

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



**UNDERGRADUATE WORK  
INNOVATIVE TECHNOLOGICAL APPLICATIONS FOR STORY-TELLING IN  
READING AND CONVERSATION II, GROUP II AT THE WESTERN  
MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR  
DURING SEMESTER I, 2020**

**SUBMITTED TO ATTAIN THE DEGREE OF  
LICENCIADO (A) EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA**

**PRESENTED BY  
ESTEFANIA MARÍA ESPAÑA POSADA  
WILLIAM ELISEO LINARES MONTERROSA  
JOSUÉ EDGARDO MARTÍNEZ FUENTES  
MARIANA BEATRIZ RODRÍGUEZ MELÉNDEZ  
YANCY MITCHELLE ROJAS FLORES**

**THESIS ADVISOR  
LICENCIADA GUADALUPE DELURDY LINARES DE SERMEÑO**

**MARCH, 2021  
SANTA ANA, EL SALVADOR, CENTROAMÉRICA**

UNIVERSIDAD DE EL SALVADOR  
AUTHORITIES



M.Sc. ROGER ARMANDO ARIAS ALVARADO  
RECTOR

DR. RAÚL ERNESTO AZCÚNAGA LÓPEZ  
ACADEMIC VICERRECTOR

ING. JUAN ROSA QUINTANILLA QUINTANILLA  
ADMINISTRATIVE VICERRECTOR

ING. FRANCISCO ANTONIO ALARCÓN SANDOVAL  
SECRETARY GENERAL

LICDO. LUIS ANTONIO MEJÍA LIPE  
UNIVERSITY RIGHTS DEFENDER

LICDO. RAFAEL HUMBERTO PEÑA MARÍN  
UNIVERSITY ATTORNEY

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

AUTHORITIES



M.Ed. ROBERTO CARLOS SIGÜENZA CAMPOS  
DEAN

M.Ed. RINA CLARIBEL BOLAÑOS DE ZOMETA  
VICEDEAN

LICDO. JAIME ERNESTO SERMEÑO DE LA PEÑA  
SECRETARY

M.A. EDGAR AMÍLCAR PÉREZ MENDOZA  
HEAD OF THE ENGLISH LANGUAGE DEPARTMENT

# ACKNOWLEDGEMENTS

## **My endless thanks:**

To God Almighty for giving me the wisdom and patience to finally reach this goal, and for giving me health and intelligence through this journey. Without Him this achievement couldn't be possible.

To my parents, Rosa Maria and Wilfredo Agustin, for always being there for me at the rough times. To support me economically and emotionally, without their motivation I had never reached this great goal. Thanks for letting me know that you are proud of me. Also, I really grateful for all the sacrifice that both of you made for me since the very beginning. I deeply love you. This achievement is more yours than mine.

To my siblings, Karla and Jose, thanks for being part of this journey with me. To be there for me. Also, for all the patience that you had when I was not in my best mood because of the stress. To my nephew and my niece, Luisito and Gaby, even though you were little kids when this began, you had always been there for me, making my days easier and fun. I love you with all my heart.

To my grandmother, Mamá Paqui, you have been a great inspiration for me. Without your love, support and pieces of advices I had never been so determinate to finish this journey. Thanks for always being there for me and for always listen to all my problems without judging me. This achievement is yours too since you never had the opportunity to finish your studies as you wished. I love you.

Special thanks to my teammates, Eliseo, Mitchelle, Josue and Mariana, for your dedication and support to carry out this investigation. Without them, none of this would be possible. You are the best team I could ask for. Thanks for never giving up even though this was a difficult year, but We did it! For sure I want to thank my thesis advisor M.Sc. Delurdy de Sermeño, for her guidance in this project, her advisory, patience and caring. Also, thanks for your time and dedication though this investigation.

**Estefania Maria España Posada**

## **My endless thanks:**

First of all, to God Almighty, for guiding me in every step of this process, for being my strength in times of weakness, and for having allowed me to achieve my goals,

To my dear mother, for always supporting me emotionally and economically, for always been there for me to provide a second opinion and advise for decisions I took during my whole journey in the major and most importantly for all the motivation she gave me to keep going and never give up,

To my dear sister and pet, for keeping me company in my long nights making assessment and for keeping my mood in stressful situations,

To my teammates, Estefania, Mitchelle, Mariana and Josué for having been excellent research partners, for their unwavering commitment with our project, so we could all together to accomplish this,

To our advisor, M.Sc. Delurdy Linares de Sermeño for all her patience and guidance during this journey,

To my dear friends, Patricia Rodriguez, Erika Argueta, Kelly Henriquez, Diana Merino, Alejandra Flores, Daniela Garcia, Susana Caceres, Josselyn Ramirez, Gabriela Alarcón, Gabriela Castro, Emilia Guevara and Eleana Galdámez for making my life happy and support me through all my journey in the major,

To all my teachers, for guiding me all the way through the major and provide me with their knowledge, passion and meaningful experiences to make me a better individual and professional.

**William Eliseo Linares Monterrosa**

## **My endless thanks:**

First of all, to God my Lord, for giving me the strength to finish this important step of my life, and for taking care of me in regards of my health and life in general throughout these years at the University. I am sure that this would not be happening without His support.

Fairly important, I dedicate this achievement to my parents, Nelson Martinez and Susana de Martinez, for providing me with financial support since the beginning of my academic path, but even more important I want to thank them for their unconditional love throughout my life. I know they are proud to see what I have achieved, and when I remember what they suffered to provide me with education, I can only say that this achievement is more theirs than mine. At the same time, I want to thank my sister Gloria Martinez, for being the first person that ran to help me in every epileptic episode that made me suffer regarding my studies during the last 4 years and also for showing me that I made her feel proud.

Besides, I want to thank my beloved fiancée Mitchellle Rojas, for her great support. She definitely changed my thoughts about studying. I was wasting my time, and I was not valuing my parents' sacrifice, but when she appeared I started to see things different. I thank her for being my engine, company, classmate, and best friend in this college life.

Also, I thank my second family: Yansi Flores, Carlos Rojas, and my sister-in-law Ayleen Rojas, for their love and support since I met them.

Almost at the end of this acknowledgments, I want to thank someone I cannot overlook mentioning: my grandfather Juan Martinez, who passed away some weeks ago. He was a man who always cared about me and my studies and who I am sure would be proud of me.

Special thanks to my thesis group who were with me during this project I am beyond thankful for their effort, patience, dedication and commitment on this process and also for being my company and great support. For sure, I want to thank my thesis advisor M.Sc. Delurdy Linares de Sermeño, for her professionalism and help during this process. It was an honor to have her helping us.

**Josué Edgardo Martinez Fuentes**

## **My endless thanks:**

### **To God Almighty**

I really want to thank God for being with me during all this long and hard path. I am sure that this achievement would not have been possible without him. Thank you, God, for giving me wisdom and strength to overcome all the obstacles that appeared in my way. I am so grateful to have your support. Without you, I would not have been the person I am today.

### **To my family**

I dedicate this work to my mother Rosmeri Melendez, my father Ever Hernandez, my brother Joaquin Rodriguez, and my great grandmother Angelica Duarte whose great love, encouragement and prayers made me able to complete this project. I am so grateful to have them in my life, my beautiful family this achievement is for you too, and I will always work hard to make you feel proud of me. God always bless you.

### **To our advisor**

I also owe a great debt of gratitude and sincere respect to my advisor who has given her valuable, support, cooperation and suggestions during this work. Thank you for your dedication, God always bless you.

### **To my teammates**

I also really want to thank my teammates for their huge effort to reach this goal together as a group. I know this way could be harder without yours support and help. Thank you for everything you made for all of us.

**Mariana Beatriz Rodriguez Melendez**

## **My endless thanks:**

First of all, to God my Lord, for giving me the strength to finish this important step of my life, and for taking care of me throughout these 5 years at the University, where many things could happen to me if I had not had His endless mercy by my side. I am beyond thankful for everything He has done for me. So sure, that this would not be happening without His support.

Fairly important, I dedicate this achievement to my parents. Carlos Dagoberto and Yansi Carolina for providing me with education and love; also, with emotional and financial support along my academic path since kindergarten up to this moment. I know they are proud to see what I have achieved. Without their help, this would not be possible either. This achievement is not only mine but theirs.

At the same time, I want to thank my sister Ayleen for being my little sun, for helping me with her creative hands, and also for being my company every time, even if I had to stay up late.

Besides, I want to thank my beloved fiancé Josué for his great support. He definitely was an oasis in the middle of the desert for me. I thank him for every laugh and cry we got through together at the University. I thank him for being the best friend and classmate someone could wish for. I could not have a better partner to live the UES life with.

Also, I thank my second family: Susana de Martínez, Nelson Martínez and my sister-in-law Susy Martínez for their love, support and prayers along these years.

Special thanks to my thesis group. Josué, Estefanía, Eliseo and Mariana, to whom I am beyond thankful for their effort, dedication and commitment on this process. Also, for being my company and great support too. We can proudly say we finished an important step in our lives, and that we did it together. For sure, I want to thank my Thesis advisor M.Sc. Delurdy Linares de Sermeño for her professionalism, help and time invested in doing research with us. It was an honor to have her helping us.

**Yancy Michelle Rojas Flores**



## INDEX

|  |     |
|--|-----|
| ABSTRACT .....                             | xiv |
| INTRODUCTION .....                         | xv  |
| CHAPTER I: STATEMENT OF THE PROBLEM.....   | 16  |
| 1.1 Description of the Problem.....        | 16  |
| 1.2 Research Question .....                | 17  |
| 1.3 Research Objectives .....              | 18  |
| 1.3.1 General Objective .....              | 18  |
| 1.3.2 Specific Objectives .....            | 18  |
| 1.4 Justification of the Research.....     | 18  |
| 1.5 Scope of the Research.....             | 19  |
| CHAPTER II: THEORETICAL FRAMEWORK.....     | 20  |
| 2.1 Storytelling .....                     | 20  |
| 2.2 Reading.....                           | 22  |
| 2.3 Pronunciation.....                     | 22  |
| 2.4 Confidence.....                        | 23  |
| 2.5 Technology .....                       | 26  |
| 2.6 Applications.....                      | 26  |
| 2.6.1 Cake - Learn English .....           | 27  |
| 2.6.2 Flipgrid .....                       | 27  |
| 2.6.3 Busuu.....                           | 28  |
| 2.7 Advantages of Using Apps.....          | 29  |
| 2.7.1 Enhanced Interaction .....           | 29  |
| 2.7.2 Availability 24/7 .....              | 29  |
| 2.7.3 Staying Connected.....               | 29  |
| 2.7.4 Help Improving Students' Skills..... | 30  |
| 2.7.5 Preparation for the Future.....      | 30  |
| CHAPTER III: METHODOLOGICAL DESIGN.....    | 31  |
| 3.1. Paradigm and Design.....              | 31  |
| 3.2 Units of Observation.....              | 32  |

|  |    |
|--|----|
| 3.3. Sampling Procedure.....   | 32 |
| 3.3.1 Approaching the Field of Study.....  | 32 |
| 3.3.2. Diagnostic Study .....  | 32 |
| 3.3.3. Definition of the Problem.....  | 33 |
| 3.4. Planning Phase.....   | 34 |
| 3.4.1 Literature Review .....  | 34 |
| 3.4.2 Data Collection Instruments .....  | 35 |
| 3.4.3. Validity of Data Collection Instruments.....                                | 36 |
| 3.4.4 Validity and Reliability .....   | 37 |
| 3.4.5 Ethical Aspects .....  | 37 |
| 3.5 Data Collection Procedures .....   | 38 |
| 3.5.1 Execution Phase.....   | 38 |
| 3.5.2 Data Processing and Analysis .....   | 38 |
| 3.6 Projective Design.....   | 39 |
| 3.7 Elements of a Proposal .....   | 39 |
| 3.7.1. Introduction .....  | 40 |
| 3.7.2. Approach to the Need.....   | 41 |
| 3.7.3. Description of the Beneficiaries and Staff.....                             | 41 |
| 3.7.4. Objectives .....  | 41 |
| 3.7.5. Contents and Activities.....  | 42 |
| 3.7.6. Assessment .....  | 43 |
| 3.7.7. Resources.....  | 43 |
| 3.7.8. Budget.....   | 43 |
| CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA .....                              | 45 |
| 4.1 Data Analysis.....   | 45 |
| 4.2 Teacher’s Point of View of Using Applications while Storytelling.....          | 52 |
| 4.3 Discussion of Results .....  | 59 |
| CHAPTER V: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS .....                      | 61 |
| 5.1 Conclusions .....  | 61 |
| 5.1.1. The Effectiveness of the Use of Innovative Technological Applications ..... | 61 |
| 5.1.2. The Efficacy of Learning in a Virtual Environment.....                      | 61 |

|  |    |
|--|----|
| 5.1.3. Innovative Technological Applications as a Tool for Improving Pronunciation ..... | 62 |
| 5.2 Limitations.....   | 62 |
| 5.2.1. The COVID-19 Emergency.....   | 62 |
| 5.2.2. Human Resources Deficiency .....  | 62 |
| 5.3 Recommendations .....  | 63 |
| 5.3.1. Recommendations Addressed to Teachers.....  | 63 |
| 5.3.2 Recommendation Addressed to Students .....   | 63 |
| 5.3.3 Recommendations for Future Researchers .....                                       | 64 |
| BIBLIOGRAPHIC REFERENCES .....   | 65 |
| APPENDICES .....   | 66 |
| Appendix A .....   | 67 |
| Appendix B.....  | 68 |
| Appendix C.....  | 70 |
| Appendix D .....   | 72 |

## **INDEX OF GRAPHS**

|   |    |
|---|----|
| Figure 1: Students' Difficulties while Storytelling in front of People .....          | 46 |
| Figure 2: Use of Technological Applications for Storytelling .....                    | 47 |
| Figure 3: Use of Apps to Boost Students' Level of their Confidence while Storytelling | 48 |
| Figure 4: Students Willingness to Use Apps for Storytelling .....                     | 49 |
| Figure 5: Apps as Beneficiaries for Improving Pronunciation Production .....          | 49 |
| Figure 6: Students Problems with Pronunciation Production.....                        | 50 |
| Figure 7: Students' Use Applications for Level Up their Pronunciation Production..... | 51 |
| Figure 8: Students Opinion about Repetition Practice .....                            | 52 |

## **INDEX OF TABLES**

|  |    |
|--|----|
| Table N°1 Analysis of Appendix C ..... | 53 |
|--|----|

## **ABSTRACT**

To speak English with a proper level of pronunciation and confidence is crucial, especially for Reading and Conversation in English II, group 2 students at the Western Multidisciplinary Campus of the University of El Salvador, where students are not producing the language as expected.

