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The Use of Digital Resources for Improving the English Communicative Competence in the EFL classroom

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Abstract

It has been noticeable that after the pandemic, technology definitely became one of the best allies for language learning. When teachers and students had to migrate to a fully virtual environment, the beginning was hard for students of the English program at the CTC, due to the lack of resources. However, now that students are back to the traditional method of face-to-face classes; the institution keeps working on finding sources that benefit students throughout their learning process, taking into account the low-income conditions of the population. That is why the use of more digital resources for motivating learners along their learning process is one viable strategy. Nowadays, there are plain of tools, digital resources, platforms, devices that help teachers and learners in their teaching and learning practices and that is the purpose of this proposal; to guide students to use the right free digital resources to develop their communicative competence and digital literacy as the improvement of their learning practices along their autonomy which increases their level of language.

Keywords: (Communicative competence, digital resources)

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1. Introduction

Over the years, both lecture sessions and traditional education have been two axes in which most teachers have given training sessions as formal education, but with the development of web technology in recent years, the classroom format is not limited to the traditional mode, but the computer-assisted teaching mode using ICT (Information and Communications Technology) is also becoming an important way of teaching. For many years, middle and higher education institutions have used the traditional method of teaching in the classroom, which consists of the use of "book + marker + board", but now Computer-assisted teaching has gradually become the Panacea for most teachers, also considered a bridge so that knowledge can reach the student in a better way and thus be able to liven up and make classes more dynamic, which it provides not only good conditions for education to improve the quality and efficiency of teaching but also increase motivation on students to stay on their learning language process path.

Rahim et al., (2021) establish that, within the teaching and learning process, technology has become an indispensable tool since it allows an interaction in which students do not need to attend a certain space or at a specific time to learn. The same happens in the learning of foreign languages, since, given globalization and the technological advances of the 21st century, optimizing time is crucial and that is why, many people take Massive Open Online Courses with the aim that people can learn a language from anywhere and at any time, and not only learn but support their learning process in order to develop some processes a little bit quicker.

With the great development of web technology, Muñoz Cano (2021) argues that the learning of a second language through the use of platforms is increasingly common in our environment; and that's why many educational institutions has gradually reformed their curricula in order to improve the teaching methods since it suggests that students do not make the most of the spaces, physically and metaphorically speaking, since the monotony of the sessions inhibits and discourages student learning. This shows once more that computer-assisted teaching can be used as a strategy in modern education, complementing the teaching process in many courses, giving game to the advantages of graphics, text, sound and image.

On the other hand, along these past two years, humankind has abruptly experimented many changes in their way of living, people had to find new ideas and solutions to go through hard circumstances such as the pandemic of corona virus. Most of the countries around the world had to stop social interactions and the educational setting was one of the most affected due to lack of training for teachers and students with access to technological devices and internet connection. In Colombia, people in difficult living situations suffered the worst consequences, students had to drop out of school, institutes and academies where they took classes. Public and private settings were affected; therefore, it was necessary to figure out solutions to benefit the low-income families as well.

During these challenging times, technology was a valuable ally. It allowed continuing learning and stay in touch despite the borders of social distance because of the virus; teachers and students found strategies and dived on internet to find the appropriate strategies for continuing with the academic year. In this regards, digital learning English become an autonomous learning and self-directed environment in which technological devices and digital platforms offer a chance for language and teaching practice avoiding interrupting the process.

Taking into consideration the previous information, what this interventional proposal wants to reach is to orientate the population of the Centro Tecnológico de Cucuta (CTC), who are students from diverse difficult contexts in the city, and help them make usage of the right digital resources to enhance their communicative competence. This is an institution that has opened diverse programs and one of them is the English program, which is the most demanded one. For many students, the beginning of the program is the most difficult part because for most them is the first time that they have contact with a foreign language and due to their lack of confidence, extra learning strategies are required to practice the macro skills.

1.1. Justification

After having classes in a full virtual environment in 2020 and 2021, many pros and cons raise. Changing abruptly to virtual classes was something unexpected and for many students it was impossible to continue with the process because of lack of resources, some did not like virtual classes, others found positive aspects and could continue with the program. Now, two years later, in Cucuta, students of the Centro Tecnologico de Cúcuta (CTC) have been allowed to come back to the class partially, however many students affirmed that they would like to continue virtually. This is the reason why the CTC institute and the English program have decided to keep the virtual environment but as a support for students to practice the four macro skills. Hitherto, students are coming back to face-to-face classes but they still receive tutorials by virtual means which keeps proving that digital learning of English is required and is significantly linked to higher English proficiency, vocabulary increase, and cultural communication (Lee, 2019, Lee, 2020; Lee & Lee, 2019).

The community is aware that due to the circumstances, the access to technology was difficult, therefore facilities were given to students, one of them was to install free internet connection in several parks and libraries around the city in order to help students continue with their classes, not only students from institutions, but also students from schools and universities. (Alcaldía de Cúcuta gestión, 2021). Technology has not only encouraged young students to develop an autonomous virtual learning environment but also adults have found a new chance to discover other interest such learning a new language.

That is why, this interventional proposal mainly aims to create inside the CANVAS platform, to suggest several digital resources orderly which help supporting the beginning of the learning language process; which sometimes is very hard for beginner students because they have not had any contact with a foreign language. They also consider that it is very hard to develop the communicative competence in English since the very beginning due to the fact that they have not had any contact with this sort of new knowledge, and if they did not receive the appropriate and right assessment, they decide to not continue with the process. Based on that, the digital resources are planned to be organized accurately for them to practice, support, learn and improve the Discursive Competence at levels A1.1 and A1.2, taking into

consideration that the teaching method traditional classroom and digital platform teaching coincide in the same teaching purposes.

Thus, part of the objective is to present a combined teaching strategy where training sessions can be carried out through these digital tools so that the student becomes the center of the learning process and the teacher is linked to being a guide, in order to awake their autonomous learning outside the classroom. Also, the objective is to analyze its viability and future development, because the two models have their own advantages and disadvantages for this type of population, so it is necessary to incorporate the strengths of each and compensate their weaknesses. On the other hand, to work on the skills that this 21st century demands, need to increase the initiative, learn and become passionate of both, students and teachers and in that way improve the quality of learning English in this specific context.

1.2. Objectives of the study

1.2.1. General objective

To use digital resources to strengthen the communicative competence of the English learning process in students of levels A1.1 to A2.1 of the English program at the Centro Tecnologico de Cúcuta, Norte de Santander.

1.2.2. Specific objectives

- To carry out the literature review divided into three sections with right foundations to support the validity of the interventional proposal
- To verify the practicality of the CANVAS platform and the order of the digital resources
- To select the right digital resources for students' communicative competence improvement since the beginning of the learning process
- To create sessions for the assessment of the learning communicative competence process
- To assess the possible results of the development of this interventional proposal

2. Literature review

In order to conduct this intervention proposal, several variables have been taken into account making necessary to identify recent research that have been done previously according with

the use of right approaches and resources to support the language learning process. This review includes concepts such as the suitable digital resources for learning a new language, communicative competence and the perspective for both, teachers and students.

2.1. Suitable digital resources for learning a new language

Digital resources are involved within the virtual reality which is as well an immersive multimedia environment where computers can simulate a real environment and provide people experiences based on their interests (Tang et al., 2015). Thus, virtual communities were created to facilitate people reinforce their personal and professional interactions among others (Chlachico, 2010). Additionally, Milutinovic (2020) identifies that developing digital competences can be divided into two: One is the competencies to support students in the management of ICT within the class and second one, as the competencies for instructional design which is related to teachers' practices. Based on the previous authors, this interventional proposal is looking forward to showing students the advantages they can find within the virtual environment and that it can be used as a support for their learning process.

Thanks to studies done previously, it is possible to collect and have the enough data to support the development of this proposal. For instance, Alfadil (2017) directed a study where it was explored the effects the use of mobile VR may have in a group of ESL learners who were focused on learning new vocabulary. They used a traditional method for learning new vocabulary and the results showed that the entire group obtained better scores in learning vocabulary, they also showed a positive attitude towards using applications for language learning. On the other hand, a study conducted by Tai et al., (2020) confirmed that due to the fidelity of the representation and interactivity, using mobile VR was totally beneficial and facilitate students learning vocabulary as well. So that, previous studies affirmed that learning vocabulary, content and improve the language learning macro skills, the use of technology benefit learners, they score statistically significantly higher that when no using digital resources.

In order to develop this proposal, it is relevant to that for being able to work with the population of the CTC, the digital resources need to be adaptable for being used in mobile and computer, any kind of device, this is necessary due the personal conditions of the

population, it is required that students can access without limitations, avoiding levels of anxiety and frustration for not being able to use tools that benefit their learning process.

