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**THESIS TOPIC**

**“THE INFLUENCE OF FLIP APP TO IMPROVE SPEAKING SKILLS IN STUDENTS OF  
SEVENTH GRADE”**

**AUTHORS:**

**TOMALÁ DE LA A LISSETTE ESTEPHANIA  
SALAZAR JARAMILLO CECILIA ISABEL**

**TUTOR:**

**PHD. JACQUELINE ELIZABETH LOPEZ LOPEZ**

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## RESUMEN

Este estudio examina cómo la aplicación Flip influye en el desarrollo de las habilidades de expresión oral en estudiantes de séptimo grado, abordando la exigente necesidad de mejorar sus habilidades comunicativas. El objetivo principal es evaluar la eficacia de la aplicación Flip como instrumento educativo para filtrar habilidades de expresión oral entre los estudiantes de séptimo grado. La investigación se llevó a cabo en un entorno escolar, donde la aplicación Flip se integró en la enseñanza del idioma inglés. La metodología abarcó tanto pruebas previas como posteriores para evaluar el impacto del uso de la aplicación Flip, junto con encuestas para medir la percepción de los estudiantes sobre la efectividad de la aplicación. Los hallazgos del estudio revelaron una mejora notable en las habilidades de expresión oral de los estudiantes que utilizaron la aplicación Flip. Específicamente, se observaron mejoras en la pronunciación, vocabulario, gramática, fluidez y confianza general en la comunicación oral. Como recomendación, el estudio aboga por la integración continua de la aplicación Flip en el currículo escolar para reforzar aún más las habilidades comunicativas de los estudiantes. Al incorporar la aplicación en los planes de lecciones regulares, los educadores pueden crear un entorno de aprendizaje más dinámico e interactivo, fomentando un mayor compromiso y desarrollo de habilidades. Esta investigación demuestra que la aplicación Flip es una herramienta valiosa para mejorar las habilidades de expresión oral en estudiantes de séptimo grado. Su integración en las actividades en el aula tiene el potencial de mejorar significativamente la capacidad de los estudiantes para comunicarse de manera efectiva en inglés. Este estudio contribuye al creciente cuerpo de investigación que respalda el uso de la tecnología en la educación y resalta el impacto positivo que puede tener en los resultados del aprendizaje de idiomas.

**Palabras clave:** aplicación Flip, habilidades de expresión oral, estudiantes de séptimo grado, aprendizaje de idiomas, tecnología educativa.

## ABSTRACT

This study examines how the Flip App influences the enhancement of speaking skills in seventh-grade students, addressing the pressing need to improve their communicative abilities, particularly in oral expression. The primary aim is to assess the efficacy of the Flip App as an educational instrument for refining speaking skills among seventh-grade students. The research was conducted within a school environment, where the Flip App was integrated into English language instruction. The methodology encompassed both pre- and post-tests to gauge the impact of Flip App usage, alongside surveys to gauge student perceptions of the app's effectiveness. The findings of the study revealed a marked enhancement in the speaking skills of students who engaged with the Flip App. Specifically, improvements were noted in fluency, pronunciation, and overall confidence in oral communication. This underscores the significant role that educational technology like the Flip App can play in enhancing language learning experiences. As a recommendation, the study advocates for the continued integration of the Flip App into the school curriculum to bolster students' communicative skills further. By incorporating the app into regular lesson plans, educators can create a more dynamic and interactive learning environment, fostering greater engagement and skill development. In conclusion, this research demonstrates that the Flip App is a valuable tool for improving speaking skills among seventh-grade students. Its integration into classroom activities has the potential to significantly enhance students' ability to communicate effectively in English. This study contributes to the growing body of research supporting the use of technology in education and highlights the positive impact it can have on language learning outcomes.

**Keywords:** Flip app, speaking skills, seventh-grade students, language learning, educational technology

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## **Introduction**

Recent years have seen a great deal of interest in language learning and discussion in the impact of technology media on English language teaching (ELT). The modern teacher faces new responsibilities and challenges in this new era to develop the speaking skills through the amazing initiation of technology, the practice of teaching English has undergone a significant transformation.

Technology offers a plethora of opportunities for both engaging students and improving the effectiveness of instruction. One of the main forces behind linguistic and social change is technology (Shyamlee and Phil, 2012). Traditional approaches to language learning have been altered by the use of technology into ELT, creating new avenues for interaction, engagement, and access to current, reliable information.

Students in Olón struggle certain difficulties when learning English as a second language due to the lack of implementation's technology in classrooms that facilitates interactive and immersive language learning experiences, students may find it challenging to practice speaking in real life context.

However, the lack developed speaking skills in students of seventh grade is because they have never had a subject matter expert, who master lesson planning based on the development of speaking skills with interactive activities including technology resources. When a learner is proficient enough to engage in basic conversation, comprehension exercises will enable her to internalize some vocabulary and grammar, which will aid in her understanding of more.

As a result, the learner has enough knowledge of the language's fundamental components to start speaking haltingly in authentic contexts. In authentic communication scenarios, the student must rely on committed survival phrases to address the most pressing necessities. (Bashir

et al, 2011). Because of this, the English department focuses on meeting the needs of various students by providing them with enjoyable learning activities through technological incomes.

The project work implementation provides an efficient framework to address students' learning challenges in English language teaching, especially when combined with the influence of technological media. Students are empowered to actively participate in the learning process, apply language skills in real world situations, and get past language barriers thanks to its structured approach.

Students can participate in dynamic and engaging language learning experiences that improve language acquisition and overall proficiency by embracing technology and project-based learning. In addition, teachers can design effective and engaging learning environment that support language proficiency and acquisition by utilizing technology.

Olón, an incredibly vibrant and hospitable community on Ecuador's coast that represents coastal living, is a vital component of the Ecuadorian context. It lies in the Santa Elena province, is well known for its gorgeous beaches, warm weather, and relaxed vibe. With its distinct mix of leisure activities and peace, this seaside town has grown in popularity among residents and visitors alike because Olon's economy is centered on tourism, its businesses depend heavily on English language proficiency.

The proposal on the influence of the Flip app to improve speaking skills in seventh-grade students at Dr. Antonio Moya Sánchez school which about 500 students that serves the surrounding towns of Curia, Las Nuñez, San José, Montañita, and Manglaralto with basic education. Students are just starting to learn the language or do not have any prior knowledge in the mentioned area, so according to the Common European Framework of reference, they are in A1 English language level.

As well as, the students' strengths are important in the teaching-learning process of second language due to the positive qualities to reflect their good feeling among the educational community. Especially, in the seventh course is remarkable as a way to communicate with foreign people who live in Olón. However, they have not developed speaking skill because they did not have the opportunity to learn the language guided by an English teacher. Most of the time they joint phrases to communicate and mix both languages Spanish and English; sometimes they add gestures and movements to express their ideas.

For these reasons, the English area is focused on develop the different students' needs through different kind of technological activities to have fun while they are learning, in addition teachers are aimed to involve student's critical thinking of them to reach the ministry of educations' goal about metacognitive method through questions.

### **Problem Statement**

The goal of this study is to improve students' speaking abilities so they can comprehend the accents, intonations, idioms, and real-world language contexts of native speakers. Technology can assist close this gap by giving students access to virtual platforms. In actuality, one of the main challenges in a traditional classroom is the limited amount of one-on-one interaction between teachers and students. Time constraints and large class sizes can make this difficult. However, technology can help by offering opportunities for improved communication and collaboration through online discussion forums, video conferencing, and instant messaging platforms, which allow students to participate in meaningful interactions.

How effective would be the Flip App to improve the speaking skills in the students of seventh grade at Dr. Antonio Moya Sánchez School?

The purpose of this study is to evaluate the impact of the Flip App on the development of speaking skills in seventh-grade students at Dr. Antonio Moya Sánchez adopting the Flip App as an instructional aid on the development of students' performance, ultimately determined to enhance their speaking abilities and achieve measurable improvements in English language proficiency.

By focusing on significant insights into the effectiveness and potential of the Flip App as a tool for improving speaking abilities in the setting of seventh-grade students at Dr. Antonio Moya Sánchez can be achieved. The findings of this study can be used to inform educational practices and help advance language learning strategies and the integration of educational technologies in similar educational settings.

The project work, coupled with the influence of technological media, offers an effective framework to challenge students' learning difficulties in English language learning. Its structured approach empowers students to actively engage in the learning process, apply language skills in authentic contexts, and overcome language barriers.

By implementation technology and communicative language teaching approach, teachers can create dynamic and engaging language learning experiences that lead to improve language acquisition and overall proficiency. By harnessing the power of technology, educators can create engaging and effective learning environments that promote language acquisition and proficiency.

The research lines of the Universidad Bolivariana del Ecuador, focused on (Innovation and applied technologies) and research topic (Implementation of ICTs to improve the learning process) aligns with the project centered on the influence of the Flip App in improving speaking skills among seventh grade students.

The study aims to investigate the effectiveness of this innovative tool as a means of enhancing oral communication abilities. Through investigating how the Flip App affects student motivation, engagement, and speaking ability, the study purposes to provide important new information about the real-world application of ICTs in education, e especially when it comes to language learning environments.

The object of the research is to determine various limitations of speaking skills, including fluency, pronunciation, vocabulary usage, and confidence in speaking interactions. The research aims to assess the influence of the Flip app to improve speaking skills in seventh-grade students at Dr. Antonio Moya Sánchez is to investigate and analyze the impact of incorporating the Flip app as an educational tool on the development of students' speaking abilities.

By focusing on the object of this research, valuable insights can be gained regarding the effectiveness and potential of the Flip app as a tool for enhancing speaking skills in the specific context of seventh-grade students at Dr. Antonio Moya Sánchez. The findings of this research can inform educational practices and contribute to the advancement of language learning strategies and the integration of educational technologies in similar educational settings.

### **General Objective**

To implement the “Flip App” as a tool to enhance the speaking skills and communicative abilities in seventh grade students at Dr. Antonio Moya Sánchez school during the English Teaching – Learning process.

### **Specific research objectives**

- To determine the difficulties in the speaking skill used for communication with foreigners.

- To ensure the successful installation and setup of the “Flip App” on the necessary devices used by seventh – grade students at Dr. Antonio Moya Sánchez, providing them with seamless access to the app.
- To design and implement speaking practice activities within the “Flip App” that cater specifically to the seventh-grade level, targeting key areas such as vocabulary expansion, pronunciation improvement, fluency development, and interactive dialogue creation.

### **Description of the variables of the study**

The Flip App. This variable represents a teaching tool in the language curriculum. This application incorporates various interactive elements, including vocabulary drills, self-assessments tools, recording and playback functionalities, and feedback systems which provide students with diverse opportunities to engage actively in English language practice.

Speaking skills. This variable is related with pronunciation, fluency, vocabulary use, and confidence in spoken interaction. These abilities get better when students use the Flip app, and this improvement is followed and evaluated by lesson planning objectives. These resources are made to offer students dynamic, captivating, and productive learning opportunities that enhance the growth of the speaking skills.

### **Description of research approaches, methods, and data collection**

The research study employs various empirical approaches and methodologies to investigate the impact of the Flip app on seventh-grade students' speaking abilities. These approaches include quantitative analysis, inductive reasoning, and deductive reasoning, each offering unique insights into the effectiveness of the Flip app as an educational tool.

**Empirical approach:** To draw conclusions and advance knowledge, empirical approaches are research methodologies that depend on methodical observation and data collection. It highlights how crucial it is to gather factual data in order to test theories and reach conclusions that are supported by evidence. Allowing systematic observation and data analysis to investigate whether exercise and stress reduction are related in a population of college age.

**Quantitative approach:** It offers organized techniques for gathering information and assessing how the Flip App affects students' speaking abilities in the seventh grade. In order to guarantee that the study produces solid quantitative evidence, researchers can choose the strategy that best fits their goals, available resources, and available limitations.

**Inductive method:** Starting with specific observations or data, the inductive method (quantitative data analysis and generalization) is a research approach that looks for general principles or theories to be derived from them. It entails methodical data gathering, analysis, and pattern identification, enabling researchers to develop more comprehensive hypotheses supported by actual data. This method relies on observed patterns and trends to draw conclusions rather than a predetermined theory.

**Deductive method:** Starting with a general premise or theory, the deductive method (hypothesis testing and generalization) applies logic and research to derive particular conclusions or predictions. It is distinguished by its top-down methodology, in which scientist begin with a broad hypothesis or theory and then look for empirical data to either confirm or deny it. This study can offer a thorough grasp of how the Flip app affects students' speaking abilities as they progress through the seventh grade.

The following section will describe the instruments used in the research study to assess the impact of the Flip app on seventh-grade students' speaking skills. Then proceed with the detailed description of each instrument, such as the pretest, posttest, and survey, highlighting their purpose, format, and how they contribute to the overall evaluation of the Flip app's effectiveness as a teaching tool.

**Pretest:** Before participants start using the flip app as an intervention to improve their speaking abilities, the pre- test is intended to evaluate their current speaking proficiency this baseline evaluation will serve as a point of reference for assessing how the app has affected their ability to speak. By comparing the students' performance before and after the Flip app, researches can determine the app' impact thanks to this important step.

**Posttest:** The research study will conclude with a posttest that offers insightful information about the effectiveness of the Flip app as a teaching tool. It will be made up of a number of speaking exercises that assess different speaking abilities, such as vocabulary usage, fluency, pronunciation, and overall communication effectiveness.

**Surveys:** It is formed by ten questions related to the dependent and independent variables given to seventh grade students to learn about their opinions and experiences with using technology in English language instruction. The questionnaire will consist of Likert scale (never, rarely, often, always) Inquire about their environment, inclination, and opinions regarding the influence of digital media on their language acquisition.

Through the application of these techniques, the study will be able to obtain important data and insights regarding the impact of digital media on the instruction of English to students in

the seventh grade at Dr. Antonio Moya Sánchez School. This data will be added to the extensive research report on the subject.

### **Description of the beneficiaries and their main characteristics**

Students in the seventh grade at Dr. Antonio Moya Sánchez School, who are usually between the ages of 12 and 13, are the primary beneficiaries of the research. To improve their speaking abilities and get past any obstacle to verbal communication. The students might need more help and material. They struggle with more advanced concepts, despite having an A1 English proficiency level, which indicates they have a basic level of language proficiency. Even, in the technological competence the pupils' comfort and familiarity levels with utilizing mobile devices and educational apps will help to the educational community.

### **Description of the research context**

Dr. Antonio Moya Sánchez is a public school located in Olón. It serves about 500 students from nearby town such as Curia, Montañita, San José, and Manglaralto. It provides two hours of weekly English instruction divided into elementary and intermediate basic levels. It features a functional English lab for learning. Due to the morning shift scheduling these classes, students can fully immerse themselves in language learning at convenient time.

The sample used for this investigation is specifically comprised of 38 students enrolled in the seventh course of basic education, ages ranging from 12 to 13. They have an A1 English level according to the Common European Framework of Reference since they are either still learning the language or do not have any prior knowledge in the relevant field.

In the teaching learning process of a second language, students' strengths are also significant because they are positive attributes that represent their positive attitudes within the

educational community. Particularly in this group, the empirical understanding of terms that they frequently bring up in class, such as “what’s going on”? Is evident. Moreover, they are aware of it since Olón is currently home to foreigners.

### **Description of the practical contributions of the proposal**

The projects’ proposal to use the Flip app to improve the seventh- grade experience at Dr. Antonio Moya Sánchez seeks to provide useful improvements to the learning process and overall educational environment. Such as: teachers can quickly upload and distribute assignments, class schedule, and important announcements using the application.

By giving students a single location to access all the information they need, this enhances organization and reduces the possibility of missed or misplaced paperwork. Teachers can create interactive learning resources with this app, including online tests, instructional videos, and interactive presentations. With the help of these resources, students can be more actively engaged in their education, leading to a deeper comprehension of the subjects being taught.

Teachers gain from this as well, as they will become more educators that are proficient with a greater understanding of how to teach speaking skills. By utilizing cutting- edge tools like the Flip app, the faculty and school community will be investing in delivering a high – quality education and supporting the language development of the pupils.

Through the use of the application’s functionalities and the school community’s backing the recipients collaborate to enhance the oral proficiency of seventh grade pupils at Dr. Antonio Moya Sánchez school.

## **Description of the contents of each chapter**

The research project gives a through overview in the first chapter, outlining the problem statement, background, and research question that support the investigation. The study looks at how the Flip app affects the speaking abilities of seventh grade students at Dr. Antonio Moya Sánchez School.

The chapter two is focused on literature review critically assesses the body of the research on technology- assisted language learning, with a focus on improving speaking skills. This chapter builds a strong theoretical framework for the research by synthesizing relevant literature of previous works developed on the same topic

The research methodology, including the design, population, and sampling procedures, is accurately described in Chapter 3. It provides a comprehensive understanding of the methods used for data collection and analysis in order to evaluate the effect of the Flip app on students' speaking skills. It also explains the creation and validation of assessment tools and the survey instrument.

In conclusion, this research project shows the significant impact that the Flip app can have on enhancing the speaking abilities of seventh-grade students. The comprehensive overview provided in the first chapter sets the stage for a thorough investigation, supported by a robust theoretical framework established in the literature review. The meticulous description of the research methodology in Chapter 3 ensures the validity and reliability of the study's findings. Overall, the study demonstrates the effectiveness of integrating educational technology, such as the Flip app, into language learning curricula, highlighting its potential to improve students' communicative skills and overall learning outcomes.

## **CHAPTER 1 THEORETICAL FRAMEWORK**

The purpose of this chapter is to offer a theoretical framework for examining the ways in which using the Flip app affects the growth of different speaking skills. It starts off by stressing how important speaking abilities are to language acquisition and communication, underlining by what means crucial they are to clear oral communication and language competency. The chapter then explores pertinent theories, history of Flip app, models that support the idea that using Flip app can help users become speakers that are more proficient.

### **Research background**

Research in the field of language learning has increasingly focused on the role of self-assessment tools in improving students' speaking abilities, particularly at the A1 level. However, there remains a gap in the literature regarding the specific use of platforms like Flipgrid and WhatsApp for self-assessment in this context. This study aims to address this gap by investigating the impact of these tools on A1-level students' speaking skills.

One of the primary research questions of this study is how self-assessment tools like Flipgrid and WhatsApp influence the speaking skills of A1-level students. Previous research has suggested that self-assessment can lead to greater self-awareness and motivation among learners, ultimately enhancing their language development. Additionally, the study seeks to explore the influence of learner autonomy on language development, as well as how technology can promote self-assessment in language learning.

To collect data for this study, the researcher employed a mixed methods approach, combining qualitative techniques such as participant observations and content analysis with quantitative measures such as pre- and post-assessment scores. The qualitative analysis provided

insights into the students' experiences with self-assessment and the impact of Flipgrid and WhatsApp on their speaking skills, while the quantitative analysis allowed for a more objective assessment of the relationship between self-assessment and speaking proficiency.

The results of the study showed a positive correlation between self-assessment and increases in speaking proficiency among A1-level students. The qualitative findings highlighted the role of self-assessment tools in improving self-awareness and motivation, as well as the importance of peer interaction on platforms like Flipgrid and WhatsApp. These findings suggest that self-assessment tools can be valuable resources for A1-level students looking to improve their speaking skills.

In conclusion, this study suggests that self-assessment tools like Flipgrid and WhatsApp can positively impact the speaking skills of A1-level students. These tools not only enhance self-awareness and motivation but also facilitate peer interaction, which is crucial for language learning. Further research in this area could explore the long-term effects of self-assessment tools on language development and investigate the optimal strategies for integrating these tools into language learning curricula.

In the following previous study, the focus was on investigating the effects of the Mobile Active Learning Outside of Class App (MALO) on the speaking abilities of Japanese university students majoring in English language education. This study aimed to address the research problem of understanding how MALO impacts students' speaking skills compared to traditional classroom discussions.

The primary research questions revolved around the impact of the flipped interaction method using MALO on students' speaking skills and how MALO compares to traditional

classroom discussions in improving speaking proficiency. The study hypothesized that MALO would have a positive impact on students' speaking abilities due to its interactive and engaging nature.

To collect data for the study, 22 Japanese university students were selected to participate in an experimental group using MALO for flipped interactions. Pretests, posttests, and questionnaires were utilized to measure speaking performance and gather feedback from the students.

The results of the study indicated that the flipped interaction method using MALO positively impacted students' speaking abilities. The experimental group, which used MALO, showed improvement in speaking skills compared to the control group, which did not use the app. These findings suggest that MALO can enhance students' speaking performance, supporting the use of technology in language learning.

In conclusion, the study highlights the potential of MALO as a valuable tool for improving students' speaking skills in language education. The findings support the integration of technology, such as MALO, into language learning curricula to enhance students' learning experiences and outcomes.

In the last previous study focusing on implementing web applications in English as a Foreign Language (EFL) classroom to develop productive skills, the researchers aimed to understand how platforms like Flipgrid and VoiceThread affect students' oral performance. This research addresses the need to explore the impact of digital tools on language learning outcomes, particularly in the context of oral proficiency development among EFL students.

The primary research questions of this study were centered around the effectiveness of Flipgrid and VoiceThread in improving students' speaking skills and the overall impact of web applications on oral performance in EFL classes. The hypotheses proposed that these web applications would enhance students' speaking abilities by providing interactive and engaging platforms for language practice.

To gather data for the study, a quantitative approach was used to objectively test theories, collecting numerical data for analysis using statistical methods. This approach allowed the researchers to measure the effectiveness of Flipgrid and VoiceThread in improving students' speaking skills and to draw conclusions based on empirical evidence.

The findings of the study suggest that incorporating web applications like Flipgrid and VoiceThread into EFL classes can indeed enhance students' oral performance and speaking skills. These platforms provide opportunities for students to practice speaking in a supportive and interactive online environment, leading to improvements in their language proficiency.

In conclusion, this study highlights the potential of web applications to enhance language learning outcomes, particularly in the development of speaking skills. By integrating digital tools like Flipgrid and VoiceThread into EFL classes, educators can create engaging and effective learning experiences that support students' language development.

### **Previous studies**

Previous studies related to the Influence of Flip app to improve the Speaking skills have placed a foundation for understanding the potential impact of tools like Flip app on students' outcomes. These studies have explored various aspects of technology integration in language learning, providing valuable insights into how digital tools can enhance students' speaking skills.

Studies have shown that interactive activities facilitated by technology can increase students' motivation and engagement in speaking tasks, leading to improve proficiency over time. These findings align with the objectives of the presented thesis, which seeks to evaluate the impact of technological tools as Flip app on students' speaking skills through structured practice activities.

