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TEMA

**THE ROLE OF FLIPGRID AND ITS INFLUENCE ON SPEAKING SKILLS AT 9TH
GRADER STUDENTS**

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DEDICATORY

To my beloved mother and father who greatly supported me during my studies, they are my everything. I will always love them and support them by the blessing of God and to my colleagues who motivated and encouraged me to complete this project



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RESUMEN

En enero de 2024, Ecuador enfrentó una crisis cuando grupos criminales intentaron tomar el control del país. Durante este periodo, el sector educativo ecuatoriano experimentó un aumento en la adopción del aprendizaje combinado. Este método surgió junto con otras modalidades educativas que reflejan el esfuerzo continuo del sistema educativo por explorar nuevas estrategias y tecnologías para una enseñanza eficaz y mejores resultados estudiantiles. El aprendizaje combinado contribuye a garantizar la continuidad de las actividades y a fomentar el dominio del inglés. El sistema educativo ecuatoriano está integrando activamente enfoques para mejorar las prácticas docentes y el rendimiento estudiantil. A pesar de estos esfuerzos, los estudiantes a menudo tienen dificultades para cumplir con las expectativas, especialmente en lo que respecta a las habilidades comunicativas en inglés, esenciales para adaptarse a los desafíos y exigencias académicas. El uso de medios y recursos tecnológicos se vuelve imperativo para mejorar las habilidades comunicativas de los estudiantes. El objetivo principal de esta investigación es analizar cómo Flipgrid puede contribuir a mejorar las habilidades de habla de los estudiantes. Flipgrid, junto con sus funciones como foros, anuncios y publicaciones de video, se priorizará para mejorar la fluidez y la precisión. Se realizará un estudio de investigación cualitativo que consistirá en encuestar a 21 estudiantes de secundaria mediante métodos de investigación deductivos para proporcionar explicaciones y descripciones. Además, se administrará un cuestionario de nueve preguntas a tres docentes para evaluar la importancia y la eficacia del uso de Flipgrid para desarrollar habilidades comunicativas.

Palabras clave: Aprendizaje combinado, Estrategias educativas, Tecnología en la educación, Dominio del inglés, Flipgrid



ABSTRACT

In January 2024, Ecuador faced a crisis when criminals attempted to take control of the country. During this time, the Ecuadorian education sector saw a rise in the adoption of blended learning as an approach. This method emerged alongside other forms of education that reflect the continuous effort within the educational system to explore new strategies and technologies for effective teaching and better student outcomes. Blended learning plays a role in ensuring the continuity of activities and fostering English language proficiency. The education system in Ecuador is actively integrating approaches to improve teaching practices and student performance. Despite these efforts, students often struggle to meet expectations, particularly when it comes to English communication skills, which are essential for adapting to academic challenges and demands. The use of media and technological resources becomes imperative to enhance students' communication skills. The main objective of this research is to investigate how Flipgrid can contribute to improving students' speaking skills. Flipgrid, along with its features such as forums, announcements, and video posts, will be prioritized to enhance fluency and accuracy. A qualitative research study will involve surveying 21 high school students using both deductive research methods to provide explanations and descriptions. Additionally, a questionnaire consisting of nine questions will be administered to three teachers to assess the importance and effectiveness of using Flipgrid to develop communication skills.

Keywords: Blended learning, Educational Strategies, Technology in education, English proficiency, Flipgrid

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Introduction

The extensive use of English, as a language has an impact on various industries greatly facilitating global communication and collaboration. Its prevalence in technological and business sectors underscores its role in driving innovation and progress worldwide. Moreover, the shared belief in the significance of English in the era of globalization motivates people to prioritize learning and using the language.

Speaking, a part of acquiring a language holds importance in honing communication skills. It involves the exchange of meaning through interaction or expression as noted by (Correia, 2024).

Considered a skill, speaking necessitates clear verbal communication to convey thoughts effectively as articulated by (Shahini, 2010). (Kashinathan, 2021) Highlights the complexity of speaking by stressing the involvement of processes, physicality, social and cultural awareness during real time activation of one's knowledge and skills.

In 2020 virtual environments became synonymous with education, higher learning platforms and vocational training. However, their significance rose significantly during the criminal takeover in January 2024. This development enhanced their functionality and global accessibility by enabling individuals to connect for work and learning purposes from their homes—a need, for students everywhere.

Several e-learning platforms have been introduced over time, such as Vocaroo, Seesaw, Voice Thread, Nearpod and Flipgrid. These digital learning tools have become resources widely used in education.

Educators are well acquainted with a variety of applications like Flipgrid. Created by Vidku Inc. Under its Education initiative, Flipgrid allows users to have conversations with both individuals and groups. In addition to chats, Flipgrid provides features for teachers and students involved in online classes. In the realm of education instructors can effectively employ Flipgrid to interact with their students.

Teachers are encouraged to implement technology into their pedagogical methods to align with learning practices that focus on building skills and mastering E-tools (Rahmati, 2021). This



approach allows educators to better grasp their students' learning requirements and explore their creativity. Technology can enrich language learning materials, for teachers and students complementing classroom teaching. Giving assignments that involve use of devices like computers or smartphones can create learning opportunities.

The researcher behind this study aims to explore how Flipgrid can improve the speaking abilities of middle school students.

Despite the advantages of this approach some students may encounter challenges with online learning tools for reasons leading to different outcomes. One common issue is a lack of familiarity with technology, which can hinder students who struggle to navigate tools due to limited understanding of their functions resulting in inefficiencies and frustration.

Likewise, inadequate training for teachers on tool usage may lead to underutilization of features. Many educators may not have received training on integrating educational technologies, feeling overwhelmed by the rapid advancements in digital tools and unprepared to make the most of their potential.

Justification of the problem

The acquisition of a new language is promoted by the integration of didactic resources applied by educators correctly, This involves the implementation of technology, substituting old fashioned approaches. Designating tasks which allows real life situations through the application of gadgets such as cellphones or laptops in order to have a significant impact on their learning. The explanation given shows that the investigators of this project are motivated in applying research about the application of Flipgrid to boost high school students oral production.

Regardless of the benefits shown, the lack of training for learners who mishandle online resources can branch from different reasons and outcomes in diverse consequences. One reason is the absence of knowledge on E -tools, as learners might face challenges if they merely understand the purposes and characteristics of online tools, causing a lack of motivation in their education.

On the other hand, absence of guidance on E tools application by educators could result in not exploiting their overall teaching capacity. Some teachers do not have proper qualifications on

E – learning tools. The fast spread of technology could make educators with an overwhelming sensation to exploit the functions they give. In many institutions, restricted use of Online resources may be a disadvantage on English learning showing poor academic results for not knowing its functions and application.

Learners could not harness the benefits of online resources if they don't know the accessible help like instructional videos, Manuals and community forums. This absence of information may result on challenges in comprehension about E learning tools. Lack of communication about the application of E learning tools may end in confusion in understanding which results on learners' disengagement in implementing these online resources for their educational experience.

One obstacle is learners challenge on enunciating words and a shortage of vocabulary, creating difficulties to understand input and produce output. This problem to comprehend the language branch from absence of background information.

It's pivotal to acknowledge the transformational educational area and the growing dependence on online resources, specifically in the area of language acquisition. As teaching models evolve, comprehending online resources is fundamental. The considerations below are shown within the context of the statement of the problem.

- Which educative possibilities do online resources give educators and learners?
- To what scope do learners improve their learning by the application of Flipgrid for the mastery of speaking abilities?
- How can learners knowledge be successfully displayed by the application of Flipgrid platform?
- What effect do different strategies have on learners learning of understanding and engagement?
- Which online educational tools are pivotal for educators to set digital platforms from their places of living and boost educators learners rapport through Flipgrid?

The proposal is connected to the project guidelines created by UBE. the project “The Role of Flipgrid and its influence on speaking skills at 9th graders students” is in agreement with the next



project lines

General research line: MODERNIZATION AND TECHNOLOGY APPLICATION. In the general research line. It is centered on modernization and technology application, discovering innovative methods to mix online tools for educational purposes. This requires the creation and application of new digital solutions to improve the learning journey. It stress the contribution of technological resources and online environments in granting engaging educational experiences.

Specific research line: APPLICATION OF TICS TO ENHANCE THE EDUCATIONAL GROWTH. The specific research line focused on the application of knowledge on ICT to improve the educational experience with the objective of enhancing learning by application of online tools.

The objective of this research is to enhance oral production and the overall English proficiency of English by blended education. This educational approach focused on students' motivation and abilities through teaching given by a laptop.

Models with real time interaction involve online connections, using many digital resources such as Padlet, Vocaroo and Seesaw. This investigation target to stress the benefits of Flipgrid platform and its pedagogical tools in boosting oral production. Reaching this objective requires the application of many features given by the online environment, Including video responses, screen recording between others.

The objective of this proposal is to boost engagement to produce speaking abilities in the target language by the implementation of Flipgrid platform as a pedagogical tool in educational experience. By using the characteristics and synchronous style response options of Flipgrid, this project aims to discover new strategies that motivate learners in mastering language skills, specially speaking. Furthermore, the research will discover the efficacy of many pedagogical approaches applied through Flipgrid platform to comprehend the influence on learners' engagement and speaking production.

This project also outlines the specific research objective. To begin with, it aims to understand the theoretical and empirical bases that help the application of Flipgrid platform as a pedagogical tool for the improvement of oral production in L2. Consequently, the project attempts

to elaborate educational tools with resources that boost engagement and independent education of learner's productive skills through Flipgrid implementation. Finally, to evaluate the influence of this pedagogical proposal applied to improve engagement and the advancement of speaking skills in learners.

With the intention to set a visible framework for this project, it is important to give clear key theoretical and practical branches essential to the topic. This clarification would allow us to prevent confusion and boost a common comprehension on pivotal terms. The theoretical branches establish the foundational concepts, outlining the key ideas that direct the research. However, the operational categories define pragmatic aspects, detailing how these theories will be ranked and used in the study. By exploring these branches, this research targets to lay a solid groundwork for upcoming reviews and analyses.

a) **Flipgrid:** is a pedagogical video online platform where educators and learners can interact in engaging learning by sharing short video responses to topics (Shin, 2021).

b) **Speaking skills** means the skill to say opinions and points of views clearly and with coherence. It requires enunciation, lexical items, grammatical structures and interaction skills in sustained dialogue. (Bangkom, 2021).

c) **Virtual learning platform** is a digital system that gives online resources for imparting and instructing knowledge, allowing remote education through characteristics such as forums, audio visuals responses, tasks, and evaluation (Fusic, 2020)

d) **blended education:** is a pedagogical approach which mixes digital education with old fashioned learning, enabling for an engaging learning process (Bayyurt, 2022).

This framework functions as the methodology, using empirical precision through tools to provide answers to the project questions . The research target on the variables recognized in the studied project and its related indicators aims to determine the importance of applying Flipgrid to enhance speaking skills in 9th graders students.

The project uses an inductive approach, enabling the collection of pivotal information and the creation of clear outcomes to clarify points associated with the projects participants. In addition,



the deductive method is applied, facilitating the formulation of the proposal in the project inspired on set of premises favorable to making logical conclusions. The integration of experimental and quantitative investigation facilitates the structure of information, showing through graphs which display the frequency allocation for analysis.

The tools used in this study were observation applied by the investigator to gather information, and surveys that are pivotal for collecting data. The interviews allowed support for drawing logical inferences. These tools do not require recognition of information about the interviewed subjects, targeting at evaluating learners' perspective about the application of online environments such as Flipgrid to improve their Oral production.

