

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

**THE IMPORTANCE OF COMMUNICATIVE MULTIMEDIA ACTIVITIES SUCH
AS FLIPGRID AND VOICETHREAD TO FOSTER THE DEVELOPMENT OF
STUDENTS' ORAL PROFICIENCY IN THE INTENSIVE BASIC ENGLISH
COMMUNICATIVE LEVEL IN THE MAJOR OF LICENCIATURA EN IDIOMA
INGLÉS OPCIÓN ENSEÑANZA AT THE WESTERN MULTIDISCIPLINARY
CAMPUS OF THE UNIVERSITY OF EL SALVADOR, 2019**

**SUBMITTED TO ATTAIN THE DEGREE OF
LICENCIADA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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AUGUST, 2019

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ACKNOWLEDGEMENTS

To our dear advisor: M.Ed. Roxana Leonor Villeda de Trigueros

For helping and guiding us with her wise and excellent counsel with this research work. For always being an inspiration for us and showing us the importance of doing things as best as we can. Also, for helping us to work hard to accomplish our goal. Thank you, teacher Roxana, for being there when we needed you, and for being more than an excellent guide. Thank you for the pleasure of working with you.

Eleana, Leyla, Elisa and Carolina

ACKNOWLEDGEMENTS

To God Almighty:

Thank you my dear father because you are the main reason why I finally got to this point of my life. You provided me with all the strength and faith that I needed in order to accomplish all my goals during this process, and you gave me the courage to never give up in order to achieve all my objectives during this path. Every time I was going to give up you remind me in Isaiah 41:10 not to be afraid and that you will strengthen me and help me. Thank you for all Jesus.

To my dear mother and father: Marta Alicia Mejia de Galdámez y Sigfredo Galdámez

Thank you for being my support during all these years, and for being my inspiration to accomplish all my goals; without your love and comprehension I would never have accomplished all my dreams. You are the reason why I want to be better every single day, and you provide me with all that love that I need to fight for all the things that I want in life. Thank you so much for loving me and being always there for me.

To the love of my life: Carlos Rene Rugamas Alfaro

Thank you for being by my side all this time, and for encouraging me when I felt disappointed. Thank you for loving the way you do, and for giving me all the support I needed in every bad moment that I had. Also, thank you for being with me in bad and in good times, and for giving me some pieces of advice when I needed them. I really appreciated it. Thank you for all the help that you provided me when I did not know what to do, and for the extra help you gave me when I had a project. All your support, your love, and your help provided me with all the necessary energy and strength to fight every single day I was at the University. Thank you for cheering me up when I felt weak; you are the most valuable treasure I could ever have, and I feel so blessed for having you in my life.

To my best friend: Oscar Benjamin Leiva Campos

Thank you so much for all the support you gave through these ten years, for all those moments in which I did not know how to react, what to do or what to say. Thank you so much for listening to me even though I was so frustrated and irritated with everything and everyone.

Thank you for all the time you dedicated to help me solve my problems and crisis. Thank you my dear brother, for being part of my life, to help me accomplish this important goal for me, thank you for your friendship and for everything. I will always be thankful with you for the person that you made me turn into.

To my advisor: Roxana Trigueros

Thank you for all the knowledge you share with us, for all your help and your time during this process; thank you for your patience with us and with our mistakes. God bless you for all the time, knowledge, laughing and moments that you share with us. I really appreciated all your effort.

To my classmates: Leyla, Elisa and Carolina

Thank you girls, for your patience and for all the effort you put on this. I know it was not easy; all of us had difficult moments, personal problems that we had to handle, but at the end we did it. You taught me a lot of things that I will definitely apply to my personal life, thank you for sharing your time; thank you Carolina for letting us meet at your house, for the food and drinks that you gave us. Thank you all for everything; I hope you have a blessed life.

Eleana Guadalupe Galdámez Mejia.

ACKNOWLEDGMENTS

To God Almighty:

Thank you for being my strength during my whole life, and for showing me that without you in my life I am nothing. Thanks for being with me when I thought I could not continue with this process.

To my dear mom: Leyla Noemi Ruiz

Thank you for being with me all the time, for supporting me in every stage of my life since I was a child until today. Thanks for being that super mom and dad to me. Thanks for doing everything to have this project finished in my life. Love you so much super mom.

To my husband: José Adonay Hernández Figueroa

Thanks for being so kind to me, for supporting me all the time since we got together. Thanks for cheering me up when I said I could not finish this process. Thanks for being that lovely husband and dad to our daughter and I.

To my daughter: María José Hernández Sánchez

Thanks for showing the true love in life, for giving me that courage I needed to finish this process. Thanks for being my inspiration to do things in the correct way. Thanks for being so lovely and kind to me my baby; I truly love you

To my uncle: Albert Jonathan Sánchez Góchez

Thanks for being by my side all this time, for supporting me when I really needed it. Thanks for showing me what a happy family is. Thanks for being so lovely with me and my daughter, and thanks for giving me so many pieces of advice.

To my grandparents: Gladis, Marta and Raúl

For being there all this time. For sharing good and bad moments with me. For taking care of me and my baby all the time. For being so lovely and kind to me. For teaching me that working and not giving up are the key to succeed in life.

To all my family in general: aunts, uncles, and cousins

For showing me your love and kindness. For being such a great family to me. For being happy with all my achievements since I was in kindergarten until today. For cheering me up to finish this process. Love you so much.

To Elisa, Eleana and Carolina

For being such a great team. For not giving up when a trouble appeared. For working hard in all this process and for being such great girls to me. Thanks a lot for everything girls. I really appreciated all the efforts we as team did to have this done.

Leyla Stefany Sánchez Ruiz

ACKNOWLEDGEMENTS

To God Almighty:

GOD, thank you for giving me the strength, guidance and encouragement especially during all the challenging moments in completing this thesis. Without you, I would not have had this marvelous experience. I am truly grateful for your exceptional love and grace during this entire journey.

To my beloved parents: Loyda Rebeca de Santos and Magdaleno Santos

Thank you my wonderful parents because you have been there to guide me lovely and wisely throughout my life. Thank you for allowing me to know the true meaning of perseverance. Your support, advice and encouragement have motivated me up to work hard in every single plan I set. Your unconditional love has taught me to be happy and to live intensely every day. Thank you so much for comforting me at critical moments and for teach me to never give up.

To my beloved husband: Gerson Balmore Valencia

Thank you so much because you have always being by my side to encourage and inspire me to keep going. Your devotion, unconditional love and support have motivated me constantly throughout my studies. Thank you for helping me to overcome my fears and insecurities. Your optimism encouraged me to put all my effort in everything I did. Thank you for inspiring me to work harder to achieve my dream. Thank you for believing in me. Thank you so much my love.

To my lovely daughter: Amy Elisa Valencia Santos

Thank you so much my lovely daughter as you have made me stronger, better and more fulfilled than I could have ever imagined. Thank you for being my greatest source of inspiration.

To my dear sisters: Idalia Rebeca Santos and Glenda Gisela Santos

Thank you for your support and encouragement during my studies. Thank you for being always with me in good times and bad times. Thank you for sharing with me the joy of my new triumph.

To my mother in law: Beatriz de Valencia

Thank you mother in law for always show me your love. You are a spiritual guide; your straight testimony of faith has inspiring me to keep my faith. Thank you for always taking me in your prayers. Thank you for helping me when I need it; for being so lovely and kind to me. Thank you for blessing my life in different ways. I really appreciate your support.

To my advisor: Roxana Trigueros

Thank you for your support during the planning and development of this research work. Your advice and guidance helped my classmates and me to carry out this work successfully. Thank you for encouraging us to work hard in every stage of this research study. Thank you for sharing with us your valuable time and your knowledge. Your willingness to give your time so generously is very much appreciated.

To my Classmates: Leyla, Eleana and Carolina

Thank you classmates for the time you devoted working in this thesis work. You are such a great team and I am blessed because I have had the pleasure to work with you during this thesis work. Thank you for the time we share together looking for ways to carry out this work successfully. Girls, may God bless your lives, your families and future plans.

"I Can Do All Things Through Christ Who Strengthens Me" (Philippians 4:13).

Elfida Elisa Santos de Valencia

ACKNOWLEDGEMENTS

To Jehovah Almighty

For being such a benevolently Lord and the guide of my life. For blessing me, giving me wisdom, love, and courage to accomplish my goals. For never abandoning me even in my worst moments. Thank you my Lord for everything you give even though I do not deserve. For you my God, the glory and power.

To my angels in the Heaven: Ester Galan de Lemus, Luis Elias Lemus (grandparents) Wilma Lemus Galan (aunt) and Mario Antonio Lemus (uncle)

For being part of me since my childhood. Thanks for taking care of me, guiding me, and cheering me up when I wanted to give up. Thanks for giving me your unconditional love and always giving me wise advises to continue this path. This success is for you my grandmother for being part of me, always. For my grandfather, for being the father that I never had and make an important role in my life.

For the best aunt ever, thank you for everything you did for me. For being the support of my worst years in the university not only for the emotional moments but also for the family issues.

For my big uncle, thank you for your wise advises that I never took but now I remember constantly. For being with me when I decided to abandon my house making the worst mistake in my life but the most important experience in my adolescence.

To my mother, Cecibel Lemus Galan

For being part of my life even though I do not deserve it, for giving me this character of never giving up. Thank you, for being a mother and father at the same time, this success is for you.

To my husband, Vicente Graniello

For being my best friend in every crazy moment I had, for being the most honest person I have ever knew, for encouraging me when I had no strength, for telling me that I am a successful woman and that I would go so far. These are words that are not forgotten. Thank you

To my Thesis Advisor, M.Ed. Roxana Leonor Villeda de Trigueros.

Thank you for the time, the knowledge and the advises you always gave me since I started this major, I remember your dynamic classes, your sense of humor your didactic festivals; those moments were part of this amazing path. Thank you for encouraging me to continue and finish, thank you for being part of my objective till the end. This success is for the best advisor ever, M.Ed. Roxana Leonor Villeda de Trigueros.

To my Team, Eleana, Leyla and Elisa

For encouraging me when I most needed it and helping me in different ways. For being so kind and making such a great team together. Thanks for helping me get up and keep going. You have made me feel so nice during all this time that we have worked together in this adventure, during this path. You became part of my daily life and I am so thankful with the Lord for putting this amazing team in my path, for being comprehensible when my angels passed away to the heaven. Thank you, for being the best team ever. This success is for all of us.