Students are not capable of producing the language in an effective way; this was observed by the research team that identified and described such a problematic situation. One of the variables that is influencing this problem is the old-fashioned teaching method to which students are being exposed to in the aforementioned subject. Therefore, the main goal of this projective research is to propose the use of Innovative Technological Applications, to reinforce students' English oral production.

To get to know students' and tutor's point of view in regards of Innovative Technological Applications in Reading and Conversation in English II, group 2, researchers addressed an electronic survey to the tutor in charge of the subject and also to the students of the mentioned subject. For doing this, Google Forms was used; the target population was not randomly chosen, for it was not necessary since the amount of people under investigation did not surpass 100 people. The analysis showed that using Innovative Technological Applications would reinforce students' pronunciation and confidence. On this basis, the research team concluded that Reading and Conversation in English II, group 2 students' pronunciation and confidence is affected by the old-fashioned teaching method; however, through the use of Innovative Technological Applications, students will be able to actually improve their English pronunciation and confidence skill at the moment of storytelling

# INTRODUCTION

This research study purposes to offer a proposal to help Reading and Conversation in English II students improve their English pronunciation production and confidence through the use of innovative technological applications while storytelling. It is divided as follows:

Chapter I “Description of the Problem” describes the problematic situation that gave rise to this study as well as the main purpose of this study expressed through the objectives. It also includes the research questions, and the justification of the research.

Chapter II “Theoretical Framework” presents a summary of the theories built by experts about the use of innovative technological applications and the lack of confidence and English pronunciation production in students while storytelling.

Chapter III “Methodological Design” offers an explanation of all the steps the research team needed to take to carry out this study since the identification of the problem up to the formulation of conclusions, limitations and recommendations. In addition, this chapter contains the description of all the research instruments to get all the data needed to build the proposal of this research.

Chapter IV “Analysis and Interpretation of Data” contains all the data obtained through the data-gathering instruments, as well as its organization and meaning. The analysis is presented through the use of tables and graphs to make the results identified.

Chapter V “Conclusions, Limitations and Recommendations” offers a body of concluding statements, limitations that the research team faced, and recommendations for the subject Reading and Conversation in English II students, teacher, and future researchers interested in the same topic.

Lastly, a proposal about the use of Innovative Technological Applications while Storytelling. The proposal is composed of a description of each application that can be used while storytelling. Also, it includes a set of activities that can be used with each application and a manual of how students and teachers can use the application

# **CHAPTER I:**

## **STATEMENT OF THE PROBLEM**

### **1.1 Description of the Problem**

Recently, in all fields, English as a second language has played a fundamental role since it is considered a necessity; for instance, people can communicate with one another from different cultures no matter their native language or their personal preferences, and in the business world, English is a necessity to get in contact with the international marketing field. Also, from the four English macro skills needed to communicate in English accurately, speaking is one of the skills that present a huge challenge for people to produce with the highest degree of accuracy as well as showing confidence while performing the task of storytelling in front of an audience.

Nevertheless, speaking involves several aspects that can make the skill pleasing to hear and see being some of those aspects, pronunciation and confidence on the part of the speaker. Pronunciation and confidence play such an important role while speaking in front of an audience or to an individual. Those aspects of the speaking skills make the difference on its own production, making accuracy reliable when storytelling. The purpose of a good pronunciation production while speaking is to make the experience pleasurable for the listener and to make more appealing the presentation of speaker as well as the importance of confidence while speaking is to create an atmosphere of reliability and validity in the speaker so he or she can involve and make the audience live what is being told to assure people's engagement on the story.

During semester I, 2020 at the Western Multidisciplinary Campus of the University of El Salvador in the major Licenciatura en Idioma Inglés: Opción Enseñanza, specifically students in the fourth year that are taking the subject Reading and Conversation in English II, group 2, are having difficulties in pronouncing English words and being confident while storytelling in front of their classmates. Fourth year students of Licenciatura en Idioma Inglés: Opción Enseñanza are expected to have fully developed the four English macro skills without any issue whatsoever. Nevertheless, an isolated group has shown that pronunciation and confidence while storytelling are two important factors that are hindering their story-



telling ability to be developed properly. Researchers could observe that students do not feel confident while speaking or story-telling in front of their classmates for they have difficulties when pronouncing some English words and this makes them feel uncomfortable when they are asked to story-tell. As Harriot and Martin (2004) say, “oral practice through storytelling increases speech and oral communication skills related to enunciation and articulation”.

The insufficient pronunciation ability in English represents a serious and delicate issue for non-native speakers. This means that pronunciation is essential when transmitting a message. Researchers observed that the students of Reading and Conversation in English II, group 2, face difficulties in their English pronunciation production while storytelling. The students tend to mispronounce words ending in /th/, /t/, /e/, /sh/, /ch/, /ed/, /d/ sounds such as the word *she* being the correct pronunciation /ʃi/ which they frequently pronounce /tʃhi/, as well as think /θɪŋk/ pronouncing /tɪnk/ ,those pronunciation mistakes that needed to be corrected in past years in the major they also show serious issues regarding their level of confidence while storytelling in front of an audience, the students usually repeat the sounds like “am”, “so”, “and”, and “like”. Also, the students perform the task of storytelling looking at the floor or at the roof looking for an answer that will never come to their head; they tend to guess around as if they have a lack of professionalism.

In order to transmit a clear message in English, even in different contexts, students need to develop pronunciation and confidence skills. However, Reading and Conversation in English II, group 2 students’ pronunciation and confidence skills lack development due to the old-fashioned teaching resources. Therefore, this research aimed to propose Innovative Technological Applications as a new-fashioned teaching method.

## **1.2 Research Question**

What technological applications can teachers use to boost Reading and Conversation in English II, group 2 students’ English pronunciation and confidence when storytelling at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020

## **1.3 Research Objectives**

### **1.3.1 General Objective**

To suggest innovative technological applications for story-telling in Reading and Conversation in English II, group 2, at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020

### **1.3.2 Specific Objectives**

To build a proposal containing updated innovative technological applications to boost English Readings and Conversation in English II students' pronunciation while storytelling at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020

To build a proposal containing updated innovative technological applications to increase English Readings and Conversation in English II students' confidence while storytelling at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020

## **1.4 Justification of the Research**

This projective research entitled “Innovative Technological Applications for Story-Telling in Reading and Conversation in English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador during Semester I, 2020” will be worth carrying out since it will suggest which updated innovative technological applications are available to be used by students to empower their pronunciation and confidence while performing tasks of story-telling in the subject of Reading and Conversation in English II, group 2, during semester I, 2020 in the major of Licenciatura en Idioma Inglés: Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador. Researchers expect that this projective research helps the teacher and the students of Reading and Conversation in English II, group 2 students in such a way that they may get to know and use a set of technological applications contained in the proposal that the research team will build. In this way, the Reading and Conversation in English II group 2 students could get technological

applications on their smartphone/computer, which may help them build up their confidence and better their English pronunciation at the time of story-telling.

Nowadays, in the subject Reading and Conversation in English II, students have issues with their pronunciation and confidence as they have deficient knowledge about technological applications that can help them improve the limited confidence and the English mispronunciation they show. However, teachers tend to perform a variety of activities and practices in the classroom, but that seems not to be enough for students to develop their oral production with accuracy, and to overcome their absence of confidence as well. Additionally, Reading and Conversation in English II students have always faced difficulties with their pronunciation during the first years in the major. This is the reason why they need to practice inside and outside the classroom. The purpose of this projective research is that students get more familiarized with the language, and by using innovative technological applications they will realize which are the mistakes they commit while storytelling.

Consequently, this projective research is useful for both teachers and future teachers who want to make their best in building a good pronunciation skill and increasing students' confidence in Reading and Conversation in English II students because it may cause a meaningful learning process through the use of innovative technological applications. Therefore, this research benefits specifically Reading and Conversation in English II students since they may improve their pronunciation and confidence while storytelling.

## **1.5 Scope of the Research**

This research study will be projective since it will offer a thorough proposal containing a set of updated innovative technological applications for story-telling to both teachers and future teachers in charge of teaching the Reading and Conversation in English II subject as well as the students taking the subject during Semester I -2020 and also in the coming years; this research will involve only the population of Reading and Conversation in English II group 2 students of the major of Licenciatura en Idioma Inglés: Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador Semester I, 2020.

## **CHAPTER II:**

### **THEORETICAL FRAMEWORK**

Reading and Conversation in English II students of group 2 of the University of El Salvador at the Western Multidisciplinary Campus Semester I, 2020, show deficiencies in Pronunciation and Confidence while storytelling. However, there are some technological applications that may boost students' deficits of pronunciation and confidence by providing theory that showcases those technological applications that may help students' performances for a better delivery in their professional life.

This chapter provides information on technological applications that may boost Reading and Conversation in English II, group 2, at the Western Multidisciplinary Campus semester I, 2020 students on their lack of a high degree of accuracy on Pronunciation and Confidence while performing the task of storytelling to show a better delivery on their professional life, and how mobile applications might help them.

Before knowing how the applications might help students with their confidence and pronunciation, researchers had the necessity to build the theoretical framework which is presented in this chapter. Chapter II contains the following definitions:

#### **2.1 Storytelling**

Storytelling is the art of using words, expressions and actions to captivate an audience and to reveal the elements and images of a story while encouraging the listener's imagination. Storytelling as an effective teaching and learning method is touted by a number of other educational theorists and researchers who underscore storytelling as a reflective, transformative, and/or experimental teaching pedagogy. Storytelling is a form of communication that predates written human history as a means of teaching lessons and passing history down from one generation to another (Rossiter, 2002). In addition, narrative storytelling provides the basic structure of how we create meaning out of our existence and everyday lives. Moreover, neuroscience is discovering that the brain is wired to organize,

retain and access information through story and that every relationship experience and object is recorded in the mind as a story (Caine et al. 2005).

Storytelling helps to encourage the active imagination of the listeners, as in story-telling the listener imagines the story while the story-teller is describing and providing more details of the situation in the story; however, the story-telling listeners' role is to create a vivid, multi-sensory images, actions, characters, and the events, the reality of the story is in their mind, based on the performance by the teller and on the listeners' own experiences, beliefs, and understanding. The listeners become co-creators of the story using their own experiences and their imagination. Storytelling can be combined with other art forms, for example, drama, music, dance, comedy, puppetry, and numerous other forms of expressions.

Storytelling heightens the classroom environment and atmosphere. A good story can ease learners and reduce fears because they are amused and at times, humorous. According to Richter and Koppett (2000) a well told story can bring about a sense of community and belonging in learning communities better than most traditional teaching methods. Storytelling has many of the benefits of experiential learning due to the level of active engagement created. The rich images stimulated by storytelling promote character identification thus engaging the student as an active participant in the learning process. When learners are engaged in this way, it reveals improved understanding and ability to apply what they have learned in the setting. Moreover, storytelling appeals to auditory, visual and kinesthetic learning styles and many of the intelligence areas including spatial, linguistic, interpersonal, and intrapersonal intelligence (Rose and Nicholl, 1997).

Actually, storytelling has many benefits generally. For example, it is very effective to teach by using literature style because storytelling provides a structure for remembering class material, it is not easy to the learners to remember the concepts in isolation, but if the concepts and the difficult meanings existed in the flow of a story, it will be easier for the learners to remember them. Additionally, storytelling may also help to create vivid mental images. Besides, storytelling is an innovative and accessible form of sharing information; the stories may help the learners to ease their learning in mastering and understanding the material, and a narrative opening in any scientific task simplifies allows the learners to grasp a concrete example before moving to the most difficult points.

## **2.2 Reading**

Reading is the art of interpreting printed and written words. It is a basic tool of education. According to Panigrahi, C. & Panda, K.C. (1996), reading influences the extent and accuracy of information as well as the attitudes, moral beliefs, judgments and action of readers. The reading habit is one of the powerful and lasting influences in the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares the student for an effective civilizing force tending to unite social groups.

Reading is one of the most fundamental skills a student need. To develop good reading habits is vital to Reading and Conversation in English II students' future not just academically, but in everyday life as well. Reading is an action of a person who reads and habit is a product of this action or learning, and there are numerous benefits in reading good short stories. According to Neuman (2018) reading can make students' mind think deeper, teach them more about certain fields, sharpen their skills, curb their anxieties, and generally just help them grow to the next level.