During the hard times experienced during the pandemic, technology was the most important ally, nevertheless, even the advantages seen, the use of technology keeps emerging different opinions and this is seen a lot within the population of the CTC. Parasuraman (2000) mentions the importance of understanding of diverse feelings such as optimism and skepticism. If learners focus on optimism, they would find the positive view of technology and the benefits it offers. Some students, after the pandemic, found those benefits such as flexibility in their schedule, facilities to access classes even being far away from the city, among others. However, if taking a look at the other side, feelings such as insecurity and skepticism about technology, can cloud the abilities to work with technology properly and that is where negatives consequences emerge, lack of control over it and feeling overwhelmed about it. That is the purpose of this interventional research, keep showing students advantages and show them that technology can be really useful, once they get the right assessment, the right tools, they can reinforce their knowledge in a totally different perspective and dynamism.

Many experts in education agree that people, in general, around the world should have free and easy access to use digital resources in order to reach teaching and learning purposes (Hoosen, 2012). Recently, many countries around the world have increased their efforts for investing more in improving institutions with access to digital resources, above all to benefit teachers and of course students; in countries such as USA, is a great example of proving that when technology is well-implemented, great results can be obtained in the learning process (Tyler-Wood et al., 2018). Additionally, Cowie & Sakui (2018) point out that technology has been used much more lately for foreign language teaching allowing students and teachers get access to a huge amount of online material at almost any time and from anywhere.

Based on the previous facts, it is necessary to considerate that when implementing digital resources, the teacher needs to be familiar with them and as he and students feel willing to use those digital resources (Godwin-Jones, 2015). Also, it has been proved that the more teachers trust in the use of technology as a great strategy, the more they want to take it into consideration in their instructional activities, for instance in hardware facilities, digital learning materials, and for Web 2.0 (Muhaimin et al., 2019)

For the use of digital resources, it is needed to make students understand that their autonomy and initiative play an important role in the process of learning a second language, it is not a responsibility that rest on teacher's shoulders entirely (Cowie & Sakui, 2018), what is sometimes assumed by students. Any strategy implemented within the EFL classroom needs to be carefully integrated into the sequence of students' learning and take into account their current level of language (Clarke & Bowe, 2007). Additionally, being in a EFL classroom is not only about motivation and opportunity for learning, it is also related to the strategies that need to be adopted by students for the purpose of successfully advance in their process and go beyond the walls of formal classrooms (Zhou and Wei, 2018), and this is clearly one the main factor that the proposal wants to show students of the CTC. Learning a language is not only about knowing how to communicate in a different language, it is really important to find the right strategies, have the right tools, and all the motivation to be improving constantly and aware of the process each time they reach a higher level.

In that way, it is important to make students understand that the benefits they can obtain from any digital resource is noy only for one the macro skills, for instance, Ramirez (2013) mentions that when teachers combine diverse strategies in the classroom such the mixing between storytelling plus writing tasks, learners improve specific aspects of the foreign language, it also increases the awareness students need to have about the language structures, and also the motivation to explore more complex grammatical rules when performing areas where the teacher need to evaluate students' progress. However, Ramirez (2013) found as well that when students work to create digital stories, they begin to develop personal behaviors to become independent along their lifelong language learning, become autonomous writers and users of the target language, is one of the most successful results seek in students.

On the other hand, when working in a virtual learning environment, advantages and disadvantages are always a topic of discussion so as to students always need a support during the process of learning in that environment, independently of the context and type of population (Hromalik & Koszala, 2018). Based on that, two important aspects always influence language learning such as motivation which plays an important role when succeeding courses or subjects (Ushida, 2025); and self-regulated learning which has been

shown that can affect individual learners in their outcomes when the environment is virtually (Broadbent & Poon, 2015). Barton and Lee (2013) state that technology cannot cause any positive changes in people who make use of it if they do not know the right purposes for achieving the main goals, it means the reason why they are making use of diverse digital tools.

Aguayo & Ramirez (2020) affirm that even when using digital resources has had a great progress helping the learning process, there is still much work to be done related to its effectiveness and that is the main factor that students at the CTC remark, because sometimes they feel that they are given the resources but there is not much they can do with them but just a waste of time.

Moreover, when making use of digital sources to support learning, an evaluation of them becomes essential in order to determine if the content and practices inside the resources are worthy for students and to verify if they help them achieving the main learning goals (Alhabdan, 2021). According to Castillo and Arias (2018) evaluation is the only way to verify the effectiveness of a website which is implemented in the learning process, however students are the ones who need to discover if those tools work for their needs, because there will always be different kind of learners, cultural backgrounds, contexts and others that might raise issues on the needs and different personal interests in the English language learning context.

In order to foster and negotiate collaborative environments among students, digital media in educational settings is recognized as the main strategy, it offers a number of potential tools and benefits for both, students and teachers (Basharina, Guardado, & Morgan, 2008). Additionally, one big advantage of digital environments is that they allow to develop a synchronous and asynchronous work, for instance emails and chatrooms are part of the first generation of possible technological tools. As second generation we have wikis and blogs, spaces where people share information or resources elated to a course content (Godwin-Jones, 2003). These spaces allow learners to interact each other and generate comments, interactions or reactions through inherent characteristics of the tools, and it has been proved the students who were the most engaged in this kind of activities were guided and monitored by instructors, besides learners affirm that they have more time to truly empower their learning skills obtaining improvements in their results (Kassop, 2003).

However, even when it has been proved that web-based recourses in EFL provide much fun game and communicative activities that decrease stress and anxiety in the learning process (Rajanam, 2012), it is absolutely necessary that a typical language learning website be tested to ensure that its usability is meaningful for second language learners who may struggle with the different skills (Khandare et al., 2017). For that reason, it is important to stay in touch with the feedback students give about the sources they use, students and teachers need to be on the same page, because teachers may think that the resources they find, are the best ones, but perhaps the learning style of the student does not flow with that sort of activities.

Furthermore, authors such as Dogoriti (2010) has found out that most of the teachers (91,3%) have shown a confident attitude toward the use of digital resources to complement their teaching strategies and the environment of their classes. Of course, depending on the context, teachers have adapted those tools for their teaching purposes taking into account how easy can be to access to the resources and the actual students' needs. This is exactly what teachers from the CTC have been trying to do during the last two years.

Since the pandemic started, teachers have been working hard to find those accurate strategies for students and help them in the process and avoid students drop out of the program for the high levels of frustration, non-conformism and lack of guidance since the beginning of the program. Even when teachers have proposed diverse digital sources, some students keep affirming that the only way for them to learn is inside a classroom, leaving aside the advantages technology can offer them. Students mention constantly that at home or outside the classroom, it is difficult for them to stay focused, and it is the main reason they forget to use the resources and find the advantages they have.

Regarding the virtual study environment from where students come from (after pandemic) it was clear that this context provides a great number of tools, variety of tasks, exercises, and topics for thought. It also allows the student to find his comfort, he chooses the optional elements he needs according to his individual interests and can find what is the most convenient for his learning process (Semradova & Hubackova, 2013). During the pandemic, students and teachers were forced to have virtual classes in which there was not much interaction, students were only listeners and with online classes of 30 students, participation was the hardest trouble. Nevertheless, innovation was required and a wide of classroom
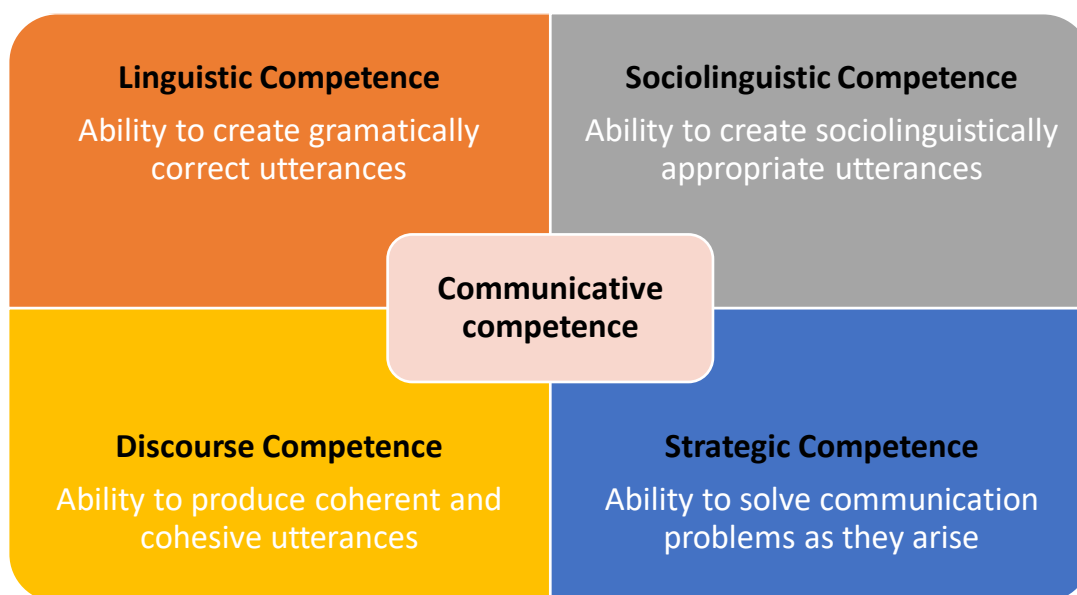
products and services for new learning experiences emerged, (Liaw, 2019) for instance, NearPod (see https://nearpod.com/) and Avantis (see http://www.avantiseducation.com/about-us/) are platforms really useful to support the learning process, even now that classes come back to normality.

