in presentations, meetings, expositions, and natural conversations. Therefore, it is a must that teachers provide students with more opportunities to talk in class and to choose the contents and tasks that maximize motivation to speak, increase participation, and maintain a dynamic class.



Akhtar (2016) and Naciri (2019) describe some ICT devices and tools that can be used to teach. These are:

- **Computer:** This is the most common and important instrument that aids teachers to appropriately prepare their lessons, obtain, and process valuable information that is going to help their students develop both the listening and speaking skills.
- **Projector:** This device allows to project any kind of information for a group of students or people in general.
- **Digital camera:** It is beneficial for students to document themselves while making a presentation. It is recommended that students record their presentations and then watch them in order to evaluate themselves and see what needs to be improved.
- **Interactive board:** With this tool, students can have input directly from native speakers. A major advantage interactive boards offer is that students can daily practice the target language with all kinds of people.
- **Social media:** Nowadays, numerous platforms enable people to interact digitally (Facebook, Twitter, Instagram, Tumblr, WhatsApp, etc.). Using these platforms adequately may help teachers plan lessons more easily and students develop the oral skill more quickly.
- **Podcasting:** Since the participants in this platform are mainly native speakers of English, it can help learners become more familiar with the target language. Podcasts will also help foreigners develop their pronunciation and fluency; consequently, their oral skill will be also improved.



- **Online facilities for English language learning:** There are several programs available on the Internet to help students develop their English skill, like for example e-tutoring, e-guidance, e-books, and e-libraries.
- **Internet:** Since almost everything is connected to technology, the Internet has become the best means of communication with people we know or people from other cultures. As a result, finding material produced by native speakers of English to share with EFL students is not complicated. Additionally, it is easy, cheap, and efficient.

2.4.2. Authentic Materials

Lansford (2014) describes authentic materials as:

Reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption. The topics, language, syntax, structure, etc. are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers. Other teachers widened the definition to include videos, television programs, and any other sources of language. (para(s) 3-4)

Moreover, Ianiro (2007) defines authentic materials as “...any printed, video, and audio materials” (para. 1) already existent and easy to find. Actually, they are not created only for the teaching-learning process; they are real texts created for native speakers and show how the target language is used in real life to communicate with others (Safitri, 2017).

Ianiro (2007) explains that authentic materials can be found as physical and intangible sources. The term *physical* is intended to mean that they can be printed or touchable; for example, magazines, articles, newspapers, menus, calendars, books, etc. On the other hand, intangible materials are those that cannot be touched, but are still perceived by watching or listening to them, like for example podcasts, audiobooks, music, movies, voice messages, etc. Likewise, Maroko (2010) classifies authentic materials into three categories: audio, visual,



and written. Audio materials are those that students can listen to. They include television programming (commercials, interactive talk shows, cartoons, news), radio programs (interviews, talk shows, radio advertisements), and recorded conversations (one-sided phone conversations, meetings, shorts stories, poems, novels). On the other hand, visual materials are those that students are able to see. These are photographs, paintings, pictures from magazines or books, road signs, expository texts, warnings, time tables, etc. Finally, written materials include newspapers, menus, dictionaries, diaries, billboards, travel guides, or anything that students can find printed in the target language.

2.4.2.1. Enhancing the Oral Skill through Authentic Materials

Authentic Materials enhance students' interest in learning, create a more comfortable environment, and improve comprehension by providing real language through a more pedagogical approach. However, the teacher is responsible for selecting the most appropriate authentic material that meets students' needs and avoids boredom and confusion (AbdAlgane & Ahmed, 2019). Additionally, according to Anjarani (2017), the quality of the content would have an effect not only on the speaking but also on the listening skill. Considering the fact that these skills are intertwined, what students hear will be produced orally as they talk and vice versa.

Proper understanding of the important terms related to ICT and authentic materials allows both teachers and students to use technology in better and more novice ways in educational environments. Additionally, the information gathered in this chapter will allow a better acknowledgment and connection with the different studies analyzed in the Literature Review discussed in Chapter III.



CHAPTER III

LITERATURE REVIEW

In this Chapter, some studies that deal with the use of Information and Communication Technologies (ICT) and authentic materials to enhance EFL learners' oral skill will be analyzed. In this part of the research, an explanation of the main findings of the different studies selected will be given the information has been divided into ICT and authentic materials applied to develop the students' learning skills, ICT and authentic materials for communicative competence, the enhancement of EFL students' oral skill, the effects of ICT and authentic materials on the students' behavior, and the resources used to enhance EFL students' oral skill.