This project target to evaluate and examine the variables: the origin of education issues that learners face when producing output in L2 and the educational approach carried by educators in their lessons. Furthermore, it targets to contrast old fashioned learning approach with blended education, applying Flipgrid online environment and extra features given by the platform.

This approach stresses the significance of exploring the teaching capabilities of blended education by Flipgrid and improving oral production skills. Through a contrastive research, variables would be compared and assessed the influence of Flipgrid online environment on learners' performance in the English subject and oral production measurement. Pivotal variables to be assessed involve academic grades scored through oral diagnostic test to evaluate oral communication performance and the implementation of instructed concepts in L2.

The framework of the study work involves four chapters in the following list: chapter I mentions the research problem, describing the problematic situation. It creates general and specific objectives, shows research questions and creates justification emphasizing drawbacks. Chapter II shows the background research which allows as help for the current study. It involves information similar to the variables used in this project. Involving investigative research, theories and principles. This approach ensures a comprehensive exploration of the topic, giving views and enriching a wider insight into the variables. The fourth chapter would address difficulties and reveal satisfaction in learners and teachers increasing the importance of the subject matter.

Chapter 1: THEORETICAL FRAMEWORK.

In Ecuador, Criminal rates is greatly shaping the application of online resources throughout many areas such as individual and interpersonal life. This event is known as distance communication is generally alluded as remote interaction has made differences in citizens way of working and living, impacting areas like learning and trips to places which protect cultural history, such as art galleries and historical landmarks (Aminnejad, 2020).

Remote interaction has caused the development of online competency between the general community, making a remarkable combination of online resources in Ecuadorian lifestyle. This trend in the use of technology is greatly accepted in the teaching system. This makes a beneficial chance for creating online learning experiences, involving the enhancement of oral production between ninth grader students in private education. By following this approach, learning would play a pivotal role in pointing out the relevance of current views in the acquisition of L2

1.1 Research background

Through extended research in digital sources from many universities, there were many projects related to digital platforms and its role in learning a new language. These studies have been pivotal to the investigators of this research for making a positive impact of learners English learning. Many studies and articles to the variables stated before, regarding online learning and the production of oral skills in L2 with the objective of giving solid theories and assessment for their reliability and importance of conceptual, applied and principles.

Hammett (2021), in his article “Utilizing Flipgrid for speaking activities: A small-scale university-level EFL study”. Suggest the application of online environment as a important resource for enhancing one of the two productive skills which support learners to reach the intellectual challenges of their academic journey. In terms of educational objectives, significant education has been highlighted. This type of education is essential in English instruction as it allows learners to improve their language skills in practical way, building upon what they have comprehend in the



lesson.

However, (Nguyen, 2022), in her thesis named “Effects of using technology to support students in developing speaking skills” emphasizes the swift progress in online tools and the transition to blended education in remote areas. This means that an important transformation from old fashioned teaching approach to blended learning has been taken even in dangerous areas. The influence of online environment is notable, emerging as an accepted idea in the teaching community. These online environments are quickly becoming valuable tools, helping learners in getting education from isolated areas to enhance their abilities while highlighting the importance of innovative teaching models.

Amirulloh (2021) analyze the effectiveness of Flipgrid as a pathway to enhance students’ speaking performance. This research centered on teachers’ points of views, targeting to give insight into the function of Flipgrid online platform as a pedagogical tool. Flipgrid proves beneficial for face to face and online education, acting as a significant learning resource that fortify instructions and support continuous learner evaluations.

The evolution of online tools, such as sound, visual media and animated graphics, along with their combination into multi-format content, has driven the emergence of innovative educational approaches, when incorporated into instruction, these resources go beyond fixed material by enabling engaging study methods, fostering meaningful engagement between learners and other participants in the academic journey. Furthermore, the expansion of web access in previously unconnected regions has contributed to the rise of the platforms that boost teamwork and knowledge, making academic opportunities more inclusive and effective for a wider audience.

1.2 Flipgrid Tools for Online Learning

Not so long ago, digital advancements have had an important role in different academic levels. On the other hand, teachers face the difficulty of selecting the most suitable digital resource from the vast range of choices available for their instructional strategies (Wang, 2020). It is

commonly accepted that many software applications and platforms are designed to improve the educational experience in the classroom. The main obstacle is determining those that best meet particular learning requirements. (Yan, 2021) mentions that these applications not only supplement conventional lessons but also facilitate the development of online study spaces, allowing learners to continue their training from a distance or even participate in completely virtual courses.

The next years, Flipgrid has widened its reach beyond a normal LMS (Learning Management System), developing many features and functions such as Flipgrid Grids for organizing classes or groups, Flipgrid topics for creating discussions prompts and activities and Flipgrid Video Moderation for teachers to review and approve videos before sharing. This growth involves platforms like Microsoft Teams for seamless collaboration. The analysis of these aspects focuses on highlighting freely available tools that can be accessed worldwide, providing numerous opportunities for online education, particularly in the acquisition of L2 to ninth graders learners. In the following discussion, pivotal Flipgrid tools that teachers should be aware of and combine into their classes will be explored.

1.2.1 Flipgrid Topics

It enhances education by facilitating visual contents and promoting critical thinking and giving learners audio. It encourages support and independent education, through fitting many education styles, with a special emphasis in blended learning. It supports online skills and innovation, allowing learning to be more meaningful in comparison to old fashioned strategies. (Rosita, 2023)

1.2.2 Flipgrid Grids

They are digital areas where teachers arrange groups for audio visual debates. Flipgrid Grids serves a unique space for promoting point of views of learners ideas, promoting collaborative skills among them. This can function for any subject, allowing many learning styles. Grids give customized features for enabling a safe area for learners. They are ideal for organizing and



motivating educational journeys in both face to face and blended lessons(Difilippantonio-Pen, 2020).

1.2.3 Flipgrid integration with Canvas

Like the previous tool, Flipgrid allows users to create and share presentations. (Azari, 2024) mentions that Flipgrid integration with Canvas facilitates to share projects with many learners sharing works, creating a suitable online environment for learners to display their innovation and boost online competencies. With a wide range of templates and the function of adding visuals, audios and dynamic features, it gives a robust platform for learning experiences.

1.2.5 Flipgrid Shorts

It's a characteristic of the platform which makes students record and edit videos. Flipgrid Shorts enables teachers and learners to develop interactive and creative audio-visual materials for presentations (Vurdien, 2023). This characteristic of Flipgrid allows the creation and sharing of educational videos which boost their innovation and enhance their communicative skills in a meaningful way.

1.2.6 Flipgrid Whiteboard mode

This feature can be used to work in teams, it gives a whiteboard where learners are able to type or write in square charts, it is also designed to add visuals and draw notes. (Mango, 2021) mentions that this feature allows users to collaborate in works such as graphic organizers and mind maps. It is likewise a great resource for hosting digital games, using the whiteboard mode as a game surface where users can move different components and engage with their classmates or the instructor.

1.3 Flipgrid with integration with Microsoft teams

According to (Köroğlu, 2021), one of the reasons of the rapid advancement of online resources is due to students who are living in remote or dangerous areas where school facilities are merely existent. As learners remained at their places of living, their learning environment has shifted into a synchronous visual messaging system using online environments such as Microsoft Teams. This video conferencing tool allows users to connect in real time at zero cost.

Microsoft Teams display characteristics which are connected with Flipgrid, and it allows user from Flipgrid to create meetings with as many 250 users and a maximum capacity of 10.000 online spectators. Premium users from Both Flipgrid and Teams can redouble the number of users in meetings with a maximum user of 500 participants. (Dr. Sumadevi S, 2023). Learners can start conferences by entering Flipgrid.com or just by going to Teams and arrange one.

Teams stand out as a friendly online environment with easy access to both a website and mobile apps functional with Android technology, serving an option for video communication. At the beginning, Teams, worked as asynchronous communication system. In recent years, its video streaming service has been incorporated into its features.

Flipgrid with association with Teams helps a big number of learners who can keep synchronous communication system and exchange educational videos. It is intended for teachers and learners offering a way for remote education. (Esparrago-Kalidas, 2022) mentioned that Team users can establish a conference and mute the participants with the intention to engage the audience, suiting the needs of the host as needed.

1.4 Flipgrid resources for Education in the modern Era.

In modern education times, knowledge and digital tools play a vital role as resources for information acquisition and understanding. (Pham, 2023) notes that knowledge can be incorporated by blending a range of educational programs both nationally and internationally with the aim of enhancing the quality of academic standards.

When blending learning into educational programs, it is important to analyze many aspects



of scholars about the topic. (Rinfret, 2022) emphasize the relevance of curricula structure, establishment of tasks, interaction strategies, topics incorporation and assessment strategies as key component in this process. Furthermore, aspects such as learning styles and task design can impact significantly in the involvement of digital tools for the learning experience.

The aspects shown by (Turchyn, 2023) considers the subject matter along with curricula, task design and delivery and evaluation strategies. These aspects ought to be viewed as key elements for the correct implementation of digital tools in any educational program. On the other hand, these ideas don't mention what digital tools can support the learning process in the best way possible.

(Pérez-Sabater, 2023) explained a number of difficulties when it comes to online teaching and learning, centering on points like educators qualifications on combining online resources in their lessons, the necessity for online competency to be an important ability for the educational community, learner expertise in the application of innovative digital tools, the application online resources for intake of knowledge understanding and the teaching style practices to suit student learning styles like visual or kinesthetic.

(Pérez-Sabater, 2023) suggest that these difficulties are centered on teacher qualifications as the main reason, targeting to reach a better learning experience, however, he does not point out advice on digital tools which can adapt the learning experience to modern times.

According to (Syahrizal, 2021), the combination of digital tools in the learning process, essential aspects are recognized, serving as foundations. These involve identifying the adaptability and reachability of content across the internet, the skill to change, improve and upgrade educational settings across digital platforms and the advancement of digital abilities for teachers that can positively manage to innovative ideas demands in many areas of academic and social environments.

Many theoretical points of view displayed as aspects, difficulties or foundations stress the relevance of involving digital tools in today's learning experiences with the intention to accomplish objectives set by the learning community. On the other hand, a remarkable shortage of instructions

about digital tools, particularly apps systems is noticed which undermine to grant educational advancement for educators in their lessons. The core issue is to recognize the meaningful zero cost digital resources which Flipgrid give for lesson enhancement and the instruction of academic subjects.

Flipgrid point of view in learning states that it can happen in any settings, forming the system for getting and sending information. In this context, Flipgrid has created a category of features to help the learning experience, making sure it to grant the different needs of learners and the needs of teachers. (Lai, 2021).

1.5 Flipgrid for an Engaging Digital Learning Experience

Modern language strategies are exponentially focusing on the learner, and the impact of the educator is viewed as a coach in educational experience. This trending methodologies supports the advancement of 21st century skills which fosters the learners' abilities to stand on professional and academic demands. Furthermore, these sets of techniques also identify the range of differences inside lessons. (Puangpunsi, 2023).

In this context, the educators position switch into a “facilitator”, supporting learners in their independent educational process. This premise is for learners to see the educator as a coach of education who guides introspection as a motivational strength for inner growth and development. The objective is to allow them to adapt to innovative ways of reasoning that permit them to create new habits, causing enhancement in their way of living and reaching milestones.

This view coincides with John Dewey premise on the need to transform our own thinking to reach relevant changes, a core notion in his paradigm of “experiential learning” (Dewey, 2020). Dewey stresses the relevance of inner learning, emphasizing the mixed nature of humans as both a project in themselves and a carrier of external projects, is evident that in modern times, education is shaped by the learners learning style to engage emotionally and conceptually with their surroundings through online environments. This shift has resulted in the development of digital



competencies, a form of remote education facilitated by the media.