## **2.3 Pronunciation**

Pronunciation comes from the word "pronounce". Hornby (1995: 928) points out that "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language". Pronunciation is the way in which a word or a sound is pronounced. According to Cook (1996), pronunciation is the production of English sounds, and is learning by repeating sounds and correcting them when produced inaccurately. Besides, pronunciation is a production of significant sounds practiced by a language which people use to communicate with each other. According to Yates (2003) pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants, vowels of a language, and other aspects of speech such as segments, stress, phrasing and intonation. Therefore, pronunciation is an important part of a language since a different sound can change the meaning of the words or conversations. In words of Fraser (2001: 6) pronunciation is an essential ingredient of oral

communication, which also includes grammar, vocabulary choice, and cultural considerations and so on.

Pronunciation is one of the toughest speaking skills in English to develop because it takes much time and effort to acquire it. To develop accurate English pronunciation is crucial to Readings and Conversations II students' future not just for their academic success but also for their everyday life. Therefore, developing accurate English pronunciation is essential since inaccurate pronunciation can convey unclear and difficult to understand messages for the listeners, specially, listeners that are learning English as a second or foreign language. Some learners may think that English pronunciation is a secondary priority compared to other language skills, and they prefer to focus more on grammar and lexis (Griffiths, 2005). If speakers have inadequate pronunciation skill, their ability to communicate is severely limited. As a second language or foreign language, learners can communicate without advanced vocabulary or grammar by using simple words instead. Nevertheless, there is no simple pronunciation. Even if nonnative speakers use advanced vocabulary or grammar, bad pronunciation may confuse people that they communicate with. On the other hand, good pronunciation will make others understand them easily.

Accurate English pronunciation is one of the key skills of a second and foreign language students should pay attention to. This skill can be learnt from imitating words and sounds from native speakers, then students can practice by drilling or repeating that particular sound. Pronunciation does not only help the speaking skill, but also help learners predict the sounds of the words pronounced from people they talk with. Thus, it is important to help students increase mindfulness of correct pronunciation and to develop confidence when speaking English, which encourages them to speak out. They should know these advantages and practice their pronunciation more in order to make their communication more effective and pleasant, and they will then not be afraid of being blamed or making mistakes.

## **2.4 Confidence**

Confidence refers to the feeling of being sure about one's abilities — not in an arrogant way, but in a realistic, secure way. Self-confidence refers to a trait that allows someone to believe and rely on themselves realistically. Grubber (2010) states that self-

confidence is an attitude that a person holds about himself or herself that allows him/her to move forward and achieve his/her goals. Self-confidence means that even if things don't go one's way, this person still believes that eventually, somehow, some way, s/he will. Confidence is not about feeling superior to others. It's a quiet inner knowledge that one is capable of something. In addition, it is important to mention that confident people show a set of characteristics that make up their personality, for example:

- Confident people feel secure rather than insecure
- Confident people know they can rely on their skills and strengths to handle whatever comes up
- Confident people feel ready for everyday challenges like tests, performances, and competitions
- Confident people think this way, "I can" instead of "I can't"

Along with that useful information, it can be said that confidence is a very important part of every human being since it is something that helps people feel ready for life's experiences.

When people are confident, they are more likely to move forward with opportunities, and not back away from them. The opposite is also true, because people who hold low levels of confidence might be less likely to try new things or reach out more opportunities. If these people fail, they tend to stop trying. A lack of confidence can hold people back from reaching their full potential. Self-confidence plays an important role in many aspects of someone's life, not only in speaking but also in many aspects of someone's life. Confidence is the most important asset - and sometimes even more important than skills, knowledge, and experience. Self-confidence provides the emulator with lots of advantages such as competence, trust, comfort, ability to be in his/her own skin, assertiveness and the ability to communicate with others. There are several ways of enhancing self- confidence to overcome speaking problems. Jonas (2010) mentions several ways:

1. Students should relax. If they put too much pressure on themselves to speak English perfectly, they create excess tension, and this will affect how they speak. Calm down so the words flow more easily.



2. Students should prepare. They should allocate a specific conversation topic to review each week and focus on building up a set of key phrases and vocabulary, so s/he can enter into the conversation more prepared.

3. Students should practice what you know already so it becomes even more familiar to you. Your confidence will grow as the English you know becomes second nature. Set aside at least 30 minutes a day to repeat verb conjugations, difficult vocabulary or numbers, for example.

4. Students should get English-speaking conversation partner and regularly meet up. Slowly build your confidence with the same person so you can learn to relax when speaking. Correct each other's mistakes, and exchange tips on improving your language skills.

Meanwhile, Anderson (2006), give there are some tips to enhancing your confidence while speaking:

a. Students should talk to Everyone. “Talking to everyone” is one way to gain confidence in speaking English. It will enhance ability in speaking and it will help someone to solve the problems when they have a problem in speaking, such as inhibition, nothing to say, mother tongue, and etc.

b. Students should speak as Much as Possible. Learning a language is just about like learning anything else. The more they practice, the better they get. That’s worth repeating. Learning a language is just like learning anything else. The more they practice, the better they get. There, that’s more like it. The more someone speaks, the easier it will be to speak. The more someone speaks, the better his or her English will become. The better someone speaks, the more confident he or she will be at speaking an English language. This will be an incentive to encourage people to speak even more.

c. Students should believe in themselves; they can do it. They can speak with more confidence. They can learn English and become a better emulator.

To improve pronunciation production and confidence, there are certain technological applications that students can use in their storytelling activities.

## **2.5 Technology**

According to Wood (2016) technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. So, basically, whenever people use their scientific knowledge to achieve some specific purpose, they are using technology. Technology usually involves a specific piece of equipment, but that equipment can be very simple or dazzlingly complex. It can be anything from the discovery of the wheel, all the way up to computers and MP3 players.

## **2.6 Applications**

According to Tecnopedia (2012) an app is computer software, or a program, most commonly a small, specific one used for mobile devices. The term app originally referred to any mobile or desktop application, but as more app stores have emerged to sell mobile apps to smartphone and tablet users, the term has evolved to refer to small programs that can be downloaded and installed all at once. Therefore, the innovation in apps has raised interests among educators because it facilitates teaching and learning. Language learning apps have a potential influence on the cognitive dimension of learning. For example, apps can lessen learners' cognitive load by offering unlimited access to the learning activities. Having this information stored in a device and readily available at any given moment does not require them to commit vast amounts of information to memory (Pachler, 2009).

There is an application for just about everything in the 21<sup>st</sup> century, and education is no different. Technology can be an enormous help in teaching and learning and the use of educational apps is changing the way students study around the world. Educational apps are revolutionizing the world of education. Nowadays, there is no reason to be afraid of including technology in curricular subjects when used properly. Educational apps can significantly boost students' productivity levels and their personal marks. ESL students are often more self-conscious and have fewer people giving them strategies to boost their confidence (Duff, & Pappamihel, 2001). In a study of 178 Mexican-born students in sixth through eighth grade, Pappamihel (2001) found that many of them felt more anxiety in their mainstream classes than in their ESL classes because they feared students would laugh at them. Therefore, the focus of this study is to recommend educational applications for boosting pronunciation to a

high degree of accuracy and confidence for a better delivery of the speaking production while storytelling.

Some applications that the research team proposes are:

### **2.6.1 Cake - Learn English**

The application enables people to learn and master the language of English in a quick and easy way. People may be doing well in English, but this app will allow them to improve on their vocabulary, speech and accent. Learn all about phrases, idioms, grammar and vocabulary from videos on YouTube. The app also offers speaking skills through which users can talk live to another person and improve on their speaking skills.

### **2.6.2 Flipgrid**

According to Wezift (2017) Flipgrid is an educational connection app that allows teachers and students to discuss a topic virtually through short videos. Available in the App Store and the Google Play Store, this app is rated for users of all ages. This app does not feature any in-app purchases or advertisements and is safe for kids. This app permits teachers to post a question or a theme to the app that their students are then able to respond to by recording and posting short videos. Flipgrid helps to immerse students in the experiences and ideas of their classmates allowing them to learn from one another and better understand the different learning processes numerous students undergo.

Students' answers are displayed in a grid so that everyone's video is visible, promoting interaction between students and the responses of their peers. Reviews of this app are quite mixed with many users saying that the app would close or would take very long to upload videos and others raving about its use in their classroom and how it has contributed to a better classroom environment. Some people also note that social media like features and displays can help students focus on the ideas that they want to communicate.

### **2.6.3 Busuu**

According to Hilti (2008), Busuu is an AI-powered language learning platform on web, iOS, and Android that allows users to interact with native speakers from around the world. There are 12 language courses currently offered: English, Spanish, French, German, Italian, Portuguese, Chinese, Japanese, Polish, Turkish, Russian, and Arabic. All courses are available in 15 interface languages. Learners work through self-paced lessons of one or more course languages. The lessons include studying vocabulary and grammar. At the end of each lesson, learners can practice with native speakers of the language they are learning, in written or spoken conversation.

#### **Language Courses**

Busuu incorporates the communicative elements of social learning into self-study language learning. Through its website and mobile apps, Busuu offers free and Premium access to 12 language courses, taught in 15 interface languages. Busuu offers courses based on CEFR levels A1, A2, B1 and B2. Study material is divided into themed lessons, each based around common conversational scenarios. Lessons contain vocabulary and grammar practice, pronunciation exercises, interactive quizzes and conversational practice with native speakers who are members of the Busuu community. Through their partnership with McGraw-Hill Education, learners can receive a level completion certificate between beginner level A1 and intermediate level B2 in English, Spanish, French, German, Italian and Portuguese. The tests focus on dialogue, comprehension and productive skills.

There is free access to all courses, and paid access to Premium features. Grammar instruction, spoken and written conversations, spaced repetition vocabulary training and other features such as Offline Mode, are only available for Premium learners.

#### **Community**

The platform encourages collaborative learning by allowing members to practice their writing and speaking skills with help from native speakers of the language they are learning. All learners correct one another's work. They can converse via asynchronous voice recording

or text chat. In this way, every Busuu user is both a student of a foreign language and tutor of the languages they can already speak.

## **2.7 Advantages of Using Apps**

The use of mobile apps provides many advantages for students and teachers since there are different ways of learning and teaching nowadays that makes it easier for students to enhance knowledge. Some of the advantages of using mobile applications for teaching are:

### **2.7.1 Enhanced Interaction**

It is known that educational apps can make students have better interactivity and create a better engagement. The use of apps helps students to interact with all their classmates through videos making storytelling more interesting. Furthermore, some students do not feel comfortable talking in front of a lot of people, but when using apps, they feel more relaxed since they are recording videos without feeling pressure from the audience.

### **2.7.2 Availability 24/7**

Unlike school, mobile applications are available round the clock, there is no need to be worried about schedules. Anywhere can be a classroom. App learning is not time-bound learning, its relaxed learning. Students can use the app without worry about the time or place because they are able to use it whenever they please. These factors make apps more useful for learning and teaching since students can use it in their free time. Besides, students can watch the videos whenever they want, this helps them to pay more attention since they are not in a classroom full of people.

### **2.7.3 Staying Connected**

Educational apps are the best way for students to stay connected with their teachers. Though the way of learning through apps is entirely different from the traditional learning method, it adds value to the entire process.

### **2.7.4 Help Improving Students' Skills**

Since students are recording their own videos, they can watch it as many times needed to realize which their mistakes are. Also, students and teachers can provide feedback according to what they have watched in the video; in this way students can focus on what they have to improve. On the other hand, students can watch their classmates' videos which will help them to learn new vocabulary and to improve their pronunciation production.

### **2.7.5 Preparation for the Future**

In almost any profession, students are going to need to use computers. Using educational apps prepares students to use technology. Many of the necessary skills to use apps are the same abilities that will be needed to perform everyday tasks and certain job functions.

Since technology has been created for helping persons do their jobs easier, by using technology nowadays, people can improve their abilities through the research team is interested in recommending these apps for boosting students' English pronunciation with a high degree of accuracy and confidence while storytelling through technological applications. The research team is interested in building a proposal containing all these educational applications previously mentioned for making students have a better delivery while storytelling so that they can make the experience pleasing for the audience, and for them as well. The purpose of building these technological applications is to innovate the learning process for students and for teachers. The research team wants to recommend useful tools that can make the teaching process fun for the teacher and for students while involving technology when developing speaking with a high degree of accuracy in pronunciation and confidence. By building up a proposal containing such applications and their ways to use them, students can understand that knowledge is able to fit in their social lives and into their academic lives, creating an interest in learning that can grow depending on the interest of each.

## **CHAPTER III:**

### **METHODOLOGICAL DESIGN**

To find out the answer for the question “What technological applications may be used to boost Reading and Conversation in English II, group 2 students’ pronunciation and confidence when storytelling at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020”, the research team will execute a projective research based on Innovative Technological Applications for Story-telling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador. All the steps to conduct the research are very carefully organized and described as follows.

#### **3.1. Paradigm and Design**

To carry out the projective research “Innovative Technological Applications for Story-telling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador During Semester I, 2020” the researchers focused on collecting the data under the mix method study to examine if the implementation of Innovative Technological Applications for Story-telling in Reading and Conversation in English II for boosting the pronunciation production and confidence while story-telling to generate a better understanding of the subject of the matter by utilizing observation checklists.

For constituting the research “Innovative Technological Applications for Story-telling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador During Semester I, 2020”, the researchers utilized the type of study named as Projective Research due to this type of research proposes a solution for an issue which in this case is pronunciation production and confidence while story-telling.

## **3.2 Units of Observation**

The researchers took the whole population of Reading and Conversation in English II group 2 students selected by using the convenience method to have a heterogeneous target population. There were 25 units of analysis in total, and each of them agreed to participate in the process of data collection.

## **3.3. Sampling Procedure**

The target population for this projective research was Reading and Conversation in English II group 2 students during semester I-2020 at the Western Multidisciplinary Campus of the University of El Salvador.

