

Review article



Information and communication technologies and the oral competence in English of foreign language teachers: an international review

Las tecnologías de la información y las comunicaciones y la competencia oral en inglés del docente de lenguas extranjeras: revisión internacional

Tecnologias de informação e comunicação e a competência oral em inglês de professores de línguas estrangeiras: uma revisão internacional

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ABSTRACT

This review analyzed international experiences on integrating digital technologies to develop oral English expression in future foreign language teachers. A systematic review was conducted following the 2020 PRISMA guidelines, examining 23 empirical articles (2019–2025) indexed in Scopus, Web of Science, ERIC, SciELO, Redalyc, and DOAJ. These articles were selected based on their focus on orality, their exclusive samples from initial teacher training programs, and their use of Information and Communication Technologies (ICTs) in international contexts. The results show that tools such as collaborative podcasts and videoconferencing significantly improved fluency, pronunciation, and communicative self-confidence. The review concludes that ICTs are effective mediators for oral English proficiency, requiring continuous pedagogical innovation and rigorous evaluation of outcomes within the context of initial foreign language teacher training.

Keywords: information and communication technologies; oral expression; initial training; English language; language teaching.

RESUMEN

Esta revisión analizó experiencias internacionales sobre integración de tecnologías digitales para desarrollar expresión oral en inglés en futuros docentes de lenguas extranjeras. Se realizó una revisión sistemática siguiendo la declaración PRISMA 2020 de 23 artículos empíricos (2019-2025) indexados en Scopus, Web of Science, ERIC, SciELO, Redalyc y DOAJ, seleccionados bajo criterios de enfoque en oralidad, muestras exclusivas de formación inicial docente y uso de Tecnologías de la Información y las Comunicaciones en contextos internacionales. Los resultados evidencian que herramientas como podcasts colaborativos y videoconferencias mejoraron significativamente la fluidez, pronunciación y autoconfianza comunicativa. Se concluye que las Tecnologías de la Información y las Comunicaciones son mediadoras efectivas para la competencia oral en inglés, requiriendo innovación pedagógica continua y evaluación rigurosa de resultados en el contexto de la formación inicial de profesores de lenguas extranjeras.

Palabras clave: tecnologías de la información y las comunicaciones; expresión oral; formación inicial; lengua inglesa; enseñanza de lenguas.

RESUMO

Esta revisão analisou experiências internacionais sobre a integração de tecnologias digitais para o desenvolvimento da expressão oral em inglês entre futuros professores de línguas estrangeiras. Uma revisão sistemática foi conduzida seguindo as diretrizes PRISMA 2020, examinando 23 artigos empíricos (2019-2025) indexados no Scopus, Web of Science, ERIC, SciELO, Redalyc e DOAJ. Esses artigos foram selecionados com base em seu foco na oralidade, em suas amostras exclusivas de programas de formação inicial de professores e em seu uso de Tecnologias da Informação e Comunicação (TICs) em contextos internacionais. Os resultados mostram que ferramentas como podcasts colaborativos e videoconferências melhoraram significativamente a fluência, a pronúncia e a autoconfiança comunicativa. A revisão conclui que as TICs são mediadoras eficazes para a competência oral em inglês, exigindo inovação pedagógica contínua e avaliação rigorosa dos resultados no contexto da formação inicial de professores de línguas estrangeiras.

Palavras-chave: tecnologias da informação e comunicação; expressão oral; formação inicial; língua inglesa; ensino de línguas.

INTRODUCTION

In today's era, marked by globalization and the rapid advancement of digital technologies, education faces the challenge of preparing individuals capable of communicating and collaborating effectively in increasingly multicultural and interconnected societies. The integration of Information and Communication Technologies (ICTs) into education fosters the development of transformative competencies, including communication skills, values, and attitudes that promote intercultural understanding and dialogue (Unesco, 2019).

ICTs have become fundamental tools in this process, enabling new forms of interaction, access to resources, and collaboration without geographical boundaries. The pedagogical use of ICTs fosters the development of global citizens capable of actively participating in local and international contexts, an aspect that aligns with the commitments made in the 2030 Agenda for Sustainable Development. In particular, Sustainable Development Goal 4 underscores the importance of ensuring inclusive, equitable, and quality education, while target 4.7 emphasizes the need for students to acquire the knowledge and skills necessary to promote global citizenship, appreciation of cultural diversity, and intercultural communication (United Nations, 2015).