3.1. Information and Communication Technologies (ICT) and Authentic Materials Applied to Develop Learning Skills

Nowadays, it is challenging to keep students focused on studying with the sole use of traditional methods, this being the reason that taking advantage of technology to teach English in a world surrounded by it is a good idea. Vázquez and Cassany (2016) contribute the idea that the digitalization of schools for learning purposes should not be seen as a taboo anymore but as a way that can help teachers get closer to students. By doing so, students can enjoy instruction based on engaging activities that use tools and resources they are in contact with and can be easily manipulated. Ahmadi (2018) asserts that technology enriches the teacher-student relationship, and, at the same time, the input amplifies their learning skills and motivation to participate in the classroom using the target language. Gómez and Mediavilla (2018) affirm that it is significant to add ICT into the learning process, considering that it



allows students to be surrounded by information and material that would be helpful and meaningful for them. At the same time, they acknowledge that ICT might have a negative impact because students will not use it correctly during the learning process, neither at school nor at home. Certainly, this misbehavior can be controlled if rules that balance the use of technology and the variety of students' activities are correctly applied (Irzawati & Hasibuan, 2020). Moreover, teachers accept that technology is a useful tool because ICT helps them gather information effortlessly for any of the basic language skills in a short period of time. Teachers also accept that they have to receive some help to update themselves in the use of ICT (Muslem Yusuf, & Juliana, 2018).

Moreover, Yavani (2017) argues that teachers are responsible for selecting good authentic materials to teach. However, they do not have to get confused and use this material as an evaluation resource, but as material that is going to fulfill both the lesson and students' needs. In the same way, Akbari and Razavi (2016) state that teachers have positive reactions towards authentic materials since they help them to develop better EFL students' language skills. Also, teachers mentioned that they wanted to use other types of similar resources instead of using their textbooks only.

According to González (2016) and Martínez, Vargas, and Ramírez (2018), the implementation of ICT and authentic materials into EFL classrooms encourages and promotes the oral use of the English language. The findings obtained in these studies have shown how EFL learners easily relate ICT and authentic materials to the lessons, due to the authenticity of the resources used to teach the target language. Also, it was observed how ICT and authentic materials catch the students' attention –screens produce better results than chalkboards. As a result, students start to enthusiastically participate in class and they can also create



controversial issues and defend their opinions towards others (González, 2016; Martínez, Vargas, & Ramírez, 2018).

3.1.1. ICT and Authentic Materials for Communicative Competence

English has gained much importance in diverse professional areas. In this respect, communicative competence plays an important role when transmitting information and solving context-related problems (Camargo, 2018). According to Camargo (2018), ICT tools make students feel confident to speak. It happens because these tools help students acquire more vocabulary, develop their listening skill, and communicate freely with others due to the vast diversity of resources that are available online. Camargo (2018) also states that the learners' communicative competence and other areas of language acquisition improve with the creation of ICT-based activities. It is worth mentioning that the application of ICT tools in this study enhanced the students' interest in learning the target language. However, customizing or adjusting materials may be difficult for teachers and it should be a must in their teaching practice. When students feel their interests are acknowledged, the learning process becomes easier and more effective.

Additionally, authentic materials also play an important role in the field of communicative competence. Castillo, Insuasty, and Jaime (2017) claim that the material selected should match the students' cultural background to awake their curiosity, motivation, and attention. Nonetheless, the teachers' experience plays an influential role in it since they are the ones who select the material, which needs to have a positive impact on EFL students to encourage them to express their thoughts. However, Bahrani, Tam, and Zuraidah (2014) argue that the use of authentic materials to teach English has to be appropriate, considering the fact that the language input has to be qualitative rather than quantitative to get a higher



level of proficiency. Consequently, the quantity of exposure to the target language not always adds more to learning than the quality of input.