At the CTC, many other platforms have been tested with students and they have worked very well, some of them are: Quizizz, Kahoot, liveworksheets, islcollective, the official platform of the institution Q10, tools from google, Google classroom, forms, documents, also Flipgrid, Youtube, etc. Teachers have been evolving classes throughout these platforms, nonetheless, it is still missing those platforms who support students' skills for acquiring the English communicative competence outside the classroom in natural way.

2.2. Communicative competence

The communicative competence involves learning in several aspects about what is appropriate, and not only the grammar of language, it is composed of three dimensions which include every item related to oral communication; they are the linguistic competences which is related to grammar, lexical, phonological and orthographical accuracy. Also, the pragmatic competence which is focused on the discourse organization, style, fluency, coherency and cohesion. Finally, the sociolinguistic competence which take the two previous dimensions and see if there is an appropriate use of them according to the context in which communication takes place. (Council of Europe, 2018, p.130)

In addition, there are four sub-categorizations of the communicative competence which are the base of interpretation and negotiation of meaning while communicating in the target language (Canale & Swain, 1980). The first competence is the Linguistic competence which is related to the ability to create sentences grammatically correct; the second one is the sociolinguistic competence that is related to the ability for creating appropriate sentences sociolinguistically; the third one is the discourse competence which is about the production of cohesive and coherent sentences and finally, the strategic competence that is in charge of solving communication problems. The following Figure 1 shows their features based on the definition.

Linguistic Competence	Sociolinguistic Competence
Ability to create gramatically correct utterances	Ability to create sociolinguistically appropriate utterances
Communicative competence	
Discourse Competence	Strategic Competence
Ability to produce coherent and cohesive utterances	Ability to solve communication problems as they arise

Figure 1: Sub-categories of Communicative Competence (Canale & Swain, 1980)

Savignon (1997) describes several characteristics of the communicative competence which are: the communicative competence is dynamic and not a static concept which is always developed by two people. Also, the communicative competence takes place in particular contexts and situations; it cannot be taught only as an oral phenomenon, it needs to imply written and spoken language in order to make appropriate choices when communication occurs. In that way, it is needed to clarify that there is a big difference between competence and performance; competence is what someone knows and performance is what someone does, this is why students need to be motivated, to work on the ability of learning how to communicate and express naturally, much more important than learning how to perform in a specific situation.

Additionally, the communicative competence is considered as what the speaker is supposed to know previously in order to communicate in different cultural settings effectively. This competence is known as the underlying knowledge and skills needed for communicating among people (Canale & Swain, 2013). The communicative competence is composed by a variety of dimensions according to the Council of Europe (2001). The first one is the grammatical or linguistic dimension which is related to the use of the language code that comprises different subsystems (phonological, orthographical, lexical, among others). Second, this ability requires people to handle social and cultural codes using the language in

context and finally, it also encompasses the discursive competence which is related to the production of coherent and cohesive texts as it is a way of communication as well.

On the other hand, the communicative competence is language ability, because it allows people to interact in a meaningful and functional way, not only speaking but, listening, writing, and reading (Ya-Yu, 2020). This description gives the opportunity to reflect about the importance communication has; when learning a foreign language, it can become a little stressful for students to master this competence, above all when learners what to feel that they are able to express themselves in the same way they do in their mother tongue.

In terms of practicing through online tools, diverse strategies definitely support the learning language process and students can assure advantages for reaching expected results. In that way, one of them is digital storytelling which is considered a good resource to improve the communicative skills and not only in the second language context but the first language as well because it contributes to foster literacy development (Hwang et al., 2016; Kim, 2014; Miller & Kim, 2015). Furthermore, some positive effects that online tools offer are that the use of multimedia deliver varied content, and let practice in a self-paced learning environment (Kim & Frick, 2011). Based on that, it is proved that the already used digital resources have benefited communicative purposes successfully during the acquisition of the English as foreign language. In the stated manner, the previous studies absolutely support the main objective of this proposal which is to help our students overcome the challenges the communicative competence presents, reducing the risk of having overwhelmed students who can drop out of the program.

In turn, the practice of the digital competence not only helps students to develop the ability to make use of technologies safely and reflexively but also problem solving while assessing, selecting and exchanging information (Krumsvik, 2014). Furthermore, Tang et al., (2015) cited in their article, three years of articles which carried out a study related to Computer-Assisted Language Learning (CALL) and it was demonstrated that virtual environments provide opportunities to practice the target language and learners can take advantage of them for improving their learning strategies, they can even find information that is not in their daily lives. These findings also demonstrated that virtual usage and the learning community can influence positively the language learning process.

To develop communication, the presence of communicative competence is required among more than one speaker who are involved in several aspects from the structure of the language, but also the sociocultural context (Tsa, 2013). As any other skill in language learning, the communicative competence must have an assessment in order to know students' improvement, foster students' participation in communicative contexts and also to regulate distinct competences within the social context, which is an area that needs to be integrated in the learning process. Those are the reasons why, it is necessary to find diverse spaces for communicating, and virtual environments are the adequate ones for it.

For helping new learners in the beginning of their process, it is needed to demonstrate them even when they are back to face to face classes, it does mean that virtual environments are not useful anymore and that the only advantage they have is to find general information and entertainment, the most current observed aspect on the population of the CTC. The classroom is not only the setting for having English classes and gather new information, current social development requires teachers and students integrate technological skills withing the conventional curriculum (Jonassen, 2000).

Seeing that previous studies support this type of learning practices, it is noticeable that the there is a successful relationship between the communicative competence and the use of digital resources to work on such competence. When learners are exposed to multimedia practices, the teacher and students can create a genuine environment for language learning, being this an outstanding channel for expanding learners' language output (Hwang et al., 2016). Additionally, when activating this channel, learners stimulate their long-term knowledge which provide them possibilities of achieving the four macro skills (Yi, 2012) and, this is definitely what this proposal looks for, encouraging students in those areas of learning in order to get a meaningful learning which they put into practice daily, not only while being inside a classroom.

Figure 2 shows the benefits of the use of digital assisted resources for language learning:
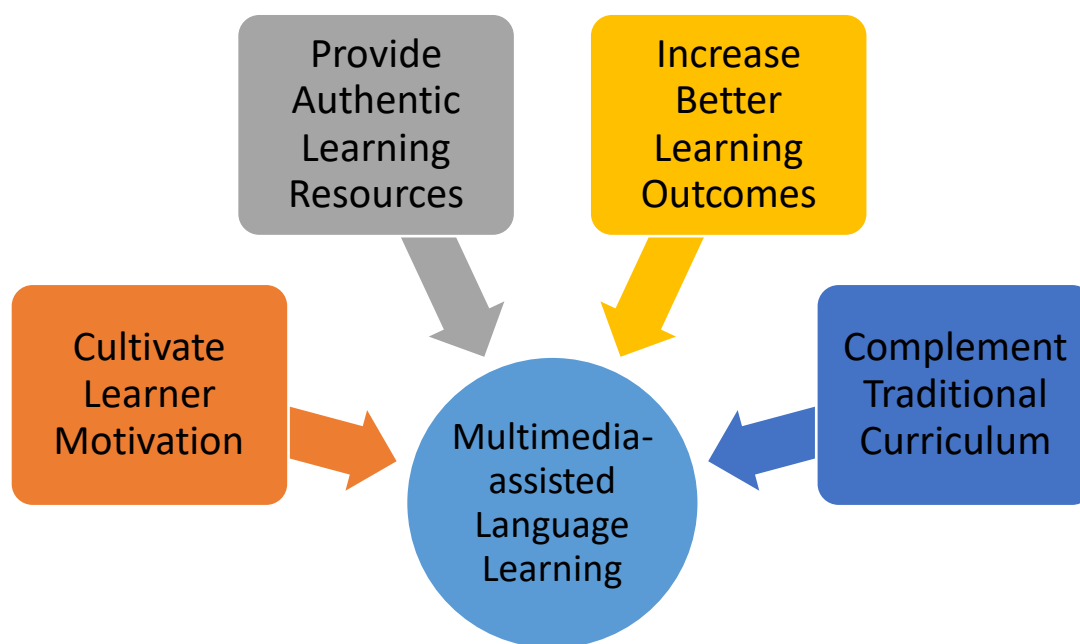
Figure 2: Benefits of Multimedia-assisted Language Learning (Yi, 2012)

Jeong (2018) states that when using a language appropriately during communication, it means that the relationship of utterances and contexts is appropriate allowing learners to be competent when communicating. The author also highlights the importance of expanding intercultural understanding, communicative context and abundant exposure to the target language making use of the new knowledge of conversational contents.

