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"Evaluation of the use of VoiceThread in speaking activities to improve fluency and pronunciation in second year high school students"

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RESUMEN

Este estudio, realizado en el Liceo Comercial Gabriel González Videla, tuvo como objetivo evaluar la efectividad de la plataforma VoiceThread en la mejora de la fluidez y pronunciación de los estudiantes de segundo año de enseñanza secundaria, de entre 14 y 16 años. Veinte estudiantes, compuestos por doce hombres y ocho mujeres, participaron en esta investigación-acción. La investigación se llevó a cabo en 4 semanas y se centró en la integración progresiva de VoiceThread en actividades de expresión oral. El objetivo era analizar cómo la plataforma podría apoyar y mejorar las habilidades de habla de los estudiantes, particularmente en fluidez y pronunciación.

El estudio se dividió en dos fases. La fase inicial involucró instrucción tradicional cara a cara, donde los estudiantes participaron en actividades orales y realizaron entrevistas, las cuales fueron evaluadas con calificaciones sumativas. En la segunda fase, VoiceThread se introdujo como una herramienta suplementaria para reforzar las presentaciones orales de los estudiantes. Los estudiantes grabaron sus intervenciones, recibieron retroalimentación y aplicaron mejoras basadas en situaciones específicas identificadas durante sus primeras grabaciones. Este enfoque gradual permitió a los estudiantes familiarizarse con técnicas de grabación y edición, mejorando su rendimiento general en la expresión oral.

Los resultados demostraron mejoras significativas en la fluidez y pronunciación de los estudiantes, con la mayoría de los participantes expresando percepciones positivas sobre la utilidad de la plataforma. Aunque surgieron desafíos técnicos iniciales, la motivación de los estudiantes aumentó a medida que ganaban confianza en el uso de la tecnología. Los hallazgos destacan el potencial de VoiceThread como una herramienta digital efectiva para fomentar el desarrollo del lenguaje oral, proporcionando una manera práctica y atractiva de integrar la tecnología en el aprendizaje de idiomas.

Palabras clave: VoiceThread, expresión oral, fluidez, pronunciación, investigación-acción, aprendizaje digital, estudiantes de secundaria.

ABSTRACT

This study, conducted at Liceo Comercial Gabriel González Videla, aimed to evaluate the effectiveness of the VoiceThread platform in improving the fluency and pronunciation of second-year high school students aged 14 to 16. Twenty students, consisting of twelve males and eight females, participated in this action research. The research was conducted over four weeks and focused on progressively integrating VoiceThread into oral expression activities. The objective was to analyse how the platform could support and enhance students' speaking skills, particularly in fluency and pronunciation.

The study was divided into two phases. The initial phase involved traditional face-to-face instruction, where students engaged in oral activities and conducted interviews, which were assessed with summative grades. In the second phase, VoiceThread was introduced as a supplementary tool to reinforce students' oral presentations. Students recorded their interventions, received feedback, and applied improvements based on specific situations identified during their first recordings. This gradual approach allowed students to become familiar with recording and editing techniques, enhancing their overall speaking performance.

The results demonstrated significant improvements in students' fluency and pronunciation, with most participants expressing positive perceptions about the platform's usefulness. Although initial technical challenges arose, student motivation increased as they gained confidence in using the technology. The findings highlight the potential of VoiceThread as an effective digital tool for fostering oral language development, providing a practical and engaging way to integrate technology into language learning.

Keywords: VoiceThread, oral expression, fluency, pronunciation, action research, digital learning, high school students.

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1. INTRODUCTION

Education in Chile has faced a series of transformations over the last few years, accelerated by the need to adapt to an interconnected world, especially in the use of technologies for teaching. According to CEM (2020), the arrival of the COVID-19 pandemic accelerated the integration of digital platforms in classrooms. This shift compelled many teachers to innovate in their pedagogical practices and adopt tools aimed at enhancing the students' learning experience.

Currently, the Chilean national curriculum focuses on the development of the four communicative skills in English: speaking, listening, reading and writing. Currently, the Chilean national curriculum focuses on the development of the four communicative skills in English: speaking, listening, reading and writing. In this context, the use of technology has proven to be an effective tool to improve these skills, particularly in the teaching of oral expression, since thanks to it, it was possible to continue working on the development of oral teaching, although not 100%, but it was still possible to develop it. As highlighted by Merino et al. (2021) platforms like VoiceThread have been invaluable in this regard, enabling students to practice and improve their oral skills in a safe and supportive environment, fostering greater participation and confidence in speaking.

Mastery of the English language is a fundamental skill worldwide, and therefore in the Chilean educational system, especially in secondary education, where students prepare for an international economy, where the English language is useful and necessary for communication and access to better academic and work opportunities. However, it is a challenge to improve oral expression skills in this context, since students often show difficulties in communicating and achieving fluency in their pronunciation, which prevents communication from being effective.

Despite the importance of learning English, teaching oral skills remains a challenge. Many students face difficulties in communicating fluently and confidently, which can be attributed to various factors, such as lack of practice, fear of making mistakes, and lack of exposure to real-life language contexts. It is important for teachers to implement strategies that can promote oral practice in class and thus help overcome the barriers that limit its development.

According to Mahyoob (2023), the role of technology in teaching English

has been significantly accelerated by Covid-19, and this has allowed teachers to explore new ways of teaching. Such as the use of the VoiceThread Platform, which has proven its usefulness for teaching speaking, as it allows students to record and share their interventions in a safe environment, which not only improves their confidence, but also gives them the opportunity to receive constructive feedback from their peers and teachers, which is important for the development of this skill.

The Gabriel González Videla Commercial High School, founded in 1962, has a long tradition of technical-professional education, offering specializations in fields such as Accounting, Administration and Technical Drawing. This Liceo is part of the Comeduc Foundation and has adapted to the changing demands of the labour market and higher education. Despite these adaptations, English language teaching is one of the weak areas, particularly in the context of developing speaking skills. As stated in the Chilean national curriculum (2016), the school emphasizes the development of the four key communication skills: speaking, listening, reading, and writing.

In Chile, speaking, particularly of the English language, has proven to be challenging, as students often struggle with fluency and pronunciation. Mastery of the English language is increasingly necessary in a globalized world, and for the students of the Gabriel González Videla High School, it would be of great help to access better academic and job opportunities. Despite the need to develop this English oral communication skill, many students have difficulty communicating effectively, largely due to limited opportunities for oral practice, fear of making mistakes, and insufficient exposure to real language scenarios.

In this sense, the role of technology has proven to be valuable. The integration of technologies such as the VoiceThread platform has been shown to be a tool to improve speaking skills by providing students with a safe and interactive environment to practice speaking. VoiceThread allows students to record, share, and receive feedback on their oral contributions, which not only builds confidence, but also helps them develop fluency and pronunciation through constant practice and feedback from peers and teachers, as they can make mistakes and correct themselves as many times as necessary. Although this platform has not yet been implemented at Liceo Gabriel González Videla, its potential benefits align with the institution's mission to provide a high-quality education that prepares students for the demands of the modern workforce.

For the Chilean education system, and especially for schools such as the Liceo Gabriel González Videla, the effective integration of technology in language teaching could be a key factor in improving student outcomes.

1.1 Context.

Liceo Comercial Gabriel González Videla is a professional technical school that is part of the Comeduc Educational Foundation. According to the Proyecto Educativo Institucional of Liceo Gabriel Gonzalez Videla (2024), the school was originally founded on August 6, 1962, and was initially called Instituto N° 6 de Niñas, then Liceo Comercial N° B61, until it adopted its current name in the early 1990s. In 1987, the school was restructured under the tutelage of the Consejo de Defensa del Niño and the Cámara Nacional de Comercio Servicios y Turismo as Fundación Nacional de Educación Laboral, FUNAELA, and became part of the Comeduc Educational Foundation. It was in charge of 10 commercial technical high schools: Liceo Comercial Luis Correa Prieto, Liceo Técnico Clelia Clavel Dinator, Instituto Superior de Comercio N°2 Joaquín Vera Morales, Instituto Tecnológico Comercial Recoleta, Liceo Técnico José María Narbona, Liceo Comercial Gabriel González Videla, Liceo Comercial Molina Lavín, Liceo Comercial Vate Vicente Huidobro, Instituto Comercial Padre Alberto Hurtado, and Liceo Comercial de San Bernardo, all in the Región Metropolitana.

The current denomination and name of our Lyceum is due to two reasons: the proximity the premises had for years with the private property of the late former President of the Republic, Don Gabriel González Videla, and his family. Over the years, his widow, Mrs. Rosa Marcman de Videla, attended important Civic or Commemorative Acts of our Lyceum as a guest. The second reason is that, given the opportunity to vote for the name change, the Teachers' Council of those years unanimously decided in 1993 to name it Gabriel González Videla Commercial High School due to the proximity to the previously mentioned property.

The English teaching method at Liceo Comercial Gabriel González Videla is traditional. Among the factors that explain this phenomenon are the insufficient pedagogical training of teachers, the lack of updating in world trends in methodologies and the low use of ICT, which is reflected in the low and limited

levels of reading, writing, listening and oral expression. On the other hand, the teaching of English as a foreign language in the institution has been working on oral proficiency through the promotion and implementation of all those forms of participation and interaction among students that generate confidence and security in the use of oral English. However, from the direct observation of the pedagogical practices and the students' performance, it is identified the lack of activities that allow working on this skill, resulting in the poor acquisition of fluency and pronunciation in the second language. Being English a foreign language and, consequently, a subject lacking concrete attitudinal problem in the classroom, there are demands from the students that the activities to be worked with the course generate a poor level of speaking and listening.

The present research is based on an active approach to the teaching-learning of communicative competence in English, to speaking and listening skills; the adaptation of the proposed activities; the didactic proposal; the application of an informed proposal that has made use of ICT, for students to practice and improve their pronunciation and fluency from reflections and experiences shared at home.

1.2 Problem and Research Questions

Traditional grammar-focused methodologies have evolved to adopt more dynamic and communicative approaches. Based on Escobar, Barragán, Yañez and Taco (2021), the traditional way of teaching English has focused on developing grammar and vocabulary in a rigid and structured way. This approach, based on methodologies and grammatical units, is no longer relevant or meaningful for students. Various educators and language experts have highlighted the need to shift towards a more dynamic, functional and communicative approach to teaching English. The primary goal now is to improve students' communicative competence, allowing them to express emotions, feelings and needs effectively in social contexts. This shift will make language learning more relevant and practical, encouraging interactions in everyday life situations.

Active student participation in speaking activities is crucial for developing communicative skills in foreign languages; however, according to Maldonado and Reich (2013), various factors can negatively influence their willingness to

participate, such as insecurity, embarrassment, or stress. In addition, Barahona (2019) has demonstrated the benefits of using web-based platforms where students can present their work and express themselves in a relaxed, personal environment. These tools help build linguistic self-confidence.

Given the need for tools that effectively address these issues, VoiceThread was chosen for its specific characteristics, such as asynchronous interaction and the ability to provide multimodal feedback. Unlike other platforms like Kahoot or Google Classroom, which primarily support quiz-based or written communication, VoiceThread enables students to record and share their oral responses, fostering a more authentic and supportive environment for improving speaking skills, as noted by Barahona (2019). This aligns with the project's goal of enhancing fluency and pronunciation, providing a space for students to practice and receive feedback in real time and at their own pace.