### **3.3.1 Approaching the Field of Study**

To approach Reading and Conversation in English II, group 2 students, the researchers got permission from the teacher in charge of the class in February 2020. This allowed the research team to be able to observe students while story-telling. The first day of the observation, the researchers explained the field of study teacher in charge of the subject the applications the research team wanted to suggest. To have a deeper insight of this phenomenon, researchers approached the field of study by applying the searching instrument to identify the issues that students of this subject had. The tool used was an observation checklist, whose purpose was to gather the necessary data about the poor level of pronunciation and confidence that students showed when story-telling. The information gathered helped researchers describe the problematic situation and its possible causes. With all the information, researchers decided to carry out a projective research.

### **3.3.2. Diagnostic Study**

The research team designed two data collection instruments that would help them describe the problematic situation and define the scope of the problem, and thus identify how severe the problematic situation of Reading and Conversation in English II students at the Western Multidisciplinary, group 2 students during semester II 2020 is. An observation checklist (Appendix A) was used to obtain information about students' performance regarding their English learning. Besides, a questionnaire addressed to Reading



and Conversation in English II students (Appendix B) was used to obtain information about students' difficulties regarding storytelling in their Reading and Conversation in English II classes and their opinion about the use of innovative technological applications while storytelling. Furthermore, a questionnaire addressed to Reading and Conversation in English II teacher (Appendix C) was conducted to collect information about the teacher's opinion of the difficulties that students show such as the lack of confidence while storytelling and the lack of accuracy in pronunciation production. Moreover, in February 2020, Appendix A was carried out to assess students' storytelling development in classes. All the data gathered with these tools was essential for the investigators to have a clear picture of the phenomenon taking place at the selected group.

### **3.3.3. Definition of the Problem**

To formulate the research question for this study, the researchers started to think about the main challenges that Reading and Conversation in English II students faced when studying the subject. They started to discuss the common mistakes they make and issues they face while taking the above-mentioned subject and what would be some difficulties that students may face during the course and while complying with their tasks. However, the research team realized that story-telling was a major issue that surrendered all the students, since they showed discomfort and deficiencies while doing it.

Once the problematic situation was narrowed down, the researchers wanted to make the topic catchier and appealing for both students and teachers, so the researchers came out with the idea of incorporating the use of technology since this would help students raise their interest in doing homework at the same time that they improve their English-speaking skill. Therefore, the research team decided to focus more specifically on students' pronunciation and self-confidence while speaking English, and then, they came up with the research question: Which are innovate technological applications for story-telling in Readings and Conversation in English II students of the group 2 at the Western Multidisciplinary Campus of the University of El Salvador semester II, 2020?

### **3.4. Planning Phase**

The first step the researchers made was to select a class group of Readings and Conversation in English II students. They randomly chose group 2. Later, they verified the existence of the problematic situation regarding the students' English-speaking skill at the moment of story-telling in reading and conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020. By carrying out reflections and question guides to confirm the problem, the research team found that the phenomenon was present when students had to share ideas in a real speaking context. Afterwards, it was essential to build a rich and sound theoretical framework to support the research to be carried out. Consequently, the hypothesis and all the variables to be measured along the whole process of the research were defined and established. After defining the variables, the researchers proceeded to spot the specific instruments that were suitable to obtain relevant data about this phenomenon occurring in Reading and Conversation in English II, during semester I-2020 at the University of El Salvador Western Multidisciplinary Campus

#### **3.4.1 Literature Review**

Once the research team had decided which was the issue that they wanted to address, they immediately started to review literature related to the variables involved in the problematic situation and its possible solution; for that purpose, they gathered information about various updated and innovative applications on Google Play that may help students' better their English pronunciation and stimulate the development of self-confidence while speaking English since each application improves the way they work. The applications chosen by the research team were: Tandem, Cake-Learn English, Flipgrid and Busuu, whose information can be found on the previously mentioned platform. The research team carefully chose them since they make the task of story -telling easier and more appealing for the students since they make it fun for them as they can edit and use filters for their stories to make them look catchy, thus improving their creativity and confidence and students can interact with each other, so they can correct one another if they mispronounce a word or if

they can say it in a fancy way. In addition, when the research reviewed the literature regarding the applications, they began to collect information about the branches of study.

### **3.4.2 Data Collection Instruments**

To collect data, researchers made use of an observation guide (Appendix A) regarding students' problems in story-telling in their Reading and Conversation in English II classes during semester I, 2020 at the Western Multidisciplinary Campus of the University of El Salvador. Also, a questionnaire (Appendix B) addressed to Reading and Conversation in English II students, group 2, was carried out, to gather information about the student's point of view of the problematic taking place. Finally, a questionnaire (Appendix C) addressed to Reading and Conversation in English II, group 2, teacher was conducted to recollect data regarding her point of view of the problematic situation.

The observation checklist (Appendix A) contained six questions such as "Do students show difficulties while re-telling stories? If so, what is the main issue they reflect?" "Do students present difficulties in their speech production while storytelling in front of their classmates?" "Does the teacher provide good feedback after the speech given by the students?" "Do students show an interest in their classmates storytelling?" "Do students tend to innovate while storytelling in front of their classmates?" "Does the teacher encourage students to improve themselves for a better delivery?". Also, a survey containing open questions was designed to obtain some information about the issues students were having when story-telling. The researchers were in charge of gathering, analyzing and interpreting all the data. No other survey was needed to collect data since the researchers are conducting a Projective Research and an observation guide was enough to accomplish this part of the research.

The questionnaire (Appendix B) contained eight questions such as "Do you have difficulties while storytelling in front of people?" "Have you used technological applications for storytelling before? If your answer in the previous question was yes, please mention the apps that you have used" "Do you consider that apps that allow you to record yourself in video can help you boost your confidence?" "Would you like to use technological apps for story-telling in this subject, instead of telling your stories in real time?" "Do you consider the

use of different apps are beneficial for improving pronunciation production?” “Do you think that by watching yourself in video, you can know which are the problems with your pronunciation production?” “Do you think that your pronunciation production can be levelled up by using applications?” “Do you think that it is better to practice doing repetition practice in classes or to practice with someone else through application?” This survey contained close questions and were designed to obtain some information about the difficulties students faced while storytelling and student’s opinion in the use of innovative technological application in the subject Reading and Conversation in English II.

The questionnaire (Appendix C) contained eight questions such as “Do you think that students show problems in the language production, while re-telling stories? If so, what is the main issue they reflect?” “Do you think that students present a nice speech production while storytelling in front of their classmates?” “Do you think that students show an interest in developing their own speech production while re-telling stories?” “Have you used apps for storytelling with your students?” “Have you considered using applications as a tool to improve student’s pronunciation production?” “Would you like to use different innovative apps with your students while storytelling?” “Do you think that application for practicing the pronunciation production can make your classes more fun and appealing?” “Would you like to incorporate apps to level up the pronunciation production in your classes?” This survey contained eight open questions. The questionnaire was designed to obtain some information about the teacher’s opinion about students’ performance while storytelling.

### **3.4.3. Validity of Data Collection Instruments**

The research team validated the tools by handing the research tools (Appendix A) and (Appendix B) to a teacher at the Western Multidisciplinary Campus of the University of El Salvador; after that, researchers checked and reflected upon every suggestion that teachers gave to their instrument. The researchers got together to check if every item was on the right path and verified if the objectives were being achieved. The tools were two questionnaires, one for students and the other for the teacher, which were checked and analyzed by the researchers to look for mistakes and avoid confusion or deviation along the process. Furthermore, the researchers provided suggestions to improve and elaborate efficient

instruments to obtain great quality information based on authentic problems faced by students when storytelling. It is worth mentioning that every suggestion was considered to achieve valuable outcomes.

#### **3.4.4 Validity and Reliability**

To assure validity, the investigators guaranteed “content validity” in which they checked the degree to which the questions of the test covered the content to be assessed. To be specific, they made sure if they had included the correct number of questions per variable or indicator, the correct order of questions, and the correct grammar in each of the questions. Also, the researchers made sure to include the correct use of the APA system, and they assured that the tools avoided ambiguities and confusing terms.

Regarding reliability, the researchers ensured the degree to which the instruments produce the same scores when applied in the same conditions. That is to say, all the results are alike. Besides, the observers assured that all of them agreed on the measurements for the results. To assure reliability, the researchers took into account internal consistency, which meant that there existed consistency of items and questions in the research tools.

#### **3.4.5 Ethical Aspects**

To carry out this projective research study, it was important to respect certain ethical principles that guarantee the success of the investigation. These aspects are informed consent, anonymity, and confidentiality. Regarding informed consent, the researchers have respected students’ free willingness to participate in this investigation by providing them a description about the Projective Research so that students decide if they want to participate or not. In the same manner, the researchers maintain anonymity and confidentiality by concealing the identity of the participants in all research findings and by not allowing access to the information to people who were not taking part in this investigation and to whom the research’s results were not a matter of interest.

### **3.5 Data Collection Procedures**

To continue with this projective study, the researchers will create a questionnaire for the teacher using Google forms, which will be administered to him in order to obtain vital data through his response. The teacher's name will remain anonymous. The researchers consider the teacher plays a very important role in the investigation since teachers are the ones that guide the teaching-learning process. Moreover, the researchers will create a poll using Google forms to obtain students' opinions about their teacher's methodology to teach English. The permission to develop this investigation was asked to the English teacher and to the Head of the Institution at the beginning of the year through a letter signed by the Head of the Foreign Language Department of the Western Multidisciplinary Campus of the University of El Salvador. This permission allowed the research team to be able to contact students via the Internet in order to obtain meaningful insight to build the methodological proposal.

#### **3.5.1 Execution Phase**

To continue the planned research, the execution phase includes a data collection procedure in which the researchers explain the process they followed to collect information from Reading and Conversation in English II teachers and students. In addition, it also includes data processing and analysis of data obtained through different tools.

#### **3.5.2 Data Processing and Analysis**

During the data processing in the preliminary phase, the researchers used Microsoft Word 2016 software to classify and organize all the data obtained during the research study. All the data gathered through the observation guide. Once all the data was gathered, the research team began to analyze it and look for applications that addressed the issues all the students performed, so they could suggest applications for them to improve their problems storytelling.

### **3.6 Projective Design**

This proposal design arises from the idea to implement new techniques in the field of study regarding the pronunciation production and the deficiency on confidence in students at the time of storytelling in the subject Readings and Conversations in English II. This proposal suggests the use of technological applications for improving students' deficiencies while storytelling in their Readings and Conversations in English II classes in order to switch from an old-fashioned method of developing their oral activities.

Throughout this proposal study, the researchers' expectations are that students from Readings and Conversations in English II can better their oral production and their confidence while storytelling. As this type of study is known by suggesting possible solutions to a problematic situation, investigators decided to adequate the use of Innovative Technological Applications with the phenomenon under study to help them exceed this area in the future.

### **3.7 Elements of a Proposal**

The elements taken into consideration in this projective research are the Innovative Technological Applications such as Cake, Busuu, and Flipgrid. These Innovative Applications cover the areas in which the field of study faces more difficulties, which are pronunciation and confidence while performing a story-telling activity.

The applications that target their pronunciation and confidence while storytelling the most, are Cake, which provides a dialogue to practice their pronunciation using movies and adds' dialogues to make experiences more pleasing for the user. Busuu provides different kinds of features to make students improve their pronunciation, such as Learn the basics with vocabulary & grammar units, audio dialogues, listening exercises, pronunciation challenges, language games and interactive lessons.

Students can also practice by submitting writing exercises to fluent speakers that will help them perfect the language production. Therefore, Flipgrid is an app that allows teachers to create "grids" to facilitate video discussions for students to respond in real time. Each grid

is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. Also, this app can also be used by students to tell stories and receive feedback from other classmates or their teacher as well.

These applications' purpose in this research study is to improve the deficiency of proper pronunciation and confidence while storytelling. Cake and Busuu reinforce their deficiencies in the pronunciation field, while Flipgrid provides a platform where students can record themselves while storytelling, and it also has features to make videos more appealing to the audience, making this application look like a social media app called "Snapchat" since it also provides emojis and fun features to make the user feel the he or she is having fun while practicing and improving the second language.

### **3.7.1. Introduction**

Having well-polished pronunciation and confidence skills while story-telling is one of the most essential features among the vast variety of requirements a teacher must fulfill in order to offer a high-quality education. Therefore, the study "Innovative technological applications for story-telling in Reading and Conversation in English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador during Semester I, 2020" aims to demonstrate how to improve pronunciation and confidence skills using different technological applications.

The researchers started describing the problem and provided background information about the pronunciation and confidence skills and how to improve them by focusing on the use of technological applications, such as Cake, Flipgrid and Busuu. The definition of the problem and the process of approaching the field of study gave the researchers insights on how to increase the use of those applications.

Besides, the theoretical framework provided insights that were the basis for developing this projective research project which attempts to change the reality regarding pronunciation and confidence skills of Readings and Conversation in English II students by administering relevant information about the technological applications that aim to produce effective improvement in students' pronunciation and confidence performance.



During the different stages of this investigation, the objectives were the guidelines to develop and create this initiative of a future project with expected excellent results. At the end of this projective research study, the researchers provide projections of the analysis of the results expected and conclusions and recommendations to lead the future process of implementing the manual.

### **3.7.2. Approach to the Need**

This section focuses giving a clear idea of the proposal, and how it will help Readings and Conversations in English II students, group 2 to improve their pronunciation and confidence while story-telling through the use of mobile applications.

### **3.7.3. Description of the Beneficiaries and Staff**

The beneficiaries of this proposal study are the Readings and Conversation in English II students and teachers. The students will benefit from this proposal by improving their pronunciation production and confidence while story-telling. In addition, the teachers of the subject will benefit from this study by making activities that are attractive for the pupils allowing them to improve their deficiencies in pronunciation and confidence while storytelling to become a skillful professional in the near future.

