Speaking Skill Development through the Implementation of Multimedia Projects[1]

El Desarrollo de la Habilidad Oral a través de la Implementación de Proyectos Multimedia

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Abstract

The purpose of this study was to examine the way the implementation of podcasts, videos and PowerPoint projects fosters the speaking skill development in EFL sixth graders. In this action research, data were collected through an initial diagnosis and a final development test, a focus group interview, participant observation and students' artifacts derived from podcast, video and PowerPoint projects. The data were then analyzed in a mixed method approach and results suggested that the majority of students became highly engaged in communicative situations, which allowed them to improve their limited language proficiency.

Keywords: Speaking skill development, multimedia projects, project work, high school students

Resumen

El propósito de este estudio fue examinar la forma como la implementación de proyectos de podcast, videos y PowerPoint motiva el desarrollo de la habilidad oral en estudiantes de sexto grado. En este proyecto de investigación acción los datos se recolectaron a través de un examen diagnóstico inicial y un examen de desarrollo final, una entrevista de grupo focal, observación participante y artefactos de los estudiantes, derivados de proyectos de podcast, video y

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PowerPoint. Los datos fueron analizados con un enfoque de métodos mixto y los resultados sugieren que la mayoría de los estudiantes se involucró en gran manera con situaciones comunicativas, lo cual les permitió mejorar su limitado nivel de proficiencia.

Palabras clave: Desarrollo de la habilidad oral, proyectos multimedia, trabajo por proyectos, estudiantes de secundaria

Resumo

O propósito deste estudo foi examinar a forma como a implementação de projetos de podcast, vídeos e PowerPoint motiva o desenvolvimento da habilidade oral em estudantes de sexta série. Neste projeto de pesquisa ação os dados se recolheram através de uma prova diagnóstica inicial e uma prova de desenvolvimento final, uma entrevista de grupo focal, observação participante e artefatos dos estudantes, derivados de projetos de podcast, vídeo e PowerPoint. Os dados foram analisados com um enfoque de métodos misto e os resultados sugerem que a maioria dos estudantes se envolveu em grande maneira com situações comunicativas, o qual lhes permitiu melhorar seu limitado nível de competência.

Palavras clave: Desenvolvimento da habilidade oral, projetos multimídia, trabalho por projetos, estudantes de ensino médio

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Introduction

The desire that teachers have to help students with the development of their speaking skills is often made difficult by the context, number of students per class, limited time and scarce material available. This concern led the researchers in this study to explore ways to improve classroom practices, taking advantage of what is at hand. The action research project was designed in order to facilitate reflection and promote progress following Burns' (2005) notion of exploring a common problem in a specific context in order to gain understanding, create meaning, and improve educational practices.

The aim was to help sixth grade students develop speaking skills through the implementation of multimedia projects, including podcasts, videos and PowerPoint presentations. More specifically, the project sought to help students improve pronunciation, vocabulary and fluency. Six projects were implemented along a six-month period in order to engage learners in the use of the language with communicative purposes.

The multimedia tools used motivated students to see language in a fun and engaging way. As stated by Butler-Pascoe and Wiburg (2003), "The use of computer technology fosters interaction and presents students' language in a graphically and linguistically enhanced manner" (p. 86). As such, the use of multimedia projects could possibly motivate not only the improvement of their learning performance, but also the development of speaking skills.

The questions leading this research focused on the three components of speaking: *How do EFL sixth graders better their pronunciation through the use of podcast projects? To what extent do video projects promote the acquisition of vocabulary in EFL sixth graders? and How do ppt projects support the development of fluency in EFL sixth graders?* Therefore, the tools designed and the implementation of projects allowed us to identify students' challenges and gains throughout the process.

Literature Review

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The main constructs that supported our research were the use of multimedia tools (podcasts, videos and presentation software), communicative language teaching, speaking skills (pronunciation, fluency and vocabulary), and project and group work.