The fear of the Lord is the beginning of knowledge, but the fools despise wisdom and instruction. Proverbs 1:7

Carolina Ester Zeledón Lemus

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ABSTRACT

The research study *The Importance of Communicative Multimedia Activities such as Flipgrid and VoiceThread to Foster the Development of Students' Oral Proficiency in the Intensive Basic English Communicative Level in the Major of Licenciatura en Idioma Inglés Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador, 2019* shows how Intensive Basic English teachers helped Intensive Basic English students to improve their oral proficiency through the use of communicative multimedia activities. The main objective of the work was to foster Intensive Basic English students' CEFR oral proficiency through the use of communicative multimedia activities in the major of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus, University of El Salvador, 2019. According to some experts at the Foreign Language Department, the problem being studied not only affects teachers when teaching their classes, but also the improvement of Intensive Basic English students' oral proficiency. The researchers conducted an in-depth interview, a semi structured questionnaire, an observation checklist for teacher's use of communicative multimedia activities and students' performance and an observation checklist addressed to observe the outcomes of the researchers' interventions under the mixed method. The research team used graphs and tables to classify, organize, and analyze all the data obtained during the research. In addition, the results obtained through the use of Flipgrid and VoiceThread were satisfactory because students were able to create and share active conversations through pictures and videos in the classroom, and they also improved their pronunciation and learned new vocabulary.

INTRODUCTION

This research project was based on the topic “the importance of communicative multimedia activities such as Flipgrid and VoiceThread to foster the development of students’ oral proficiency in the intensive basic English communicative level in the major of Licenciatura en Idioma Inglés Opción Enseñanza at the western multidisciplinary campus of the university of El Salvador, 2019”

The researchers did a detailed study in which they presented important and relevant information about the importance of the communicative multimedia activities to foster Intensive Basic English students’ oral proficiency.

The research design was divided in four chapters. In chapter I: Statement of the Problem: the researchers described the real situation of the phenomenon based on a previous diagnostic test and what some experts think about the actual situation. This chapter describes the affectations the topic had in the students’ oral process. This research work also contains the research objectives, justification and scope of the work.

On the other hand, in chapter II: Referential Framework: it contains all the theory that supported the investigation making a deeper analysis related with the topic. In addition, chapter III: Operationalization of Variables: The researchers included an experimental paradigm. This investigation was conducted under a mix method study to examine if the importance of communicative multimedia activities to foster the development of the target population’s oral proficiency. The researchers also established a diagnostic study which defined how the oral proficiency would be fostered. Researchers provided some indicators to study later.

In chapter IV: Analysis and Interpretation: the researchers developed a detailed interpretation to gather the necessary result to tabulate and graph the main information. So that the researchers could demonstrated the way they approached the field of study.

The researchers used data collection instruments to gather the necessary information. These instruments were validated by some experts in charge of the subject and the tools were

implemented to the students to get their results. After having gotten the results, they were tabulated using statistics methods as mentioned before

Finally, at the end of the work, students provided some recommendations and suggestions either to the teachers or to the students to foster their oral proficiency taking advantage of the technological devices they have.

CHAPTER I: STATEMENT OF THE PROBLEM

The students' English learning process requires many challenging tasks; one of them is speaking that is the activity of giving speeches and talks according to Collins (1979). For that reason, Intensive Basic English Students of Licenciatura en Idioma Ingles Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador are expected to upgrade their language skills such as the oral proficiency to communicate accurately when speaking English either in or outside the classroom. Even though teachers make use of many communicative activities to foster the development of oral proficiency, those activities are not enough to guarantee students certain degree of oral proficiency.

On the word of Collins (1979) technology is the system by which a society provides its members with those things needed or desired. That is why it has become one essential tool, so teachers can take advantage of it by using communicative multimedia activities for students to create and share videos through pictures, dialogues and storytelling with Flipgrid and VoiceThread to reach a high level of oral proficiency. So it is essential to learn how to use the communicative multimedia activities mentioned above in order to foster Intensive Basic English Students 'oral proficiency.

This paper shows the importance of communicative multimedia activities such as Flipgrid and Voicethread to foster the development of students' Oral proficiency in the Intensive Basic English communicative level in the major of Licenciatura en Idioma ingles Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador, 2019.

1.1. Description of the Problem

The lack of students' oral proficiency may seem as a result of the enthusiasm they have in the learning environment. As stated by Holubová (2015), the most important goal of education is improving the quality of teaching, which means that the teaching methods in Intensive Basic English are not supporting students' active work and consequently students are not motivated enough to be focused on task and to participate actively in classes.

In addition, it is important to integrate technology as an essential tool to encourage students' oral proficiency. Moreover, another fact that contributes to the lack of students' oral

proficiency is the time students have to practice the target language, because they need more time to do so, it is important to integrate technology as an essential tool to encourage students' oral proficiency.

As it was observed in Intensive Basic English level, the lack of students' oral proficiency increased in a huge manner because students had a hard time to keep a proficient conversation, and they did not care too much about the consequences this phenomenon could carry out. Some consequences might be to fail a subject and to lack of the needed level to acquire a proficient development in Intensive Basic English. One of the necessities in oral proficiency was to manage the target language skillfully; therefore, it was essential to integrate some changes in the manner educators and students fostered the development of students' oral proficiency.

On the other hand, at Intensive Basic English, it is important to learn the wide vocabulary of the target language through practices and experiences people shared due to communicative multimedia activities. In concordance with Ho (2014) "effective communication must take into account the context and purpose for which teachers and students are communicating". That means that it is necessary to acquire the communicative level needed in each stage of the target language, so that Intensive Basic English students could be able to communicate proficiently in real life situations.

As stated in the six levels of foreign languages, proficiency established by Council of Europe (2001), there are two Basic English levels in which students can be categorized. The first one is A1 (Breakthrough or beginner), in which students can understand and use aimed at the satisfaction of needs of a concrete type. Also, they can introduce themselves and others, can ask and answer questions about personal details such as where they live, people they know and things they have.

The second one is A2 (Waystage or elementary), in which students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Based on Frisch (2014), proficiency is defined as "the ability to express ideas, on fluency and on a rich vocabulary".

This means that the level students should have at the end of Intensive Basic English is the one in which they are capable to use and understand basic structures where they can

introduce themselves or give directions about a certain place. Also, they need to acquire the capability to talk about their daily routines and family by using familiar expressions. According to some experts, students need to practice over and over again in order to improve their oral proficiency, but they do not care too much about it since they get bored easily.

This research deals with the importance of communicative multimedia activities through the use of Flipgrid and Voice Thread applications, to reinforce the students' oral proficiency. As explained by Garcia Pineda, Lloret Mauri, & Boronat Seguí (2006-07), multimedia applications have started to be one of the most used activities in the classrooms because their attractive format (with video and sound), their ease-to-use, their visual impact and their unlimited possibilities to show or ask what is wanted.

There are many multimedia activities to improve Intensive Basic English students' learning that are widely deployed, and it is demonstrated that the use of multimedia applications gives many benefits to the learning process. Therefore, the research team found out several types of multimedia technological applications and platforms; however, they used the ones that were for free (flipgrid and VoiceThread). This might be beneficial for learners and teachers because they might enjoy the multiple benefits that these applications offered to the development of Intensive Basic English student's oral proficiency.

VoiceThread is the pedagogical and technological tool to deal with the difficulties students face since it enables teachers and students to talk about any topic and around pictures, documents or videos in a very simple way (Rojano Pineda, n.d). It means that VoiceThread allows the learning of vocabulary, intonation, pronunciation, grammar and the flow of ideas in the same presentation. Furthermore, with the implementation of VoiceThread activities learners can be motivated to participate in discussions more effectively and be able to encounter positive experiences to improve communication skills, in and outside the classroom; they can have the required time and extended exposure to the target language.

Communicative multimedia activities can be defined as the exciting combination of interactive activities and software that allows students and teachers to integrate videos, dialogues and storytelling to innovate the development of oral proficiency (Fenrich, 1997). In other words, interactive activities are instructions that help students to build new knowledge

which allows them to actively be involved with their own learning process. So, through the incorporation of those interactive activities like videos, dialogues and storytelling in Intensive Basic English students can constantly be in contact with speaking activities which are essential for them to practice the target language as much as possible. In that way, the students might acquire the needed oral proficiency at the end of the course.

Intensive Basic English teachers have employed different types of activities in the teaching learning process; these activities help students to reinforce their previous skills like: listening, writing, reading and speaking.

Recently, technology has been used for teaching a new language since it offers different advantages for students to get the main idea of certain aspects of a foreign language. One of the advantages that technology offers to students is to improve their pronunciation thus their oral proficiency which implies widely vocabulary, grammar structures, pronunciation, fluency and intonation.

The best way to improve students' oral proficiency is to set them out to the target language and the different types of accents through videos, so that they will be able to understand and answer back easily. The use of communicative multimedia activities helps students to acquire a wide perception of the goal they need to reach. Therefore, it is vital to supply students with useful technological activities, so that they create and share active conversations through videos, dialogues and storytelling with Flipgrid and VoiceThread applications. To use those applications students and teachers can explore new ways of teaching and learning. As a result, students can not only learn but also know about other technological dimensions to polish up their English oral proficiency and to grasp a meaningful learning process.

This research study brought communicative multimedia activities in Intensive Basic English levels such as videos, dialogues and storytelling through Flipgrid application so that students could acquire a CEFR level English oral proficiency. Also, it encouraged students' use of communicative multimedia activities, so that they could create and share active conversations through pictures and videos in the classroom with VoiceThread.

Through this study, the researchers wanted to prove that the use of technology through Flipgrid and VoiceThread developed effectively Intensive Basic English students' oral proficiency because those applications could favor both teachers and students to get engaged with the Intensive Basic English learning process. Moreover, both discovered different ways of improving student's oral proficiency.

In addition, the use of videos in Intensive Basic English could motivate students to practice speaking to develop their oral proficiency since they could not only create and watch the videos but also they could share ideas and comment on others' classmates' videos. Moreover, the teachers could give feedback and assess the students' performance. The more the Intensive Basic English students used these applications the better they expressed their ideas orally. As a result, the students could grasp the needed oral proficiency. Since sharing active conversations through pictures and videos can foster Intensive Basic Students' oral proficiency, they developed their cognitive process and went one step ahead. There are some theories like the ones previously mentioned that support this idea which is proved in this study.

This research answered the following questions:

- a. How communicative multimedia activities through the use of Flipgrid and VoiceThread foster the development of students' oral proficiency in Intensive Basic English in the major of Licenciatura en Idioma Inglés Opción Enseñanza at the Western Multidisciplinary Campus, University of El Salvador?
- b. How can Intensive Basic English students acquire CEFR oral proficiency through the use of videos, dialogues and storytelling?
- c. How to improve Intensive Basic English students' CEFR oral proficiency through the use of Flipgrid and VoiceThread application?
- d. How can Intensive Basic English students create and share active conversations through the use of pictures and videos in the classroom?