3.2. The Enhancement of EFL Students' Oral Skill

As ICT and authentic materials have such an impact on EFL students, they should be used in one the most significant flaws that English education has: the oral skill. ICT and authentic materials have to be considered a part of the EFL classroom that helps EFL students improve their oral skill since they are not living in an environment surrounded by the target language (Abreus & Haro, 2019; Chamba & Gavilanes, 2019; Díaz & Quero, 2019; González, 2016; Hwang et al., 2014). González (2016) states that these types of materials and resources can have a relevant influence to improve the educational framework of a foreign language in EFL classrooms. In the same way, Hwang et al. (2014) affirm that “designing and implementing appropriate learning activities in EFL elementary classroom supported by the Web-based multimedia system can improve EFL speaking skills” (p.20). At the same time, they realized that certain types of materials can augment learning motivation, encourage students' imagination, and support better production. Likewise, Chamba and Gavilanes (2019) have demonstrated that the best way to approximate students to real-life language, situations, and contexts they have to face daily is to use some technological tools. When these materials are used in class, students feel comfortable and motivated to talk. In their study, the vocabulary they used was the one presented in class (using ICT and authentic materials), which caused students started to express their ideas on the basis of the existing context and situations.

Similarly, Díaz and Quero (2019) explain that oral exercises not only stimulate the development of EFL students' communication and expression but also their motivation to talk



according to their necessities. Notwithstanding, whatever activity the teacher carries out in class is going to depend on the proper selection of the audio-visual material. In this respect, the materials selected may or may not guarantee success in the development of EFL students' language skills.

Therefore, the best way to approximate students to real-life language situations and contexts is by using multimedia, which may be either ICT or authentic materials or both, if the goal is to help students get meaningful learning during the teaching-learning process. In most of the studies analyzed in this research, it was concluded that the use of the abovementioned resources allows students to feel comfortable and motivated to talk. Also, the studies mention that integrating these resources - ICT and authentic materials - enables students to feel comfortable and encouraged to speak. Students utilized the language they learned in class and adapted it to the context and circumstances they needed to communicate their ideas. Despite the advantages of technology, Ali and Celik (2019) argue that textbooks are a tool that should never be absent in a classroom because authentic materials are merely a supplement to them. Even though all the advantages that the use of authentic materials might have, the authors believe that it could never work as the primary source of information for teaching.

3.2.1. ICT and Authentic Materials Effects on Students' Behavior

The most common attitude that students presented was motivation. According to Hwang et al. (2014) and Firmansyah (2015), students that have had prior contact with technology and students who can feel identified with the classroom environment have better performance in terms of English achievement, critical thinking, and learning motivation than the others who have not. Also, the students' understanding of the new material and disposition



to search had increased. Similarly, Chamba and Gavilanes (2019) found out that students' motivation and interest in class augmented since they had a new opportunity to learn with updated and real-context materials. Similarly, Martínez, Vargas, and Ramírez (2018) affirm that "students were more prone to comment on the topics as well as they were more motivated in expressing what they were thinking [...]. They were more open to sharing their ideas with others" (Martínez, Vargas, & Ramírez, 2018, p.112). The conclusion is that the more students know about a topic, the more they will talk and share with confidence what they think about it. Of course, all of this is related to the teachers' selection of the materials and the best results they get are based on the video activities. Finally, Bataineh (2014) discovered that students' feelings for English class changed, leaving aside their shyness, frights, and fears and changed them for interaction using computers.

3.2.2. Resources to Help EFL Students Develop their Oral Skill

Findings suggest that some materials can help EFL students accomplish the improvement of their oral skill. According to Bataineh (2014), audiovisual chats are a good option; for instance, he used Yahoo Messenger for his study. This website was used as an instant messaging application that allowed people having Internet connection and headphones to communicate through a call or video call, either one-to-one or in small rooms. Bahadorfar and Omidvar (2014) suggest the use of several alternatives, but the primary source they all agree with is the requisite of having Internet service to use podcasts, speech recognition software, Quick Link Pen, etc. Also, Martínez, Vargas, and Ramírez (2018) propose TED talks as an excellent choice to ameliorate the oral skill because they are multicultural and stimulating and help EFL students fulfill their needs. Finally, Wichadee (2017) recommends Edmodo because it is practical to have blended learning between technology and traditional



methods. All of the methods mentioned above function effectively, and the findings in all of them are similar: the oral skill was at a higher level by the end of each research.

This little literature review segment has informed us about the different studies that have been conducted on the use of ICT and authentic materials to enhance EFL students' oral skill. In this synthesis, it has been possible to research the main results of the studies concerning the original subject of study. The theories suggested in the theoretical framework have been corroborated by the scientific studies considered in this section. Furthermore, the results presented in this literature review will be used to make an adequate analysis of the data gathered and create implications in the forthcoming chapters.



