UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: Flip App and Speaking skill

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I, Mg. Ana Jazmina Vera de la Tore holder of the I.D No. 1801249341, in my capacity as supervisor of the Research dissertation on the topic: "**FLIP APP AND SPEAKING SKILL**" investigated by Mr. Peñaloza Morejón Pavel Andrés with I.D No. 1803954914, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "**FLIP APP AND SPEAKING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

To my parents who are my greatest source of motivation and strength to keep going, to my sister who has always supported me despite all the difficulties, to my family and friends who never stopped encouraging me.

Pavel.

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I would like to first thank my parents for the unconditional support they have always given me throughout my life and my studies.

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Topic: Flip app and speaking skill

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ABSTRACT

The present research aimed to analyze the influence of Flip app on Speaking skill. A group of 22 students from first semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato was the population of this study. This was a quantitative and pre-experimental research. A pre and post-test from Cambridge Assessment English PET (Preliminary English Test) speaking section were applied before and after the treatments, with two parts, each one in 5-8 minutes. In addition, a rubric by Cambridge University was used to evaluate the English level of the students in Speaking skill. In this case the research was developed in English I subject, during 8 interventions. The data analysis was done through the use of Statistical Package for Social Sciences (SPSS) software and represented by tables. Therefore, students had a significant improvement in the speaking skill since the pre-test average was 3,7 points and the post test was 7,3 points over 10, with a difference of 3,6 points. In conclusion, the use of Flip app improves the Speaking skill in the students of the population.

Keywords: Flip app, speaking skill, ICT, English language

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: Flip app and speaking skill

Autor: Pavel Andrés Peñaloza Morejón

Tutor: Mg. Ana Jazmina Vera de la Torre

RESUMEN

La presente investigación tuvo como objetivo analizar la influencia de la aplicación Flip en la habilidad de hablar. La población de este estudio fue un grupo de 22 estudiantes de primer semestre de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Esta fue una investigación cuantitativa y preexperimental. Antes y después de los tratamientos se aplicó un pre y un post-test de la sección de habla Cambridge Assessment English PET (Preliminary English Test), con dos partes, cada una de 5-8 minutos. Además, una rubrica de la universidad de Cambridge fue utilizada para evaluar el nivel de inglés de los estudiantes en la habilidad del habla. En este caso la investigación se desarrolló en la asignatura de Inglés I durante 8 intervenciones. El análisis de los datos se realizó mediante el uso del software Statistical Package for Social Sciences (SPSS) y se representó mediante tablas. Como consecuencia, los estudiantes tuvieron un signifícate mejoramiento in la destreza oral ya que el promedio del pretest fue de 3,7 puntos y el postest de 7,3 puntos sobre 10, con una diferencia de 3,6 puntos. En conclusión, el uso de la aplicación Flip mejora la habilidad de hablar en los estudiantes de la población.

Palabras claves: Aplicación Flip, habilidad para hablar, ICT, idioma inglés.

CHAPTER I
THEORETICAL FRAMEWORK

Research Background

   The information stated in the Research Background will support this investigation with some previously books, papers, publications, theses and articles. Its purpose is helpful for the development of the two variables which are Flip app and Speaking skill. These papers can be found on the internet in different academic websites, academic articles and books.

   The article elaborated by Hammett (2020) has the purpose to investigate the use of Flipgrid as a face-to-face speaking activity replacement. The study used four criteria based on asynchronous teaching as well as feedback from student surveys to determine Flipgrid's efficacy as a face-to-face replacement and the use it may serve for future online or hybrid English courses. The results showed that the use of Flipgrid had some observable positive and negative impacts. Students stated that motivation to learn English, as well as their listening and speaking ability grew over the first semester of the course. However, some student participants remarked that they were apprehensive to show their faces on camera for teachers and peers to see.

   In the research elaborated by Lowenthal & Moore (2020) the purpose of this exploratory study was to investigate students' perceptions of using Flipgrid for asynchronous video-based discussions in fully online courses. They used a cross-sectional survey design to survey 79 students who used Flipgrid in a fully online course. Students overall reported that they liked using Flipgrid, it was easy to use, and that it helped improve social presence.

   Tuyet & Khang (2020) developed research that aimed at investigating whether Flipgrid helps the EFL high school learners reduce their anxiety in learning English speaking and determine the learners' attitudes towards its usages. The research followed a combination of a quasi-experimental method and a mixed-method with the participation of 60 EFL tenth-grade learners in a high school in the Mekong Delta. Three research instruments namely the modified Foreign Language Classroom Anxiety

Scale (FLCAS), the questionnaire, and the interviews were employed in this study. The findings showed that there was a decrease in EFL high school learners' level of anxiety in learning English speaking after experiencing Flipgrid. Moreover, the majority of the learners also showed their positive attitudes towards the use of Flipgrid in learning English speaking and expected that Flipgrid should be employed frequently to make learning English speaking become more motivating.

The article elaborated by Lai et.al (2021) has the purpose to investigate the impacts of Flipgrid on students' speaking skills and collect deeper perceptions on the use of Flipgrid after the training process. The study employed a quasi-experimental design with 80 Vietnamese students from two classes at College of Economic Relations, Ho Chi Minh city. The training procedures for both groups were similar except for the use of Flipgrid application among the experimental group. Data came from pre-tests, post-tests, online questionnaire and interviews. The findings of the study revealed that there were positive influences of the Flipgrid application on speaking performances for non-majored English students at the research site.

In the research elaborated by Amirulloh et.al (2021) the study aimed to explore the use of Flipgrid's features as students' learning support to improve their speaking skills. Utilizing a case study, the present research involved 19 students of the Department of English Education in a public university in Bandung, West Java. The data were obtained from students' speaking videos and interviews. The students speaking videos were analyzed using one of the existing speaking rubrics available with several modifications. The result indicated that using Flipgrid might improve the students' speaking skills in several aspects, such as fluency, pronunciation, and gestures.

In the study elaborated by Bayas et.al (2021) the main objective was to analyze the perception of students in the use of the Flipgrid tool for English language learning at the Language Center of the Technical University of Babahoyo. The methodology of this article has a descriptive design or also called non-experimental and a quantitative approach; the technique used is the survey and the instrument is a questionnaire

designed with 10 closed questions taken to a population of 173 students. The results obtained indicated that the respondents enjoy the use of the Flipgrid application in the course, this is due to the fact that the application is interactive to provide answers through videos to the instructions given by the professor.

The article elaborated by Mango (2021) has the purpose to investigate students' perceptions of the effects of using Flipgrid (FG) on their learning experiences and their perceptions of the advantages and disadvantages of its use in the Arabic as a foreign/world language (AWL) classroom. Thirty students participated in this study and completed a survey composed of an 18-item, 5-point Likert-type questionnaire and open-ended questions. Results indicated that even though students were skeptical about using FG in the beginning, they developed positive attitudes towards its use by the end of the semester. FG provided students with a safe, low-stress platform for language practice while allowing them to track their progress, which in turn helped learners gain more confidence in their listening and speaking skills. Students enjoyed using FG and perceived it as having a positive influence on their language learning as well as on their social and cognitive engagement in the classroom.

Shin & Yunus (2021) developed research to conduct an investigation into the attitudes of primary pupils towards using Flipgrid in learning English speaking skills in a Year 4 Common European Framework of Reference for Languages (CEFR) classroom. The research used a mixed-methods approach using an explanatory sequential design. Data collection was via a questionnaire and semi-structured interviews with 60 CEFR primary Year 4 pupils with low English-speaking proficiency. The results of the questionnaire were analysed descriptively, whereas the data from the semi-structured interviews was analysed using thematic analysis. The findings showed that primary pupils in a CEFR classroom had a high positive attitude towards using Flipgrid to learn English speaking skills.

In the article elaborated by Syahrizal & Pamungkas (2021) the main objective of this research is to reveal how students respond to the use of FLIPGRID as an ICT-based media that focuses on Speaking. The research method used is qualitative method.

The instruments used in this study were questionnaires and interviews. It can be concluded that the FLIPGRID application has more positive responses than negative responses, so that this application can be used by teachers and lecturers in the speaking class.

In the study elaborated by Guapisaca & Garzón (2022) the main objective of this study was to analyze how to improve interactive communication and pronunciation by using the Flipgrid platform with A1 level students at the Salesian Polytechnic University. For this purpose, a Diagnostic Test, a Cambridge Speaking test and a guided response survey were applied. The research collected data to assess the effect of the Flipgrid platform on students' speaking skills and to learn about students' perceptions towards the Flipgrid platform. The results provided information on students' failures in speaking, the benefits of the Flipgrid platform, and a proposal with recommendations for using this platform with A1-level university students.

The previous ten papers were linked with the topic of the current research because there were similarities in the use of Flip application and speaking skill. Moreover, it can be stated that they will be useful to support this research because they demonstrate how the Flip app enhances the speaking skills and the teacher can give some feedback to the students to improve it. In addition, they were listed in a chronological way to see the progress and impact this app has had since its creation.

Sudarmo (2021) in his article whose the main objective was to understand the relationship between skillful and thoughtful in speaking English. They conducted a series of data collection with the help of an electronic engine based on Google Scholar data. They target these data in several international journal publications that discuss these two variables. After the data was collected, it was analyzed by involving a coding system and in-depth evaluation under a descriptive qualitative study. Based on the discussion of the findings, they conclude that speaking in English as a foreign language requires skillful and thoughtful competence so that the interlocutor can easily understand the contents of the conversation.

Mahdi (2022) mentioned in his article that the main objective was examines the correlation existing between students speaking competency and their interaction with multimedia devices in the classroom learning process. A mixed-method study design was employed to explore the impact of an interactive multimedia environment on their presentation and speaking skills. Initially, 46 Arabic-speaking students from the English Undergraduate Program (B.A. Degree) were recruited in this study. They were divided into two groups based on two intact classes for the same course. The total number of fully completed video-recorded presentations of the two sections was reduced to forty participants. These presentations served as the database for the pre-test result of the two sections before assigning one section as a control group and the other section as an experimental one. Moreover, a questionnaire was filled out by the experimental group students for further opinions and perceptions regarding the impact of multimedia technology on speaking skills. In addition, audio-recorded semi-structured interviews were conducted for in-depth understanding. The multimedia students' group significantly outscored the non-multimedia group in the verbal presentation performance over the semester. The student's performance showed that multimedia helped the students in learning better. The results revealed that there was a positive impact of multimedia environment on the development of presentation and speaking skills among the students.