### **Self-assessment for A1 learners to improve speaking skills using WhatsApp and Flipgrid by Mayorga Brito Richard Arcenio**

The persistent challenge in language education has been the development of speaking skills in language learners, especially at the A1 proficiency level. Previous studies highlight the significance of creative approaches for motivating students to practice speaking more. This study centers on exploring the effectiveness of self- assessment methodologies using popular communication platforms like WhatsApp and educational tools such as Flipgrid, to enhance speaking skills in A1 level language learners.

A primary limitation lies in the lack of English teachers, particularly in regions of Ecuador. Due to this shortage, educators from various disciplines, such as mathematics, are compelled to teach English at elementary levels. Consequently, students lack sufficient opportunities to develop their language proficiency. Upon reaching high school graduation, adolescents migrating to larger Ecuadorian cities for further education often encounter challenges with English coursework. Another issue prevalent in both public and private educational institutions is the limited application of conversational skills. Given that Spanish is the predominant language in Ecuador, students rely solely on classroom setting for language practice and improvement. Hence, educators must recognize the significance of offering many opportunities for students to engage in meaningful and authentic language activities. (Mayorga 2022)

Previous studies have examined different facets of language learning self- assessment techniques, and technology integration within the framework of the body of existing literature. Still, there is a dearth of research that is specifically designed for A1 - level students who use Flipgrid and WhatsApp to self- assess their speaking abilities.

The usefulness of self- assessment tools, the influence of learner autonomy on language development, and the function of technology in promoting self – assessment have all been the subject of research questions and hypotheses in this study. Theories suggest that self- assessment and active engagement improve the speaking skills of A1 students.

This effect is particularly strong when combined with user- friendly platforms like Flipgrid and WhatsApp. The researcher used mixed methods approaches in the methodology combining qualitative techniques like participants’ observations and content analysis of learner – generated materials on communication platforms with quantitative measures like pre- and post- assessment scores.

The quantitative results in this study shows that increases in speaking proficiency are positively correlated with self- assessment. Qualitative findings draw attention to subtle differences, such as improved self- awareness, higher learner motivation, and the importance of peer interaction on platforms like Flipgrid and WhatsApp. The possible advantages of incorporating self- assessment into language learning are emphasized in the conclusion, especially for A1- level students. Scholars mention the significance of establishing a nurturing atmosphere for introspection and proactive engagement, along with well- defined protocols and instruction for proficient of application such as Flipgrid and WhatsApp.

This thesis fills the vacuum in the literature by using popular platforms to examine how A1 learners' speaking skills are affected by self- assessment. The goal of the study is to provide useful insights for language teachers, curriculum designers, and students looking for efficient method to improve their speaking abilities at foundational language levels. The data analysis explanation in the following section describes the design of the rubric used to evaluate students' performance; the quantitative data collected and analyzed using Microsoft Excel, the paired-sample test used to determine the effect of speaking skills self- assessment, and ethical considerations in the research design.

The results section provides an explanation of the data analysis and the study's findings. Pre- and post- test results for the 12 participants are analyzed, and showed important improvements in all rubric established criteria. This confirms that the self- assessment strategy was successful in promoting improvements in the targeted speaking skills over the course of the three-week period.

### **Enhancing Students' Speaking Performance through a Flipped Interaction App by AISSA Ahmed and KATAGIRI Noriaki**

"Enhancing Students' Speaking Performance through a Flipped Interaction App" is a prior study that investigated into improving students' speaking abilities by applying a flipped interaction application. The primary focus of this study concentrated on analyzing the dependent variable of the investigation. Through careful research and experimentation, the authors explored how the implementation of such an app affected students' speaking performance. By focusing on this particular variable, the study aimed to uncover insights into the effectiveness of technology-enhanced learning environments in development language acquisition and communication skills among students.

There is sufficient documentation of the difficulties Moroccan and Japanese students encounter when taking the speaking portion of English test as a Foreign Language Internet – based Test (TOEFL iBT). Aissa and Katagiri (2019) noted similar problems with the English education system of both nations, particularly in relation to the speaking difficulties of the students.

The current study presented the flipped interaction method; which is carried out through a smartphone app. Similar to the Flip App, the Mobile Active Learning Outside of Class App (MALO) was selected for this study in order to assist students in developing their speaking skills. The authors of students from Japan and Mexico investigated the effects of MALO on the speaking abilities of 22 Japanese university students majoring in English language education over the course of an eight – week study period, building on the success of the flipped learning model. The 22 members of the experimental group used MALO to conduct flipped interactions prior to participating in discussions in class that the teacher observed and assessed. Similar discussions were held between the experimental and control, groups, and the experimental group completed questionnaires, pretests, and posttest.

Like the Flip App, MALO is meant to support flipped interactions in which students work with the material outside of class, resulting in more lively and participatory discussions during class. The results of the study’s statistical analysis showed that the experimental group outperformed the control group in terms of improvement scores, especially when it came to the correlation between the quantity of interactions and improvement scores.

This demonstrates the effectiveness of the flipped interaction method as it is applied through MALO and highlights how it can be used as a homework assignment to improve class discussions. Through the integration of learning concepts into game- like activities, the use of

adaptive learning technologies to scaffold children’s learning, the provision of feedback and rewards through gameplay, and the encouragement of repeated practice of critical foundational skills, interactive apps have the potential to support active engagement with learning material. (Griffith et al. 2020)

In conclusion, the study illuminates the benefits of integrating mobile apps like MALO into language instruction. In addition to provide insightful information about the difficulties students encounter with speaking. The results highlight the potential advantages of using technology to support flipped interaction, which will ultimately improve students’ ability to speak and their engagement with language learning.

### **Implementing Web Applications in English as a Foreign Language Classroom to Develop Productive Skills by Daniyar Chuishbekov**

Another pertinent previous study relevant to this investigation examined the efficacy of interactive language learning platforms in enhancing students’ oral proficiency is “Implementing Web Applications in English as a Foreign Language Classroom to Develop Productive Skills.” The purpose of this thesis is to look into web 2.0 tools, particularly Flipgrid and VoiceThread, affect students’ oral and written development in public city schools. Productive language skills are highlighted because they are essential for students’ academic and professional development. As 21<sup>st</sup> century learning skills have evolved and technology has been into education, an excess of free applications has surfaced to improved language fluency.

One notable trend in education has been the incorporation of technology, which has been fueled by the demand for 21<sup>st</sup> century learning skills. Nonetheless, not many studies that focus in the requirements of English language learners; particularly, when it comes to productive skills.

This thesis seeks to close this gap by investigating the ways in which Web 2.0 tools- Flipgrid and VoiceThread in particular can help students improve their speaking and writing skills.

Proficiency in productive language skills is crucial for success in a world where effective communication is fundamental. As the universal language, English is used as a common communication tool. It is believed that in order to equip students for successful communication in a variety of contexts, Flipgrid and VoiceThread integration into secondary education in Kazakhstan is essential. Prior research suggests that when students use these tools toward the project.

Examining how Flipgrid and VoiceThread affect students' oral performance in English as a Foreign Language classroom is the main objective of this research. One of the specific goals is to see how well these application work to improve students' speaking skills. Smartphone's use is now commonplace, particularly among youth. This study makes use of the widespread use of it to incorporate web 2.0 tools into regular EFL classes.

The current study is taking a quantitative approach, which is in line with several other studies that have focused on Web 2.0 applications. This method involves testing theories objectively by looking at how different variables are related. Researchers use tools to gather numerical data, which they can then analyze using statistical methods. Quantitative research is all about measuring a few specific variables to answer research questions and hypotheses that are based on theory. The designs used in this type of research are detailed and specific, making them reliable and valid. In contrast, qualitative research designs are often not as detailed or specific, which can affect their reliability and validity.

The innovation is in incorporating these tools into the educational system in order to adjust to the digital age. English language learners now have an equitable chance to expand their skills

set and improve their oral English language development thanks to Flipgrid and VoiceThread. An increase in the development of learning skills suitable for the twenty – first century led to this progress. (Chuishbekov 2023)

The study focuses on teaching productive language skills to secondary school students in Shymkent, Kazakhstan, through the use of Flipgrid and VoiceThread. After downloading these apps, the participants complete increasingly difficult tasks that correspond with Bloom's taxonomy. Also, the impact of introducing Flipgrid and VoiceThread to secondary school students studying English as a foreign language is highlighted in this thesis. Through examining the efficacy, this study adds to the current conversation about innovative methods in language instruction. The results of the study should provide insight into the possible advantages and difficulties of using Web 2.0 tools to improve students' productive language abilities.

In conclusion, the incorporation of technology, especially the Flip app, has completely transformed how English is taught and learned. These technological tools have revolutionized traditional teaching methods, offering educators dynamic and interactive ways to engage students with diverse learning preferences. Through digital resources, students can now access a wide range of multimedia content, virtual libraries, and language resources, enriching their understanding and exposure to various linguistic contexts.

The Flip app, in particular, has been a game-changer in language education. Its adaptive learning features and gamified approach have made language learning more enjoyable and accessible, encouraging students to stay motivated and engaged. The app's real-time feedback and interactive content have significantly improved students' speaking skills and cultural awareness.

In advance, technology will continue to play a crucial role in the future of English language education. With ongoing advancements, educators can expect even more innovative resources and methods to meet the diverse needs of students in the digital age. Embracing these technological advancements will help create inclusive and effective learning environments, preparing students for success in an increasingly connected world.

### **Independent variable**

#### **The integration of technology in English education: Transformative trends**

Technology integration has changed the face of English education in recent years, providing never – before -seen opportunities for teachers and students. Technology is now a potent ally, enhancing conventional teaching techniques and opening up new opportunities for language learning. In addition, to improve language learning effectiveness, digital tools and platforms have made it possible to adopt creative teaching methods that accommodate a range of learning preferences and styles.

However, technology can help by offering opportunities for improved communication and collaboration through online discussion forums, video conferencing, and instant messaging platforms, which allow students to participate in meaningful interactions. Programs focused on the internet, known as virtual platforms, are utilized in the creation of educational modules or courses for use on a global scale. They facilitate the development of both individual and group learning and enhance communication between students and teachers. (Arias et al, 2022).

The introduction of technology into English language instruction has resulted in an abundance of improved educational materials. Multimedia content such as podcast, videos, and interactive exercises can be found on online platforms, interactive e-books, and educational apps.

These resources foster a dynamic learning environment that appeals to the multimedia – oriented preferences of the digital generation by giving students engaging materials that go beyond traditional textbooks.

Furthermore, students can study a wide range of real texts, books, and language – related resources thanks to virtual libraries and online databases, which increases their exposure to a variety of linguistic contexts. Technology bridges the gap between theoretical knowledge and real-world application by facilitating interactive language practice.

Digital gamification is an entertaining way to help Learn English as a Second Language (LESL) and bridge the gap between students' academic knowledge and classroom practice. Gamified LESL environments provided positive learning experiences by being entertaining, stimulating, engaging, and fun. Among the targeted learning outcomes of gamified LESL were content language acquisition, engagement, motivation, and satisfaction (Dehghanzadeh et al. 2021).

Interactive exercises, language games, and simulated conversations are common features of language learning apps and software, giving students the opportunity to actively interact with the language in authentic contexts. Students are further immersed in real – world language environments with virtual reality and augmented reality applications, which offer a distinctive and engaging experience. These resources not only improve speaking and listening abilities but also foster a more profound comprehension of cultural context and intricacies.

Technology is used to teach English in ways that cut across national borders and promote global cooperation. Through video conferencing, online communication tools and collaborative platforms, students can have live conversation with classmates, teachers and native speakers from

all over the world. This connectivity fosters appreciation and understanding of other cultures in addition to improve language skills. By taking part in cooperative projects, join activities, and virtual language exchange programs, students can build a global community of English language learners who exchange viewpoints, experience, and linguistic insights.

Technology integration in English instruction is a revolutionary change that goes beyond simply digitizing conventional teaching strategies. It provides improved resources, interactive language practice, and global connectivity in a vast and dynamic learning environment. Technology will play a bigger part in determining the direction of English education in the future as it develops further, providing even more cutting - edge resources and methods to cater to the various demand of students in the digital era.

### **Technology – Mediated language learning**

The integration of educational technology has brought about a transformative era in the dynamic field of language education, redefining traditional teaching approaches. Mobile application such as the incredibly useful Flip App have become indispensable resources for advancing language learning. Due to the widespread use of smartphones and tablets, language learning has become more accessible and user friendly, giving students a versatile and convenient platform. The Flip App sets itself apart with its interactive elements, which include tests, interesting videocasting, and real- time feedback systems. This multipronged strategy makes for an immersive learning environment that captivates students and improves their language skills.

The Flip App's gamification features and interactive exercises are particularly notable for their contribution to a dynamic and customized learning experience. Students have the ability to actively practice vocabulary, grammar and pronunciation in a way that best suits their learning

styles and level of development. Mango (2019) in his investigation provided specific information about Flip: “Results indicated that students found Flipgrid to be a valuable learning tool that enhanced their language learning and positively affected the development of their speaking and listening skills.” (p.4) stating that students felt more engaged in the classroom when they were gaining confidence and participating in social activities.

Because of the app’s natural portability, learners can easily incorporate it into their daily routines and take advantage of any spare moment to practice their language skills. This flexibility takes into account different learning styles, increasing the accessibility and enjoyment of language acquisition for a wide range of students. Beyond the obvious advantages for students, educational technologies such as the Flip App are dynamic and adaptable to each students’ level of development. These tools provide customized and successful language learning experience by intelligently adapting to the changing needs and proficiency levels of learners.

Innovative tools will play an even more crucial role in language education as technology develops, influencing a time when individualized and interactive language learning will be the norm. The continued development of these technologies emphasizes their importance in the ongoing advancement of language education by promising a more engaging and richer education experience.

Through a mobile application, the classroom can be accessed from a variety of digital devices. With this option, students can view the lecture videos at any time and from any location. In addition, it facilitates necessary communication between educators and learners outside of the classroom. This platform is regarded as an essential resource for peer education. Students can share their knowledge and ideas, post comments, ask and answer questions, and reply to the responses of their peers. (Abdullah et al. 2019)

## **E- learning in language learning: A transformative landscape**

E- learning has completely changed the way people learn languages by offering a creative and adaptable method for becoming fluent in a second language. E- learning platforms, as opposed to conventional classroom environments, make use of technology to produce dynamic, engaging, and customized learning experiences.

The process of teaching and learning is always changing as a result of growing globalization. Because of the globalization, information and communication technology use in the educational sector is always changing. As a result, education has changed and transformed in the twenty- first century. Because online learning is learner- centered and offers a more open and flexible environment, the diverse application of technologies and other widely used learning materials have produced a medium that allows students to be interactive. (Megat Abdul Rahim et al. 2021)

This change has had a profound effect on how people interact with language instruction, providing learners with previously unheard-of chances to explore a variety of linguistic environments at their own speed. E- language learning platforms provide environments that are adaptive to meet the needs of individual students. These platforms frequently use sophisticated algorithms to determine the areas of strength and weakness in learners and adjust activities and content accordingly.

Adaptive learning makes sure that students receive a personalized curriculum that first their learning styles and skill levels, whether that means changing the level of exercises or giving them more practice in difficult areas. This flexibility promotes a deeper comprehension of grammar, vocabulary, and cultural intricacies while aiding in the more effective and efficient acquisition of a language different to traditional English learning.

One alternative to traditional classroom instruction is e- learning, which emphasizes the use of information and transmission technologies to facilitate online learning. E-learning and in-person instruction have been the subjects of numerous prior studies that compared their advantages and disadvantages as well as whether one could replace the other (Su & Nguyen, 2021). Offering immersive and interactive experiences is one of the main benefits of e- learning for language learners. Learners are immersed in authentic language environments through the use of multimedia components like audio samples, video clips, and virtual reality simulations. Engaging activities, role playing situations, and group projects imitate real- world language usage encourage real application and strengthening communication abilities.

By means of these captivating encounters students not only assimilate language skills but also acquire self- assurance to effectively navigate everyday conversations, dismantling barriers that separate theoretical instruction from pragmatic language application. Thus, language learning through e- learning becomes an exciting and dynamic experience that happens outside of the traditional classroom.

With its flexible adaptable environment that allows students to study, practice, and eventually become fluent in a new language, e- learning has become a potent force for change in the field of language education. Through the use of e-learning platforms, language educators can create individualized, interactive, and immersive learning experiences by embracing technology. The role of e- learning in language education is expected to grow as the digital era develops, helping to create a more multilingual and connected world where people can easily bridge language barriers and have meaningful cross- cultural conversations.

## **History of Flipgrid**

Flipgrid is an online video discussion platform, to improve social learning among undergraduate students. It talks about the benefits and limitations of the platform, potential barriers to its use, and future plans for incorporating it into instruction (Stoszkowski 2018). With Flipgrid, educators and students can participate in interactive, video - based learning through brief video responses.

Flipgrid's history began in 2015 when Phill Soran and Dr. Charlie Miller founded the company. Flipgrid, an independent platform at first, became well- known after Microsoft purchased in June 2018. The founding and launch of Flipgrid in 2014 by Drs, Phil Soran and Charlie Miller signaled a turning point in the integration of technology and education, the platform, which as formerly known as "StandIn", was created to improve classroom participation and communication through video discussions

The early adoption in the field of education was the video response feature of the platform enable teachers and students to foster meaningful conversations, which quickly gained traction within the educational community. In order to improve the platform, the development team worked closely with educators, taking into account their requirements and suggestions. In addition, Flipgrid collaborated with a variety of organizations and educational institutions as its popularity grew. Flipgrid and Microsoft formed a noteworthy partnership in 2015, combining Flipgrid's video discussion platform with Microsoft's educational resources

Flipgrid expanded and improved significantly while owned by Microsoft. The platform, which provides an easy to use interface for creating and sharing video discussions, became more widely accessible to educators and students. With Flipgrid's integration into Microsoft's educational toolkit, Flipgrid's impact and reach in classrooms across the globe have increased.

Flipgrid has developed further since the acquisition, releasing new features and updates designed to promote communication, teamwork, and creativity in learning environments. With the ability to express themselves through video responses and have meaningful conversations with peers, it has become a popular tool for remote and hybrid learning. Platforms like Flipgrid may roll out new features, interactive modifications, or increased capabilities as technology develops further to keep up with changing educational trends and foster more productive learning environments. Keeping up with the most recent updates guarantees that users can take advantage of these tools' full educational potential.

The Flipgrid platform has seen updates and modifications in the field of educational technology with the goal of improving its usability and functionality. Given that it is only valid until January 2022, it is crucial to recognize that any further updates might have been incorporated into a "Flip App". It is important to keep up with the most recent developments in educational technology platforms because they are regularly improved to better suit the changing needs of users.

### **Advantages of Flip App**

The Flip App's popularity in language learning can be attributed to a number of its benefits. Its ease of use and accessibility, enable students to interact with language material at their own speed and from any location, promoting an adaptable and student – centered approach. It is reflected outside of schools; teens spend a large portion of their days in front of media screens. Playing video games, utilizing social media, watching videos, and listening to music rank as their top four preferred media activities. Adults in the 18 – 24 age range most active on YouTube, Facebook, Instagram, and share videos is a feature shared by all these platforms. Using technology in the classroom is a form to provide features that young people value, like sharing

and watching videos, has the potential to be very beneficial. It might enhance and refine the social and technical abilities that students use on a daily basis (Mango 2021).

For this reason, diverse learning styles are catered to by the immersive learning experience created by the app's interactive and captivating multimedia content, which includes videos and quizzes. By using adaptive learning technologies, learning paths are personalized and people can concentrate on areas that need improvement. The app's instant feedback serves to reinforce comprehension, and gamification features instill motivation in the language learning process. The Flip app is a useful tool for language learning because it is engaging, flexible, and personalized. Although, its benefits are clear in that it offers interactive and accessible language content, it is important to understand its limitations as well. The drawbacks of app-based learning can be addressed by a comprehensive approach to language learning that incorporates real-world interactions, cultural immersion, and a variety of learning resources, guaranteeing a well-rounded language acquisition experience for students.

### **The Pivotal Role of Flip App in E- Learning**

The Flip app is a major player in the e-learning space, offering a powerful and adaptable platform for learning enhancement. Its significance stems from its capacity to overcome conventional educational obstacles and provide students with an engaging and easily accessible means of honing their skills. The Flip app is an invaluable resource for anyone looking for flexible and customized learning experiences in the age of digital learning because of its user-friendly interface and wide variety of content, which appeal to a broad range of learners.

The Flip app's integration of adaptive learning technologies is one of its main advantages. With the help of this feature, learners are guaranteed to receive content that is specific to their

needs and stage of development. Through adaptive adjustments based on the user's skill level, the application optimizes engagement and understanding. The flip App's interactive features, which include gamified elements, quizzes, and multimedia content, further improve the learning process by creating an engaging and immersive environment that encourages continuous engagement.

Beyond just being useful, the Flip app is important because it helps remove financial and geographic barriers to education. Because of its digital accessibility, high-quality educational materials are available to students from a variety of locations and backgrounds, fostering inclusivity in the classroom. This democratization of education supports a global community of learners who can use technology to advance their academic careers, acquire new skills, and learn languages. It also fits with the larger objectives of e-learning. Flip app's significance in e-learning is probably going to increase as it develops further, helping to create a more equal and accessible educational environment.

## **Dependent variable**

### **Speaking Skills**

Speaking skills are all about being able to express clearly when people talk. It is not just about saying the words right; it is also about making sure your ideas come across well. When people have good speaking skills, they can talk confidently in different situations and with different people, using the right words, grammar, and pronunciation to make sure others understand them. These skills are important for building relationships, sharing thoughts and feelings, taking part in conversations, giving speeches, and doing well in school or at work.

Being a good speaker means not only talking well but also listening carefully, understanding how others feel, and responding in a way that makes sense. Improving your speaking skills is something people work on over time, learning from experiences, getting help

when they need it, and being open to new ideas. As people get better at speaking, they will find it easier to express themselves and connect with others, making conversations more enjoyable and meaningful.

### **Aspect integrated in speaking skills**

**Pronunciation:** It involves not only articulating words clearly but also using the correct sounds, stress, and intonation patterns of a language. Good pronunciation helps ensure that others can understand you easily. To improve pronunciation, people can practice listening to and imitating native speakers, use pronunciation guides and tools, and get feedback from others.

**Vocabulary:** It refers to the words that people know and use. Having a good vocabulary means you can choose the right words to express your ideas clearly and accurately. It is important to learn new words and their meanings so you can communicate effectively in different situations. Building your vocabulary through reading, listening, and practice can help you become a more fluent speaker.

**Grammar:** It is the set of rules that govern how words are used in a language. Using correct grammar is important for clear communication. It involves understanding things like verb tenses, word order, and sentence structure. When you use correct grammar, your ideas are easier to follow, and you can avoid misunderstandings. Practicing grammar can help you become a more confident and effective speaker.