In this framework, conceptual approaches are pivotal, and networked learning arises as the current shift able to give a friendly comprehension of these many learning styles focused on tailored relationships. In contrast to conceptual theories such as social learning theory, transformative learning, self-determination theory that have drawbacks in showing the impact of the integrated online community on instructing learners (Sikandar, 2022).

It is noted that learning communities applying Flipgrid have the benefits of documenting and saving lessons, allowing them to establish conferences when they best find suitable, giving us a profound comprehension of the interaction among this learning environment and participants of the learning system. It is pivotal to stress that Flipgrid gives many features during meetings to enable online discussions between educators or learners.

In addition, it is essential to point out that this resource strengthens lessons likewise face to face lessons. Giving the chance to discover innovative ways of information transfer by straightforward communication with learners. It is also crucial to note that admission to these features don't need extra apps and it's best way to use is by a computer or cellphone, permitting online communication from any part of the globe. With this theory and comprehension, research has been carried out.

The Chilean ministry of Education (Villarroel, 2023) demonstrated that institutions from many rural areas of Chile, involving elementary schools to high schools demonstrated readiness to switch from face-to-face classes to online lessons. This paper highlights the relevance of the Chilean teaching community to upgrade their educational process with the new trending which took place in many remote areas of the country where teachers were unable to access.

The current government of Ecuador has established many degrees in the learning sphere to grant education in all cities of Ecuador both in rural and modernized areas. This creates the beginning of the journey to grant online environments for facilitating the adaptability and availability of lessons in a digital platform. According to (Mortaji, 2022), digital environments have been transforming with the past of the years, resulting with a remarkable steps in creativity,

involving many online resources in Europe, at the same time these has evoked in social inequality in learners and educators.

Motivating digital competency gives teenagers and adults the opportunity to retake their careers, at the same time improving their technological abilities across different professional areas. As a result, learners create inner learning and self-awareness in taking beneficial choices allowing them to carry tasks or projects efficiently with or without educators' instruction.

Establishing audio visuals meetings by Flipgrid is carried out through Teams. To utilize this resource, a video call ought to be arranged and the invitation through a link delivered. The benefit for learners is that they require to create users at zero cost, allowing them to avoid economical pressure from these gigantic companies. Users can enter conferences from Teams or from Flipgrid Grids by a meeting link (Wang N. C., 2022).

Flipgrid can make educators and learners in high schools or universities carry out audio visual meetings for direct interaction in distant classes. On the other hand, its essential to point out that the zero cost features of Flipgrid do not have the ability to store audio visual meetings for more than 30 days: This capability is for premium users who paid three dollars a month. Many characteristics can help to improve the quality of the lessons from the students' needs through sharing your display, instant transcriptions and a wider look (Sangeeth Ramalingam, 2022).

Applying Flipgrid as an online educational platform for learners can enable them to be more independent in their educational process, allowing interaction which grants the application of digital resources effectively impacting on students' perspective toward technology. This influence is done by its accessible commands, and its zero-cost availability. In this context, teachers are adjusting to online environments, and at the same time learners are engaging in current digital trends.

1.6 relevance of speaking

In the advancement of speaking production, phrases and idiomatic is crucial, as it includes



strategies which establish rules for successful interaction. Although an ability being utilized regularly, it is often not provided the crucial value. When speaking is applied improperly, confusion can happen. It is pivotal to know that speaking production is usually targeted for enhancement by organized, focused and intentional practice. (Johler, 2022).

On daily basis, learners face constant difficulty: the elaboration of speaking production schemes when interacting with others users of the language. This challenge is specially alarming when learners encounter difficulties structuring utterances without having background information or lexical repertoire. It must be highlighted that learners might face different issues which restrain their skill to communicate orally in L2. These issues involve challenges in enunciation, the stressful feeling of committing errors in peers, and most generally, the unwillingness to engage in conversation due to insufficient knowledge.

To reduce these issues, it is pivotal to create techniques which allow education to be more effective and engaging for the advancement of speaking abilities. Consequently, this can grant favorable development in speaking production, acting in teenagers and adults as a promoter on stating premises clearly and in authentic scenarios (Sánchez, 2021). Teachers' ought to aim to advance the advancement of speaking production in learners. This can enable them to express ideas coherently and to search and give points of view, participate in debates and give opinions. (Connor R. Edwards, 2022) explains that by practicing speaking interaction, the physical and emotional desires of people are fulfilled. This paradigm not only improves interactive abilities, but also grants people to incorporate into challenging and corporate settings

The instruction and education of L2 include a plethora of aspects or abilities influenced by the interaction system. These skills such as speaking, writing, reading and listening. The advancement of these abilities is pivotal for learners beginning to master their knowledge in a different language. Speaking is the hardest of them since it involves the use of nonverbal communication such as body language and signs which give extra meaning for people who are interacting with each other. This facilitates the growth of interactive skills through behavior,

fostering genuine and impactful ideas. (Prasetyowati, 2023).

The speaking interaction system correlates to guidelines originating on verbal comprehension and methods for acquiring a second language. This shows that users of the language have background knowledge and demonstrate mental skills, such as enunciation, recognition of words and form. To utilize the language in concepts of lexicon and terms, the interactive system ought to be active and consistent. Allowing the transmitter and receiver to switch roles and communicate ideas in a brief, precise and suitable way. These qualities are vital for enhancing language abilities.

1.7 Enunciation

The enunciation in L2 have greatly relevance as it is bounded to the significance and understanding of lexicon which involve knowledge transmitted in verbal utterances. It has an important function in auditory understanding, speaking production and oral communication. Therefore, it has a crucial connection between enunciation and interaction in L2 instruction.

The efficacy of L2 interaction is usually hindered conveyed as some speech from the target language can influence the shape of the information. This is a problem which can affect semantics in the conveyance of knowledge. interaction in L2 is a system which uses the transfer of premises, opinions and phrases involving information, abilities and behavior like talking, debating, hearing, engaging and communicating with people. in the education of a target language or L2 , enunciation have a pivotal function as an important language element affecting interaction or dialogues.

(Yulianti, 2021) states that the instruction of language enunciation do not have be viewed as an unnecessary element but out to be incorporated into curricula like grammatical structures, lexicon, and other sub elements of L2. (Xalilova, 2023) strengthen this perspective by highlighting that enunciation is a language sub skill that must not be ignored in benefits of other skills. Getting correct enunciation in a new language is one of the most important difficulties for learners and they should spend more focus in getting better at this subskill. This ability is shown as a crucial element for clear interaction with peers.



In spite of the ongoing difficulties encountered by learners, there exist numerous methods to improve enunciation. Particularly with the aid of digital tools, learners can take advantage of online resources like podcast about authentic use of English or virtual lessons with scholars of the language, removing the necessity to commute. It is pivotal to highlight the relevance function that engagement possess in this subskill. Teachers must watch what kinds of enunciation methodologies influence learners' engagement to enhance their pronunciation abilities. (Chand, 2021).

1.7.2. Sentence structure

Sentence structure functions as the main aim in granting clear interaction. When exploring into the elements of a new language, it's important to get information of its grammar. Studying elements like composing, letter enunciation and utterance construction. Sentence structure, as a field of semantics, performs two roles : syntax which clarifies the structure of words by deconstructing and analyzing them individually and morphology which recognizes the order of utterances and its correct position of words in a sentences and semantics which explore the study of meaning in a language as it centered of how texts is used to convey meaning.

1.7.3. Lexical units

The nature of lexical units' acquisition could be misinterpreted if its reduced to simply memorizing lexical items. This method implies not only the memorization of single concepts but also involve the understanding of words, which are expressions made of three or extra words, like take it easy or make a move (Shazly, 2021). Despite these phrases consisting of many lexical items, they denote distinct vocabulary which include separate words but also involvement of more words that convey different types of concepts and understanding.

The advancement of new lexical items has an relevant function in the education of a new language. It is pivotal for learners to rise the custom of increasing their vocabulary list , granting they understand them and use them in authentic scenarios for a correct language acquisition.

According to (Fendji, 2022), vocabulary is an essential element in teaching a new language. Hence, learning lexical items has a vital position in improving proficiency. A student who gets a shortage of lexical repertoire in their proficiency will demonstrate problems to improve interactive skills in the target language (Sari, 2021). Many learners face difficulties when reading novels because they are not used to reading on daily basis which result in a shortage of lexical items. Therefore, mastery of lexical repertoire plays a crucial role in achieving effective interaction. In fact, information about words is essential for interactive abilities and proficiency in a new language.

1.7.4 Fluency

Enhancing proficiency is the interactive abilities that learners across various learning stages struggle with. (Sevarakhon, 2024) states that it is recognized that students will develop language abilities in accordance with the amount of rich stimulation provided, as long as their sensory pathways are not overstimulated by an overload of input.

Limitation on fluency is generally linked to a restricted lexical repertoire, as students usually lack diverse language experiences they can connect with. This encompasses conversations and other resources reflecting authentic context, phrases or idioms, linguistic structures and hesitations, interjections and natural or unstructured sounds characteristic of everyday communication

1.8 Using Flipgrid as a Teaching Approach to Enhance Speaking Skills

In language learning, communication takes place through receptive skills (listening and reading) and productive skills (speaking and writing). This need has driven the creation of diverse techniques to ensure language acquisition. (Aizawa, 2020). On the other hand, these approaches often fail to sufficiently target pivotal learners' abilities such as speaking production since it demands greater work and concentration to master

According to (Winaldo, 2022), learners require extra English lessons to support their



proficiency as oral production is a vital ability that enable immediate interaction. This study will examine the significance of practicing oral proficiency, imparting approaches, the role of receptive skills and the impact of speaking production and language acquisition. (Maican, 2021) digital tools have greatly transformed learning, placing a strong center on remote learning. Online lessons and hybrid learning have become environments where learners and educators can communicate likewise old-fashioned lessons.

1.9. Online meetings as a Creative Approach for Enhancing Speaking Skills

(Hastomo & Marcela, 2021) explains that online meetings is an interactive platform which enables the creation of communicative digital environments, enabling individuals to connect with many users usually in distant locations. Its key benefits and uses is it can serve as an instructional tool in the education experience. Additionally, it acts as a helpful resource which improves interaction among learners and educators, as well as among learners during group work, projects and more.

Using online meetings as a new approach creates the path for oral production advancement. (Nguyen T. H., 2023) suggest that this permits learners and educators to communicate by remote communication and resources such as email and instant chat where engagement and learners' efforts in the assigned activity are enhanced creating a positive rapport between learners, technology and educators.

Digital tools are easily accessible, educators' easiness on use them is evident and learners are eager to develop technological competencies. (Fitria, 2024), mentions that digital resources enable teachers and learners to save, keep, record, create, and share information in many forms. The tools used involved the internet, cellphones, and gadgets with an Android or IOS system, allowing fast and availability for unrestricted communication between users across online environments such as Flipgrid, promoting teamwork and significant education.

Online meetings, in their broad framework, is regarded a all-encompassing as it allows for a fast sharing of pictures, audio and information. Its friendly features is demonstrated in its ability

to support multiple way interactions at any given moment. Furthermore, it's real time communication allows for instant sharing of knowledge at any direction or location as long as it have internet access (Bangkom, 2021).

It encourages the combination of learners from various places learning about a given topic, boosting confidence in collaborative works, particularly people living in dangerous or harsh environments. This results in a more compelling use of lessons with greater learner involvement, enhancing the overall learning process. Additionally, it decreases the cost associated with contracting teachers, as the same educator could work with a huge group of learners.