The Use of Multimedia Tools

Technology has enjoyed a widespread acceptation in society, especially in teenagers. It has changed the nature of sharing, storage and handling of information. According to Rathore (2011), the application and association of ICT with social, economic and cultural matters has had an effect on education. Therefore, these contextual issues have had a significant impact on the use of technological devices or multimedia tools in language teaching to design, develop, manage and assess students' performance with the unique objective of enhancing EFL learning.

The integration of CALL (computer assisted language learning) in Colombian education has been widely discussed by researchers, who have explored the blending of technologies in second language teaching learning (Clavijo, Quintana, & Quintero, 2011). Teachers have also dedicated attention to the role of computers in the classroom, especially to find or create better ways to implement effective strategies that improve students' language skills. It is extensively believed that technology in the classroom helps teachers promote a constructive class environment, and technology is viewed as having an influential effect on the teaching and learning process (Muir-Herzig, 2004).

However, the integration of computers in the classroom has not been accepted by some educational communities because they think that those devices are disturbing elements in the learning process. In Colombia, educational policies follow the tendency of other countries in promoting the integration of ICTs in all school levels. The Colombian ICT Plan 2008-2019 proposes the use of educational environments with comfortable infrastructure and devices to facilitate autonomous and collaborative learning mediated by computers and tablets that help students in the enhancement of their learning process (Ministerio de Comunicaciones, 2008).

Clavijo, et al. (2011) argue that the increased use of technological devices by students at all levels of education outside the school environment is a challenge for teachers who have not understood the impact of technology. Therefore, teachers must be prepared to be up-to-date with the educational process of students today, who have grown up using different types of technologies as digital natives. Prensky (2001) stresses, "They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (p. 1). For that reason, students may be eager to find technological environments in educational activities within the school context.

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Furthermore, according to Tomlinson (1998), students are an important element to consider when designing and carrying out learning processes, so it is necessary to take into account their interests and needs in order to develop materials and appropriate contents that can strengthen their prior knowledge, and foster the use of language. Consequently, the implementation of multimedia projects with the students in this project sought to create new activities to expand students' learning opportunities, using alternative tools that involve their learning styles.

Crystal (1986) states, "One of the most interesting developments in the field of language teaching in recent years has been the concern to provide students with 'authentic' spoken materials with which to work" (p. 411). Hence, this study gave us the opportunity to discover whether the use of multimedia projects as authentic learning materials was effective in terms of improving fluency, pronunciation and the acquisition of vocabulary.

Stanley (2006) and Pun (2006) have pointed out the strong benefits that podcasting may offer to language education, especially in reference to developing students' listening and speaking skills. Furthermore, videos have always been an excellent EFL language learning activity that requires learner participation in a variety of ways. Now, with the relatively recent advances in digital video technology and the free use of editing software, video projects have become an even more powerful teaching and learning tool in the EFL classroom; examples and testaments to the usefulness of drama for speaking skills and pronunciation are provided by different authors (Carkin, 2004; Hardison & Sonchaeng, 2005). They report many projects focused on the creation of video dramas that may improve EFL learners' fluency and pronunciation.

In terms of tools to aid the development of speaking skills, Microsoft PowerPoint is a powerful visual tool that can support students' oral expression through images, diagrams and bullet points that allow them to develop speaking skills with more fluency and confidence to express themselves. "Students with low English proficiency can be assisted by ppt in making persuasive presentations through the use of multimedia tools such as audio recordings and graphic representations" (Apple & KiKuchi, 2007, p. 107). The idea of an interactive EFL presentation is to make the development of students' speech more interesting and attractive to reach the goal of improving their fluency and self-confidence.

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Project and Group Work

Blake (2013) points out that the proper integration of technology into the curriculum can accelerate the focus on the student-centered classroom and adapt him/her to a digital culture. Therefore, it may change our students' way of learning, thinking and communicating, making them active participants of their learning process and engaging them in collaborative projects using project work to achieve the learning objectives.