### **3.7.4. Objectives**

Since the research team recognized the main areas of improvement of Readings and Conversation II students, a series of objectives came up to their minds with the purpose of helping them to improve those areas to become good professionals.

These objectives are the following:

- To suggest innovative technological applications for story-telling in Reading and Conversation in English II, group 2, at the Western Multidisciplinary Campus of the University of El Salvador during semester.
- To propose innovative technological applications to boost pronunciation in students while storytelling in their Reading and Conversation in English II classes at the

Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020

- To recommend innovative technological applications to increase student's confidence while storytelling in their Reading and Conversation in English II classes at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020

### **3.7.5. Contents and Activities**

The contents that will be taken in this research study are pronunciation production and confidence while storytelling. These contents are going to be developed through the use of technological applications such as Cake, Busuu and Flipgrid.

The applications of Cake and Busuu will cover the area of pronunciation production because they mostly target contents such as a dialogue to practice their pronunciation. Using movies and adds' to make the learning experience more pleasing for the students. In addition, it provides different kinds of features to make students improve their pronunciation production, such as: audio dialogues, listening exercises, pronunciation challenges, language games and interactive lessons.

Nevertheless, Flipgrid will provide the platform where the students can upload videos of them talking about stories previously given by the teacher. Also, it provides students with voice engagement, peer feedback, and besides it saves class time. It is made for students to quickly and easily join and record their videos. It can be a game changer in the classroom, especially for those students who fear being in front of an audience or are just very shy because they can discuss, share ideas, provide proofs, and explain. Then, they have fun ways to dress up their videos with stickers and filters in which they can express their personality. For those students that are even more self-conscious, they can use the white board instead of recording their own face. By doing the grids, students can like and comment on the videos of their classmates giving suggestions or just supportive comments that ends up boosting the confidence of the students by the support of their classmates and teachers while storytelling. Moreover, it is easy for teachers to use as well. Teachers have their own login to manage their grids that makes it easy to respond to the students.

### 3.7.6. Assessment

In order to assess this proposal, the research team will use the technological applications known as Flipgris, Busuu and Cake. By using these applications, the research team will be able to assess the pronunciation production the students show while story-telling and the level of confidence that the students present while story-telling. Each application will be targeted according to the teacher's activities during the semester since each app can be used single or convinced for better results.

### 3.7.7. Resources

In order to carry out this projective research, the research team made use of human and technological resources. For data collection, the researchers made use of an observation checklist which included researchers' points of view regarding students' behavior and development at the time of storytelling in their Reading and Conversation in English II classes.

Furthermore, Internet access, computers and smartphones were necessary for researchers to do research about the Innovative Technological Applications they were going to suggest teachers and also students of the subject Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador.

### 3.7.8. Budget

#### 3.7.8.1 Supplies

| Type of supplies | Name        | Cost per item    | Number of item | Total  |
|------------------|-------------|------------------|----------------|--------|
|                  | Pen         | \$0.15           | 5              | \$0.75 |
|                  | Pencils     | \$0.15           | 5              | \$0.75 |
|                  | Printer ink | \$5.00 Black ink | 1              | \$5.00 |

|       |               |                 |     |        |
|-------|---------------|-----------------|-----|--------|
|       | Printer paper | \$0.02 per page | 200 | \$4.00 |
|       | Stapler       | \$0.50 per box  | 1   | \$0.50 |
| TOTAL |               |                 |     | \$11   |

### 3.7.8.2 Services

| Service                                | Cost               | Total  |
|--|--------------------|--------|
| Photocopies                            | \$0.02 x 200 pages | \$4.00 |
| Internet                               | \$30               | \$150  |
| Others expenses (food and electricity) | \$30               | \$60   |
| Zoom meetings premium                  | \$15               | \$45   |
| Final Presentation                     | \$15               | \$15   |
| Total                                  |                    | \$274  |

## **CHAPTER IV:**

### **ANALYSIS AND INTERPRETATION OF DATA**

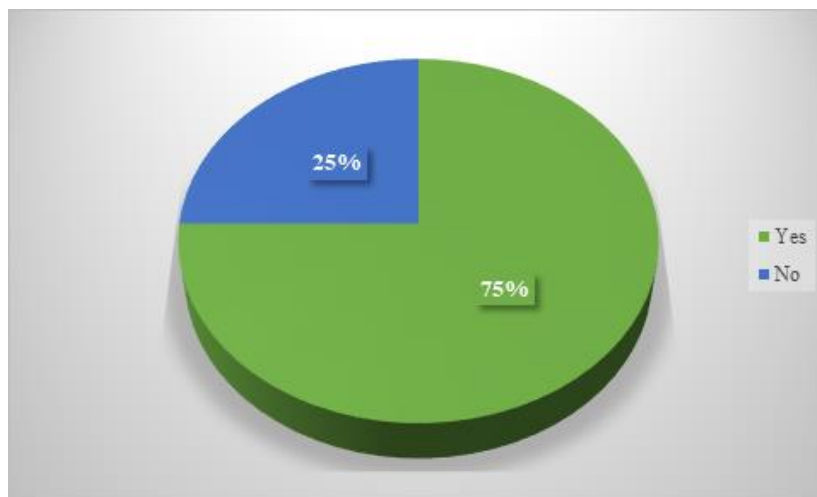
This chapter contains the analysis and interpretation of all the results gathered through the data-gathering tools used to research the units of analysis for the sake of the study entitled “Innovative Technological Applications for Story- Telling in Reading and Conversation in English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador during Semester I, 2020”. The research team tabulated all the results obtained through the data-gathering tools about the Reading and Conversation in English II students. Moreover, this chapter shows results about the students' and teacher's points of view about using innovative applications such as Flipgrid, Busuu, Cake and how these applications may help them with storytelling. The researchers used graphs to organize the data gathered through questionnaires addressing both teacher and students. Finally, the data has been tabulated by using Microsoft Excel 2016.

#### **4.1 Data Analysis**

Innovative applications such as Flipgrid, Busuu and Cake encourage students to learn using different methods. In this case, students of Reading and Conversation in English II group 2 acquire knowledge using technological applications. Some activities that can be used with these apps are weekly video journal, impromptu speech and performance of conversations. Throughout these activities, the researchers' expectations are that students improve their confidence and pronunciation production. Finally, in the following graphs, researchers show the results that they gathered through questionnaires.

**Figure: 1**

*Students' Difficulties while Storytelling in front of People*

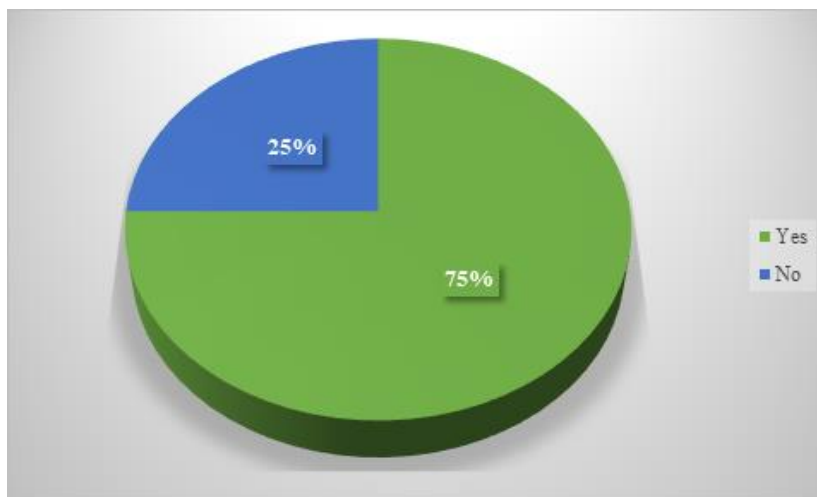


*Source: Researchers' own creation*

Figure 1 reveals that 75% of the students of Reading and Conversation in English II group 2 face difficulties while storytelling in front of people. As Renate et al. (2005) states, narrative storytelling provides the basic structure of how we create meaning out of our existence and everyday lives. Moreover, neuroscience is discovering that the brain is wired to organize, retain and access information through story and that every relationship experience and object is recorded in the mind as a story; this result makes an alarming need to improve the confidence of Reading and Conversation in English II, group 2 students. While on the other hand, the remaining 25% of students do not present difficulties with performing storytelling in front of people.

**Figure: 2**

*Use of Technological Applications for Storytelling*

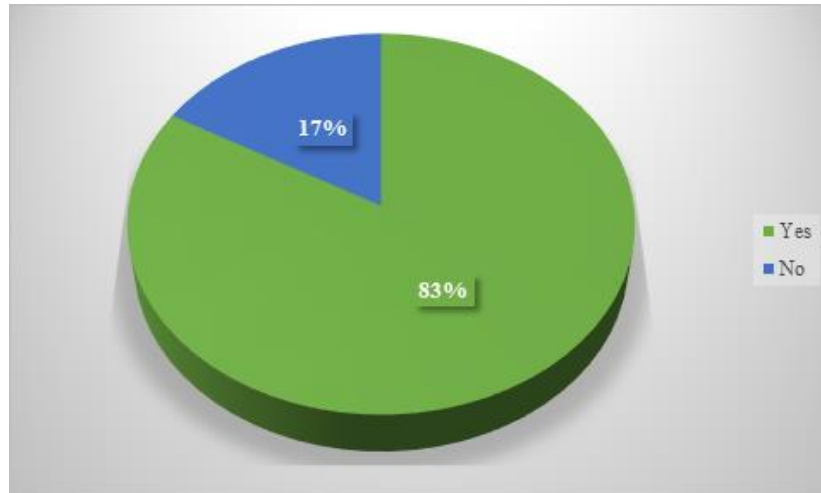


*Source: Researchers' own creation*

As it can be observed, Figure 2 reveals that 75% of the students of Reading and Conversation in English II group 2 have used technological applications for storytelling before. Pachler (2009) states that apps can lessen learners' cognitive load by offering unlimited access to the learning activities. Having this information stored in a device and readily available at any given moment does not require them to commit vast amounts of information to memory. However, 25% of the students of Reading and Conversation in English II group 2 haven't used technological applications, which enforce the point of view of the research team to implement technological applications for storytelling.

**Figure: 3**

*Use of Apps to Boost Students' Level of their Confidence while Storytelling*



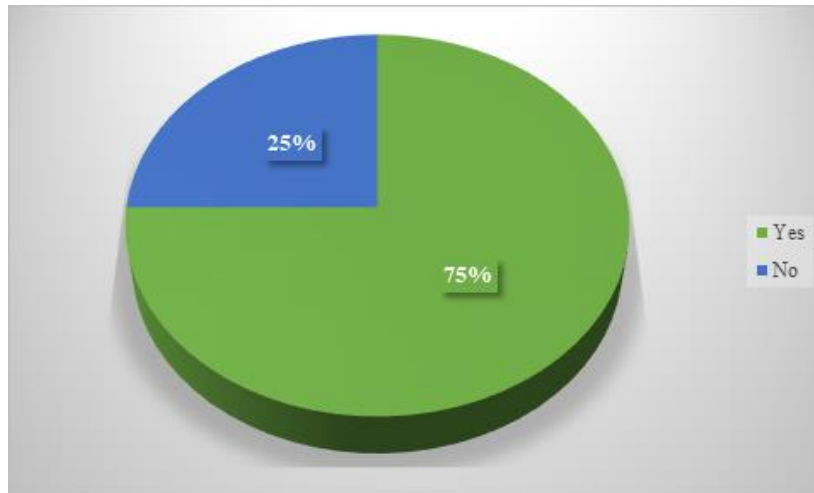
*Source: Researchers' own creation*

Figure 3 shows that in the subject Reading and Conversation in English II group 83% of the students consider that apps can help them to level up their confidence. ESL students are often more self-conscious and have fewer people giving them strategies to boost their confidence (Duff & Pappamihiel, 2001), but the remaining 17% do not consider that apps can help them since they consider that other methods can be more effective in their learning process.



**Figure: 4**

*Students Willingness to Use Apps for Storytelling*

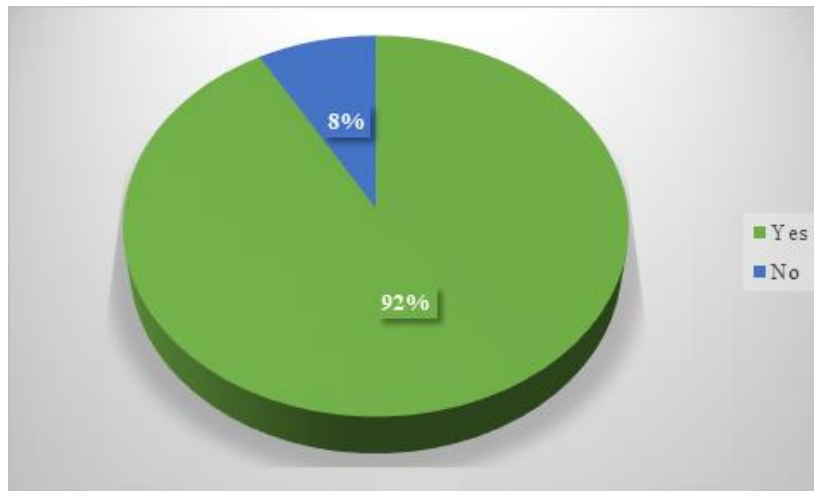


*Source: Researchers' own creation*

Figure 4 reveals that 75% of the students of Reading and Conversation in English II group 2 would like to use apps for storytelling, enforcing the point of view of the researchers to apply technological applications for storytelling. As Pachler (2009) states that apps have a potential influence on the cognitive dimension of learning. But the remaining 25% would not like to use it, since they feel more comfortable with other learning techniques.