1.10 techniques for improving speaking skills in online lessons

Some strategies like enunciation drills, reciting passages, role playing and giving presentations are essential activities for enhancing speaking production

1.10.1 Roleplays

Creating tasks which involve learners in authentic contexts can enable them to use the language in real world situations. Simulations like role plays is an instructional method where more than three participants act based on scenarios where academical, social or professional responsibilities take place. This technique promotes involvement of both the individuals playing the acts and the observers, Therefore, this foster teamwork and reasoning skills based on the context given. (Novaes, 2021). This engaging technique focuses on everyday situations which assist learners in advancing important social abilities, including self-confidence, problem solving and compassion.

1.10.2 Virtual discussions board.

Utilize virtual discussions boards to explore content. This enables learners to articulate their ideas in writing and afterwards in speaking productions on these contents through online lessons. An extra educational resource, virtual discussions promote communication among learners and



educators. Its main objective is to clarify questions regarding the subject of the lesson or give solutions to difficulties on the language which might come up, Consequently, enhancing learners speaking production (Wesam Khairy Morsi, 2024). Engagement in this online discussion usually is interactive because of the flexible nature of the session, as learners become experts, they can offer assistance to other learners who struggle to get the expertise.

1.10.3 Digital Debates

Arrange debates on significant issues will strengthen oral production and boost reasoning abilities and the application of technical lexical units. (Majidi, 2021) explains that this technique imitates a tournament where two or more bands strive to reach a victory by showing the best argument or creating weaknesses on the arguments from the other band. It incorporates two sides who have two opinions on a subject.

In essence, using debates as educational resources greatly enhances oral proficiency through providing opportunities for learners to state ideas, cultivate reasoning skills and lessen their dependence on learning by heart. (Hang, 2023) explains that debate has a beneficial influence on creating engagement, deepens understanding on any topic and helps to use background information in authentic scenarios and improve collaboration and investigation abilities.

1.10.4 Audio – Visual materials and Video Showcases

Integrating audio visual content allows learners to hear and imitate the enunciation and accent of the user of the language who are native or experts on the field of language teaching. Getting learners to prepare showcases on given content can reproduce these aspects on their presentations. (Chand, 2021) suggest that this gives a chance to put into practice the studied content and create own feedback in their enunciation. Correct pedagogical videos encompass the motivation of learners, giving them a motivational space as well as knowledge about the subject.

Recounted by a sequence of motional pictures, audio and communication they involve learners in the educational process of understanding and using the language and help their speaking production. In this view, visual learners can establish relations between concepts and premises. According to (Kashinathan, 2021), by using visualization, learners can observe dimensions, forms, shades and lengths. Therefore, this will allow them to understand and infer topics on what they see.

1.10.5 Teamwork techniques

Teamwork techniques education originates on applying tasks which learners labor together and communicate to reach an aim. Its benefits are widely known it promote learners as the center of their education, creates and improve reasoning abilities and improve rapport which is relevant for long lasting education. (Aizawa, 2020) explains that elaborating activities which demand learners to work as a team in elaborating and showcasing information in the language can greatly boost oral production.

In the learning community, teamwork is viewed as a meaningful educational approach which promote learners to construct together, demanding the incorporation of work, skills and empathy across a sequence of actions which allows individuals to reach a common objective. Teamwork is seen as a philosophy of collaboration and individual mindset to tasks, including elements like valuing the unique contribution of each group member.



CHAPTER 2: Methodology For Investigation and Diagnosis

In modern times, the instruction and acquisition of a new language have experienced significant change, especially with the development of interactive online resources for the educational community. One digital resource is Flipgrid, a video meeting environment that is widely used in academical settings because of its reliability on its features. This investigation utilizes a blended method approach, incorporating qualitative and quantitative techniques. It seeks to search for information on the recognized issue by using diverse instruments to analyze the effectiveness of the proposal regarding the implementation of Flipgrid for enhancing speaking production

Through the combination of quantitative and qualitative approaches, a more transparent understanding of the examined problem is obtained, leading to more accurate information by reducing errors associated with each approach (Azari, 2024). Key features of this investigation involve its ability to analyze and evaluate the investigated issue, formulate hypothesis based on observations, validate concepts and carry out new assessments and observations for refinement while also supporting the formulated assumptions.

The research methodology follows a qualitative approach, as it incorporates tools to measure specific information throughout the study. The primary goal is to examine an educator's point of view on the significance and application of the previously stated online environment. This qualitative method seeks to explore in greater depth, acknowledging its complexity and variety to create context and infer the subject of the study. As noted by (Bayyurt, 2022), this strategy give a flexible and reliable view of the problem taking into consideration its natural settings.

2.2 Scope of the Research

The current study was applied at Unidad Educativa Bilingue Ecomundo, situated in Babahoyo, province of Guayas in the coast area. It is a privately funded high school giving bilingual education. They way of teaching is in face-to-face lessons throughout the morning and afternoon and it offer from Elementary education to BGU (Baccalaureate General Education). This lavish

institution is in Babahoyo's city situated in Rioja neighborhood, Sector -8, district 3. Its philosophy of learning is humanistic and children's joy the benefits of this learning approach.

The scope of the investigation was focused on ninth grader learners, from the afternoon lessons. Each learner was questioned by a well elaborated survey to collect data about the strategies of the educator and learners' opinion on the relevance of improving the language by the online platform known as Flipgrid .

(Kashinathan, 2021) states that descriptive investigation is a methodology designed to collect measurable data for numerical examinations of a target population. It is widely used in areas of investigation which favor the gathering and explanation of features of a specific group

This research follows a descriptive approach, aiming to outline the features and attributes of the identified issue, particularly concerning online educational platforms in the acquisition of a new language between ninth grader learners at Unidad Educativa Bilingue Ecomundo. The objective is to examine factors concerned with academic scores and the instructional techniques that educators implement in their lessons via Flipgrid. Through this, the study sought to clarify the different aspects of the issue under investigation.

2.4 Research Procedure

The owner has organized the investigation protocol to keep an analytic order during the study of the issue.

Table 1

Investigation Plan

N°	PROTOCOL	TIME		
		July	August	September
1	Deliver an Email petition for allowance to the maximum Authority at Unidad	22,06,24		



	Educativa Ecomundo and get permission for the investigation	
2	Lesson observation in ninth grade Learners	27,06,24
3	Interview to Language Educators	06,07,24
4	Clarification to parents regarding the investigation and get approval by signature to carry out the survey	16,07,24
5	Survey applied to ninth grader learners	23,07,24
6	Information evaluation	25,07,24
7	Elaboration of the proposal	26,08,24
8	Proposal Application	07,08,24
9	Finding and Suggestions	17,08,24

Source: Joel Flores (2024)

To collect the required data for developing the proposed platform, it was crucial to seek permission from the principal via an Email petition. Once the approval Email was received, discussions with the Educator's staff were started with the intention to set a timetable for the proposal with the learners.

The learners were briefed on the showcases of the proposal and its assessment which was carried out through lesson observations. The objective of this investigation were clarified, with an emphasis on ensuring the function of Flipgrid as an online digital resource for enhancing speaking production could not negatively impact any learner's scores. Last but not least, parents were approached through a presentation of the digital resources for learning a new Language and invited to engage voluntarily in a survey to assess perspectives.

2.5 Operationalization of the variables

By operationalizing the variables, the matrix below target to recognize and assess the various elements which affect the feasibility of applying Flipgrid as a digital resource for improving oral skills. Through the examination of theoretical and operational variables a deeper comprehension will be gained of how learners can get better at using technology and which techniques can be applied to benefit its application in online lessons. By having this analysis, it is anticipated that valuable information can be accessed to guide and enhance learning and teaching techniques about online platforms.

Table 2.

Operationalization of the Variables

Variables	Theoretical Definition	Aspects	Markers	Tools
Flipgrid	Flipgrid is a video discussion platform developed by Microsoft launched in 2018 (Amirulloh, 2021).	Resources for Online Learning	<ul style="list-style-type: none"> • Students involvement in class • Motivating learners to learn by Flipgrid • Educators strategies • Parents perspectives 	<p>Observation checklist</p> <p>Interview</p> <p>Survey</p>



Speaking skill advancement	Verbal communication through spoken language for effective interaction, (Bangkom, 2021) involve skills like enunciation. Speaking abilities are pivotal for improving social skills.	Aspects Educational techniques	<ul style="list-style-type: none"> • Enunciation • Grammatical structures • Lexical units • Online meetings • Lessons • Roleplays • Debates • Online Discussion boards 	Evaluation pretest
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Instrument: Data collection

Designed by: Joel Flores (2024)

2.6 Strategies applied and their objectives in the research context

In alignment with the research strategies previously discussed, a questionnaire was utilized as a data collection instrument for the study. The questionnaire was designed as a set of questions aimed at capturing key elements to the analysis. The gathered information will play a crucial role in interpreting and presenting the findings related to the core subject of the research.

Questionnaire: during the gathering of information, two distinct questionnaires were developed as outlined below. Educator survey set of questions and principal set of questions interview.

Survey: the questions involving the set of questions from the survey utilized response options based on the Dewey ranked. This rank consist of a sequence of opinions to assess the respondent's reactions across various categories (Sari, 2021). Therefore, the ranking was established from strongest to weakest: 5. Completely support, 4. Support, 3. Neutral, 2. Oppose, 1.

Strongly Oppose

The interview: this tool is designed as a questionnaire featuring four opinion questions, providing respondents with the flexibility to answer freely. It facilitates the collection of more in-depth and detailed responses

Lesson checklist: A lesson checklist functions as an implement for tracking and documenting the development of behaviors, and competencies, especially in the realm of learning a foreign language within online platforms like Flipgrid. It consists of specific performance indicators used to determine whether certain learning objectives are met or not, at the same time utilizing the diverse features of online environments like Flipgrid to support language acquisition.

To answer the next investigation question, which online educational tools are pivotal for educators to set digital platforms from their places of living and boost educators learners rapport through Flipgrid? Before implementing the new strategies on the first session, an initial evaluation was administered. This modified evaluation targeted the development of oral abilities by interactive techniques utilizing Flipgrid. The assessment consisted of three parts, first, learners worked together on teamwork's to create a scenario and solve narrative problems, Next, they organized the narrative logically via Flipgrid grids, Last but not least, each learner delivered a visual presentation of their work to their peers.

2.7 Documentary Analysis

The information collected includes administering surveys to educators and parents, interviewing the maximum authority of the school, and evaluating educational techniques in online English lessons. Checklists are used to measure educational objectives after implementing Flipgrid as a strategy to improve speaking production on ninth graders. This research follows a quantitative approach utilizing data collection instruments that enable analysis through graphs, allowing the interpretation of results and the formulation of conclusion



Another tool used was field research. It combined the examination and explanation of findings, contributes to comprehension on how the parental environment impact learners scores. The school serves as the primary unit of analysis throughout this process. This research specifically examines the influence of applying Flipgrid on the advancement of oral abilities which are essential for overall proficiency. Audio visual meetings environment provide a especial chance for interactive and collaborative practice, enabling social skills improvement in remote locations or hard schedules.

2.8 Population, Sample and Sampling

The information gathered from Unidad Educativa Bilingue Ecomundo, situated in Babahoyo town, with a group of 28 learners from ninth grade: 14 women and 13 men and their ages are 11-12 years old. The learners reached an pre A2 language level and the institution give five hours of foreign language per month, showing that the curriculum to English is relevant, However, their abilities of English is viewed as pre intermediate.

As (Azari, 2024) point out, a sample represents a portion of a population elected to examine its attributes. In this investigation, the population was selected as the sample, including 48 learners and 28 fathers and mothers from ninth grade, Furthermore, the study involves language educators and the academic coordinator.