1.2. Objectives

1.2.1 General Objective

To foster Intensive Basic English students' CEFR oral proficiency through the use of communicative multimedia activities in the major of Licenciatura en Idioma Ingles, Opción Enseñanza at the Western Multidisciplinary Campus, University of El Salvador, 2019.

1.2.2 Specific Objectives

- a. To have Intensive Basic English students acquire CEFR oral proficiency through the use of videos, dialogues and storytelling.
- b. To have Intensive Basic English students improve their CEFR English oral proficiency through the use of Flipgrid application.
- c. To have Intensive Basic English students create and share active conversations through the use of pictures and videos in the classroom.
- d. To encourage Intensive Basic English students improve CEFR English oral proficiency through the use of Voice Thread and Flipgrid applications.

1.3 Justification of the research

This research project is useful for students and teachers since it provides relevant information about the importance of communicative multimedia activities such as Flipgrid and Voicethread to foster the development of students' oral proficiency in the Intensive Basic English communicative level.

In every English teaching environment, the oral proficiency plays an essential role for learners' verbal communication. That was why, this research study is beneficial to foster Intensive Basic English students' CEFR oral proficiency as EFL learners need to be trained to produce, receive and process information so that they can communicate verbally in a functional and accurate way in the target language.

In order that students attained a CEFR oral proficiency acquisition, it was necessary that teachers made use of technological resources to guarantee a meaningful teaching learning process. For instance, through the use of videos, dialogues and storytelling for educational purposes the students were able to learn and practice the target language in a creative and

interactive way. That motivated learners to get involved in their learning process; in that way, students acquired the expected CEFR English oral proficiency level. On the other hand, teachers were able to work hand to hand with other teachers to give feedback and make the necessary corrections to the students' performance.

Through the use of Flipgrid application students improved their CEFR English oral proficiency since they were able to create and share active conversations through pictures and videos; in that sense, they discovered new ways of building new knowledge and as a result, their oral proficiency might be strengthening.

In addition, students were able to create and share active conversations through the use of pictures and videos in the classroom. The use of those support material resources led to the contribution of students' critical opinions and the connection between them to exchange information. So, that active conversation favored students and teachers to actively participate in the teaching learning process, and students experienced individual and group learning.

Furthermore, through the use of Voice Thread and Flipgrid applications students were encouraged to improve their CEFR English oral proficiency because the constant use of pictures and videos in the classroom helped students to reduce the fear of new technology in the future by familiarizing them with the discovery process for each new tool. As a result, the students were prepared for the real world as stated in Capella University blog.

According to an expert in the field Hidalgo (2019), he says that the main problems about oral proficiency are the lack of practice and responsibility that is why some students do not have the level of oral proficiency required. He continues saying that in their lesson plans he just uses videos, and audios. The use of them is limited because in the Language Department for example there is just one computer for everybody and also one projector that is why it is difficult to use communicative multimedia activities to help students improve their oral proficiency.

He also says that teachers try to use as many communicative multimedia activities as possible because they have noticed that students get so interested and motivated with them. Communicative multimedia activities have become a plus in English classes because they are an excellent channel to get students involved in the language.

As stated by an expert in the field Pérez Mendoza (2019) students reach a level in which they communicate ideas, they can express their needs and likes but one of the problems they face is the vocabulary but he considers they do reach the level. The real situation in this phenomenon is the element that influence in students´ oral proficiency, which is the vocabulary definitely and the amount of hours they take per day is two hours and he thinks it is not enough. Speaking a foreign language needs constantly practice, because when the class finishes they do not have the opportunity to practice the language anymore; so he considers it is the amount of time. However, if they extend the time to learn not only inside the classroom but also outside that would be different, in other words it is the time they invest.

Communicative multimedia activities for the expert are those that involve the use of multimedia, such as platforms, videos, images and power point presentations, and the main purpose of those activities is students get familiar with the new topics and structures to use them in real situations. Also the expectation from students is to improve their pronunciation and they maximize their vocabulary since having a variety of words means to enrich their knowledge.

The head of the department claimed that each application a person uses in order to better or maximize the learning process of the students will be positive; the actual problem is that sometimes the application is complex and students are not so curious about that. In addition, an active conversation for him is when two or more people exchange ideas and they ask and answer questions; in other words, it is an activity in which both parties are interacting and probably they reach a common goal. On the other hand, a conversation for him might be when you are not actively involved because in an active conversation people persuade and get convince, sometimes people may disagree or agree and provide reasons and ask for reasons.

According to his experience, Intensive Basic English is the level in which students are exposed and get familiar with the English language, so it is here when they get the fundamentals of becoming EFL learner at the University of El Salvador.

This research not only helped teachers to know the use of Flipgrid and Voicethread, but also it helped students to improve their oral proficiency through the use of the applications mentioned above. It influenced on both teachers and students because classes became more interesting trough the technology interaction. As nowadays technology has become a paramount

element in everyday activities, students were motivated by their English teachers because with those applications they worked easily by doing homework, videos, dialogues, storytelling, and they created and shared interesting conversations about the topics assigned by their teachers just by using their cellphones, computers or tablets.

1.4. Scope of the research

The target population was Intensive Basic English students and teachers of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador in the year 2019.

CHAPTER II: REFERENTIAL FRAMEWORK

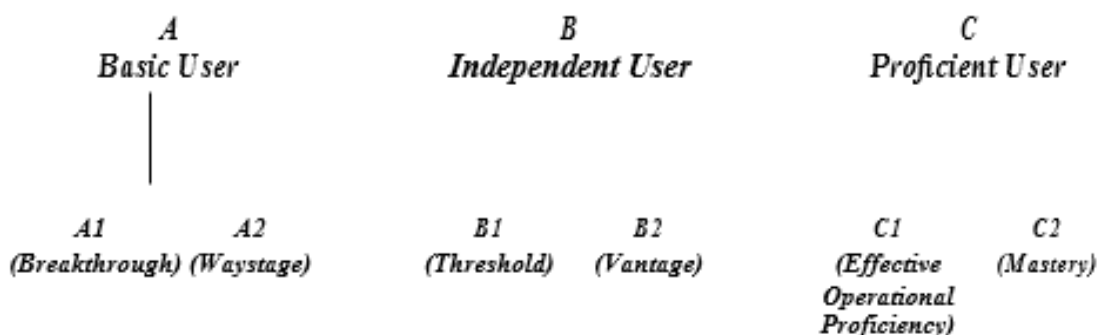
2.1 Concepts use in the study

As cited in Nuraini (2016), Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Teaching means giving the instruction to a person. “While speaking” means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate effectively. From the definition, it can be defined that speaking is expression in delivering or sending message from 1st speaker to the second one (interlocutors).

Speaking is one of four skills in the teaching learning process. Speaking and writing are productive proficiency, Listening and reading are receptive skills; but all skills are important in terms of communication. The importance in terms, communication is how to develop speaking English for English Foreign Languages Learners (EFL). By using speaking skill, the learners are able to communicate with others orally.

In a second language acquisition, the teaching learning process is categorized by the Common European Framework of Reference for languages which was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. The following table represents the previous mentioned levels.

Figure 1: Presentation of the common European Framework levels



Source: From Common European Framework Reference Council of Europe (2001)

The Common European Framework of Reference for languages points are presented in different ways for different purposes, for some purposes it will be appropriate to summarize the set of proposed Common Reference Levels in single holistic paragraphs, as shown in the following table:

Table 1: Common Reference Levels: global scale

Level group	Level	Description
A Basic user	A1 Breakthrough or beginner	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level group	Level	Description
	A2 Waystage or elementary	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B Independent user	B1 Threshold or intermediate	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2 Vantage or upper intermediate	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.

Level group	Level	Description
		<ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<p style="text-align: center;">C Proficient user</p>	<p style="text-align: center;">C1 Effective operational proficiency or advanced</p>	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Level group	Level	Description
	<p style="text-align: center;">C2</p> <p style="text-align: center;">Mastery or proficiency</p>	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Source: From Common European Framework Reference Council of Europe (2001)

The effectiveness of the verbal communication is measure by the oral proficiency in any language for teaching learning environment; therefore, it is essential to manage the below concept:

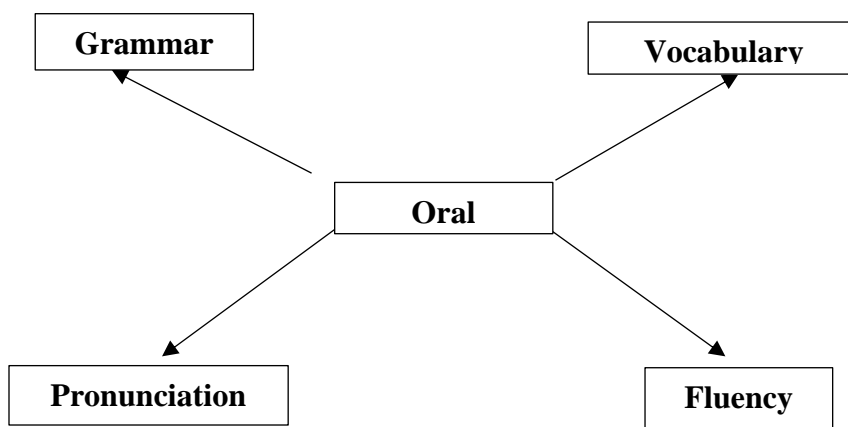
2.1.2. Oral proficiency

Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations Omaggio (1986 as cited by Stein (1999). In addition, proficiency in speaking or writing in a second language will naturally come after learners have built up the enough knowledge through comprehending message or input.

However, not all the time, people are able to acquire oral proficiency to manage the language in a productive way which is convey an input and maintain a communicative learning environment. In addition, the research team has described oral proficiency as the effective way

to communicate and maintain a coherently communication which implies widely vocabulary, grammar, pronunciation, and fluency. Due to this, to manage how to pronounce the words gives students confidence to speak more often in the target language and to express their knowledge. In this study, the following diagram provides the meaning of how oral proficiency will be understood in this research.

Figure 2: Oral proficiency



Source: researchers' own creation

2.1.3. Grammar

One definition, which is found in Oxford Dictionary of English Grammar, says that grammar is “the entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker & Weiner, 1994). Other definitions, often says that grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given language. The term refers also to the study of such rules, and this field includes phonology, morphology, and syntax. Also the complement for them is phonetics, semantics, and pragmatics.