CHAPTER IV

METHODOLOGY

It is necessary to do a research synthesis, especially in the educational field, in order to find solutions to class managing and content teaching if we want to fill the existing gaps. Norris and Ortega (2006) define research synthesis as “the systematic secondary review of accumulated primary research studies” (p. 4). Consequently, with the purpose of obtaining adequate sources for the present research synthesis, an exhaustive search was performed. The studies were gathered according to inclusive and exclusive criteria such as date, non-English speaking countries, etc.

The information was obtained from online databases such as PoliPapers, The Canadian Center of Science and Education (CCSE), Macrothink Institute, ResearchGate, Taylor&Francis Online, iJET, SAGEjournals, SSRN, EDIMETIC, IJREE, and Google Scholar.

The terminology used to search for these files was the following: (a) ICT, (b) authentic materials, (c) EFL skills, (d) EFL oral skill, (e) EFL communication, (f) speaking skill.

4.1. Inclusion/Exclusion Criteria

The primary studies collected had to accomplish the necessities and be relevant to the research questions. Therefore, the studies had to match the following inclusion criteria:



1. Only articles or journals published since 2014 were considered. We thought this year was adequate because the time span elapsed is customary in a research of this type, the result being that we were able to find more significant information in the advancement and uses of technology.
2. The articles and journals considered include research that was developed in non-English-speaking countries. This criterion was incorporated since English-speaking countries do not teach English as a foreign language.
3. The research had to focus on students that are learning English as a foreign language. It delimits the language that students were learning. Therefore, only English learning students were taken into account.
4. The research had to concentrate on pleasant and interesting ICT and authentic materials. This consideration was important in order to find and give some options to teachers that are looking for new ways to teach.

On the other hand, some studies were not considered in this research synthesis on the basis of the following exclusion criteria:

1. The study was developed before 2014, so its validity is questionable, especially when talking about technology. Thus, older papers include information which is not updated.
2. The study was developed in English-speaking countries. Since English is taught as the native language in an English-speaking country, the techniques and resources used are different and are not available in non-English-speaking countries.
3. The research studies focused on English as a second language. Students are more in touch with the target language once they are out of their classroom environment.



4. The research was about traditional methods as the best option to teach the oral skill.
Since traditional methods use very old techniques, ICT and authentic materials have to be included in current classes considering the positive impact they have on students.



CHAPTER V

DATA ANALYSIS

This chapter aims at analyzing the outcomes of the 21 studies chosen that are going to help us answer the research questions: a. What are the effects the use of ICT and authentic materials cause on EFL students' oral skill? b. What are the teachers' and students' perceptions towards the use of ICT and authentic materials? The idea is to arrive at conclusions and make recommendations starting with the data presented in the abovementioned studies. These studies have been organized in the following categories: positive and negative effects of ICT and authentic materials on EFL students' oral skill, EFL students' and teachers' perceptions towards the use of ICT and authentic materials, and students' attitudes towards the use of ICT and authentic materials. Moreover, all these studies include the following inclusion criteria: papers published since 2014, studies developed in non-English speaking countries, papers focused on EFL students, articles that talk about ICT and authentic materials that can be used in the classroom.

5.1. Effects of Using ICT and Authentic Materials to Enhance EFL Students' Oral Skill

In a classroom, using resources that students feel familiar and motivated with may not be an easy task, this being the reason that the tools that could enhance EFL students' oral skill are ICT and authentic materials. However, it may be difficult for teachers to know the effects that the use of these resources may cause on students' performance. Thus, it is very important to analyze them and their results in EFL environments.



It is necessary to highlight those fourteen out of the twenty-one primary studies wereanalyzed to answer the first research question: What are the effects the use of ICT and authentic materials cause on EFL students' oral skill?

5.1.1. Positive Effects of Using ICT

A complete understanding of the positive effects ICT and authentic materials have on the enhancement of EFL students' oral skill encourages teachers to use these tools in the EFL classroom. As means of analysis, the positive effects of each tool were separated to understand them better and to truly know how they can help EFL students develop their oral skill. Table 1 below shows the positive effects of ICT on EFL students' oral skill.