Furthermore, Dörnyei (1997) explains that cooperative group work tasks not only increase the amount of mediated input but also encourage motivation, self-confidence, critical thinking, and autonomy. Thus, students' interaction may help them overcome psychological limitations such as, shyness, fear and anxiety to use the language.

In addition, Freire and Macedo (1987) assert that collaborative participation in the teaching and learning process can change learners' expectations to be students with more autonomy, agency and creativity, achieving important changes in the social and cultural perspective of language. Students benefit from the implementation of multimedia projects in EFL as they follow the structural elements of a project: plan, research, develop, review and present a final product.

Thomas (2000) affirms, "Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities" (p. 1). Therefore, students can develop their skills in critical thinking and the expression of their own ideas through the design and performance of such projects. Project work naturally leads to argument about either the interpretation or presentation of the information collected. Moreover, Jones, Rasmussen and Moffitt (1997) summarize projects as complex tasks, based on challenging objectives or problems that involve students in design, problem-solving, decision making, or investigative activities. Therefore, projects give students the opportunity to work autonomously and collaboratively to obtain realistic products to be presented in academic settings.

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Communicative Language Teaching and Speaking Skills

Multimedia projects can be developed in a creative and interactive way. With this in mind, learning may become an enjoyable experience for students as they develop language skills and sub-skills.

Pronunciation in foreign language teaching, for example, has often been marginalized because teachers do not have enough time in class to perform pronunciation activities or the instructional training to teach it. Pennington and Richards (1986) assert that "pronunciation is often viewed as having limited importance in communicative curricula" (p. 207). Nonetheless, authors such as Carkin (2004) and Hardison and Sonchaeng (2005) note the benefits and usefulness of speaking activities, fluency and pronunciation. They argue that with the use of drama, students may acquire habits of repetition and correction helping them to identify their own mistakes to improve their speaking performance.

On the other hand, the role of vocabulary is remarkable as Rupley, Logan and Nichols (1998) argue, "Vocabulary is the glue that holds stories, ideas and content together… making comprehension accessible for children" (p. 339). Chall (1983) describes recognition and meaning as key factors in vocabulary learning that may lead students to enhance not only their reading ability but also their speaking skills. There are many software applications that allow to work vocabulary through voice recognition, virtual world applications and the use of podcasts.

There is a notorious need for more vocabulary instruction at all levels to gain English proficiency. Frequently, the process of communication in students is measured based on the number of words that they can use to express their ideas. Beck, McKeown, and Kucan (2002) indicate that the number of new words on average that students should add to their vocabulary in a year is 3,000. There are, in fact, different technological tools to develop sufficient vocabulary for learners to reach that goal.

Fluency, understood as the ability to speak a foreign language easily and effectively, is an evident problem in language learners and the result of lack of vocabulary and poor pronunciation. Vocabulary and memory are key aspects in the development of fluency. In broad terms, speaking is a complex process of choosing, remembering and organizing words into grammatical sentences to be able to express their communicative intention. Tarone (2006) says that learners must simultaneously attend to content, pronunciation, lexis, discourse and information structuring leaving at side the communicative purpose for better speaking skill.

Methodology

Research Design

This action research was done with a mixed methods approach to examine the way in which the implementation of podcast, PowerPoint, and video projects fosters the development of speaking skills sixth grade EFL students. This study was undertaken as action research to explore a common problem in a specific context in order to gain understanding, create meaning, and improve educational practices (Burns, 2005). Reason and Bradbury (2001) explain that the primary purpose of action research is to produce practical knowledge that is useful to people in every conduct of their lives. Also, a mixed methods approach was necessary to carry out a deep quantitative and qualitative analysis of the process students underwent. Thus, as Greene and Caracelli (1997) establish, mixing different types of methods can strengthen the understanding of a research study because inquiry can become a complex social phenomena in which the researcher may need different kinds of methods to interpret data. Therefore, the researcher can go beyond the representation of quantitative information and make a deeper qualitative analysis of the relevant issues found to enrich the development ofthe research process.