2.1.4. Vocabulary

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items or words with specific meanings but it also includes lexical phrases or chunks, as mentioned by Mohamed Alfaki (2015). Vocabulary is

essential to communicate in any language; therefore, Lewis (1993) argues that lexis is the core or heart of language. Another definition says, vocabulary is a list or collection of words or phrases usually alphabetically arranged and explained or defined a meaning. Also, vocabulary is commonly defined as "all the words known and used by a particular person" knowing a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge to maintain an effective conversation.

2.1.5. Pronunciation

Cook (1996 as cited in Abd M. , 2013) define pronunciation as a set of habits of producing sounds. "The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. This process involves speaking because in here the person will show his/her capacity and skill to manage and reproduce what he/she has been listening in his/her environment: intonation, rhythm, stress, etc. Although, Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language. However, it is prove that a word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.

2.1.6. Fluency

Based on the British Council (2007), fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistakes made. Also, fluency is one of a variety of terms used to characterize or measure a person's language ability.

On the other hand, sometimes in the teaching environment it is necessary to innovate some strategies to encourage students to learn in active way. Therefore, creativity is important for teachers and students to have an active relationship among them. Nowadays, creativity is a

catchword in language teaching environment as it proves being an enthralling phenomenon which motivates both educators and learners to think great, generate unpredicted and original ideas.

Currently, the education atmosphere is experiencing continual changes in classroom structures and teaching rules which anticipate potential threats to creativity in foreign language learning. The new standards in the education involve technology, which is mostly competency-based, outcome-led and self-regulated focused mostly on students' educational development. In addition, classroom educators should enrich the teaching materials with novelty, flexibility, unpredictability and creativity which would increase oral proficiency and student engagement; and as a result classroom educator would create successful, dynamic teaching and learning environment in the second language acquisition.

2.1.7. Communicative Multimedia

The new communicative multimedia mainly refers to the multimedia computer technology or applications, refers to the comprehensive management and control of multimedia information including text, videos, animation and moving images (Qingsong, 2012). This is a completely different traditional simple combination of multimedia technology. Multimedia activities integrate audio-visual information, then can easily storage, manipulation, control, editing and transform. Both, students and educator can describe, release, and deal with various kinds of audio-visual material, using multimedia technology, representations of nature, have more participation and creativity.

The use of multimedia technology can stimulate students' interest in learning; therefore, the use of communicative multimedia through innovative images, dynamic indication, videos or audios and wireless data change the old way to teach into the innovate manner to explore the teaching environment. In other words, both students and teachers can pass to passive learning environment into active teaching environment, so it can initiate and provoke the learning interest of the students, and students tend to have a positive trend learning contents. Therefore, students think positively and have courage to express their views, knowledge and actively participate in class.

2.1.8. Flipgrid Application

Flipgrid is the leading video discussion platform used by millions of students and educators around the world. Create a grid for your classroom or community to spark a discussion. Teachers spark discussion by posting topics and questions to a class, school, professional learning community, which are specific groups a teacher or educator creates, and students record, upload, view, react, and respond to each other's short videos. Flipgrid students build and strengthen social learning communities as they discuss their ideas and experiences with their peers in an active manner to enrich their knowledge.

2.1.9 VoiceThread

VoiceThread is a learning tool for enhancing student engagement and online presence. With VoiceThread, instructors and students can create, share, and comment on images, Microsoft power point presentations, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload. At Indiana University, VoiceThread is an external tool that integrates into Canvas.

2.1.9 Conversation

As stated by Cambridge Dictionary (n.d) conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed, more questions are asked and answered, or news and information is exchanged. Also, it is a discussion with someone about a particular subject.

2.1.10 Active Conversation

As claimed by Cambridge Dictionary (n.d) active involves human beings in a particular activity in a physical or mental manner; so that an active conversation can be defined as the exchange physically or mentally of ideas, feelings and opinions with others and the contribution of critical opinions and the connection with others' thoughts, argues or ideas.

2.1.10 University of El Salvador (UES)

The University of El Salvador (UES) is the largest and oldest institution of higher education in the Republic of El Salvador, and the only public university in the country. Its headquarters is located in San Salvador; and also has regional headquarters in the departments

of Santa Ana, San Miguel and San Vicente. It offers a variety of majors and master degrees in the different faculties, but this research will be carried out in the major of Licenciatura en Idioma Ingles Opción Enseñanza, Western Multidisciplinary Campus.

2.1.11. Licenciatura en Idioma Inglés Opción Enseñanza

The English Language Degree establishes the teaching of the English language with a communicative approach aimed at proficiency. This covers aspects of speech, syntax, semantic morphology and human communication lexicon. To fulfill this task, the Teaching, Social Projection and Research should be the main components of the learning process of the English language in particular and other languages.

2.1.12. Intensive Basic English

For the University of El Salvador, Intensive Basic English is the first level in which students start to learn basic structures to maintain communication with others. Students can introduce themselves and others and can ask and answer questions about personal information or talk about daily routines and past vacations.

2.2 Previous Studies about Oral Proficiency

One of the main necessities is the development of the four skills, which are listening, speaking, reading and writing, but at schools, those skills are not developed enough due to a set of factors such as the number of students per classroom, the lack of learning resources, such as technological ones, and the exaggerated use of grammar approaches which cause some students to lack motivation in the learning of English (Gutiérrez Gutiérrez, 2005)

As a result, learners face many problems, especially in oral communication; for instance, when they try to express their ideas and thoughts orally, they hesitate and just produce isolated words and no logic sentences which make their production wicked and senseless.

Owing to speaking is required in academic and professional settings; the lack of oral production skills becomes a serious disadvantage in ESL learners because not all the learners grasp the needed oral proficiency. That is why, the implementation of communicative multimedia activities and interactive tasks addressed to improve student's oral proficiency,

plays an essential role since teachers and learners need to be at the forefront to be participants in such valuable resource.

One of the biggest benefits of interactive tasks lies in the technological knowledge by which learners can approach speaking as a way to negotiate meaning and to establish social relations with others. However, learners of foreign languages in our context usually do not like to speak the L2 and most of the time they exhibit a passive attitude in class (Gutiérrez Gutiérrez, 2005)

That is why, teachers' guidance in oral skills is truly important since it lets EFL students to communicate and interact with the rest of classmates in a meaningful and learning atmosphere, that is, exchanging information, negotiating meaning, commenting and supporting ideas.

Facing oral presentations is a way to motivate students to see the foreign language as a vehicle for students' social interaction. However, all of this can be a challenge for teachers since to achieve that, they have to make use of technological sources such as the communicative multimedia activities to guarantee an outstanding students' oral proficiency.

2.3 Methodology use in the classroom

Intensive Basic English teachers have been used different activities to foster the development of oral proficiency. Susikaran (2012) explained that "despite the importance of speaking, researchers have shown that teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues". This means that even though for some teachers those techniques have been useful, it is necessary to give it a twist in order to improve Intensive Basic English students' oral proficiency; the goal of teaching speaking should increase students' communicative skills because it is the only way learners can express themselves and learn how to follow the social and cultural roles appropriated to each communicative circumstances.

As cited by Rojano Pineda, technology can support students' learning offering chances to explore, create, think, interact, observe, take turn and view critically. They stated that by using assistive technology, educators can increase the probability that students will have the ability to learn, move and communicate; in addition, they explained that since

every learner needs active practice in the four domains of language and literacy, technology resources should support speaking, listening, reading and writing. (n.d)

For that reason, this research study deals with the importance of two resources that can help Intensive Basic English teachers to change the way students develop their oral proficiency. The first of those tools is Voicethread, which is a useful and didactic tool for oral tasks, in order to improve students` fluency and accuracy in speaking. It is shown how the students struggle with the language to speak better and the way in which the good use of technology allowed students to overcome their difficulties in a meaningful scenario and how it impacted positively in their learning. Gorgodze pointed out that:

Times have changed, teachers have evolved, and we now have a new breed of learning technologists. (..) the first changes began in the classroom itself – new technologies such as overhead projectors, interactive whiteboards, laptop computers and wireless internet have opened up the classroom to the outside world. Teachers who spent their lives managing with a textbook, a tape recorder and a blackboard are now adept at using PowerPoint to present grammar, playing podcasts to practice listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most groundbreaking of all – empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts. (n.d)

This means that nowadays it is important to include technology in some activities in order to give different results on Intensive Basic English students` oral proficiency. Also, it pointed out that the first changes began in the classroom which means that with the different options teachers have they can change the way they teach and Intensive Basic English students can get more involved in the process of the development of oral proficiency.

Another important tool to help learners to improve oral proficiency is Flipgrid which was created in 2012 by University of Minnesota Professor Charles Miller; Flipgrid is now used in over 20,000 classrooms around the world. It provides greater customization capabilities and encourages deeper student engagement in the classroom. Flipgrid lets people create short videos around certain topics and easily share them. (Rivero, 2016)

According to some experts in the field, time endorsed in the classroom is not enough to develop an oral activity; that is why they prefer to use Flipgrid since it gives students the opportunity to work and practice in their homes. The use of certain activities like repetition of drills and memorization of dialogues can be improve with the use of Flipgrid and Voicethread in order to give not only students by also teachers the chance to go an extra mile for the students' development of oral proficiency.

2.4 Oral Proficiency Development at the University of El Salvador

This research took place in the Language Department of the University of El Salvador Western Multidisciplinary Campus that is located in Final Avenida Fray Felipe de Jesus Moraga Sur, Santa Ana, C. A., and it took into account students and teachers of the Intensive Basic English communicative level.

According to Coughlin (1994), one of the unique benefits of interactive multimedia for language learning is a large database with a variety of optional choices to access related information, oral and written feedback, control (stop, skip, back-up) of the audio visual sequence, repetition of audio visual passage at normal or slower speed and authentic language of native speakers. That is why this research helped Intensive Basic English teachers and students to put into practice communicative multimedia activities such as Flipgrid and VoiceThread to improve students' oral proficiency.

Voice Thread is the pedagogical and technological tool to deal with the difficulties students are facing since it enabled teachers and students to talk about any topic and around pictures, documents or videos in a very simple way; moreover, it is attractive and accessible for children as explained by Rojano Pineda (n.d), Voice Thread allows the learning of vocabulary, intonation, pronunciation, grammar and the flow of ideas in the same presentation. That is why through this research Intensive Basic English students improved their oral proficiency throughout the activities that were done in that application.

As explained by Brunvand & Byrd (2011) VoiceThread “is easily accessible, cost-effective, applicable across most subject matter and grade levels, and adaptable to many learning settings”. (p.28). This means that this tool is so easy to use because there is no software needed,

so Intensive Basic English students could access easily and do the things assigned by their teachers through their computers, cellphones, tablets, etc.