Table 3 .

The grouping sample from Unidad Educativa Bilingue Ecomundo

Unit	Type	Population	Sample	Proportion%
1	Director	1	1	1.60%
2	Language Educator	9	3	5.36%
3	Fathers and mothers	48	28	45.03%

4	Learners (ninth grade)	48	28	45.03%
	Total	99	62	100.00%

Source: Joel Flores (2024)

As the table shown above, the survey implementation regard to one director, 3 language educators, 28 fathers and mothers and 28 learners from ninth grade. These subjects were assessed, and the outcomes resulted has been remarkable in recognizing and analyzing issues and significant hypotheses.

2.9 Evaluation of information and considerations

In terms of economical context, the majority of learners originate from households with modest to lower earnings, and although a significant portion live within urban areas, a subset resides beyond city limits, potentially impacting their ability to get additional academic materials. Furthermore, it is important to highlight that these learners have foundational technological competencies, suggesting they are adept at utilizing laptops and digital platforms in their educational pursuits.

Their command of the language was rated at the A2 level on the CEFR scale, according to internal information gathered from the proficiency test. However, even though these evaluations took place, numerous learners face obstacles in oral interaction, both inside and outside the academic environment. This issue arises from a scarcity of chances for performance and activities designed to enhance their oral abilities such as enunciation, smoothness and word knowledge expansion. Classes were conducted from Monday through Wednesday, running from 10:00 to 11:00 in the morning, offering an organized sequence of English lessons.

Language teaching in Ecuador is frequently regarded as substandard and lacking, as highlighted by the country's position at 79 out of 112 nations assessed by (Education First, 2022).



This standing emphasizes the urgent necessity for measures to boost Language competencies. Issues such as insufficient materials, restricted educator preparation and inferior academic facilities need to be addressed to greatly enhance language proficiency and provide learners with 21st century skills and interactive abilities.

The information was gathered using descriptive and numerical investigation. Outcomes were derived from on-site examinations employing firsthand monitoring tools in the online learning environment, enabling researchers to comprehend the instructional techniques the educator employs to foster the foreign language abilities. A detailed educational scheme executed by the educator in everyday tasks was examined, which involve the integrating of engaging methods for educational progress.

Moreover, a syllabus designed by the government was scrutinized in connection with the existing educational framework and the achievement of the learner's graduation criteria in private schooling concerning English acquisition. The viewpoints of the academic community participants, encompassing educators, fathers and mothers and institutions administrators were taken into account through questionnaires and surveys. This was carried out to grasp their enthusiasm and viewpoints on a novel instructional approach using Flipgrid in their routine tasks. The documentation of these findings enables researchers to recognize the obstacles learners encounter and enhance through instructional and teaching techniques, thus elevating the standard of English competence within the school

2.9 Early Diagnosis

The educational diagnosis fulfills multiple objectives: to improve the standard of English instruction and acquisition, to produce data regarding the effectiveness of both educators and learners, to formulate scholarly choices for the advancement of verbal abilities using online environments like Flipgrid and diverse engaging teaching materials, and to encourage the successful incorporation of online instruments in pedagogical methods and the adept handling of online settings.

These goals need a unique form of evaluative appraisal. The diagnostic procedure, one between several assessment techniques, embraces a beneficial methodology. It strives to achieve a comprehensive grasp of the advantages and disadvantages of the high school. The intention is to sketch out enhancement strategies aimed at assisting academic establishments and initiatives in boosting the caliber of instruction and education. Importantly, this diagnostic method does not entail, scoring, classifying, segregating, incentivizing or sanctioning.

This study intends to perform an evaluative diagnosis to pinpoint, initially, the obstacles learners encounter in mastering language proficiency and to improve their verbal abilities. Furthermore, an appraisal of online instruments will be conducted to ascertain their practicality in pedagogical activities, as well as educators and learner engagement. This evaluative diagnosis is fundamentally positive, as its results will act as a basis for devising curricular enhancement measures. It aims to investigate the causes behind both achievements and shortcomings, to reduce the latter and enhance the former.

The importance of diagnostic evaluation will mainly depend on the adequate and trustworthy data gathered from sources via questionnaires. The objective of this diagnostic is to evaluate the fundamental competencies attained by learners in language across different levels of high school learner. The focus grasp for the study consists of ninth grade learners in a private institution. The assessed aspect includes academic achievement, perspectives and aspirations regarding English acquisition, research techniques and routines and English lessons. The establishment of sample size and selection adhered to a principle of non-random sampling.

The diagnostic procedure encompassed multiple phases. Initially, a lesson checklist was elaborated to evaluate the learner's English competency. It was designed to examine the instructional techniques utilized by the educators with their learners. This checklist was segmented into two sections: monitoring face to face lessons and evaluating communicative engagement during online sessions by utilizing online environments like Flipgrid and other tools for enhancing speaking production.

Furthermore, a questionnaire was administered to educators to measure their endorsement



of the educational initiative concerning the utilization of these digital resources in enhancing their English competencies. This facilitated a more profound comprehension of the learners viewpoint on the suggested intervention. In addition, information from checklist lesson and learners questionnaires was scrutinized to detect any connection between instructional approaches and learners participation rates.

Surveys participants are expected to use the Dewey's ranked system, a measurement tool frequently utilized in surveys and highly recognized as the best favored for investigative studies. When answering a survey designed with this instrument, participants express their degree of consent or dissent with the survey inquiries. This ranking system provides a systematic method for assessing perspectives and beliefs, thus facilitating a more thorough insight into participants' viewpoints. Additionally, its graded answers permit the collection of a wider spectrum of replies, yielding more accurate and significant information for examination.

2.10 Restriction of the investigation

One of the constraints faced throughout the instructional educational progress of the foreign language in the lessons was the educator's reluctance to incorporate online resources in their routine tasks. This is attributed, partly to the presence of educators who are still not adept at utilizing information and communication technologies and partly to the absence of professional development opportunities to refine their teaching strategies.

The lack of preparation with a creative perspective on techniques and engaging education obstructs the advancement of online learning. This is the obstacle that this institutions encounters in transitioning it's face to face class to a digital class. Although the school has internet connectivity and a lab, the educators are unaware of the technological resources required for efficient lesson administration and the enhancement of speaking skills.

Another major issue, related to the second variable, is the insufficient involvement of educators in fostering verbal abilities. This stems from the restricted instructional time available to

them, leading to scant, nearly insignificant, progress in this area. As a result, educators experience stress to finalize the scholastic curriculum by the year's end without attaining substantial outcomes in their learners.

2.11. Tools Developed Based on the Chosen methodology

For this research, a set of tools have been crafted as part of the straightforward approach for gathering information, aiming to pinpoint issues in the advancement of spoken English capabilities among ninth grade learners. This approach encompasses questionnaires aimed at educators, father and mothers featuring a structured survey grounded on the Dewey's ranking system. The outcomes enable the identification of the educational community degree of contentment and subsequently, the exploration of alternative solutions to attain the targeted scholastic standard in foreign language acquisition.

Moreover, an observations form is utilized to recognized challenges in the enhancement of verbal abilities by the techniques and instructional approaches applied by the educator. Lastly, an interview with opinion questions is heled with the head authority of the school



CHAPTER 3: Analysis of the Results

The compilation of data through mechanisms like surveys and interviews, were carried out , with the aim of including learners, parents, educators, and the staff administration of the school. The objective was to materialize the problem and to stress the relevance of acquiring a new language, preparing condition for clear learning results through pivotal instruments.

To grant the usefulness of the tools applied in this investigation, they were approved by a rigorous criteria. Each tool is selected to qualitatively and quantitatively rank the techniques showed in this investigation on applying Flipgrid as a technique to improve speaking skills. Furthermore, it aims to indicate the match the level of influence between educators and staff administration, with the objective of enhancing the strategical steps used by educators in their learning environments.

The information gathered through the learners surveys were prepared into tables and graphs utilizing Microsoft Excel, continued by information analysis. The survey involved 9 questions with a rank scale. An interview, consisted of 9 questions targeting the project aim, was carried out with the principal of the school. Opinions from the educators were collected and written for measurement. It is pivotal that the tools applied for both educators and learners were created through the criteria of the variables.

The items in the survey questionnaires have been rigorously elaborated with multiple choice answers based on the Barn rank system, and it is of a set of questions showed as opinions to rank the members perspective in different levels *Razali (2019)*. The rank system was described as, from topmost to bottommost: 5. outstanding, 4. great, 3. passable, 2. deficient, and 1. unacceptable. For the lesson examination, a framework was elaborated to indicate the struggles learners possess in Speaking skill production. This assessment tool permits the recognition of limitations in pedagogical process applied by the teacher. To test the

trustworthiness of this project, the investigators has used data from findings showed by educators in the interviews, demo class examination, and surveys.

3.1. Result of Surveys Applied to Educators

1.- The outline has been organized and explained by the ed Table(). planned E learning session ucators

Table 4

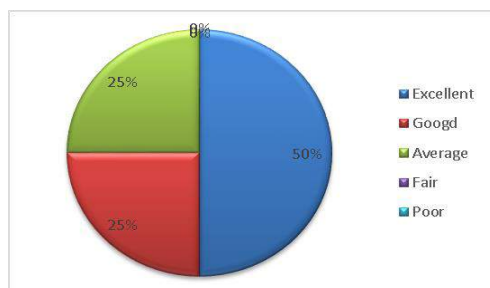
Planned E learning session

Code	Category	Count	Proportion
	<i>regularly</i>	2	40%
	<i>occasionally</i>	1	20%
Item	<i>On no ocassion</i>	2	40%
1		0	0%
		0	0%
	Total	5	100,00%

Source: Surveys implemented on educators
 Designed by: Joel Flores, (2024)

Graph 1

Planned E learning session



Designed by: Joel Flores, (2024)



The Graph above showed that, 40% ranked the E-learning session by teachers as outstanding, while 25% ranked it as great. No educators ranked it poor, creating a favorable opinion of the E learning session between the targeted members of the project.

2. There is organization between the subjects imparted by the educators.

Tabla 5

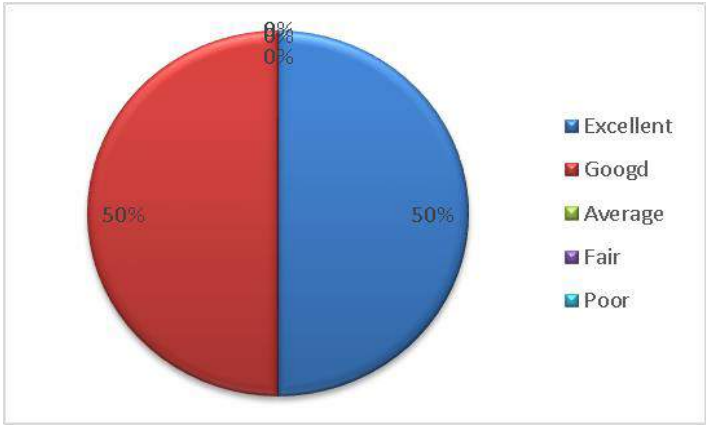
Educational program preparation

Code	Category	Count	Proportion
Item 1	Regularly	2	40%
	Occasionally	1	20%
	On no occasion	2	40%
		0	0%
		0	0%
	Total	5	100,00%

Source: Surveys implemented on Educators
 Designed by: Joel Flores, (2024)

Graph 2

Educational program preparation



Source: Surveys implemented on Educators
 Designed by: Joel Flores, (2024)

The information showed that almost (50%) ranked the Educational program preparation as outstanding, while the (50%) ranked it as great. There were no negative opinions which shows an encouraging perspective toward the Educational program preparation.