In the field of foreign language teacher training, the integration of ICTs represents a strategic opportunity for developing oral expression in English, providing interactive and collaborative learning environments that simulate or facilitate international experiences. These approaches not only contribute to strengthening linguistic competence but also enhance reflection, creativity, and the ability of future teachers to thrive in diverse and dynamic educational contexts.

In this sense, the present work focuses on the analysis of international experiences that use ICTs as mediators for the development of oral expression in English, paying special attention to those training to be teachers of this language. The aim is to provide an updated and relevant perspective on the challenges and opportunities that emerge in initial teacher training in an increasingly digital and interconnected world. Consequently, this review seeks to answer the following guiding questions:

1. Which ICT approaches and tools have proven most effective in developing oral competence in English in the initial training of foreign language teachers?
2. What evidence do international studies report on the impact of these technologies on oral expression in English in the case of foreign language teachers in training?
3. What gaps and challenges persist in the integration of ICT for oral expression in the context of foreign language teacher training?

Search and selection

This review focused on empirical studies, including scientific articles published in 17 international and regional journals of education and research in foreign languages indexed in databases such as Scopus, Web of Science, ERIC, Scielo, REDALYC, and DOAJ. The selected articles had to address the integration of Information and Communication Technologies (ICTs) for the development of oral expression in English in the initial training of future foreign language teachers in international contexts.

The search for materials was guided by the PRISMA 2020 statement (Page *et al.*, 2021) to ensure transparency and methodological rigor in the systematic review. Following the procedure described by Sánchez-Serrano *et al.* (2022), the review was conducted in three stages: search and selection, information extraction, and analysis of the studies.

In the first stage, the search and selection strategy was developed. Keywords were established using the thesaurus and international descriptors relevant to the topic, including combinations and synonyms of the following structures: Tecnologías de la Información y las Comunicaciones/TIC/CALL/MALL, expresión oral/speaking/pronunciación, formación inicial de docentes/preservice teachers/teacher trainees, inglés/English as a Foreign Language, and internacional/international/teletandem/virtual exchange.

The selected time frame primarily considered studies published from January 2019 to the present, admitting references prior to 2019 only if they were fundamental to the current understanding of the state of the art. Articles in English and Spanish were included.

During the process, duplicates were removed and the selected texts were reviewed to ensure they met the inclusion criteria: that the study focused on international experiences integrating ICT primarily into the development of oral expression in English and that the sample consisted mostly of

future foreign language teachers. Studies that addressed other language skills, focused solely on national contexts, included mixed samples (e.g., in-service teachers and trainees), or did not present empirical evidence of the impact on oral expression were excluded.

The systematic search yielded a total of 149 materials that meet the established criteria, and of these, 23 are analyzed in depth in this review.

DEVELOPMENT

The systematic analysis of the most relevant findings in recent literature reveals trends, advances, methodologies, key terms, theoretical foundations, challenges, and gaps in the integration of technological tools such as videoconferencing, digital collaborative projects, and teletandem for developing oral English proficiency in international contexts and, to a lesser extent, in national settings that have had to adapt rapidly to the global health emergency. Furthermore, it offers A detailed exploration of the key contributions and approaches taken in each study on the integration of ICT for the development of oral expression in English in initial foreign language teacher training.

Pratiwi *et al.* (2024) explores the role of collaborative podcast creation as an ICT strategy in the initial training of future English teachers. Using a quantitative-descriptive approach complemented by qualitative analysis of perceptions, the research is based on surveys distributed among students in different semesters of the program. The results highlight that the integration of podcasts promotes clarity, active listening, teamwork, and personalized learning. Furthermore, the implementation fosters an interactive environment that enhances communicative preparation for future real-world challenges. Although the study underscores the transformative value of podcasts in the teaching and learning process of oral expression, a significant limitation is the lack of controlled comparisons and the reliance on self-reported perceptions, which restricts the generalizability of the measured effects.

The study by Salcedo Godoy and Santos Jiménez (2024) analyzes the influence of the pedagogical use of ICT on the oral communicative competence in English of students majoring in this language at the Faculty of Education of UNMSM during the 2019-II semester. Using a quantitative approach, a correlational-causal design, and a sample of 15 participants, surveys and oral performance tests were employed to measure the relationship between the two variables. The results show high and statistically significant correlations with both oral expression and oral comprehension, supporting the potential of ICT as a resource for strengthening communicative performance. However, the research

is limited by the small sample size and its cross-sectional nature, which restricts the generalizability of the findings.