As pointed out by Brunvand & Byrd (2011) “VoiceThread allows students to participate and collaborate in many ways at their own pace”. That is why Intensive Basic English students had the opportunity to speak, to practice the language and to develop their oral proficiency through this tool in the way they felt more comfortable with and at the time they wanted to do the activities assigned.

An expert in the field says that he has never heard about Voice Thread application, but he has used Flipgrid application (Samayoa Guevara, 2019). He explained that Flipgrid is an amazing tool students can use not only to practice the speaking skill and get feedback from watching their own videos, but also to motivate them and feel more confident when speaking to others.

He also adds that he decides to use Flipgrid in other groups since students like to watch youtubers who talk a lot about different topics, and that it is a good way to motivate them to practice their oral skill by imitating other people. It is a good way of practicing without any pressure. He says that he cannot use Flipgrid in Basic English since many students have difficulties because they do not own computers or simply they do not have the means to carry out the activities.

Also, teachers in charge of Intensive Basic English semester I 2018 think that communicative multimedia activities influence in students’ improvement of oral proficiency because those activities bring students the opportunity to do things in a way they like and feel more comfortable with. Teachers also add that the main problems of oral proficiency in Intensive Basic English students are the lack of practice and responsibility of them (Appendix 1).

CHAPTER III: METHODOLOGICAL DESIGN

3.1 Paradigm and Design

To carry out the research study, the importance of communicative multimedia activities such as flipgrid and voicethread to foster the development of students' oral proficiency in the intensive basic english communicative level in the major of licenciatura en idioma inglés opción enseñanza at the western multidisciplinary campus of the university of el salvador, 2019 researchers used an experimental paradigm. This investigation was conducted under a mix method study to examine if the importance of communicative multimedia activities fosters the development of the target population's oral proficiency.

3.2 Description of the Environment

This research study was conducted at the University of El Salvador, Western Multidisciplinary Campus in the Foreign Language Department. It is located in an urban zone in Final Avenida Fray Felipe de Jesús Moraga, Santa Ana, El Salvador. There were eight groups of Intensive Basic English which were made of 40 students. In addition, The Foreign Language department only has one laboratory with few computers and the internet access is limited.

3.3 Units of Observation

The research team carried out this investigation with Intensive Basic English; the research team observed the Oral proficiency, which involves grammar, vocabulary, pronunciation and fluency. Also, they observed the development of the population with communicative multimedia through Flipgrid and VoiceThread application with active conversations, videos, audios etc.

3.4 Sampling Procedure

The research team used a purposive sampling procedure based on the eight Intensive Basic English groups, the investigators took two groups of Intensive Basic English, having a total of 80 students. The team took into account these groups in this research since the group fulfilled all the units of observation that investigators looked for and the purpose they wanted to achieve.

3.5 Operationalization of Variables

General Objective	Specific Objective	Units of observation	Variables	Definition of Variables	Indicators	Instruments	Time
<p>To foster Intensive Basic English CEFR oral proficiency in the major of Licenciatura en Idioma Ingles, Opción Enseñanza at the Western Multidisciplinary Campus, University of El Salvador, 2019.</p>	<p>A. To have Intensive Basic English students acquire CEFR oral proficiency through the use of videos, dialogues and storytelling.</p> <p>B. To have Intensive Basic English students improve their CEFR English</p>	<p>Intensive Basic English students and teachers</p>	<p>Communicative Multimedia activities</p>	<p>It is a system of relaying information or entertainment that includes many different forms of communication.</p>	<p>-Flipgrid (videos) -Voicethread (Videos, pictures, audios) -Teaching material (creativity)</p>	<p>-Interview addressed to Intensive Basic English teachers -Checklist -Semi Structured Questionnaire</p>	<p>2 hours</p>

	<p>oral proficiency through the use of Flipgrid application.</p> <p>C. To have Intensive Basic English students create and share active conversations through the use of pictures and videos in the classroom.</p> <p>D. To encourage Intensive Basic English students improve CEFR English oral</p>		<p>Oral Proficiency</p>	<p>It is to communicate verbally in a functional and accurate way in the target language.</p>	<p>-Grammar (Syntax and morphology)</p> <p>-Vocabulary (lexical phrases or chunks)</p> <p>-Pronunciation (Intonation, rhythm, stress)</p> <p>-Fluency (Accuracy)</p>	<p>--Interview addressed to Intensive Basic English teachers</p> <p>-Checklist</p> <p>-Semi-structured Questionnaire</p>	<p>2 hours</p>
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	proficiency through the use of Voice Thread and Flipgrid applications.						
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3.6 Approaching the field of study

To carry out the diagnose of the investigation, researchers wrote some permission letters for teachers in charge of Intensive Basic English semester I 2018. Also, they asked for permission to the teachers who were interviewed about students' oral proficiency and communicative multimedia activities. In addition, they created a checklist for Intensive Basic English students. This checklist collected students' personal opinion about their oral proficiency related to their performance during the subject.

On the other hand, researchers passed a semi- structured questionnaire to Intensive Basic English students. This questionnaire helped researchers to obtain reliable information about students' oral proficiency. Finally, researchers taught some classes using the VoiceThread application, and they used Flipgrid to assign homework to the students to know if these applications helped them to improve their oral proficiency.

3.7 Research Techniques

To gather information about the importance of communicative multimedia activities to foster the development of Intensive Basic English students' oral proficiency, researchers designed a set of instruments that bonded the variables communicative multimedia activities and oral proficiency. These instruments consisted on an in-depth interview to the teachers in charge of Intensive Basic English semester I 2018, a semi-structured questionnaire, an observation checklist for teacher's use of communicative multimedia activities and students' performance and an observation checklist addressed to observe the outcomes of the researchers' interventions.

The first tool that researches used was the in-depth interview addressed to teachers in charge of Intensive Basic English semester I 2018. This tool was vital in the collection of data because the teacher was asked some open questions related to the importance of communicative multimedia activities to foster the development of Intensive Basic English students' oral proficiency. Each question that was included in the interview had some lines for the researchers to write down the interviews' answers. The questions were designed to get relevant data related to teachers' opinions.

Moreover, a semi-structured questionnaire addressed to Intensive Basic English students was used as a tool to obtain data directly from students. This tool consisted on closed questions in order to get concrete data. The questions were specific, so that the objective of the tool was achieved.

Finally, two observation checklists were used to see the use of teachers' communicative multimedia activities and students' performance and the outcomes of the researchers' interventions. The group of researchers had to observe and teach complete classes of Intensive Basic English to gather information about the use of communicative multimedia activities and the development of students' oral proficiency. The observation checklists were implemented during a specific period of time, so that enough and relevant data could be gathered. Each point of the observation checklists had enough space to write down comments and notes about the different observations.

3.8 Methods to analyze the information

The researchers ordered the data according to the objectives; they also used the program Microsoft Word to create tables in order to organize the data gathered in the following qualitative instruments, an observation checklist to see the use of teachers' communicative multimedia activities and students' performance and the outcomes of the researchers' interventions.

Moreover, in order to make the corresponding comparisons and contrasts, the research team used Microsoft Excel to create graphs in order to organize the data gathered in the quantitative instrument, a semi-structured questionnaire addressed to Intensive Basic English students. Furthermore, the researchers interpreted the data gathered.

3.9 Validity and Reliability

The researchers designed the instruments to make them valid based on two criteria. The first one was content validity with the purpose of checking if the operationalization and degree of the tests and questions covered the content of the work to be assessed. The second one was criterion- related validity in order to administer the same instrument once again in a future

intervention to compare the outcomes. Validity criteria, content validity and criterion-related validity were supported by the Foreign Language Department experts' opinions.

To assure reliability, the researchers committed themselves to carry out every intervention ethically, professionally, and innovatively to offer students an atmosphere of trust, safety, and respect. In that way, the researchers helped Intensive Basic English students to develop their oral proficiency and to get a meaningful learning through the implementation of Flipgrid and VoiceThread applications.

3.10 Ethical Aspects

The researchers were aware of the importance of ethical principles when conducting a research project. That is why; respect, honesty and objectivity were key aspects for them to guarantee an ethical work. Moreover, as the researchers used private data, they acknowledge that among all the ethical aspects, discreteness was the most essential aspects to be respected.

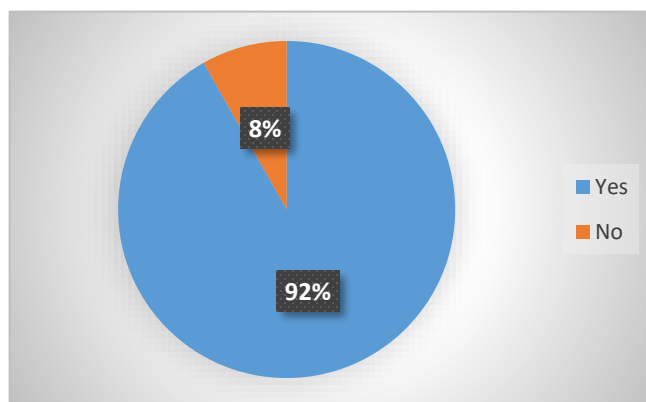
Therefore, they respected, throughout the whole study sensibility because they did not damage anybody's integrity during the process. In addition, they respected the expectations of confidentiality to keep participant's personal information anonymous and did not reveal information that the participants might not want to reveal. They also respected the participant's free willing to make choices at any time of the process even if they did not agree with any of the steps of the experiment, which included the chance to quit the experiment if he or she considered it necessary.

CHAPTER IV: ANALYSIS AND INTERPRETATION

This chapter shows the data analysis gathered during the interventions through an observation addressed to students' oral proficiency in regular Intensive Basic English classes and teachers' use of communicative multimedia activities in the classroom. Besides that, the researchers gathered more information from an observation checklist addressed to students' performance through the integration of Flipgrid and Voicethread applications during the interventions and a questionnaire about those applications at the end of the interventions to see and compare the results. The following analysis contrasts the results with the theory presented in the referential framework and the relationship between the indicators.