**Figure: 5**

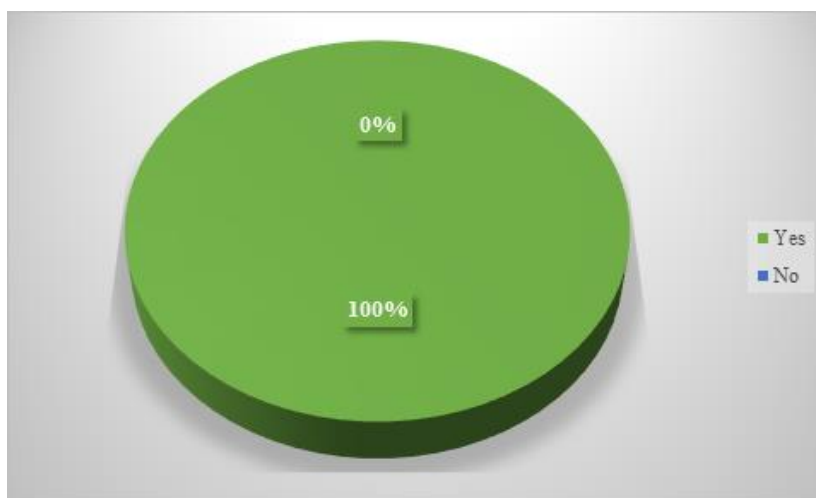
*Apps as Beneficiaries for Improving Pronunciation Production*



*Source: Researchers' own creation*

Figure 5 reveals that in the subject Reading and Conversation in English II, 92% of the students consider that apps can help them to improve their pronunciation production as Duff and Pappamihiel (2001) recommend educational applications for boosting pronunciation to a high degree of accuracy and confidence for a better delivery of the speaking production while storytelling. As well as Fraser (2001) states that pronunciation is an essential ingredient of oral communication, which also includes grammar, vocabulary choice, and cultural considerations and so on. Nevertheless, the remaining 8% do not consider that apps can help them to improve their pronunciation production.

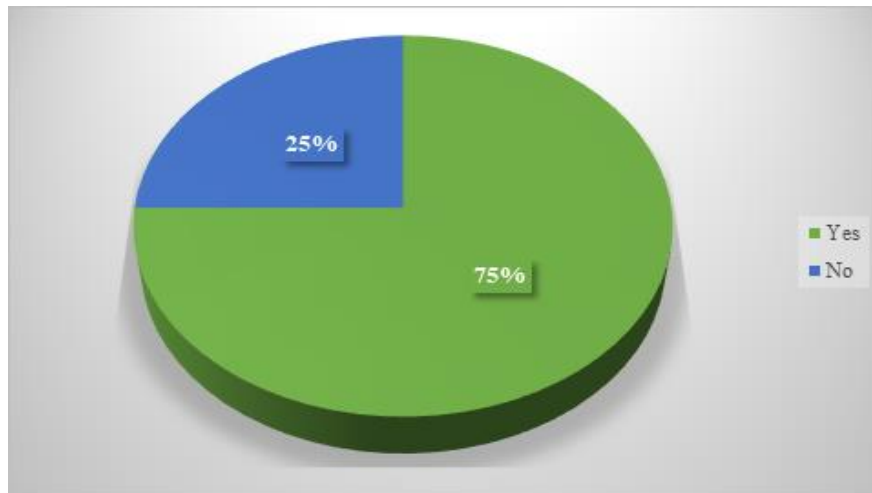
**Figure: 6** *Students Problems with Pronunciation Production*



*Source: Researchers' own creation*

Figure 6 reveals that 100% of the students of Reading and Conversation in English II group 2 think that watching themselves in video can help them to know which the problems that they commit while storytelling are. They can do this by using one of the applications the research team suggests known as Flipgrid. As Wezift (2017) states that this app may help students to immerse themselves in the experiences and ideas of their classmates. allowing them to learn from one another and better understand the different learning processes numerous students undergo.

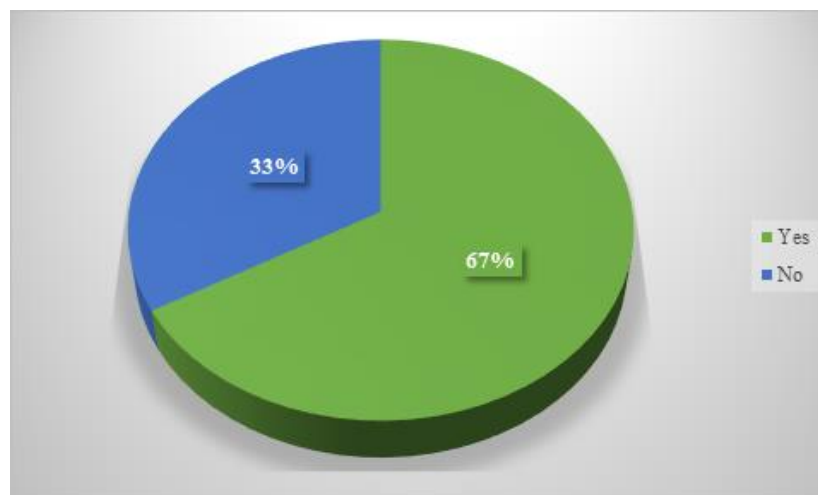
**Figure: 7** *Students' Use Applications for Level Up their Pronunciation Production*



*Source: Researchers' own creation*

Figure 7 reveals that 75% of the students of Reading and Conversation in English II group 2 think that their pronunciation can be levelled up by using applications, as Anderson (2006) states that the more someone speaks, the easier it will be for that person to speak. The more someone speaks, the better his or her English will become. The better someone speaks, the more confident he or she will be at speaking the English language. So having students recognize that there is an option to level up their pronunciation by using apps for the subject of the matter like the apps suggested by the research team known as Cake and Busuu. This will be an incentive to encourage people to speak even more. But on the other hand, the remaining 25 % don't think that apps are a good option.

**Figure: 8** *Students Opinion about Repetition Practice*



*Source: Researchers' own creation*

Figure 8 reveals that 67% of the students of Reading and Conversation in English II group 2 think that it is better to practice by doing repetition drills during classes rather than practicing the skill with someone through an application; however, the remaining 33% think that repetition practices are not the best option for the students, so they could try better talking to someone through out an application.

#### **4.2 Teacher's Point of View of Using Applications while Storytelling.**

For creating Table N°1, the researchers utilized all the collected data from the questionnaire they administered to the teacher of Reading and Conversation in English II group 2 (Appendix C). All the gathered data allowed the researchers to get a clear point of view of the matter under study. Firstly, the answers of the facilitator will be shown. Secondly, the analysis done by the researchers of the point of view regarding the answers the teacher gave will follow.

Table N°1

*Analysis of Appendix C*

| <b>Objective:</b> to gather information on the teacher's point of view of using applications while storytelling. |   |                         |   |   |
|--|---|-------------------------|---|---|
| <b>Indicator</b>   | <b>Question</b>   | <b>Teacher's Answer</b> | <b>Teacher's Point of View</b>  | <b>Discussion of Results</b>  |
| Pronunciation Production   | 1. Do you think that students show problems in the language production, while re-telling stories? | Yes                     | If we talk about the reading skills, some of them have problems gathering main ideas and they tend to memorize every single detail from the things and do not summarize the texts. Then, if we talk about their language skills, they have many problems related to pronunciation and grammar. Besides that, they commit many shift | During the observation of the Reading and Conversation in English II classes, researchers observed that some students didn't feel comfortable while storytelling in front of all their classmates; when they were asked why they felt uncomfortable, they said "we need to improve our language production" (Reading and Conversation in English II students, personal communication, 2020). Considering that Fraser (2001) said that in order to have a good pronunciation is an essential to focus on grammar structure. We realize that language production is not just about speaking without grammar structure, but also about having good grammar while speaking because as the Reading and Conversation in English II teacher said, students committed a lot of shift mistakes while storytelling. So, if we take into account the |

|                          |   |     |  |   |
|--------------------------|---|-----|--|---|
|                          |   |     | in tense or person mistakes as well  | opinion of the teacher and experts, it is noticeable that some Reading and Conversation in English II students show problems with language production while storytelling.   |
| Pronunciation Production | 2. Do you think that students present a nice speech production while storytelling in front of their classmates? | Yes | I have chosen yes; however, that would be generalizing. Some students have some problems!                      | These results confirmed that there is a problem in Reading and Conversation in English II students while story-telling. These problems are the lack of confidence and the poor pronunciation production due to lack of different activities that can help them improve or because they do not feel interested in the use of common activities used by the teacher during class. One solution is the utilization of new instruments such as applications that benefit teachers and students. Therefore, according to Pachler (2009) the innovation in apps has raised interests among educators because it facilitates teaching and learning, also, language learning apps have a potential effect on the cognitive dimension of learning. |
| Pronunciation Production | 3. Do you think that students show an interest in   | Yes | Yes, some of them do, some others just do not care much, which is obviously something that will affect them in | These results showed that students are motivated to improve their pronunciation production but they do not have tools that help them do it. Sometimes students do not know if the tools that they are using are helping them or if they need to look at other options. That is why, students are often more self-   |

|   |   |    |  |   |
|---|---|----|--|---|
|   | develop their own speech production while re-telling stories? |    | the future. And there are a few others that don't show interest since they manage a great pronunciation production. However, I'll say majority of them have an interest to get better. | conscious and have fewer people giving them methods to increase their confidence. Also, according to the answers that Reading and Conversation in English II students provided in the questionnaire (Appendix A), they mentioned that it would be amazing if the teacher implement new tools such as educational apps for storytelling, in that way, they would feel free to speak and practice the stories and would be easier for them to know which are the more common mistakes they commit while storytelling.   |
| Pronunciation Production and Confidence | 4. Have you used apps for storytelling with your students?    | No | I have not, but I would consider it, since in that way they can be doing something more productive on their phones rather than just chatting.  | This result shows that the teacher can consider the use of apps in the subject but maybe the teacher does not do it because it can be difficult to learn how to manage it. On the other hand, according to Pappamihiel (2001), technology can be an enormous help in teaching and learning and the use of educational apps are changing the way students study around the world. Moreover, Educational apps are revolutionizing the teaching world since it gives teachers different ways of developing an activity without being in the classroom. Thus, teachers should include different educational and innovative apps in order to make their students improve their skills. |

|   |  |     |   |  |
|---|--|-----|---|--|
|   |  |     |   | Finally, there is no reason to be afraid of including technology in different subjects when used properly.   |
| Pronunciation Production                | 5. Have you consider using applications as a tool to improve student's pronunciation production? | Yes | I think that application can be a hit or miss. However, they do help a lot; it all depends on the person's will to get better at it.    | The results showed that the teacher considered that the use of applications cannot be beneficial for all the students since all have different ways of learning. However, it would be great if teachers implement innovative apps in their classes because this is the only way they can know if apps are good tools. Furthermore, as Anderson (2006) states that the more someone speaks, the easier it will be for that person to speak. So, using apps while storytelling can be a great tool to improve student's pronunciation production and it can be a perfect method to encourage students to use educational apps. |
| Pronunciation Production and Confidence | 6. Would you like to use different innovative apps with your students while storytelling?        | Yes | Sure, I mean, we are in a new era...I need to keep up with the world so my students can be up to the date with their knowledge as well. | The research team agreed with the teacher since the result of students' questionnaire showed that they would like to use different apps while storytelling. To add, this year because of the Covid-19 Emergency, teachers had to learn how to use different platforms or apps in order to students learn. Finally, the use of innovative apps would benefit both students and teachers. Besides, Wezift (2017) stated that the use of apps   |



|                          |  |     |  |   |
|--------------------------|--|-----|--|---|
|                          |  |     |  | helps students to interact with all their classmates through videos making storytelling more interesting. Furthermore, some students do not feel comfortable talking in front of a lot of people, but when using apps they feel more relaxed since they are recording videos without feeling pressure from the audience.  |
| Pronunciation Production | 7. Do you think that application for practicing the pronunciation production can make your classes more fun and appealing? | Yes | Definitely, also it will give a little break to catch up some air, plus it will be to give a good use of the phones, so I don't have to keep telling them to put them down. Plus, it can help them get more knowledge or refresh what they already know. | Researchers agree with the teacher because they observed that some of the students were using their cellphones while their classmates were storytelling. Thus, students can do a better use of their cellphone, instead of using it as a distractor, they can use it as a tool for help in their learning. Furthermore, according to Duff (2001), educational apps can significantly boost students' productivity levels and their personal marks. Finally, nowadays, cell phones have become a great educational tool since they can be affordable for almost every student, also instead of telling students to avoid cell phones in classes, teachers can encourage students to use it not only for chatting but also for improving their skills through different educational applications. |

|  |  |     |   |  |
|--|--|-----|---|--|
| Pronunciation<br>Production<br>and<br>Confidence | 8. Would you like to incorporate apps to level up the pronunciation production and confidence in your classes? | Yes | I will give a try, I think is great to do things outside of the box, and I know it will be very interesting for my students and easy for me to make activities using the apps. Plus, I know it can be a win x win for everyone. | The results showed that the teacher would like to develop innovative classes and the teacher thinks that using apps would be a great way of do it. Thus, the teacher thinks that using apps is better since it can level up students' confidence because if students storytelling in front of their classmates they feel uncomfortable. Besides, students are often more self-conscious and have fewer people giving them strategies to boost their confidence. In the same way, Pappamihiel (2001) found that many of students felt more anxiety in their mainstream classes than in the classes in which they use apps because they feared classmates would laugh at them. |
|--|--|-----|---|--|

*Source: Appendix C, Questionnaire addressed to Reading and Conversation in English II, Group 2 teacher.*

### 4.3 Discussion of Results

The researchers gathered the information through the use of tools administered to Reading and Conversation in English II students and teacher. The researchers were capable to analyze the point of view of both the teacher and students about the problem at issue. Previously, the teacher mentioned that some of the students are facing difficulties with their confidence and English pronunciation production while story-telling. However, the research team cannot generalize that every student inside the classroom faces the same situation. Besides, the teacher's point of view about using apps while storytelling is that it can be beneficial for students since nowadays, they need an easier way of improving their skills. Also, the teacher thinks that this is a new era for teaching in which every teacher needs to learn how to implement educational apps in their daily classes. Therefore, sometimes it can be difficult since some teachers don't know how to use the different apps that are available to address the difficulties that students show and some students don't care about using educational applications for improving their weak links of confidence while story-telling or pronunciation production. Finally, the teacher considers that students can make their cellphones more useful as most of the students just use it for social media purposes such as chatting, but with the implementation of the applications, now they can use it to improve their deficiencies in confidence and pronunciation production while story-telling.