Context and Participants

This research study was carried out at a private religious school in Ibagué, Colombia, with sixth grade EFL students. There were ten girls and five boys between 11 and 13 years old. Sixty-five percent of students belong to the religious denomination of the school, the rest to other churches. Students were all required to follow the school principles, which sometimes limited the amount of time that students could spend using technology in class. Students received five hours of English instruction per week and all demonstrated a low language proficiency level. All of them had some computer skills and were able to use multimedia tools with minimal help from the teacher.

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Data Collection Instruments

The data collection instruments included an initial diagnosis and a final development test, a focus group interview, participant observation and students' artifacts derived from podcast, video and PowerPoint projects.

Data Analysis and Interpretation

The initial diagnostic test intended to identify students' skills in vocabulary, pronunciation and fluency. The test design helped to explore and determine the strengths and weaknesses of each one of the participants in terms of their speaking skills. It was done through a reading comprehension activity in which students did the process in two cycles. The first cycle included the identification of vocabulary to understand and comprehend the reading, and following instructions for completing the written test that contained five questions related to the topic of the reading. The second cycle was reading aloud to determine students' level of pronunciation and fluency.

Based on the results of the initial diagnostic test, students participated in a focus group interview in order to examine their knowledge about some of the technological skills they possessed and important concepts that were going to be applied in the implementation of multimedia projects. Patton (1990) affirms that "focus group interviews involve conducting open-ended interviews with groups of few people on specially targeted or focused issues" (p. 173). Hence, the purpose was to help analyze students' knowledge, skills, perceptions and expectations to participate in this project. For the focus group, a semi-structured interview was done at the beginning of the implementation of the projects, and the second interview was an informal discussion at the end of the implementation. This second interview was developed after the teacher gave students feedback about their speaking skill development during the implementation of the projects.

Participant observation was undertaken as a method to analyze different phenomena that occurred during the implementation of the projects. Researchers took field notes and video-recorded to better capture specific details. Delamont (2004) argues that it is important to write and think about what you are observing and to test insights systematically. Participation in this sense means interacting with people while they are carrying out activities such as teaching or studying to identify some educational issue.

Students' artifacts collected during the implementation of projects were used to analyze their speaking skills development. These artifacts included a video of a play, podcasts of reading aloud and dialogues, and videos of the presentations. Patton (1990) suggests that audio and video recordings provide more opportunities to identify hidden issues that may not be perceived along the process.

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Results

Uncovering students' attitudes and aptitudes towards the language and the multimedia tools used in the projects was essential in order to have a better understanding of students' background knowledge and therefore a better intervention process. In that regard, the initial diagnostic test and the focus group interview were administered at the beginning.

Initial Diagnostic Test (IDT)

During the exploratory stage of this study we could realize that students were afraid of learning English, even more when it came to speaking in the language; for this reason, the IDT design surprised students as they were used to doing only activities related to the contents of a book, such as completing crossword puzzles, filling in the gaps or simply working on isolated vocabulary. However, this test had them see the language in a more communicative way. The results of the IDT, which will then be compared to the results of the final development test, revealed their limited skills in vocabulary, pronunciation and fluency, as well as their lack of confidence and low motivation when they were encouraged to use the language. Figure 1 outlines those results.
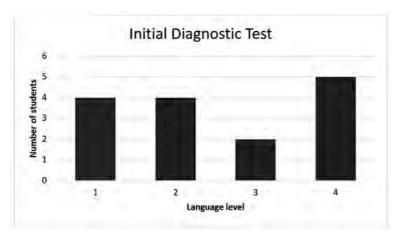

Figure 1. Initial language level

The data above indicate that in a scale from one to five, which goes from no demonstrated proficiency to displaying certain level of language development, students' oral skills were limited to what is

described in item number four of Table 1, which means that no student had the ability to answer personal questions and self-correct their mistakes. Eight students were in the two most basic levels of language understanding and production, as presented in Figure 1. Although the other seven students had better language skills, their language proficiency was still limited and none of them could reach level five. The test results disclosed students' low language level in the sub skills evaluated. Students had little vocabulary, pronunciation difficulties and therefore low fluency.