4.1 Communicative multimedia activities

Graph 1A1: Learning process improvement



Source: Researchers' Own Creation

As seen in the previous graph, the 92 % of the students said they improved their learning process as they integrated the use of Flipgrid and Voicethread application, since that includes the ability to communicate verbally in a natural way in the target language. In other words, the learning process was based on their oral proficiency which was divided in Grammar, Vocabulary, Pronunciation and Fluency. They overcame their tags and hesitations through the use of Flipgrid, Voicethread, videos, storytelling and images. This is because they discussed

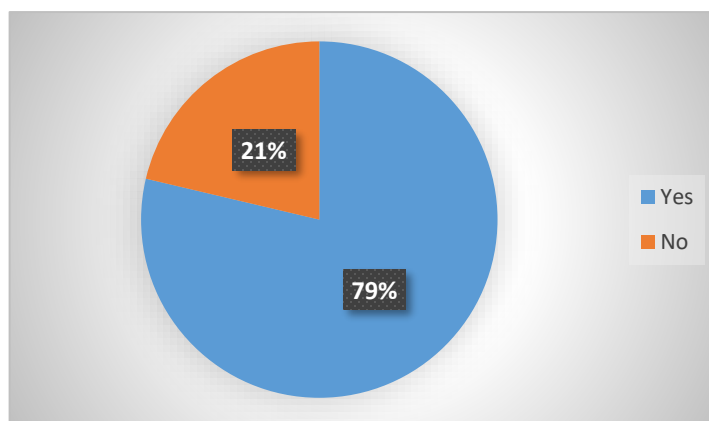
their ideas and experiences with their peers in an active manner to enrich their knowledge and learn more vocabulary.

On the other hand, the 8% of the students claimed they did not overcome their weaknesses because they consider they still have hesitations, tags or lack of vocabulary at the moment of speaking.

In appendix A Graph A2: Fluency improvement, it is shown that the 80% of the Intensive Basic English students increased their fluency, which means not having tags and hesitation, with the help of Flipgrid and Voicethread through videos, storytelling, images, etc. This is because through the use of voicethread in the classroom, they had more interactive classes in which they were able not only to know the pronunciation of new words but also to understand how to use these words in a sentence. On the other hand, the 20% of the population considered that they did not improve their fluency, since they were not able to maintain a conversation or they still have problems when they try to pronounce words and use them in a sentence.

4.2 Flipgrid application

Graph 2B1: Integration of Flipgrid



Source: Researchers' Own Creation

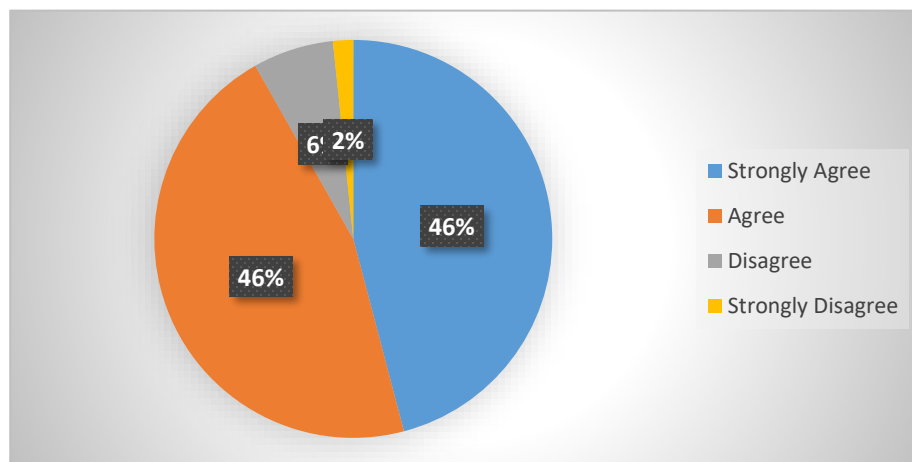
According to Graph B1: Integration of Flipgrid and Voicethread, students expressed that the use of these platforms was beneficial for their learning process because they were motivated

through discussions of topic by the use of Flipgrid. The teacher began a discussion through the post of questions of different topics for the students to share their ideas or opinions because they could record and upload videos and could also react to their classmates' interactions. In this manner they could create active conversation to share different point of view which that means feelings and opinions with others and the contribution of critical opinions and the connection with others' thoughts, argues or ideas.

The rest of the population, which was the 21% of students, was against the use of these platforms because for them there were many factors that were not beneficial for them. For example, they could not have access

4.3 Active Conversations

Graph 3C1: Active conversations through Voicethread



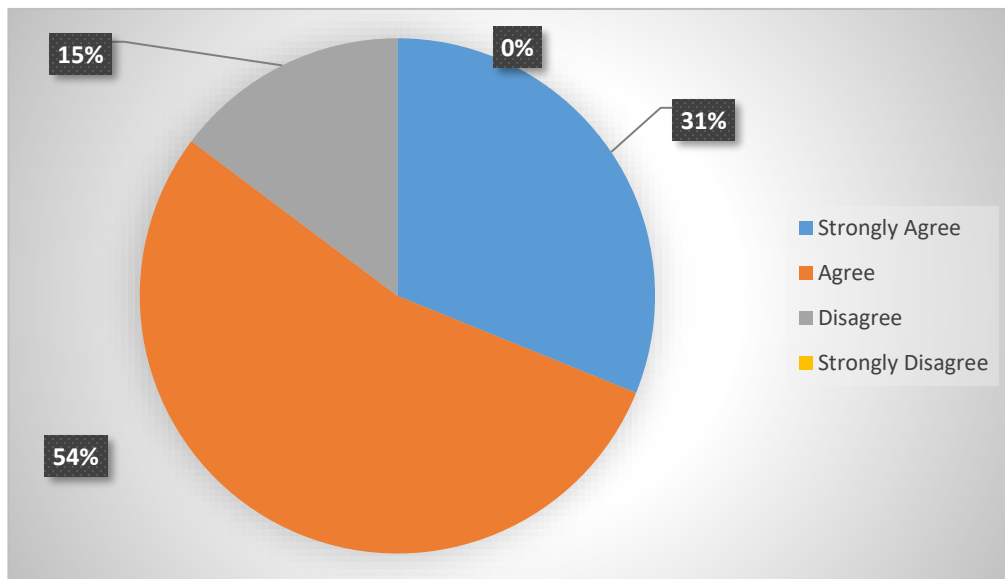
Source: Researchers' Own Creation

As stated in the Graph C1: Active conversations through VoiceThread, a 92% of the population, claimed they were in agreement with the implementation of this platform. Since with VoiceThread, educators and students can create, share, and comment on images, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload. For those features they consider this tool was very attractive for them since they can have a different perspective of a class. On the contrary, the rest of the population was against

this implementation because they probably consider their learning process did not have any progress.

4.4 CEFR, Flipgrid and Voicethread applications

Graph 4D1: Flipgrid and VoiceThread application

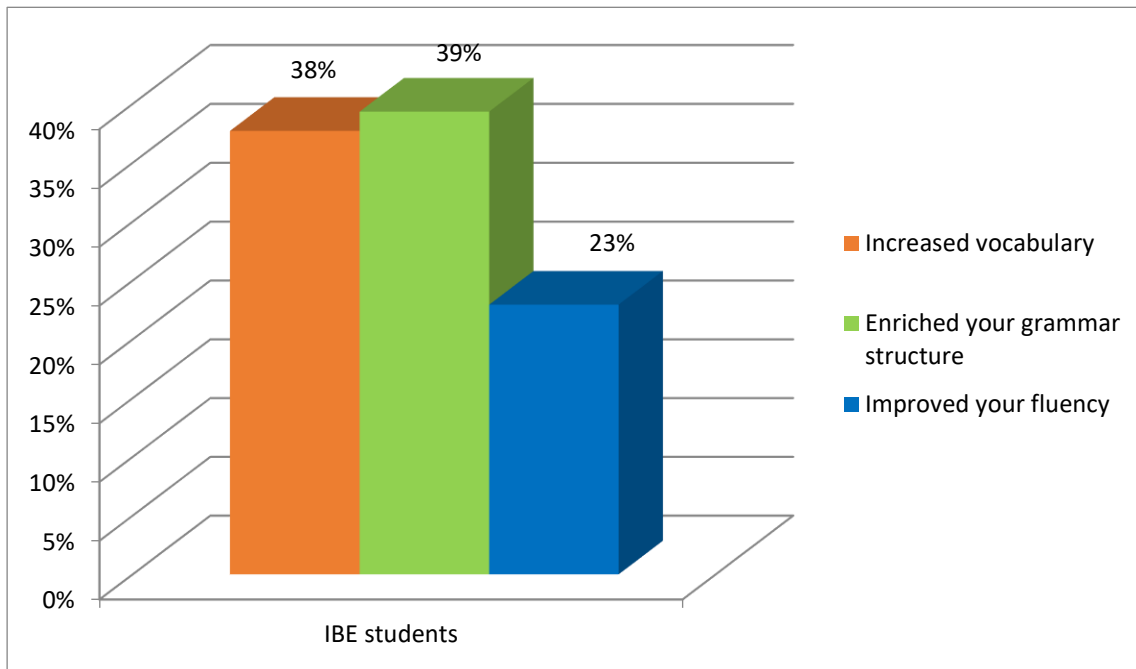


Source: Researchers' Own Creation

As seen in the Graph D1: Flipgrid and VoiceThread application, the 85% of the population stated that the educational platforms, Flipgrid and VoiceThread, were useful to foster the oral proficiency. Proficiency in speaking or writing in a second language will naturally come after learners have built up the enough knowledge through comprehending message or input.

However, not all the time, people are able to acquire oral proficiency to manage the language in a productive way. Therefore, the 15% of the students claimed that it was not useful for their oral proficiency. In addition, they could not maintain a coherently communication which implies widely vocabulary, grammar, pronunciation, and fluency.