Figure 3 exposes in a better sense the relationship of these aspects of the communicative competence.
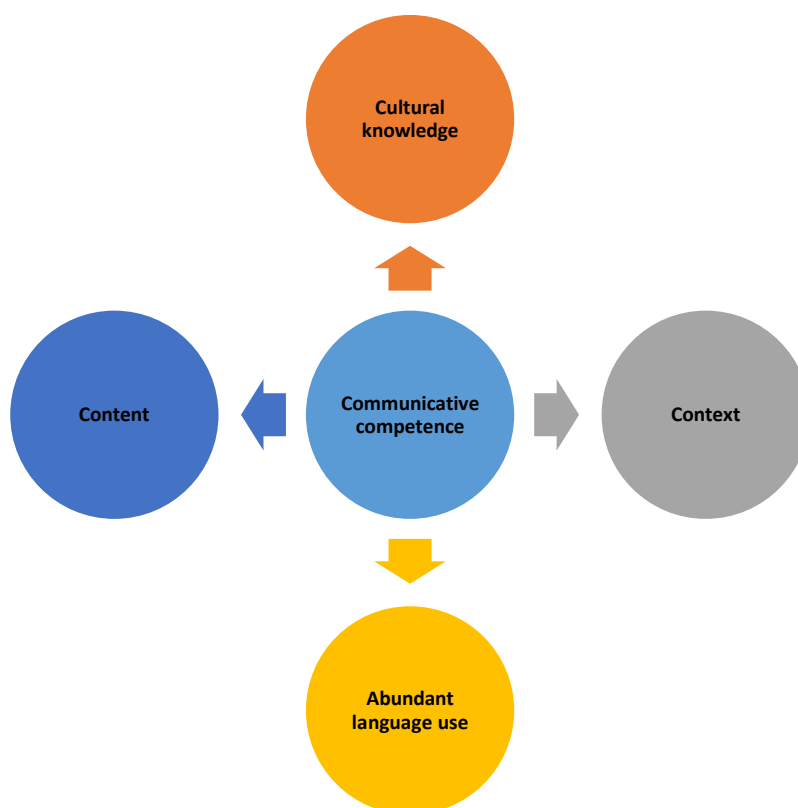
Figure 3: Relationship in the Aspects of Communicative Competence (Jeong, 2018)

According to the previous statement, it is clearly noticeable the benefits the digital resources have to achieve those learning objectives in learners. Multimedia has many facilities for students and taking advantage of accessible resources makes even more meaningful the process, because learners get interested in learning from any space, spreading inquisitive awareness on others. When learning a foreign language, the exposure of cultural knowledge is imperative; social interaction between English language learners should be engaged through authentic activities constructing connections in the world, not only with the language itself (Jeong, 2018)

The advantages of integrating digital resources with the development of the communicative competence are evidence for assuring good results for our students along their learning process. These advantages can be presented as threefold. Firstly, it is related to the high exposure learners experiment with the English language having matchless opportunities for learners to practice EFL based on authentic real-world contexts of the target language. Thus, students can do things with the language more than just learning about the language. Secondly, multimedia boosts students' motivation for working on improving their

communicative competence. In that way, motivation works effectively in the learning process because it indulges language learning and culture at the same time. Finally, the digital competence increases students' autonomy and control, offering a more student-centered pedagogy which is more actively engaged with the learning process than the traditional methods already used in current academic contexts (Jewell, 2006).

Definitively, these studies support the development of the proposal because as being mentioned previously, the use of technology in a globalized world allows students to be ready for facing challenges when expressing themselves and communication has the main role in this context. The School in Europe (2012) has presented their findings in the Key Data on Teaching languages and they denote that there is a positive relationship between the exposure students have with foreign languages, the new media and traditional academic settings.

2.3. Teachers and students' perspectives about virtual learning environments

Nevertheless, Tumolo & Finardi (2021) state that during the pandemic many digital resources were implemented to enhance oral, written comprehension and production which brought with its use principles of autonomy, meaningful learning, intrinsic motivation and strategic investment of new strategies when working on learning process improvement.

Teachers are aware that for practicing different educative technologies to improve their professional and academic experience, the use of educational technologies are more that needed. Furthermore, technology and teachers are not the only one evolving, English language teaching is also constantly progressing as well, every decade a new approach or even methodology emerges to make learning process more accessible and practicable, reason why teachers are also required to be in a constant transforming environment (Zakirova et al., 2021).

These changes incorporating digital technology have been a change done for the better, because most of the teachers widely use the newest online tools to enhance the learning process in their classrooms, in order to make a better contact with students, language learning easier and have fun with interesting classes. (Zakirova et al., 2021). However, for teachers, it always depends on the context where they are practicing their profession.

In the current context (CTC) it is not that easy to implement digital technologies if they are not completely free and accessible in any kind of device (talking about the limits some smartphones have due to the model and capacity) and for that reason, sometimes teachers fall into error to only suggest a sort of digital resources to practice the language but there is no any assessment of it, neither a following on how the student is doing outside the classroom. Certainly, teachers cannot follow every student all the time, but when students keep manifesting their concerns about the difficulty of improving a specific area of the learning process, it means that even when the student has all the tools in their hands, there is no a great organization of them.

It is true that English language has become widely studied around the world and currently it is used in many countries. So that, many of studies require the use of digital resources to get a better understanding of specific linguistic aspects, however there is still missing the process of checking if all the information posted on websites or digital resources is reliable (Alhabdan, 2021).

On top of that, students consider that it is completely imperative to evaluate English learning websites and digital resources for determining if they are effective to ease the language teaching, testing and learning process, so as to evaluating websites facilitate learners to determine whether it is worthy or not to access to it (Xie et al., 2018). This is the main reason why this interventional proposal is done for, to select appropriately the websites the population of students of the CTC can access to, evaluate the impact the digital resources may have in their learning process and demonstrate them that there are many digital tools that maybe they did not recognize as useful due to lack of knowledge or information about it, or even the absence of guidance and assessment during the process.

Since students get involved and engaged inside the language learning knowledge, they become aware that language involves several aspects such as culture, social rules, linguistic functions, among others (Shen et al., 2015). Based on that, it is quite clear that face-to-face classes are not enough to cover all those aspects, so it makes the use of digital tools strategies required to give a hand on the process in which students find facilities and practices for the learning language competences.

On the other hand, encouraging students to develop their own personal learning spaces is part of the language learning process. Bergman and Sams (2012) remark that moving direct public learning spaces to a private one, technology is the best allied. Learners have seen that they can have asynchronous direct instruction and increase their student-centered learning. Currently, many courses and programs who had migrated to a virtual environment, keeps using the same resources to facilitate learning and many students around the world have taken advantage of it. It is common to find more and more new digital online platforms that benefits the language learning process, some of them are: Canvas, Duolingo, Google classroom, Genially, WordWall, Liveworksheets, among others (Guimarães & Hildeblando, 2021).

Nevertheless, inequalities are present depending on the context education is developed because the use of the digital tools mentioned above is limited, not everyone can access to them due to the way they are offered, most of them need to be paid to have a whole meaningful experience with them (Altbach & De Wit, 2020). In this case, it is very common to face those limits due to the low-income resources that both, the institution and students have. The administration staff in the CTC makes a big effort on trying to offer students a better access to diverse resources but due to the number of students and budget, most of the time just one resource is accessible and it is not well used by the students. This is why, the mission in this proposal is to explore all free resources available and find the best ones because believe or not, there are many useful digital tools which are beneficial for students, practical, easy to access on any device, quick and entertaining.

De Wit (2013) mentions that this strategy is considered as Collaborative Online International Learning (COIL) which absolutely benefits students in their learning process. In current times, free digital resources give the opportunity to support virtual exchanges with people around the world (Stallivieri, 2020), but this is something that need to be suggested and practiced with students for them to be willing to do it, but if there is no any guidance or motivation to do such an activity, they keep working on the same strategies that become monotonous for them. As possible in this proposal, virtual exchanges will be proposed at the end of the practices done through the proposed digital sources inside the CANVAS platform.

3. Intervention proposal

The population of students who entered to the English program offered by the CTC, are people under low income who struggle to access to bachelor degrees and as a consequence, it is very difficult to find good job opportunities. This public institution helps students to prepare themselves in specific areas and overcome their personal challenges, and learning English as a second language has been one of the most demanded due to its big advantages in every working area.