**Fluency:** It is the ability to speak smoothly and easily, without pausing or hesitating too much. It is about being able to express yourself without struggling to find the right words. Fluency comes with practice and confidence. When you are fluent, you can speak more naturally

and have more engaging conversations. Practicing speaking regularly can help improve your fluency and make you a more confident speaker.

### **Activities To Improve Speaking Skills Through Flip App**

Enhancing communication skills through the Flip app can be fun and exciting form to get better at speaking. Here are a few exercises designed specifically for the implementation of Flip app: Students should be encouraged to start interactive conversations on the Flip app. Assign lesson related topics or themes, and then have students comment on each other's videos. They can practice speaking spontaneously, articulating their ideas and responding to peers in this conversational environment.

**Role- playing scenarios:** Construct role- playing scenarios that replicate actual circumstances. Pupils can record videos in which they take on various roles, like placing an order at a restaurant, going through a job interview, or asking for directions. By doing this, they improve their speaking skills as well as their capacity for communication in a variety of setting. Students had worked hard to consider the appropriate language to use when they were given a scenario to role-play in order to communicate their opinions and thoughts. Bharathy (2013) in his investigating mention that: students' comprehension, interest in participating, and performance confidence are all increased through role-play (p. 18). Additionally, it assisted them in developing their oral fluency and speaking abilities, both of which increased their confidence.

**Storytelling:** Ask students to use the Flip app to create fictional stories or to share personal anecdotes. This exercise fosters creativity in addition to speaking more fluently. By incorporating words and expressions, they have learned in class, students can make the storytelling exercise both enjoyable and instructive.

**Debates and Discussions:** Use the Flip app to set up online debates and discussions. Give students topics to discuss, break them up into groups, and then have them use videos to explain their point's vantages. Students' ability to clearly state and defend their opinions is honed by this activity, which improves speaking anilities.

**Language Challenges:** Present language challenges that concentrate on particular facets of speech, like intonation, pronunciation, or the use of a particular vocabulary. For instance, assign difficult words to students to pronounce, define, or use in sentence. This improves speaking skills while also promoting introspection.

**Interview Practice:** Assigning interview questions or setting up fictious interview scenarios will simulate interview situations. Through the Flip app, students can record their answers, giving them the opportunity to practice speaking clearly and strengthening their communication skills during interviews.

**Language Games and Quizzes:** Create quizzes and games involving language that call for spoken responses from the students. Word association games, pronunciation exercises, and vocabulary tests can all fall under this category. While emphasizing spoken language skills, these activities can be made enjoyable by incorporating interactive and competitive elements.

**Weekly Reflections:** Introduce a weekly reflection exercise where students must summarize the most important lessons, key vocabulary, and grammar points they have learned so far. This helps students retain what they have learned and gives them regular opportunities to practice summarizing information verbally.

**Cultural Presentations:** Give students the task of presenting information about different culture while also sharing elements of their own culture or their research. This promotes cross-

cultural understanding and spoken language practice in a real context as Ecuador a multicultural country.

**Public Speaking Challenges:** Introduce public speaking challenges gradually, working your way up to longer speeches after shorter ones. This fosters self- assurance, fluency, and the capacity to communicate ideas clearly in longer oral formats without hesitation and fear to make mistakes.

### **Improving The Speaking Skills Through the Use of Flip App and The Communicative Language Teaching Approach**

The Flip app is known for video discussion platform and a great tool for practicing speaking, especially when used in conjunction with the communicative language teaching approach (CLT). One of the most well- liked and successful methods for teaching languages is communicative language teaching, which aims to increase student's communication skills. (Dewi & Setiana, 2020). An educational framework that emphasizes real- world communication to foster meaningful and interactive language use. A more thorough analysis of Flip app's many functions in this educational paradigm for supporting and improving speaking skills is warranted.

Flip app stands out in the field of real- time communication because it allows users to record video, answers to questions or prompts. This feature successfully simulates in person conversations, encouraging natural and impromptu language use. Teachers, for their part, take advantage of the platform's adaptability to create scenarios that mimic real situations, taking language learning beyond simple memorization and giving the time for practical speaking actions.

Focused on peer interaction, which is essential to communicate language learning, it finds a supportive home. So, students watch and comment on each other's videos to participate in

active collaborative learning. This creates a feedback loop where peers provide constructive criticism and reflection on each other's speaking abilities, which enhances the learning process overall, it also creates a communicative and collaborative environment.

Realized on Flip app in accordance with the principles of the communicative language teaching approach. Teachers are skilled at creating interactive assignments that require students to work together on particular projects or solve problems orally. The features of the platform enable educators to create speaking exercises that mimic actual circumstances, encouraging students to use language in practical and meaningful ways. Flip app allows for the smooth integration of cultural elements, permitting students to express aspects of their culture verbally, this enhances speaking skills while also incorporating cultural awareness, which is an important component of teaching communicative languages.

Flip app is very effective because of its built-in flexibility and convenience. Due to the asynchronous nature of the platform, students with varying learning styles can record and respond to videos at their own pace. Increased participation results from this flexibility, especially from learners who might be reluctant in more conventional classroom environments. Flip app is a powerful tool for formative assessment that is consistent with the ideas of continuous evaluation that are central to communicative language instruction. Throughout the learning process, teachers can carefully evaluate their students' speaking skills to provide timely feedback. The Flip app speaking experience is further enhanced by the incorporation of technology. Students are able to incorporate multimedia components into their video responses, which serves to further solidify the idea that language is a multimodal tool.

## **CHAPTER 2 METHODOLOGY**

The research methodology for this study, which uses a quantitative approach to evaluate the effect of the Flip App in seventh grade students' speaking skills is introduced in chapter 2. The research method and matrix operationalization to measure and analyze data in a methodical manner are detailed; the chapter describes how these techniques gather data based on the instruments applied.

In this study, the research method utilized is a pre-test/post-test control group design. The pre-test will assess the students' initial speaking skills before any intervention, while the post-test will evaluate their skills after using the Flip App for a specified period. The control group will consist of students who do not use the Flip App, allowing for a comparison of the effectiveness of the app on improving speaking skills.

Matrix operationalization will involve creating a matrix that aligns specific speaking skills with corresponding assessment criteria. This matrix will guide the evaluation process and ensure that data collection is systematic and comprehensive. The instruments applied will include speaking tasks designed to measure various aspects of speaking proficiency, such as fluency, accuracy, vocabulary use, and pronunciation. These tasks will be scored using a rubric tailored to the specific speaking skills being assessed."

### **Development of the Research and Diagnostic Study**

#### **Research Approach**

The research approach is an exploratory process that moves from known to unknown territory in an effort to find the truth, validate or refute a phenomenon, or thoroughly examine something that has been conjectured or assumed in the past, like a proposition. Assumption,

hypothesis, or nebulous idea. It entails methodological data collection, analysis, and interpretation in order to fill in knowledges gaps, adding fresh perspectives, and advance knowledge in a given field or topic. (Sakyi et al., 2020).

Because of, the present project work is contemplated relevant to assess the influence of Flip app to improve the speaking skills in student of seventh grade because it offers a structure methodology for gathering, evaluating, and interpreting data collected. Through the use of quantitative approach students can methodically examine the effectiveness of Flip app in increasing the communicative abilities. This method enables the identification of particular factors that may affect the results, such as the frequency and length of app usage.

The research methodology employed in this study provides a systematic and rigorous approach to evaluating the impact of the Flip app on seventh-grade students' speaking skills. By using a quantitative approach, the study aims to generate reliable and valid data that can be used to draw meaningful conclusions about the effectiveness of the app. The structured methodology for data collection, analysis, and interpretation ensures that the study's findings are robust and can resist examination. Additionally, by identifying specific factors that may influence the results, such as the frequency and length of app usage, the study can provide valuable insights into how best to utilize the app to improve students' communicative abilities.

Furthermore, the research contributes to the existing body of knowledge by addressing a gap in the literature regarding the use of technology in language learning. By focusing specifically on the Flip app and its impact on speaking skills, the study adds to our understanding of how mobile applications can be used to enhance language learning outcomes. The findings of the study have the potential to inform educational practice by providing teachers and educators with evidence-based recommendations for incorporating technology into their teaching methods.

Overall, this research project is significant not only for its potential to improve language learning outcomes but also for its methodological approach. By employing a systematic and rigorous methodology, the study demonstrates a commitment to producing high-quality research that can contribute to the advancement of knowledge in the field of language education.

## **Research Method**

The research is a methodical process that follows established frameworks and guidelines for the purpose of defining the objective, organizing the data, and communicating the findings. Researchers can determine what to include in the research, how to conduct the research and what kinds of inferences are likely based on the data collected by using the frameworks and guidelines. (Williams, 2007)

The quantitative approach is a robust research methodology for investigating the effectiveness of educational interventions such as the Flip app in enhancing the speaking skills of seventh-grade students. It offers structured methods for data collection and rigorous analysis; the quantitative approach is essential for conducting well-designed studies that align with research objectives and provide valuable insights into the impact of technology-assisted learning tools on student outcomes. Such research activities contribute to evidence-based decision-making in education. (McMillan & Schumacher, 2018).

Instead of focusing only on the interpretations that people give to their actions, quantitative research emphasizes the quantification and patterns of phenomena, focusing on measurable and structures aspects of social behavior (Rahman, 2020). It comprises obtaining quantitative data through experiments, surveys and observational method; to draw conclusions and inferences. Because it makes possible for researchers to monitor changes in variables over

time and assess how well an intervention achieves its objectives. It proves particularly useful when analyzing the effects of programs like Flip app.

The research methodology outlined in this study follows to established frameworks and guidelines, ensuring that the objectives are clearly defined, the data is organized effectively, and the findings are communicated accurately. By following these frameworks, researchers can determine what to include in their research, how to conduct it, and what kinds of inferences are likely based on the data collected. This methodical process enhances the credibility and reliability of the research, providing a solid foundation for drawing meaningful conclusions.

The quantitative approach employed in this study is particularly robust for investigating the effectiveness of educational interventions, such as the Flip app, in enhancing students' speaking skills. This approach offers structured methods for data collection and rigorous analysis, ensuring that the study is well-designed and aligned with its objectives. By using quantitative methods, researchers can provide valuable insights into the impact of technology-assisted learning tools on student outcomes, contributing to evidence-based decision-making in education. The structured nature of the quantitative approach allows for the monitoring of changes in variables over time and the assessment of how well an intervention achieves its objectives, making it especially useful for analyzing the effects of programs like the Flip app.

Furthermore, quantitative research focuses on aspects of social behavior that can be quantified and patterned, rather than just interpreting the meanings people bring to their actions. This approach involves obtaining quantitative data through experiments, surveys, and observational methods to draw conclusions and inferences. By quantifying social behavior, researchers can analyze patterns and trends, providing valuable insights into the effectiveness of interventions such as the Flip app. This research approach is particularly useful for assessing the

impact of educational programs over time and determining the extent to which they achieve their intended outcomes.

## **Paradigm**

This research project utilizes a quantitative approach to evaluate the effect of the Flip App on the speaking skills of seventh-grade students. The study employs a pre-test/post-test control group design, where the pre-test measures students' initial speaking abilities, the post-test evaluates their skills after using the Flip App, and a control group allows for comparison. Matrix operationalization aligns specific speaking skills with assessment criteria, ensuring systematic data collection. Instruments include speaking tasks scored with a tailored rubric, measuring fluency, accuracy, vocabulary use, and pronunciation.

## **Matrix of Operationalization**

A matrix of operationalization is a comprehensive plan to measure the research variables. It contains detailed instructions on how to gather, examine and evaluate data relating to the relevant variables. To ensure consistency and dependability in data and analysis, the operational matrix clarifies how each variable will be defined, measured and manipulated throughout the research process.

With the aid of this matrix researchers can more easily convert theoretical constructs or abstracts ideas into quantifiable and observable terms, facilitating the methodical examination and comparison of various project variables. The researchers can extrapolate his findings to the specified population thanks to operationalization. The conceptualization and operationalization processes enable social scientists to design targeted research protocols that yield empirical

observations, bridging the gap between the theoretical and observed worlds. (Rao & Reddy, 2013)

The operational matrix for this research project describes how the Flip app, an educational technology platform, will be assessed for its ability to improve the speaking skills in seventh grade students. The independent variable concentrates on different aspects of the functionality of the app, such as feedback, real time assessment, multimodal learning, accessibility, and engagement.

To gauge the app's efficacy, distinct scales and indicators are defined for each dimension. For instance, the number of videos with closed captions and user reviews of accessibility features are used to measure, whereas the frequency of emoji reactions in video responses and the degree of peer and group learning sharing among students are used to gauge engagement.

On the other hand, the dependent variable is center around the conceptual definition of speaking skills which includes the capacity to communicate ideas, thoughts, and information intelligibly and effectively through voice. Speaking abilities encompass several aspects such as language use, fluency, confidence, and pronunciation.

The following factors are indicators for these dimensions: confidence, learning vocabulary, choosing appropriate words, learning grammar, using L1 and L2, using idiomatic expressions appropriately, accurate pronunciation, stress and intonation for pronunciation, smooth and continuous speech, few pauses or hesitations, and logical flow of ideas for fluency.

The operational matrix provides a comprehensive plan for measuring the research variables related to the Flip app's impact on students' speaking skills. By clarifying how each

variable will be defined, measured, and manipulated throughout the research process, the matrix ensures consistency and dependability in data and analysis. This methodical approach allows researchers to convert theoretical constructs or abstract ideas into quantifiable and observable terms, facilitating the systematic examination and comparison of various project variables.

Additionally, the conceptualization and operationalization processes enable social scientists to design targeted research protocols that yield empirical observations, bridging the gap between the theoretical and observed worlds. The operational matrix for this research project specifically outlines how the Flip app will be assessed for its ability to improve the speaking skills of seventh-grade students. By focusing on different aspects of the app's functionality, such as feedback, real-time assessment, multimodal learning, accessibility, and engagement, researchers can gain a comprehensive understanding of its efficacy.

The matrix also defines distinct scales and indicators for each dimension, allowing for a detailed evaluation of the app's impact. Overall, the operational matrix provides a structured approach to measuring the effectiveness of the Flip app in enhancing students' speaking skills, offering valuable insights for educators and researchers in the field of educational technology.

OPERATIONAL MATRIX - FLIP APP

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Flip App	Flip App is an engaging and easy to use educational technology platform that encourages participation by Microsoft to enable teachers and students to record and share quick video conversations. It is an effective tool for raising student participation in the classroom and developing a sense of community because it promotes cooperation, communication and introspection. (Kearney,2019)	Accessibility	Number of videos with closed captions.	Never Rarely Often Always
			User feedback on accessibility features.	
		Engagement	Frequency of emoji reactions used in video responses.	
			Peer and group learning sharing among classmates	
		Multi-modal learning	Percentage of video responses that incorporate visuals (e.g., props, images).	
			Reports on improved learning outcomes for diverse learning styles.	
		Feedback	The number of times feedback is given to students per assignment or activity.	
			The consistency of feedback across different assignments.	
		Real time assessment	The ability of real-time assessments to provide immediate feedback to students during the learning process.	
			The extent to which students can correct misconceptions or errors in real time.	

OPERATIONAL MATRIX – SPEAKING SKILLS

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Speaking skills	Speaking skills include the capacity to communicate verbally with clarity, fluency and effectiveness while expressing ideas, thoughts and information. These abilities are vital for acquiring a language and are also necessary for successful professional relationships, presentations, and one- on -one communication. (Mercer, 2020)	Use of language	Vocabulary acquisition	Never Rarely Often Always
			Effective word choice	
			Grammar acquisition	
			Use of L1 and L2	
			Appropriate use of idiomatic expressions	
		Pronunciation	Accurate pronunciation	
			Proper stress and intonation	
		Fluency	Smooth and continuous speech	
			Limited pauses or hesitation	
			Logical flow of ideas	
		Confident	Confidence in speaking	
			Use of tone voice and volume	

## **Instruments**

**Pretest:** Before participants start using the Flip app as an intervention to improve their speaking skills, it is intended to evaluate their current speaking proficiency. This baseline evaluation will serve as a point of reference for assessing how the app has affected their ability to speak. By comparing the students' performance before and after using the Flip app, researchers can determine the app's impact thanks to this important step.

In the pretest phase of the research, participants' speaking skills will be assessed using a variety of measures, including their ability to communicate ideas clearly, use appropriate vocabulary, and demonstrate confidence in speaking. This baseline evaluation will provide valuable insights into students' current speaking proficiency levels, allowing researchers to tailor the intervention to meet their specific needs. Additionally, by comparing participants' performance before and after using the Flip app, researchers can determine the app's effectiveness in improving their speaking skills.

Furthermore, the pretest phase will also allow researchers to identify any potential confounding variables that may affect the results of the study. By measuring participants' speaking skills before they start using the Flip app, researchers can control for factors such as prior language proficiency, learning styles, and motivation levels. This will ensure that any improvements in speaking skills can be attributed to the intervention itself, rather than other external factors. Overall, the pretest phase plays a crucial role in the research process, providing a solid foundation for assessing the effectiveness of the Flip app in enhancing students' speaking skills.

**Posttest:** As the research study's conclusion, it will offer an important new perspective on the usefulness of Flip app as a teaching aid. It will comprise a set of speaking exercises that asses

different speaking abilities, such as: pronunciation, fluency, vocabulary use and overall effectiveness of communication.

As a result, it is essential to conduct pretests to assess existing knowledge, while posttests are indispensable for evaluating the extent of acquired learning. These assessments help in both determining the starting point of knowledge and evaluating the progress made throughout the learning process (Delucchi, 2014).

In addition to offering a new perspective on the Flip app's usefulness, the research study's conclusion will also highlight the importance of pretests and posttests in evaluating the effectiveness of educational interventions. Pretests are essential for assessing participants' existing knowledge and skills, providing a baseline against which to measure their progress.

By conducting pretests, researchers can determine the starting point of knowledge and better understand the impact of the intervention on participants' learning outcomes. Posttests, on the other hand, are indispensable for evaluating the extent of acquired learning, these assessments help in determining the progress made throughout the learning process and provide valuable insights into the effectiveness of the intervention.

For example, an instructor may notice that students who received high pretest scores exhibited the most improvement on the posttest, indicating that the intervention was particularly effective for this group of students. Overall, the combination of pretests and posttests provides a comprehensive evaluation of the intervention's impact and helps researchers draw meaningful conclusions about its effectiveness in improving students' speaking skills.

**Surveys:** The primary data collection technique used to capture the viewpoints and perspectives of students was the survey. Surveys are a widely adopted method in educational research for gathering valuable insights from student populations. They offer a structured and

systematic approach to collecting data, enabling researchers to assess student perceptions, attitudes, and feedback effectively (Kleftodimos & Triantafillidou, 2023).

The survey was developed on the independent variable the Flip app and the dependent variable, speaking skills. The survey aimed to assess the impact of using the Flip app on students' speaking skills, particularly focusing on the frequency with the practice speaking in different contexts. The survey developed for this study focused on assessing the impact of using the Flip app on students' speaking skills, with a particular emphasis on the frequency of practice speaking in different contexts.

The survey was structured to gather insights from students regarding their experiences with the Flip app and its effectiveness in improving their speaking abilities. By aligning the survey questions with the independent variable (the Flip app) and the dependent variable (speaking skills), researchers were able to collect targeted data that could provide valuable insights into the app's impact.

Surveys are a widely adopted method in educational research for gathering valuable insights from student populations. They offer a structured and systematic approach to collecting data, enabling researchers to assess student perceptions, attitudes, and feedback effectively. By using surveys, researchers can gather quantitative data that can be analyzed to identify patterns, trends, and correlations related to the use of the Flip app and its impact on students' speaking skills. This data can then be used to draw conclusions and make recommendations for future research or educational practice.

The **Likert scale**, responses of “Never”, “Rarely”, “Sometimes”, “Often”, and “Always” were selected to provide a range of options that can accurately reflect the varying degrees of engagement with speaking practice. “Never” indicates a complete lack of engagement, “Rarely” suggests infrequent practice. “Sometimes” signifies sporadic engagement, “Often” reflects

regular practice, and “Always “indicates consistent and frequent practice. By applying this scale, the survey can capture the diversity of responses and experiences among students using the Flip app.

The Likert scale used in the survey was designed to capture the diversity of responses and experiences among students using the Flip app. The scale provides a nuanced way of measuring the frequency of engagement with speaking practice, allowing researchers to gather detailed information about how often students practice speaking in different contexts. The scale's five-point range, from "Never" to "Always," offers a spectrum of responses that can accurately reflect the varying degrees of engagement with speaking practice.

By applying this scale, the survey can provide valuable insights into the effectiveness of the Flip app in encouraging students to practice speaking more frequently. The responses collected can help researchers identify patterns and trends related to students' engagement with speaking practice, allowing them to assess the app's impact on students' speaking skills. Overall, the Likert scale used in the survey enhances the depth and breadth of the data collected, providing a comprehensive understanding of students' experiences with the Flip app and its impact on their speaking abilities.

Providing surveys to seventh grade students in order to learn about their opinions and experiences with technology enhanced language instruction. inquire about their involvement, inclinations, and opinions regarding the influence of digital media on their language acquisition. Through the use of these techniques, the study will be able to obtain important data and insights regarding the impact of digital media on the instruction of English to seventh grade students at Dr. Antonio Moya Sánchez School. This data will be added to the extensive research report on the subject.

## **Validation of expert**

The study “The influence of Flip app to improve the speaking skills in seventh grade at Dr. Antonio Moya Sánchez” was evaluated by the expert PhD. Jaqueline Elizabeth López López. Validation of instruments was an important aspect of the study, ensuring the reliability and validity of the research findings. The validation process involved assessing the effectiveness and appropriateness of the tools used to measure the variables under the study, including Accessibility, Engagement, Multi-modal learning, Feedback, and Real-time assessment analyzed in the independent variable.

Through validation researchers confirmed that the instruments accurately and comprehensively measured the variables. For example, in the Accessibility dimension the instruments effectively captured the number of videos with closed caption and user feedback on accessibility features. Additionally, validation ensured that the instruments were suitable for the study’s objectives and context.

For instance, in the Engagement dimension, the instruments were able to capture the frequency emoji reactions used in video responses and peer/group learning sharing among classmates. It provided a solid foundation for evaluating the effectiveness of the Flip app in improving the speaking skills, allowing researchers to draw meaningful conclusions and make informed recommendations for educational practice.