Graph 5D2: Flipgrid and Voicethread areas of improvement

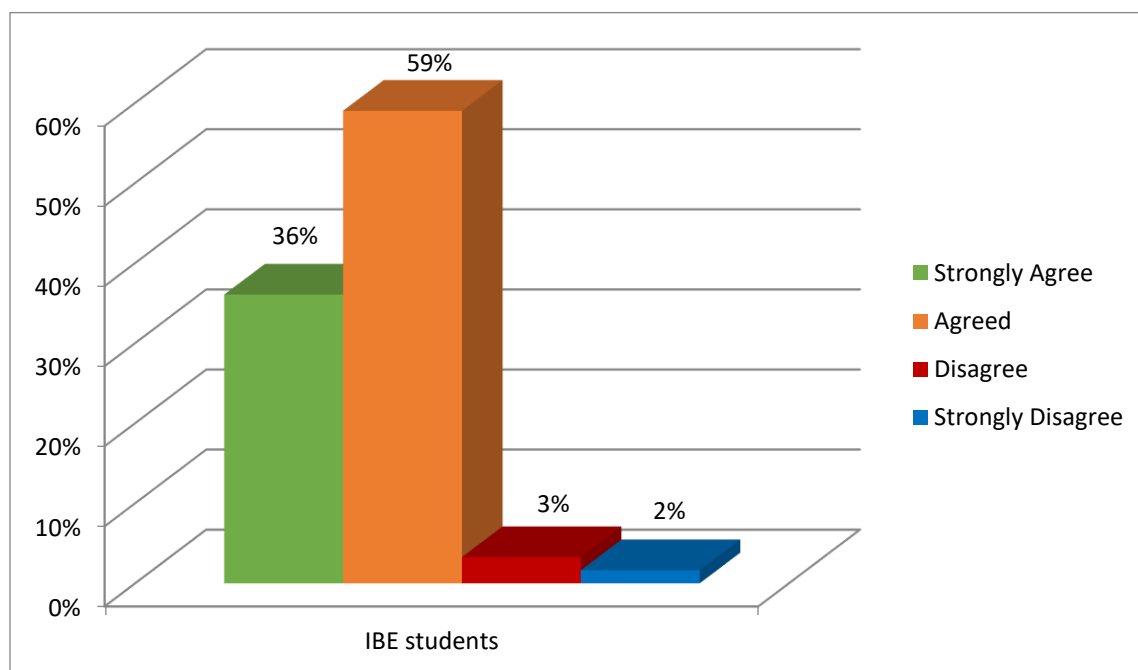


Source: Researchers' Own Creation

In the previous graph we can notice the areas of improvement through the use of Voicethread and Flipgrid; 39% of the population considered that they enriched their grammar structure. This is because due to the use of Voicethread in the classroom they were able not only to know how grammar works, but also to review different examples and the use of different words in a sentence; this gave them the chance to improve their Intensive Basic English grammar. Besides that, the 38% of the population were able to increase their vocabulary, words and phrases, through the use of Flipgrid; the practice they had with these words gave them the possibility to learn different ways to say an expression. Finally, just the 23% of Intensive Basic students consider they improved their oral fluency; this is because even though they learned new vocabulary and its correct use in a sentence, their interaction with their classmates was not much, since the time allow in the classroom for these types of activities is limited.

4.5 CEFR Intensive Basic English students' Oral proficiency

Graph 6E1: Vocabulary Enhancement



Source: Researchers' Own Creation

As shown in the previous graph, 59% of the population strongly agreed with the fact that they enrich their vocabulary with lexical phrases through the use of Flipgrid and Voicethread. The 36% of Intensive Basic English students agreed with this, however the 3% of the students strongly disagreed, and 2% disagreed with the fact that the use of lexical phrases through these platforms did not enrich their vocabulary. Vocabulary is essential to communicate in any language, the management of every single items and phrases helped students in order to convey a complete message; more than the half of the students enriched their vocabulary through the use of these platforms since they were able to learn not only the pronunciation of new words, but also the meaning of several lexical phrases that they were not used to hear.

In appendix E Graph E2: Rhythm and Intonation improvement, it is shown that 85% of Intensive Basic English students improved their intonation and rhythm through the use of Flipgrid and Voicethread since the use of these platforms combine with the integration of images, audios and dynamic indications stimulate their interest in learning. By the use of

Flipgrid, they were able to be challenged to pronounce of different words and phrases, and the feedback they received encouraged their need to learn more and improve their pronunciation and rhythm. However, the 15% of the population considered that they did not improve their pronunciation and rhythm due to the use of these platforms because they still have some difficulties at the time to pronounce the words.

Table 2E1: Intensive Basic English Students’CEFR Oral Proficiency and teachers ‘performance in classes

INSTRUMENT	OBJECTIVE	INDICATORS	COMMENTS	INTERPRETATION
Observation Checklist addressed to Intensive Basic English Classes of “Licenciatura en Idioma Ingles Opción Enseñanza”, semester I 2019	To foster Intensive Basic English Students CEFR Oral Proficiency in the major of Licenciatura en Idioma Ingles Opción Enseñanza in the Western Multidisciplinary Campus of the University of El Salvador.	Grammar in discourse Pronunciation -Vocabulary Communicative ability -coherence of ideas -Fluency	Students use vocabulary and grammar in a good way, but others lack vocabulary and make basic mistakes. Students do not give complete sentences, but others can structure well-formed sentences. The teacher provided with varied vocabulary and	Students who used the studied vocabulary in each class in an accurate way could arrange words and create well-formed sentences, but others who were not capable to maintain a conversation due to their lack of vocabulary could not do it. The teacher provided students with vocabulary using it in context and in repetition drills as he was aware that for

			examples about words students did not understand. He really cared about the pronunciation of students in the writing and reading activity.	students was not that simple to recognize mew words to use them in context. He also cared about the students' pronunciation by correcting and asking them to repeat the mispronounced words in speaking activities.
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source: Researchers' Own Creation

As seen in table E1: Intensive Basic English Students' CEFR Oral Proficiency and teachers' performance in classes, students who used the studied vocabulary in each class in an accurate way could arrange words and create well-formed sentences, but others who were not capable to maintain a conversation due to their lack of vocabulary could not do it. That is why students did not have the opportunity to improve their oral proficiency because of the English activities.

Students who participated in class with an accurate grammar in discourse transmitted their message in a clear way, but others who had problems while transmitting their message did not want to participate because they were afraid of making mistakes. On the other hand, during the observation addressed to Intensive Basic English teacher, the research team observed that the teacher provided the students with vocabulary using it in context and in repetition drills because he was aware that for students is not that simple to recognize mew words, such as work out, commuting, upstairs, downstairs, etc. to use them in context.

In addition, the researchers observed that the teacher cared about the students' pronunciation by asking them to repeat words. For instance, when the students were reading a

particular text and they could not pronounce a word, the teacher corrected them and asked them to repeat it. Also, if the teacher listened to the students mispronounce a word during a speaking activity; he immediately corrected it and asked them to repeat it as well. In that way, the students learned how to reproduce sounds accurately.

It was also observed that grammar was taught without using information and communication technologies (ICT) which nowadays can support students' learning process by offering chances to explore, create, and think critically. However, he explained grammar by writing on the board, so that students could attain the expected knowledge. So, students grasped that knowledge and could communicate verbally and interact with the rest of classmates in a meaningful learning atmosphere. It means that the teacher's instructions in the development of students' oral skills are truly important to assure Intensive Basic English students' growth in matters of vocational training.

Table 3E2: Outcomes of Students CEFR Oral Proficiency

INSTRUMENT	OBJECTIVE	INDICATOR	COMMENTS	INTERPRETATION
Outcomes of Checklist Addressed to Intensive Basic English Students of “Licenciatura en Idioma Ingles Opción Enseñanza”, Semester I-2019	To foster Intensive Basic English Students CEFR Oral Proficiency in the major of Licenciatura en Idioma Ingles Opción Enseñanza in the Western Multidisciplinary Campus of the	-Vocabulary -Voicethread - Communicative Ability	Sometimes the internet connection did not work appropriately, but when it worked, students were paying careful attention to the class and they got involved	In some classes Voicethread application was not applicable due to the slow internet connection because that application requires an online presence and a full internet connection. The researchers motivated students by presenting

	University of El Salvador.	-Coherence of Ideas -Fluency -Intonation of Words and sentences	actively while some flashcards were presented through the voicethread application.	flashcards and audios through VoiceThread application. Researchers proved that Flipgrid application was useful for the majority of the students because they did not only learn how to pronounce words, but also how to structure orally accurate sentences.
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Source: Researchers' Own Creation

As shown in table E2: Outcomes of Students CEFR Oral Proficiency, sometimes Voicethread application was not applicable due to the slow internet connection because that application requires an online presence and a full internet connection. However, researchers were reflective and used plan B to continue with the class. When teachers motivated students to use flashcards and audios through VoiceThread application, it worked efficiently because flashcards and audios could be downloaded faster than videos.

Researchers proved that Flipgrid application was useful for the majority of the students because they did not only learn how to pronounce words, but also how to structure orally accurate sentences. The single lexical items or words with specific meanings placed a paramount

role in students` learning process to convey clear and accurate ideas and thoughts while speaking. That is why researchers perceived that the majority of students learned the needed lexical items or words. On the other hand, researchers noticed that some students struggled to express their ideas, but there were some others that did it without hesitation. However, that was not an obstacle for them to participate and be focused on tasks during the interventions.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the information gathered through the analysis and interpretation of the results on the study: The importance of communicative multimedia activities such as Flipgrid and VoiceThread to foster the development of students' oral proficiency in the intensive basic English communicative level in the major of Licenciatura en Idioma Inglés Opción Enseñanza at the western multidisciplinary campus of the University of El Salvador, 2019, the researchers arrived at the following conclusions:

- Based on the results, the researchers could notice that students could acquire CEFR oral proficiency through the use of Flipgrid application since they were able to share videos, dialogues, and storytelling. Even though students had some issues when they started to use the platform, they were very excited about it. On the other hand, some students were limited to take advantage of this tool because they faced some problems at the moment they downloaded the application since the cellphone they had was not compatible with the application, or they did not have access to internet.
- The improvement of Intensive Basic English CEFR oral proficiency is essential since in this stage students acquire the basis of the language. Therefore, through the use of Flipgrid and VoiceThread students were able to enhance their oral proficiency since teachers could set up debates and discussion among them. In addition, students learned how to pronounce words and phrases through the use of VoiceThread with audios and records about the new vocabulary; besides that, students put into practice these words and phrases through Flipgrid because at the end of each class the teacher assigned homework assignments to test if they understood the topic and acquired the new vocabulary.
- As it was seen in the results, practice outside the classroom with Flipgrid application was useful to create and share active conversations through the use of pictures and videos because one of the factors was the time students dedicate to the subject. Through Flipgrid students were able to practice outside the classroom since they had more time in order

to improve their pronunciation and oral proficiency; also, students were able to upload pictures and videos where they put into practice what they learned in each class and showed the vocabulary they acquired with Voicethread. On the other hand, the importance they gave to the practice was essential since they were excited about use a different method to learn which involves technology.

- Researchers got the conclusion that in order to foster the development of oral proficiency in Intensive Basic English is necessary to use communicative multimedia activities as an innovative way that might benefit their learning process and that do not limit the populations' resources. It was observed that students were eager to practice and know more about how to learn and use these applications in order to improve their weaknesses in oral proficiency.

5.2 Recommendations

To future researchers

- Since Intensive Basic English groups receive classes in classrooms that have neither technological devices, computer, LCD projector and speakers on hand, nor access to internet connection, it would be recommendable for future researchers to take their own wireless internet and to borrow the equipment, computer, LCD projector and speakers at the foreign Language Department or to carry their own in order to carry out their investigation.
- Future researchers should take into account that Flipgrid and Voicethread are not activities but applications and platforms through which communicative multimedia activities such as videos, dialogues and storytelling can be used.