Table 1. Rubric to evaluate students

1= No demonstrated proficiency
2= Limited command of verbal formulae
3= Some vocabulary to express specific ideas and some accuracy in pronunciation
4= Some vocabulary to express common ideas and to understand basic readings. Some pronunciation skills and fluency
5= Can answer personal information based on vocabulary learned in class and in the reading and can work systematically on grammar errors

Focus Group

After the diagnostic test, the focus group was administered in order to deepen the understanding of what students brought with them in terms of language and multimedia tools. To open the discussion in this interview, we did a brief explanation of the importance of technology in EFL learning. Students also wanted to know what role they would have in the implementation of multimedia projects and what type of technology could be used in EFL learning. They had different understandings of what a project is and were concerned about how this work would contribute to their language skills. Afterwards, we talked about the way some multimedia tools could be blended into language learning and the benefits and limitations of using them in our English classes. They felt identified with the word "multimedia," and they mentioned that this could be an easier way to learn, to be creative and to have a pleasant environment. Nevertheless, some students were not familiar with some of the terms used during the conversation, which made us wonder to what extent the implementation of those projects would be a success.

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The last question referred to the identification of students' computer skills. We asked them about the type of technology they frequently used and they listed the tools they had used in their experience as students, among their answers they mentioned search engines (Internet), and basic Microsoft Office applications (word processing tools), such as Microsoft Word to make written documents, Microsoft PowerPoint to make standard presentations, and Microsoft Excel to make tables or lists. Few participants used these tools to develop other types of activities. Finally, only a few students had the skills to use more advanced applications, such as editing software for videos and audio recordings, and no one knew the meaning of podcasts and its use for educational aims.
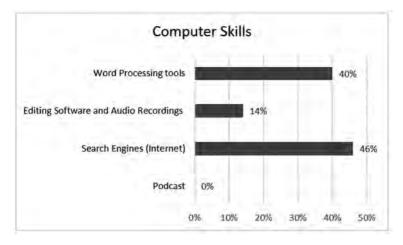

Figure 2. Students' computer skills

None of the students had heard the word podcast, so we explained how this multimedia tool would be implemented in the projects through the use of feedback from the teacher, and by hearing their own audio recordings in a pre and post activity. Having a better understanding of the process made them curious and interested in having it as a learning tool. They concluded that this tool would help them to be aware of their own mistakes, so they could improve them.

Even though the school has a virtual platform, only 46% of the participants had developed enough abilities using internet (e-mail, e-learning environments and search engines). Forty percent had not gone beyond the use of basic word processing tools to complete some occasional assignments, many of them because of their religious beliefs.

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These beliefs called for limited time for students to use computers, internet, or particular online programs. In many cases, they were allowed to use computers only to work on Microsoft Office, but never to access the web. The remaining 14% had more advanced computer skills in the edition of videos and other types of files, which was very beneficial for the development of the projects.

Participant Observation

During the implementation of the projects, students said they were now learning English, which seemed to change their perceptions of the subject and increase their motivation. English had not been seen as a relevant subject before, as something they would learn for life, but as a course they only had to take and pass. Students' learning styles had not been catered to; therefore, they had not been exposed to the possibilities of studying the language with tools tailored to them, or with strategies that would help each individual learner. It could be evidenced how each new project raised their motivation and language level at the same time.

Podcast Projects

Podcast projects were implemented through two applications. The first was a smart voice recorder for mobile phone and the second one was the Audacity program for PC. One of the podcast projects contained a conversation between two participants; each situation was accompanied by the script composed by students with the support of the teacher-researcher. Learners used these scripts to rehearse and practice. While they were recording and listening to their conversations, they could identify their own mistakes using a podcast sample of the conversation.