As beginner students, the most common issues when getting in touch with the first topics of the language, the communicative competence is the one they get nervous the most. They get stressed and anxious of sounding bad, have a weird accent and not be understood by other due to the lack of vocabulary, ideas or confidence for letting words just come out. They tend to think that they need to sound really natural since the very beginning. On the other hand, the mention that they would like to have diverse material to study and learn "faster" overcoming those challenges when speaking the language.

Based on the information above, teachers are aware of these situations and they warn students that everything is a process and learning English or any other foreign language is a process that take years to be mastered, time is crucial and dedication as well. For this reason, teachers keep looking for the right strategies to help students in those areas of the learning English process and that is why this interventional proposal has emerged. During the last years, technologies has become a big allied and for that reason is necessary to take advantage of it but taking into consideration that students need to be well oriented and make them see that diverse digital resources are useful for them and can keep motivated in the process.

In this interventional process the teacher wants to show students the Canvas platform and explain to them how they can navigate in it and find accurate digital resources which will help them to practice autonomously and improve their communicative competence. Inside the Canvas platform, students will find one course split in 3 sections. In the first one, students will practice the topics they are working on their classes and increase their confidence while speaking, then in the second section they will find other digital sources which will contain authentic material for them to get more involved with the culture of the language, also for

them to increase their vocabulary and start having short conversation. For this section, the teacher will offer tutorial sessions of 30 minutes every week, students can access completely free and according to their availability.

Finally, in the third section students will have the chance to take one short conversation with a native speaker with who can put into practice those main topics that has been practiced during this period of time. In this kind of activity, students can open intercultural communication and start spreading the voice and keep students engage with the learning process and make the most of these spaces.

3.1. Aims of the proposal

In order to accomplish the main goals of the educational framework in Colombia, the CTC is committed to contribute with educating people for being a bilingual population and getting a quality higher education. The mission of the Ministry of Education (2016) is to offer an education that generates legitimate opportunities for progress and prosperity for the citizens and for the country; that is why educators from the CTC are engaged with the English program and are willing to find all the strategies needed for offering students all the possibilities for accessing to education and being able to

3.1.1. General objective

- To use digital resources for the improvement of the English communicative competence during the learning process

3.1.2. Specific objectives

- To improve the English communicative competence throughout the use of free digital resources
- To guide students to implement digital resources for improving their English communicative competence
- To develop learning strategies on beginner students for learning a foreign language
- To increase students' autonomy when practicing their English communicative competence

3.2. Educational context and/or Target group

This interventional proposal is developed in a public institution located in Cúcuta, Norte de Santander – Colombia. This institution is called Centro Tecnológico de Cúcuta and it offers a series of programs to the population of the city, above all low-income people who live under difficult personal situations and it is not easy to access to education or even find a job. The institution was founded on February 14th, 2004 and since it opened its doors, it has given many opportunities to the population of the city thanks to its facilities and opportunities.

The institution offers a variety of programs which are related to the most demanded jobs in the city and surroundings. One of the best programs the institution has, is the English program which is offered to the whole population, teenagers from 16 years old, until adults, with ages of 50 or 60 years old. This program lasts 2 years exactly where students work along 10 modules, starting from the basic level A1 until B1, which is the level the institution can give a certificate. At the end of the program, students present an exam in order to get their certificate for their level of language, this certificate can be presented in different university programs, schools, jobs references, among others.

Every module, the English program welcome around 80 new students which are split in 3 or 4 groups for taking the classes in the first module. For developing this interventional proposal, the selected target groups are students who just start the English program at the CTC. These students are from Module 1 and 2 who are in level A.1 and A.2. As it was mentioned, the classes are given in 3 different schedules in order to benefit students' availability, so that, the schedule of this proposal is totally adaptable to students, they find the information at any time and for the sessions, several schedules are proposed for students being able to be part of them.

 The stipulated number of students are around 25 - 30 students per group. Three groups of first module and three groups of second module. The main resource of communication is throughout WhatsApp app; the coordinator of the CTC creates these groups to maintain only one way for communicating and not to lose any important information related to the course, teacher and scholarships. Once the group is created, students can ask questions and find all the details about the classes in the chat group. These strategy has been used since the very

beginning of the group and has been successful for keeping everyone on the same page, even teachers, administrators and coordinator of the institution.

3.3. Timing

The interventional proposal will be developed during the first module of the year. Every module lasts 2 months exactly, and that is the perfect time for this interventional proposal be implemented. Since students start their classes in the schedule they choose, they will be suggested to take the sessions based on their availability and since the classes go forward as well, they can access to the digital resources once they feel like reinforcing the topics they see in the classroom. As mentioned, each module is composed of 8 weeks, during each week, students take 5 hours of classes and in the very first class, students are explained how they need to work during the module, as beginners just start the process, they need to adapt first to the classes and the methodology, then they can start exploring the digital resources and the activities to reinforce the topics. As students from the second module, they already know the process, they will explore the CANVAS platform from the very beginning and go along with the activities and the digital resources. This strategy will help them a lot, as they know they have to present a test at the end of the module and they have to pass it in order to continue with the next module and keep the scholarship the institution gives them. Students study and get prepared during 7 weeks and take one week for presenting the final exam in the last week of the module, the week 8.

In the following chart, it is presented the possible weeks to work with the interventional proposal.

February

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO	DOMINGO
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

20	21	22	23	24	25	26
27	28					

March

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO	DOMINGO
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO	DOMINGO
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

It is worthy to mention that this schedule is adaptable to the students' progress and availability of their time for completing the activities and practice with the resources. As it was mentioned previously, the main idea is to offer students the tools they need to keep practicing, however it is important to avoid the risk of making the learner think it is extra work which does not have any reward or academic benefit in their grades, they could not put any effort on it because it is not reflected on what they need for continuing with the module which has be high to keep their scholarship. The population of this institution tends to be more focused on grades that their own learning, that is why the implementation of this proposal.

3.4. Methodology of the proposal

The public institution of the Centro Tecnológico de Cúcuta (CTC) opens its doors to new students each semester, however the English program works in a different way. The program is divided into 10 modules, each module lasts 2 months (8 weeks), during each week, students take 5 hours of class, they decide which schedule is the best within the week, according to their availability of time. The schedules are divided as follows: on Tuesdays and Thursdays from 6:30pm until 09:00pm, or on Saturday mornings from 7:00pm to 12:00pm and on Saturdays afternoons from 2:00pm until 7:00pm. Once students finish the module, they present a test in which they are evaluated according to their level of language, after 2 years, they can obtain a B1 level certificate by the institution, however it has been possible to graduate students with higher levels, B2 and even C1.

For the development of this interventional proposal, the population will be students from the first and second module, who are in level A.1 and A.2. Since the moment students start their English classes, the strategy of using digital resources for supporting their communicative competence will be suggested to students, showing them free resources that will be available during the week. As Cowie & Sakui (2018) mentioned in their study, it is relevant to show students that their autonomy for improving their level of language plays an important role in the learning process, so that working on it since the very beginning helps considerably for achieving their learning goals.

Once the program starts, students are presented the platform CANVAS. Students get to know all the material and join the course called: DIGITAL RESOURCES EFL. Inside this course, students find several digital resources which they can explore and navigate according to their

interests, they also find in the platform have a short description for them explore the platform easily. Along this process, it is proved what Ramirez (2013) mentioned, that it is possible to show students all the benefits the digital resources have for their learning process, making them start to create digital stories or even become autonomous users of the target language.

Students start with the section called: Get to know how to practice the English communicative competence, see Annexe 1. First of all, students practice through the platform called "Games", in this page students interact with different games that help reinforce diverse skills in English; it is useful to practice new vocabulary, grammar, expressions and more aspects about the language. Furthermore, students can leave comments (Annexe 2) about the digital resource in order to discuss it at the virtual session.

Subsequently, students get to practice with a funny game which is related to answer a couple of questions that they can practice the activity with friends. This activity is proposed by the teacher inside a discussion item. This platform called EFL friend is really helpful for teachers and student to find activities that encourage the practice of the communicative skills inside and outside the academic context. While practicing the communicative skills, students can work as well their listening skills, for that, Lingua is an excellent source for students get familiarized with the pronunciation, the variation of sounds, the differences and similarities when expressing themselves in the target language. Finally, for this part of the module, students will have another personal session where the teacher will be working on topics, they consider challenging and that maybe they do need some more support.

After taking the class with the teacher, they are ready to take the second part of the module which is about producing a little bit more in English. In this part, students start practicing with music. For this section, students will talk about their interests and will practice the communicative skills throughout the *Lyricstraining* digital source. With this kind of practices, it is possible to discover the great relationship between the communicative competence and digital resources to find the right learning practices, which beginners learners need to continue with a successful process inside an authentic environment (Hwang et al., 2016)

For this part of the module, students have another personal class in which they are going to practice the topics but also, hold short conversations in which they can put into practice more vocabulary and expressions related to all the topics they have worked on. Afterwards,

students create an interactive video to share with the class in which the use another kind of visual material. This activity works for increasing their motivation creating new material with another type of design and not the usual ones.