The role of technology in enhancing speaking skills, especially in a low-pressure environment, is key for this research. By choosing VoiceThread, which integrates both voice and video responses, the study ensures that students have an engaging platform that not only supports their technical language development (fluency, pronunciation) but also addresses emotional factors like confidence and anxiety, as mentioned by Barahona (2019). This makes VoiceThread an ideal choice for fostering better speaking skills compared to other platforms that may lack such interactive, real-time features.

Various studies highlight the role of technology in enhancing speaking skills, which informed the research question: How does the use of the VoiceThread platform influence fluency and pronunciation in second-year high school students? While these studies emphasize key areas like self-correction, speech rhythm, and pronunciation, this research did not specifically evaluate these dimensions.

1.2.1 Research Questions:

1. What issues with fluency and pronunciation do students face in speaking tasks, according to teachers?
2. How do teachers perceive the use of the VoiceThread platform to improve oral skills?

The Use of VoiceThread in the development of Oral Skills.

1. How can teachers and students use the VoiceThread platform to improve oral fluency and pronunciation in their speaking tasks?
2. How important is the instructor's knowledge of technological tools for promoting fluency and pronunciation in speaking tasks?
3. In what ways can designing materials to promote oral fluency and pronunciation using the VoiceThread platform be considered useful to insert multiple forms of communication that improve learning?
4. How can the characteristics of the VoiceThread platform provide input for students who are in the process of improving their fluency and pronunciation? Which characteristics can work as adaptability to create a VoiceThread within the beginning of the syllabus?

1.2.2 Sub-Questions

1. To what extent does the use of the VoiceThread contribute to improving the fluency and pronunciation of students at Gabriel González Videla High school?
1. To identify, through action research, the extent to which VoiceThread improves students' fluency and pronunciation, using surveys as the primary data collection tool.
2. To document and analyse, by the end of the action research process, the recommended methodology for enhancing oral expression through the VoiceThread platform, focusing on instructional design and implementation steps.

1.2.3 Overview of the Intervention and Expected Outcomes

An activity was conducted in two stages: First, students created a fictitious interview with a prominent person. After being reviewed, they recorded the interview in a video.

Once the need was identified, a structured plan was implemented to be carried

out over a period of four weeks in English as a second language. The group of students was invited to participate in activities aimed at developing fluency and improving pronunciation, reinforcing the work done in the larger classroom setting with the subject teacher. The proposal included three tasks, each focused on enhancing oral expression.

With this tool, it is possible to incorporate and integrate various resources such as images, texts, videos, and multimedia presentations, which will attract students, motivating them to participate and, above all, improving their oral expression. As highlighted by Llimos (2023), incorporating technology into classroom activities brings numerous benefits. It allows bringing the classroom environment into the technological realm, providing beneficial feedback for the process of monitoring cognitive changes.

Moreover, this tool combines the characteristics of asynchronous media, showing the strengths in the use and time management that ICTs offer. Previous studies have suggested that motivation plays an essential role in language learning, so the choice of this tool, which is currently part of the activities contained in the curriculum, is crucial.

2. RESEARCH PROBLEM

2.1 The development of oral expression in a foreign language, specifically English, is a fundamental aspect in the classroom.

Second-year high school students are currently working on an activity to prepare oral presentations, where their fluency and pronunciation are evaluated. During the preparation period, despite numerous efforts and strategies to link students with the study material and improve these skills, it is evident that the fluency and pronunciation of second-year high school students have not shown significant improvement.

This highlights the need to evaluate the use of VoiceThread in oral expression activities as a potential solution to this issue. This study focuses on identifying the impact of using VoiceThread in oral expression activities to improve

fluency and pronunciation in second-year high school students. The research question posed is: How does the use of the VoiceThread platform influence the improvement of fluency and pronunciation in oral expression activities of second-year high school students? Therefore, it is expected that the results of this research will shed light on the effectiveness of using VoiceThread in oral expression activities.

The research problem centres on whether the use of VoiceThread in oral expression activities truly contributes to improving fluency and pronunciation in second-year high school students. Current results show a low pass rate, meaning that few students achieve the expected results and can pass the subject with this evaluation method. Based on these results, the question arises whether the current teaching method allows students to improve this linguistic aspect, as it not only affects academic results but also represents a transversal learning applicable to various situations both inside and outside the school environment.

Therefore, it is considered necessary to conduct research based on an action-research project to determine if the use of VoiceThread, particularly the recording of vocal exercises to improve oral expression (fluency and pronunciation), provides adequate results in student learning. This project can help make comparisons with other similar contexts, identifying the characteristic features of VoiceThread that demonstrate whether this platform can improve the teaching of oral expression, given the motivation generated using technology.

2.2 General Objective:

To evaluate the use of the VoiceThread platform as a technological device in oral expression activities to improve fluency and pronunciation in second-year high school students.

2.3 Specific Objective:

- To explore the implementation of speaking activities using VoiceThread to

encourage individual and collaborative practice in second-year high school students.

- To compare students' progress in fluency and pronunciation skills before and after the use of “VoiceThread”.

3. THEORETICAL AND METHODOLOGICAL FRAMEWORK

Using Technology in Teaching Teenagers

The integration of technology into education has transformed the way young people learn, as they are so connected to it. Digital platforms allow teachers to promote more interactive and collaborative learning by adapting their teaching methods to the requirements of their students. As González (2017) notes in these types of environments, motivation and reciprocity of information are promoted, stimulating students and allowing for feedback and the search for more personalized learning. It has been proven that the use of technology in the classroom not only improves motivation but also facilitates the acquisition of key skills needed in today's world.

The integration of technology in the educational field today has significantly transformed the way students interact with both the content and their teachers. This improves student motivation and engagement. Moreira (2019) emphasizes that in education, the use of technology can activate students' motivation and inspiration, thus contributing to meaningful and relevant learning. In this way, the use of technology in education not only motivates and inspires students but also contributes to more meaningful and relevant learning.

On the other hand, excessive use and dependence on these tools can present significant challenges that must be monitored to ensure an appropriate and necessary balance. According to Alfaro et al. (2015), overuse and reliance on technology in education can have negative effects, such as decreased academic performance, which can limit student learning. It is therefore important to find a balance in the use of technology in education.

As a technical vocational institution, this school is committed to equipping its students with the skills necessary for the world of work. Digital tools, such as interactive platforms, offer opportunities for personalized and collaborative learning, which aligns with the institution's mission to foster accountability, creativity, and technical competence. In the context of Gabriel González Videla High School, the integration of technology plays an important role in engaging students who are connected to the digital world. By incorporating technologies such as VoiceThread, the school could enhance students' oral communication skills, improving not only their fluency in English, but also in pronunciation, and thus make communication effective.

Teaching English using Technology

In recent years, the use of technology in teaching has gained popularity, especially in English, where effective communication is key. As Harfst, (n.d.) points out, the implementation of technology in the teaching of English can lead to more participatory and therefore more effective learning There are a variety of tools such as educational apps, online learning platforms, and multimedia resources that offer unique opportunities for students to practice their language skills and improve them.

One of the ways in which a teacher can transform and promote the teaching and evaluation of oral expression is by incorporating digital technologies in the development of teaching-learning in the classroom. There are online learning platforms, where you can work on oral practice and provide feedback in a more objective way. According to Gutiérrez et al. (2022), emphasize that these tools also allow teachers to monitor student progress more efficiently and personally. Such platforms create dynamic, interactive learning environments that enhance oral skills and promote greater engagement and autonomy in their language acquisition journey.

Technology is an integral part of modern life, and students are no exception. Villarreal et al. (2019), mention that teachers must take advantage of the motivation that the use of technology provokes in today's students, since activities can be created that stimulate their active participation in their own learning.

At Liceo Gabriel González Videla, a technical-professional institution, using technology to teach English can provide students with stimulating

opportunities to enhance communication skills. Being a technical-professional institution, this school aims to prepare students for a globalized world. The implementation of tools such as educational apps, online platforms, and multimedia resources supports the school's mission to foster creativity and responsibility, while improving language skills. The interactive nature of these digital tools motivates students and encourages active participation, aligning with the institution's values and its focus on technical education. The incorporation of technology not only modernizes the learning environment but also equips students with essential skills for future academic and professional success, especially in oral communication and effective English language communication.

VoiceThread as a technology tool

The VoiceThread platform can be used to increase student interaction and engagement in online assignments or work. VoiceThread allows students to create interactive presentations and receive feedback from students, improving interaction and collaboration in classes. This platform can also be used in the classroom, for example in student presentations. It allows both students and teachers to post and comment on video, audio, or images or class material that has been shared. Wang (2021), points out that it also allows students to upload videos, audio, or images, on which they can also comment, among their peers.

Teachers and students can create their individual accounts automatically by accessing the platform. Teachers can create VoiceThread assignments and share the code so their students can enter the same assignment. VoiceThread, (n.d.) highlights that when a user clicks a link within a course, VoiceThread will generate a group for that course and add the user to it.

VoiceThread is an application that offers a completely free teaching license, which aims to promote its use in teaching. It allows users to share opinions individually or collectively, and different types of multimodal content. The tool is enabled to work in several languages and allows users to work on specific language skills, such as oral and written expression. Different types of devices can also be used to make presentations: tablets, computers, mobile phones, and touch screens. In addition, user registration and access and email integration are not mandatory. This tool allows both students and teachers to create and publish activities and is known for its great and innovative potential due to its multiple features.

VoiceThread reactivates participation, making it easier to perform innovative and interactive tasks. It facilitates the promotion of analysis and synthesis of concepts, allowing cooperative and collaborative knowledge. Moreover, it motivates students since they can do it individually or collectively, choosing the option they prefer. It also facilitates the assessment of metacognition, creativity, and writing activities, making it optimal for testing audiovisual skills. It includes its own activity log, which indicates how activities are carried out and what participation they obtain. VoiceThread provides tutorials, and users can upload content and comment on activities, connecting their activity with others worldwide. It is even available in Spanish from the language option in the profile settings.

The use of digital platforms has proven to be a valuable resource for the development of oral skills, and the VoiceThread platform is one of them. As Merino et al. (2021) mention, the VoiceThread platform contributes significantly to the teaching and development of oral communication in several ways: Social Interaction, because it allows students to record and share comments in audio format, which fosters a sense of social presence in online learning; Practice in a Safe Environment, as students can record their voices and listen to their recordings without the pressure of speaking in front of an audience; Constructive Feedback, because by sharing their recordings with classmates and teachers, students receive feedback on their pronunciation and fluency, which helps them identify areas for improvement; Flexibility and Autonomy: Students can record and re-record their answers as many times as they need, allowing them to have control over their learning process and develop greater autonomy in their language practice.

In short, the VoiceThread platform not only facilitates the practice of oral communication but also creates a more interactive and collaborative learning environment, which is essential for the development of effective language skills.

Description and functionalities of VoiceThread

VoiceThread is a collaborative tool that allows people located in different parts of the world to share, discuss and reflect on different topics through different types of threads, documents, audio, video, presentations, drawings and more, generating a learning community. The greatest functionality of this platform is to enable the student to build in a timely manner their resolution of problems and ideas through the voice discussion forum and the consequent answers; In addition, this

application carries out, to a greater extent and compared to other technological tools, an instrument for teachers to interact with students online and provide them with guidance, feedback and timely comments about their learning.