The work of Clavijo Olarte and Quintero (2012), cited in *Virtual Learning Environment: Benefits and Advantages for Teaching French as a Second Language* (2019), documents an initial teacher training experience for English teachers focused on the integration of ICT in language teaching. This experience demonstrates that incorporating virtual learning environments and digital resources fosters active participation and the development of oral skills in educational contexts. This recent citation allows us to situate this contribution within the contemporary discussion on technological integration in language education.

Hanžić Deda's article (2023) investigates the perceptions and attitudes of future English teachers toward the use of podcasts in foreign language teaching. The author uses an observational approach, complementing quantitative and qualitative data on the use and perceived value of podcasts both within and outside the educational context. The article highlights the role of podcasts as a resource for promoting autonomous learning. However, it does not examine the direct impact on quantifiable improvement in oral expression, nor does it include systematic practical interventions, thus limiting the scope of the research to perceptions and attitudes.

This pioneering study by Özkan and Güler (2018) employs a mixed-methods approach to analyze the perception and use of podcasts by pre-service English teachers in a language skills course. Grounded in social constructivism, it combines pre- and post-intervention questionnaires and interviews to explore changes in attitudes toward the integration of ICT. The hybrid course design and the use of Web 2.0 platforms show a positive impact on participants' willingness to use technology in their future teaching. However, the study is limited by the sample size and its focus on self-perceptions rather than verifiable oral performance outcomes, as well as the technological gap in relation to currently available solutions.

Edupulapati, Sivapurapu, Koppula, Sreehari, and Rani (2023) examine the combined use of ICT and artificial intelligence (AI) tools to develop oral English skills. Their findings indicate that AI-based applications, such as virtual assistants and speech recognition systems, offer immediate and personalized feedback, thus improving pronunciation and fluency. The study concludes that integrating these technologies into initial teacher training can optimize the teaching and learning processes of oral expression.

In her review of teacher preparation for English language teaching in South Africa, Ajani (2024) assesses curricular effectiveness in the face of challenges posed by cultural diversity and technological advancements. The syncretic analysis of empirical literature, theoretical frameworks, and educational policies reveals the importance of inclusive pedagogical approaches and the use of technology to improve oral expression outcomes. While the study identifies the relevance of digital and cultural integration, it does not provide details on measurable effects on oral proficiency or direct empirical evidence on future teachers, positioning the review as diagnostic and guiding rather than evaluative (Ajani, 2024).

Using an empirical approach, this article evaluates an initial teacher training course for English teachers, focused on advanced oral skills, using blended learning platforms (Moodle) and critical reflections (Dias & de Oliveira Pimenta, 2015). Based on literacy and *blended learning models*, it describes activities such as recordings and forums to foster oral comprehension of specific genres. The study reports improvements in participants' communicative skills and highlights the potential transfer of learned strategies to professional practice. However, the technological frameworks employed have been superseded by recent developments, and the research does not present a detailed analysis of authentic digital communicative interaction, which limits its relevance.

A quasi-experimental study comparing the effectiveness of a training program using ICT (including interactive platforms, AI applications, and contextual learning scenarios) was presented by Sarzhanova *et al.* (2025) against a traditional curriculum in improving teacher competence. The use of robust statistical analysis (Cohen's effect size $d = 1.05$) confirms significant improvements in the experimental group, attributed to the technological integration. While highlighting the value of innovative methodologies, the study does not specify how the improvements are distributed across different macro-linguistic skills, nor does it detail the precise tasks or tools used for oral expression, suggesting the need for greater granularity in future research designs.

Adeliani, Harahap, Sofyan, Kurniawan, and Lubis (2021) investigated the access to and use of ICT in English language learning among students in the English education program at Bengkulu University. The study shows that, although there is a wide availability of digital devices and resources, their use for developing oral expression is limited without specific pedagogical strategies. The authors recommend designing activities that promote technology-mediated oral interaction in order to maximize the potential of ICT in the acquisition and development of communicative skills such as oral expression.

The article by González Miranda (2023) examines the relationship between the use of ICT as a teaching method and English language learning among students majoring in this language at the Autonomous University of Chiriquí. Using a descriptive and quantitative approach, questionnaires were administered to identify participants' technological perceptions and practices, as well as their impact on the development of linguistic skills. The results highlight that the integration of digital resources fosters motivation, interaction, and autonomy in learning, particularly enhancing oral comprehension and production. However, the study does not incorporate standardized performance measurements, which limits the generalizability of its conclusions.