Table 1
Positive Effects of ICT on EFL Students' Oral Skill

Author*	Year	Effects
Bahadorfar & Omidvar	2014	increase of interest promotes autonomy
Hwang et al.	2014	environment to practice
González	2016	learn gestures better face-to-face interaction
Wichadee	2017	environment to practice more participation
Ahmadi	2018	increase of knowledge more engagement
Camargo	2018	increase of interaction more motivation promotes autonomy
Gómez & Mediavilla	2018	more motivation familiarity with technology
Martínez, Vargas, & Ramírez	2018	catch students' attention growth of vocabulary
Díaz & Quero	2019	higher interaction more motivation

Note. N= 9

*Studies are counted in more than one category.



González (2016) explains that, after using the selected ICT tools, EFL students had a better performance while talking. They knew how to move around the classroom and perform in front of others since the input provided to students was mainly of interaction, opinion, and understanding. Moreover, Martínez, Vargas, and Ramírez (2018) state that students were more willing to attend classes when teachers used screens rather than the traditional chalkboard. Consequently, they affirm that important information may be transmitted while students are watching and listening to TED talks. It was observed that students were able to enhance their oral skill, not only by focusing on pronunciation but also on understanding how to connect ideas correctly. Other findings showed that interaction, motivation, and familiarity with the use of the abovementioned resources in the classroom increased a lot more after the use of ICT (Camargo, 2019; Gómez & Mediavilla, 2018; Díaz & Quero, 2019). It was found that, by applying multimedia and technology, a rich target language environment could be created in the classroom and the students' speaking skill increased and achieved a higher level (Hwang et al., 2014). Therefore, according to Wichadee (2017), ICT promotes cooperation and willingness to participate actively during the learning activities. ICT may positively influence the use of the oral skill because students are able to apply the new knowledge in realistic, everyday situations. Additionally, students are motivated to learn. Also, they are more likely to pay attention in class, practice with resources that are interesting for them, rehearse their oral skill more independently due to the flexibility the English language has, and also be fluent while sharing ideas creatively without leaving aside communicative purposes (Bahadorfar & Omidvar, 2014; Hwang et al., 2014; Ahmadi, 2018; Camargo, 2018). Consequently, the integration of ICT into the process of teaching English is of great importance.



5.1.2. Positive Effects of Using Authentic Materials

Another way to approach students to have better outcomes when it comes to the enhancement of their oral skill may be reached through the use of authentic materials, which offer a variety of options that can be used during class and that can be interesting to EFL learners.

Table 2

Positive Effects of Using Authentic Materials for the Enhancement of the Oral Skill

Author*	Year	Effects
Bataineh	2014	more fluency target language production
González	2016	learning gestures better face-to-face interaction
Castillo, Insuasty, & Jaime	2017	appropriate use of the target language
Martínez, Vargas, & Ramírez	2018	catch students' attention growth of vocabulary
Ali & Celik	2019	pronunciation better face-to-face interaction good atmosphere
Chamba & Gavilanes	2019	growth of vocabulary use of the vocabulary

Note. N= 6

**Studies are counted in more than one category.*

Table 2 explains the positive effects of authentic materials. The results of the analysis of the six studies are presented in this Table. González (2016) asserts that students are more involved in class while oral communication arises thanks to the use of authentic materials. It can then be concluded that authentic materials are attractive and engaging for students; consequently, if these resources are properly used, they may help EFL students use the target language more productively. They can be utilized to increase the students' vocabulary to interact with their peers to explain things, to argue about a topic, to ask questions, and to



answer them with the vocabulary learned in class (Castillo, Insuasty, & Jaime, 2017; Chamba & Gavilanes, 2019).

According to Bataineh (2014), authentic materials are applied to upgrade students' fluency to communicate without hesitation and to be able to share their thoughts adequately. Martínez, Vargas, and Ramírez (2018) affirm that a great variety of English pronunciations and accents may be shared with students if authentic materials are used. Consequently, they may get to know, differentiate, and understand them. Moreover, a good atmosphere can be created to avoid tiring lessons in such a way that students are able to communicate with others by using the target language effectively with the correct intonation and stress (Ali & Celik, 2019).

Despite all the positive effects the use of ICT and authentic materials have, it is worth mentioning that some negative effects may also appear during a lesson. If teachers are able to recognize them, they will know in advance what can happen in their classes and find a way to deal with the students' behavior and avoid misusing these resources.

5.1.3. Negative Effects of Using ICT and Authentic Materials to Enhance the Oral Skill

Table 3 below shows the negative effects of using ICT and authentic materials, not only for the enhancement of EFL students' oral skill but also in the case of students' behavior when they have to use ICT and authentic materials in general.