Another study carried out by Wahyuni (2021) that aimed to improve the speaking skills of students in the English language education class at the Universitas Teknokrat Indonesia by using Youtube media. Researchers carry out research based on the main problem, namely, how to improve students' speaking skills through YouTube videos? The subjects in this study were 40 English education classes at the Technocrat University of Indonesia, the object in this study were students in the class of 2018 English education, the data collection instrument used the technique of speaking practice tests via YouTube, surveys, and questionnaires, three cycles with four steps of planning, action, observation, and reflection.

Habidin et.al (2019) conducted an investigation whose the main focus of the study was to describe the roles of video blog in improving speaking skill by students'

perspective. The samples were 5 students of Information and Technology (IT) Department in one of University in Indonesia who learnt speaking subject. This qualitative research applied a purposeful sampling technique to get samples. The method of the research concerned to the students' perspective in the use of video blog and students' strategy to use it while the data came from the students' interview and observation. The result shows that students' perspective on the use of video blog to improve speaking skill is good through various strategies. Furthermore, students have good English skills by using video blog as the media to learn English.

In the study elaborated by Al-Sobhi & Preece (2018) the main objective of this paper was to investigate the common problems which affect the teaching of English speaking skills to the Arab learners in the Saudi School in Kuala Lumpur. This research also scrutinises the role of Kuala Lumpur ESL context on the Arab students' English language speaking skills. The current study adhered to qualitative method, and its data were collected via classroom observations and face-to-face interviews with four teachers of English and four students selected purposively. Findings included areas like learning and teaching difficulties. The study suggested some techniques to improve the teaching quality and enable the students to overcome their lack of speaking ability such as implementing communicative approach in the English classes.

Syakur et.al (2020) established a study in which aimed to improve students' speaking skills. The research sample consisted of 30 students (20 female students and 8 male students) all of whom were studying English, the majority of the sample were second semester students. This is classroom action research that takes place in 2 cycles. The subjects of the study were the second semester students of Surabaya Pharmacy Academy, Regular Class A consisting of 30 students in the academic year 2019/2020. Data collected by tests, observation notes and documentation. Data were analyzed descriptively qualitatively. The results showed that learning that was designed using the information gap technique with "absyak". Website-based online learning with cycle procedures. This means that the students' speaking skills from the stages are increasingly increasing and succeeding well.

Sirisrimangkorn (2018) investigated The Use of Project-based Learning Focusing on Drama to Promote Speaking Skills of EFL Learners. This study focuses on the use of project-based learning focusing on drama to promote the speaking skills of EFL learners. The participants of this study were EFL learners majoring in English who were enrolled in Learning English through Drama course. The data of the current study was collected quantitatively and qualitatively. Both quantitative and qualitative data analysis revealed that learners' speaking skills were improved as a result of the use of project-based learning focusing on drama. Moreover, the principles of project-based learning and drama are advantageous for learners' language learning and speaking skills. Hence, the use of project-based learning focusing on drama is recommended for promoting speaking skills and affective factors. The present study also highlights the advantages of using project-based learning focusing on drama as an effective teaching method as it provides learners with opportunities to speak English and is seen as an enjoyable way for learners to learn a foreign language. Finally, the study recommends the use of project-based learning focusing on drama in the language classroom as it provides learners with opportunities to speak a foreign language in a communicative context.

In the article realized by Ebrahimi et.al (2018) tried to empirically examine the influence of one of these factors namely 'Emotional Intelligence' to check its influence on Speaking Skill. Participants were Intermediate level students who took the IELTS test (International English Language Testing System), so that the researchers could evaluate their proficiency in speaking skill at the beginning of the project. Next, the Emotional Intelligence of them was calculated and afterwards Emotional Intelligence (EI) was taught. After a one-educational-year course of simultaneously teaching EI and Speaking skill, the same IELTS along with the Emotional Quotient (EQ) questionnaire was administered in experimental and control group. To observe the development in each category, the difference in scores of both EQ and IELTS test (pre-test and post-test) were calculated. Ultimately, it was found that both EQ and speaking skill of the learners in treatment group were developed in a significant way whereas only speaking skill of control group progressed but it was not significant. The findings of the study

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can contribute in the promotion of the knowledge on the effect of EI in language learning.

Akkara et.al (2020) realized an investigation which the main objective was to study the impact of interaction and informal learning in a WhatsApp group on improving a) fluency and coherence, b) lexical resource, c) grammatical range and accuracy and d) pronunciation which form the criteria for assessing speaking skills in IELTS. It also studies how participants perceive the changes in their speaking skills based on the band descriptors of IELTS. Mixed methods approach was adopted to obtain data from the group consisting of mixed ability participants (n=110) with pre and post speaking assessments and pre and post surveys. The participants were given collaborative learning activities and problem solving tasks at regular intervals for over two semesters. The results indicated statistically significant difference in their speaking skills and considerable change in their perceptions.

Mandasari & Aminatun (2020) aimed to identify the improvement of the students' performance after learning English using Vlog. The participants of this study were 40 students majoring English Education Department of Universitas Teknokrat Indonesia. They enrolled in Transactional Conversation subject where practicing English through vlog was carried out. The design of this research is quantitative study in which the researcher employed pre-test and post-test. The result of pre-test and post-test was analyzed by using statistics descriptive and statistics inferential (Mann-Whitney U). The result of analysis is there is significant improvement towards students' performance after learning English by using Vlog.

These ten previous papers were according to the dependent variable that is speaking skill. Thanks to the study of these articles and investigations, the researcher will have a wide knowledge about what the speaking ability is about, in addition to knowing different strategies to improve speaking.

Theoretical Framework

Independent Variable

Methodology

The pedagogical methods developed by teachers are based on the analysis of internal and external contexts, because they must meet the requirements posed by the new generations in a complex and changing environment. From these challenges, teachers must choose the methods and strategies they consider appropriate to achieve the learning objectives set and, through them, contribute to the formation of citizens that society requires (Gabriel & Ibarra, 2018). Teaching methodology or teaching method refers to the general principles, pedagogy (teaching methods and practices) and management strategies used for teaching in the classroom. The choice of teaching method depends on many factors, including the teacher's educational philosophy, classroom demographics, subject(s), and school mission (Muhammad, 2019).

Teaching a foreign language is a great challenge for teachers, who must take into account the contents that must meet the characteristics and interests of the students, so that they can adjust their strategies and methods, facilitating the learning of the spoken language (Olivera, 2019). "Methodology" and "method" are often confused in research, especially when the two are sometimes used interchangeably. Method and methodology in the context of research refer to two things that are related but not the same. A method is a technique used in data collection. The methodology is a set of ideas that embody the design of a study and, in fact, deals with the underlying theory and analysis of how to conduct research (Ramroodi, 2021).

Post Methods

The post-method pedagogy or era seeks to establish the idea that methods are not dead. The methods and approaches can be implemented or adapted with the techniques, procedures, and designs teachers use in their classrooms based on local or contextual circumstances developing teacher autonomy. Everything relies on the teacher as the primary decision-maker (Lusianov, 2020).

Postmethod can support L2 teaching by providing teachers with the necessary knowledge and it has the potential to shape the relationship between teachers and theorists. There is an abrupt shift from the conventional to the postmodern approach from one that is strongly reflective to one that evaluates the nature of the method, which is the product of expertise to create out a set of principles and practices of class that can be used in any time, any place and any place (Toofal, 2018). Post-method teachers are therefore encouraged to develop methods based on the classroom context and their knowledge of other methods and approaches. In other words, teachers have a voice and an audience to present their teaching and learning philosophies that are empowering and inclusive to maximize learning opportunities, ensuring learners focus primarily on meaning and to individual learner differences (Motlhaka et al., 2022)

Kumaravadivelu (2001) conceptualizes postmethod pedagogy as three-dimensional parameters such as a pedagogy of particularity, practicality, and possibility. The pedagogy of particularity needs that any language to be sensitive to a specific group of teachers and learners following a specific set of objectives within a specific institutional context built in a specific sociocultural environment. The parameter of practicality refers to the relation between theory and practice, this means that teachers need to search by themselves and theorize from their practice, and practice what they theorize. The possibility parameter seeks to extend to take advantage of the sociopolitical consciousness that students get with them to the classrooms so that it can also work as a generator for a continuous formation of identity and social transformation.

ICT (Information and communication technologies)

The history of behaviorism in educational technology can be found in a teaching machine built by Skinner in 1958. Skinner's teaching machine is a rote learning machine in which individual instructions are presented in the form of a book; the machine contains, displays, and presents the programmed instructions. This teaching machine can be considered a primitive form of technology comparable to today's basic educational software.

According to Singh (2021) Information and communication technologies for development refers to the use of information and communication technologies (ICT) for social, economic and political development, with a particular focus on helping poor and marginalized individuals and communities. ICT for development is based on the concept of "development, growth, progress and globalization" and is often understood as the use of technology for the greater good. ICT in Education is the use of Audio Visuals, Presentations, Animations, Digital Libraries, Online Classes, Artificial Intelligence, to name a few. Conventional teaching methods can be enhanced with the support of ICT (Som,2021).

The role of technology in the education system has influenced educational methods from traditional to modern methods. In particular, it assists educators in telling students what to show. Nearly all levels of education are underpinned by the role of technology in the classroom learning process. Higher education, like college, is one level of education that uses technology to support the learning process (Aminatun, 2019). Digital communication technology can be found in various ICT tools. Especially in the field of education, there are many tools that teachers and lecturers can choose from to enhance the teaching and learning process. These may take the form of technical equipment, software and/or digital educational content.

In recent years, technology has become an integral part of social life. The joint use of information and communication technology (ICT) in all sectors has a direct impact on how the world is perceived. The pervasiveness of telematic networks in all areas of life will allow unlimited access to information and flexibility over temporal

and spatial barriers (Alkaromah et al., 2020). ICT brings dynamic changes to society. They affect all areas of life. The impact is increasingly felt in schools. As ICT offers both students and teachers the opportunity to adapt learning and teaching to individual needs, society is forcing schools to respond appropriately to this technological innovation (Ratheeswari, 2018).

The mission of ICT is to instill in students the values, knowledge and skills necessary for long-term success in a globalized business world subject to constant technological and market change. Today's market is primarily based on advanced computerization. ICT is one of the most important links in student development for students themselves to be more competitive in the education market. Without her well-implemented ICT knowledge, the student will lose the battle for future competitiveness. For this very reason, it is very important to fully integrate ICT into education and enable students to make the most of new technologies in their education (Hrehová & Teplická, 2020).

Students experience self-learning and self-discipline driven by active and independent learning roles. The use of ICT tools enables students to develop skills related to analysis and synthesis, problem solving, learning to learn, planning and managing time and information, adapting to new environments and being creative. Knowledge is shared through collaboration, and critical thinking is developed by expressing rational ideas and applying innovative problem-solving suggestions. Overall, students have a positive attitude towards ICT tools compared to traditional learning approaches (Calderón, 2020).