3.1 Theoretical Background

Fluency and Pronunciation in Second Language Learning

The development of fluency and pronunciation is fundamental for effective communication in a second language. Muñoz and Ruiz (n. d.) define fluency as the speaker's ability to identify relevant information and organize their thoughts while speaking, facilitating smooth communication with minimal interruptions. This skill enables immediate feedback on pronunciation, syntax, and grammar, and reduces long pauses that may hinder understanding. Fluency also involves expressing oneself clearly and naturally, avoiding unnecessary hesitation.

Pronunciation, on the other hand, involves the correct articulation of sounds, word stress, and appropriate intonation and pauses (Guillén Solano, 2012). Effective pronunciation is essential to ensure that the message is understood, as poor pronunciation can create significant barriers to comprehension. Learners of English as a second language often face challenges in this area due to limited exposure to natural speech contexts within the target language community.

Improving fluency and pronunciation requires consistent practice in verbal expression, such as engaging in conversations with native speakers, listening to music or television programs in the target language, and participating in speaking activities (Muñoz & Ruiz, n. d.). Regular exposure to the language fosters smoother, more natural communication and builds confidence in oral expression. Given these challenges, technological tools offer innovative solutions to improve fluency and pronunciation through practice and feedback (Escobar Murillo, Barragán Murillo, Yañez Valle, & Taco Sangucho, 2021).

Basis for the Use of Technology in Educational Settings:

In recent years, research on the use of technology in educational settings has been one of the main sources of knowledge. Several studies have demonstrated the benefits of the application of information and communication technologies (ICT)

in different educational sectors, showing how interactive and interdisciplinary teaching is essential to motivate learners, retain knowledge quickly, and transfer it to different contexts. However, these benefits are strongly linked to the pedagogical strategy designed to support the teaching and learning process.

One of the most widely used technologies is VoiceThread, a platform that allows educators and students to add voice, text, video, and image comments to projects, stories, and presentations. Through this tool, students can orally present their assignments, increasing opportunities to practice their speaking skills. Using VoiceThread as a strategy to support oral interaction in class can improve students' fluency and pronunciation. On a general level, it prepares students for communication in professional or social settings and provides them with immediate and valuable feedback from both the teacher and their peers. Therefore, it is safe to say that VoiceThread has great potential to promote online and offline interaction among language learners.

Technological Tools for Language Learning:

The integration of Web 2.0 tools into the classroom has transformed language learning by providing innovative ways to practice and develop communicative skills. These tools include platforms that enable asynchronous interaction, foster collaboration, and provide opportunities for constructive feedback.

Primary Tool: VoiceThread

One of the most effective tools for improving fluency and pronunciation is VoiceThread, a Web 2.0 platform that supports asynchronous interaction. It allows students to attach audio, video, images, text, and presentations, creating a multimodal learning experience. Unlike tools such as Skype, which require real-time interaction, VoiceThread provides flexibility for students to record their responses and receive feedback without the need for synchronous communication. This unique feature enables learners to reflect, practice, and refine their skills at their own pace, making it particularly effective for building confidence in speaking.

Supplementary Tools: Blogs, Wikis, and Digital Portfolios

Blogs: Facilitate creative expression and written communication, enabling students to share ideas and receive constructive feedback from peers and teachers. This

iterative process helps strengthen oral expression as students gain confidence in organizing and presenting their thoughts.

Wikis: Promote collaboration and teamwork, encouraging students to co-create and edit content. These platforms enhance research, writing, and editing skills while fostering shared responsibility and collective learning.

Digital Portfolios: Provide a platform for students to showcase their progress over time, allowing them to reflect on their development and identify areas for improvement.

Enhancing Cultural Awareness

Social media: Social media platforms like Facebook and Twitter have revolutionized global connectivity by removing geographical restrictions. These tools enable students to interact with people from diverse cultures, enhancing their learning through exposure to new perspectives and fostering intercultural understanding. Although not directly focused on fluency and pronunciation, social media supports language learning by providing authentic contexts for communication and collaboration.

Theoretical Foundations for Using Web 2.0 Tools in Second Language Acquisition

The integration of Web 2.0 tools, including VoiceThread, into language learning aligns with well-established educational theories that emphasize the importance of interaction, meaningful context, and scaffolding in the acquisition of a second language.

Vygotsky's Sociocultural Theory (1978) highlights the critical role of social interaction and scaffolding in learning. Tools like VoiceThread allow students to engage asynchronously with peers and teachers, providing opportunities for guided practice and constructive feedback. The collaborative nature of these interactions enables learners to gradually improve their speaking skills within a supportive environment.

According to Krashen's Input Hypothesis (1982), comprehensible input in meaningful contexts is essential for language acquisition. By leveraging multimedia resources, VoiceThread creates personalized learning experiences where students

are exposed to understandable language at their own pace. This multimodal approach helps make learning engaging and contextually relevant, motivating students to participate actively.

3.2 Empirical literature review

Various authors (Safatian, 2023; Trevor & Mondaca Rojas, 2024), indicate that in the process of teaching and learning a foreign language, a fundamental principle for achieving communicative competence is constant practice. Under this premise, teachers have devised activities to help students use foreign language structures in various skills-listening, speaking, reading, and writing-both in the classroom and at home. Regarding speaking, it is an activity that learners must practice and that teachers must reinforce. However, the large size of student groups often prevents direct interaction between teachers and students, making it difficult for teachers to correct all possible errors or shortcomings in detail.

Information and Communication Technologies (ICTs) have emerged in response to the need to optimize and enrich foreign language teaching. These technologies have proven effective in improving fluency and pronunciation in second-year secondary school students. The integration of technology in learning is now inevitable, as it helps learners gain autonomy by mastering technological tools. A review of various interactive pedagogical materials related to teaching oral expression, especially in terms of pronunciation and fluency, revealed inconsistencies in their application. Several studies support the need for continuous and structured practice in these areas.

4. IMPLEMENTATION EXPERIENCE

The use of video technology was scheduled for November as part of a project aimed at improving students' oral skills. This initiative incorporated various stages designed to promote fluency and pronunciation, focusing on specific aspects

such as "ed" endings and "linking sounds."

VoiceThread played a central role in this process, allowing students to work both independently and collaboratively. Barahona (2019), highlights that this digital platform provides unlimited playback of recordings, allowing students to learn from both their mistakes and successes. This feature facilitated personal organization and encouraged participation, helping students overcome shyness, lack of confidence, or nervousness when making oral presentations. Students were able to effectively practice their oral expression skills, which contributed to their academic development. Additionally, there was a notable improvement in the fluency and pronunciation of students who used VoiceThread in their oral expression activities. This implementation experience clearly demonstrates the benefits of incorporating technological tools in the language teaching process for second-year high school students.

Second-year high school students participated in a series of structured activities using VoiceThread, designed to improve their fluency and pronunciation. The first activity consisted of an individual reading task focused on "ed" endings and "linking sounds." A pre-recorded audio example was provided on the platform, demonstrating correct pronunciation and rhythm. After listening to this example, students recorded themselves reading the same text to practice these aspects.

The second activity required students to collaborate in pairs or trios to write a script for a fictional interview with a notable person. Finally, in the third activity, students recorded a video of their interview and uploaded it to VoiceThread, integrating pronunciation techniques learned in previous tasks. Throughout the sequence, the teacher provided clear instructions for each stage, ensuring students worked effectively in pairs or trios and uploaded their work to the platform. Feedback was given using visual and auditory examples to guide corrections. Evaluation criteria were established early on to encourage improvement in fluency and pronunciation.

These activities were conducted over four sessions, combining individual and collaborative work. Materials such as cameras, smartphones, computers, and the VoiceThread platform were essential to complete the tasks. This structured approach, supported by the digital platform, allowed students to repeatedly listen to and refine their recordings, improving their fluency and pronunciation. Moreover, the experience fostered greater confidence in public speaking and increased student

participation during classes.

A fundamental support of this work has been the reduction of students' fear of oral presentations in class, as these are now carried out in a more intimate setting. By recording in pairs, students feel less embarrassed compared to speaking publicly in front of the whole class. The use of video technology plays a crucial role in this aspect. When activities are recorded in pairs or during one-on-one evaluations with the teacher students gain motivation from the new feature of being able to see themselves along with the voice comments left on the recordings. This allows to students to practice through trial and error, and once they are satisfied with the result, they upload their final recording to the platform.

4.1 Implementation Description.

Preparation and Planning:

- Objective Setting: The main objective was to improve students' fluency and pronunciation in English using video technology. This goal was clearly communicated to students so they understood how the activities would help them enhance their oral skills. By focusing on specific aspects of pronunciation, such as "ed" endings and "linking sounds," students were provided with the tools necessary to work on specific challenges in their spoken English.
- Materials Preparation: To ensure students could effectively engage in the tasks, texts were selected that included examples of "ed" endings and "linking sounds." These materials were designed to target areas where students often struggle. Additionally, guidelines were prepared for the interview-writing task, explaining the structure and expectations. Instructions for recording and uploading videos were also carefully planned, ensuring students knew how to use the VoiceThread platform from the beginning.
- Presentation of the Rubric: A clear and detailed rubric was introduced to the students to outline the evaluation criteria for each activity-audio recording, interview writing, and video recording. The rubric served as a guide, helping students understand exactly what was expected from them in terms of

pronunciation, fluency, and the quality of their final submission.

Initial Recording Session:

- Activity Setup: The first activity involved students making an audio recording of themselves reading a selected text. This text was chosen specifically because it included numerous examples of "ed" endings and "linking sounds," which are common areas of difficulty in English pronunciation. The primary objective of this activity was to help students practice these specific pronunciation elements and become more aware of the correct articulation.
- Individual Work: Students recorded their reading individually, allowing each student to concentrate solely on their own pronunciation without external influences. This individual focus was intended to help students identify and correct their personal pronunciation issues. The purpose of this initial recording was to establish a baseline for their pronunciation skills. This baseline would later be used to measure their progress as they practiced and improved throughout the program.

Writing a Fictitious Interview:

- Instruction: In the second stage, students were asked to write a fictitious interview with a notable person. This activity aimed to enhance both their writing and speaking skills simultaneously. Writing the interview required students to think creatively while also organizing their ideas in a coherent structure, which would later help them during the speaking portion.
- Collaboration: To encourage collaboration, students worked in pairs or small groups to draft their interviews. This step fostered a cooperative learning environment, where students could share ideas, improve their writing, and help each other with the content before they moved on to the next stage.

Video Recording Session:

- Recording Setup: Students then moved to the video recording session. Before recording their final version, they were encouraged to practice several times, which allowed them to refine their pronunciation and fluency.

- Use of Technology: The VoiceThread platform played a critical role in this activity, allowing students to record and re-record their interviews as needed. This flexibility enabled them to focus on improving specific pronunciation issues identified in the earlier stages of the process.
- Peer Review: Once the students recorded their interviews, they had the chance to review their own recordings and those of their peers. This peer review process allowed them to provide and receive constructive feedback, which helped everyone improve their performance.
- Recordings on School Premises: All recordings took place on school premises, providing a controlled and distraction-free environment. This setting was ideal for ensuring students felt comfortable and focused on completing the task successfully.

Uploading and Feedback:

- Submission: Once students were satisfied with their recordings, they uploaded their final videos to the VoiceThread platform. The upload process itself was an essential step, as it allowed students to see their progress in a more formalized, digital format.
- Feedback Provision: Different types of feedback were given to students through visual and auditory examples. The teacher provided individual feedback focusing on fluency and pronunciation, while peers were also encouraged to offer comments. This multi-source feedback system helped students better understand their strengths and areas for improvement.