Finally, students will work on the last part of the module in which they will have a short conversation with a native speaker from the USA. The teacher who assesses the development of this intervention proposal, is currently living in the USA and one of their main goals while being an international teacher in another country is to make connections and unite the world through conversations when experiences are shared.

3.5. Sessions and activities

For the development of this intervention proposal, students will have 5 virtual sessions during the module. Each virtual sessions will be developed for helping the students with any doubt they may have about the digital sources and also for supporting their learning process throughout the classes. The virtual sessions will have a stipulated duration of 45 to 60 minutes.

1. First Virtual session

For this session, students have already used the first proposed digital resources which are games and ESL friend. The purpose for this virtual session is to listen to students and talk about the use of them, how they felt and if the resources were useful for them. Afterwards, the teacher check with the students some tips about the communicative competence, what they can do and how to do it.

The teacher will explain to students that for each session, different activities will be developed such as: Oral conversations which involve interactions between themselves and the teacher as well; Storytelling which helps the learner to use the language extensively; Role-playing has the advantages of acting out parts that can be assigned to them and are well defined situations; using visual aids based on authentic material in which they listen to native speakers helping them to increase their vocabulary on everyday activities and practicing their communicative competence in English; Repetition is a strategy that helps a lot the learner, above all when repeating continuously what native speakers say, it develops pronunciation, intonation, and naturality when speaking.

The materials used for these virtual sessions will be based on what the teachers work on the classes with the students plus any free material found on Ted talks website, Teach-this, Perfect English grammar, Liveworksheets, and also the ones already proposed inside the CANVAS platform. Any material can be suggested because all depends on the comments students leave on the platform according to the use of digital resources as also the questions they have; asking questions during the sessions is imperative, it is the right way to start increasing participation and loose the fear of speaking up in front of others.

Lesson plan

Session: 1	Module: 1 and 2	Time: 1h	Place: Virtual meeting (GOOGLE MEET)
Objectives	To analyze students' feedback about the use of the first digital resources proposed. To guide students for the development of the virtual sessions and the digital resources	Development of the session:	Students meet up with the teacher at the convenient time for them. When starting the session, the teacher pops up a jam board for students to leave a comment about what they think about digital resources and what they would like to find in the optional free resources. Afterwards discussing about what learners share in the jam board, students share what they liked about the digital resources they found on the course and what they would like to do during the sessions. For this first session, in order to get to know the students, the teacher starts asking several personal questions to make students speak, this helps the teacher what students know and what they

			struggle with until now, also what are the main facts they need to work on
Materials:	Digital resources such as: Teach this, Mentimeter, Kahoot, quizizz, power point presentation with the topics and questions to ask, visual images, open questions, short conversations.	Outcome:	Get to know students by listening and talking about their feedback after using the digital resources. Once the first session is developed, students have more ideas to practice and reinforce their communicative skills using the next digital resources propose in the course and also, they can explore more the ones they already found.

2. Second Virtual session

For this session, the teacher previews the posts they have done on the digital resource suggested called Flipgrid. It is probably that students do not feel that recording short videos help them on their process, or maybe due to their lack of confidence, vocabulary, and any personal thought, recording a video is not that useful and meaningful for them, some students say that they do not like to record videos of themselves. That is one of the reasons why this resource will be suggested, in order to show students that they can do this type of activity in a dynamic way, using different digital resources, free and easy to implement it. When learning a language, record video is a great strategy to practice the target language, but due to the unwillingness that students show to this activity, teachers prefer to suggest what they only like and feel more confident about, however, good strategies are important to put into practice, so free sources to complement these strategies are worth to propose to students. Once students work with the resource, general feedback will be given to students in order for them to have enough details of what they are doing well and what they still need to work on. The main objective of this session is to review and talk about the new resources they found

on the CANVAS platform, consider new strategies to develop with common activities and also practice with one of the strategies suggested in the first virtual session.

Lesson plan

Session: 2	Module: 1 and 2	Time: 1h	Place: Virtual meeting (GOOGLE MEET)
Objectives	To give students' feedback about their activities in the digital resources. To reinforce students' communicative competence through the use of diverse communicative activities.	Development of the session:	Students meet up with the teacher at the convenient time for them. For this session, the teacher gives a general feedback based on the video students shared on the Flipgrid platform. It is necessary for students to know about the improvement of the communicative competence, above all when they have been using more strategies to improve that skill. In this session, the teacher also puts into practice some of the digital resources that are already proposed inside the CANVAS platform, in order to show students, the different ways they can make use of them and not only one visible activity. Further, students have the opportunity to share what they would like to do with the rest of the digital resources, also what kind of material they have found relevant and what else they need for practicing the other skills.

Materials:	Videos from Flipgrid Quizizz website CANVAS platform	Outcome:	Students analyze feedback and improve their own videos by checking the information and making them better. Students also practice some more communicative exercises by having conversations with the teacher and their peers.

3. Third virtual session

For this third session, the teacher gives students the time to describe what they like the most in the activity related to music, topic and digital resources thanks to the big impact it has when learning a foreign language. Music allows students practice their listening skills, increase their vocabulary and expressions, pronunciation, intonation, different access and much more. Students tend to think that learning with music is only about looking for the lyrics of songs but the truth is that there are a bunch of digital resources that let them practice and learn with music making different activities at the same time they listen to their favorite songs, they can even find new music and genre to enjoy while learning the target language. This session will also be focused on listening to any suggestion learners may have about the digital resources and the discussion item left for them to write any opinion. Further, the teacher will practice one of the mentioned communicative strategies in the first sessions for students to keep on track of the importance to work on it continuously, but most importantly, by their own initiative, because they are activities they can do alone, with peers and teachers, so that at this point, students' autonomy would be higher and it would be easier for students understand that the level of language depends on the amount of time they spend practicing the language, much more now that they have the material for doing do and not only during the development of the face to face classes and their teacher.

Lesson plan

Session: 3	Module: 1 and 2	Time: 1h	Place: Virtual meeting (GOOGLE MEET)
Objectives	To practice the communicative competence through oral activities To reinforce previous speaking activities developed inside the CANVAS platform by discussing the given feedback.	Development of the session:	Students meet up with the teacher at the convenient time for them. In this session, the teacher takes students' comments and creates several activities in which the communicative competence has the main role. Students' participation is really important at this part of the sessions, because it shows how much autonomy and initiative has grown since they have implemented new learning practices. To start the session, the teacher shows students a situation in which they have to propose a solution. The teacher will write any word or expression they need to complement their speech, it will be a simultaneous work. Later, the teacher gives different roles to each student in order for them to create a short conversation. This activity will be repeated until they can produce their speech naturally and with no hesitation.

Materials:	Images, videos and authentic material.	Outcome:	Students practice their communicative competence by diverse oral activities that they can put into practice by themselves. Additionally, learners analyze their own data and improve their practices along with the digital resources. These strategies help them to discover different forms to practice and increase their language knowledge through vocabulary, expressions, pronunciation, questions, among others.

4. Fourth virtual session

In this forth virtual session, the teacher will review the digital resources and the comments students have until now. Additionally, the teacher will mention the possibility they may have to talk with a native speaker, they can ask questions and hold a short conversation about anything they are interested in. This activity can be developed only if they keep motivated and participate actively, work hard in the improvement of their communicative competence using digital resources but also their autonomy in the improvement of their learning practices which result is reflected in their level of language. On the other hand, this opportunity let students explore the advantages of the intercultural communication; thanks to this experience, learners can learn about the culture of the target language they are learning, they can also see the perspectives native speakers have about people who are learning their language; besides, students can understand way better the importance of communication and respect specific boundaries that are tied to each language. Finally, students' motivation increase a lot because one of the main goals of learning a foreign language is being able to speak with a native speaker, being understood and understand what they say.

Session: 4	Module: 1 and 2	Time: 1h	Place: Virtual meeting (GOOGLE MEET)
Objectives	To practice the use of digital resources at any time To analyze students' feedback about the digital resources To suggest new practices for the communicative competence	Development of the session:	Students meet up with the teacher at the convenient time for them. In this session, the teacher puts into practice the use of authentic material. For that, the teacher plays a video from the website Ted Talk, the video is called: 4 reasons for learning a new language. This video will be played with subtitles and also students will discuss some vocabulary before watching the video. As it has been mentioned, the population is from module 1 and 2, for that reason they need a comprehensible input which allows them to understand every step of the activities. After working with this material, students discuss the topic of the video, they answer some questions and try to ask questions for the class. The main idea of this session is, giving students the main role to participate and even suggest ways to work on the communicative competence during the virtual session. Additionally, the teacher shows some cultural images (food, styles, places)

			which help students to have ideas about what they can ask to a native speaker and also work on developing cultural awareness, a topic that is tied with the language learning process. Finally, the teacher and students simulate have a short conversation with a native speaker, this activity will be improvised.
Materials:	Conversational situations Ted talk Images about food, clothes, places, etc.	Outcome:	Students put into practice exercises such as self-correction, oral production, repetition, short conversations based on common topics that they have worked on their classes. Students explore intercultural communication discussing common topics between other culture and own's.