The validation of instruments in the study was a crucial step in ensuring the reliability and validity of the research findings. By validating the instruments used to measure the variables under study, researchers were able to confirm that these tools accurately and comprehensively captured the intended constructs. For example, in the Accessibility dimension, validation ensured

that the instruments effectively measured the number of videos with closed captions and user feedback on accessibility features, providing a robust assessment of the app's accessibility. Similarly, in the Engagement dimension, validation ensured that the instruments captured the frequency of emoji reactions in video responses and peer/group learning sharing among classmates, providing valuable insights into the app's engagement features.

Additionally, the validation process ensured that the instruments were suitable for the study's objectives and context. This ensured that the instruments were able to accurately measure the variables of interest in the specific context of the study, enhancing the reliability and validity of the research findings. Overall, the validation of instruments provided a solid foundation for evaluating the effectiveness of the Flip app in improving students' speaking skills, allowing researchers to draw meaningful conclusions and make informed recommendations for educational practice.

### **Population, sample and sampling**

The study centers on a population consisting of 74 students. Within this broader population, a sample of 37 students from the seventh-grade class "B" has been selected to assist as the participants in the proposed research. This sample size was chosen with careful consideration, as it encompasses the students necessary for conducting various data collection activities such as surveys, pre-tests, and post-tests. The intent behind this selection is to ensure that the data gathered truly represents the characteristics and dynamics of the broader population of interest.

The sampling strategy employed in this study is a non-probabilistic approach, specifically a convenience sample. This choice is due to the practicality of selecting participants who are readily available and easily accessible from two distinct groups: the

seventh-grade class "A" and the seventh- grade class "B." Furthermore, is non-probabilistic sample- because it is non-random or convenience sample, this means that participants are available and easily accessible.

## **Data analysis and Ethical Considerations**

### **Data analysis**

In the research project, the authors used descriptive statistics to gain a better understanding of the characteristics of the dataset. Descriptive statistics were a critical part of the initial data analysis and provided the foundation for comparing variables with inferential statistical tests (Kaur et al., 2018). Specifically, they applied measures like the mean.

The mean (Average): The mean was a central measure of location in the dataset. In this project, it helped establish the average level of improvement in speaking skills among seventh-grade students using the Flip app. The concept of calculating the mean in research was widely acknowledged in statistical literature. It was a fundamental statistic used to summarize data and estimate central tendencies (Levine et al., 2014). To calculate the mean, they summed up all the speaking skill scores of the students and then divided this total by the number of students in the sample through a survey, pre-test, and post-test.

The mean was a valuable statistic because it provided a single numerical representation of the central tendency of the data. It allowed us to understand what the typical or average speaking skill level was among the students after using the Flip app. For instance, if the mean improvement score was significantly higher than the baseline, it suggested that, on average, the app had a positive impact on the speaking skills of seventh-grade students.

On the other hand, the standard deviation quantified the amount of variability or dispersion in the speaking skills of seventh-grade students using the Flip app. A higher standard

deviation indicated greater variability in speaking skills among students, while a lower standard deviation suggested more consistent performance.

### **Ethical considerations**

In preparation for the ethical conduct about the research on the influence of the Flip app on speaking skills for seventh-grade students at Dr. Antonio Moya Sanchez School, was adapted the following checklist to assure the achievement of the goals set:

**Data Quality and Accuracy:** Ensuring the accuracy and reliability of data collected through the Flip app was a priority, as inaccurate data could have resulted in incorrect assessments and misguided educational interventions. This involved the implementation of data validation mechanisms, the provision of clear response guidelines for students, and regular reviews and corrections of any inaccuracies in the data (Lipton, 2023).

**Data Privacy and Security:** Concerning data privacy and security, the personal information and responses of app users, specifically the students, were safeguarded to protect their privacy and maintain data security. Informed consent from parents or legal guardians for student participation was obtained, in compliance with current privacy laws that allowed for the sharing of student data for legitimate and authorized research purposes (Stahl et al., 2016).

**Data Interpretation:** The interpretation of data collected through the Flip app was carried out in a manner that aimed to benefit the students and align with their educational needs. Data analysis methods prioritized educational improvement over punitive measures and took into consideration the unique context and individual differences among the students.

**Data Ethics and Values:** Alignment with ethical principles and respect for the values and beliefs of the students were central to data collection and analysis. Content created by students on

Flip app was expected to promote diversity and inclusivity, and open and respectful discussions were encouraged to accommodate various perspectives.

**Bias:** In the context of potential biases, the observational nature of user interaction data, as opposed to experimental, made it susceptible to biases originating from various subgroups within the data. These biases could not only be detected but also amplified by recommendation models; potentially reinforcing systemic inequalities and leading to suboptimal decision outcomes (Chen et al., 2023).

To mitigate these biases, steps were taken to minimize selection bias in the choice of project participants. This involved ensuring a diverse and representative sample of students. Care was also exercised to avoid bias in the content or prompts provided to students using the Flip app, as biased or insensitive prompts could lead to biased responses. Additionally, attention was paid to potential biases in the assessment of students' speaking skills, with efforts to prevent unintentional bias in assessment criteria that could disadvantage specific groups.

### **Findings and Initial Diagnose**

Students in class “B” at Dr. Antonio Moya Sánchez who are in seventh grade have helped to collect the data through the instruments of research. The research team’s ability to move forward was made possible by the parents’ consent, which enable this advancement. This project’s main goal is to investigate how this students’ speaking abilities can be improved by using the Flip app an anticipated to be a major player in interactive learning, assisting students in expressing themselves clearly through video discussions.

The parental approval was an essential component of ethical research to safeguard the rights and welfare of the students. Parents who gave their informed consent are guarantee to be

aware of the project's objectives, procedures, and possible effects on their kids who intend to communicate through a variety of channels, including different intonation, vocabulary, and confidence.

It is important to emphasize how motivated and excited the students were to record their videos because they felt comfortable speaking in the target language in a secure space. They can express themselves freely thanks to the Flip app, which fosters a supportive environment that contributes to their confidence. Additionally, by using the app creatively, students are demonstrating their innovative spirit and how they learn quickly and joyfully.

### **Rubrics**

The project includes a rubric to assess the effectiveness of the Flip app in improving students' speaking skills. This rubric, overseen by teachers Lissette Tomalá and Cecilia Salazar, provides a structured approach to evaluating oral presentations. It consists of four key categories: Pronunciation, Vocabulary, Grammar, and Fluency, each with a scale ranging from 1 (Need improvement) to 4 (Very Good).

In the Pronunciation category, students are evaluated based on the clarity of their pronunciation and the accuracy of basic sounds and words. The Vocabulary category assesses the appropriateness and adequacy of the student's vocabulary for the given tasks, particularly focusing on A1-level vocabulary. The Grammar category looks at the correctness of word order and grammar structures in simple sentences, again focusing on A1 level. Lastly, the Fluency category evaluates the flow of speech, including hesitations, pauses, and interruptions. This rubric provides a comprehensive framework for assessing students' speaking skills, helping teachers track progress and identify areas for improvement.

In summary, this research project uses a thorough and structured quantitative approach to

assess how the Flip app affects the speaking skills of seventh-grade students. The methodology employs a pre-test/post-test control group design to gauge the app's effectiveness. The pre-test evaluates students' initial speaking abilities, the post-test measures their skills after using the app, and a control group offers a basis for comparison.

To ensure consistent data collection, a matrix operationalization aligns specific speaking skills with assessment criteria. This includes tasks that evaluate fluency, accuracy, vocabulary use, and pronunciation, all scored using a customized rubric. Adhering to established frameworks and guidelines, the research methodology maintains clear objectives, organized data, and accurate communication of findings.

By using a quantitative approach, this study offers valuable insights into how technology-based learning tools impact student outcomes, aiding evidence-based decision-making in education. The findings have the potential to guide educators in integrating technology into their teaching methods effectively. Educators can use these findings to develop strategies for integrating technology that align with their instructional goals and the needs of their students. Additionally, the study emphasizes the importance of ongoing professional development for educators to stay abreast of new technologies and best practices for integrating them into the classroom. By leveraging the insights from this study, educators can create more engaging and effective learning environments that support students' language development.

Overall, this study's methodological rigor and potential to enhance language learning outcomes in the digital age make it a significant contribution to the field, including the use of pre- and post-tests and surveys, adds to its credibility and reliability. The comprehensive approach to data collection and analysis provides valuable insights into the effectiveness of the Flip app in improving students' speaking skills.

## **CHAPTER 3 PRESENTATION AND VALIDATION OF THE PROPOSAL**

Chapter 3 of this study presents the proposal for enhancing the speaking skills of seventh-grade students at Dr. Antonio Moya Sanchez School through the use of the Flip app. The chapter focuses on the presentation and validation of the proposal, detailing how the app can influence and improve students' speaking abilities.

The proposal emphasizes the importance of integrating technology into language education and highlights the potential benefits of using the Flip app. It outlines a structured plan for implementing the app, including pre-tests to assess students' initial speaking proficiency, two months intervention period using the app, and post-tests to measure improvement.

By presenting a detailed proposal, the chapter demonstrates a thorough understanding of the potential impact of the Flip app on students' speaking skills. It provides a clear rationale for the intervention and outlines how the app can be effectively integrated into the curriculum to enhance language learning outcomes.

Overall, Chapter 3 serves as a comprehensive overview of the proposal to improve students' speaking skills through the use of the Flip app. It highlights the innovative nature of the intervention and its potential to transform language education at Dr. Antonio Moya Sanchez School.

### **Foundations of the proposal**

The proposal to enhance the speaking skills of seventh-grade students at Dr. Antonio Moya Sanchez School is built on the idea that effective communication is crucial for learning a

language. Recognizing the importance of speaking skills in this process, the proposal suggests using the Flip app as a tool to help students improve their verbal expression.

The proposal aims to create an interactive and engaging environment by using the Flip app's special features, like adaptive learning and gamification. These features are expected to boost students' motivation and interest in language learning, making it more enjoyable and accessible. By integrating the app into the curriculum, the proposal seeks to enhance traditional teaching methods, providing students with a holistic approach to developing their speaking abilities.

### **Literature review of the proposal**

In recent years, there has been a growing interest in using technology to enhance language learning, particularly in developing speaking skills. Research has shown that technology can provide innovative and effective ways to improve speaking proficiency. One such technology is the Flip app, which has gained popularity for its ability to create interactive and engaging learning experiences.

Studies exploring the impact of using the Flip app on speaking skills among high school students have shown significant improvement in fluency, vocabulary use, and pronunciation after using the app for a period of time. The app's personalized feedback and real-time assessment were highlighted as contributing factors to its effectiveness in improving speaking skills.

Other research on the use of mobile applications in language learning has found that students who used apps like Flip showed higher levels of motivation and engagement compared to traditional methods. Incorporating gamification features into language learning, such as

rewards and challenges, has also been shown to increase students' motivation to practice speaking and make the learning process more enjoyable and effective.

Overall, the literature supports the use of technology, particularly the Flip app, as a valuable tool for enhancing speaking skills in language learning. Its interactive and personalized approach, combined with gamification features, can provide students with a dynamic and engaging learning experience, leading to improved speaking proficiency.

### **Justification of the proposal**

The proposal to enhance the speaking skills of seventh-grade students at Dr. Antonio Moya Sanchez School by using the Flip app is supported by several key reasons. Firstly, there's a growing trend in education to incorporate technology for better learning outcomes. The Flip app, with its instant feedback and varied multimedia content, offers a way to guide students and expose them to real-world language use, crucial for improving speaking skills. This approach aligns with modern educational practices that aim to blend technology with traditional teaching methods to suit different learning styles.

Secondly, the proposal addresses the specific challenges faced by language learners, especially in developing speaking proficiency. Traditional classrooms often struggle to provide enough opportunities for authentic speaking practice and feedback. The Flip app, however, provides a platform for students to practice speaking in a supportive environment. By integrating the app into the curriculum, students can engage in interactive speaking activities that simulate real conversations, bridging the gap between classroom learning and practical application.

## **Feasibility of the proposal**

The proposal to enhance seventh-grade students' speaking skills through the use of the Flip app at Dr. Antonio Moya Sanchez School is highly feasible. Firstly, the school already has the necessary infrastructure to support the integration of technology in education. With access to computers or mobile devices and internet connectivity, students can easily download and use the Flip app. Additionally, teachers can be trained to incorporate the app into their lessons, ensuring its effective use in enhancing students' speaking skills.

Secondly, the cost of implementing the proposal is relatively free compared to the potential benefits. The Flip app is a cost-effective tool that can be easily accessed and used by students and teachers. Furthermore, the app's user-friendly interface requires minimal training, making it easy to integrate into existing language learning programs.

## **Benefits**

The proposal to enhance seventh-grade students' speaking skills through the use of the Flip app at Dr. Antonio Moya Sanchez School offers several significant benefits. Firstly, the app provides a dynamic and interactive platform for students to practice speaking, which can lead to improved fluency and confidence. Secondly, the app's adaptive learning technologies tailor exercises to individual students' needs, ensuring that each student receives personalized support.

Thirdly, the app's gamification features make learning enjoyable and engaging, motivating students to actively participate in their language learning journey. Additionally, the app's real-time feedback allows students to receive immediate corrections and suggestions for improvement, facilitating faster progress. Overall, the proposal has the potential to revolutionize

language learning at the school by providing students with a modern and effective tool to enhance their speaking skills.

## **Survey Results**

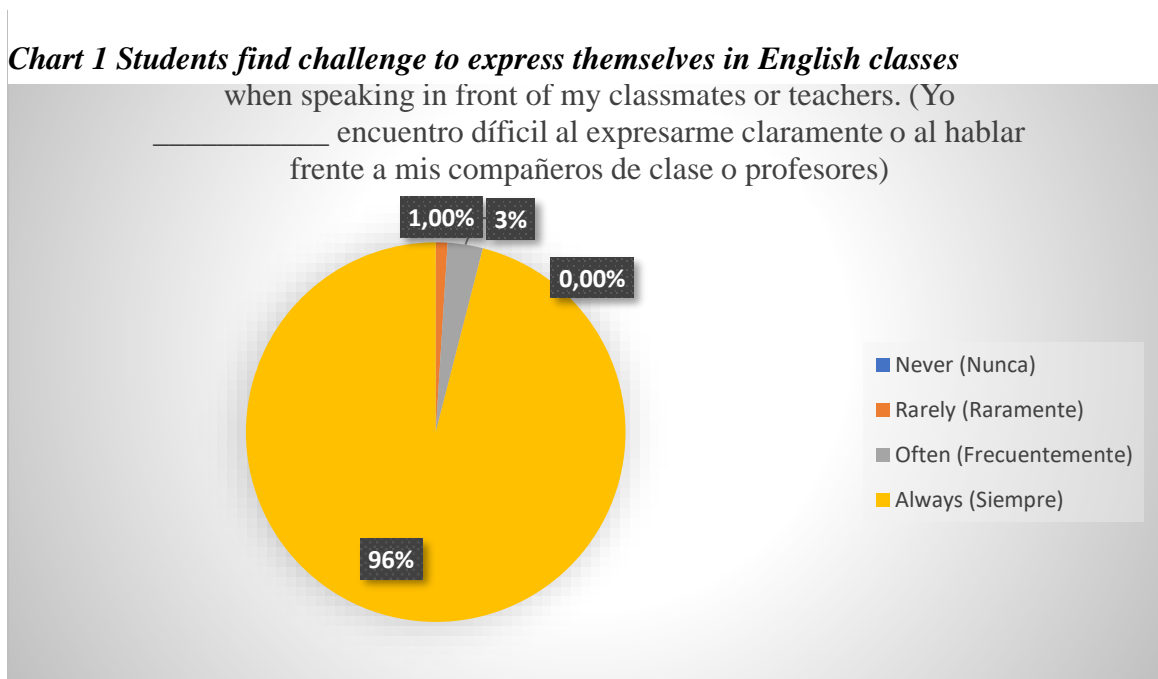
After completing the pre-test and post-test, the seventh-grade students class “B” at Dr. Antonio Moya Sánchez participated in a survey to provide feedback on their experience using the Flip app in their learning process. The survey focused on their perception of how the app helped them improve their speaking skills. The results of the survey are presented in the following graphics, which detail the students’ feelings about the app and its impact on their language development.

The survey included questions about the students' overall satisfaction with the Flip app, the specific features they found most helpful, and how frequently they used the app to practice speaking. Additionally, students were asked to rate their confidence in speaking English before and after using the app, as well as their perceived improvement in pronunciation, fluency, vocabulary use, and overall effectiveness of communication. The survey aimed to gather qualitative data on the students' experiences with the app, providing valuable insights into its effectiveness as a language learning tool.

The survey also inquired about the students' preferences for using the Flip app compared to traditional language learning methods. Students were asked to share any challenges they faced while using the app and provide suggestions for improvement. Furthermore, the survey sought to understand how the app influenced their motivation and engagement in learning English. The results of the survey are crucial for evaluating the overall effectiveness of the Flip app in enhancing students' speaking skills and informing future enhancements or modifications to the app. Through the students' feedback, educators can gain a deeper understanding of the app's

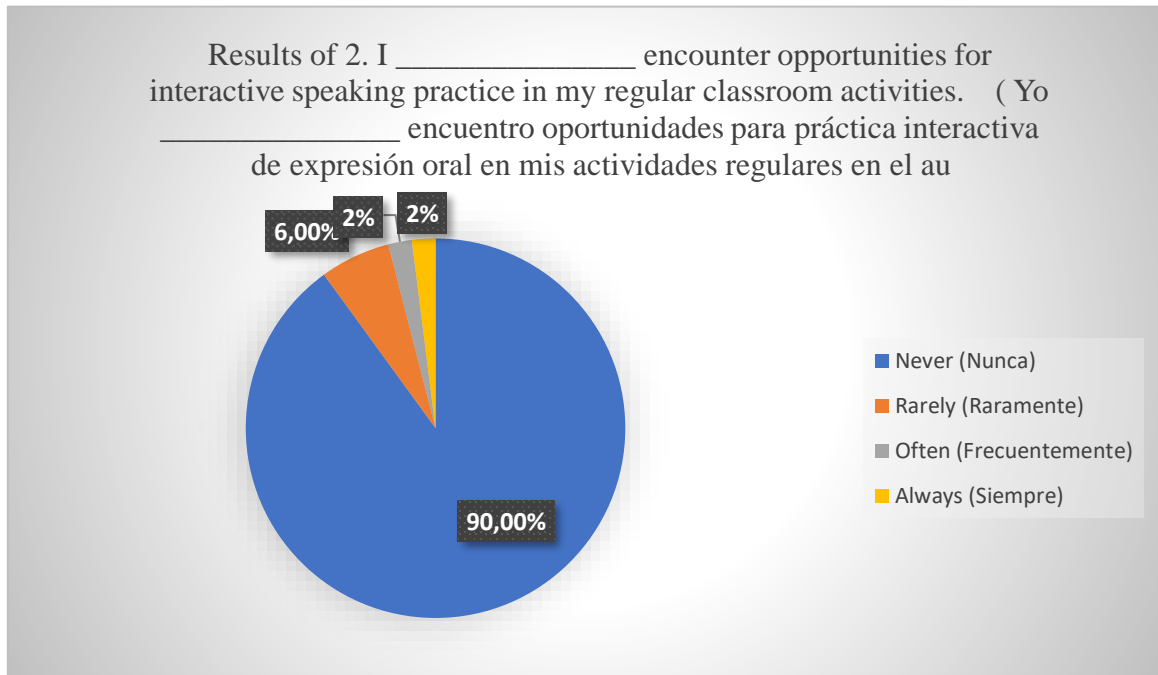
impact on language learning and tailor instructional approaches to better meet the needs of students.

**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)



Based on the results, a significant proportion of participants (96%) consistently experience difficulty articulating their thoughts coherently when speaking in front of their peers or educators in English language. Merely (3%) of respondents said they find it difficult often, and (1%) mentioned they find it rarely difficult. It is interesting to note that none of the respondents said they never find it difficult. This shows that a substantial percentage of the respondents might find it difficult to speak in front of others and might profit from assistance or tools to help them become more effective communicators in these circumstances.

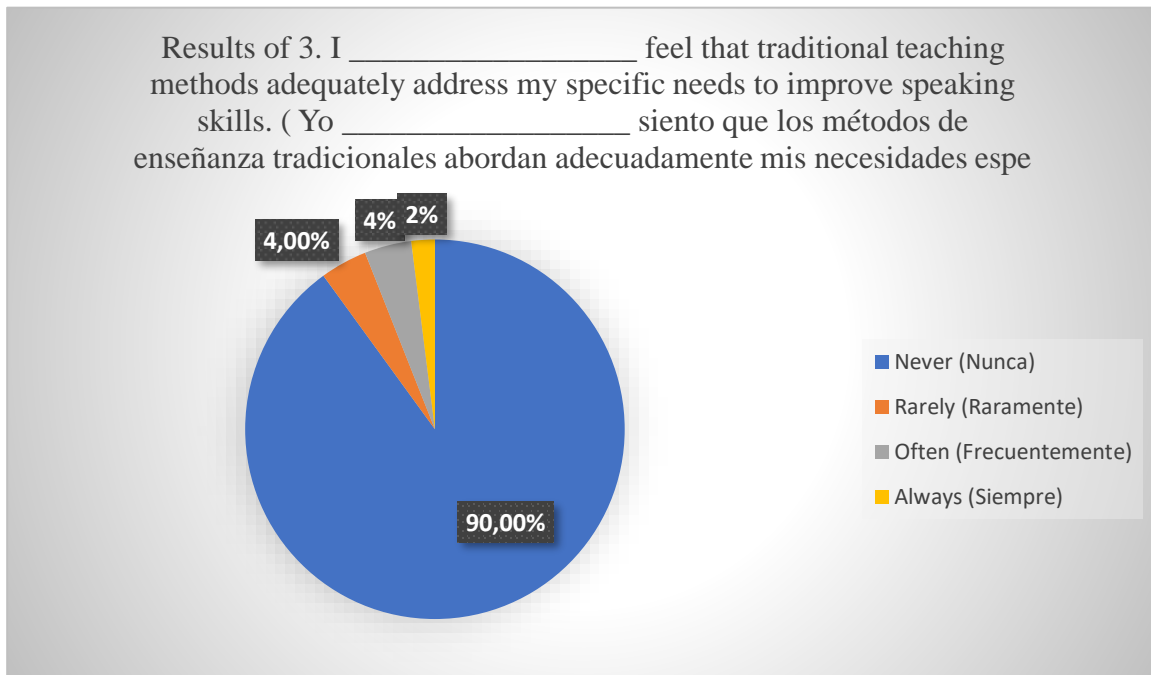
**Chart 2** *Students do not have opportunities for interactive speaking practice in classes*



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

This data suggests that the majority of respondents (90%) never encounter opportunities for interactive speaking practice in their regular classroom activities. A small percentage (6%) reported rarely encountering such opportunities, while only (2%) reported often or always run into them. This indicates a potential lack of emphasis on interactive speaking practice in the regular classroom activities of the respondents, which impact their development of speaking skills.