Anwar & Mathew (2014) mention that the pioneering step towards ICT in education was taken by the psychology professors Patrick Suppes and Richard C Atkinson of Stanford University in the 1960s when elementary school researchers were exploring the prospect of using computers to teach math and reading to children. These steps flourished when William D. Graziadei in 1993, via email, described a computer-powered online lecture, tutorial, and assessment project. The role of e-learning systems is seen as imparting knowledge by attempting to copy tyrannical teaching techniques.

Flip App

The Flipgrid platform was founded in 2015 by Dr. Charlie Miller, JimLeslie and Phil Soran with the aim of changing the function of video in class, using this tool to promote student interaction. Flipgrid is used by educators from basic preschool to senior doctoral level in 180 countries. Flipgrid is accepted by students as it allows them to express their opinion with short videos, share them and respect the videos of others (Megiddo, 2018).

Flipgrid is shown as a free, online, easy-to-use tool that can significantly enhance social learning. In this environment, its dynamic capacity to promote the creation of video clips and response to them predominates, which allows to generate, or continue with the debates assigned in the presence, as well as outside it. In the same way it allows to obtain 27 feedbacks of precise topics, formative and quickly in a virtual way (Andrade & Chacón G., 2018)

In accordance with Dhull & Arora (2019) on-line studying makes use of many technologies to assist training including email, web, new agencies texts, chat, audio, and video conferencing, that is related thru a pc community or the internet. There are many structures or on-line media that may be utilized in on-line studying. One of them is Flipgrid, that is utilized in talking lessons withinside the English training department.

Bayas et.al (2021) demonstrated through an investigation that the perceptions of students towards this web application for learning another foreign language are positive, because it allows to simplify and facilitate the process of asynchronous discussions, review their errors in pronunciation, visualize other answers to be guided by other collaborative works, carry out the class in a different and dynamic way and does not interfere with your privacy.

Abril (2020) recommends the use of Flipgrid to all teachers who want to encourage oral expression, the exchange of ideas and critical thinking in their students, regardless of the subject and educational level. The use of this tool, both in the role of teacher and in the role of student, is very intuitive, does not entail great difficulties and allows the voice of all students to be heard. Budiarta & Santosa (2020) recommend

using Flipgrid as an online video chat platform that can give students the opportunity to share their oral presentations freely and confidently. Implementing TPS-Flipgrid is expected to be an innovative solution to integrate the English language teaching model on the technology platform.

Espinoza (2022) affirms the potential that Flipgrid has is oriented towards social learning, that is, we all learn from everyone and allows the teacher to explore new alternatives for learning using video. It is important to emphasize that at the beginning of the use of this platform can generate a certain suspicion on the part of the students because they are ashamed to record themselves on video, but in subjects that last several months and as they use it, they lose that shame especially when they see that others use it and of course they do not spread it publicly, leaving only as an academic activity that is "fun".

Stoszkowski (2018) complements that Flipgrid is a very useful tool that promotes social learning and helps students develop video content creation skills in the digital age. It's easy and intuitive to use, and students appreciate the convenient and familiar interface. For example, Flipgrid is similar to recording a YouTube reaction video in response to a specific topic or message, or recording and sending a video memo with Snapchat. Using Flipgrid to designate vlogs is an engaging task that promotes speaking and listening opportunities outside of the classroom. Students not only try to create their own vlogs but also watch many videos of their classmates. Vlogs are a simple yet meaningful mission to encourage interaction and help build trust. Vlogs can also be used by instructors to identify individual student or class strengths and weaknesses (CUPCHAK & May, 2021).

Flipgrid is straightforward to apply for college students and makes verbal exchange with classmates enjoyable. However, it turned into now no longer the identical due to the fact a few college students discovered this platform difficult to apply. In some other case, there are college students who do now no longer sense self-assured after they report motion pictures of themselves. Nevertheless, the consequences display that Flipgrid helped acquire an actual interplay among college

students. Data display that many colleges students revel in the use of Flipgrid and facilitate interplay. Likewise, they have got the possibility to analyze greater approximately their classmates. On the alternative hand, it demonstrates that members concept that Flipgrid turned into a restricted tool, and that they couldn't have face-to-face conversations (Carrie Taylor & Sandra Shawver, 2020).

Casañ-Núñez (2020) considers that Flipgrid offers a number of advantages, such as free, attractive for young students and the possibility of practicing oral expression and interaction. They also consider that it has several limitations, including that it may be inappropriate for shy students, and that the volume of video generated may be excessive for the/teacher. The study is limited because it is based solely on the experience of the participants using the platform.

Flipgrid is a convenient and comprehensive way to provide voice and visibility to all students, regardless of the percentage of students in the classroom, shyness, or restraint, and to help develop digital and language skills in a friendly social learning environment. Tool. Students can record videos on various grids created by the teacher, watch the videos, and then interact with other students. To do this, they can write a reply or record another video to give them feedback. Student discussions appear to be more attentive to what students say by getting to know each other, improving communication, and using body language, facial expressions, and tone of voice efficiently (Bartlett, 2018).

Green & Green (2017) mention that online debates are an effective pedagogical tool as they encourage critical thinking, However, in textual debates missing the personal relationship that involves seeing and listening to the person you are talking to. One tool that is used with students to foster personal relationships during online discussions with short videos is Flipgrid, with which students will be able to see and hear each other.

Dependent Variable

English Language

Leon Murphy (2022) argues that English is a Germanic language of the Indo-European family and today is the second most widely spoken language in the world after Chinese. However, English is the most widely spoken language in the world and is on the way to becoming the universal language and is the official or co-official language in more than 45 countries. Ilyosovna (2020) states if you can understand English, you will be able to communicate with more people online and use many more materials. The possibilities are endless. Learning English will open a whole world of entertainment for you.

Peña Ledesma (2019) comments that in the modern world the English language was standardized and became significant in London, it undertook a gradual evolution and began to gain ground; In addition, due to the colonization processes, there were changes in pronunciation that affected the sounds of the long vowels for the standardization of the language. At the beginning of modern times, English became relevant in the British Isles and later spread throughout the world.

Rao (2019) mentions that today, the whole world has become a global village and people communicate with each other in a common language, which is English. The English language is spoken around the world and has gained the status of a world language. English is a widely used language in the fields of scientific research, education, business, the Internet, travel and tourism, media and journalism, software, medicine, engineering, information and communication, technology, entertainment, banking, among others. English is the most used language for business correspondence and for Internet purposes.

Productive Skills

Productive skills are those that result in the creation of products or items that are directly related to the application of language skills. Speaking and writing, two of the four language competencies, are critical components of these productive abilities (Erzad et al., 2022). By reading or listening, language learners receive ideas, thoughts, and opinions. On the other side, writing and speaking are productive skills. It means that through writing and speaking the learners produce ideas, concepts, and meaning from context (Chicho, 2022).

Majeed & Ilankumaran (2022) stated that productive skills are very important as they enable learners to engage in real life practices in the classroom and can especially support transfer in foreign countries and abroad. At the very least, a basic knowledge of sentence structure, especially in a second language, is required to make conversation easier. In the classroom, productive skills can be used as weather glasses to see how far students have learned. In the classroom, productive skills can be used as a barometer to measure how far learners have learned.

Speaking skills need a wide attitude and modern ideas. It also needs an expression as well. This is to make the speaker confident to express what he communicates. Some speaking situations are partially interactive especially when speech is given to a live audience. For communication point of view, the writing is lucid and clear. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and his improvement could be easily noticed. It helps him to grasp the vocabulary and structure, and complements the other language skills (Sreena & Ilankumaran, 2018).

Speaking skill

Pranena (2022) argues speaking is one of the most important skills to master by students. It is because speaking skill is commonly used and highly required in performing tasks from various subjects besides other language skills. Through mastering these skills, a student is able to communicate his ideas, feelings, and emotions easily. Language is a medium for communication, and in simple terms, speaking is the delivery of ideas through the mouth. This productive skill refers to putting together ideas and transmitting them as words so others can understand the message that is conveyed, and it is very important to make sure the level of input is higher than the level of language production (Sanchez Lume, 2019).

Unless you are learning English for purely academic reasons and do not intend to communicate in English, speaking is essential. Good speaking skills help learners see progress and build confidence in and out of the classroom. Teaching writing skills is just as important as writing communication is a basic life skill, and it helps students and people with speech disabilities or speech disorders in general. Students may need to take notes, fill out forms, write letters, reports, stories, and more. Many people are required to complete detailed questionnaires about health, education and employment (Pachina, 2019).

Teaching methods can influence learners' attitudes towards learning speaking skills. Teachers play an important role in shaping the language development of learners. Gestures, facial expressions, vocal projection, speaking speed, and pronunciation play an important role in speaking her language. Teachers are responsible for correcting students and teaching all these elements of speaking. Speaking is an important skill, but learning a second language is so test-driven that it is often neglected. Most exams focus on writing and reading skills. Therefore, in order to pass the exam, teachers' pay more attention to teaching literacy (Kaur & Abdul Aziz, 2020).

Speaking Sub Skills:

Speaking is an important skill and one of the keys to communicating with others. You can exchange ideas and know the state of this world. Mastering speaking enables students to share their thoughts and provide important information. Speaking is a secondary skill to listening, so when researchers want to measure a student's speaking ability, there are the following aspects: Pronunciation, Grammar, Vocabulary, Fluency, and Interaction.

Pronunciation

Pronunciation is the production of sounds in the English language and is learned by repeating sounds and correcting them when they are produced incorrectly. As learners begin to learn it, new habits are formed and they become familiar with the first language and overcome the difficulties arising from it. Furthermore, pronunciation is the production of sounds used to add meaning to a sound system that does not interfere with communication from the speaker's or listener's point of view (Pratiwi et al., 2021)

Grammar

A grammar is a system of rules (and exceptions to those rules) that define and structure the meaning of a language, and consists of two parts: syntax and morphology. Syntax deals with the patterns or sequences of words in a sentence, whereas morphology, as its name suggests, deals with the shapes or types of words (Eunson, 2020).

Vocabulary

A vocabulary is a set of well-known words in a person's language. Vocabulary usually develops with age. As a person grows, the use of vocabulary improves as it serves as an essential tool that aids in communication and knowledge acquisition. In addition, it is one of the most important skills required for learning and teaching a foreign language. By learning new vocabulary, you can improve all other skills such as listening, reading, speaking, pronunciation, writing and spelling (Talib, 2022).