Table 3
Negative Effects of using ICT and Authentic Materials

Author/ Year*	ICT	Authentic Materials	Effects
Ali & Celik (2019)		x	no improvement in low-proficiency learners noisy classes
Bahrani, Tam, & Zuraidah (2014)		x	low quality of input low-level language learners with no enhancement
Gómez & Mediavilla (2018)	x		takes more time unfamiliarity with the resources low scores practice only at school
Hwang et al. (2014)	x		misbehavior distraction other activities

Note. N= 4

**Studies are counted in more than one category.*

For the analysis of this Table, four studies were taken into account. First of all, the negative effects of using ICT are that some students may not be able to use technology or they do not know how a platform works, so it takes time for them to get familiar with it. Therefore, the students' performance is not as good as aimed, and they can have negative emotions towards the use of technology in education. Moreover, ICT can affect students' grades because teachers may not be used to using these types of tools, the result being that they can negatively alter the content to be taught. Another negative effect was that students practice only at school and, when they are at home, they do not have someone to help or guide them with the process, so doing homework through ICT turns to be a bad option (Gómez & Mediavilla, 2018). According to Hwang et al. (2014), students may present misbehavior and be distracted while using technology in class. Students can focus their attention on games, chats, videos, etc., rather than on doing the required tasks.



Likewise, Bahrani, Tam, and Zuraidah (2014) and Ali and Celik (2019) explain that low-proficiency students do not improve their oral skill, and this has to do with the quality of the authentic materials presented to them in class. The number of materials to be used during lessons can be enormous. However, if the quality is not good enough to enhance students' performance, it means that the material used for that class was not adequate enough for the teaching-learning purpose. Also, Ali and Celik (2019) state that the use of authentic materials in a classroom can create a noisy environment where everybody is playing and shouting.

5.2. EFL Students' Perceptions about the Use of ICT and Authentic Materials

It is important to consider the perceptions EFL students have about the use of ICT and authentic materials before applying them. The Table below will help teachers get to know the perceptions students have of a class that incorporates ICT and/or authentic materials.

Table 4

EFL Students' Perceptions about the Use of ICT and Authentic Materials

Author/ Year*	ICT	Authentic Materials	Positive Perceptions	Negative Perceptions
Abreus & Haro (2019)		x	x	
Castillo, Insuasty, & Jaime (2017)		x	x	
Chamba & Gavilanes (2019)		x	x	
Firmansyah (2015)		x	x	x
Hwang et al. (2014)	x		x	
Irzawati & Hasibuan (2020)	x		x	x
Martínez, Vargas, & Ramírez (2018)	x	x	x	

N= 7

*Studies are counted in more than one category.

Table 4 analyzes seven studies about students' perceptions about the use of ICT and authentic materials. This Table was elaborated in order to answer the second research



question: What are the teachers' and students' perceptions towards the use of ICT and authentic materials? and to deal with the first specific objective: To analyze the perceptions both teachers and students have towards the use of ICT and authentic materials. When talking about ICT, Hwang et al. (2014), Irzawati and Hasibuan (2020), reported that the students researched presented higher confidence and interest in the learning process. Also, they felt involved with the activities and were relaxed to speak up their thoughts. Additionally, motivation to use the resources was superior because students had similar technological devices at home, so they knew how to operate them. At the same time, students used those resources to play games instead of paying attention to class; also, academic dishonesty has a higher probability of occurring. Other findings showed that students' confidence was strong enough to talk because of the video material they were exposed to. They were able to see the variety that exists in pronunciation among cultures and countries -even among native speakers-, and they also realized that having the best pronunciation while speaking in the target language is not the main objective of learning English but to be understood (Martínez, Vargas, & Ramírez, 2018).

On the other hand, students realized authentic materials are attractive and beneficial tools that contribute to the development of their speaking skill. They showed to have a certain preference to use these resources rather than the traditional ones. When using authentic materials, students felt captivated, interested, educated, and fascinated because the class offered more variety of activities and students could engage with the lesson (Abreus & Haro, 2019; Castillo, Insuasty, & Jaime, 2017; Chamba & Gavilanes, 2019). According to Firmansyah (2015), students have a preference for authentic materials as compared to the non-authentic ones. Students acknowledged that they were more active, concentrated, involved, enthusiastic, and motivated in class when they were using authentic materials.