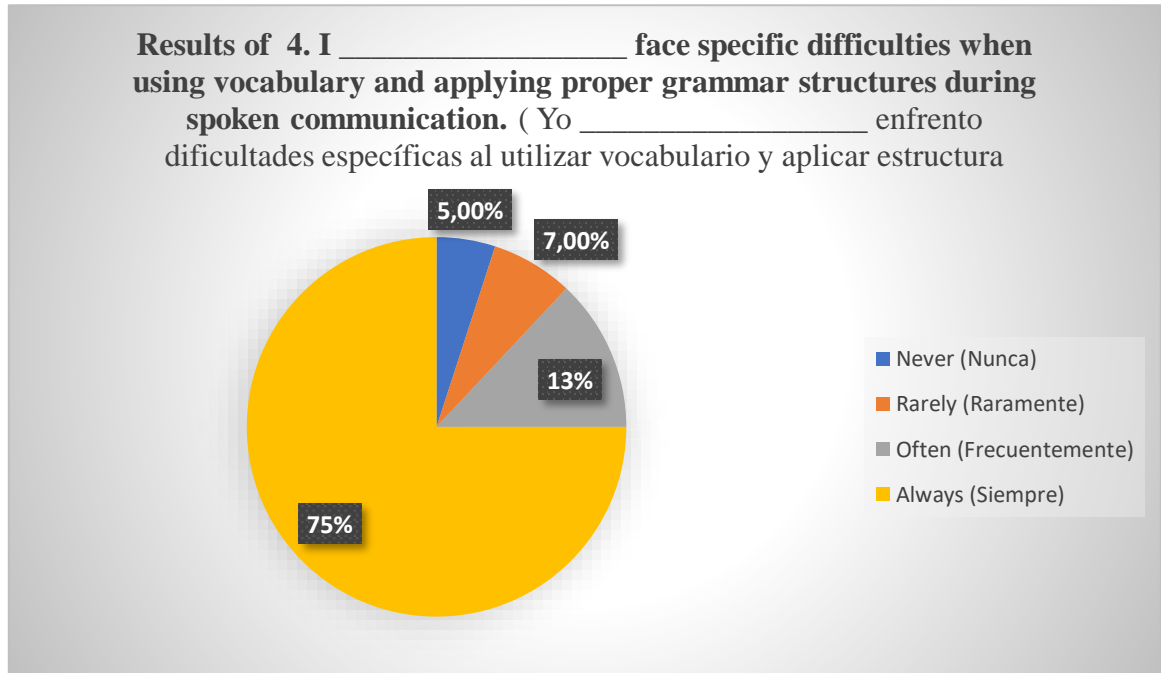
**Chart 3** *Students feel that traditional teaching methods are not adequate*



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The results indicate (90%) of respondents never feel that traditional teaching methods adequately address their specific needs to improve speaking skills. A small percentage (4%) reported rarely feeling this way, while (4%) reported often feeling in the same position. On the other hand (2%) of the respondents testified always encounter those traditional methods are adequate for communicative abilities. This suggests traditional teaching methods and the specific needs of the respondents must be change in order to improve the speaking skills in the target language.

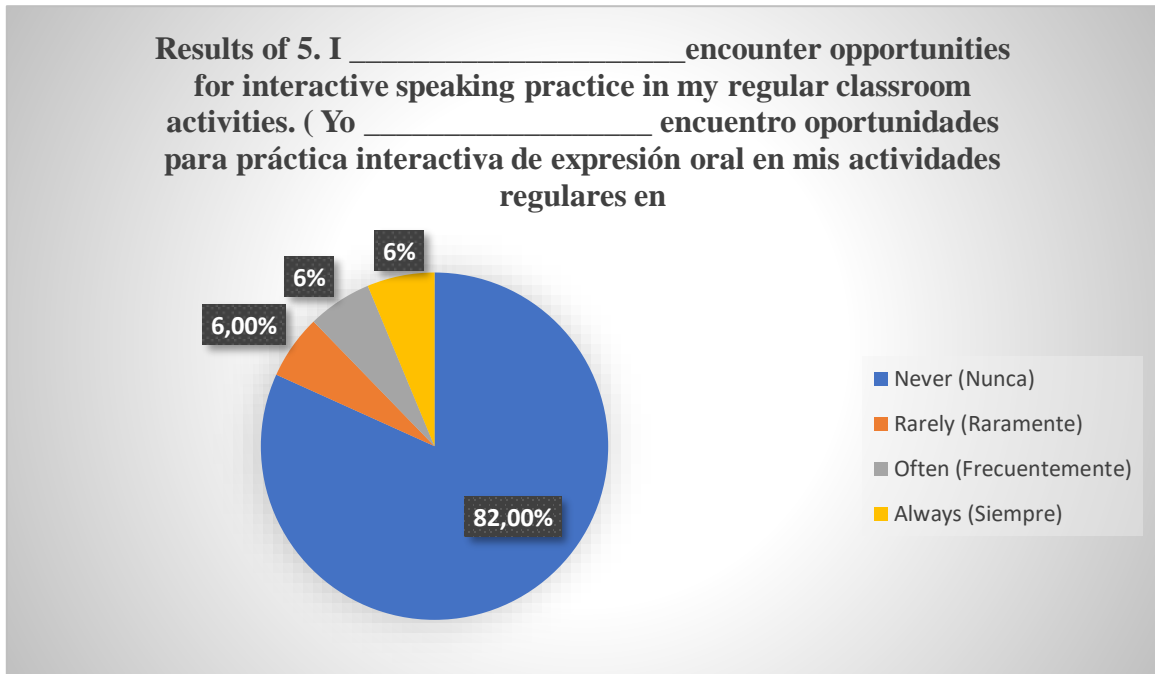
**Chart 4 Students face specific difficulties to use vocabulary and proper grammar structures**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

Based on the results, the majority of participants, specifically 75%, always face difficulties when using vocabulary and applying proper grammar structures during spoken communication. This indicates a significant challenge for a large portion of the population surveyed. Additionally, 13% of respondents often face these difficulties, suggesting that a notable portion of individuals find these challenges frequently. Meanwhile, 7% rarely experience such difficulties, implying that while it is not a common occurrence for them, it still happens occasionally. Finally, only 5% of respondents never encounter these issues, indicating that it is relatively uncommon for individuals to have no difficulties with vocabulary and grammar during spoken communication.

**Chart 5 Students do not have opportunities for interactive speaking**

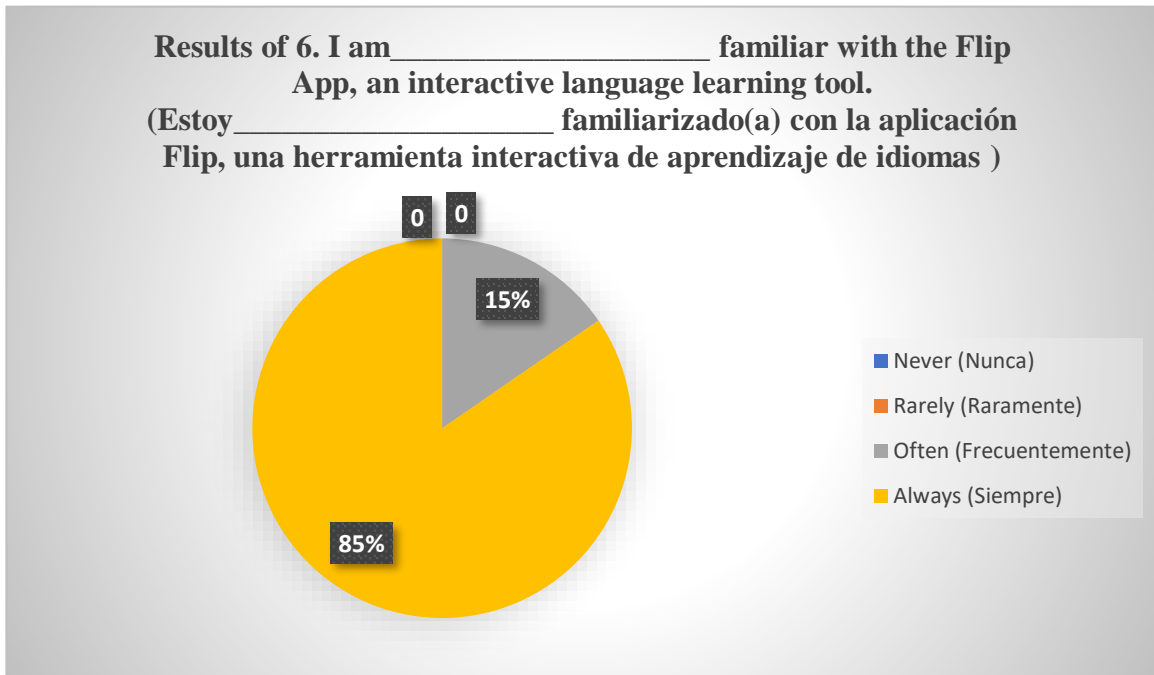


**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The provided data shows that a significant majority of population (82%) never find opportunities for interactive speaking practice in their regular classroom. This suggests a considerable gap in the provision of interactive speaking practice within the classroom environment for the majority of individuals surveyed.

Furthermore, only a small percentage of participants (6% each), reported facing opportunities for interactive speaking practice either rarely, often or always in their regular classroom. This indicates that interactive speaking practice is frequently integrated into classroom activities for a minority of individuals, with even fewer experiencing it frequently or consistently.

*Chart 6 Students are familiar with Flip App learning tool*

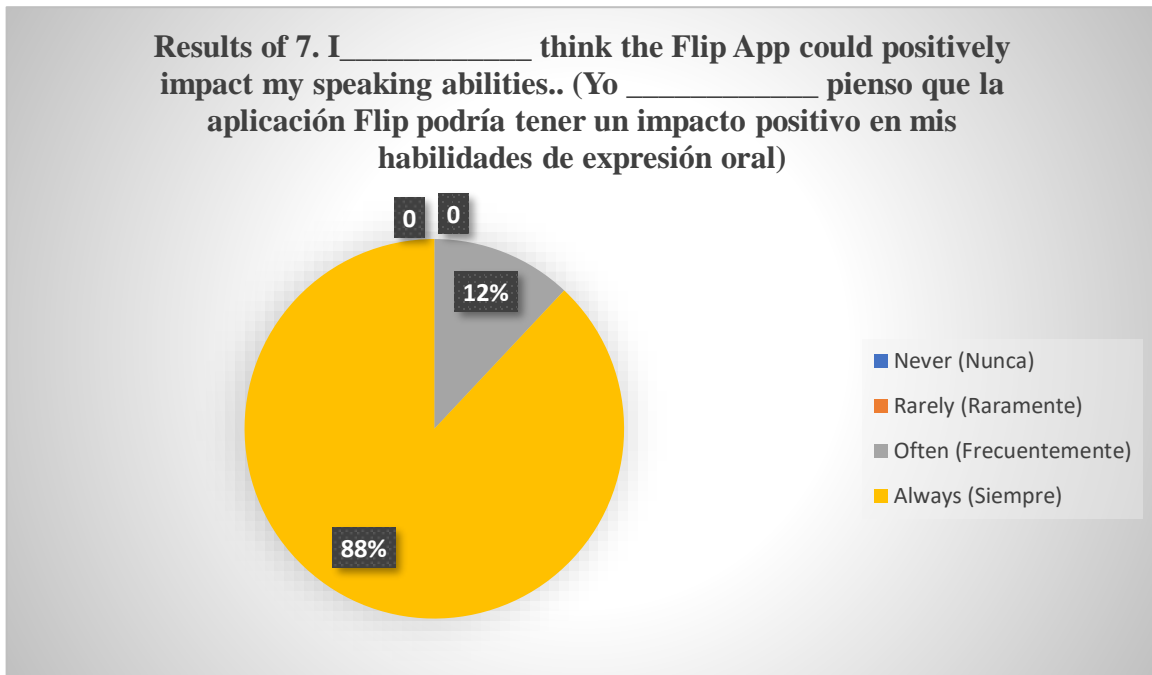


**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The results indicate that the vast majority of respondents, (85%) always claim to be familiar with the Flip App, an interactive language-learning tool. This high percentage suggest widespread awareness and usage of the Flip App among the surveyed population. Additionally, 15% of participants reported often being familiar with the tool. This indicates that a smaller but still significant portion of individuals is regularly acquainted with this language-learning tool.

Notably, none of the respondents indicated being never or rarely familiar with the Flip App, implying that it has achieved a high level of recognition and usage within the measured population.

**Chart 7 Students think Flip App has a positive impact in speaking skills**

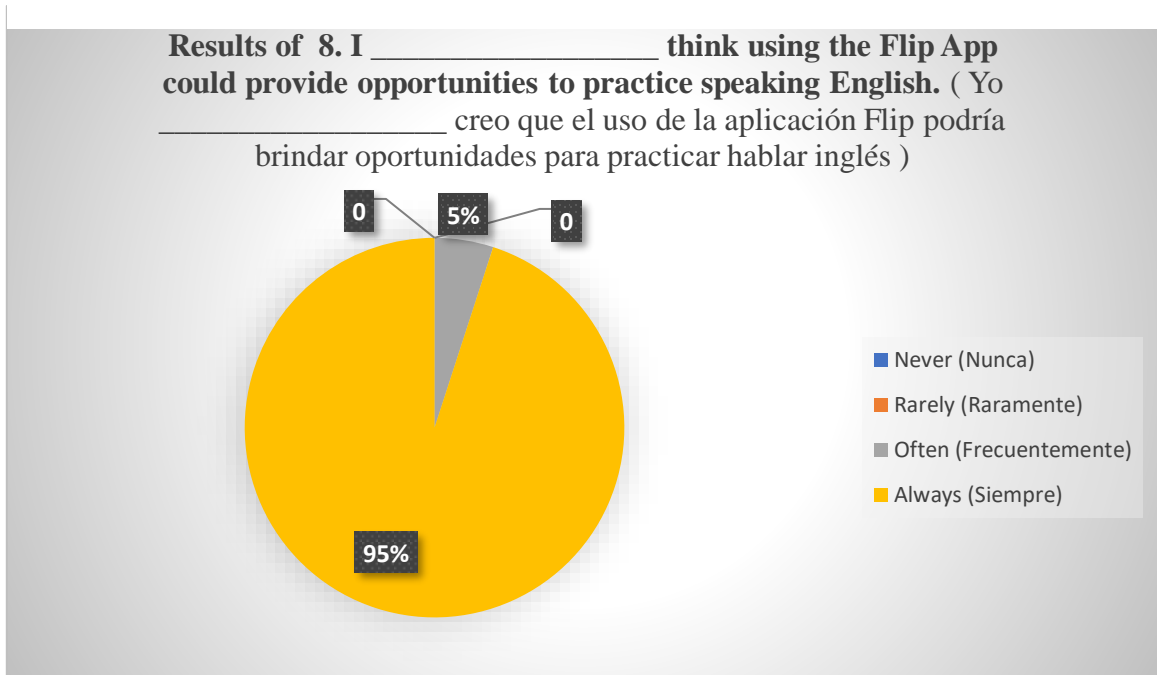


**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The results indicate that 88% of the population always believe that the Flip App could positively affect their speaking abilities. This high percentage indicates strong confidence among the graphed population in the potential effectiveness of the Flip App for improving speaking skills. Furthermore, none of the respondents indicated never or rarely believing that this tool could positively influence their speaking abilities, suggesting a widespread optimism regarding its potential benefits.

Only 12% of participants reported often believing in the positive impact of the Flip App on their speaking abilities. While this percentage is smaller compared to those who always hold this belief, it still represents a noteworthy portion of individuals who see potential benefits in using this tool for enhancing their speaking skills.

**Chart 8 Students' thinking about the opportunities of Flip app to practice speaking skills**

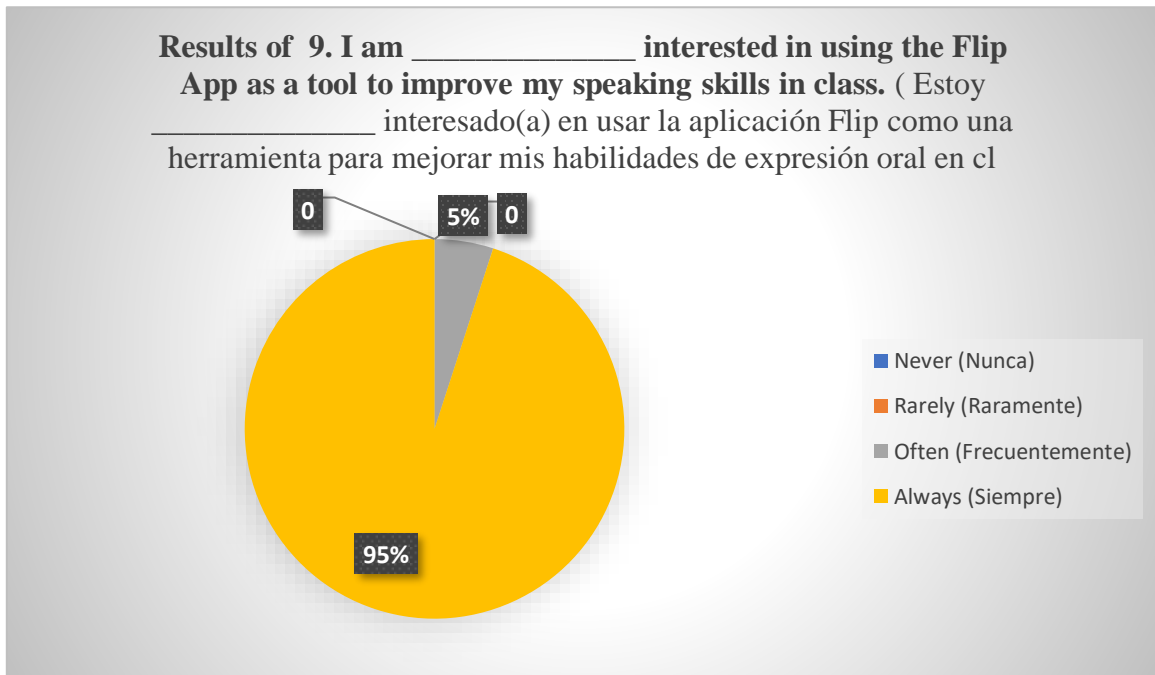


**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

This high percentage indicates a strong agreement among the participants regarding the potential of Flip App to facilitate speaking practice in English. Furthermore, none of the respondents indicated never or rarely believing that using the Flip App could provide such opportunities, suggesting a extensive confidence in its efficacy for language practice.

Only 5% reported often believing in the potential of the Flip App to provide opportunities for speaking practice in English. While this percentage is smaller compared to those who always hold this belief, it still represents a minority of individuals who recognize the potential benefits of the Flip App in this concern.

**Chart 9 Students are interested in using Flip app to improve speaking skills.**

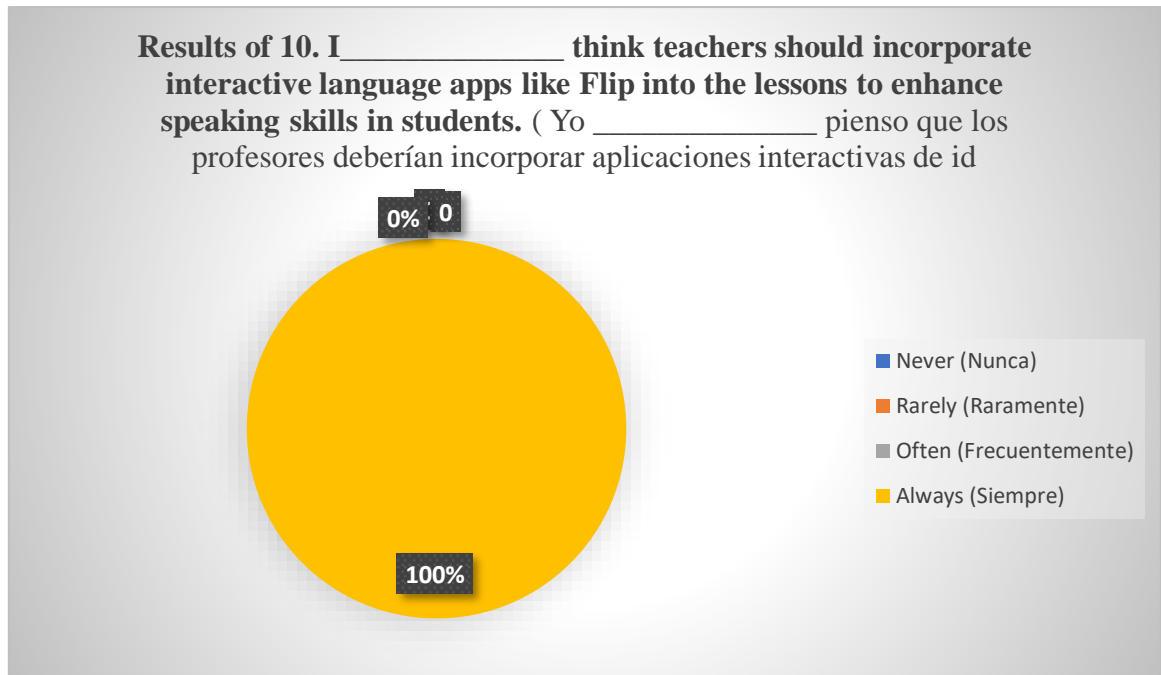


**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

Based on the results, it is evident that an overwhelming majority of participants (95%) always express interest in using the Flip App as a tool to improve their speaking skills in class. This high percentage indicates a strong and widespread interest among the surveyed population in utilizing the Flip App for this purpose.

The 5% of the participants reported often expressing interest; it still represents a minority. This analysis highlights a high level of interest and enthusiasm among respondents regarding the potential of the Flip App as a tool for improving speaking skills in class, underscoring its perceived value as a beneficial resource for language learning and communication enhancement.

**Chart 10 Teachers should incorporate Flip app to improve speaking skills**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The results show that participants believe that teachers should incorporate interactive language apps like Flip into the lessons to enhance speaking skills in students. This indicates a unanimous consensus among the surveyed population regarding the importance and effectiveness of integrating such apps into language learning curricula.

This analysis underscores a strong and clear authorization among respondents for the incorporation of interactive language apps like Flip into educational settings to reinforce students' learning and emphasizes the importance of leveraging digital resources to optimize language education outcomes.