3. E- resources favorable for speaking production (online presentation, recorded videos, etc.).

Table 6

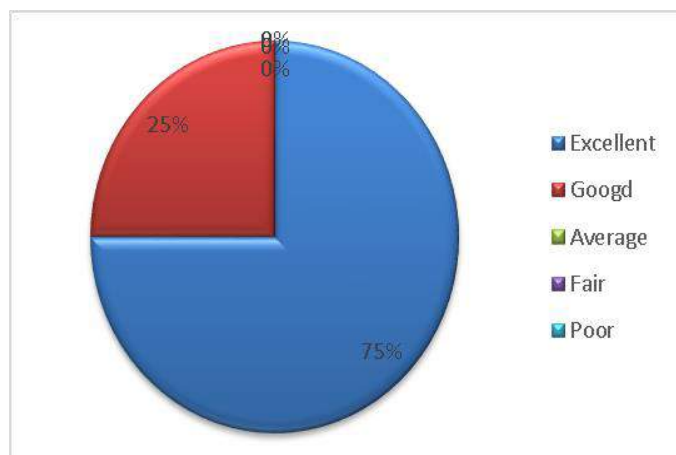
Online educational resources

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
<i>Item 1</i>	<i>Regularly</i>	2	40%
	<i>Occasionally</i>	1	20%
	<i>on no occasion</i>	2	40%
		0	0%
		0	0%
	<i>Total</i>	5	100,00%

Source: Surveys implemented on Educators
Designed by: Joel Flores, (2024)

Graph 3

Online educational resources



Source: Surveys implemented on Educators
Designed by: Joel Flores (2024)



The information shows that 75% of the participants ranked the online educational resources as outstanding for speaking production, 25% ranked it as great. There is no negative indication toward the feasibility of online educational resources for speaking production.

4. The educator evaluate oral skills progress by examinations.

Table 7

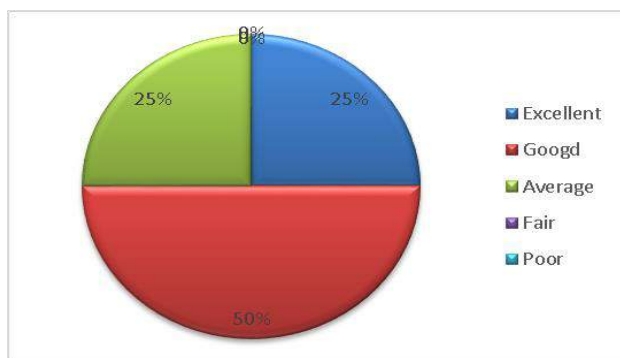
Oral communication proficiency evaluation through session review

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
	<i>Regularly</i>	<i>2</i>	<i>40%</i>
	<i>Ocassionaly</i>	<i>1</i>	<i>20%</i>
<i>Item</i>	<i>on no occasion</i>	<i>2</i>	<i>40%</i>
<i>1</i>		<i>0</i>	<i>0%</i>
		<i>0</i>	<i>0%</i>
Total		5	100,00%

Source: Surveys implemented on educators
 Designed by: Joel Flores (2024)

Graph 4

Oral communication proficiency evaluation through session review



Source: Surveys implemented on educators
 Designed by: Joel Flores (2024)

The information demonstrate that 25% of the members ranked the Oral communication proficiency evaluation through session review as outstanding, 50% as merely great and 25% ranked it as average. No negative indications of poor opinion were shown during the session which favors Oral communication proficiency evaluation through session review as a valuable pedagogical tool for enhancing speaking skills.

5. The instructor administered virtual evaluations that could be completed remotely at home.

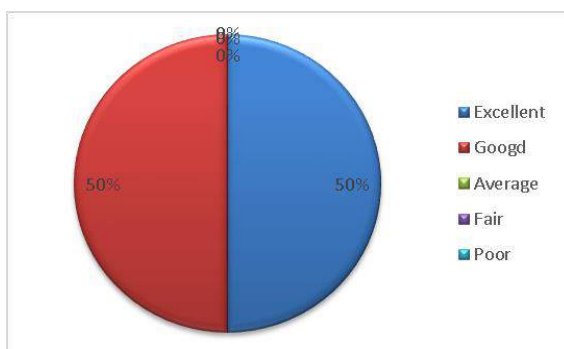
Table 8

Virtual evaluations

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
	<i>Regularly</i>	2	40%
	<i>Ocasionally</i>	1	20%
<i>Item</i>	<i>On no ocassion</i>	2	40%
<i>1</i>		0	0%
		0	0%
<i>Total</i>		5	100,00%

Graph 5

Virtual evaluation



Source: Surveys implemented on Educators
 Designed by: Joel Flores, (2024)



The analysis demonstrated that 50% of the participants on The instructor administered virtual evaluations that could be completed remotely at home as outstanding and the 50% remaining ranked it as great. No signs of poor appreciation toward it were shown which remarks an engaging point of view between ninth grade educators in terms of implementation of virtual evaluations.

6. Coaching sessions have been tailored to enhance student oral communication skills

Table 9

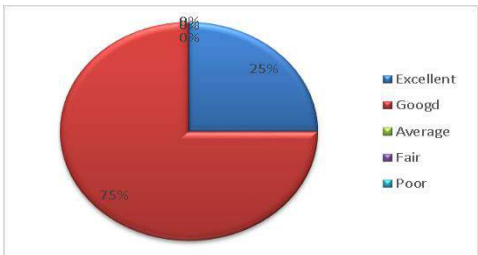
Customized coaching for oral communication proficiency

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
<i>Item 1</i>	<i>Outstanding</i>	<i>3</i>	<i>25%</i>
	<i>Great</i>	<i>1</i>	<i>75%</i>
	<i>Passable</i>	<i>0</i>	<i>0%</i>
	<i>Deficient</i>	<i>0</i>	<i>0%</i>
	<i>Unacceptable</i>	<i>0</i>	<i>0%</i>
	<i>Total</i>	<i>4</i>	<i>100,00%</i>

Source: Surveys implemented on Educators
 Designed by: Joel Flores (2024)

Graph 6

Customized coaching for oral communication proficiency



Source: Surveys Implemented on Educators
 Designed by: Joel Flores (2024)

The graph reveals that 25% of participants ranked the coaching sessions as outstanding when it comes to its development due to fulfillment of student's needs. 75% of the participants ranked the coaching sessions as great. No sings of negative opinion were demonstrated which motivate the participants on customization class for filling students need in oral production.

7. The educator offers a wide range of digital resources to support activity reinforcement.

Table 10

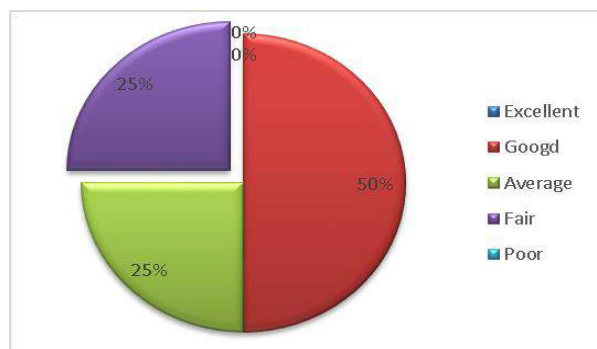
Educational online resources

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
<i>Item 1</i>	<i>Outstanding</i>	<i>0</i>	<i>0%</i>
	<i>Great</i>	<i>2</i>	<i>50%</i>
	<i>Passable</i>	<i>1</i>	<i>25%</i>
	<i>Deficient</i>	<i>1</i>	<i>25%</i>
	<i>Unacceptable</i>	<i>0</i>	<i>0%</i>
	<i>Total</i>	<i>4</i>	<i>100,00%</i>

Source: Surveys implemented on Educators
Designed by: Joel Flores (2024)

Graph 7

Educational online resources



Source: surveys implemented on Educators
Designed by: Joel Flores (2024)



The information demonstrate that 50% of the participants ranked the educator as offering great online resources for skill enhancement, 25% ranked it as good and the other 25% ranked it as passable. This shows a blended result between participants when it comes to suit online resources given by the educator for skill enhancement.

8. The use of instructional strategies on virtual platforms has greatly benefited the student.

Table 11

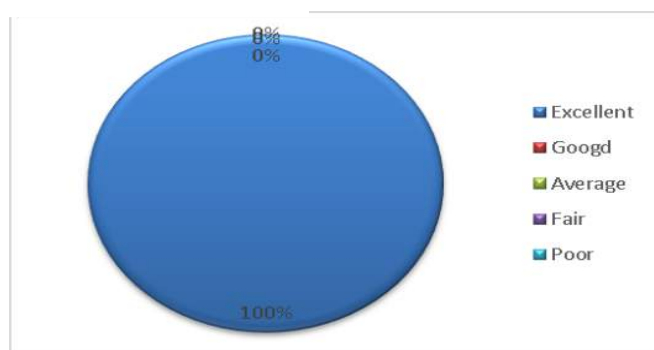
Ludic strategies by online platforms

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
<i>Item</i> 1	<i>Outstanding</i>	4	100%
	<i>Great</i>	0	0%
	<i>Passable</i>	0	0%
	<i>Deficient</i>	0	0%
	<i>Unacceptable</i>	0	0%
	<i>Total</i>	4	100,00%

Source: Surveys Applied on Educators
Designed by: Joel Flores (2024)

Graph 8

Ludic strategies by online



Source: Surveys implemented on Educators
Designed by: Joel Flores (2014)

The information shows that 100% of participants ranked the application of ludic strategies by online platforms as outstanding, giving a common acceptance between participants that these tools have positively impacted on them. There is a remarkable benefit agreement on the efficacy of online platforms for pedagogical purposes

9. The internet connection quality has been sufficient for attending virtual lessons.

Table 12

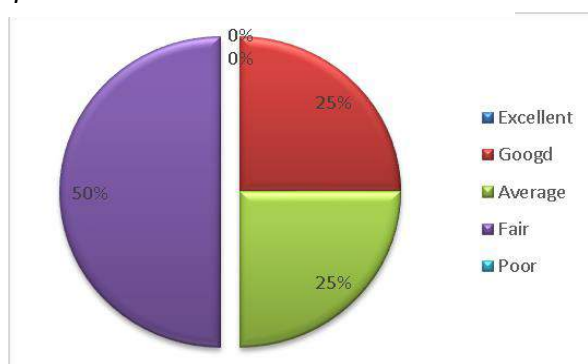
The internet condition in private school

Code	Category	Count	Proportion
Item 1	Outstanding	0	0%
	Great	2	50%
	Passable	1	25%
	Deficient	1	25%
	Unacceptable	0	0%
	Total	4	100,00%

Source: Surveys implemented on Educators
Designed by: Joel Flores (2024)

Graph 9

The internet condition in private school



Source: Surveys implemented on Educators
Designed by: Joel Flores (2024)



As the data shows, 25% of participants ranked the condition of their internet as great, the other 25% ranked it as a passable. Furthermore, 50% of participants ranked it as deficient. No signs of poor or outstanding were shown. This shows a different situation between participants when it comes to their internet condition for virtual lessons, with a great percentage on deficient.