On the other hand, Reading and Conversation in English II students think that they have difficulties while storytelling, and by using apps they can level up their confidence and pronunciation production while story-telling. Recordable educational apps are seen by most of the students as crucial for a better learning experience as this type of application will help them to watch the errors that they committed while storytelling. In addition, students consider that applications that allow them to watch short videos and then have practices for repeating words, can help them to improve their pronunciation production because they will be able to learn the correct pronunciation of new words. Reading and Conversation in English II students were asked if they have used apps for improving their skills, the majority of them answered "no" while some of them mentioned some apps that they have used such as Zoom Meeting, StoryBird, Powtoon and StoryJumper. As the results of that question show that just some students were interested in finding apps which help them improve their skills. However, when Reading and Conversation in English II students were asked if they would like to use apps while storytelling all of them answered "Yes", so this result showed that even though students are not looking for apps to improve their skills by themselves, they would use it if

their teacher implements it in the subject. Finally, the students mentioned that it would be helpful that the teacher use apps as a new method to storytelling since they feel bored of using the same techniques.

Finally, the researchers' point of view on this matter is that students and teachers know that there is an issue that can be addressed by the suggestions that the research team provides. It has been pointed out that the difficulties that students present regarding confidence while story-telling and lack of accuracy of the pronunciation production can be addressed by using innovative technological applications as a tool for teaching and as a tool to level up their difficulties. First of all, we have to take into account the main concepts of this research which are Story-telling, Applications, Pronunciation Production and Confidence, so in order to have a better understanding of the results of the investigation, the researchers will provide some meanings. In words of Rossiter (2002) storytelling is a form of communication that predates written human history as a means of teaching lessons and passing history down from one generation to another. According to Technopedia (2012) an app is computer software, or a program, most commonly a small, specific one used for mobile devices. Hornby (1995: 928) points out that "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language". Gruber (2010) states that self-confidence is an attitude that a person holds about himself or herself that allows him/her to move forward and achieve his/her goals. Also, as the teacher pointed out, the students will emerge into a new era and way of teaching that as the students have stated are interested in. As Pachler (2009) states that apps have a potential influence on the cognitive dimension of learning. Also, Pappamihel (2001) states that technology can be an enormous help in teaching and learning and the use of educational apps are changing the way students study around the world. Proving that there is a need that can be fulfilled.

# **CHAPTER V:**

## **CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

After all data were collected and analyzed as part of the study entitled “Innovative Technological Applications for Storytelling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador, during Semester I, 2020”, the research team has concluded as follows, based on the findings of this research study.

#### **5.1.1. The Effectiveness of the Use of Innovative Technological Applications**

As one of the major findings of the present study, the research team concludes that the use of innovative technological applications is a very useful tool that helps the improvement of storytelling in Reading and Conversation in English II students. Innovative technological applications have on the whole a set of activities and exercises from the ones students absolutely benefit themselves, since they can improve their pronunciation and confidence in an easy way. Each of the activities and exercises that can be developed by students in the applications have a big crash in their storytelling performance. Finally, researchers conclude that implementing innovative technological applications is of great importance to upgrade the methodology when teaching Reading and Conversation in the English II classes at the Western Multidisciplinary Campus of the University of El Salvador.

#### **5.1.2. The Efficacy of Learning in a Virtual Environment**

After analyzing the gathered data, the research team conclude that the majority of students go for a virtual learning environment since it allows them to practice in their houses with no viewers. As Patcher (2009) states, apps have a potential to influence on the students’ cognitive dimension of learning. In that way, students that use innovative technological applications to practice, feel more comfortable when producing the language, and they can create their own study schedule through the use of catchy applications that, at the same time, help them feel warm in their learning process.

### **5.1.3. Innovative Technological Applications as a Tool for Improving Pronunciation**

Additionally, the research team determined that the time invested on a Reading and Conversation in English II class is not enough to boost their pronunciation at a high level. For that reason, students can go the extra mile by developing daily activities and exercises inside the innovative technological applications. By doing this, students can notice that by investing time on the use of innovative technological applications, they can reach their English speech improvement they want to, while storytelling according to the level of English they should have reached at this point of the major.

## **5.2 Limitations**

When developing both the research project and the proposal, the research team faced some difficulties that made these investigations a bit complicated. Two of those limitations were the COVID-19 Emergency and the deficiency of human resources needed by the research team.

### **5.2.1. The COVID-19 Emergency**

The biggest limitation researchers had to face to carry out the present research study was the COVID-19 lockdown and emergency since the worldwide pandemic caused negatively affected all types of educational activities. All educational institutions, including universities were forced to close, cancelling all in-presence activities and had to switch them into the virtual and online modalities. As a result of the problematic environment that was globally faced, the research group had to stick to the directions and continue their projective research virtually as the rest of the activities even though sometimes was difficult since the majority of the researchers work in different schedules due to the same COVID-19 emergency. Nevertheless, as time went by, they managed to work on the project virtually for making it possible.

### **5.2.2. Human Resources Deficiency**

The research team faced some deficiencies regarding human resources since researchers could not keep in touch physically among them. That is why, the research team had to pay for a premium ZOOM MEETINGS account in order to work on their research

study, virtually. At the same time, it was a bit tough for researchers to keep in touch with the cooperative tutor of Reading and Conversation in English II, group 2 subject, as well as keeping in touch with Reading and Conversation in English II, group 2 students were a bit laborious since all communication and data collection with them was done in a virtual environment.

### **5.3 Recommendations**

Upon finishing this projective research study, researchers have come up with some recommendations for students, teachers and future researchers.

#### **5.3.1. Recommendations Addressed to Teachers**

The research team recommends that teachers should not only make things practical and easy but also they should make things differently, innovate and perform teaching in ways that are entertaining and engaging for the students and for teachers. They can use themes outside of the box, they allow their students to level up their confidence while performing a task that is fulfilling and didactic at the same time.

Also, the research team highly recommends that the teachers should implement technology in classes so the class can be more appealing and the students can take examples of things they can use in the near future for the Teaching Practicum classes as well. The teacher can use these applications not only to improve confidence in their students, however, it can be used to perform different activities other than just story-telling such as reviews and video journals so, the teacher can see how the students who had deficiencies in the pronunciation production, and in their confidence while story-telling have improved gradually through practices. The research team highly suggests that teachers of Reading and Conversation in English II courses should use these applications as a tool to level up their students' English pronunciation production.

#### **5.3.2 Recommendation Addressed to Students**

The researchers highly recommend that students taking the Reading and Conversation in English II subject should use technological applications to better the deficiencies in their English pronunciation production and confidence while story-telling. The research team recommends that students use the use to improve their English pronunciation production, their level of confidence and their ability to improvise and adapt themselves to situations that

they are not accustomed to doing. The students can use these applications since they are very similar to a social media app, but with the difference that they have an educational purpose.

The suggested applications allow them to have fun while performing an activity or doing homework and they can see how they gradually improve their English skills. Also, the research team recommends these applications for the students to use them in the near future for their teaching practicum classes.

### **5.3.3 Recommendations for Future Researchers**

The research team recommends that future researchers should do further research on the use of technological applications to improve the students' English pronunciation production and level of confidence while story-telling. Also, the research team suggests that the future researchers may carry out an action plan where this proposal can be implemented, and in this way, they may be able to verify how these applications can be used in different teaching techniques to let the learning process become more appealing and fun for the students and teachers. In addition, while carrying out an action plan, they can have fun watching the students grow while performing the activities that have been suggested by the research team in this proposal.



## BIBLIOGRAPHIC REFERENCES

- Anderson, C. (2006). Power, optimism, and risk-taking. *European Journal of Social Psychology* , 511-536.
- Antony Duff, R. A. (2001). *Punishment, Communication, and Community*. Oxford University Press.
- Fraser, S. W. (2001). Coping with complexity: educating for capability. *BMJ Publishing Group*.
- Gruber, J. (2010, July 08 ). *Royal Statistical Society* . Retrieved from <https://rss.onlinelibrary.wiley.com/doi/>
- Pachler, N. (2009). Research methods in mobile and informal learning: Some issues. *ResearchGate*.
- Pappamihiel, E. (2001). Moving From the ESL Classroom into the Mainstream: An Investigation of English Language Anxiety in Mexican Girls. *Bilingual Research Journal*, 31-38.
- Renate Nummela Caine, G. C. (2005). *12 brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain*. Renate Caine.
- Rossiter, J. R. (2002). Communication Strategies, Attitude, and Oral Output of EFL Learners: A Study of Relations. *Scientific Research An Academic Publisher*.
- Technopedia. (2012, April 25). *Technopedia*. Retrieved from <https://www.techopedia.com/definition/28104>
- wezift. (2017). *Flipgrid*. Retrieved from <https://info.flipgrid.com/>

# APPENDICES

## Appendix A

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGES DEPARTMENT**



OBSERVATION GUIDE ADDRESSED TO READING AND CONVERSATION IN ENGLISH II STUDENTS.

OBJECTIVE: To observe a class developed by the Reading and Conversation in English II teacher.

Direction: Mark with an “x” the corresponding box and provide any necessary comment.

| STATEMENTS TO BE OBSERVED   | YES | NO | COMMENTS |
|---|-----|----|----------|
| 1. Do students show difficulties while re-telling stories? If so, what is the main issue they reflect?          |     |    |          |
| 2. Do students present difficulties in their speech production while storytelling in front of their classmates? |     |    |          |
| 3. Does the teacher provide good feedback after the speech given by the students?                               |     |    |          |
| 4. Do students show an interest in their classmates storytelling?   |     |    |          |
| 5. Do students tend to innovate while storytelling in front of their classmates?                                |     |    |          |
| 6. Does the teacher encourage students to improve themselves for a better delivery?”                            |     |    |          |

## Appendix B

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGES DEPARTMENT



**QUESTIONNAIRE:** ADDRESSED TO READING AND CONVERSATION IN ENGLISH II STUDENTS OF THE MAJOR LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I – 2020.

**Objective:** To gather data about difficulties students face when storytelling stories in their Reading and Conversation in English II classes and students' opinion about the use of innovative technological application.

Direction: Mark with an “x” the corresponding box and provide any necessary comment.

1. Do you have difficulties while storytelling in front of people?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Have you used technological applications for storytelling before?

Yes \_\_\_\_\_ No \_\_\_\_\_

If your answer in the previous question was yes, please mention the apps that you have used.

---

---

3. Do you consider that apps that allow you to record yourself in video can help you boost your confidence?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Would you like to use technological apps for story-telling in this subject, instead of telling your stories in real time?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Do you consider the use of different apps are beneficial for improving pronunciation production?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Do you think that by watching yourself in video, you can know which are the problems with your pronunciation production?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. Do you think that your pronunciation production can be levelled up by using applications?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Do you think that it is better to practice doing repetition practice in classes or to practice with someone else through application?

Yes \_\_\_\_\_ No \_\_\_\_\_

## Appendix C

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGES DEPARTMENT**



**QUESTIONNAIRE:** addressed to Reading and Conversation in English II teacher of the major Licenciatura en Idioma Inglés: Opción Enseñanza, semester I – 2020.

**Objective:** To gather data about teacher’s opinion about the use of Innovative Technological Applications.

1. Do you think that students show problems in the language production, while re-telling stories? If so, what is the main issue they reflect?

2. Do you think that students present a nice speech production while storytelling in front of their classmates?

---

---

3. Do you think that students show an interest in developing their own speech production while re-telling stories?

---

---

4. Have you used apps for storytelling with your students?

---

---

5. Have you considered using applications as a tool to improve student’s pronunciation production?

---

---

6. Would you like to use different innovative apps with your students while storytelling?

---

---

7. Do you think that application for practicing the pronunciation production can make your classes more fun and appealing?

---

---

8. Would you like to incorporate apps to level up the pronunciation production in your classes?

---

---

## **Appendix D**

**“INNOVATIVE TECHNOLOGICAL APPLICATIONS FOR  
STORY-TELLING IN READING AND CONVERSATION II,  
GROUP II AT THE WESTERN MULTIDISCIPLINARY  
CAMPUS OF THE UNIVERSITY OF EL SALVADOR  
DURING SEMESTER I, 2020”**



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



**“INNOVATIVE TECHNOLOGICAL APPLICATIONS FOR STORY-TELLING IN  
READING AND CONVERSATION II, GROUP II AT THE WESTERN  
MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR  
DURING SEMESTER I, 2020”**

**PROPOSAL PRESENTED BY  
ESPAÑA POSADA ESTEFANIA MARÍA  
LINARES MONTERROSA WILLIAM ELISEO  
MARTINEZ FUENTES JOSUÉ EDGARDO  
RODRÍGUEZ MELÉNDEZ MARIANA BEATRIZ  
ROJAS FLORES YANCY MITCHELLE**

**THESIS ADVISOR  
LICENCIADA GUADALUPE DELURDY LINARES DE SERMEÑO**

**MARCH, 2021  
SANTA ANA, EL SALVADOR, CENTROAMÉRICA**

## **INTRODUCTION**

This proposal has been designed in order to reinforce Reading and Conversation in English II group 2 students' pronunciation and confidence at the University of El Salvador Western Multidisciplinary Campus through the use of technological applications, by means of observation, the research team realized about the need of taking into consideration the use of technological applications to strengthen students' performance when story-telling.