Evaluation Criteria:

- **Evaluation Setup:** Initial evaluation criteria were established to encourage improvement in fluency and pronunciation, as well as to promote student responsibility.
- **Criteria Focus:** The evaluation included the following aspects: Fluency: The ability to speak smoothly and coherently without unnecessary pauses or interruptions. Pronunciation: Special emphasis was placed on the correct articulation of "ed" endings and the use of "linking sounds."
- **Attitudinal Component:** Students were assessed on their level of

responsibility, including timely submission of tasks, active participation in each stage of the activity, and their commitment to improving their oral skills. By combining technical aspects with an attitudinal focus, the evaluation aimed to provide a holistic view of students' performance, encouraging both linguistic improvement and personal growth. These criteria were communicated to students at the beginning of the course to ensure they understood the expectations.

Iterative Practice:

- **Repetition and Improvement:** Students engaged in iterative practice, revising their recordings based on feedback received and striving for continuous improvement.
- **Trial and Error:** During this stage, students had the opportunity to engage in a process of trial and error. They could evaluate their own pronunciation by listening to their recordings and adjusting as needed. Once they were satisfied with their performance, they proceeded to upload the final version to the platform.
- **Teacher Support:** The teacher provided ongoing support and guidance throughout the process, ensuring that students were on track and motivated.

Final Presentation and Reflection:

- **Final Videos:** At the end of the process, students submitted their final videos, demonstrating the progress they had made in fluency and pronunciation. These videos were the culmination of their hard work, and students could see the tangible results of their efforts.
- **Reflection:** After submitting their final videos, students participated in a reflection session. During this time, they discussed their experiences, the challenges they faced, and the progress they had made. This reflection helped consolidate their learning, build confidence, and provided valuable insights for future oral expression activities.

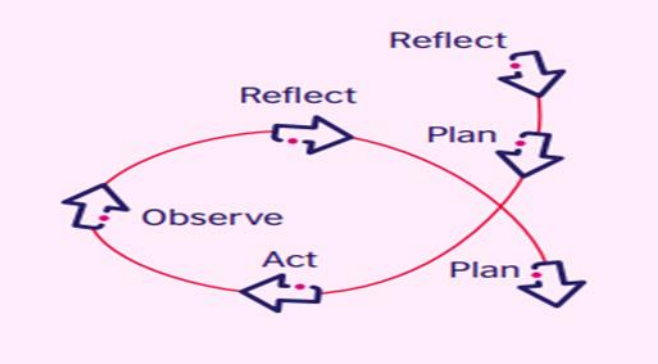
4.2 Methodology Description

The action research method was used in this research because this approach refers to a cyclical process of reflection, planning, action, and observation to improve teaching practices. According to Gay, Mills, and Airasian (2019), action research is a process through which teachers scientifically study their problems to guide, correct, and evaluate their and actions related to teaching and learning. This approach requires researchers to reflect on their practice and strive to live their values in the classroom.

In this intervention, the cycle began with reflection on the students' needs and challenges. Based on this, I planned the activities and technological tools to address those needs. Then, the intervention was acted upon by implementing the planned activities. Afterward, I observed the students' progress, collecting data through recordings and feedback. The data collected was then analysed, leading to further reflection on the results. This reflection informed new planning for future interventions, continuing the cycle of improvement. This iterative process helped refine my approach, ensuring that the students' needs were consistently met and that they were able to make tangible improvements in their fluency and pronunciation.

This approach was selected because it is particularly well-suited for educational settings where continuous improvement is crucial. By iteratively assessing and addressing the needs of students, the research ensured that interventions were responsive and effective.

The general steps of the methodology included: initial assessment, design of activities, implementation, and evaluation.



Needs Assessment:

- **Objective:** The first step involved conducting a needs assessment to identify the specific challenges that second-year high school students face in improving their fluency and pronunciation in English. This included gathering data through surveys, interviews, and observations of classroom activities.
- **Data Analysis:** The collected data was analysed to pinpoint areas where students struggled the most, such as the pronunciation of "ed" endings, "linking sounds," and overall fluency. These findings served as a foundation for designing targeted activities that addressed the identified challenges and fostered meaningful learning experiences.
- **Importance of Needs Assessment:** Espinoza (2022), emphasizes that understanding specific needs allows teachers to develop more appropriate and effective strategies. Therefore, needs assessment is crucial in decision-making as it provides important information that guides the design and implementation of educational plans.

Selection of Technological Tools:

- **Review the Tools:** Various technological tools were reviewed, including VoiceThread, Kahoot, flipgrid and Padlet, to determine which would best address the identified needs. VoiceThread was selected due to its interactive features, which allow students to record, listen, and provide feedback on oral exercises.
- **Tool Selection Rationale:** VoiceThread stood out as the most suitable option compared to other tools, such as Google Classroom and Kahoot, due to its ability to combine audio and video recordings with an intuitive feedback system. This ensured a comprehensive and interactive platform for both students and teachers.
- **Training:** Both teachers and students received training on how to effectively use VoiceThread. This ensured that all participants were comfortable with the platform and could utilize its features fully.

Design of Intervention Activities:

- **Activity Planning:** The intervention was designed with a sequence of

activities aimed at addressing specific areas for improvement in pronunciation and fluency. Each activity was tailored to reinforce learning progressively, providing students with opportunities to practice, apply, and refine their skills in a structured manner.

- **Audio Recording:** In this initial stage, students practiced reading aloud a pre-selected text that emphasized the correct pronunciation of "ed" endings and "linking sounds." The text was carefully chosen to highlight common pronunciation challenges. Students were instructed to focus on clarity and consistency, and they were given the chance to record themselves multiple times. This iterative process allowed them to self-assess and make improvements based on their recordings. Teachers provided additional guidance and feedback through the VoiceThread platform.
- **Writing a Fictional Interview:** Building on their pronunciation practice, students engaged in a writing task where they created a fictional interview. The purpose of this activity was to develop their ability to structure questions and answers while simultaneously applying their improved pronunciation skills. The scripts included vocabulary and grammar elements aligned with their curriculum level, ensuring a balance between creativity and educational objectives. Students were encouraged to rehearse their scripts, preparing for the next stage of the intervention.
- **Video Recording:** The final activity required students to act out and record their fictional interviews. This task integrated all the skills they had been practicing-reading, pronunciation, and fluency-into a single performance. Students worked in pairs or small groups to simulate real-world conversational dynamics. The video format not only motivated students by adding a creative element but also provided a tangible record of their progress. The recordings were shared via VoiceThread, where peers and teachers could provide constructive feedback.
- **Sequential Structuring:** The activities were intentionally structured to follow a logical progression. Beginning with audio recording, students concentrated on mastering individual pronunciation features in a controlled manner. In the writing stage, they applied these skills while developing their ability to articulate coherent and contextually appropriate dialogue. Finally,

the video recording served as a culmination, allowing students to showcase their improved skills in a dynamic and interactive format. This approach ensured that each step reinforced the next, fostering a deeper understanding and retention of the skills being taught.

- **Impact on Students:** The structured nature of these activities enabled students to gradually build confidence in their oral skills. The repetition inherent in the process-reading, writing, rehearsing, and performing-offered them multiple opportunities to refine their pronunciation and fluency. Additionally, the collaborative environment fostered by these tasks allowed students to learn from their peers. By freely listening to their classmates' recordings and performances, they were exposed to different approaches to pronunciation and fluency, which encouraged self-reflection and mutual feedback. Furthermore, the incorporation of creative tasks, such as writing fictional scenarios and acting them out, kept students engaged and motivated throughout the intervention. This peer-driven learning dynamic not only enhanced their oral skills but also cultivated a sense of community and shared progress within the classroom.

Rubric Development:

- **Rubric Creation:** A detailed rubric was created for each activity (audio recording, writing, and video recording). The rubric outlined specific criteria for fluency, pronunciation, clarity, and overall performance.
- **Rubric Presentation:** The rubric was shared with students at the beginning of the intervention to guide their practice and focus on areas needing improvement. Additionally, the rubric supported their self-assessment during iterative practice sessions.

Implementation:

- **Session Scheduling:** The intervention was implemented over the month of November, with dedicated sessions for each activity. Each session followed a collaborative and engaging format to encourage student participation and confidence.
- **Activities Details:**

  Session 1

Audio Recording: Students practiced and recorded texts focusing on "ed" endings and "linking sounds." Feedback was provided, and students re-recorded until they were satisfied.

- **Session 2:**

  Writing a Fictional Interview: Students prepared scripts for their interviews, emphasizing fluency and accuracy.

- **Session 3:**

  Video Recording: Interviews were recorded in a supportive, in-school setting to ensure students felt comfortable and motivated.

Feedback and Iteration:

- **Feedback Mechanism:** A system was established for providing continuous feedback. Both teachers and peers contributed feedback through VoiceThread.
- **Iterative Practice:** Students engaged in iterative practice, using feedback to improve their recordings. They were encouraged to re-record their exercises until they were satisfied with their performance.

Evaluation and Reflection:

- **Final Evaluation:** Students' final recordings were evaluated using the rubric. The assessment focused on improvements in fluency, pronunciation, and overall performance.
- **Reflection Session:** A reflection session was held where students discussed their experiences, challenges faced, and the progress they made. This helped consolidate their learning and build confidence in their oral presentation skills.
- **Author's Reflection:** Throughout this action research project, I experienced significant professional growth and gained insights into pedagogical practices and technological tools. Training on the VoiceThread platform required patience but was essential for successful implementation. Observing student engagement and the iterative process of feedback was rewarding. The structured activities and feedback mechanisms notably improved students' fluency and pronunciation. This process has underscored the importance of adopting new methodologies and tools to enhance

teaching practices. Moving forward, I plan to integrate these strategies into my regular teaching to continue supporting student learning. This project highlighted the need for continuous reflection and adaptation in educational practices, reinforcing my commitment to leveraging innovative tools to enhance student learning experiences.

Data Collection and Analysis:

- **Performance Tracking:** Students' performance was tracked throughout the intervention using initial and final recordings. Observational notes and peer feedback were also documented.
- **Analysis:** Data from the initial and final recordings were compared using the rubric to evaluate the effectiveness of the intervention. Improvements were noted in fluency, pronunciation (especially "ed" endings and linking sounds), and confidence.
- **Reporting:** Findings were documented, highlighting key successes, such as improved fluency and pronunciation, and identifying areas for further improvement, such as greater emphasis on linking sounds in future activities.

4.3.- Materials and Resources Used

Technological Tools and Platforms:

- **VoiceThread:** An interactive platform used for recording, listening, and providing feedback on oral exercises. It allowed students to record their audio and video, review peer recordings, and receive feedback.
- **Audio Recording Devices:** Devices such as microphones and headsets were used to ensure clear audio quality during the recording sessions.
- **Computers and Tablets:** Used by students and teachers to access VoiceThread, type out their interview scripts, and manage the recordings.
- **Internet Access:** A reliable internet connection was essential for accessing the VoiceThread platform and uploading the recordings.

Educational Materials:

- **Texts for Pronunciation Practice:** Selected texts focusing on "ed" endings and "linking sounds" to help students improve their pronunciation.
- **Interview Guidelines:** Detailed instructions and templates for writing a fictitious interview, helping students structure their work.
- **Evaluation Rubrics:** Clear and detailed rubrics for each activity (audio recording, writing, and video recording) to guide students and assess their performance.