## **Activities applied during the proposal**

### ***Week one***

In October, on the 30th and 31st, the language learning project introduced the Flip app to students. Sessions began with a warm welcome and an overview, emphasizing effective communication skills. Clear objectives were set for the day to ensure students understood what they would learn. The app's key features, like speaking tasks and feedback mechanisms, were highlighted to familiarize students with its potential. After the introduction, students navigated the app to access speaking tasks, with important sections like task lists and feedback options highlighted. A practice session allowed students to apply their knowledge in pairs or small groups, reinforcing their understanding. The lesson concluded with a brief recap and homework assignment to explore the app further.

### ***Week two***

In early November, specifically on the 7th and 9th, the language learning project focused on enhancing students' vocabulary skills. The lesson began with a review of the previous week's tasks and feedback to ensure students were familiar with the concepts. New vocabulary words were introduced, and the Flip app was utilized for interactive vocabulary-building exercises. Students worked in pairs, engaging in vocabulary games and exercises on the app to encourage collaboration and discussion. A group discussion followed, where students shared and discussed the new words' usage in context. They also participated in a word association game and used multimedia features in the app to explore related words. A vocabulary quiz provided immediate feedback, reinforcing correct answers. Finally, a creative writing task challenged students to use the new vocabulary in a short story or dialogue, promoting creativity and linguistic expression.

### ***Week three***

In the English classes held on November 14th and 16th, students focused on expanding their vocabulary and improving their fluency, with the Flip app playing a central role. Each session started with a review of the previous week's tasks and feedback to ensure clarity. The first day emphasized fluency-building exercises, introducing the concept and providing interactive speaking practice. The app served as a safe space for students to boost their confidence in speaking. On the second day of each session, students engaged in pair work, participating in role-play scenarios to apply their vocabulary in context. They recorded their role-plays using the Flip app, enhancing their communication skills. A group discussion followed, exploring the importance of fluency in communication and motivating students to practice outside the classroom.

### ***Week four***

In the English classes on November 21st and 23rd, students focused on enhancing their pronunciation skills through interactive activities using the Flip app. Each session began with a review of the previous week's material to reinforce learning and address any questions. The first activity involved pronunciation exercises on the app, targeting specific sounds and patterns. Students practiced individually, receiving personalized feedback. Next, they worked in pairs on pronunciation drill worksheets, encouraging collaboration and peer feedback. This approach not only strengthened their individual skills but also promoted peer learning. The lessons concluded with a group discussion on common pronunciation challenges, fostering a deeper understanding of effective communication. Overall, these sessions provided a dynamic platform for students to practice and refine their pronunciation skills with the aid of the Flip app.

### *Week five*

In November, specifically on the 28th and 30th, English classes focused on improving students' comprehension and usage of idiomatic expressions. The lessons began with a review of the prior week's material to reinforce understanding and address uncertainties. Using the Flip app, students practiced idiomatic expressions by constructing sentences incorporating these phrases. This interactive exercise allowed for immediate feedback, fostering independent learning. Students then engaged in paired activities to develop dialogues using idiomatic expressions, promoting creative thinking and peer learning. The lessons concluded with a group discussion on the everyday usage of idioms, enhancing comprehension and encouraging cultural awareness in language use. Overall, these sessions provided valuable opportunities for students to practice and broaden their knowledge of idiomatic expressions in an engaging and interactive manner

### *Week six*

On December 5th, the lesson aimed to refine spoken English accuracy, starting with a quick review of the previous week's tasks and feedback. This session set a solid foundation for the day's activities, ensuring continuity and addressing any concerns. Students then engaged in accuracy-focused exercises using the Flip app, targeting grammar, vocabulary, and pronunciation, with immediate feedback provided. This interactive approach facilitated dynamic learning, encouraging active participation. Transitioning to December 7th, the lesson continued to focus on enhancing spoken English accuracy.

It began with a thorough review of tasks and feedback from the previous week, ensuring coherence and addressing any outstanding questions. Students then immersed themselves in accuracy-focused exercises using the Flip app, providing targeted practice and immediate

feedback to reinforce accurate language use. Following this, students participated in pair work, collaborating to identify and correct grammar and syntax errors. This collaborative activity promoted teamwork and practical application of accuracy concepts covered earlier. Both sessions concluded with a group discussion on the significance of accuracy in speaking, enriching students' understanding. Overall, these activities provided students with ample opportunities for practice, collaboration, and reflection on improving their spoken English accuracy.

### *Week seven*

On December 12th, the class focused on improving conversational skills, starting with a review of the prior week's tasks for reflection. Students then practiced conversations using the Flip app, targeting fluency, comprehension, and response formulation. The app's interactive nature provided instant feedback, enhancing skill development. Students engaged in paired dialogues, exploring specific topics, and applying conversational strategies in realistic scenarios. This collaborative work promoted teamwork and skill refinement. The session ended with a group discussion on effective communication strategies, allowing students to share insights and solidify their understanding.

Continuing on December 14th, the class continued its focus on improving conversational skills. It began with a review of tasks and feedback, ensuring clarity and addressing uncertainties. Students practiced conversations using the Flip app, improving various aspects of communication. The interactive features of the app facilitated simulated conversations and provided immediate feedback. Paired activities allowed students to practice in realistic contexts, promoting active engagement and skill development. The day ended with a group discussion on effective communication strategies, enriching students' understanding and encouraging practical application. Throughout both days, activities were designed to engage students actively in

enhancing their conversational abilities, providing ample opportunities for practice, collaboration, and reflection.

### ***Week eight***

On December 19th, the class focused on the culmination of students' speaking skills development through the Final Presentation. The day began with a review of tasks and feedback from the previous week, allowing students to reflect and address concerns before their final presentation. Students engaged in final practice sessions using the Flip app to refine their speaking skills, focusing on pronunciation, fluency, and clarity. Interactive scenarios on the Flip app provided practice and instant feedback, preparing them effectively.

Students then paired up to perfect their presentation content, organize ideas, and enhancement sending. This collaborative effort encouraged support and teamwork, with peer feedback enabling necessary adjustments. The day concluded with group presentations and feedback, the feedback session allowed students to celebrate achievements and support each other in their growth as speakers, reinforcing learning and preparing them for future speaking activities.

### **Pre-test results**

The primary aim of the pretest conducted with seventh-grade students "B" at Dr. Antonio Moya Sánchez School was to evaluate their initial proficiency in key communicative skills identifying strengths, weaknesses, and areas for improvement. The results demonstrated varying levels of proficiency across different areas, including pronunciation, vocabulary, fluency, confidence, grammar, and engagement.

In the pretest analysis, the study evaluated various aspects contributing to seventh-grade students' speaking proficiency. This included fluency, vocabulary, pronunciation, accuracy,

intonation, motivation, and the potential influence of their native language. Fluency was assessed based on students' ability to speak smoothly and continuously, without excessive pauses.

Vocabulary use was examined to gauge the range and appropriateness of words students selected in their speech. Pronunciation was evaluated for clarity and accuracy in producing sounds and words. Accuracy in grammar and language use was also considered, along with intonation to assess pitch variation and emotion conveyed in speech. Motivation levels were noted, as they impact students' willingness to engage in language practice. Additionally, the analysis considered how students' native language might affect their pronunciation, grammar, and vocabulary use in the target language, highlighting potential areas for improvement.

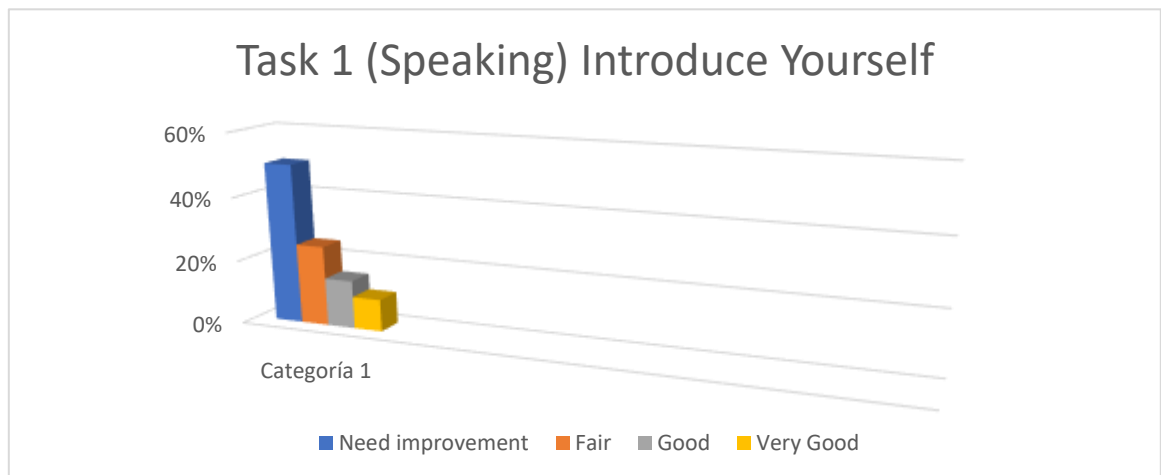
By examining these elements in the pretest, the study aimed to establish a baseline for monitoring students' progress throughout the intervention with the Flip app. Understanding students' proficiency levels in these areas helped in planning lessons within the English curriculum. The goal was to reduce student anxiety by providing timely feedback and tailored instruction to address specific areas of need. Considering the limited 45-minute class duration, the pretest results also informed strategies for maximizing the app's impact on improving students' speaking skills.

Furthermore, the pretest results will also help assess the impact of the Flip app on lesson planning within the English area. Understanding students' proficiency levels allows teachers to design lessons that are appropriately challenging and engaging, helping to reduce student anxiety and enhance their learning experience. Additionally, the results will inform the provision of timely feedback to each student, which is crucial for their development. Considering the 45-minute class duration, teachers can use the pretest results to efficiently allocate time and

resources, ensuring that students receive the support they need to improve their speaking skills effectively.

The pre-test conducted with seventh-grade students "B" at Dr. Antonio Moya Sánchez School provided valuable insights into the students' initial proficiency in key communicative skills. The results of the pretest identified areas of strength and weakness, establishing a crucial baseline for monitoring students' progress throughout the intervention with the Flip app. These findings will inform lesson planning within the English area, allowing teachers to design targeted interventions that address specific needs and provide timely feedback to each student. Overall, the pretest results will play a vital role in assessing the impact of the Flip app on students' speaking skills and guiding the implementation of effective teaching strategies to enhance their learning experience.

**Chart 11 Pre- Test result Class “B” 7th grade (Task 1)**



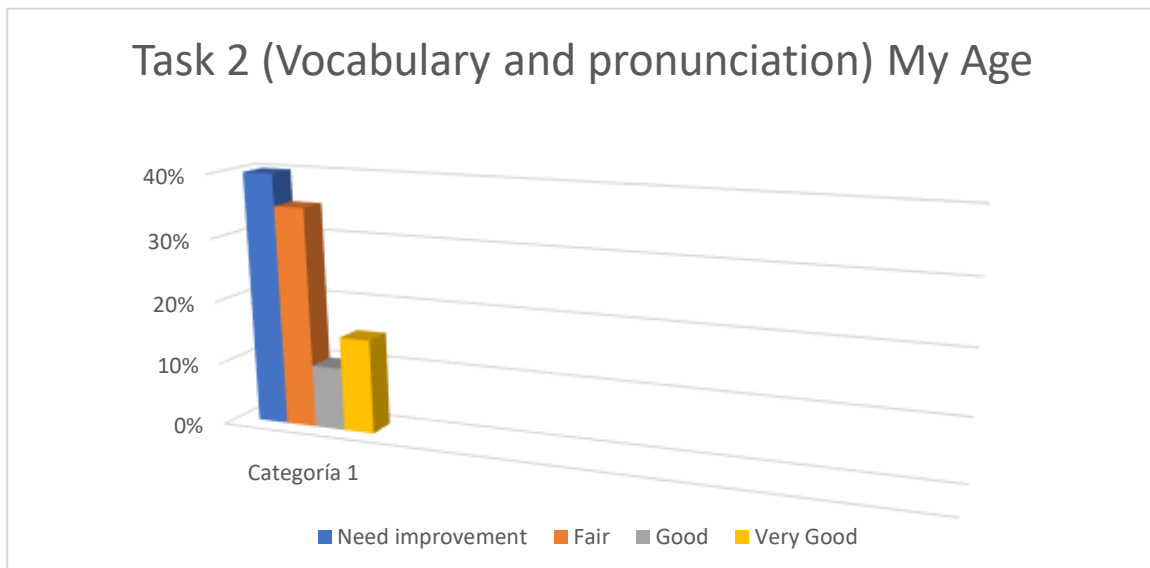
**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

Task 1. According to the data, a considerable proportion of the students (50%) need to improve their speaking skills. This might point to problems with organization, confidence, or clarity when they speak. (25%) of the students fall into the fair performance category, meaning

that while they can introduce themselves, this portion still need to work on their fluency or content delivery.

With (15%) and (10%) in the good and very good categories respectively, fewer students are skilled at introducing themselves with assurance and impact. This analysis suggests that the focus should be on lessons or activities that assist students in improving their introductions and self- confidence.

**Chart 12 Pre- Test result Class “B” 7th grade (Task 2)**

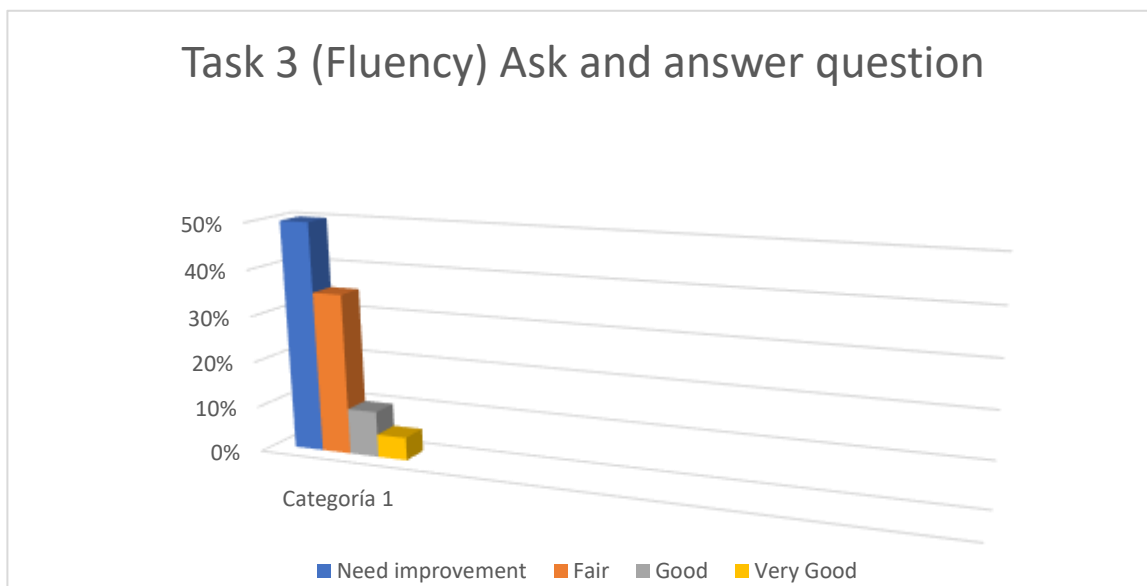


**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

Task 2. This data indicates that a considerable proportion of students (40%) need to improve their vocabulary and pronunciation when talking about their age. This might be a sign of difficulties pronouncing numbers and associated terms clearly or using age-appropriate vocabulary. (35%) of the students fall into the fair performance category. Meaning that they can discuss their age but still need to work on their vocabulary and accurate pronunciation.

The (10%) and (15) of learners fall into the good and very good categories, indicating that a lower portion of students are proficient discussing their age with a good vocabulary range and clear pronunciation in the A1 English level. This analysis suggests that students would benefit from concentrating on lessons or activities that help them become more proficient in age-appropriate vocabulary and pronunciation.

**Chart 13 Pre- Test result Class “B” 7th grade (Task 3)**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

Task 3. According to this data, a substantial percentage of students (50%) need to work on becoming more fluent questioners and responders. This might be a sign of trouble keeping a fluid and natural speech pattern when engaging in interactive conversation within A1 English level. With a (35%) score in the fair performance category, more than one- third of the students can ask and respond to questions somewhat fluently, but speed and fluidity still need to improved.

Just a small portion of students are proficient in this task, as evidenced by the good and very good categories, which comprise (10%) and (5%) of the total, respectively. These students

exhibit a high level of fluency and ease when asking and answering questions. This analysis suggests that the emphasis should be on lessons or activities that help students become more proficient in asking and answering questions.

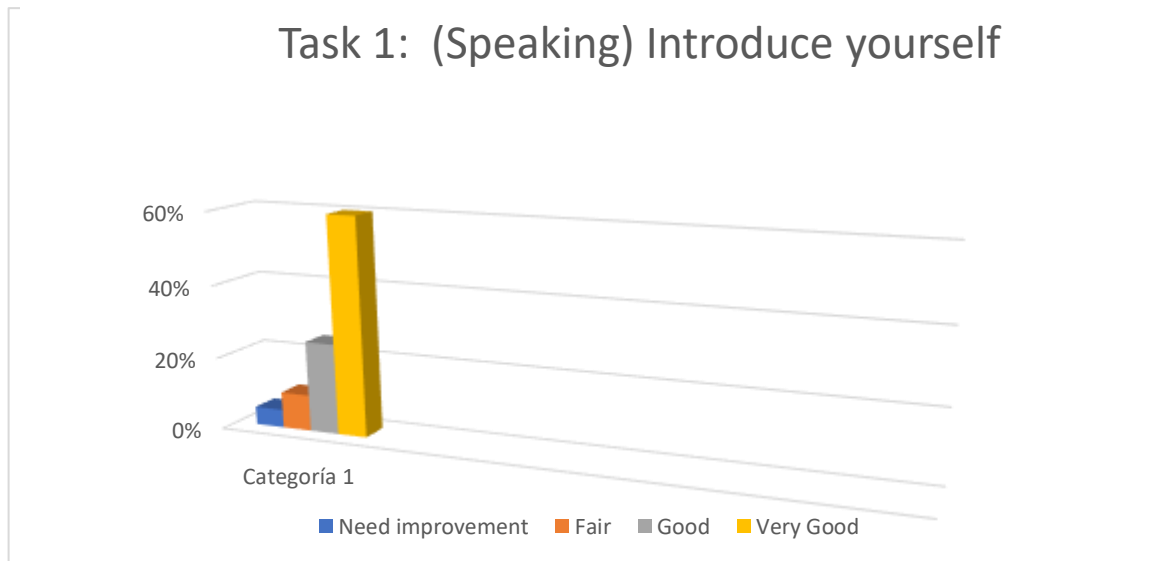
### **Post- Test Result**

The post-test consisted of a single task that encompassed three components similar to those in the pre-test. Students were required to record a video introducing themselves, incorporating personal information such as their names, ages, and likes. This task aimed to demonstrate how the Flip app serves as an effective technological tool to develop speaking skills.

Throughout these activities and the use of the Flip app, students found it most helpful to speak in the target language because they could record and playback their own speech, access model videos provided by teachers, and receive feedback from peers and instructors. This process allowed students to demonstrate their progress and the impact of using the app on their language learning proficiency while enjoying interacting with their classmates in the online seventh-grade community.

The post-test, which was structured as one activity divided into three categories, provided valuable insights into the effectiveness of the Flip app in developing students' speaking skills. By incorporating personal information and answering questions using the app, students were able to demonstrate their ability to communicate in the target language. The post-test highlighted the app's role as a valuable tool for language learning, providing students with opportunities to practice speaking, receive feedback, and engage with course materials in an interactive and engaging manner.

**Chart 14 Post- Test result Class “B” 7th grade (Task 1)**



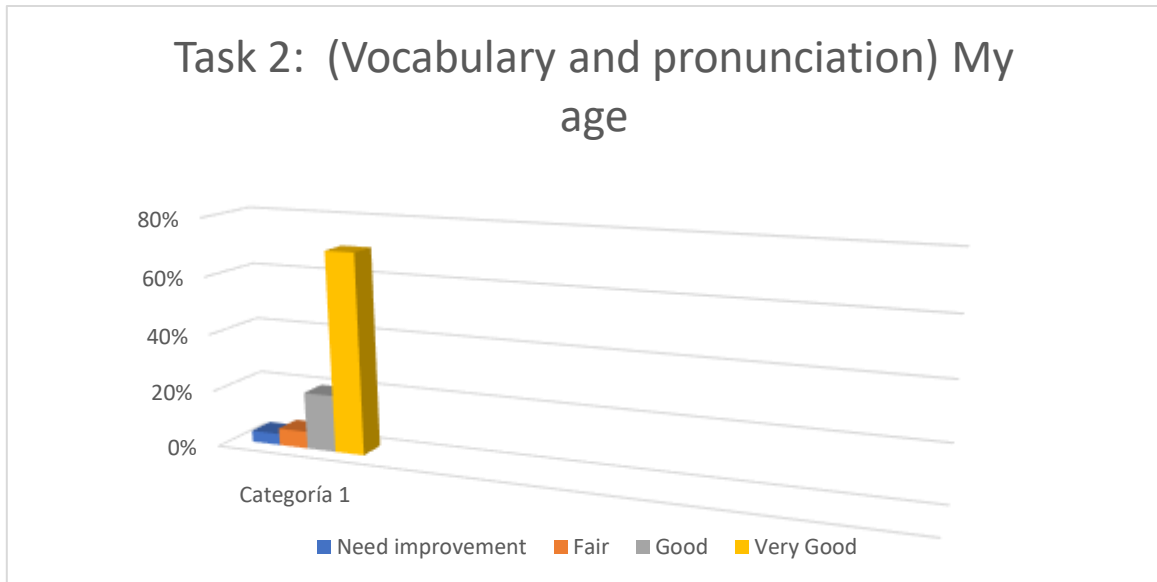
**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

According to this data, the majority of students (60%) complete the task very well, showing a high degree of competency in sharing personal information, using cardinal numbers to present their ages, and likes. These students most likely had the confidence to present their knowledge with clarity and appropriate vocabulary.

The (25%) of the students fell into the good performance category, meaning that some students did well on the task, there is still opportunity for improvement in terms of language complexity or clarity. With a (10%) score the fair performance category shows a minority percentage of students met the minimal requirements for the task. This suggests that students were able to finish the task, but they might have struggled to express their ideas precisely or clearly using cardinal numbers.

This data reveals a tiny percentage of students (5%) may need to work on how they present their likes, ages, when using cardinal numbers as vocabulary, and personal information. It is possible that these students had trouble with their presentation’s confidence, precision, or clarity.

**Chart 15 Post- Test result Class “B” 7th grade**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The data reveals a detailed picture of student performance in Category 1. The majority of students (70%) performed at a very good level, demonstrating a high degree of competency in completing the task. These students were able to share personal information, use cardinal numbers to present their ages, and express their likes with clarity and confidence. Their presentations likely exhibited strong language skills and a good understanding of the task requirements, resulting in well-executed performances.