The present proposal contains the following elements: Introduction, Description of the Proposal, Approach to the Need, Description of the Beneficiaries, Objectives, Contents, Activities, Assessment, Resources and Budget.

The body of the proposal consists of a set of activities to be developed through the use of technological applications that can be taken into consideration for the teacher to assign to students along the semester. All of the activities suggested to develop through the use of technological applications have been carefully selected and organized for students to boost their pronunciation and confidence while story-telling. At the end of the proposal, a general assessment of the activities developed will be carried out.

## **DESCRIPTION OF THE PROPOSAL**

The present proposal entitled "Innovative Technological Applications for Story-telling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador during Semester I, 2020" on the use of innovative technological applications for story-telling in Reading and Conversation in English II, group 2 aims to offer some valuable help to Reading and Conversation in English II, group 2 teacher so that she can be more effective and successful in her teaching labor with her Reading and Conversation in English II, group 2 students. For that purpose, the teacher will be able to use the whole proposal based on Innovative Technological Applications to reinforce her students' pronunciation and confidence while story-telling; on the other hand, students will be benefited since through the use of these Innovative Technological Applications they could better their pronunciation and confidence while story-telling. It is also worth mentioning that no lesson plan was modified at all. The research team only suggested some activities by using Innovative Technological Applications; each of the activities was carefully thought in order to meet Reading and Conversation in English II, group 2 students' needs.

## **APPROACH TO THE NEED**

During classes of the subject English Reading and Conversation in English II, group 2, semester I, 2020, the teacher should foster students' critical thinking skills in order to communicate properly in the English language. This ability is developed through reading and scanning selected stories by the teacher in the whole semester. Since the students are graded by the way they report a story previously or randomly selected, the research team realized that the majority of the students showed difficulties to perform their best in story-telling since their pronunciation production lacked accuracy and their confidence was yet to be seen. Therefore, the research team decided to propose the use of innovative technological applications to better the students' pronunciation production and their confidence while story-telling. With the suggested proposal, students will benefit since they will have plenty of chances of improving their deficiencies in pronunciation and confidence while story-telling, and the teacher will have the opportunity to use a new teaching approach using technology.

The proposal has been created to be used at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020 and all the suggested activities included in the proposal of each application are meant to be performed by the English Reading and Conversation in English II, group 2 students. In each of the activities, students will be asked to orally perform certain tasks that will help them improve their pronunciation production and confidence while story-telling. The research study entitled "Innovative Technological Applications for story-telling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador during Semester I, 2020" was created.

## **DESCRIPTION OF THE BENEFICIARIES AND STAFF**

In the development of the project and design of the proposal entitled "A Proposal for the use of Innovative Technological Applications for Story-telling in Reading And Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020, three groups of people are involved; they are: the Reading and Conversation in English II Group 2 teacher at the Western Multidisciplinary Campus of the University of El Salvador, Reading and Conversation in

English II Group 2 students of the same institution, and the researchers who were in charge of developing this projective research study and designing the present proposal

The Reading and Conversation in English II teacher and students will directly benefit through the use of this proposal. The teacher will receive a list of applications that can be used for the difficulties with pronunciation production and confidence. Furthermore, the teacher will receive a set of activities for each application that will help be more effective and successful in his endeavor to improve students' English pronunciation production and confidence.

Besides, students will have a list of different innovative applications and activities that they will use to improve their pronunciation production and confidence. Likewise, they will receive a guide that will specify steps that they need to follow in order to learn how to use each application.

Furthermore, the staff involved in carrying out this projective research study are a group of five students of Licenciatura en Idioma Inglés: Opción Enseñanza of the University of El Salvador as part of their graduation work to obtain their degree of Licenciado (a) en Idioma Inglés: Opción Enseñanza. Therefore, they carried out this investigation study which contains a proposal on the use of Innovative Technological Applications for Story-telling in Reading and Conversation in English II, group 2 at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020.

Finally, the staff and beneficiaries are vital since both are part of the investigation. Without any contribution of these groups of individuals, this study cannot be carried out.

## **OBJECTIVES OF THE PROPOSAL**

### **General Objective:**

To assist English Reading and Conversation in English II, group 2 students to develop confidence when storytelling.

### **Specific Objective:**

To better Reading and Conversation in English II, group 2 student's level of confidence while recording themselves story-telling using the technological application Flipgrid.

To ameliorate the quality of the speaking skill of Reading and Conversation in English II, group 2, through vast conversation practices.

To boost Reading and Conversation in English II students' confidence and pronunciation through the use of chat and voice notes.

To enrich students' reading habits through innovative technological applications.

## **CONTENTS**

Flipgrid

Description of Flipgrid:

Flipgrid is an online video discussion platform that helps teachers listen and see from every student in class and host a fun and supportive social learning environment. In Flipgrid, teachers post discussion and learners will respond with short videos, whether they are learning in class or at home.

Flipgrid is available to all school staff, local authority and regional education users, supply teachers and learners. This app does not feature any in-app purchases or advertisements and is safe for kids. Also, it helps to immerse students in the experiences and ideas of their classmates allowing them to learn from one another and better understand the different learning processes numerous students undergo.

Purpose of Flipgrid:

The purpose of selecting flipgrid as a technological application for this proposal is that it makes story-telling easy, catchy and enjoyable for both teacher and students. The research team aims to better the poor confidence that the Reading and Conversation in English II, group 2 students show while story-telling. To achieve such a goal, the researchers have created some activities that the teacher can implement in their classes.

How to use Flipgrid:

For teachers:

1. First, teachers have to go to <http://www.flipgrid.com>. Next, they have to click on the “Sign Up for Free” box.
2. Teachers need to fill out the important information (first name, last name, email, password, account type, instruction type, school, institution, organization). Next step is to click in “Create My Grid.”
3. teachers create their account in Flipgrid they can create a topic that will be used by their students. To create new topics teachers, have to click on the blue button named “Actions”.
4. When creating a topic, teachers can customize it to fit their needs. Give it a title and due date. Teachers must choose a video response time (the free version is limited to either 15 seconds or 1 minute 30 seconds). After selecting the time, teachers have to type out the directions of what they’d like the users to contribute.
5. To share with students, teachers have to click on the “share topic” button on the topic page. Teachers can copy the URL and paste it in an email or if there is social media interaction on a Facebook group, Google Classroom, Edmodo or Schoology, teachers can share the link there in order students can find it easily.
6. To finish, teachers just have to wait until the due date to start watching student’s videos.

For Students

1. Students have to download the app in the Play store.
2. Then, students have to click on the link and write the password that their teacher gave them.
3. After that students read the topic and the instructions and then tap the green plus to start the recording of the video. When the students finish recording the video they can watch it and if they do not like it, they can record another video.
4. After recording the video, students have to take a selfie that will be the one that will appear as the cover of the video, then students can customize the photo with different stickers and emojis to add style. Also, students can add information about their videos.

5. When the students finish the previous step, they click the button “Next” and the video will start to upload it (the video can take some minutes to upload). That is all the steps that they have to follow.

The videos will appear in a homepage where they can interact with their other classmates. They can post comments below the videos or click in one of the buttons “Like”, “Love” or “Laugh”.

Activities for Flipgrid:

Activity 1: Impromptu speech of one of the previously given stories during the class.

Instructions: the teacher will randomly select five stories and will ask the students to record themselves in their free time talking about their favorite story out of the five previously selected.

They must use at least 2 new words from the story they selected and submit a three minutes’ video talking about it. The students must use the application's filters and emoticons to make their videos appealing and they must comment on at least three videos of their classmates.

This activity will help increase the capacity of story-telling each student has because they can provide details and summarize their ideas in a short period of time allowing them to boost their improvisation ability. Also, it will help them to increase their confidence since they can easily follow their rhythm and not feel any peer pressure, and can receive feedback from their classmates on the comments section on their videos.

Activity 2: Weekly video journal.

Instructions: The teacher will ask the students to upload a weekly video of them throughout the complete course telling how they have been feeling during the class and how the experience of recording themselves has affected their confidence while story-telling. The videos must be of at least 5 minutes and they have to edit their videos in a way that they can make it appealing for everyone.

This activity will allow them to boost their confidence since each video will show their growth in the subject and how it has been from them, also they can check the teachers' feedback as well as their classmates' feedback.

Activity 3: Funny videos about their experiences in classes.

Instructions: The teacher will ask the students to upload 3 videos a week about funny stories they had during their classes and explain why they found them funny, the videos must be 3 minutes long.

This activity will increase not only their confidence but their ability to express ideas better since they have the opportunity to talk about things they have found funny so the task does not feel like an obligation but something that makes it fun to do. As well as it increases the expectations they have from themselves allowing them to make things out of their comfort zone.

Activity 4: Flip storytellers

Instructions: The teacher will randomly assign stories to each student. Later on each student has to upload a 2 minutes' video dramatizing their favorite part of the story and have to explain why is their favorite part at the end of the video.

Cake

Description of Cake:

Cake is an application that helps students to improve their English speaking skills as it offers speaking practices that simulate conversations with native speakers. In addition, it checks students' pronunciation with a speech recognition, and it also records students' voice and provides immediate feedback.

In Cake, students can learn real English expressions curated from YouTube and similar phrases in one place just spending a few minutes a day.

Purpose of Cake:

To have chosen Cake as a technological source has the purpose to make story-telling more interactive and thorough. This application may be used to foster the Reading and Conversation in English II students to have confidence and spontaneity. Besides, it helps



students enrich vocabulary and polish sensibility in their listening understanding. Thus, it aids the teacher to vary in activities which complements the main goals of cake.

How to use Cake:

For students

1. Students have to look for the application called Cake in the Play store.
2. Once students find out the application, they have to download it.
3. After students download the app, they will be able to enter and see the different tools that this app offers.
4. There are five steps to learn with Cake

Steps

1. Students have to check the expressions in the application every single day.
2. Students have to do the exercises that appear in the application.
3. Students have to use the drill mode to repeat the expressions and phrases.
4. Students have to listen to the native pronunciation and imitate it the best they can-
5. Students have to prove what they have learned at the end of the seccion by taking a quiz.

Activities for Cake:

Activity 1: Creation and performance of conversations from the daily phrases the application provides.

Instructions: The teacher will have the students take some of the daily phrases the application provides with his supervision. Later, the students will have to create their own dialogue including the phrases already chosen. This dialogue has to be five minutes long.

The teacher will evaluate his criteria pronunciation, fluency and vocabulary studied from the application. This activity will somehow reflect students' development through the application, especially, pronunciation, which the application corrects and evaluates.

Activity 2: Drama and action

Instructions: The teacher will ask the students to select their favorite video in the application and perform it in classes, the students have to reproduce the same history using the gestures

and words in the conversation. After the performance the students will explain why they choose the video

## Busuu

### Description of Busuu

Busuu is an AI-powered language learning platform on web, iOS and Android that allows users to interact with native speakers from around the world. Learners work through self-paced lessons of course languages. Lessons include studying vocabulary and grammar. At the end of each lesson, learners can practice with native speakers of the language they are learning, in written or spoken conversation.

In Busuu, students can be exposed to real English through conversations with native speakers that can be helpful for students with pronunciation and confidence issues.

### Purpose of Busuu

The reason why researchers chose Busuu as an innovative technological application is because students are exposed to natural English sounds and accents that can be cooperative for non-native learners. Besides that, Busuu encourages collaborative learning by allowing members to practice their skills and giving them the possibility to correct one another's work.

### How to use Busuu:

#### For students:

1. Students have to look for the application Busuu on the Play Store or App Store.
2. Once students find the application, they have to download it.
3. After that, students have to choose the language they want to learn.
4. The next step is to create a free account inside the app.
5. Then, students have to select the starting level according to their knowledge. Also, they have to choose the level they want to reach.
6. Learners have to set a schedule.
7. Finally, students start learning.

#### Steps:

1. Students need to stick to their schedule.
2. Students need to develop the exercises the application provides.
3. Learners need to imitate the native pronunciation the best way they can.

Activities for Busuu:

#### Activity 1: Oral production technique

Instructions: When having a conversation via voice notes with native English speakers, learners can push themselves to “imitate” the audio they received and to record a series of repetitions until they feel comfortable with how they sounded, taking into consideration the natural English pronunciation. At the same time, learners gain confidence while practicing their oral skill thanks to the series of repetitions they already made. The teacher can measure Busuu’s results in students by asking them to tell in-class stories. In this way, the tutor can notice if the learner’s pronunciation and confidence has been boosted.

#### Activity 2: Substitution

As it is known, one of the main causes of the absence of confidence is the shortage of vocabulary students present because they feel and have noticed that they get stuck at the time of speaking. All of this is linked since they lose confidence, and that stops them when story-telling.

For this, the research team suggests the following activity:

Instructions: When having a natural conversation with a native English speaker, the learner needs to identify words/phrases used by the native English speaker, that he or she does not know. From this, they have to create at least two substitutions and have to try to use them in their Reading and Conversation in English II classes.

Example:

-Native English Speaker: I just cut my front yard’s *bush*.

Learner’s substitution:

1. “My mom has a lot of *bushes* in her garden”
2. “I hired a gardener to prune my *bush*”