Human Resources:

- **Teachers:** Responsible for planning and implementing the intervention, providing instruction, guidance, and feedback to students. They also played a key role in evaluating student performance using the rubrics.
- **Students:** Actively participated in all activities, from recording audio and writing interviews to recording and reviewing videos. Their engagement and feedback were crucial for the success of the intervention.
- **Technical Support Staff:** Assisted with the setup and maintenance of technological tools and platforms, ensuring smooth operation throughout the intervention.
- **Peers:** Fellow students who provided constructive feedback during peer review sessions, fostering a collaborative learning environment.

Supportive Resources:

- **Training Sessions:** Conducted for both teachers and students to ensure effective use of VoiceThread and other technological tools. These sessions helped build confidence and technical proficiency.
- **Feedback Mechanisms:** Established channels for continuous feedback, including teacher and peer evaluations, to support iterative improvement in student performance.
- **Documentation:** Detailed records of each session, including student progress and feedback, were maintained to track improvements and areas needing further attention.

4. 4. Modifications to the Proposed Plan

During the project implementation, the collaborating teacher preferred that the students upload the final work, the recording of the videos, to Google Classroom since he was not familiar with VoiceThread. However, because the videos were very large, the system did not allow them to upload them to Classroom. Finally, my project had a happy ending because VoiceThread did not have issues with the video sizes. The teacher realized it was better to have all the videos on this platform, as students could view everyone's videos and learn from the more advanced speakers in English.

Technological Adjustments:

- **Tool Change**: Initially, a different platform was planned, but it was switched to VoiceThread due to its better capacity to handle multimedia interactions and ease of use. Although it wasn't very convincing at first, it ultimately worked well.

Review of Educational Activities:

- **Text Adaptation**: The texts selected for pronunciation practice were adjusted several times to ensure they were appropriate for the students' level and relevant to the learning objectives.

Pedagogical Approaches:

- **Adjustment of Teaching Pace**: The pace of activities was adjusted to provide more time for practice and reflection, based on observations of students' progression and their needs.
- **Reinforcement of Teacher Support**: The frequency and depth of individualized feedback sessions were increased, allowing for more personalized and timely attention to each student.

Management and Organization:

- **Schedule Change**: The implementation schedule was reviewed and adjusted to accommodate the necessary times for training in the use of technological tools and data collection.

Evaluation and Feedback:

- **Review of Evaluation Rubrics**: The evaluation rubrics were reviewed and

adjusted to ensure they accurately reflected progress in fluency and pronunciation, as well as the overall quality of oral presentations.

- **Integration of Continuous Feedback**: Continuous feedback mechanisms were implemented, allowing for quick and effective adjustments to activities based on student observations and feedback.

In summary, the modifications to the proposed plan were made iteratively and reflectively, aiming to continuously improve the intervention and effectively respond to the emerging needs of the students. These adaptations were fundamental to the success of the project and the achievement of learning objectives.

4.5. Implementation Design and Planning

The design of this intervention focused on integrating ICTs, specifically VoiceThread, to enhance students' speaking skills through individual and collaborative activities. Based on the theoretical framework outlined in Section 3.2, this approach emphasized the use of web 2.0 tools as effective means for teaching and assessing English (Barahona Mora, 2019; Escobar-Murillo, 2019).

Initial Sessions

- **Introduction to VoiceThread:** Students accessed VoiceThread via a link shared by the teacher, avoiding the need to create individual accounts. During these sessions, the basic functions of the platform, such as recording audio and adding comments, were demonstrated. Students practiced simple tasks, such as short presentations, under the teacher's guidance, who provided continuous support to ensure familiarity with the platform.

Speaking Skills Development

The intervention was divided into four weeks, each with specific activities:

- **Week 1**: Practice focused on pronunciation and fluency, including accent patterns, intonation, and rhythm through individual recordings.
- **Week 2**: Creation of a written interview that students later performed in a video, developing clear questions and answers.
- **Weeks 3 and 4**: Practice and recording of the interview, where students

took on roles as interviewers and interviewees. The activity culminated in the final recording on VoiceThread, showcasing improvements in fluency and pronunciation.

Adjustments and Modifications

- Changes were made based on observed needs, including additional technical support, simplified instructions, and brief synchronous discussions to provide immediate feedback during interview practice.

Integration with the Theoretical Framework

- The use of VoiceThread allowed students to practice in a flexible and safe environment, reducing anxiety related to speaking (Barahona Mora, 2019). Additionally, as Escobar-Murillo (2019) highlighted, combining digital technologies with traditional teaching strategies maximized learning outcomes. This design ensured simplicity, inclusivity, and alignment with established theoretical principles.

5.- DATA COLLECTION AND ANALYSIS

This section outlines the data collection procedures, the instruments used to gather information, the participants involved in the study, and the methods applied to analyse the collected data. It describes how different methods and instruments were selected and applied to ensure precise and thorough data collection. Additionally, it explains the analysis process, offering a clear view of how the results were interpreted and meaningful conclusions were drawn.

5.1 Data Collection Instruments.

VoiceThread Survey for Students

The following survey was designed to collect data from students regarding their experience with the VoiceThread platform, which was used for oral presentations in this study. The survey aims to gather insights on students' perceptions of the platform, its usability, and its effectiveness as a tool for enhancing their speaking skills and collaboration during the learning process.

Pregunta	Opciones
Pregunta 1: En inglés, siento que necesito trabajar más en:	🗣️ Pronunciación 👍 Hablar de forma fluida y natural 🎶 Ritmo (que mi entonación y acentuación sean más parecidas al inglés) ⏸️ Evitar las pausas
Pregunta 2: Cuando practico Speaking (expresión oral en inglés), me siento:	😊 Bien 😌 Confiado 😟 Frustrado 😬 Nervioso
Pregunta 3: Me siento más cómodo practicando Speaking:	🪞 Frente al espejo 🏫 En la sala de clases 💻 Con VoiceThread 🗣️ Hablando en voz alta (en casa o en clase)
Pregunta 4: ¿Te gustaría seguir practicando Speaking con VoiceThread?	👍 Sí, totalmente. 😬 Quizás 🤔 No sé 👎 No
Pregunta 5: ¿Cómo fue tu experiencia con VoiceThread para practicar Speaking?	😊 Excelente 😳 Buena 😐 Regular 😞 Mala
Pregunta 6: Me siento seguro practicando mi pronunciación en VoiceThread:	😁 Me siento muy seguro 😳 Me siento seguro 😐 Me siento más o menos seguro 😟 No me siento seguro
Pregunta 7: ¿Te sientes menos ansioso grabando con VoiceThread?	😳 Si, me siento menos ansioso 😟 Igual me da ansiedad 😐 Más o menos ansioso 😔 Me da mucha ansiedad

Table 1: VoiceThread Survey for students. Adapted from Merino, Barbosa y Estudillo (2021).

To ensure that the research instrument accurately addressed the project's objectives, several modifications were made to the original questionnaire, particularly in terms of content and the focus on speaking and listening skills. The main objective of this project is to evaluate the effectiveness of the VoiceThread platform in improving English fluency and pronunciation among second-year high school students. Given this specific focus on speaking-related skills, it was crucial that the questions in the questionnaire directly align with the evaluation of those skills.

The original questionnaire, however, contained questions that were not

relevant to this area of focus. It included items on reading and writing skills, which, although important for language learning, did not contribute to the specific aim of evaluating speaking fluency and pronunciation. As a result, I identified the need to refine the questions to ensure they were exclusively concerned with speaking-related aspects, such as pronunciation, fluency, rhythm, and overall oral performance.

In response to this, I made modifications to five existing questions, shifting their focus from general language skills to more specific speaking-related elements. Additionally, I introduced two new questions aimed at exploring students' experiences with the VoiceThread platform, particularly regarding their pronunciation, fluency, rhythm, confidence, and overall comfort when using the platform for oral tasks. These new questions also addressed affective factors, such as students' anxiety levels and self-perceptions about their oral abilities, which are crucial for understanding how they engage with the platform.

These modifications not only ensured that the questionnaire was better aligned with the project's central aim, but they also enabled a more comprehensive exploration of both technical and affective aspects of students' oral language development. The inclusion of affective factors like confidence and anxiety is especially important, as these emotional components can significantly influence a student's willingness and ability to practice speaking.

By focusing on these refined aspects, the modified questionnaire provides a clear picture of students' experiences with VoiceThread, shedding light on their perceptions and preferences. The adjusted questions ensure that the data collected will directly inform the research questions, giving insight into the effectiveness of the platform and how it impacts students’ speaking skills. This refined approach not only guarantees alignment with the general and specific objectives of the project but also contributes to a deeper understanding of how technological tools like VoiceThread can support language learning in a high school context.

Evaluation Rubric for Oral Presentations

The following rubric was used to evaluate students' oral presentations during the study. It is based on key aspects such as fluency, pronunciation, content organization, time management, collaboration, and overall participation. These criteria were adapted from the National Curriculum for English Education to assess

both linguistic skills and the students' ability to work collaboratively in group settings. The rubric provides a clear and objective framework for evaluating students' performance and progress throughout the oral activities.

Criteria	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	0 pts.
Fluency	Speaks naturally and without interruptions.	Speaks fluently, with few interruptions.	Speaks comprehensibly, though with some pauses or interruptions.	Frequent pauses and interruptions hinder fluency.	Many pauses that break fluency.	Does not submit work.
Pronunciation	Excellent pronunciation, no errors.	Clear and precise pronunciation, no significant errors.	Clear pronunciation, though with minor errors.	Pronunciation is understandable, though with noticeable errors.	Pronunciation is poor and difficult to understand.	Does not submit work.
Naturalness in Conversation	Conversation develops naturally and fluidly, like a real dialogue.	Conversation is natural and fluid, though occasionally slightly unnatural.	Conversation is somewhat forced or rigid, though understandable.	Conversation is very forced, making naturalness difficult to achieve.	Conversation is rigid and forced.	Does not submit work.
Teamwork Collaboration	Excellent teamwork, with clear role distribution and mutual support.	Good teamwork, with proper role distribution and mutual support.	Sufficient teamwork, though with limited interaction.	Lack of teamwork; poor collaboration and little support among teammates.	Minimal participation, no mutual support.	Does not submit work.
Responsibility	Delivers work on time, showing responsibility and commitment to the task.	Delivers work with minimal delay, justified and not affecting progress.	Deliveries work late, though justified or agreed upon beforehand.	Deliveries work outside the stipulated timeframe without justification.	Deliveries work significantly late and without justification.	Does not submit work.
Attitude and Class Participation	Participates enthusiastically, showing leadership in class.	Participates actively and shows constant interest.	Participates consistently and completes activities.	Participates intermittently, completing some activities.	Participates only occasionally, showing little interest.	Does not participate in class.
Use of VoiceThread	Uploads video on time without problems, demonstrating full command of the platform.	Uploads video successfully, with minimal technical help.	Uploads video with help or additional instructions.	Has difficulties uploading the video, requiring constant help.	Cannot upload video correctly, even with help.	Does not submit work on VoiceThread.

Table 2: Rubric for Oral Presentation Evaluation. Adapted from the Curriculum for English Education (2016).

The evaluation rubric presented here was developed based on the principles and criteria established in the national curriculum for teaching English as a foreign language. Key aspects that guide the evaluation of oral presentations and group work, as described in the Oral Presentation Group Work Evaluation Rubric, were taken into consideration.