Cavalari and Aranha (2019) explore the institutional integration of teletandem in English teacher training, highlighting the trainer's dual role as facilitator in both face-to-face and virtual contexts. The study is based on learning journals produced by students in a teletandem experience between universities in Brazil and the United Kingdom. The authors emphasize reflective teacher mediation, demonstrating how participation in telecollaborative activities contributes to the development of oral skills, autonomy, and metacognition in future teachers, reinforcing the importance of the systematic integration of ICTs into the curriculum.

Isperdon's (2023) longitudinal study focuses on the evolution of the pedagogical strategies of two pre-service English teachers who participated in a professional practice program based on videoconferencing. The author uses in-depth interviews and classroom observations over a year to analyze the impact of training on digital platforms such as Zoom and Teams. The study highlights the importance of acquiring technological and adaptive skills for effective teaching in virtual environments and raises the need to strengthen initial training in the didactic use of ICT as a support for oral expression (Isperdon, 2023).

Brovko, Onats, Kostenko, Kucheriava, and Bakhov (2024) present a study on the implementation of ICT in the training of future English teachers, using a course on oral and written communication practice as an example. The research reveals that the use of collaborative platforms and audio and video recording tools facilitates self-assessment and autonomous learning, while also fostering peer interaction. The authors conclude that the integration of technology in initial teacher training contributes to developing communicative competencies aligned with the demands of the global educational context.

Selcuk and Isperdon (2023) explore, using a qualitative methodology, the opportunities and challenges faced by six future English teachers in teaching via videoconference. The research includes

a training course and a teaching practicum, allowing them to identify both the facilitation of productive skills and oral expression, as well as the obstacles related to the use and acceptance of videoconferencing tools. The study confirms the need for instructional strategies that enhance active interaction and motivation in the classroom.

Álvarez Valencia and Mejía-Laguna (2023) explore the challenges and achievements of integrating ICTs, specifically Social Networks for Language Learning (SNLL), into foreign language teacher training programs. Their study identifies those social networks, when used for pedagogical purposes, offer opportunities for oral practice in authentic and multicultural contexts, strengthening communicative competence. However, the authors caution about the need for effective teacher mediation to ensure that online interactions translate into meaningful learning.

The quasi-experimental study by Lu *et al.* (2014) represents one of the first empirical approaches to the impact of international videoconferencing on the oral proficiency of future English teachers. Forty-five teacher trainees in China and five in the United States participated in synchronous sessions over 10 weeks. Pre-tests and post-tests were used to measure fluency and pronunciation, revealing significant improvements in oral production, although no relevant changes in teacher confidence. This suggests that ICT-mediated intercultural collaboration can strengthen language skills, confirming the need for further longitudinal research (Lu *et al.*, 2014).

The article by Nurjannah and Lestari (2021) recounts the experience of two pre-service English teachers during virtual teaching practicums in the midst of the health crisis. Analysis of reflective journals and interviews reveals how the forced transition to a synchronous digital format demanded significant methodological and technological readjustment. The study highlights the importance of self-reflection and flexibility in addressing pedagogical challenges, but also underscores the need for more specific training in the use of ICT for developing oral skills.

Girón-Chávez *et al.* (2023) present an action research proposal developed in the Bachelor's Degree in Teaching English online in Mexico, where students participate in collaborative audiovisual production projects using ICTs to improve pronunciation. While the focus is on self-assessment and the participants' perceptions, the study corroborates the potential of digital resources to promote oral practice, peer assessment, and critical reflection on one's own learning (Girón-Chávez *et al.*, 2023).

Rodríguez Corzo and Hernández Alipi (2025) conducted a literature review on the integration of technology in English language learning, highlighting its role in the development of oral expression. The review indicates that ICTs, by facilitating access to authentic materials and synchronous and asynchronous communication, expand opportunities for oral practice beyond the classroom. Furthermore, it emphasizes that the effectiveness of these tools depends on their coherent integration with curricular objectives and the technological training of the teaching staff.

The article by Al Arif, Armiwati, and Handayani (2023) examines the perceptions and expectations of university students of English as a foreign language regarding the use of ICT in language learning. Through a convergent mixed-methods design, combining an online questionnaire administered to 337 participants and semi-structured interviews with a purposive sample, the study reveals that students more frequently use ICT for general purposes, such as social networking and entertainment, than for activities specifically related to learning English. Nevertheless, the results show a favorable attitude toward the integration of ICT in the learning process, as well as a clear expectation that educational institutions will provide adequate technological infrastructure and internet access in classrooms. The study concludes that students perceive the potential of ICT to strengthen their English skills, particularly oral expression, and recommends that teachers increase the integration of technological resources in teaching, emphasizing the importance of adapting learning environments to the digital needs and realities of the students.