Fluency

Sari & Wahyu (2020) define fluency as the natural ability to speak easily, fluently, spontaneously, accurately, clearly, comprehensively, and expressively with few errors that can distract the listener from the speaker's message. In other words, speakers are able to read, understand and respond to language clearly and concisely while relating meaning and context.

Interaction

Subandi et.al (2018) defines interactive communication as the process of conveying a message from the communicator to the communicant in which two parties can directly communicate with each other through media or not and generate a response or mutual support.

1.2 Objectives

General Objective

- To analyze the influence of flip app on speaking skill.

Specific Objectives

- To identify the benefits of the Flip app on English speaking skills.
- To evaluate the level of speaking skill by using a pre and post-test.
- To apply Flip app activities to improve the speaking skill.

1.3 Fulfillment of the objectives

The first specific objective was to identify the benefits of the Flip app on English speaking skills. To achieve this, the researcher read and analyzed each academic paper to consider and implement in the classes. In addition, the researcher studied all the tools that the app has to explain to the students.

The second specific objective was to evaluate the level of speaking skill. To achieve this, before and after the implementation of the Flip app, the researcher applied a pre-test and post-test to identify the speaking level and evaluate them using a rubric from Cambridge.

Finally, the third specific objective was to apply Flip app activities to improve the speaking skill. To achieve this, the researcher had six interventions to realize different activities according to the student's level and knowledge. Furthermore, all the activities applied were focused on oral production to increase the speaking skill.

CHAPTER II
METHODOLOGY

2.1 Materials

This research work was carried out with a research tutor, review tutors, a researcher, and the students from the first semester in the English I subject from Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato such as human resources that contributed to this study by providing a predisposition to carry it out. In addition, the material resource included academic papers, journals and articles in which the researcher obtained more information for this investigation. Additionally, technological tool materials were used such as YouTube, Canva, Wordwall, and, Flip app, including teaching supplies like markets, board, computer, and worksheets. Finally, the economic expense were the Internet connection and copies used to apply all the activities planned for the improvement of speech.

2.2 Methods

Research approach:

Quantitative approach

The author Taherdoost (2022) mentions that quantitative research is a method that uses numerical values derived from observations to explain and describe phenomena that observations may reflect on them. This research is considered quantitative since it seeks to measure the level of speaking skill through the pre-test and post-test, these instruments allowed us to determine the effectiveness of the Flip app in the development of the speaking skill.

Modality

Field based research

This was field research since it was carried out in a real environment through direct intervention with the participants. This allowed the researcher, in addition to observing and collecting information, to apply the Flip app in an English class with a group of students and at the same time have an interaction between both parties. Therefore, it was essential to have communication and contact with the students of the institution. Thus, all students were monitored and evaluated face-to-face.

Bibliographic research

This research was bibliographic, as information was gathered from various books, journals, thesis articles, and internet documents that support the research. Moreover, these sources helped to understand the different characteristics of the variables, establishing the cause and effect of the problem "Flip app and speaking skill" but with direct reference to reality.

Type of research

Pre-experimental

This research was pre-experimental since the same group of 22 students from the first semester from Pedagogía de los Idiomas Nacionales y Extranjeros were evaluated. This group was evaluated twice with a pre- and post-test, under the standards of Cambridge Assessment English.

Procedure

For the data collection in this investigation, eight interventions were carried out with the population, which means six sessions to apply the Flip app and two sessions to take the pre and post-test. For that, the first intervention was the pre-test which tested

the level of English of the students. The test was taken in pairs, each one for five to eight minutes.

In the first intervention, the objective was to give clear directions in order to get to a place. In the pre-task was presented a Wordwall game to review the grammar about giving directions. Following that, in the task activity, students used the Flip app to record a video where they had to watch a map on the screen and give directions to get to the place to which they were drawn. Finally, in the review, students completed a learning log to identify difficulties that they had in the vocabulary and giving directions.

In the second intervention, the students were able to give advice to someone who doesn't feel well. First, the researcher carried out a breathing activity to reduce anxiety and concentrate students on the next activities. After that, the teacher presented a slide with a picture of a person with a headache and asked to some students to give advice. Also, students recorded a short video on Flip app giving advice to people who doesn't feel well. To finish, students had a discussion about giving advice and they presented the best ones and the teacher gave feedback.

In the third intervention, the objective was to create conversations about technological devices. To start, students watched a video on YouTube about technological devices. In the next activity, the teacher explained the present continuous grammar and the students completed some exercises. In the end, students created a short role-play describing the advantages and disadvantages of a technological brand.

In the fourth intervention, the students were able to recognize the correct placement of frequency adverbs in a sentence. To lead-in, students played a game on the website called "LyricsTraining". After, the teacher presented the frequency of adverbs and the students play a game on Wordwall related to grammar. To wrap up teacher formed groups and students had to answer some questions on a poster, then they recorded a video on Flip app summarizing what they answered and saw in the posters.

In the fifth intervention, the objective was to recognize the structure and the correct use of the past tense of to be. First, students played a game called "One lemon/half lemon/lemon…". Next, the students who lost the previous activity did a penance. Then, the teacher presented the grammar of the past tense. In the last activity, the teacher formed groups to carry out the "Gallery walk activity" where students had to walk around the classroom, watching the poster on the walls, thinking critically, and solving problems.

In the sixth intervention, students were able to identify the verbs in the past tense. The class started with an activity called "Love yourself" in which the students had to write positive qualities about other classmates. Then the teacher divided the class into three groups and asked them to write all the verbs that they know on the board. Later, with the same verbs, the teacher explained the simple past tense grammar. Finally, the students record a video on Flip app talking about their last vacation using the grammar seen previously.

In the last intervention, the researcher carried out the post-test in order to compare the first and last scores to identify the influence of the activities carried out in the classroom and the possible improvement in the speaking skill of the students.

Techniques/tools

The data was collected with a pre-test and a post-test from Cambridge Assessment English – PET (Preliminary English Test) speaking section with the objective to identify the student's speaking level. The process to obtain the information started with a pre-test of the speaking part of the PET taken at the beginning of the interventions to identify the level of competence in the speaking skill. This test contains two parts, the first part evaluated the ability to answer personal questions. The second part aimed to assess the ability of describe images and create a debate based on them. Another important instrument that was used was the scoring rubric adapted from (Cambridge University, 2019) in which the evaluation scale consists of 4 criteria, which are: grammar/vocabulary, discourse management, pronunciation, and interactive

communication. In addition, the rubric consists of 5 bands, with 0 being the lowest and 5 the highest. Then, the teacher worked with the students through the flip application, creating various activities with different topics and giving feedback and recommendations to develop and improve speaking skills.

Population

For this research, 22 students participated with an age range of 18 to 20 years, 5 males and 17 females of the first semester of the PINE major of the Universidad Técnica de Ambato.

Table 1

Population

Population	Sample	Percentage
Females	17	77.27%
Males	5	22.73%
Total	22	100%

Note: This table shows the population of First semester of the PINE major at Universidad Técnica de Ambato.
Source: Field research
Author: Peñaloza, P. (2023)

Hypothesis

Alternative hypothesis

The use of Flip app has a positive impact on the development of speaking skill with students at Universidad Técnica de Ambato.

Null hypothesis

The use of Flip app does not have a positive impact on the development of speaking skill with students at Universidad Técnica de Ambato.

Variable identification

Independent variable: Flip app

Dependent variable: Speaking skill

CHAPTER III
RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents and analyzes the results obtained from the pre-test and post-test of 22 students from first semester in English I subject from "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. The Cambridge Assessment English – PET (Preliminary English Test) speaking section was applied before and after the interventions to determine the effects of using Flip app in the development of the speaking skill.

The PET speaking section includes two parts, the first one with general questions, and the second with pictures. The rubric is divided in four scales which are Grammar and vocabulary, Discourse management, Pronunciation and Interactive communication. Each scale has a score of 5 points, giving a total of 20. The scores were presented in tables with an explanation of each one to have a clear idea of the all data. For this, the Statistical Package for Social Sciences (SPSS) software was used in order to analyze the results.

Table 2

Pre-test results

		Frequency	Valid Percent
Valid	2,0	12	54,5
	3,0	1	4,5
	4,0	3	13,6
	6,0	4	18,2
	9,0	1	4,5
	10,0	1	4,5
	Total	22	100,0

Note: This table shows the student's scores, the frequency of each one and the percentage from the speaking section of the PET pre-test.
Source: Field research
Author: Peñaloza, P. (2023)

Analysis and interpretation

Table 2 shows the results of the pre-test obtained by the students in the speaking section. The first column shows the obtained scores over 10 points. The second column shows us the frequency with which the students obtained the grade, with 2 being the lowest grade obtained by 12 students and 10 the highest obtained by only one.

According to the data, the population had a low speaking level at the beginning of the investigation. Mainly students had problems with the use of grammar, as well as, with the pronunciation of the words and vocabulary because had many difficulties answering personal questions. For the second part of the test, students had problems describing pictures. In addition, students were scared about the test since they consider speaking as one of the most difficult English skills.

Table 3

Post-test results

		Frequency	Valid Percent
Valid	5,0	1	4,5
	6,0	11	50,0
	8,0	3	13,6
	9,0	4	18,2
	10,0	3	13,6
	Total	22	100,0

Note: This table shows the student's scores, the frequency of each one and the percentage from the speaking section of the PET post-test.
Source: Field research
Author: Peñaloza, P. (2023)

Analysis and interpretation

Table 3 shows the results of the post-test from the PET speaking section over 10 points. Also, the table shows the scores from 5 to 10 and the number of students who obtain it, with 5 being the lowest grade obtained by only one student and 10 the highest obtained by 3 students.

The results demonstrated that the scores increased after the implementation of the Flip app to develop the speaking skill on students. After the interventions, the students understood the general questions quickly and answered them properly. In part 2 students had a few difficulties describing the pictures because this part need more speaking production. Also, was visible a great increase in the scores because students were able to practice in classes. Whereby, the results of the post-test show a positive development of the students in speaking skills.

Table 4

Comparative results pre and post-test

Pre-test average	Post-test average	Difference
3,7	7,3	3.6

Note: This table shows the comparative results of the pre and post-test speaking section.
Source: Field research
Author: Peñaloza, P. (2023)

Analysis and interpretation

Table 4 shows the difference between pre and post-test averages. The students from first semester obtained an average of 3,7 out of 10 in the pre-test. However, in the post test the students obtained an average of 7,3 out of 10. This indicates that the group improved 3.6 points in their speaking skill.

The results show that Flip app was effective to help students develop their oral skills. For that reason, all the activities made during the interventions were helpful for the students because they had the opportunity to develop the English language.

3.2 Verification of the hypothesis

Hypothesis statements

Null hypothesis

The use of Flip app does not have a positive impact on the development of speaking skill with students at Universidad Técnica de Ambato.