Nevertheless, with non-authentic materials, students' perceptions did not differ so much. The output for authentic and non-authentic material was similar, so it depended on the type of material that was selected for the lessons. However, it does not have to be that difficult because students may feel confused.

5.3. EFL Teachers' Perceptions towards the Use of ICT and Authentic Materials

After reviewing all the EFL students' perceptions, it is worth mentioning the other important members of a class: teachers. It is then necessary to consider the perceptions teachers have about the use of ICT and authentic materials as a meaningful part of this study, since they are the ones who provide the materials to the class and have to decide how to use them to manage the class appropriately.

Table 5

EFL Teachers' Perceptions towards the Use of ICT and Authentic Materials

Author/ Year*	ICT	Authentic Materials	Positive Perceptions	Negative Perceptions
Akbari & Razavi (2016)		x	x	
Muslem, Yusuf, & Juliana (2018)	x		x	x
Yavani (2017)		x	x	x

N= 3

**Studies are counted in more than one category.*

Table 5 analyzes three studies related to teachers' perceptions during the development of the research. In this Table, research question number two is completely covered because it shows that teachers have both positive and negative perceptions towards the use of ICT and authentic materials. In the case of the positive perceptions, teachers felt that these resources are good enough to make students feel comfortable while learning English as they can be used in daily-life situations. Moreover, teachers explained that their motivation increases when



they see their students participating actively and, at the same time, they felt relieved because the charge of being the only ones talking most of the time was gone. Teachers also realized that they have an enormous variety of materials that can be used to teach and to create a stimulating and joyful classroom environment.

On the other hand, there are also negative perceptions. In this respect, teachers exposed that these resources had to be seen only as supplementary material and not as the primary source to develop a class and, even worse, to replace a teacher. This is because authentic materials and ICT have not been fully developed, and not all students can have access to them. Another negative perspective is that ICT can make students lazy and they would not reason properly to make a good conclusion, letting technology do all the work (Akbari & Razavi, 2016; Muslem, Yusuf, & Juliana, 2018; Yavani, 2017).

5.4. Students' Attitudes towards the Use of ICT and Authentic Materials

For this research, it is necessary to consider the students' attitudes when using ICT and authentic materials. Since attitudes can be perceived by teachers during instruction, they are able to understand the efficiency of the resources used. Consequently, teachers will know what they have to do in class, how to improve students' performance, and how to avoid drawbacks in the teaching-learning process in the future.

**Table 6***Students' Attitudes towards the Use of ICT and Authentic Materials*

Author/ Year*	Year	Attitudes
Bataineh	2014	self-confidence excitement relaxing atmosphere
Akbari & Razavi	2016	acceptance of the resources the struggle to select new resources
Vázquez & Cassany	2016	displeasure due to the quality of material material limitations
Castillo, Insuasty, & Jaime	2017	better chances to participate creativity
Wichadee	2017	courage to speak motivation
Ahmadi	2018	active interaction autonomy comfortable
Martínez, Vargas, & Ramírez	2018	better attention understanding of the resources and context
Abreus & Haro	2019	focus on the activities motivation
Chamba & Gavilanes	2019	self-confidence participation

N= 9

**Studies are counted in more than one category.*

For the analysis of Table 6, nine studies were considered. This Table helps to accomplish the second specific objective, which is trying to find an explanation of the attitudes that students have about the use of ICT and authentic materials in the classroom. Abreus and Haro (2019) state that authentic audiovisual material lets students focus more on their tasks. Likewise, Ahmadi (2018) states that EFL learners are more prone to interact with others, and they can keep that information to be used in the future and become more independent. Other findings found that students felt relaxed and satisfied when using the



resources because they are acquainted with them and they provided them with an opportunity to learn. Also, students were more encouraged to talk, so their motivation and self-confidence augmented (Bataineh, 2014; Chamba & Gavilanes, 2019; Wichadee, 2017). Moreover, authentic materials give students a chance to practice more while being creative because the input is authentic. Students tend to relate the new knowledge learned through authentic materials -social problems, diseases, festivities- with their context and lives.

Nevertheless, there is a problem when selecting the resources that are going to be used in the lesson because teachers tend to focus on the search for materials that students like, not materials that help them improve the use of the target language (Castillo, Insuasty, & Jaime, 2017; Akbari & Razavi, 2016; Martínez, Vargas, & Ramírez, 2018). Likewise, Vázquez and Cassany (2016) consider that the quality of the content is not always suitable to be shared through screens and that there are not enough computers for students to work with individually. Thus, it may cause students' distraction and misbehavior, which negatively affects their attention; consequently, it limits their capabilities to learn.