The second podcast project was a reading aloud exercise of the story "Philip the Grasshopper," in which participants worked collaboratively; in pairs with a defined role, one as a narrator and the other one as an imitator. This allowed them to gain powerful linguistic resources to enhance their pronunciation with the teacher monitoring and students' self-correction. Students reached the goal of podcasting in spite of their initial anxiety, lack of confidence, and reluctant attitude toward performing these activities. For the assessment of pronunciation, participants carried out a pre- and post-recording in which they noticed that podcasts were highly suited for the improvement of phonetics and pronunciation problems. Figures 3a and b exemplify students' progress from podcast one to two.
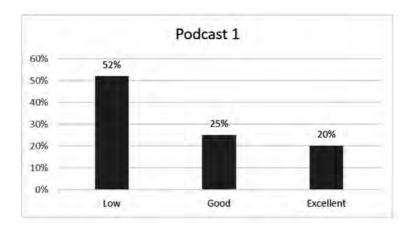
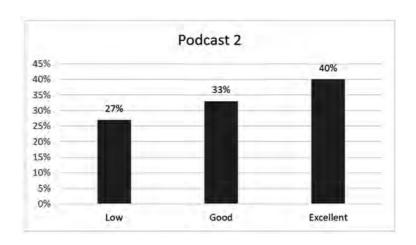*Figure 3a.* Initial pronunciation assessment

Figure 3b. Pronunciation follow-up

The assessment was done by the teacher in charge of the group during class time and podcast projects were focused on specific topics and vocabulary worked in class. Moreover, students had the chance to rehearse the script and the readings right after the first feedback session. In the second phase, students recorded the final podcasts. Results showed that students became more responsible for their own learning, and the majority of them overcame many of their pronunciation mistakes. The result of this final podcast was a surprise for students' classmates who noticed that the participants were interpreting a tale of 383 words in a

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way that was almost identical to the sample podcast of the book. It was remarkable because 40% of the participants had an excellent language performance, making fewer than 10 pronunciation mistakes.

Video Projects

This was a project planned collaboratively that helped learners internalize their acquired knowledge and increase collaborative learning and motivation. The initial video project was a play that was taken from the previous podcast project of the reading "Philip the Grasshopper" and was adapted to a script. The other video project was a representation of a conversation at a supermarket, and the vocabulary was taught in a pre-teaching activity. Students reviewed their part of the script in advance so they could assimilate the content.

Although students showed a positive disposition and attitude towards the recording of videos, different feelings arose each time the video camera was on. One of the most common feelings was the fear to look at the camera lens; they commonly forgot part of their script while anxiety increased. Nevertheless, little by little they became more familiar with the camera so that video recording was seen as a natural part of the class. The video projects were a source of motivation for students because they dressed up and acted out the the vocabulary with authentic language situations. They could explore their creativity and imagination and some of them demonstrated their abilities to use multimedia tools, as they were in charge of editing the videos using Camtasia application.

PowerPoint Projects

The use of PowerPoint and other multimedia tools like Prezi and Powtoon to make presentations is more popular for students at university level, but school aged students can also benefit from it. The environment at this school was not so welcoming for these kinds of projects at the beginning because most teachers are very traditional and were reluctant to use technology.

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The implementation of PowerPoint projects brought an added value to the class; students participated in the planning and organization of topics and presentations. They also had to prepare their speech based on some questions designed by themselves and the teacher through collaborative work. Their presentations were completely visual and contained bullet points as guides. Students were able to express the information and answer the questions with self-confidence supported

by interactive presentations that showed them whether the answers were correct or incorrect.

Results showed that there were significant differences in students' oral production during the pre- and post-presentations. Additionally, this tool motivated students to explore their creativity and find different ways to present their work, which increased their confidence to speak in English. Chapelle (2001) explains that PowerPoint is seen as an innovative and easy tool that has meaningful real world experiences for educational purposes with important relevance outside the classroom, giving the projects a sense of authenticity for students to engage with the use of language. Rather than viewing this tool solely as a means of practicing English or presenting simple standard slides, these projects open a window to the handling of future multimedia tools and motivate students to develop computer literacy skills, as well as linguistic and communicative skills.