5. Fifth virtual session

Students are suggested some more digital resources which are totally free and they can explore and use at any time; they can post comments and questions about how the session will be developed with the native speaker. For this session, the teacher will give written suggestions in their comments for the purpose of encouraging students to practice autonomously and of course, make usage of the digital resources to practice their English communicative skills before the virtual session.

It is important that students leave a comment about how the digital resources went, it is the way to make sure about the practice they made with them and also, how much they have learnt about those practices. The discussion will be totally available for them to upload whenever they want; it will possible to upload pictures, examples, documents and comments about what they liked and did not like. Every time that a student leaves a comment, it will be always taken into consideration for further discussions, because when showing students how valuable their feedback is for the process, it helps as well to motivate the sharing of personal perspectives related to the learning and teaching practices during the process making teachers reflect and keep improving the strategies implemented within the EFL classroom.

Each virtual session will work specifically on their communicative skills, but the practice of the topics of their classes will also be present during this process. Sessions are also a space for students to express whatever is in their minds, feelings, thoughts, suggestions; everything related to what affects the learning process, positively and negatively. That information is really valuable to the English program, the institution and also for teachers to know what is working and what not.

Finally, it is important to remark that one of the main objectives of the practice of the communicative competence throughout the use of the digital resource, is to motivate students to develop their autonomy, to encourage their motivation for learning the English foreign language supporting their English learning process with accessible material, free resources and considerate the advantages that all of them offer not only for the beginning of the process, but along the two years of the program.

Session: 5	Module: 1 and 2	Time: 1h	Place: Virtual meeting (GOOGLE MEET)
Objectives	To produce short oral conversation spontaneously	Development of the session:	Students meet up with the teacher at the convenient time for them. In this session, students make a review of the digital resources, and also, they check some more which are suggested for them to take a look at

| | | | it and find interesting activities for practicing their language learning. All these resources contain activities that are places in worksheets, audios, videos, games, apps, websites to improve their own material, lectures, among others.

Then, the teacher suggests students some tips before starting the conversation. To take advantage of this activity, students also make use of the topics they work in their classes and in that, increase their confidence while using their learning in a real context.

This activity is also interesting for the native speaker, so he/she will ask questions as well about our students' culture, simple information but relative for this virtual exchange. |
|---|---|---|---|
| Materials: | Questions

Suggestions given by the teacher

Reading of comments about the digital resources | Outcomes: | Students put into practice their knowledge by having a short conversation with a native speaker.

It is expected to students participate voluntarily and be inquisitive about what any other information they can share with the native speaker and also they information they answer back to the speaker. |

3.6. Assessment

3.6.1. Learning assessment

For assessing the learning process of this intervention proposal, the students' feedback about the use of digital resources is the most important during the sessions. Digital resources is what is evaluated along the module, the effectiveness and students' interests is valuable for keeping the suggested resources or if there is the need to suggest/find more.

Students' process and perspective are of course taken into account every time they work with the digital resources. They are who are evaluated in this intervention proposal, it is needed to their evolution and increase of confidence at the moment of putting into practice their English communicative competence even though they are just starting in their first and second module of the English program.

The instruments to evaluate the learning process of the use of digital resources to practice the communicative competence will be the virtual sessions' discussions, comments and questions posted on the discussion posted in the CANVAS platform, and finally the evaluative questionnaires given to students at the end of the virtual sessions which will be counted as the attendance and participation in the process.

Finally, to evaluate this intervention proposal, the end of the module is the best time due to the final exam students have to present. This exam is always split up in 4 parts, listening, reading, writing and speaking skills; as the communicative competence is the main subject of the process, the teacher will take into account the results students get in their speaking exam as the information gathered until the end of the module after the virtual sessions, questionnaires and written/oral discussions.

3.6.2. Assessment of the proposal

For assessing the process of this intervention proposal, a [questionnaire](#) will be applied to students at the end of each virtual session. As the virtual sessions will be recorded, the teacher will carry out a diary in which the information students share in the sessions, is registered there in order to analyze it at the end of the module.

The information gathered thorough the virtual sessions, questionnaires and comments/discussions after the use of the digital resources will be taking into account to evaluate the effectiveness of the resources, which is the objective of this intervention proposal. It is important for the teacher and the English program of the institution know how much useful those resources were for the students.

Students' feelings, comments and suggestions will be the main information to evaluate the results that were obtained from the practice of this proposal. Furthermore, with this information it will be possible to review necessary aspects for future applications of similar or better accessible digital resources.

Additionally, this interventional proposal seeks to keep supporting learning process throughout the modules and higher levels; it is not made for students to use once and forget about what they do at the beginning of their process, what is also relevant in this process is to motivate students to be inquisitive and be engaged in the process continuously and autonomously until they reach the end of the program.

4. Discussion

This intervention proposal has addressed the use of digital resources to improve the English communicative competence. The main aim proposes the suggestion of several digital resources in a specific order exposed throughout the CANVAS platform helping students to find the information easily and practical.

The construction of this intervention proposal was based on the teachers' and students' experiences when reinforcing and practicing the English communicative competence which the most struggled competence by learner from the beginning of the process. This strategy encourages students to find the right learning practices which help them overcome the challenges they face during the practice of the macro skills but above all the communicative one.

Thus, for the development of the communicative competence, it is always necessary an extra time spent by the students themselves outside and apart the classes they have weekly with a teacher. In this way, during previous modules students' comments were always related to the

lack of material for practicing such competence making the teacher creates an organized short course where learners can make use several resources; not only to scroll down on their screens but for having an extra assessment in which they feel listened and supported to clarify questions of their learning process.

Additionally, having the motivation to spend time learning is something that needs to be encouraged inside the classes, that is why gaining a virtual session with a native speaker at the end of the process is fair enough to keep students interested in the hunting of accessible learning practices; this intervention helps to make this becoming true, showing students that they have the resources within easy reach.

The application of this intervention poses some problems. As being an extra short course proposed throughout a different platform from the one they already have in the English program, students may see this implementation as an extra work to do and not as useful practices to implement in their English learning process. As it was mentioned previously, the population of this proposal are students from difficult contexts, reason why their study habits are not seen such an important fact. In that way, motivational strategies need to be applied since the very beginning, in order to benefit the rest of the process, for this, the idea to implement diversity, digital resources, virtual meetings, assessments, and the possibility of having a short conversation with a native speaker.

The assessment strategy carries out in this proposal, helps students to encourage themselves to participate voluntarily which is advantageous for the increase of autonomy when practicing the topics of the foreign language. For this population, being listened and understood is valuable, and thanks to virtual meeting, this can be reachable successfully.

5. Conclusions

Throughout the development of this intervention proposal, it has been possible to explore two different perspectives related to the use of digital resources at the moment of reinforcing the English communicative competence. During the development and preparation of this proposal, it was possible to comprehend that even when finding resources on internet is not complicated, but taking into consideration the context chose for this intervention, it makes a little bit more demanding to suggest what is accessible, dynamic and meaningful for the learning process.

The English communicative competence is a skill that needs to be supported from the beginning of the learning process, above all with students who are new in the context of learning a foreign language. Nevertheless, it is also a process that demands students to develop or find personal strategies which help them to lose the fear of speaking in the foreign language, to use it in their current context and put it into practice due to the fact that a foreign language is a learning that need to be practiced daily, this learning process never stops.

Based on the previous information, at the moment of organizing the digital resources which are suggested to the students, it was necessary to analyze previous teaching experiences with the students, what digital resources were successful in the classes and which did not have much impact to the students in the process. Additionally, the main idea of the use of digital recourses is that they are easily accessible, and flexible for further use once students move forward to the next modules, which are higher levels of the English language.

On the other hand, the use of digital resources during the English learning process is to offer students a possible strategy to put into practice the topics they are addressed inside the classroom they have with their teacher. As it was mentioned before, the communicative competence is the skill students struggle the most and sometimes is the reason why students get so frustrated that they feel that they are not able to develop the skill and drop out of the program, and also the lack of motivation for finding solutions to solve the problem they are facing.

For practicing the English communicative competence, every skill needs to be worked, therefore, the suggested resources have the advantage that they are aligned with other skills.