Alternative hypothesis

The use of Flip app has a positive impact on the development of speaking skill with students at Universidad Técnica de Ambato.

Table 5

T-Test

<table>
<tr><td colspan="9" align="center">Paired Samples Test</td></tr>
<tr><td></td><td>Mean</td><td>Std. Deviation</td><td>Std. Error Mean</td><td colspan="2" align="center">95% Confidence Interval of the Difference</td><td>t</td><td>df</td><td>Sig. (2-tailed)</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Lower</td><td>Upper</td><td></td><td></td><td></td></tr>
<tr><td>Pre-test Post-test</td><td>-3,5909</td><td>1,7088</td><td>,3643</td><td>-4,3485</td><td>-2,8333</td><td>-9,857</td><td>21</td><td>,000</td></tr>
</table>

Note: This table shows the Paired Samples test – T-students test
Source: Field research
Author: Peñaloza, P. (2023)

Analysis and interpretation

Table 5 shows the results of the final column in reference to the "P-value" with a value of 0,000 that was validated to be less than 0.05. Therefore, the researcher rejected the null hypothesis and accepted the alternative hypothesis.

Table 6

Hypothesis test summary

<table>
<tr><td colspan="5" align="center">Hypothesis Test Summary</td></tr>
<tr><td></td><td>Null Hypothesis</td><td>Test</td><td>Sig.</td><td>Decision</td></tr>
<tr><td>1</td><td>The median of differences between Pre-Test and Post-Test equals 0.</td><td>Related-Samples Wilcoxon Signed Rank Test</td><td>,000</td><td>Reject the null hypothesis.</td></tr>
<tr><td colspan="5">Asymptotic significances are displayed.
The significance level is ,050.</td></tr>
</table>

Note: This table shows the Wilcoxon hypothesis test summary and the decision of the hypothesis testing.
Source: Field research
Author: Peñaloza, P. (2023)

Analysis and interpretation

Table 6 shows the significance level in the pre and post-test results was 0,000. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. In this way, the use of the Flip app had a positive impact on the speaking skill of students from the first semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" because all learners improve their speaking level.

Discussion of the results

The present research aimed to analyze the influence of Flip app on speaking skill. Furthermore, one of the specific objectives aimed to evaluate the level of speaking skill by using a pre and post-test. In fact, the results show that were a great increase in the speaking level because the students got better scores in the post-test, demonstrated that with the use of the Flip app students develop their grammar, pronunciation, vocabulary and interactive communication sub-skills.

Zavala (2021) conducted a study to determine how the use of Flip app help developing oral communication skills in students. She found that the use of Flip app helped students learn and acquire new vocabulary and improve their pronunciation. Besides, the students were motivated to learn and speak since is a didactive and interactive tool that provide them the opportunity to practice in a friendly and safe their oral skill. In another study, Difilippantonio-Pen (2020) explored the influence of the Flip app on the oral English development. In this study students completed four videos trough Flip app being evaluated with a speaking rubric designed by WIDA. The results concluded that the app increase student second language acquisition fluency.

Finally, the previous investigation demonstrated that the use of Flip app improves students' speaking skill because the students can have more practices since the app is very easy to use and the recording process can be done by using simple devices that they have on hand, like cellphones or a laptop. As the statistical data proved that Flip app influences on speaking, it can be said that teacher should use more the app with their students to help them in the develop of English language.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions were obtained after this investigation work.

- ✓ The use of the Flip app had many benefits in the development of English-speaking skills. To start its interface and interactive features are friendly making language learning engaging and accessible to learners. Additionally, Flip's personalized learning approach tailors the content to individual needs, allowing users to focus on specific areas of improvement. The app's real-time feedback and assessment features help learners identify their strengths and weaknesses, allowing for focused practice and continuous progress.

- ✓ Employ a pre and post-test to evaluate the level of speaking skill is a valuable approach for assessing language proficiency and following progress over time. The pre-test results showed an average of 3.7 which served as a baseline measurement, highlighting the initial proficiency level. The post-test showed an average of 7.3 over 10 points, which demonstrates a difference of 3.6 points. Thus, reflecting the progress achieved after implementing speaking practice activities.

- ✓ The incorporation of Flip app activities into language learning can significantly enhance speaking skills since the app provides a diverse range of interactive activities designed to engage learners and promote active participation in spoken English practice. By utilizing the app's various features, such as conversation simulations, role-playing exercises, and speaking prompts, the students can actively apply their language knowledge and develop fluency, accuracy, and confidence in speaking English.

4.2 Recommendations

After the sessions, it is advisable to take into account the following recommendations.

- ✓ Based on the identified benefits of the Flip app on English speaking skills, it is recommended first to explain how to use it, so students will be familiar with all the tools that this app contains. In addition, is better to present the topics and the grammar before using the app to activate the students learning. This gives students an idea of what they are going to talk about in the video.

- ✓ It is recommended that teachers use the Flip app since can effectively evaluate students' speaking skills. It allows for clear assessment criteria, real-time performance evaluation, personalized feedback, and opportunities for self-reflection and peer assessment, leading to continuous improvement in their speaking abilities.

- ✓ Teachers should take into consideration implementing the Flip app in the classes. This app provides a variety of interactive speaking activities that simulate real-life conversations, role-playing scenarios, and topic-based discussions. These activities allow learners to practice and improve their speaking skills in a practical and immersive way. Furthermore, it creates a positive learning environment that motivates learners to actively participate in speaking practice and stay motivated throughout their language journey.

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Annex 1 – University approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 12 de mayo de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "FLIP APP AND SEPAKING SKILL." propuesto por el estudiante Pavel Andrés Peñaloza Morejón portador de la Cédula de Ciudadanía N° 1803954914, estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lcda. Sarah Jacqueline Iza Pazmiño Mg.
05017411960
2801345
0984060528
sj.iza@uta.edu.ec

Annex 2 – Pre-test

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Pre-Test B1 Preliminary PET

Objective: Evaluate the student's speaking skills by using a test.

Instructions:

- In part 1 the examiner asks some individual questions, phase 1 consist about personal questions and students have to answer according to it. Phase 2 are questions about hobbies, customs, experiences, tastes, etc. and the student just has to answer.
- In part 2 the examiner gives one photograph to each student, and ask students to describe them.

PART 1 (Individual Questions)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm ………… and this is ………… .
To Candidate A|	What's your name? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

PART 2 (Describe Pictures)

In this second part of the test, I'm going to give each of you a photograph and I'd like you to talk about it.

1A

1B

Source: https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Post-Test B1 Preliminary PET

Objective: Evaluate the student's speaking skills by using a test.

Instructions:

- In part 1 the examiner asks some individual questions, phase 1 consist about personal questions and students have to answer according to it. Phase 2 are questions about hobbies, customs, experiences, tastes, etc. and the student just has to answer.
- In part 2 the examiner gives one photograph to each student, and ask students to describe them.

PART 1 (Individual Questions)

```
Phase 1
Interlocutor

To both candidates      Good morning/afternoon/evening.
                        Can I have your mark sheets, please?

                        Hand over the mark sheets to the Assessor.

                        I'm ………… and this is ………… .

To Candidate A|         What's your name? Where do you live/come from?
                        Thank you.

To Candidate B          And what's your name? Where do you live/come from?
                        Thank you.
```

```
                                            Back-up prompts

B, do you work or are you a                 Do you have a job?
student?                                    Do you study?

What do you do/study?                       What job do you do?
                                            What subject do you study?

Thank you.

And A, do you work or are you a             Do you have a job?
student?                                    Do you study?

What do you do/study?                       What job do you do?
                                            What subject do you study?

Thank you.
```

PART 2 (Describe Pictures)

In this second part of the test, I'm going to give each of you a photograph and I'd like you to talk about it.

Source: https://www.kawai-juku.ac.jp/cambridge-english/pdf/20-sample-pet-04.pdf

Annex 4 – Rubric from Cambridge

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Rubric from Cambridge University

Name: …………………………………………………….

Date: …………………………………………………...

Level: …………………………………………………..

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Source: https://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level-b2.pdf

50

Annex 5 – Lesson plans

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan #1

Unit/Topic: Events and Places	**Date:** 19/05/2023
Key Learning Area: Speaking skill	**Semester:** First
Number of Students: 22	

LESSON OBJECTIVES:

Teaching Aims:
      Apply "Flip app" to enhance the speaking skill.
Learning Main Aim:
Students will be able to give clear directions to get to a place using the vocabulary about directions and location.

Time	Main Content	Purpose
10 min	Pre task: Wordwall game - Teacher will present a game about giving directions in wordwall and ss will play hot potato in order to select the participant who will answer.	Students will review the vocabulary previous learned.
25 min	Task: Flip App - Teacher will present a map with locations and ss will take their cell phone or computer and record a short video giving directions in Flip app.	Students will be able to give directions to get to a place trough Flip app.
10 min	Review: Learning Log: - Teacher will explain how to complete the next activity "Learning Log" and will give to each student a hardcopy with the learning log format.	Students will be able to identify difficulties that they have in the vocabulary and solve them by themselves.