To conclude with the analysis of these Tables, it is necessary to emphasize that both teachers' and students' effects, attitudes, and perceptions towards the use of ICT and authentic materials are mainly positive. However, they are not utilized as frequently as they should to enhance the oral skill. The results obtained in the primary studies show the importance of applying these tools in the EFL classroom. This fact is meaningful because students are the ones who are mostly benefitted. It gains force with what González (2016) mentions about the application of these resources: ICT and authentic materials are excellent to aid the learning process, especially in the case of foreign language learners, since the input is more natural and meaningful.



CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

The present research synthesis was directed to discover the relationship between ICT and authentic materials in the enhancement of students' oral skill. To accomplish this project, 21 empirical studies were analyzed. As a result of the analysis of the studies considered in this project, some effects, perceptions, and attitudes were found and determined, which led us to arrive at the conclusions summarized below.

First, the most relevant effects of using ICT and authentic materials to help students improve their oral skill are that foreign language students have better performance in the target language, while motivation, interaction, and engagement with the class is higher. This enhancement occurs because students are using resources they like and they feel involved in their own learning. As Mayer (2012) states, people acquire new knowledge in a better way when they are using interactive tools -videos, audios, and pictures- that they can see and listen to, rather than only using written words. Additionally, by using ICT and authentic materials, pronunciation, fluency, and understanding of the target language improves, while students increase their vocabulary and use it in real-life contexts. Krashen (1982) affirms that a language can be acquired when someone understands it. This means that the learner has to comprehend structures that go further than the basic ones. At the same time, he/she can automatically produce a coherent response based on the input received. Therefore, the use of these resources provides a more natural input, something that most of the time teachers are not able to provide to their students.



Second, students and teachers' perceptions towards the use of ICT and authentic materials are primarily positive. Students and teachers considered these tools beneficial to promote students' performance while increasing the engagement with the target language and the class activities. According to Raja and Nagasubramani (2018) and AbdAlgane and Ahmed (2019), when technology and authentic materials are used in a classroom, students are more enthusiastic to learn, are interested in the topic, and their learning is more active since they have better opportunities to learn at their own pace with no pressure. Furthermore, in the analysis, researchers noticed that students felt relaxed and motivated with the contents they dealt with in class. In the same respect, Wen (2017) asserts that technology and multimedia generate a peaceful environment to learn, and they stimulate the learners' senses to the maximum by awakening the students' learning skills through their ears until producing the oral speech used in daily life situations (Anjarani, 2017).

Third, the students' attitude towards the use of ICT and authentic materials showed that students are motivated, satisfied, and more willing to interact with peers and technology. It was demonstrated by the OECD (Organization for Economic Co-operation and Development) (2016) that being innovative and changing the main teaching strategies are great methods to keep education updated and afloat. Moreover, it is important to give the same opportunities to all students. This will have a positive impact on their behavior and will make them more participative to achieve oral proficiency (Kuppuraj, 2017; Naciri, 2019). For the reasons stated above, it is imperative to suggest teachers to include these resources in their classes in order to catch their students' attention. By doing so, they will actively participate and, consequently, they will become better at using English for oral communication.



6.2. Recommendations

Based on the results reported in the analysis, some recommendations may be now made the most important suggestion is directed to teachers, as they need to integrate ICT and authentic materials in their classrooms if they want students to get more motivated, enthusiastic, and engaged with the class and the content. Moreover, teachers should break the stigma they have towards the use of ICT and look at it as an aid instead of as a distractor. Teachers' willingness to use ICT and appropriate authentic materials will allow them to obtain better and higher learning results. Similarly, students' interests have to be taken into account when teaching something, as their concentration in class is going to increase, considering the fact that students are quite familiar with technology.

Finally, it is essential to suggest future research concerning the use of ICT and authentic materials in Ecuador. It is necessary to do research in our country to understand the impact the application of these resources may have on Ecuadorian education at all levels. Unfortunately, not all teachers and students are aware of the benefits the use of these resources may produce. Moreover, the perceptions and attitudes the educational community has towards the employment of ICT and authentic materials should also be considered because people do not know how these kinds of materials can help someone to learn a new language. Unfortunately, the incorporation of these resources is not a reality in most of our schools.



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Appendix 1

List of Primary Studies for Analysis

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