Criteria such as fluency, pronunciation, naturalness in conversation, and teamwork are fundamental both in the national curriculum and in this research, as they aim to assess not only the students' linguistic skills but also their ability to interact and collaborate effectively within a group context. Special emphasis was placed on evaluating how students use speaking strategies, how they organize the content of their interventions, and how they manage time during oral presentations.

Additionally, the rubric includes the assessment of attitudinal aspects, such as collaboration and responsibility in group work, which are also included in the national curriculum, aiming to promote active and equitable participation from all group members.

In this way, the rubric is not only aligned with the principles of the national curriculum but also provides a detailed and objective evaluation of the linguistic competencies and interpersonal attitudes necessary for effective collaborative learning. Through this evaluation, the goal is to ensure that students not only develop their communication skills but also enhance their ability to work in teams and take responsibility within a learning environment.

5.2 Procedures.

The data was collected using a paper-based questionnaire which was done during classes. during class sessions. The data collection process took approximately two weeks to complete. Students were given enough time to respond to the questionnaire, and I collected the completed surveys directly in class.

Once the surveys were collected, I transcribed the responses into Excel to facilitate the organization and analysis of the data. I used Excel to input the survey

data and create charts to visually represent the results. The process of organizing and preparing the data for analysis took one day, during which I checked the accuracy and completeness of the responses.

After preparing the data, I analysed it using basic statistical tools available in Excel. Graphical representations of the data were created within Excel to visualize the responses to each survey question.

5.3 Participants

The participants of this study were carefully selected from a pool of 34 second-year high school students. These students, who mostly had a low level of English proficiency, were chosen because of their willingness to improve their language skills. Additionally, these students faced not only behavioural challenges but also difficulties in academic performance. To monitor their progress, each student had a personal logbook that was signed by their teachers at the end of each class. This logbook tracked their classroom participation, behaviour, and academic performance.

Of the initial 34 students, only 20 successfully completed the survey and participated in this study. The main reason for this discrepancy was that these 20 students were the only ones who managed to submit the consent form signed by their parents, which was a required condition for participation. These 20 students, who demonstrated strong commitment and motivation, were eager to overcome their academic and behavioural challenges and improve their English skills.

The participating students were between 14 and 16 years old. This age range represents a crucial stage in their academic and personal development. The selection process considered not only their English proficiency but also their willingness to participate in a unique initiative aimed at improving their speaking skills. This study aimed to evaluate the effectiveness of VoiceThread, an online platform, as a tool for enhancing speaking skills, particularly among students who were facing both behavioural and academic difficulties.

Throughout the study, these students actively engaged in VoiceThread exercises, participating in interactive discussions and using various multimedia tools to express their thoughts. Their involvement provided valuable insights into

the benefits of using VoiceThread in such challenging contexts. It highlighted the importance of integrating technology into language learning and demonstrated that with the right tools and support, students can overcome their challenges and achieve academic success. The study also emphasized the significance of personalized instruction and its positive impact on students' motivation, language proficiency, and overall academic performance.

5.4 Data Analysis Procedures.

Data Organization and Coding

The data collected from the closed-ended survey questions were organized and analysed using Excel. The responses were given using emojis and symbols (such as 😊, 😔, 😕, etc.), and each emoji was assigned a corresponding code to facilitate the analysis.

For example:

😊 = Strongly Agree

😔 = Agree

😕 = Unsure

😟 = Disagree

Once the responses were assigned these codes, I entered the data into Excel and calculated the frequency of each response. This allowed for a clear and organized view of the data, indicating how many students selected each emoji or response option.

For example, for Question 1, which asked students about areas they felt they needed to work on (e.g., pronunciation, fluency, rhythm), the responses were grouped according to the emojis chosen, and the number of students selecting each area was counted.

Statistical Analysis

After organizing the data, I used Excel to calculate descriptive statistics, such as the frequency and percentage of each emoji response. These calculations provided insights into which areas (e.g., pronunciation, fluency) students most frequently identified as needing improvement. Graphs and charts were created in Excel to visually represent these findings, allowing a clearer understanding of the patterns in students' responses.

For instance, if most students used the 😊 emoji for fluency, it indicated that fluency was a key area needing improvement, as students felt more confident in other areas.

Action Research Framework

As this study is based on Action Research, the data analysis process was closely connected to the cyclical nature of this methodology. The main goal was to use the data to inform subsequent interventions and teaching strategies.

Reflection and Iteration

After analysing the initial survey results, I reflected on the findings to adjust the teaching approach in future cycles. If many students indicated a need for improvement in fluency or pronunciation (via emojis like 😊 or 😔), I focused more on activities that targeted these skills in the following lessons.

Collaboration and Feedback

The iterative process of Action Research allowed for continuous feedback from students. After each cycle, I reviewed the results and adjusted based on their responses. For example, if students reported feeling more confident after specific activities, I incorporated more of those types of tasks into the next cycle.

Reliability and Validity Checks

To ensure the reliability and validity of the data analysis, several steps were taken:

Triangulation: Although the primary data source was the emoji-based survey, I cross-checked the findings with other forms of feedback, such as informal classroom observations and follow-up discussions. This helped confirm that the emoji responses accurately reflected the students' experiences with the VoiceThread platform.

Peer Review: To further validate the coding and categorization process, I asked a colleague to review the emojis and their corresponding codes. This peer review ensured consistency in the interpretation of the emoji responses.

Member Checking: After analysing the data, I conducted member checking with

a small group of students. I shared the findings with them to verify if the interpretations of their emoji responses were accurate and reflective of their experiences. This helped ensure that the data interpretation was valid.

Interpretation Approach

The interpretation of the data was guided by the principles of Action Research, which emphasizes reflection and adaptation based on ongoing feedback. The emoji responses were analysed in the context of improving teaching practices, particularly focusing on how the VoiceThread platform can help students improve their speaking skills.

Additionally, the findings were interpreted through the lens of Vygotsky's Sociocultural Theory (1978), which stresses the role of social interaction and feedback in language learning. VoiceThread allowed students to engage in asynchronous interactions with both their peers and teachers, and the data was interpreted to understand how these interactions supported their language development.

The cyclical nature of Action Research meant that the findings from each cycle were used to refine future teaching strategies, ensuring that the needs of the students were met through ongoing adjustments and improvements.

6.- ANALYSIS AND FINDINGS

The following figure illustrates the Steps of Exploratory Action Research, a framework that guides the systematic approach used in this study to address students' challenges in Speaking. This model connects each survey question to a specific stage in the research process, ensuring a structured analysis of findings. The figure below (Figure 1) demonstrates how the steps interact and their application to this context.

To explore the implementation of speaking activities using VoiceThread to encourage individual and collaborative practice in second-year high school students, this framework was chosen as it enables a systematic approach to identifying challenges and measuring progress.

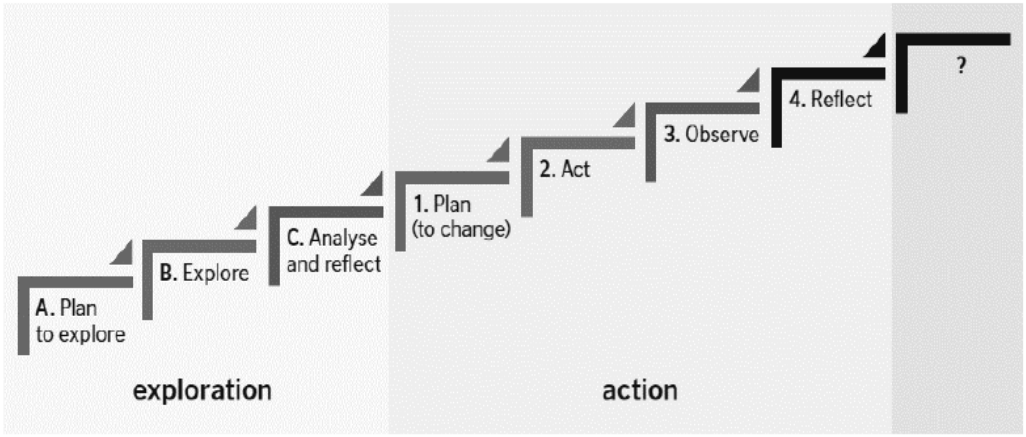


Figure 1. Steps of Exploratory Action Research
Source: Smith and Rebolledo (2018) (2018, p. 25)

Figure 1 provides a visual representation of the research process. The survey results have been analysed using this framework, which includes the following stages:

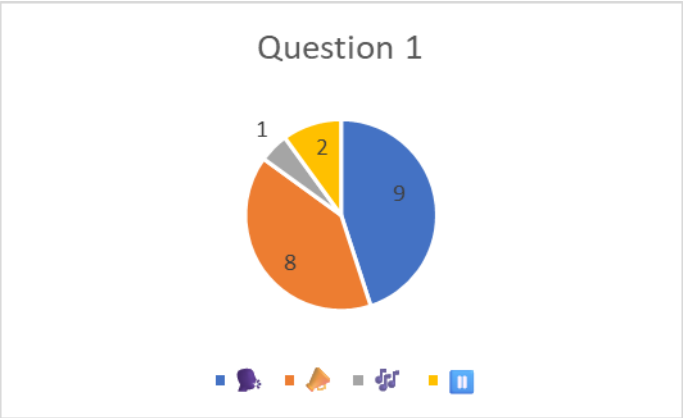
- **Explore and Analyse**: Addressed through Questions 1 and 2, focusing on identifying areas of improvement and understanding students' emotional responses when practicing Speaking.
- **Plan to Change and Act**: Addressed through Question 3, which explores students' preferred environments for practicing their speaking skills.

While collecting field notes, the teacher noticed that students could effectively develop collaborative work on VoiceThread, showcasing its potential for fostering both individual and group practice. Additionally, the study aims to compare students' progress in fluency and pronunciation skills before and after the use of VoiceThread, emphasizing the tool's impact on these areas.

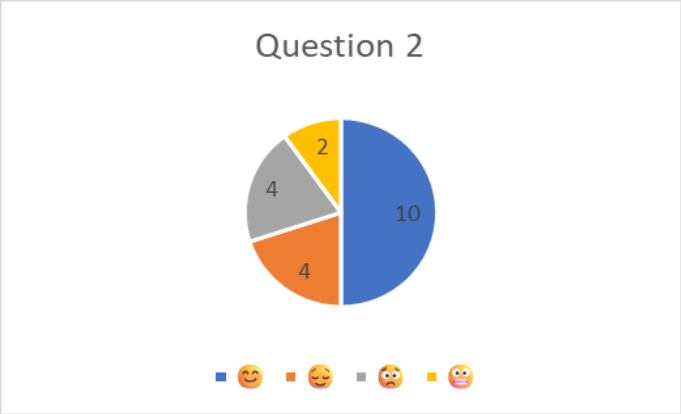
The subsequent graphs summarize the survey findings, illustrating the students' perspectives and providing valuable insights into their needs.