Resources

PRE-TASK:

Wordwall Game
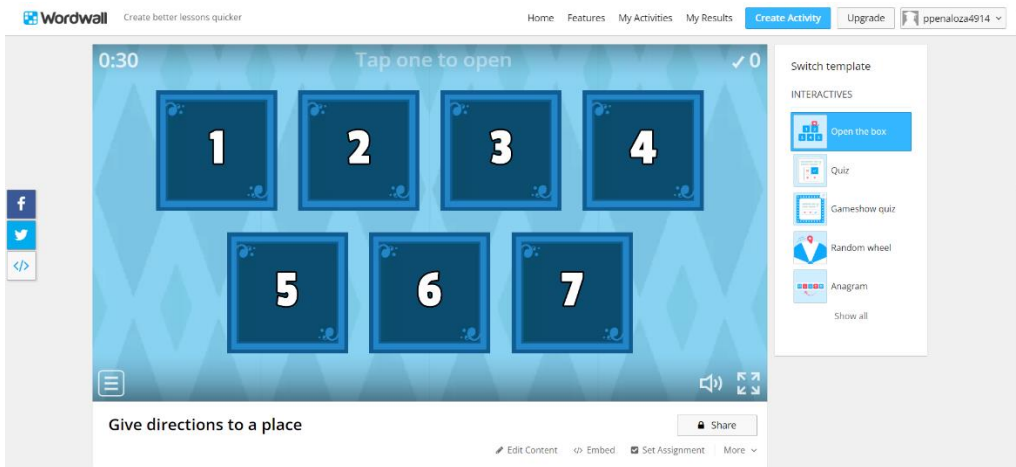
Source: https://wordwall.net/resource/56720095/give-directions-to-a-place

TASK:

Flip app activity

Map

Source: https://www.pinterest.com/pin/330029478919831267/
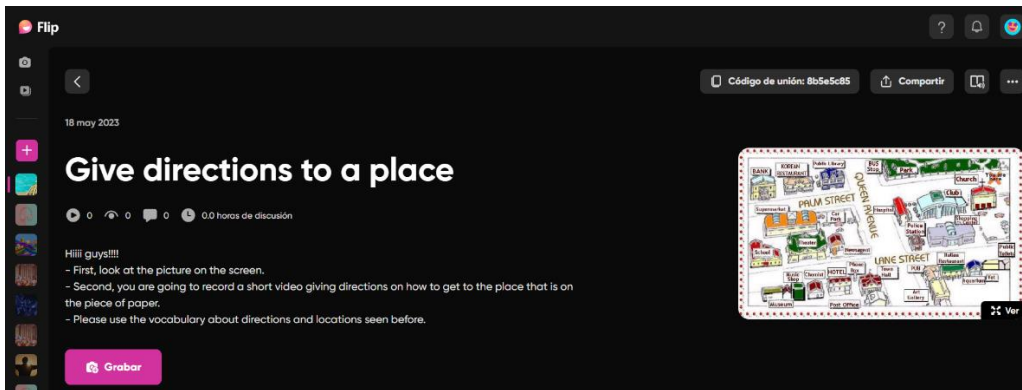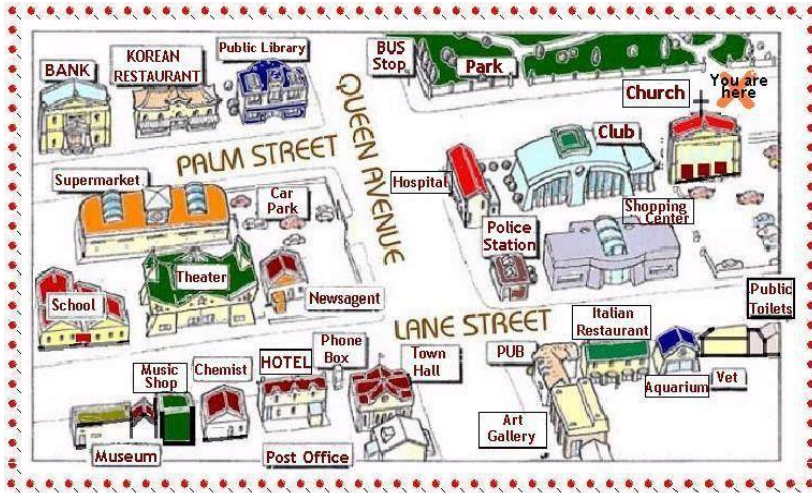
REVIEW:

VOCABULARY: Learning log

Name: Topic:

What did I learn in my classes?

Which words MUST I remember? Write words and definitions (Minimum 5).

What am I going to do to learn this vocabulary?

Source: http://digilib.unimed.ac.id/39325/

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Lesson Plan #2

Unit/Topic: How we feel	**Date:** 19/05/2023
Key Learning Area: Speaking skill	**Semester:** First
Number of Student: 22	

LESSON OBJECTIVES:

Teaching Aims:
　　Apply "Flip app" to enhance the speaking skill.
Learning Main Aim:
Students will be able to give advice to someone who doesn't feel well.

Time	Main Content	Purpose
5 min	Pre task: Breathing activity 　- Teacher will start guiding a breathing activity meanwhile the ss listen to it.	Students will concentrate better on activities and reduce anxiety.
20 min	Task: Modelling 　- Teacher will present a slide with a picture of a person with a headache and ask some students to give advice. Flip App 　- Teacher will number ss from 1 to 4 and present 4 different pictures of people who doesn't feel well, ss will see the photograph and they have to record a short video in Flip giving advice according to the number they were assigned.	Students will be able to give advice to the people who doesn't feel well using should and shouldn't.
20 min	Review: Discussion: 　- Using the same number they were assigned, students will form groups and have a discussion about the photograph with which they recorded the video and will get the best advice. 　- Teacher will ask the group to present the best advice and will give feedback.	Students will review and discuss the best way to give advice.

Resources

PRE-TASK:

Breathing Activity

We are going to sit straight and close our eyes. We are going to count to five as we breathe in and count to five as we breathe out. Let your problems go. Take a long breath in, keep, one, two, three, four, five, and let it out, one, two three, four, five. We do it again, take a long breath in, one, two, three, four, five, and let it out, one, two, three, four, five.

Let's do it once more. Take a long breath in, one, two, three, four, five, and let it out, one, two, three, four, five.

Adapted from *Mindful Moments for Kids.* Kira Willey, 2016

TASK:

Modelling

Source:

https://www.canva.com/design/DAFjUrddY64/DjMUR-IQn_G9YTBF9G63UA/view?utm_content=DAFjUrddY64&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Flip app
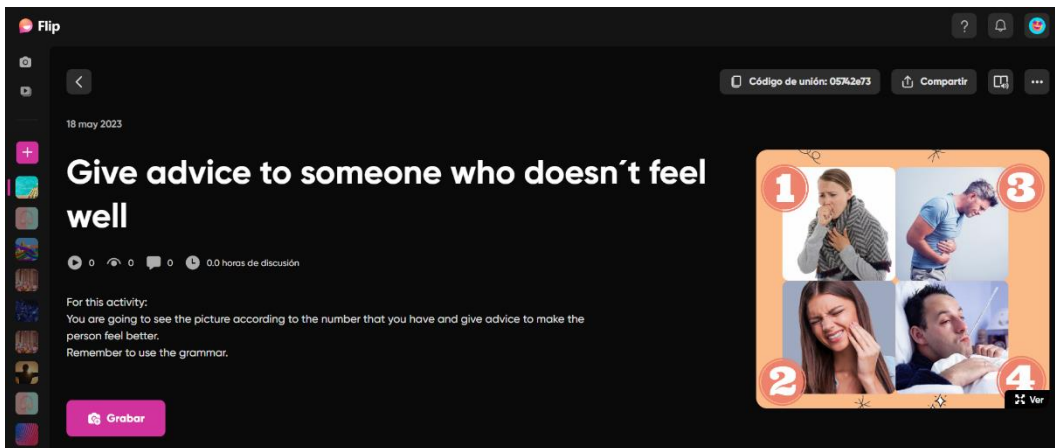
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Lesson Plan #3

Unit/Topic: Living with technology	**Date:** 02/06/2023
Key Learning Area: Speaking skill	**Semester:** First
Number of Student: 22	

LESSON OBJECTIVES:

Teaching Aims:
　　　　Apply "Flip app" to enhance the speaking skill.
Learning Main Aim:
Students will be able to create conversations about technological devices using present continuous grammar.

| Time	Main Content	Purpose
5 min	Presentation: YouTube video - Teacher will start present a video about technological devices.	Students will identify the new vocabulary of the unit related to technological devices.

10 min	Practice:
	Grammar present continuous
	   - Teacher will explain grammar about present continuous showing slides.
	Exercises
	   - Using the same slides, the teacher will present quick exercises and ss have to complete the sentences using the words bellow.
		Students will recognize the structure and the correct use of present continuous to complete the exercise properly.

30 min	Production:
	Role-play:
	   - Teacher will form 2 groups of 4-5 students and ss have to create a short role-play about using different appliances or devices, describing the advantages and disadvantages of a brand.
	Tag activity:
	   - The teacher will ask to the student to work in pairs and will explain the TAG activity. It involves steps that are:
	   - Tell to your classmates what you liked about the role play.
	   - Ask the others questions, if it's necessary.
	   - Give suggestions to the other group for improvement by using positive vocabulary.
		Students will be able to create a conversation using the correct grammar and receive and get criticism by giving each other constructive feedback.

Resources

PRESENTATION:

YouTube Video

Source: https://www.youtube.com/watch?v=l1ElVEBhmJU
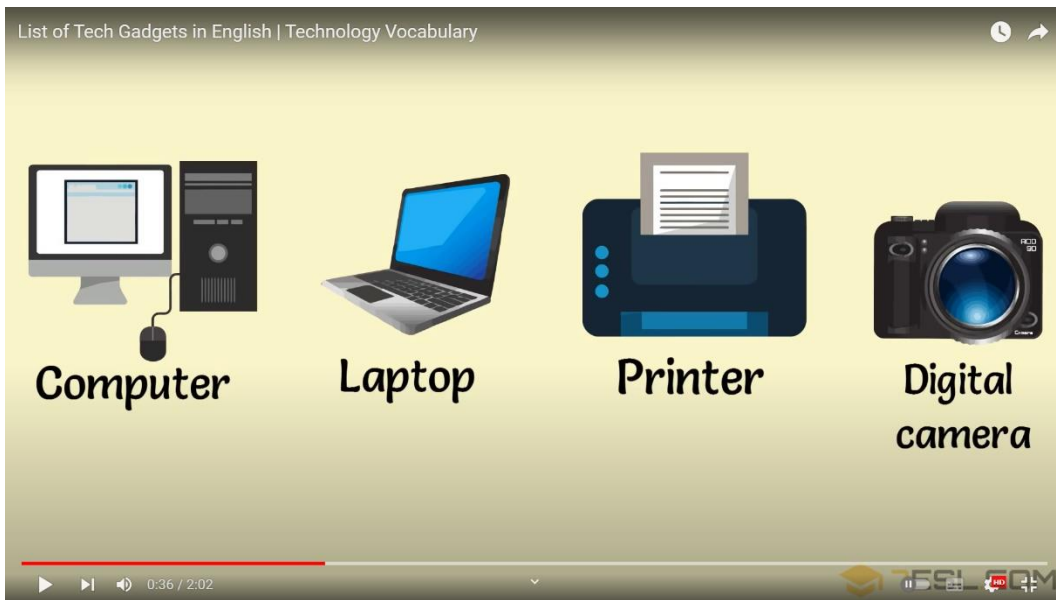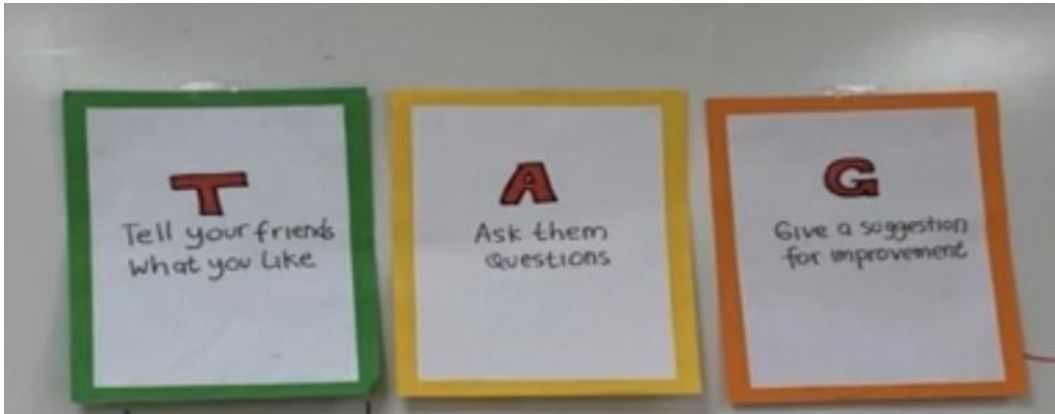
PRACTICE:
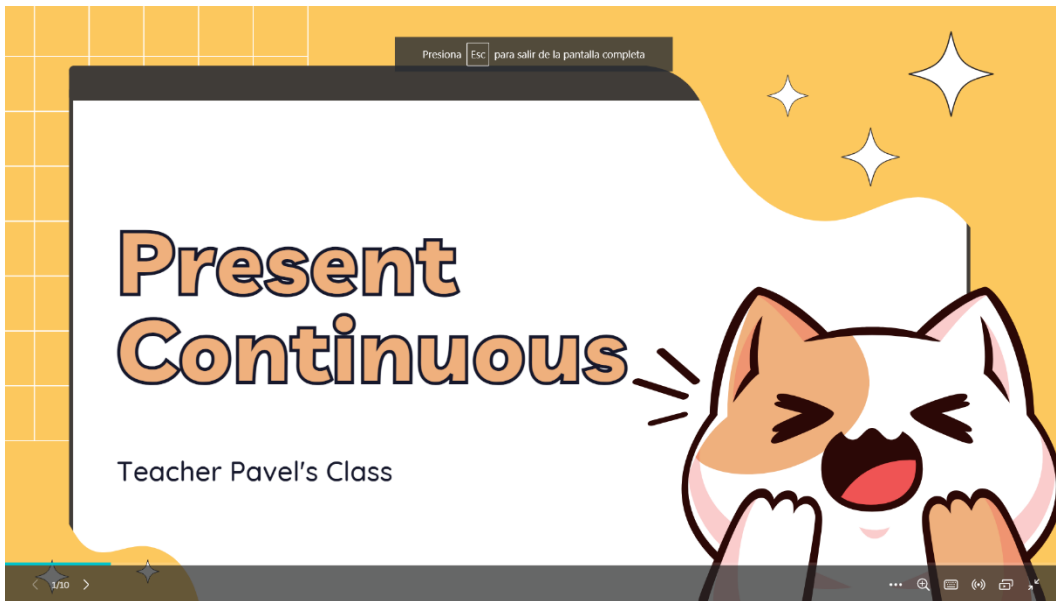
Canva

Source:

https://www.canva.com/design/DAFkU851Rjo/j4iiyFovH3XyB2Sof4814A/view?utm_content=DAFkU851Rjo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

PRODUCTION:

Tag activity

Note: This picture shows TAG activity realized in the class.

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Lesson Plan #4

Unit/Topic: Living with technology	**Date:** 02/06/2023
Key Learning Area: Speaking skill	**Semester:** First
Number of Student: 22	

LESSON OBJECTIVES:

Teaching Aims:
      Apply "Flip app" to enhance the speaking skill.
Learning Main Aim:
Students will be able to able to recognize the correct placement of the frequency adverbs in a sentence and answer problem-solving questions.

| Time	Main Content	Purpose
5 min	Presentation: LyricsTraining - Teacher will start playing a game on the website called "LyricsTraining", ss have to listen to the music and complete the lyrics choosing the correct option.	Students will reinforce grammatical concepts through the continued exercise of choosing the missing words.

15 min	Practice:
	Grammar frequency adverbs
	   - Teacher will explain the frequency adverbs and their placement in a sentence showing slides.
	Wordwall Exercises
	   - Teacher will present some exercises on wordwall and ss have to put the words in the correct order to make sentences.
		Students will be able to recognize the correct placement of the frequency adverbs in the sentences.

25 min	Production:
	Posters:
	   - Teacher will form groups of 4-5 students and explain the Gallery Walk activity. It is about walking around the classroom, watching the poster on the walls, thinking critically, and solving problems in groups. Ss will write one answer on a sticky note and put it on the poster.
	Flip app
	   - Teacher will ask to record a video on Flip app summarizing what they answered and saw in the posters.
		Students will make a review of the content and answers problem-solving questions.

60

Resources

PRESENTATION:

LyricsTraining

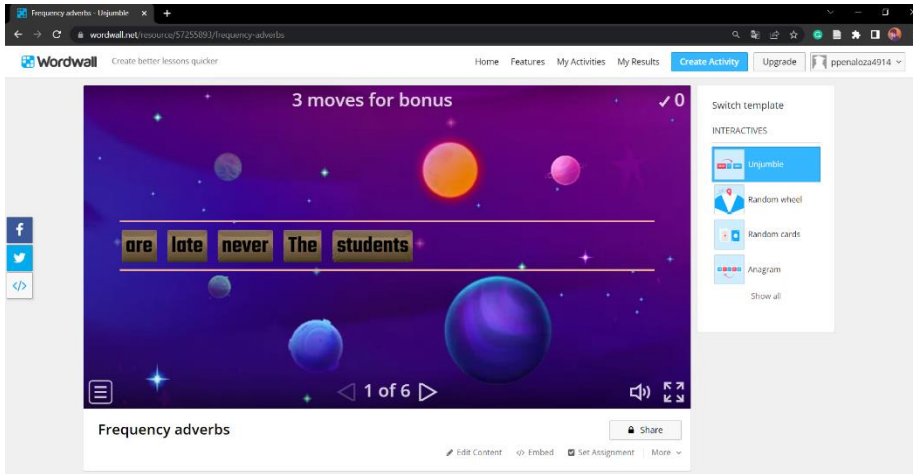**Source:** https://es.lyricstraining.com/now-playing
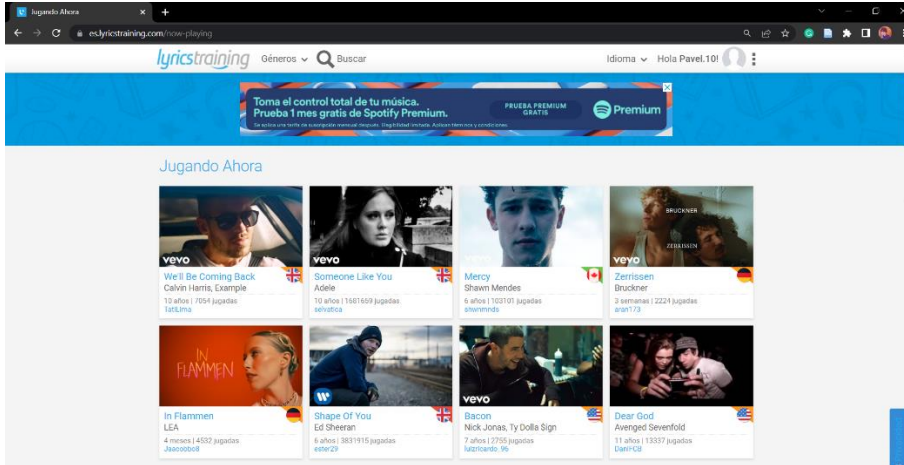
PRACTICE:
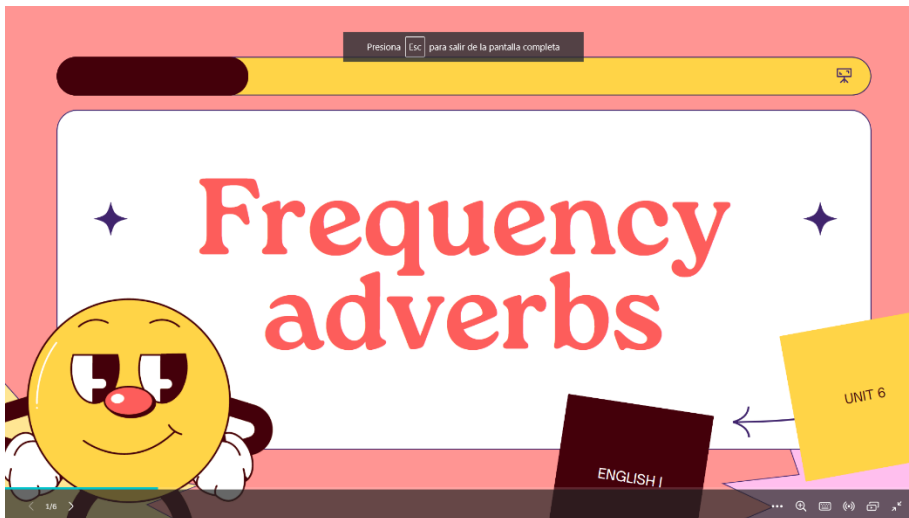
Canva

Source:

https://www.canva.com/design/DAFkbHG_AP4/dxwmS2bLgJJfivg8YCs74g/view?utm_content=DAFkbHG_AP4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink
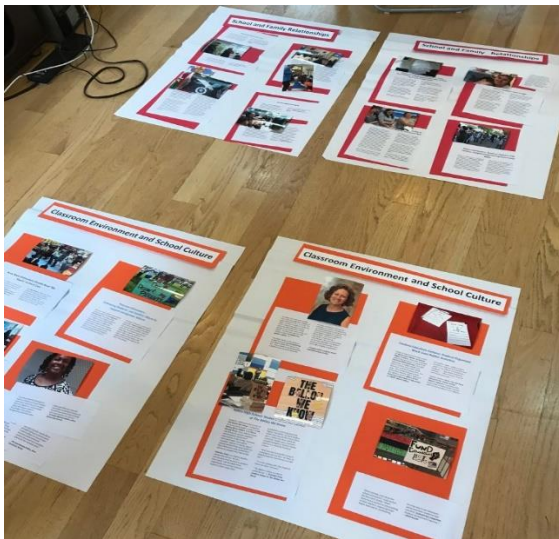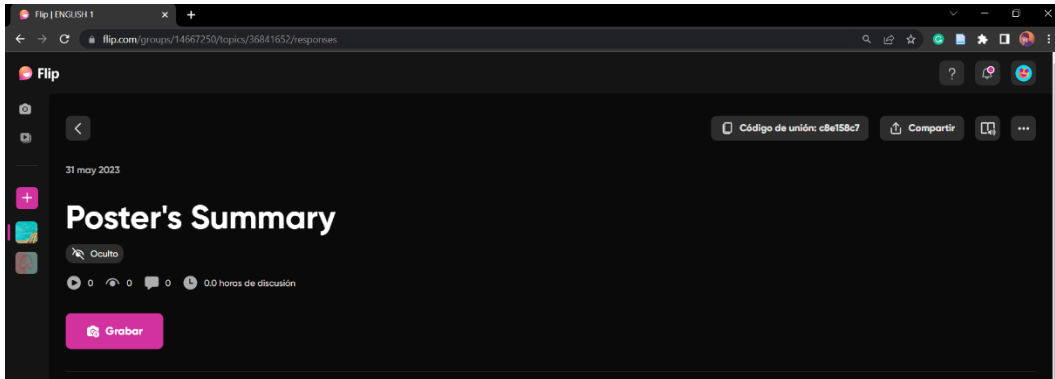
Wordwall

Source: https://wordwall.net/resource/57255893/frequency-adverbs

PRODUCTION:

Posters

Note: This picture shows the posters used in class.