Chau's (2021) article reviews previous research on the impact of Information and Communication Technologies (ICTs) on the development of oral skills in a foreign language. The work highlights how technological innovation facilitates learners' access to authentic materials and up-to-date learning resources, thereby increasing the quality of instruction and opportunities for oral practice. The author summarizes several studies that demonstrate positive effects on the teaching and learning of oral expression through the integration of ICTs, focusing on the methods, participant profiles, and outcomes obtained. This analysis underscores the essential role of ICTs in providing diverse inputs and real-world communicative contexts that foster increased oral competence in higher education settings. The article concludes that the adoption of ICTs in foreign language teaching enhances students' autonomy, employability, and communicative performance.

In their research, Quintero and Jaimes Guerrero (2023) examine the impact of ICT use on the development of oral and written comprehension and expression skills in A1 level students of the Bachelor's Degree in English and French as a Foreign Language at the University of Pamplona. The

results show that the incorporation of virtual environments and multimedia resources increases student motivation and participation, generating significant improvements in oral production. The authors emphasize that the integration of ICT should be accompanied by methodological strategies that promote authentic and contextualized interaction.

Based on the analysis of the reviewed studies, a limited lack of concrete empirical evidence is evident regarding the development of oral expression through the incorporation of ICTs as a means to strengthen oral expression in English in the initial training of foreign language teachers. The research encompasses a wide range of pedagogical strategies, from the collaborative creation of podcasts to foster fluency, pronunciation, and teamwork (Pratiwi *et al.*, 2024; Hanžić Deda, 2023; Özkan & Güler, 2018), to the use of virtual environments, hybrid platforms, and international videoconferences that promote authentic communicative interaction (Lu *et al.*, 2014; Isperdon, 2023; Selcuk & Isperdon, 2023). Also noteworthy are experiences of telecollaboration and teletandem that enhance autonomy and metacognition (Cavalari & Aranha, 2019), as well as the use of artificial intelligence tools to provide immediate and personalized feedback (Edupulapati *et al.*, 2023; Sarzhanova *et al.*, 2025).

On a theoretical level, several studies highlight the importance of frameworks such as social constructivism and digital literacy, as well as the need for effective teacher mediation to ensure meaningful learning (Dias & de Oliveira Pimenta, 2015; Álvarez Valencia & Mejía-Laguna, 2023). However, methodological challenges persist, such as the reliance on self-reported perceptions, the lack of standardized oral performance measurements, and the small sample sizes (Salcedo Godoy & Santos Jiménez, 2024; González Miranda, 2023; Nurjannah & Lestari, 2021).

The geographical and contextual diversity of the experiences—from South Africa (Ajani, 2024) to projects in Asia and Latin America—demonstrates the adaptability of these strategies to different training environments. Overall, the literature supports improvements in pronunciation, fluency, motivation, and communicative self-confidence, although it highlights the need for longitudinal studies and more robust designs to consolidate and generalize these findings. Thus, this review confirms the transformative potential of integrating ICTs into initial teacher training, while also underscoring the urgent need for a comprehensive approach that combines pedagogical innovation, solid theoretical foundations, and rigorous assessment practices to optimize the development of oral English proficiency.

CONCLUSIONS

The articles analyzed offer valuable perspectives for developing oral expression in English through the integration of ICTs in initial foreign language teacher training. They highlight innovative pedagogical strategies, digital resources, and approaches centered on communicative practice, which facilitate both the acquisition of linguistic skills and the mastery of technological competencies. Most of the proposals are aimed at future teaching professionals, addressing diverse international and face-to-face contexts, thus demonstrating their applicability in varied training environments. Some initiatives, especially those facing challenges related to the implementation of virtual environments and adaptation to digital teaching, have direct implications for teacher preparation, promoting improvements in key aspects such as fluency, pronunciation, and self-confidence in communication. Although the studies do not explicitly use the term "ICT-enhanced oral expression," recurring concepts related to oral fluency, the use of interactive methodologies, and the application of technology in teaching are identified. Qualitative methods predominate, although quantitative and mixed approaches combining observation, surveys, interviews, and document analysis have also been employed. However, a lack of precise methodological details hinders the replicability and comprehensive evaluation of the proposed strategies. The need to address specific challenges faced by teachers and to delve deeper into the real impact of these initiatives on teacher training is also highlighted, representing an opportunity for future empirical research. Overall, this review provides a solid foundation for developing comprehensive strategies that, through technological innovation, contribute to optimizing oral English proficiency and transforming initial teacher training.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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