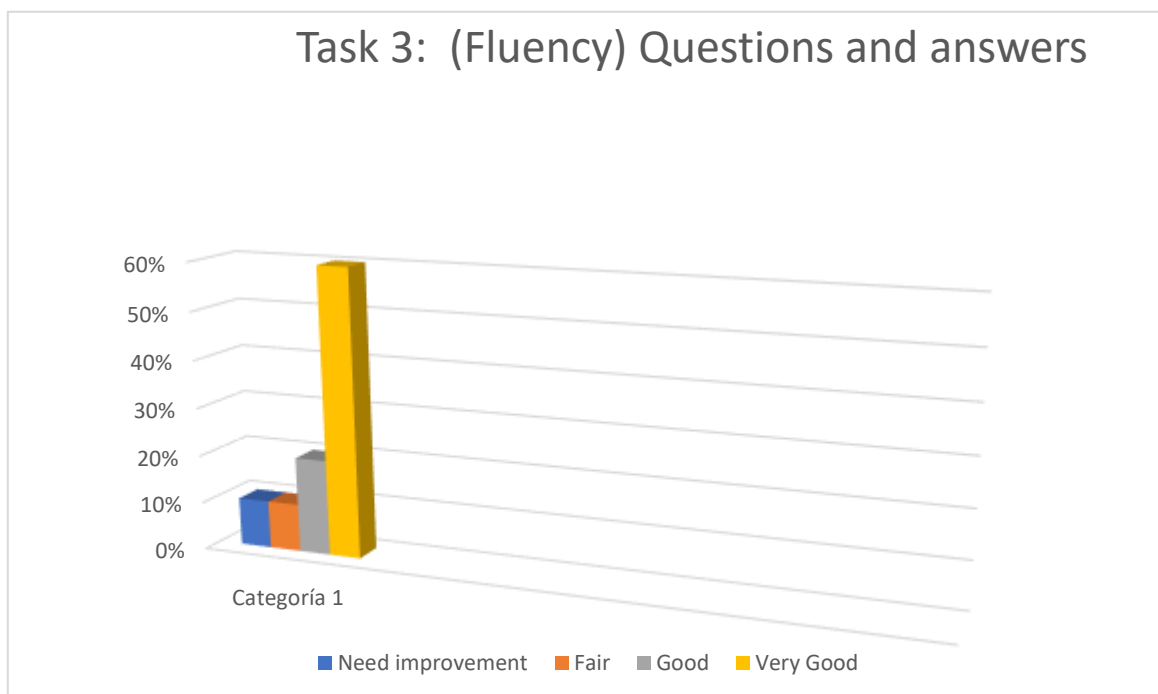
A significant portion of students (20%) performed at a good level. While they completed the task satisfactorily, there is room for improvement in terms of language complexity and clarity. These students may have shown some proficiency in using cardinal numbers and expressing their ideas, but their presentations may have lacked the depth or sophistication seen in the very good category.

A small percentage of students (6%) met the minimal requirements for the task, falling into the fair performance category. While they were able to finish the task, these students may

have struggled to express their ideas precisely or clearly. They may have shown some understanding of using cardinal numbers but lacked the confidence or skill to present their information effectively.

A very small percentage of students (4%) demonstrated a need for improvement in this category. These students likely struggled significantly with the task, possibly having difficulty in sharing personal information, using cardinal numbers, or expressing their likes. They may have required additional support or instruction to complete the task successfully.

**Chart 16 Post-Test result Class “B” 7th grade**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The data provides a detailed breakdown of student performance in Category 1, indicating varying levels of proficiency in completing the task. The majority of students (60%) performed at a very good level, showcasing a high degree of competency. These students demonstrated confidence and proficiency in sharing personal information, using cardinal numbers to present

0their ages, and expressing their likes with clarity and appropriateness. Their presentations were likely well-structured and effectively communicated their ideas, reflecting a strong grasp of the task requirements.

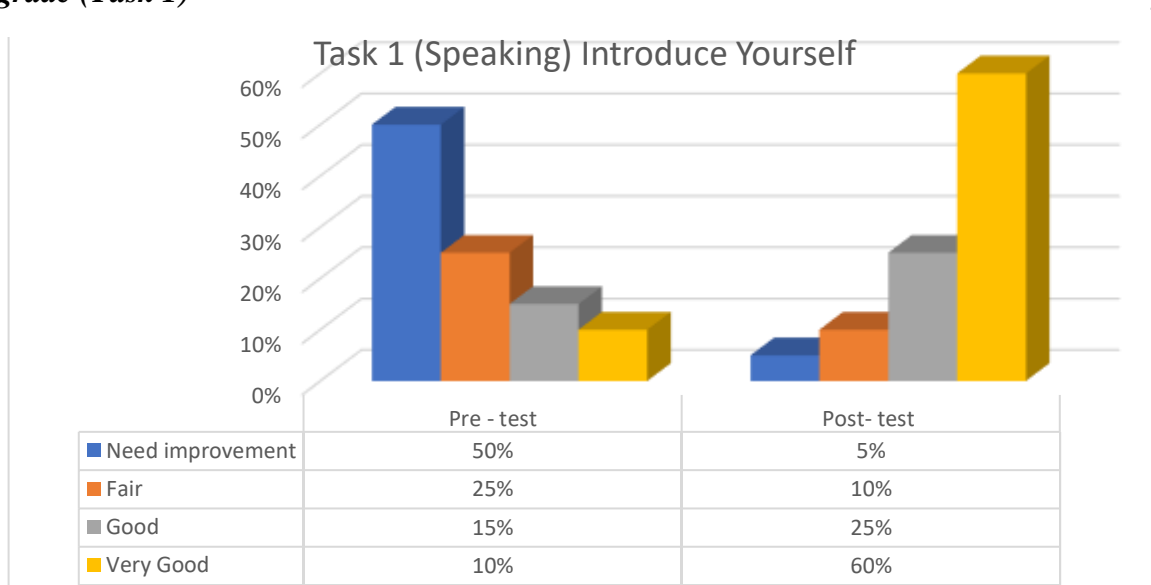
A significant portion of students (20%) performed at a good level, indicating proficiency in using cardinal numbers and expressing their ideas. However, there is room for improvement in terms of language complexity and clarity. While these students were able to complete the task satisfactorily, they may benefit from further refinement in their language skills to enhance the depth and sophistication of their presentations.

A small percentage of students (10%) fell into the fair performance category, indicating that they met the minimal requirements for the task but struggled to express their ideas precisely or clearly. These students may have shown some understanding of using cardinal numbers but lacked the confidence or skill to present their information effectively.

Similarly, another 10% of students demonstrated a need for improvement in this category, suggesting significant challenges in completing the task. These students likely struggled with sharing personal information, using cardinal numbers, or expressing their likes, indicating a need for additional support or instruction to improve their performance.

## Comparison results

**Chart 17 Results comparison between the Pre – test and post-test in speaking “B” 7th grade (Task 1)**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

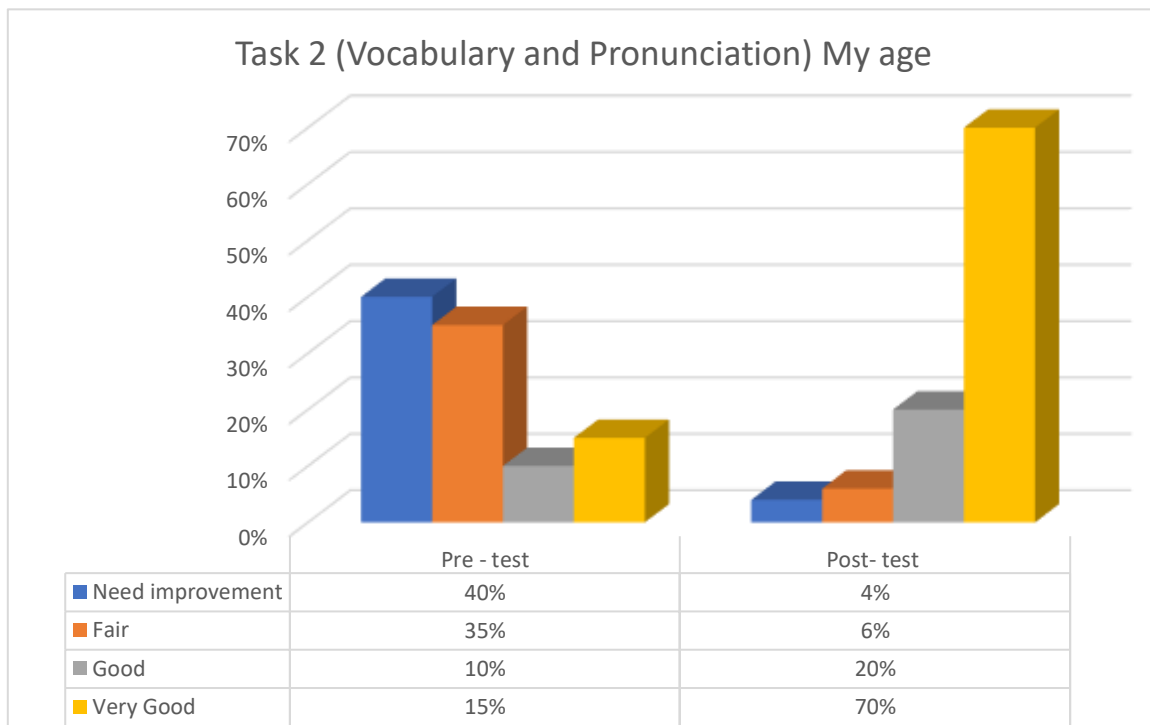
In the pre-test, 50% of students were categorized as needing improvement, suggesting that half of the students had significant challenges in completing the task. 25% of students fell into the fair category, indicating that a quarter of the students met the minimal requirements but struggled to express their ideas clearly. 15% of students were rated as good, demonstrating proficiency in using cardinal numbers and expressing their ideas, while 10% were rated as very good, indicating a high degree of competency in completing the task.

In contrast, the post-test results show a significant improvement in student performance. Only 5% of students were categorized as needing improvement, suggesting a marked decrease in challenges faced by students. 10% of students were rated as fair, indicating that some students still struggled to express their ideas clearly but had shown improvement. 25% of students were rated as good, demonstrating proficiency in using cardinal numbers and expressing their ideas,

while a majority of students (60%) were rated as very good, indicating a high degree of competency in completing the task.

Overall, the post-test results suggest that the intervention using the Flip app was effective in improving students' speaking skills, as evidenced by the significant improvement in performance from the pre-test to the post-test, the data also suggests that the majority of students made substantial progress in their ability to share personal information.

**Chart 18 Results comparison between the Pre – test and post-test in speaking “B” 7th grade (Task 2)**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

The data provided compares the performance of students in the pre-test and post-test in, indicating their levels of proficiency before and after the intervention. In the pre-test, 40% of students were categorized as needing improvement, suggesting that a significant portion of students had challenges in completing the task. 35% of students fell into the fair category,

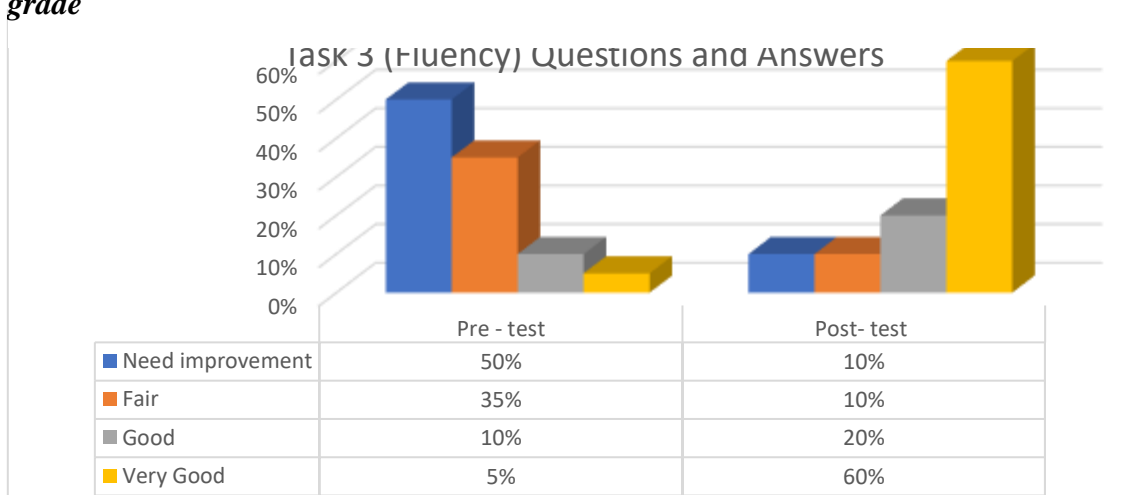
indicating that many students met the minimal requirements but struggled to express their ideas clearly.

10% of students were rated as good, demonstrating proficiency in using cardinal numbers and expressing their ideas, while 15% were rated as very good, indicating a high degree of competency in completing the task. In contrast, the post-test results show a significant improvement in student performance.

Only 4% of students were categorized as needing improvement, suggesting a marked decrease in challenges faced by students. 6% of students were rated as fair, indicating that some students still struggled to express their ideas clearly but had shown improvement. 20% of students were rated as good, demonstrating proficiency in using cardinal numbers and expressing their ideas, while a majority of students (70%) were rated as very good, indicating a high degree of competency in completing the task.

The post-test results suggest that the intervention using the Flip app was highly effective in improving students' speaking skills, as evidenced by the significant improvement in performance from the pre-test to the post-test. The majority of students made substantial progress in their ability to share personal information, use cardinal numbers to present their ages, and express their likes with clarity and confidence, indicating that the intervention not only helped improve their language skills but also boosted their confidence in using English in real-life situations.

**Chart 19 Results comparison between the Pre – test and post-test in speaking “B” 7th grade**



**Note:** Elaborated by Lissette Tomalá and Cecilia Salazar (2024)

In the pre-test, 50% of students were categorized as needing improvement, suggesting that half of the students had significant challenges in completing the task. 35% of students fell into the fair category, indicating that a significant portion of students met the minimal requirements but struggled to express their ideas clearly. 10% of students were rated as good, demonstrating proficiency in using cardinal numbers and expressing their ideas, while 5% were rated as very good, indicating a high degree of competency in completing the task.

In contrast, the post-test results show a significant improvement in student performance. Only 10% of students were categorized as needing improvement, suggesting a marked decrease in challenges faced by students. 10% of students were rated as fair, indicating that some students still struggled to express their ideas clearly but had shown improvement. 20% of students were rated as good, demonstrating proficiency in using cardinal numbers and expressing their ideas, while a majority of students (60%) were rated as very good, indicating a high degree of competency in completing the task.

General, the post-test results suggest that the intervention using the Flip app was effective in improving students' speaking skills, as evidenced by the significant improvement in

performance from the pre-test to the post-test. The majority of students made substantial progress in their ability to share personal information, use cardinal numbers to present their ages, and express their likes with clarity and confidence, indicating that the intervention not only helped improve their language skills but also boosted their confidence in using English in real-life situations.

### **Validation of instruments**

The instruments used in the study experienced thorough validation processes to ensure their effectiveness in measuring the desired outcomes. Pretests and posttests were meticulously designed to evaluate students' speaking proficiency, while surveys were utilized to gather their perspectives and experiences with the Flip app. Despite these meticulous efforts, the investigation encountered certain limitations.

The validation processes included expert review and statistical analysis to ensure the reliability and validity of the instruments. These validation processes helped ensure that the instruments effectively measured the desired outcomes and provided reliable data for analysis. Despite these efforts, the study faced challenges in ensuring the instruments were completely understood by all participants, particularly those with varying levels of English proficiency. Efforts were made to address these challenges through clear instructions and explanations provided to participants.

### **Limitation of the investigation**

One significant limitation was the restrictive 45-minute class duration, which limited the time available for both teaching and data collection. Additionally, obtaining parental consent proved to be challenging due to various factors. Some parents may have had limited availability

or accessibility to receive and return consent forms, which affected the timely completion of the consent process. Moreover, language barriers or literacy issues among parents could have contributed to a lack of understanding of the project's objectives and implications.

Efforts were made to address these challenges by providing translated consent forms and offering explanations in parent meetings or through other communication channels. Despite these challenges, parental consent was ultimately obtained through persistent efforts and effective communication strategies. The research team collaborated closely with school administrators and teachers to extend to parents, emphasizing the importance of their consent for the study's ethical conduct.

This involved organizing parent meetings, explaining them with information, and providing support for parents who needed assistance in understanding the study. Additionally, alternative methods of consent were explored, such as phone calls, to accommodate parents with limited availability or literacy. The successful obtaining of parental consent ensured that the study could proceed ethically and that the rights and well-being of the students were protected throughout the research process.

Despite these challenges, the study successfully collected valuable data on the impact of the Flip app on students' speaking skills. The instruments used effectively taken changes in speaking proficiency over time and provided valuable insights into students' experiences with the app. Moving forward, efforts could be made to address these limitations by exploring alternative methods for data collection within the limitations of the classroom setting. Overall, while the study faced certain limitations, it was able to produce valuable findings regarding the effectiveness of the Flip app in enhancing students' speaking abilities.

## **Connection between findings during the investigation and objectives**

The findings of the investigation are closely aligned with the objectives of the study, demonstrating the effectiveness of the Flip App in enhancing the speaking skills and communicative abilities of seventh-grade students. The implementation of the Flip App proved to be successful in providing students with structured speaking practice opportunities, leading to noticeable improvements in their vocabulary, pronunciation, fluency, and interactive dialogue skills. This directly corresponds to the general objective of implementing the Flip App to enhance students' speaking skills.

Furthermore, the successful installation and setup of the Flip App on students' devices ensured seamless access to the app, aligning with the specific objective of ensuring access to the app for seventh-grade students at Dr. Antonio Moya Sánchez school. The design and implementation of speaking practice activities tailored to the seventh-grade level also addressed the specific objective of designing activities that target key areas of difficulty in speaking skill used for communication with foreigners.

The use of the Flip App in combination with the Communicative Language Teaching (CLT) approach further demonstrates the alignment with the objectives of the study. The CLT approach emphasizes meaningful communication and real-life language use, which aligns well with the interactive and communicative nature of the Flip App. Overall, the findings of the investigation support the objectives of the study, highlighting the effectiveness of the Flip App as a tool for enhancing students' speaking skills and communicative abilities.

## CONCLUSIONS

- The implementation of the Flip App proved to be effective in enhancing the speaking skills and communicative abilities of seventh-grade students at Dr. Antonio Moya Sánchez school. The app provided a structured platform for students to practice speaking English in a variety of contexts, leading to noticeable improvements in their vocabulary, pronunciation, fluency, and interactive dialogue skills.
- The successful installation and setup of the Flip App on students' devices ensured seamless access to the app, allowing them to engage with the speaking practice activities designed for their grade level. This accessibility contributed significantly to the app's effectiveness as a tool for enhancing speaking skills in the classroom setting.
- The design and implementation of speaking practice activities within the Flip App tailored to the seventh-grade level played a crucial role in addressing key areas of difficulty in speaking skill used for communication with foreigners. These activities provided students with targeted practice opportunities that contributed to their overall language development.
- The use of the Flip App in combination with the Communicative Language Teaching (CLT) approach has proven to be a highly effective method for enhancing students' speaking skills. The CLT approach emphasizes the importance of meaningful communication and real-life language use, which aligns well with the interactive and communicative nature of the Flip App.

## RECOMMENDATIONS

- Continued use of the Flip App as a tool for enhancing speaking skills should be encouraged in the English teaching-learning process at Dr. Antonio Moya Sánchez school. Regular practice with the app can further improve students' vocabulary, pronunciation, fluency, and interactive dialogue skills over time.
- Teachers should receive training and support in integrating the Flip App into their lesson plans effectively. This includes designing and implementing speaking practice activities that align with the app's features and capabilities, as well as providing feedback and guidance to students based on their performance within the app.
- Further research should be conducted to assess the long-term impact of the Flip App on students' speaking skills and communicative abilities. This can help to determine the app's effectiveness as a sustainable tool for language learning and inform future enhancements or modifications to improve its overall efficacy.
- To further enhance the effectiveness of the Flip App in combination with the Communicative Language Teaching (CLT) approach, it is recommended to continue integrating the app into CLT-based lessons and activities. Teachers should explore additional features of the app that can support CLT principles, such as group activities that promote collaborative learning and authentic communication.

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## ANNEXES

### Annex 1 SURVEY FOR STUDENTS

#### *Survey for Students: Evaluating the Impact of the Flip App on Enhancing Speaking Skills in Seventh-Grade Students*

*The researchers are conducting a survey to assess the impact of the Flip App on the speaking skills of seventh-grade students. The participants voluntarily take a moment to answer the following questions honestly. Your valuable input will contribute to understanding how this app might improve your verbal communication abilities.*

**1. I \_\_\_\_\_ find challenge to express myself clearly when speaking in front of my classmates or teachers.**

- Never
- Rarely
- Sometimes
- Often
- Always

**2. I \_\_\_\_\_ encounter opportunities for interactive speaking practice in my regular classroom activities.**

- Never
- Rarely
- Sometimes
- Often
- Always

**3. I \_\_\_\_\_ feel that traditional teaching methods adequately address my specific needs to improve speaking skills.**

- Never
- Rarely
- Sometimes
- Often
- Always

**4. I \_\_\_\_\_ face specific difficulties when using vocabulary and applying proper grammar structures during spoken communication.**

- Never
- Rarely
- Sometimes
- Often
- Always

**5. I \_\_\_\_\_ encounter opportunities for interactive speaking practice in my regular classroom activities.**

- Never
- Rarely
- Sometimes
- Often
- Always

**6. I am \_\_\_\_\_ familiar with the Flip App, an interactive language learning tool.**

- Never
- Rarely
- Sometimes
- Often
- Always

**7. I \_\_\_\_\_ think the Flip App could positively impact my speaking abilities.**

- Never
- Rarely
- Sometimes
- Often
- Always

8. I \_\_\_\_\_ think using the Flip App could provide opportunities to practice speaking English.

- Never
- Rarely
- Sometimes
- Often
- Always

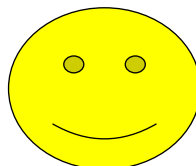
9. I am \_\_\_\_\_ interested in using the Flip App as a tool to improve my speaking skills in class.

- Never
- Rarely
- Sometimes
- Often
- Always

10. I \_\_\_\_\_ think teachers should incorporate interactive language apps like Flip into the lessons to enhance speaking skills in students.