10. The educator demonstrates a skilled approach to effectively impart knowledge to learners.

Table 13

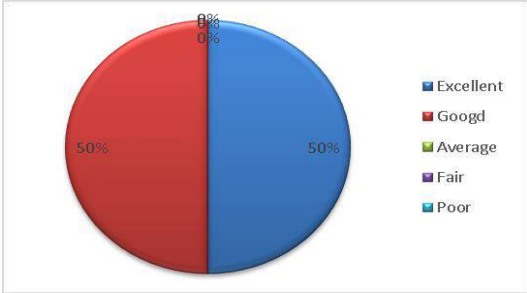
Educator teaching technique

<i>Code</i>	<i>Category</i>	<i>Count</i>	<i>Proportion</i>
<i>Item 1</i>	<i>Outstanding</i>	2	50%
	<i>Great</i>	2	50%
	<i>Passable</i>	0	0%
	<i>Deficient</i>	0	0%
	<i>Unacceptable</i>	0	0%
	<i>Total</i>	4	100,00%

Source: Surveys implemented on educators
 Designed by : Joel Flores (2024)

Graph 10

Educator teaching technique



Source: Surveys implemented on Educators. Elaborated Joel Flores (2024)

The interpretation of the information shows that the educators teaching technique for successfully impart knowledge to learners got a favorable ranking in every area. To be specific, 50% of participants ranked it as outstanding, 50% ranked it as great. No signs of passable, deficient or unacceptable were demonstrated. This means that participants perception toward the teachers technique give a great impression on its use for learners learning. A great proportion in the outstanding and great categories indicates a common acceptance on the teachers technique strategies from those interviewed.

3.2. Assessment Criteria for evaluating students Oral proficiency in English language learning

This segment shows the outcomes of a pretest applied with learners before applying the pedagogical strategies by Flipgrid. The objective of this pretest is to evaluate degrees of learning and speaking skills. recognizing drawbacks among learners.

Table 14

Lexical skill

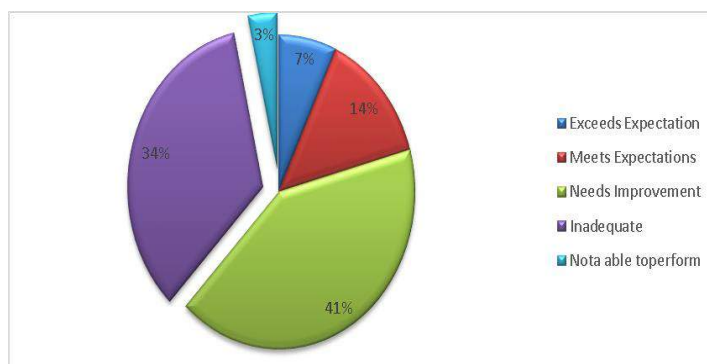
Code	Category	Count	Proportion
Item 1	Goes beyond standards	2	7%
	Meets standards	4	14%
	Can be improved	12	41%
	Insufficient	10	34%
	Not competent	1	3%
	Total	29	100,00%

Source: Rubric implemented on Learners
Designed by: Joel Flores (2024)



Graph 11

Lexical skill



Source: Rubric implemented on learners
Designed by: Joel Flores (2024)

The interpretation on lexical skills demonstrate a 7% of learners goes beyond standard, a 14% achieved standards. A great proportion, 41% can be improved and 34% were insufficient. 3% were not competent, stressing a remarkable requirement for enhancement in lexical skill between a great proportion of learners. The following outcomes stress a pivotal necessity for reinforcement in imparting speaking production, with a specific aim on lexical strengthen and successful oral techniques. In addition, these results indicate an important justification for extra reinforcement session for teachers expertise to target these lack of competency

Table 15

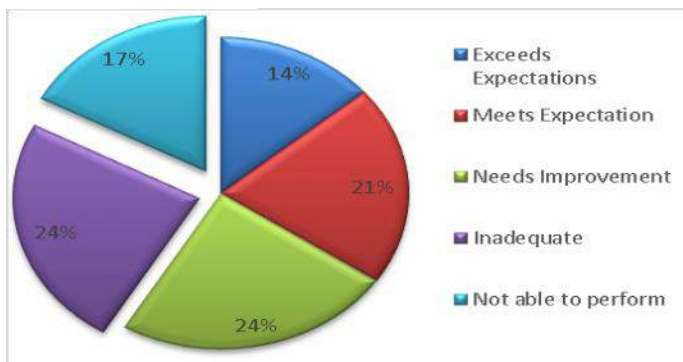
Grammatical abilities

Code	Category	Count	Proportion
Grammar 2	Goes beyond standards	4	14%
	Meets standards	6	21%
	Can be improved	7	24%
	Insufficient	7	24%
	Not competent	5	17%
	Total	29	100,00%

Source: Rubric implemented on educators
Designed by: Joel Flores (2024)

Graph 12

Grammatical Abilities



Source: Rubric implemented on educators
 Designed by: Joel Flores (2024)

The Rubric on grammatical abilities in oral production demonstrate a 35% of students goes beyond standards, with 14% going beyond them and 21% achieving them. 24% of learners can be improved, another 24% is insufficient on oral production and 17% are not competent to demonstrate speaking performance. This shows that an important quantity of learners have remarkable drawbacks in grammar knowledge, emphasizing the importance of focused strategies to improve grammatical accuracy and conveyance of speaking production.

Table 16

Pronunciation

Code	Category	Count	Proportion
Pronunciation 3	Goes beyond standard	0	0%
	Meets standards	6	21%
	Can be improved	8	28%
	Insufficient	7	24%
	Not competent	8	28%
	Total	29	100,00%

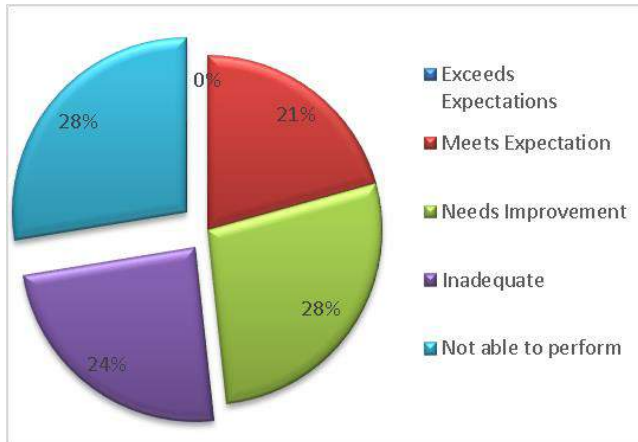
Source: Rubric applied to students



Elaborated by: Yungaicela, (2024)

Graph 13

Pronunciation



Source: Rubric Implemented on Educators
 Designed by: Joel Flores (2024)

The outcome of the rubric in pronunciation for oral production demonstrate that any students goes beyond standards, and 21% achieve them. 28% require enhancement, 24% have insufficient oral skills, and 28% are not competent. This shows that 79% of learners have problems with pronunciation, stressing a pivotal requirement for improvement on drilling and overall oral abilities.

Table 17

Speech Fluidity

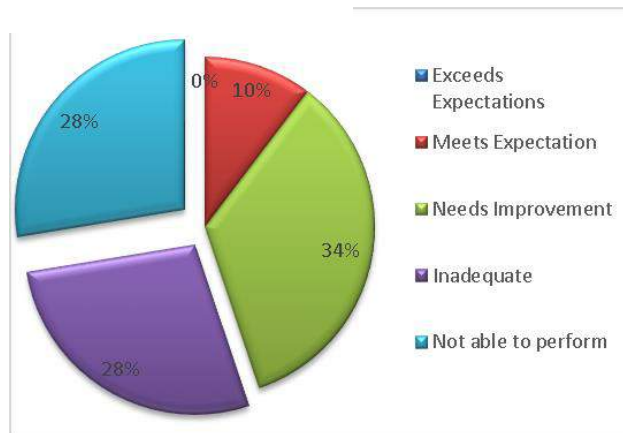
Code	Category	Count	Proportion
Speech Fluidity 4	Goes Beyond standard	0	0%
	Meets Standards	3	10%
	Can be improved	10	34%
	Insufficient	8	28%

Not competent	8	28%
Total	29	100,00%

Source: Rubric Implemented on Educators
 Designed by: Joel Flores (2024)

Graph 14

Speech Fluidity



Source: Rubric Implemented on Educators
 Designed by: Joel Flores (2024)

The rubric demonstrates outcomes for speaking production and it shows any of the learners goes beyond standard, and just 10% achieve them. Furthermore, 34% require enhancement, and 28% got insufficient use of oral skills and 28% are not competent. This result on 90% of participants have problems with speaking production, undermining an important requirement for specific techniques to improve oral production and applicable clear expression in oral production.

Tabla 18

Dialogue

Code	Category	Count	Proportion
Interaction 5	Goes beyond standard	0	0%
	Meets standard	0	0%
	Can be improved	15	52%
	Insufficient	9	31%

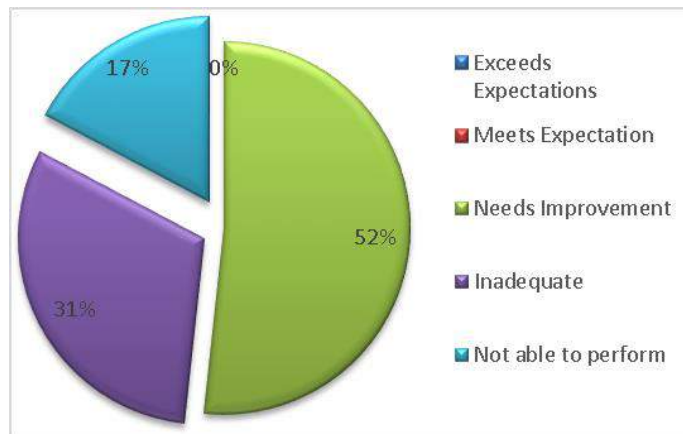


Not competent	5	17%
Total	29	100,00%

Source: Rubric Implemente on learners
 Desgned by: Joel Flores (2024)

Graph 15

Dialogue



Source: Rubric applied to students
 Elaborated by: Yungaicela, (2024)

The rubric outcomes for dialogue in the speaking lesson demonstrate that any learner goes beyond standard. A majority 52% can be improved, 31% got insufficient mastery on the matter and 17% are incompetent on using the language for speaking. This demonstrates 100% of the learners have problems with keeping dialogue in oral tasks, stressing a pivotal requirement for specific work to create their dialogue effectively

3.3. Rubric for assessing students oral proficiency in L2 learning posttest.

This segment shows the outcomes of a posttest implemented with participants after conducting the pedagogical strategies by Flipgrid. The aim of this evaluation is to level learners learning in speaking fluency, recognizing drawbacks and competences between learners.