To Intensive Basic English teachers

- It would be recommendable for Intensive Basic English teachers of the Foreign Language Department of the University of El Salvador to be more innovative at the time of teaching. They can include the use of technological tools like Flipgrid and VoiceThread applications. Flipgrid which is the leading video discussion platform through which students create and upload short videos can be used to improve their oral

skills to enrich their knowledge and to guarantee their meaningful learning process. Voicethread which is a learning tool for enhancing student engagement and online presence can be used for students learn new vocabulary and learn how to pronounce words.

- Teachers can use Flipgrid to assign homework assignments to verify if students acquire the new vocabulary taught through Voicethread. Through Flipgrid students create and share short videos, dialogues and storytelling to put into practice the vocabulary they learn in classes through voicethread.
- Teachers can use Voicethread in the classroom to teach new vocabulary, phrases, pronunciation, intonation and grammar. They can also set up debates and discussions among the students. By working on Flipgrid application, students put into practice the vocabulary they learn in classes through Voicethread. In that way, teachers' classes would not be so conventional, and students would feel more motivated to participate and to be involved in the new activities.
- It would be recommendable for teachers to train themselves and to train Intensive Basic English students before using Flipgrid and Voicethread platforms either on the cellphones, computers or other technological devices in order to manage effectively those applications to guarantee a meaningful teaching-learning process.

To Intensive Basic English students

- It would be recommendable for Intensive Basic English students of the University of El Salvador to practice English as much as possible in and outside the classroom. For instance, to speak in English with others, to watch movies, videos and sing songs in English to improve their oral proficiency. So, in that way, students could provide clear and accurate answers without hesitation whenever the teacher asks a question. Furthermore, it would be recommendable for students to take advantage of every

technological devise they have for them to practice English as much as possible in order to foster their oral skills.

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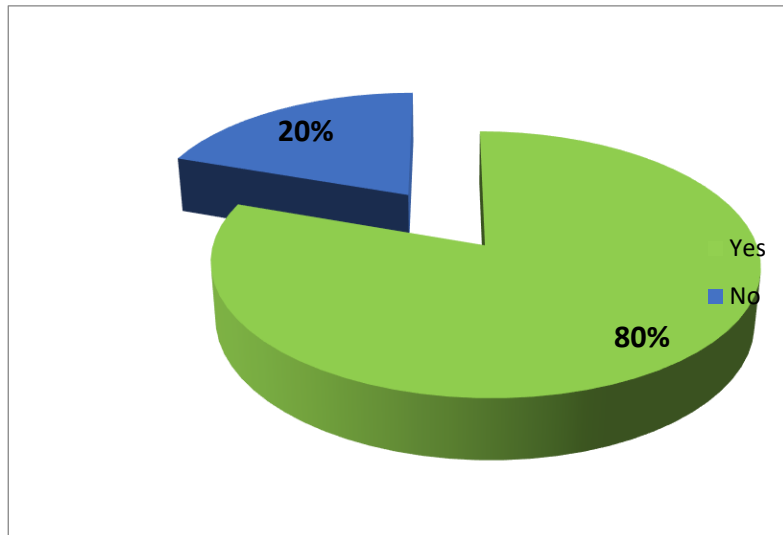
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Appendices

Appendix A

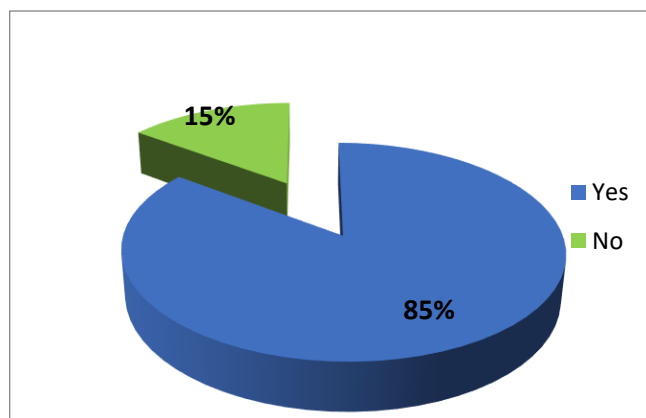
Graph 7A2: Fluency improvement



Source: Researchers' Own Creation

Appendix E

Graph 8E2: Rhythm and Intonation improvement



Source: Researchers' Own Creation

Appendix 1
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGES DEPARTMENT
DIAGNOSTIC STUDY



Interview guide addressed to Intensive Basic English teachers of “Licenciatura en Idioma Inglés Opción Enseñanza”, Semester I 2018

Objective: to obtain data about teachers’ perception of Intensive Basic English students’ oral proficiency development and communicative multimedia activities such as Flipgrid and Voicethread.

1. In your opinion, do students achieve the expected oral proficiency level required at the end of Intensive Basic English? If the answer is negative, ask the next question.
2. What do you think is the main problem of students’ oral English proficiency in the Intensive Basic English communicative level?
3. What elements influence in students’ oral proficiency?
4. What are communicative multimedia activities for you?
5. Do you apply them in your teaching field? Which ones do you use?
6. When you use communicative multimedia activities, what do you expect from students’ oral proficiency?
7. Do you use any application or website to improve your students’ oral proficiency? Which ones?
8. Have you ever heard about Flipgrid and Voicethread? If yes, do you think they are helpful to have an effective learning environment? How come?
9. What do you know about Flipgrid and VoiceThread?

Appendix 2

SEMI STRUCTURED QUESTIONNAIRE ADDRESSED TO INTENSIVE BASIC ENGLISH STUDENTS AT THE END OF THE INTERVENTIONS

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT



Objective: To collect Intensive Basic English students' oral proficiency related to their performance after the researcher's intervention.

Directions: Mark with an "X" the answer that best responds each question for you.

1. Was the integration of Flipgrid and Voicethread useful for your learning process?

Yes No

2. Did the use of Flipgrid application outside the classroom help you to foster oral proficiency?

Yes No

3. In your opinion, was it useful to use videos, images and audio through Voicethread in the class?

Strongly agree Agree Disagree Strongly disagree

4. Do you think that the use of Flipgrid and VoiceThread were useful to foster your oral proficiency?

Strongly agree Agree Disagree Strongly disagree

5. Do you consider you enriched your vocabulary with lexical phrases due to the use of these platforms?

Strongly agree Agree Disagree Strongly disagree

6. How Flipgrid and Voicethread application help you to foster your oral proficiency?

Increased your vocabulary Enrich your grammar structures
Improved your fluency (not having tags)

7. Have you improved your intonation and rhythm through the use of Flipgrid and VoiceThread at the moment to pronounce a word or a phrase?

Yes No

8. Do you think you increased your fluency, which means not having tags and hesitations, with Flipgrid and VoiceThread using videos, storytelling, images etc?

Yes No

GLOSARY

Oral proficiency:

Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. In this research oral proficiency will be understood as grammar, pronunciation, vocabulary and fluency.

Fluency:

Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistakes made. Also, fluency is one of a variety of terms used to measure a person's language ability without tags and hesitations.

Lexical Phrases:

Lexical phrases belong to the vocabulary which convey a particular meaning in any language.

Appendix 3
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



**CHECKLIST FOR OBSERVING INTENSIVE BASIC ENGLISH CLASSES OF
“LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA”, SEMESTER I-
2019**

GROUP: _____ **DATE:** _____

Objective: To collect Intensive Basic English oral proficiency data related to their performance during the English class.

Direction: please check the corresponding criterion based on the observation you make.

- **Students´ performance in class:**

Nº	Criteria	Poor	Fair	Good	Very good	Excellent
1	Grammar in discourse (syntax and morphology)					
2	Pronunciation (intonation, stress and rhythm)					
3	Use of vocabulary (lexical phrases and chunks)					
4	Communicative ability (capable to maintain a conversation without hesitation)					
5	Coherence of ideas (capable to transmit a clear message in a conversation)					
6	Fluency (accuracy to speak)					

Comments: _____

- **Teacher's performance in class**

N°	Criteria	Poor	Fair	Good	Very good	Excellent
1	Use of technology to explain Grammar in context					
2	Use of creativity in the teaching material (use of videos, pictures, audios, etc)					
3	Provides students with varied vocabulary and expressions					
4	Use of technology to improve students' pronunciation					
6	Use of videos, pictures and audios to enhance students' fluency					
7	Provides students with the correct intonation, stress and rhythm to pronounce words and phrases					

Comments: _____

Appendix 4
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



**CHECKLIST FOR OBSERVING INTENSIVE BASIC ENGLISH INTERVENTIONS
OF “LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA”, SEMESTER I-
2019**

GROUP: _____ **DATE:** _____

Objective: To collect Intensive Basic English oral proficiency data related to their performance during the interventions.

Direction: please check the corresponding criterion based on the observation you make.

• **Students’ performance in class:**

N°	Criteria	Poor	Fair	Good	Very good	Excellent
1	Acquire vocabulary through Voicethread					
2	Use of Vocabulary in context					
3	Arrangement of words and phrases					
4	Communicative ability (capable to maintain a conversation without hesitation)					
5	Coherence of ideas (capable to transmit a clear message in a conversation)					
6	Fluency (accuracy to speak)					
7	Intonation of words and sentences					

Comments: _____

TIMELINE

Activity	Responsible	Month							
		Jan	Feb.	March	April	May	June	July	August
Choosing the topic	Research team								
Topic acceptance									
PRELIMINARY PHASE									
Approaching the field of study	Research team								
Diagnostic Study	Research team								
Definition of the Problem	Research team								
Referential Framework	Research team								
Operationalization of Variables	Research team								

Methodology	Research team								
Elaboration of the tools	Research team								
Validation of Data Collection Tools	Research team								
Data Collection Procedure	Research team								
Data Processing	Research team								
Data Interpretation and Analysis	Research team								
Elaboration of the proposal	Research team								
Writing the Final Report	Research team								
Presentation of Final Results	Research team								

BUDGET

SUPPLIES				
Type of supply	Name	Cost per item	Number of items	Total
Office Supplies	Pens	\$0.25	4	\$1.00
	Pencils	\$0.25	4	\$1.00
	Printer ink	\$5.00 black ink, and \$8.00 color ink	2	\$13.00
	Printer paper	\$4.50	2	\$9.00
	Staples and stapler	\$2.00	2	\$4.00
Total: \$28.00				
SERVICES				
Service	Cost		Total	
Photocopies	\$0.03/page * 60 copies		\$1.80	
Internet	\$35.00 a month		\$35.00	
Other expenses (food, transportation, and electricity)	\$100 per student		\$400.00	
Total: \$436.80				