Survey Resource:

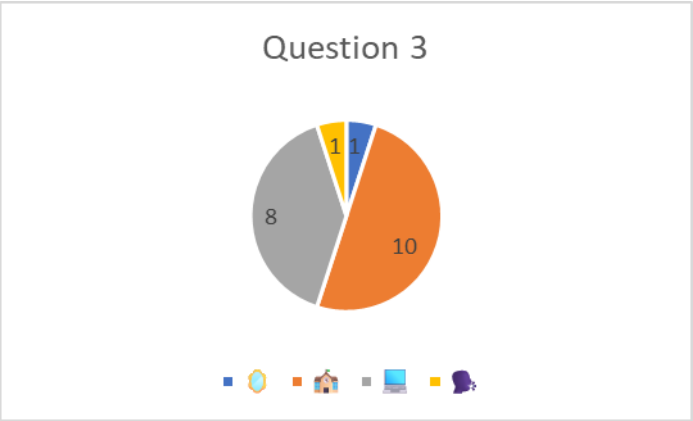
Question 1: The purpose of this question was to identify the specific areas of Speaking that students consider most important to improve. The results show that most students highlighted pronunciation and fluency as priority areas, while a smaller percentage pointed to rhythm or the ability to avoid pauses. These findings reflect the students' perceived needs and provide a basis for designing activities to address these key areas.



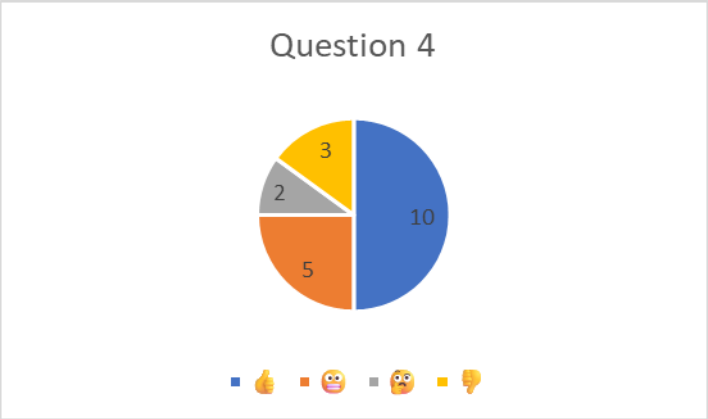
Question 2: This question aimed to explore the emotions students experience when practicing Speaking in English. The results reveal a variety of responses, with nervousness and frustration being predominant, although some students expressed confidence and motivation. This analysis highlights the importance of creating practice environments that reduce anxiety and promote a positive learning experience in Speaking.



Question 3: The third question explores the environments preferred by students for practicing their oral expression in English. The results show that a significant number of students prefer to practice with VoiceThread or at home, while others opt to practice in front of a mirror or in the classroom. For example, X% of students chose VoiceThread as their preferred environment. This suggests the importance of offering a variety of practice options to cater to different preferences and learning styles.

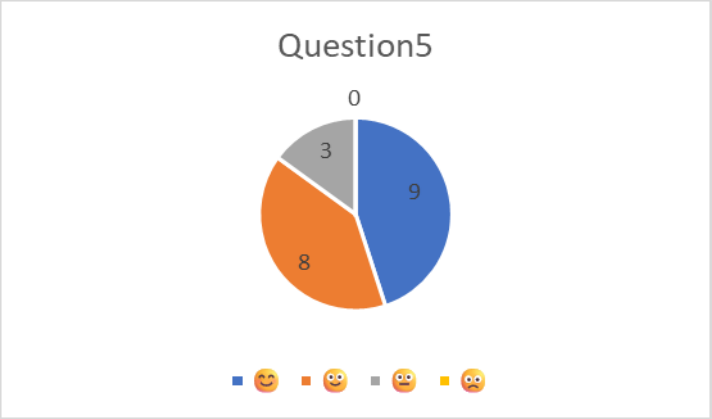


Question 4: The fourth question aims to assess students' interest in continuing to use VoiceThread as a tool for practicing Speaking. The results reflect a predominantly positive interest, with 10 students responding affirmatively. This underscores the tool's effectiveness and acceptance. However,2 students showed uncertainty, 5 students were unsure, and 3 students responded negatively. This uncertainty or disinterest could be due to a lack of familiarity with the tool or specific difficulties in its use. Therefore, it is essential to provide more guidance and support to maximize its impact.

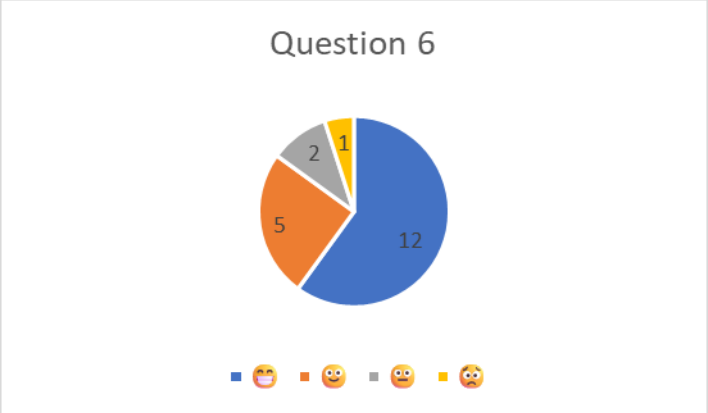


Question 5: This question aimed to evaluate the overall experience of students using VoiceThread for Speaking practice. The results show a predominantly positive response, with most students rating their experience as 'Excellent' or 'Good'. A smaller percentage indicated their experience was 'Average', and none rated it as 'Bad'. This analysis highlights the acceptance and effectiveness of VoiceThread as a tool for practicing speaking skills, emphasizing the importance

of continuing its use and improving areas that students may find less satisfactory.

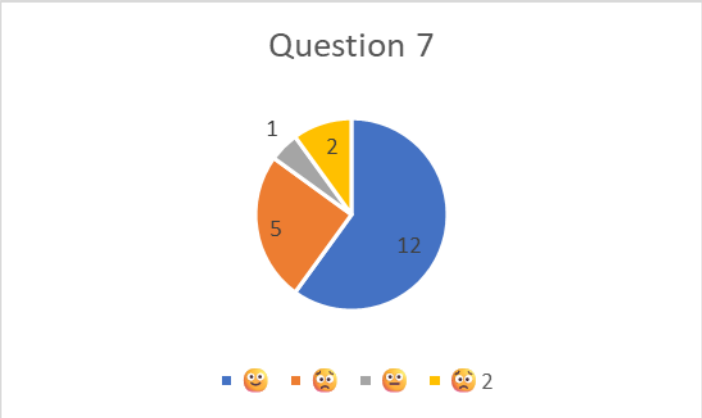


Question 6: "This question aimed to explore the level of confidence students feel when practicing their pronunciation using VoiceThread. The results reveal that most students feel 'very confident' or 'confident' using the platform, while a smaller number feel 'somewhat confident' and very few feel 'not confident'. This analysis highlights VoiceThread's ability to foster confidence in students, providing a safe and supportive learning environment that facilitates continuous practice and improvement in pronunciation.



Question 7: This question aimed to explore the level of anxiety students feel when recording with VoiceThread. The results reveal a variety of responses, with a significant portion of students indicating that they feel less anxious or somewhat less anxious using the platform. However, some students reported feeling the same level of anxiety, and a smaller percentage indicated feeling more anxious. This

analysis underscores the importance of continuing to provide low-stress, supportive practice environments, as well as offering additional resources for those who experience higher levels of anxiety.



7.- DISCUSSION AND CONCLUSIONS

This final section summarizes the main findings of the Action Research, connecting them to the research questions, and providing a comparative discussion with similar studies.

7.1 Answer to research questions

The research questions guiding this study were:

How can speaking activities using VoiceThread encourage individual and collaborative practice in second-year high school students?

a. **Findings**: The implementation of VoiceThread proved to be an effective tool in fostering both individual and collaborative speaking practice. During the intervention, students engaged in asynchronous speaking tasks where they recorded their responses and received feedback from peers and the teacher. This process encouraged meaningful interaction and collaboration.

Group activities also showed enhanced engagement, as students supported one another in completing tasks. Additionally, VoiceThread allowed students to practice speaking at their own pace, which helped reduce anxiety and increase confidence.

b. **Evidence**: Field notes, and survey responses revealed that students used VoiceThread effectively for collaborate on speaking tasks. They expressed a clear preference for the tool, particularly due its flexibility and supportive features.
c. **Future Considerations:** In future interventions, could incorporate more opportunities for synchronous sessions using VoiceThread to complement asynchronous activities. For instance, students could schedule real-time discussions to prepare for collaborative projects or receive immediate feedback from peers. Additionally, structured peer feedback guidelines asynchronous tasks could ensure that comments remain constructive and aligned with the learning objectives.

What progress in fluency and pronunciation skills can be observed before and after the use of VoiceThread?

a. **Findings**: The pre- and post-activity assessments indicated noticeable progress in students' fluency and pronunciation. During the intervention, students recorded multiple responses, which helped them refine their speaking skills over time. Noticeable changes included fewer pauses, improved rhythm, and more accurate pronunciation. These improvements were consistent across most participants, reflecting the effectiveness of VoiceThread as a practice tool in their recorded responses after using VoiceThread for practice.
b. **Evidence**: Analysis of recordings showed qualitative improvements in speaking skills. Students demonstrated increased confidence, clearer articulation, and smoother speech patterns in their final recording compared to their initial ones.
c. **Future Considerations:** leveraging VoiceThread's synchronous capabilities for immediate feedback could further enhance students' fluency and pronunciation. For example, real-time practice sessions could be used to simulate conversational scenarios, while asynchronous tasks could

continue to focus on individual practice and self-paced improvement. Combining both modalities would create a comprehensive framework for speaking development, catering to diverse learning preferences.

7.2 Discussion.

The findings of this study align with existing literature that highlights the benefits of integrating technology into language learning. Specifically, this research reinforces the positive impact of digital tools like VoiceThread on students' oral production and confidence in English. Below, the results of the present study are compared with finding from similar research:

Comparison with Similar Studies

- Barahona (2019) This analysis of digital platforms, including VoiceThread, demonstrated their effectiveness in boosting students' confidence and motivation to speak orally, especially in asynchronous activities. The study concluded that VoiceThread provides students with the opportunity to practice at their own pace, which helps reduce anxiety associated with real-time speaking tasks. This conclusion aligns with the results of the present study, where an improvement in students' confidence was observed when practicing speaking with VoiceThread.
- Merino Munive, Barbosa Trujillo, and Estudillo León (2021) This study explored how digital tools, such as VoiceThread, can help adolescents improve their oral production in English. Students recorded their voices and shared their thoughts, allowing them to practice in a less intimidating environment than the traditional classroom. The results of this study also match the findings of the present research, where students reported feeling more comfortable recording and sharing their responses, reducing anxiety.
- Díaz Larenas and González Sanhueza (2021) Researched the use of videos as a tool for developing oral fluency in English among students from a public school in Chile. The results showed significant improvements in students' attitudes toward the English language and their perception of their speaking abilities. However, unlike VoiceThread, this study did not provide

students the opportunity to interact and comment on their peers' recordings. While this study used videos instead of VoiceThread, the results also reflect improvements in confidence and oral fluency, highlighting the positive impact of visual and multimedia technologies on the development of speaking skills.

Similarities with the cited studies

Positive impact of digital tools:

- Barahona (2019): In her study on web 2.0, Barahona found that digital and multimedia tools, like VoiceThread, significantly enhance language learning by improving motivation, confidence, and oral fluency.
- Merino, Barbosa and Estudillo (2021): This study show showed that digital tools help teenagers improve their oral production, motivating them and boosting their confidence by providing a less intimidating practice environment.