Final Development Test

This test was applied in order to assess the evolution of students' speaking skills and to identify how the multimedia projects implemented during this research helped students in the improvement of their language performance. This test was slightly different from the initial diagnostic test so that students did not feel that it was the same evaluation after the implementation of the projects. It was more visually attractive and graphically divided into four parts for students to identify what was being evaluated. There was a reading comprehension part in which pronunciation and fluency were assessed; after that, students had to answer some questions orally. Students were more at ease than in the first test. It was rewarding to see them reading aloud with good pronunciation and a better attitude towards communicative tasks. Shyness and anxiety, which were highly evident at the beginning, were now left behind as learners improved their pronunciation and expanded their vocabulary. Although different variables interact in language learning, students' attitudes toward the language should be considered. Therefore, it was important to use different strategies to increase students' motivation as a way to have a more effective learning process.
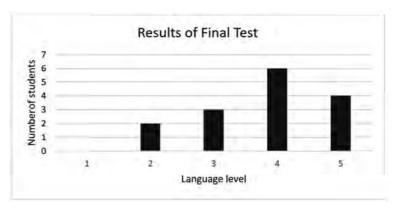
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Figure 4. Final test

The final development test gave some evidence of students' improvement in their speaking skill. All of them advanced up to the point that Level 5 was reached, which did not happen in the IDT. The rubric to evaluate students presented as Table 1 served for the analysis of this final test as well. Students accomplished the goals set during projects development and went beyond their language and personality limitations.

Focus Group Follow up

Once all the projects had been administered, it was considered necessary to carry out a follow up of the focus group interview. This was done with the purpose of knowing from the students' voices their perceptions and changes experienced. Some of their comments are presented below[3].

> I am doing well in this subject. I have the best attitude in class and I have improved my English language because I know more words.

> We had the opportunity to listen to each other in this class because the teacher recorded us and then let us listen to ourselves to get feedback on our weaknesses and strengths.

> I loved this class!

> I liked this class because we could make conversations with our classmates. This allowed us to train our ear and enrich our vocabulary.

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[3] Original text in Spanish, translation made for publication

This was a good class because the teacher brought us podcasts with her pronunciation. This helped us mirror her pronunciation to pronounce in front of the class. She recorded a podcast of us then.

I think this was a good class because the teacher always had something new for us to learn with technological devices.

Learning was pleasant because we could talk with our classmates and receive instructions to make a Project with ppt slides to present to the class. We practiced our English a lot.

Recording a video and then watching us speaking in English was nice. My classmates looked good on their costumes.

This final encounter with students to know their perceptions and gains confirmed that it was worth the time invested in this project to help students and the school community understand that incorporating multimedia tools in classes with a structured design can bring up benefits for students' learning.

Conclusions

This action research brought benefits to the students who could be seen more engaged and enthusiastic during the lessons. Their perceptions and attitudes towards the class changed for the good, which gave the teacher more motivation to continue innovating and improving. It seems that the use of multimedia projects in EFL learning in the context of a private school was perceived as an effective strategy to develop speaking skills in sixth graders because it helped students engage with real communicative situations. Even though the transition from traditional classes to implementing multimedia tools during the lessons was rather complicated and time consuming at the beginning, the accomplishment was evident.

It was also observed that through the implementation of such projects, students had better academic performance. Not only were their class grades higher, as they did better in class, but also their confidence and oral communication improved. These multimedia tools fostered the acquisition of vocabulary and the improvement of pronunciation and fluency. Moreover, students perceived this experience as a learning opportunity in which their needs and interests were taken into account. To conclude, it is essential to create class activities that involve students' own realities so as to have meaningful learning that lasts a life-time.

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