- Never
- Rarely
- Sometimes
- Often
- Always

*Thank you for participating! Your insights will help to understand how the Flip App could potentially benefit your speaking skills. Your feedback will guide researchers in developing strategies to address the challenges you face and enhance your ability to communicate effectively. Your responses are greatly appreciated.*



**Annex 2 Pre – test**

**Pre-Test: A1 level speaking skills**

**(Seventh grade – class “B”)**

**Description:**

**Task 1: (Speaking) Introduce Yourself**

Students are asked to introduce themselves, providing their name and ages

They should use simple sentences and basic vocabulary.



**Example:** My name is.....

I am ..... years old

**Task 2: (Vocabulary and pronunciation) My Age**

Students are given a vocabulary about numbers to describe their ages.

They should mention how old they are and have a good pronunciation of the following vocabulary:

Encourage them to use the cardinal numbers

**Vocabulary:** *One, two, three, four, five, six, seven, eight, nine, ten. Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen.*

**Task 3: (Fluency) Ask and Answer Questions**

Students are paired up. One student asks a question (e.g., "What's your favorite free activity?") and the other answers. They should take turns asking and answering questions. Questions and responses should be basic and related to personal preferences.

**Example:** what is your hobby?

I like to \_\_\_\_\_

Play basketball, to hunt, do puzzles, gardening, take photos, camping.



### **Annex 3 Post- test**

**Post Test: A1 level speaking skills  
(Seventh grade – class “B”)  
Activity Title: "My A1-Level Presentation"**

**Objective:** To give students an opportunity to reflect on their speaking skills using the Flip app at the A1 level and demonstrate improvement.

**Topic:** Introducing myself and likes

**Instructions:**

- ✓ Flip app Assignments: Create a Flip app assignment with the following instructions:
- ✓ "Record a short video presentation on the topic provided. You should use the vocabulary and language structures you have learned about How to introduce yourself in the pre- test. Try to speak clearly and confidently."
- ✓ Keep the video between 1-2 minutes.
- ✓ Start by introducing themselves and stating the topic.
- ✓ Organize your presentation with a clear beginning, middle, and end.
- ✓ Use appropriate vocabulary about ages and simple sentences.

This post-test activity using the Flip app allows students to reflect on their progress, receive peer feedback, and continue developing their speaking skills at the A1 level. It also provides a more interactive and engaging way to assess their speaking abilities compared to a traditional speaking test.

## Annex 4 Rubrics

### Rubric considered in Flip app Oral Presentation

Teachers: Lissette Tomalá and Cecilia Salazar

Student's name: \_\_\_\_\_

#### Evaluation Criteria

Category	1 Need improvement	2 Fair	3 Good	4 Very Good
Pronunciation	Pronunciation is often unclear, affecting intelligibility. Limited accuracy in pronunciation of basic sounds and words.	Some issues with pronunciation affecting intelligibility. Inconsistent accuracy in pronunciation of basic sounds and words.	Generally clear pronunciation with occasional minor errors. Mostly accurate pronunciation of basic sounds and words.	Clear pronunciation and high intelligibility. Accurate pronunciation of basic sounds and words.
Vocabulary	Limited use of appropriate A1-level vocabulary. Vocabulary choice is often not suitable for the given tasks.	Some issues with vocabulary choice, but overall, it is adequate for A1 level. Occasionally struggles to find the right words for the given tasks.	Generally appropriate use of A1-level vocabulary with some minor errors. Mostly adequate vocabulary related to the given tasks.	Appropriate use of A1-level vocabulary. Adequate vocabulary related to the given tasks.
Grammar	Word order and grammar errors often occur in simple sentences. Limited use of correct grammar structures for A1 level.	Some issues with word order and grammar in simple sentences. Inconsistent use of correct grammar structures for A1 level.	Generally correct word order in simple sentences with occasional errors. Mostly uses correct grammar structures for A1 level.	Proper word order in simple sentences. Consistently uses correct grammar structures for A1 level.
Fluency	Hesitations and pauses often occur, affecting the flow of speech. Speech is frequently interrupted and lacks continuity.	Some hesitations and pauses during speech. Speech is somewhat interrupted and lacks smoothness.	Generally able to speak without long pauses or hesitations, with occasional minor interruptions. Speech is mostly smooth and continuous.	Ability to speak without long pauses or hesitations. Speech is smooth and continuous.

## Annex 5 Diagnostic test

### Diagnostic Test: Speaking Skills in English (A1 Level)

#### Part 1: Pronunciation

Instructions: Listen to the words and repeat them.

pen

cat

dog

book

house

#### Part 2: Vocabulary

Instructions: Choose the correct word to complete each sentence.

She \_\_\_\_ (eats / drinks) milk every morning.

He \_\_\_\_ (reads / watches) a book in the evening.

#### Part 3: Fluency

Instructions: Read the following sentences aloud.

I like to play outside.

She has a cat and a dog.

#### Part 4: Conversation

Instructions: Answer the following questions in complete sentences.

What is your name?

How old are you?

Do you like sports? Which one?

## Annex 8 Lesson plans

Week 1: Introduction to the Flip App		
Lesson Objectives:	To familiarize students with the Flip app and its features. To ensure students can navigate the app and access speaking tasks.	<b>Total time: 2 days</b> 78 minutes
Materials Needed:	Projector or smartboard Devices with the Flip app installed (for demonstration) Handouts with app navigation instructions	
Time	Activity	Materials
5 mins	Welcome and Overview	
	- Greet students	
	- Introduce the project	
	- Explain the importance of improving speaking skills	
	- Outline objectives for the day	
10 mins	Introduction to Flip App	Projector or smartboard
	- Display the Flip app	
	- Explain key features (speaking tasks, feedback, progress tracking)	
	- Discuss how the app enhances speaking skills	
15 mins	Guided Tour of the App	Devices with Flip app
	- Demonstrate accessing speaking tasks	
	- Show how to navigate the app's interface	
	- Highlight important sections (task lists, feedback, resources)	
10 mins	Practice Session	Handouts
	- Divide students into pairs or small groups	
	- Provide handouts with sample speaking task instructions	
	- Allow students to practice navigating the app and completing the task	
3 mins	Closure	
	- Recap main points	
	- Assign homework (if any)	
40 mins	-Flip app practice	

## Week 2: Building Vocabulary

Lesson Objectives:	To enhance students' vocabulary skills through engaging activities using the Flip app.	<b>Total time: 2 days</b> 82 minutes
Materials Needed:	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	

Time	Activity	Materials
5 mins	- Review last week's tasks and feedback. - Recap key points from the previous lesson. - Discuss any feedback or questions from students.	Projector or smartboard
5 mins	- Introduce new vocabulary words related to the lesson theme. - Use the Flip app for vocabulary-building exercises.	Devices with the Flip app installed
10 mins	- Divide students into pairs. - Assign vocabulary games or exercises on the Flip app. - Encourage collaboration and discussion to reinforce new vocabulary.	Handouts with vocabulary exercises
10 mins	- Bring the class together for a group discussion. - Have students share new words learned and their usage in context. - Facilitate a dialogue to deepen understanding and encourage the usage of new vocabulary.	Flip app
5 mins	- Engage students in a word association game where they must think of words related to a given topic or image. - Use the Flip app's multimedia features to show images or videos related to the vocabulary words, prompting students to discuss and identify the words they see.	Images or videos related to vocabulary
5 mins	- Conduct a vocabulary quiz using the Flip app, where students can answer questions related to the new words they have learned. - Provide immediate feedback through the app to reinforce correct answers and clarify any misunderstandings.	Quiz questions related to new vocabulary
2 mins	- Assign a creative writing task where students must use the new vocabulary words in a short story or dialogue. - Encourage students to share their stories with the class, focusing on how they incorporated the new words into their writing.	Paper and pens for creative writing
40 mins	-Flip app practice	

### Week 3: Building Vocabulary

Lesson Objectives:	To enhance students' vocabulary skills and expand their knowledge of new words related to the lesson theme.	<b>Total time: 2 days</b> 80 minutes
Materials Needed:	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	
Time	Activity	Materials
5 mins	Review of last week's tasks and feedback - Recap the key points from the previous lesson. - Discuss any feedback or questions from students.	Projector, Flip app
10 mins	Fluency-building exercises using the Flip app - Introduce the concept of fluency in speaking. - Use the Flip app to practice speaking fluently.	Devices with the Flip app installed
15 mins	Pair work: Role-play scenarios - Divide students into pairs. - Assign role-play scenarios related to everyday situations. - Students use the Flip app to record their role-plays. - Encourage natural and fluent speech.	Role-play scenario cards
10 mins	Group discussion on the importance of fluency in speaking - Lead a discussion on why fluency is important in communication. - Discuss strategies to improve fluency. - Relate fluency to real-life situations. - Emphasize the role of practice in developing fluency.	-
40 mins	-Flip app practice	

### Week 4: Building Vocabulary

Lesson Objectives:	To improve students' pronunciation skills through a variety of activities and exercises using the Flip app.	<b>Total time: 2 days</b> 80 minutes
Materials Needed:	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	

Time	Activity	Materials
5 mins	Review of Last Week	Flip app, student feedback forms, whiteboard markers
	- Recap the key points from the previous lesson.	
	- Discuss any feedback or questions from students.	
10 mins	Pronunciation Practice	Flip app, pronunciation exercises
	- Introduce a set of pronunciation exercises on the Flip app.	
	- Have students practice the exercises individually.	
	- Provide feedback and guidance as needed.	
15 mins	Pair Work	Flip app, pronunciation drill worksheets
	- Divide students into pairs.	
	- Assign pronunciation drill worksheets on the Flip app for pairs	
	to complete together.	
	- Encourage students to help each other and provide feedback.	
10 mins	Group Discussion	Flip app, discussion prompts, whiteboard markers
	- Bring the class together for a group discussion.	
	- Discuss common pronunciation challenges students face.	
	- Brainstorm strategies for improving pronunciation.	
5 mins	Homework Assignment	None
	- Practice pronunciation using the Flip app.	
	- Reflect on any improvements in pronunciation.	
40 mins	Flip app practice	

Week 5: Using Idiomatic Expressions		
Lesson Objectives:	To enhance students' understanding and use of idiomatic expressions in English.	<i>Total time: 2 days</i> 80 minutes
Materials Needed:	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	
Time	Activity	Materials
5 mins	<b>Review of Last Week:</b>	Projector or smartboard
	- Recap the key points from the previous lesson.	Devices with the Flip app installed
	- Discuss any feedback or questions from students.	
10 mins	<b>Idiomatic Expressions Practice:</b>	
	- Introduce a set of idiomatic expressions on the Flip app.	
	- Have students practice using the expressions in sentences.	
	- Provide feedback and guidance as needed.	
15 mins	<b>Pair Work: Creating Dialogues:</b>	
	- Divide students into pairs.	
	- Assign a dialogue task where students incorporate idiomatic expressions.	
	- Encourage creativity and natural use of the expressions.	
	- Monitor and provide assistance as necessary.	
10 mins	<b>Group Discussion:</b>	
	- Bring the class together for a group discussion.	
	- Discuss the use of idiomatic expressions in everyday speech.	
	- Brainstorm situations where idioms might be used.	
	- Facilitate a dialogue to deepen understanding and encourage usage of idioms.	
40 mins	Flip app practice	

## Week 6: Improving Accuracy

<b>Objectives:</b>	Students will demonstrate improved accuracy in spoken English through targeted exercises, collaborative correction of grammar and syntax errors based on effective communication.	<b>Total time: 2 days</b> 80 minutes
<b>Materials Needed:</b>	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	

Time	Activity	Materials
5 mins	Review of last week's tasks and feedback- Recap tasks from the previous week.	None
10 mins	Accuracy-focused exercises using the Flip app <ul style="list-style-type: none"> <li>- Introduce the Flip app and its purpose.</li> <li>- Conduct accuracy exercises focusing on grammar, vocabulary, and pronunciation.</li> <li>- Provide immediate feedback on student responses.</li> </ul>	Flip app
15 mins	<ul style="list-style-type: none"> <li>- Pair work: Correcting grammar and syntax errors.</li> <li>- Divide students into pairs.</li> <li>- Distribute worksheets with sentences containing errors.</li> <li>- Instruct pairs to identify and correct errors collaboratively.</li> <li>- Circulate among pairs to provide assistance and guidance.</li> </ul>	Worksheets
10 mins	Group discussion on the importance of accuracy. <ul style="list-style-type: none"> <li>- Lead a discussion on the significance of accuracy in speaking.</li> <li>- Encourage students to share experiences and insights.</li> </ul> Highlight how accuracy enhances communication effectiveness.	Whiteboard, markers
45 mins	FLIP APP practice	Flip app

### Week 7: Enhancing Conversational Skills

<b>Objectives:</b>	Students will show enhanced conversational skills demonstrated through structured practice sessions, interactive dialogues, and reflective discussions on effective communication strategies.	<b>Total time: 2 days</b> 80 minutes
<b>Materials Needed:</b>	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	

Time	Activity	Materials
5 mins	Review of last week's tasks and feedback - Recap tasks from the previous week.	None
10 mins	Conversational skills practice using the Flip app. - Introduce the Flip app for conversational practice. - Guide students through interactive exercises. - Provide immediate feedback and corrections.	Flip app
15 mins	Pair work: Engaging in dialogues and discussions. - Pair up students. - Assign topics or scenarios for dialogues. - Monitor pairs and provide guidance as needed.	None
10 mins	Group discussion on effective communication strategies. - Lead a discussion on communication strategies. - Encourage students to share thoughts and experiences. - Provide examples and practical tips for improvement.	None
45 mins	FLIP APP practice	Flip app Mobile phone

### Week 8: Final Presentation

<b>Objectives:</b>	Students will demonstrate refined speaking skills acquired through comprehensive final practice sessions, collaborative preparation for the final presentation.	<b>Total time: 2 days</b> 80 minutes
<b>Materials Needed:</b>	Projector or smartboard Devices with the Flip app installed Handouts with app navigation instructions, quiz, and paper	

Time	Activity	Materials
5 mins	Review of last week's tasks and feedback - Recap tasks from the previous week.	None
10 mins	Conversational skills practice using the Flip app. - Introduce the Flip app for conversational practice. - Guide students through interactive exercises. - Provide immediate feedback and corrections.	Flip app
15 mins	Pair work: Engaging in dialogues and discussions. - Pair up students. - Assign topics or scenarios for dialogues. - Monitor pairs and provide guidance as needed.	None
10 mins	Group discussion on effective communication strategies. - Lead a discussion on communication strategies. - Encourage students to share thoughts and experiences. - Provide examples and practical tips for improvement.	None
45 mins	FLIP APP practice	Flip app Mobile phone

## Annex 13 Analysis of diagnostic

### THE MUNBY (1978) NEEDS ANALYSIS MODEL (SOCIOLINGUISTIC APPROACH)

<p>John Munby's Communicative Syllabus Design (1978) is, probably, the most thorough and widely known work on needs analysis. In his work, Munby introduced a very well detailed set of procedures for discovering target situation needs. He called this set of procedures the Communication Needs Processor (CNP). The CNP is formed by a group of questions related to key communication variables (topic, participants, medium, and others) which can be used to spot the target language needs of any group of learners</p>		
TARGET SITUATION ANALYSIS FRAMEWORK		
GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS
Why is the language needed here? (Purposive domain)	for study? for work? for training? for a combination of these? for status? for examination? for promotion? for some other purposes?	English has many important uses in different areas of life. In school, it helps you access books and information from around the world. For jobs, especially in big companies or jobs that involve other countries, knowing English is often required. In some places, being good at English can make you seem important. And in everyday life, learning English can help you travel, talk to people from different cultures, and make yourself smarter and more interesting.
How will the language be used? (instrumentality)	<b>Medium:</b> speaking, writing, reading, listening. <b>Channel:</b> Telephone, face to face <b>Types of text or discourse:</b> Academic text, lectures, catalogues, conversations, small talks	English language will be used in the classroom in a formal and informal spoken interactions through descriptive pictures, speaking interactions, questions and answers, speaking presentations.
What will the content areas be?	<b>Subjects:</b> Medicine, biology, commerce, shipping, or just general English <b>Level:</b> technician, craftsman, undergraduate, graduate, postgraduate, A1, A2, B1, C1	The primary focus of the content areas will go around general English, with a specific emphasis on achieving an A2 level of proficiency. This will particularly involve speaking skills to effectively use appropriate communication functions in various situations, with consideration for participants and objectives.
Where will the language be used?	<b>Physical setting:</b> Office, lecture theater, hotel, workshop, library, school. <b>Human context:</b> Meetings, demonstrations, on the telephone, formal interactions, informal interactions <b>Linguistic context:</b> Own country, abroad.	The language will help students often to develop speaking skill in order to understand native speakers' accents, idiomatic expressions, and real-life language situations for that technology can bridge this gap by providing access to virtual platforms.
When will the language be used?	Concurrently with the ESP course or subsequently. Frequently, seldom, in small amounts, in large chunks	The exact timing and frequency will be determined by the researcher's schedule and goals.

Note: Hutchinson and Waters (1987) indicated that this model only considers the point of view of the analyst but neglects the point of view of the students and the institutions. This model does not consider learning needs or make a distinction between necessities, wants, and lacks.

## HUTCHINSON AND WATERS (1987) NEEDS ANALYSIS MODEL (LEARNING-CENTRED APPROACH)

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to 'what the learner needs to do in the target situation'. To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	
		WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why is the English language needed here?	English is of paramount importance in Olón, a popular tourist destination, as it serves as a bridge that connects people from diverse backgrounds and cultures. Olón attracts visitors from all corners of the globe, each with their own native languages and communication preferences. English, being a global lingua franca, plays a pivotal role in facilitating effective communication among tourists, locals, and service providers. It ensures that tourists can easily access information, engage in meaningful conversations, and navigate the local environment seamlessly. Moreover, English proficiency among the local population empowers them to provide better hospitality and support to the tourists, enhancing the overall travel experience. In essence, English acts as a universal language in Olón, fostering inclusivity, understanding, and vibrant interactions in this picturesque coastal town.	Syllabus / Curriculum of Ministry of Education Surveys Pre test Post test
How will the English language be used?	In the project focused on the influence of the Flip app to enhance the speaking skills of seventh-grade students, general English plays a fundamental role as the primary means of communication. The app serves as a valuable tool to engage students in interactive language learning	Speaking FLIP APP

	activities, such as pronunciation exercises, dialogues, and discussions.	
What will the content areas be?	General English serves as the medium through which students can effectively communicate their thoughts, ideas, and progress with their teachers and peers. It enables a shared understanding among students from diverse linguistic backgrounds and ensures that everyone can participate in the project regardless of their prior language proficiency. This inclusive use of English not only aids in improving students' speaking skills but also fosters a collaborative and supportive learning environment where language becomes a unifying element in the pursuit of language proficiency enhancement.	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	General English: other students, teacher, friends from other countries or relatives, community and tourist.	FLIPP App
Where will the English language be used?	At the Moya Sánchez School in the vibrant community of Olón, English will be utilized as a valuable tool for both educational and community development purposes. In the school, English will be integrated into the curriculum to equip students with essential language skills that will not only enhance their communication abilities but also prepare them for future academic endeavors. Beyond the classroom, fostering English proficiency within the Olón community will enable residents to actively engage with the ever-growing tourism industry, potentially opening up new economic opportunities and cultural exchanges. Ultimately, the incorporation of English in both the school and the broader community will empower students to excel in their future studies, broaden their horizons, and contribute to the continued growth and development of Olón.	Descriptors of the level CEFRL A2  Syllabus & curriculum
When will the English language be used?	GE: School year 2023-2024	MOF

### LEARNING NEEDS

Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:

GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
			Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test

Why are the learners taking the course?	Compulsory or optional? Do they really want to improve their English?	The students at Olón are enthusiastically embracing the English subject, driven by a dual motivation. While it is compulsory as per the Ministry of Education, their genuine desire to learn it stems from their eagerness to connect with the tourists who flock to Olón. Understanding that English is the universal language of travel, these students recognize that mastering it not only fulfills an academic requirement but also enables them to engage meaningfully with visitors, enriching both their own experiences and the tourist interactions in this charming coastal community. This dual incentive reflects their dedication to effective communication and their commitment to making Olón a welcoming destination for travelers from around the world.	PRETEST SURVEY POST TEST
How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	CLT APPROACH Communicative Language Teaching (CLT) is vital for our project as it prioritizes real-life communication skills over rote memorization. CLT fosters interactive learning, encouraging students to actively engage in English conversations, enhancing their speaking proficiency. This approach aligns perfectly with our goal of equipping students to communicate effectively with tourists in Olón.	Syllabus, curriculum Observation Speaking Doing Seeing
What resources are available?	Knowledge and attitude of teachers towards the resources for the subject?	The tool "Flip app" is an invaluable resource for teaching English and enhancing speaking skills. With its interactive lessons, pronunciation guides, and conversation practice, it offers students an engaging and effective platform to learn and improve their English speaking abilities. This app adds an interactive dimension to language learning, making it a valuable tool in our project.	Syllabus, curriculum Flip App
Who are the learners?	Age/Sex/Nationality? What do they already know about English?	The learners are students of seventh grade at Dr. Antonio Moya Sánchez school typically	Surveys Questionnaires Pre test

	<p>What knowledge do they have of the matter?          What are their interests?          What teaching styles are they used to?          What is their attitude towards English?          What is their attitude towards the cultures of the English-speaking world?</p>	<p>around 12 to 13 years old. The students may require additional support and resources to enhance their speaking skills and overcome any challenges they face in expressing themselves orally. They have A1 English level, which means they have basic proficiency level in the language, but they struggle with more advance concepts. The students may have varying degrees of familiarity and comfort with using technology, including mobile devices and educational apps.</p>	<p>Post Test</p>
<p>Where will the course take place?</p>	<p>Are the surroundings pleasant, dull, noisy, cold?</p>	<p>The school environment in Olón is pleasantly quiet and conducive to learning. Free from distracting noise, it provides students with a serene atmosphere that promotes concentration and focus. This peaceful setting allows for effective teaching and learning, ensuring that students can make the most of their educational experience in a tranquil and harmonious environment.</p>	<p>Syllabus curriculum</p>
<p>When will the course take place?</p>	<p>Time of day?          Every day once a week?          Full-time, part-time?          Concurrent with need or pre-need?</p>	<p>Students in Olón have English classes twice a week in accordance with the curriculum set by the Ministry of Education. This schedule aligns with the national educational standards and ensures that students receive consistent English instruction. It allows for a structured learning experience, enabling students to progress steadily in their language skills as mandated by the Ministry's guidelines.</p>	<p>September to December</p>

**Note:** Hutchinson and Waters (1987) also recommend the use of multiple methods of data collection – such as interviews, observation, and informal consultations with sponsors, learners and others involved – to deal with the complexity of target needs.