Flip app

Note: This picture shows the activity of poster's summary on Flip app.

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Lesson Plan #5

Unit/Topic: Vacations and travel	**Date:** 09/06/2023
Key Learning Area: Speaking skill	**Semester:** First
Number of Student: 22	

LESSON OBJECTIVES:

Teaching Aims:
Apply "Flip app" to enhance the speaking skill.
Learning Main Aim:
Students will be able to able to recognize the structure and the correct use of the past tense of be.

Time	Main Content	Purpose
10 min	Presentation: One lemon/half lemon/lemon - Teacher will start playing a game, ss will number themselves from 1 to 22, they have to say one lemon/half lemon and the number of the person who wants to participate, and if the student is wrong has to do a punishment in the next activity.	Students will have a preview of the grammar which will be seen in class.

20 min	Practice:
	Punishment
	  - Teacher will ask ss to write a sentence on the board looking at the picture on the slide. Then they have to change those sentences in the past tense.
	The past tense of to be
	  - Teacher will explain the grammar of the past tense.
		Students will recognize the structure and the correct use of the past tense of be.

15 min	Production:
	Gallery walk activity:
	  - The teacher will form groups of 4-5 students. The teacher will explain the Gallery Walk activity which ss must walk around the classroom, watching the poster on the walls, thinking critically, and solving problems in groups. Then, they will write one answer on a sticky note and put it on the poster, and so on.
	  - QUESTIONS FOR THE GALLERY WALK ACTIVITY:
	  - 1. You have to take a plane and you need a maximum of 10 kg of weight in your bags to pass the control.
	Problem: Your bags weigh 15 kg and you don't have extra money and don't have much time. What do you do?
	  - 2. You and your friends were traveling in a car. Then, a thief steals all your cell phones and money.
	Problem: You don't know the place where you are exactly. What do you do?
	  - 3. Your trip is really long, and you bought a non-stop ticket at the bus station.
	Problem: You need to go to the bathroom quickly and the bus doesn't stop. What do you do?
	  - 4. You are traveling with your girl/boyfriend. In the middle of the trip, you two have a terrible discussion.
	Problem: She/he breaks up with you, and you don't have money. What do you do?
	  - 5. You arrive in a town where there is just one hotel. It is 9 pm.
	Problem: The hotel doesn't have available rooms for you. What do you do?
		Students will make a brief review of the content and answers problem-solving questions related to trips.

Resources

PRESENTATION:

One lemon/half lemon/lemon
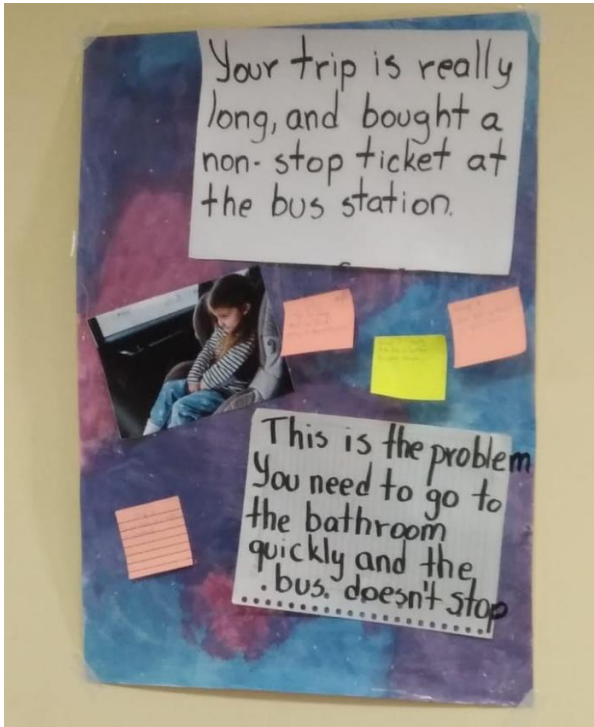

PRACTICE:

Canva

Source:

https://www.canva.com/design/DAFlK0tHyAQ/rMUUs-MMecdHXNy7ShIfGQ/view?utm_content=DAFlK0tHyAQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

PRODUCTION:

Gallery walk activity

Note: This picture shows the gallery walk activity realized by the students from English I.

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson Plan #6

|	
Unit/Topic: Vacations and travel	**Date:** 09/06/2023
Key Learning Area: Speaking skill	**Semester:** First
Number of Student: 22	

LESSON OBJECTIVES:

Teaching Aims:
Apply "Flip app" to enhance the speaking skill.
Learning Main Aim:
Students will be able to identify the different rules about "the verbs" in the past tense and the grammar structure.

| Time	Main Content	Purpose
5 min	Presentation: Love yourself: - Teacher will start asking ss put their names on an individual sheet of paper. Then ss will pass the paper to another classmate and so on. The sheet of paper must be passed to all students until it arrives at the owner again. Then, the teacher will ask them for the adjective that they like most that is in their paper.	Students will write positive qualities about other classmates.
10 min	Practice: Game on board - Teacher will divide the class into 3 groups and ask them to write all the verbs that they know on the board. Grammar the simple past tense - Teacher will explain the grammar of the simple past tense creating sentences using the verbs previously written on the board.	Students will be able to identify the different rules about "the verbs" in the past tense and the grammar structure.
30 min	Production: Flip app - Teacher will ask to ss to record a video on Flip talking about their last vacation. Feedback activity: - Teacher will form pairs and sit them together. Ss will watch the video of their partner and give feedback focusing on how to improve.	Students will be able to tell their last vacation and receive and get criticism by giving each other constructive feedback.

Resources

PRACTICE:

Canva
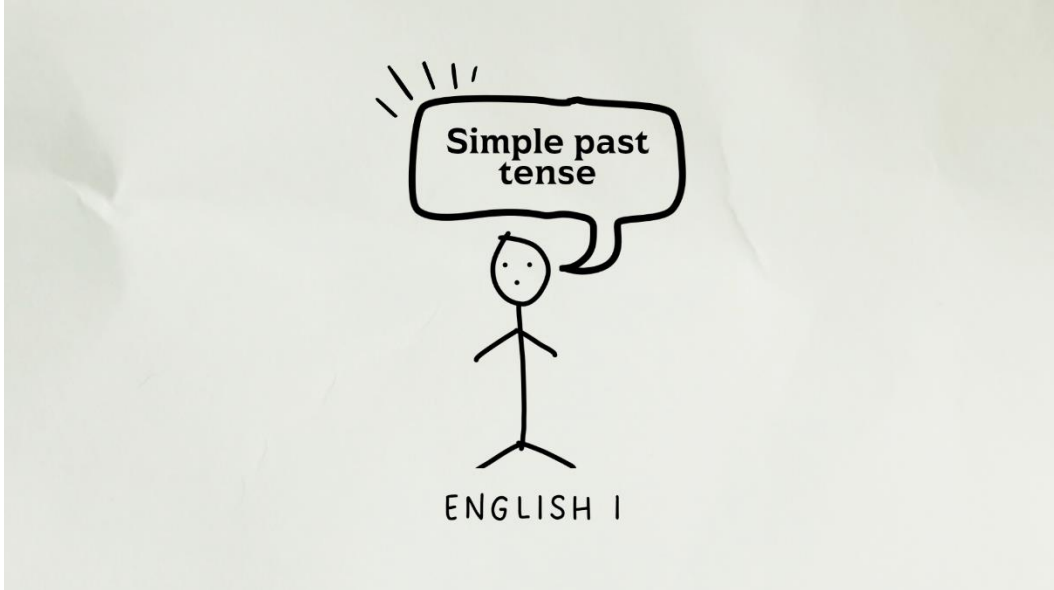
Source:

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=publishsharelink

PRODUCTION:

Flip app
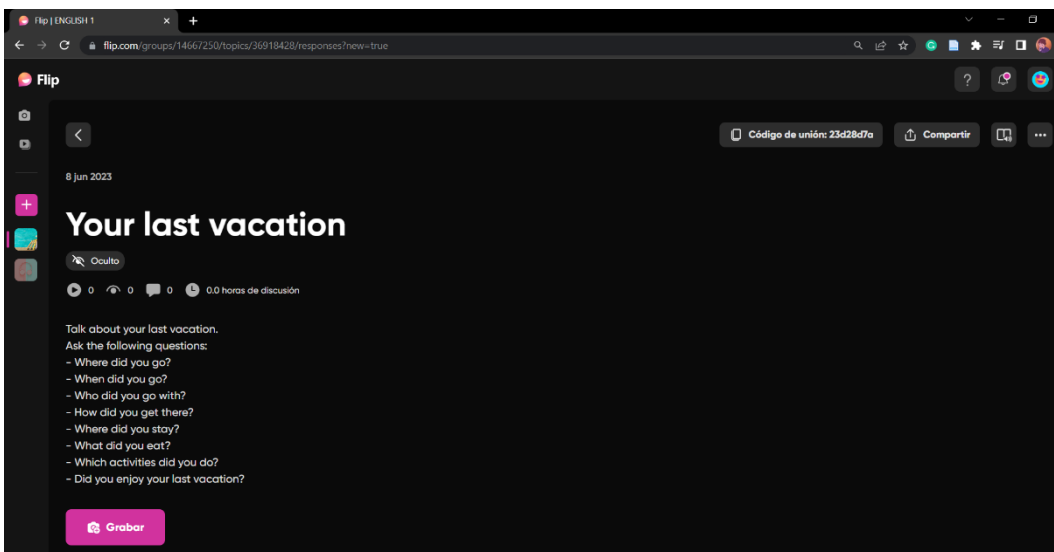
Annex 6 – Urkund report

Document Information

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Sources included in the report

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