Improvement in confidence and motivation:

- Barahona (2019): Barahona highlighted that using VoiceThread allows students to practice at their own pace, reducing anxiety and increasing confidence and motivation.
- Merino, Barbosa and Estudillo (2021): Students reported feeling more comfortable recording and sharing their responses, which reduced their anxiety and improved their motivation.

Practice at their own pace:

- Barahona (2019): Barahona concluded that VoiceThread offers the opportunity to practice at their own pace, helping to reduce the pressure of real-time speaking.
- Díaz Larenas and González Sanhueza (2021): Although they used videos instead of VoiceThread, this study also showed that the use of visual and multimedia technologies allows students to improve their oral fluency by practicing at their own pace.

Differences

Technologies used:

- While Barahona (2019) and Merino-Munive, Barbosa-Trujillo, and Estudillo-León (2021) focused on using VoiceThread, Díaz Larenas and González Sanhueza (2021) employed videos as a tool to develop oral fluency. This difference underscores how different technologies can offer complementary alternatives to support students' learning, tailored to specific learning contexts and needs. According to this study, VoiceThread does offer a scaffolding method to enhance speaking skills and subskills such as rhythm and pace.

Interaction and feedback:

- A key difference is that, while VoiceThread allows interaction and feedback between peers, facilitating collaboration and social learning, Díaz Larenas and González Sanhueza's (2021) study did not provide this opportunity for interaction. This may affect how students receive social and emotional support in their learning process. Overall, VoiceThread enhances collaboration, peer interaction and feedback.

7.3 Conclusions

The implementation of VoiceThread as part of this Action Research project provided an enriching experience for both students and the teacher. The tool's asynchronous nature allowed students to practice speaking skills at their own pace while receiving constructive feedback from peers and the teacher. Collaborative tasks fostered greater engagement and confidence among students, who were initially hesitant to participate in oral activities. Although the focus was primarily on asynchronous interactions, the flexibility of VoiceThread to also enable synchronous use opens possibilities for future implementation.

The findings of this study demonstrated clear progress in students' speaking skills. Students showed improvements in fluency, including smoother speech and fewer pauses, as well as greater accuracy in pronunciation. Survey responses and field notes indicated a significant boost in students' confidence and motivation, with many reporting a preference for VoiceThread as a practice tool. The tool also

enabled students to engage in collaborative tasks effectively, fostering peer interaction and constructive feedback. While these outcomes align with the study's objectives, some challenges, such as ensuring active participation from all students and maintaining consistent engagement, remain areas for improvement.

This study opens new possibilities for integrating VoiceThread into my teaching practice. While the tool proved effective, future research could explore combining asynchronous VoiceThread activities with synchronous real-time discussions to provide a balanced approach to speaking practice. Developing clear guidelines or rubrics could enhance the quality of peer feedback, ensuring it supports learning objectives. Additional research could also investigate strategies to sustain student engagement, such as gamified elements or collaborative projects that span multiple VoiceThread sessions and conduct longitudinal studies to examine the long-term effects of VoiceThread on students' oral proficiency and overall language skills.

The results of this study underscore the potential of VoiceThread to enhance speaking skills, foster collaboration, and build confidence among students. These findings have positively impacted my teaching practice, encouraging me to incorporate more technology-driven tools into the classroom. However, challenges such as maintaining consistent participation and addressing diverse learning needs highlight areas for further exploration. While this activity fulfilled the objectives of improving fluency, pronunciation, and collaboration, future interventions could benefit from a more structured integration of VoiceThread's synchronous and asynchronous capabilities. As a teacher, I aim to continue refining my strategies to create dynamic, inclusive, and engaging learning environments for my students.

Declaration of Use of AI Tools

I, Eva Edita Ibáñez Vallejos, hereby declare that ChatGPT (2024), an AI language model developed by OpenAI, and Copilot (2024), an AI assistant developed by Microsoft, were utilized as a supporting tool during the development of this thesis. The following outlines the specific ways in which these tools were employed:

Idea Refinement and Writing Assistance: ChatGPT and Copilot were consulted to refine ideas, improve clarity, and ensure coherence in specific sections of the thesis, including, e.g., introduction, theoretical framework, etc.

Language and Grammar Review: ChatGPT and Copilot were used to identify and correct grammar, punctuation, and stylistic issues in the manuscript.

Format and Structure Suggestions: ChatGPT and Copilot provided recommendations on formatting and organization to enhance readability and adherence to academic standards.

The use of ChatGPT and Copilot were strictly limited to the above-mentioned purposes. All content and ideas presented in this thesis are my own or appropriately cited and referenced. I take full responsibility for the accuracy, originality, and integrity of this work. Any material generated or suggested by ChatGPT and Copilot were critically evaluated and appropriately adapted before incorporation into the thesis.

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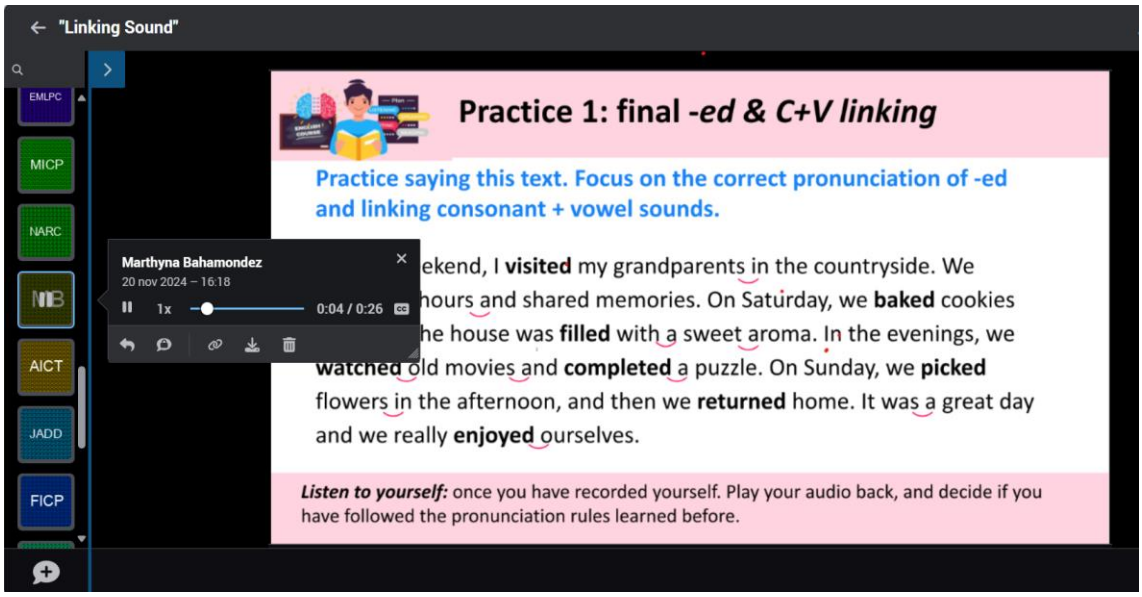
Appendices

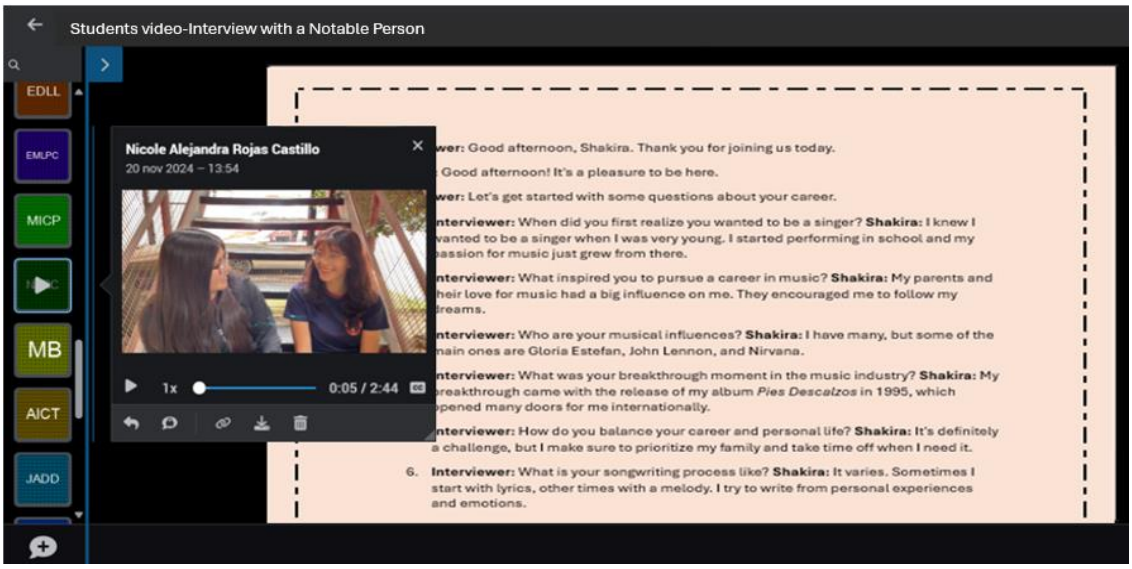
Appendix a

Reading Material on “Linking Sounds” and “ed” endings.



Appendix b

Student Video- Interview with a Notable Person.



Appendix c

Example of an Interview with a Notable Person.

Interviewer: Good afternoon, Shakira. Thank you for joining us today.

Shakira: Good afternoon! It's a pleasure to be here.

Interviewer: Let's get started with some questions about your career.

1. **Interviewer:** When did you first realize you wanted to be a singer? **Shakira:** I knew I wanted to be a singer when I was very young. I started performing in school and my passion for music just grew from there.
2. **Interviewer:** What inspired you to pursue a career in music? **Shakira:** My parents and their love for music had a big influence on me. They encouraged me to follow my dreams.
3. **Interviewer:** Who are your musical influences? **Shakira:** I have many, but some of the main ones are Gloria Estefan, John Lennon, and Nirvana.
4. **Interviewer:** What was your breakthrough moment in the music industry? **Shakira:** My breakthrough came with the release of my album *Pies Descalzos* in 1995, which opened many doors for me internationally.
5. **Interviewer:** How do you balance your career and personal life? **Shakira:** It's definitely a challenge, but I make sure to prioritize my family and take time off when I need it.
6. **Interviewer:** What is your songwriting process like? **Shakira:** It varies. Sometimes I start with lyrics, other times with a melody. I try to write from personal experiences and emotions.
7. **Interviewer:** What do you think is the most important message in your music? **Shakira:** Empowerment and authenticity are crucial. I want people to feel inspired and true to themselves.
8. **Interviewer:** Can you share a memorable moment from one of your concerts? **Shakira:** One of the most memorable moments was performing at the Super Bowl halftime show. It was an incredible experience.
9. **Interviewer:** How do you prepare for a performance? **Shakira:** I have a routine that includes vocal warm-ups, physical exercises, and a bit of meditation to calm my nerves.
10. **Interviewer:** What role does your cultural background play in your music? **Shakira:** My Colombian and Lebanese heritage play a huge role. They influence my music, dance styles, and even my fashion.
11. **Interviewer:** How have you evolved as an artist over the years? **Shakira:** I've learned to embrace different styles and genres. I'm constantly evolving and trying new things.
12. **Interviewer:** What challenges have you faced in the music industry? **Shakira:** There have been many, from industry pressures to maintaining my artistic integrity. It's been a journey.

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