It is a success with the use of these resources, students practice their communicative competence, but also, they can work in their listening, reading and even writing skills at the same time; when learning a foreign language, students tend to think that every skill need to be separated for being able to foster them, but the truth is that they all need to be improved as a whole, the communicative skill cannot be developed if there is no acquisition of writing skills.

The English program offered by the CTC institution; it is an academic place which received many students each year thanks to the possibilities it offers for helping students under low-income in the city. The institution offers students scholarships for studying any of the programs, English is the most demanded one and for welcoming and keeping students until the end of it, motivation has the main role. Fortunately, one of the good things the pandemic has left is that teachers and students proved that it is possible to continue learning a foreign language, thanks to the use of technology. That is why this intervention proposal is made for, to motivate students to keep using the advantages that digital resources still offer, even when the classes face to face are back.

Improving the English communicative competence is something that takes time and students need to be aware of it; based on that, the digital recourses and use of technology have allowed students to explore much more the positive results they have on their learning process, as the improvement of their communicative competence. This increase motivation on students to keep learning and working harder on their process.

It has been proved that when starting a new process, it can be a little stressful, and for the students of the CTC is much to deal with at the same time. They have jobs, long workdays, other studies, and personal difficult situations which makes more difficult the process and when they do not get a right assessment, they do not enjoy the experience of learning a new language. Thanks to the organization offered in the CANVAS platform with all the suggested digital resources, students can access to them easily and find exactly what they may need to practice in the moment or just something to support the topics and find new thing that can be of their interests.

The use of digital resources has encouraged students to practice at any time and at any place where they feel motivated and feel like working on their progress with the use of foreign

language. Moreover, this flexibility has guided students to be more autonomous of their learning process outside the classroom which is important at the moment of reaching their goals.

Finally, this intervention proposal has contributed to complement the learning practices of new students who start with high expectations and when the process moves forward, they experimented difficulties which frustrate their process. On the other hand, this helps students to have material not only for the beginning but for the rest of the learning process, because most of the digital resources allows to practice with the different levels of language.

6. Limitations and further research

The analysis of this intervention proposal has revealed some limitations. The first one refers to theoretical orientation which was based on different studies that worked with individual digital resources, others were related to the practice of some specific resources but they were not intended as in this intervention proposal where the idea is to work with several digital resources, with a huge variety distributed in three different sections complemented with virtual sessions.

The second one refers to some descriptions that could not be added in the CANVAS platform when uploading the links for students to access. Consequently, it is needed to add a new item which allows to post descriptions or comments, in that way students can know what it is about, however it risks to overwhelm students when they see many items together.

The third is related contrary effect this proposal may have on students. It is possible that students see this proposal as extra work to do during their learning process and not as a meaningful strategy to reinforce their communicative competence while practicing the topic they are exposed in their classes. There is a big challenge related to make students be aware of their daily study practices and organization.

Future works could be extended to the study of learning strategies which reinforce the writing competence using digital resources as well. This would be a greater potential for students to have in their hands the possibility to be in an enriching program which offers as many resources possible for any type of learning practice, as taking into account that students learn differently.

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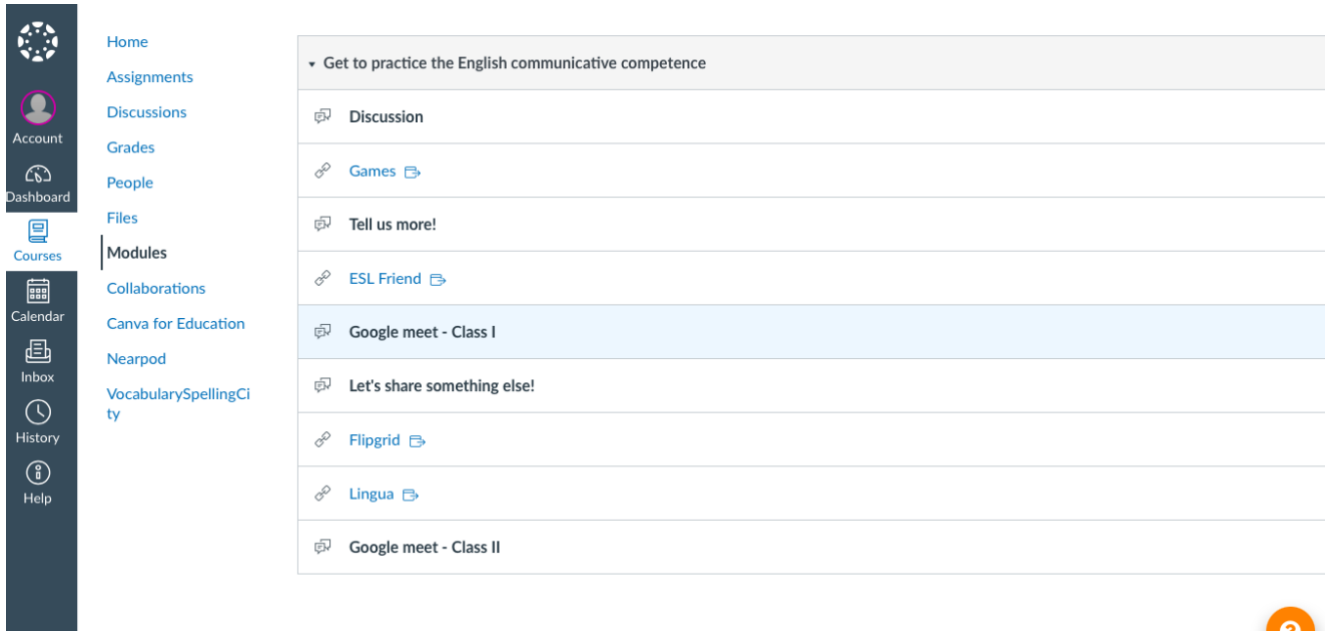
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Annexes

Annexe 1

Get to practice the English communicative competence.
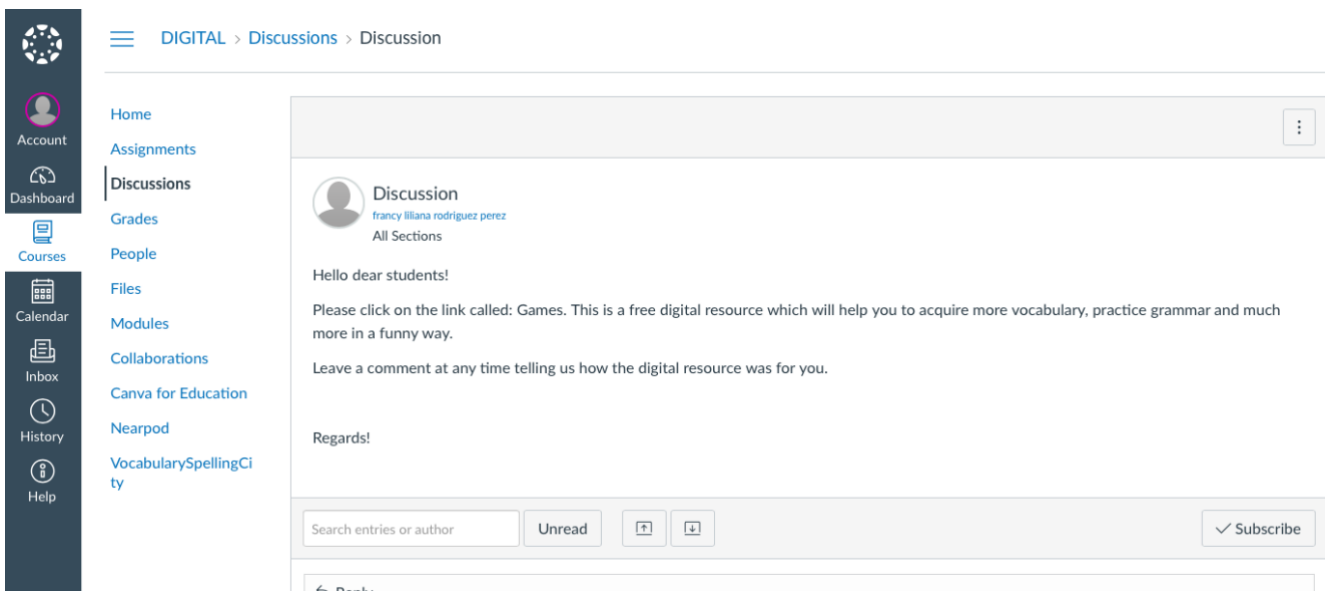
Source: Author's own

Annexe 2

Get to practice the English communicative competence: Discussion

Source: Author's own

Annexes 3

Get to know the English communicative competence: Tell us more

Source: Author's own

Annexe 4

Virtual session

Source: Author's own

Annexe 5

Practice your communicative skills

Source: Author's own

Annexe 6

Virtual assessment

Source: Author's own