Table 19

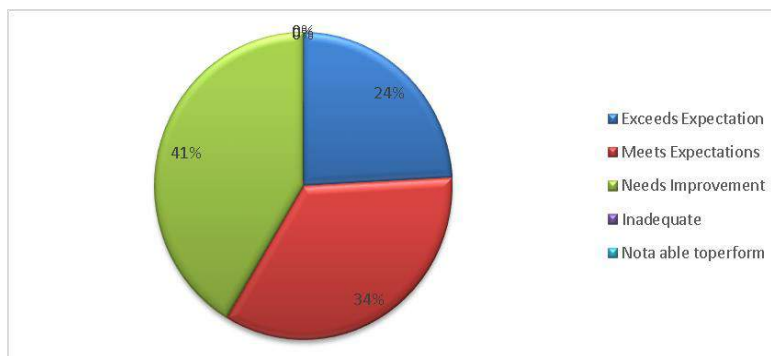
Lexical ability

Code	Category	Count	Proportion
Item 1	Goes beyond standard	7	24%
	Meets standards	10	34%
	Can be improved	12	41%
	Insufficient	0	0%
	Not competent	0	0%
	Total		29

Source: Surveys implemented on learners
 Designed by: Joel Flores (2024)

Graph 16

Lexical ability



Source: Surveys implemented on learners
 Designed by: Joel Flores (2024)

Table 20

Grammatical ability

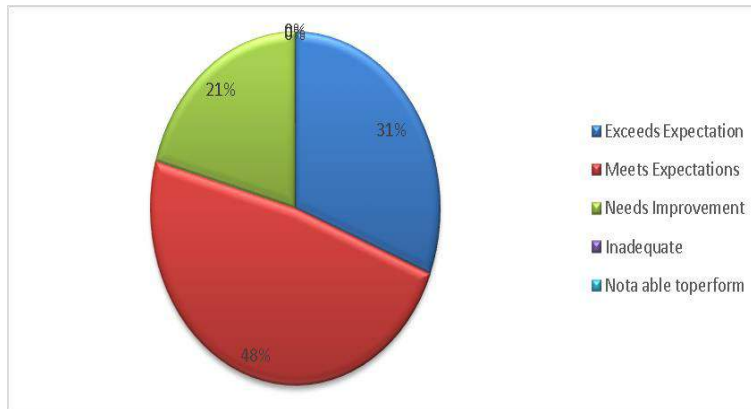
Source: Rubric implemented on Learners
 Designed by: Joel Flores (2024)



Designed by: Joel Flores (2024)

Graph 17

Grammatical ability



Source: Rubric implemented on learners

Code	Category	Count	Proportion
	Goes beyond standard	9	31%
	Meets standard	14	48%
Grammar	Can be improved	6	21%
2	Insufficient	0	0%
	Not competent	0	0%
	Total	29	100,00%

Designed by: Joel Flores (2024)

The assessment of students speaking proficiency in L2, primarily centered on grammar, resulted on the following: 31% of learners goes beyond standard, 48% achieve standards, 21% can be improved, no signs were shown in insufficient or not competent. A great percentage of learners achieve standard in grammatical abilities showing a favorable understanding of this

subskill between the learners. On the other hand, a segment of them requires enhancement, indicating the specific reinforcement to improve speaking production.

Table 21

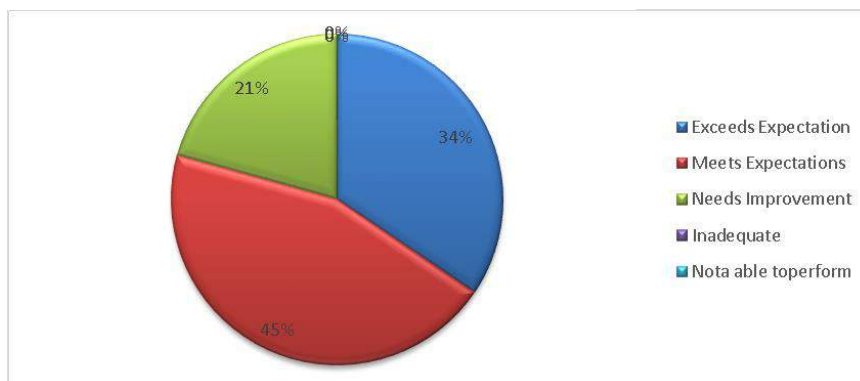
Pronunciation

Code	Category	Count	Proportion
Pronunciation 3	Goes beyond standard	10	34%
	Meets standard	13	45%
	Can be improved	6	21%
	Insufficient	0	0%
	Not competent	0	0%
	Total	29	100,00%

Source: Rubric implemented on learners
Designed by: Joel Flores (2024)

Graph 18

Pronunciation



Source: Rubric implemented on learners
Designed by: Joel Flores (2024)

The evaluation of pronunciation shows a 34% of learners goes beyond standard, 45% achieve standard, 21% can be improved. Any learners showed a lack of competency. A portion



of learners showed strong oral skills specially at pronunciation suggesting a consolidation on knowledge. On the other hand, the 21% which require enhancement indicates that many learners could have profits from extra sessions or specific lessons to assist their enunciation skills .

Table 22

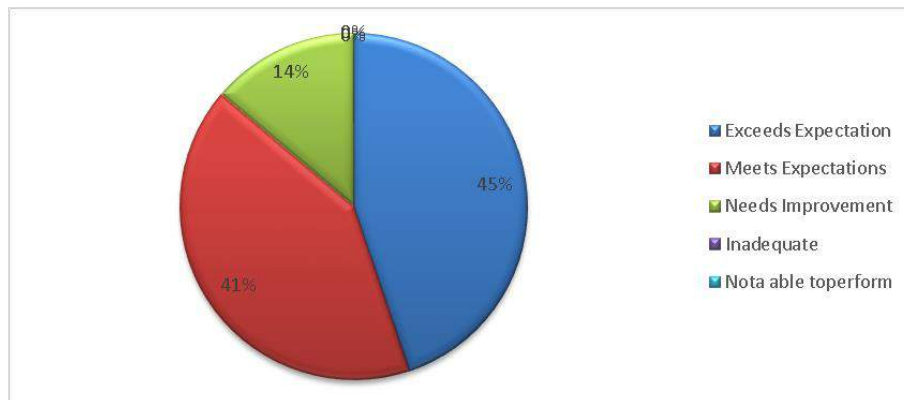
Speech fluidity

Code	Category	Count	Proportion
Overall Fluency 4	Goes beyond standard	13	45%
	Meets standard	12	41%
	Can be improved	4	14%
	Insufficient	0	0%
	Not competent	0	0%
	Total	29	100,00%

Source: Rubric implemented on learners
Designed by: Joel Flores (2024)

Graph 19

Speech fluidity



Designed by: Joel Flores (2024)

The assessment of speech fluidity demonstrate that 45% of learners goes beyond standard, 41% achieve standards, and 14% can be improved. No signs of insufficient or not competent were shown. 86% of learners reached goes beyond standard in speech fluidity. In General, oral skills is solid. On the other hand, 14% which requires enhancement shows that further assistance could be needed to support learners in reaching a strong level of fluidity.

Table 23

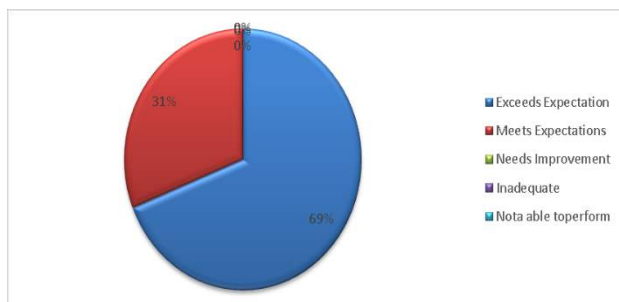
Dialogue

Code	Category	Count	Proportion
Interaction 5	Goes Beyond standard	20	69%
	Meets standard	9	31%
	Can be improved	0	0%
	Insufficient	0	0%
	Not competent	0	0%
	Total	29	100,00%

Source: Rubric implemented on Learners
Designed by: Joel Flores (2024)

Graph 20

Dialogue



Source: Rubric applied to students
Elaborated by: Yungaicela, (2024)

The evaluation of learners dialogue shows that 69% of them goes beyond standard, a 31% achieve standards. No signs of insufficient or not competent were shown, the outcomes



demonstrate a beneficial result, all learners (100%) reaching goes beyond standard. This shows that learners are motivated to work collaboratively, showing engagement in student interaction and strong oral production in their dialogues

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

This project originates due to the requirement of creating pedagogical techniques which encourage L2 acquisition by online settings like Flipgrid. Due to the new techs for learning a new language, it was pivotal to give resources to improve oral production. In some private high schools, learners usually are not competent in engaging in L2.

The core aim of this project is to elaborate an applicable proposal to guide teachers in applying zero cost resources by Flipgrid, specially Flipgrid presentations, as an online environment. This aim stem from drawbacks in documented low speaking skills performance and a shortage of lexical repertoire and grammatical abilities required for keeping a dialogue. The objective of the proposal is to enhance how teachers impart the lesson in online classrooms. Permitting learners to be at home and getting customization in their academic development.

The evaluation of educator's knowledge in applying online environments, specifically the use of Flipgrid as a technique for enhancing learning of L2 and oral production development, has been set as the core objective. Teacher qualifications on its use are vital and most teachers are not competent on its use. It is crucial for educators to be competent in promoting learners to be motivated to learn in online lessons.

Comprehending educators' position on the use of technology has been important for this project. Targeting these issues has aroused a research objective parental intervention and giving prestigious standards for learners. This has resulted in a remarkable inclination between

educators and the educative system to accept this system. Giving blended lessons as an example where learners can improve their overall speaking production without barriers.

RECOMMENDATIONS

Based on the findings and conclusions of this research, the following recommendations are proposed to enhance the implementation of Flipgrid as a pedagogical tool for improving oral production in L2 acquisition.

Institutions should provide ongoing professional development programs focused on the effective integration of Flipgrid into language instruction through workshops, seminars, and hands-on training sessions to ensure educators acquire the necessary digital competencies. Flipgrid should be embedded within the curriculum as a structured and consistent component of language learning by developing lesson plans that incorporate Flipgrid-based activities aimed at improving student speaking fluency, lexical repertoire, and grammatical accuracy.

To transfer motivation and participation, teachers should implement interactive and creative approaches such as role-playing activities, storytelling, debates and peer feedback sessions, incorporating educating them on the benefits of digital tools for language acquisition through informational sessions or workshops, facilitating a supportive learning environment at home. Combining Flipgrid with face-to-face instruction in a blended learning approach can enhance language acquisition by allowing students to practice speaking in both digital and real-world context, providing flexibility while maintaining teacher guidance and feedback to students to monitor their progress with rubrics designed to evaluate oral production effectively. Educational institutions should establish policies that promote the integration of digital tools like Flipgrid, ensuring necessary infrastructure, technical support, and a clear framework for digital learning. Future studies should explore the long-term impact of Flipgrid on student speaking proficiency, considering variables such as learner autonomy, motivation, and culture influences,



while researching additional digital tools that complement Flipgrid to provide valuable insights for enhancing online language learning. By implementing these recommendations, educators and institutions can optimize the use of Flipgrid, fostering a more effective, engaging, and accessible language learning experience that meets the needs of 21st-century learners

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Annex 2. Lesson plan

	<p align="center"> Unidad Educativa Bilingüe Ecomundo DIRECCIÓN: LA RIOJA 3ME8 EMAIL: rectorado@ecomundo.edu.ec- Código AMIE: 08H03450 Babahoyo – Ecuador </p>
<p align="center"><i>Educator: Joel Flores</i></p>	<p align="center">Class: 9th</p>

Lesson plan

<p align="center"><i>CLASS 1 My space of Living</i></p>	
<p>OBJECTIVES</p>	<p><i>Enhance imaginative and analytical reasoning skills when facing obstacles to encourage independent learning and effective decision-making.</i></p> <p><i>To cultivate the improvement of verbal communication skills by utilizing the Flipgrid platform as a tool for interaction.</i></p> <p><i>To help learners engage in conversations about their living spaces, employing visuals and relevant terminology to inspire and encourage them, instead of forcing them to memorize unfamiliar words.</i></p>
<p>TIME</p>	<p><i>1 hour</i></p>
<p>PROGRESSION</p>	<ul style="list-style-type: none"> • <i>LEAD IN (9 minutes)</i> <p><i>Goal: Present the context of the lesson of various kinds of homes and stimulate a discussion task</i></p> <p><i>Assignments:</i></p> <p><i>Image Display: Exhibit a collection of pictures showing diverse places of living such as apartments and houses.</i></p> <p><i>Discussion Task: assign learners to answer the question, "which is your place of living?" and prompt them to recognize their home displayed in the pictures</i></p>

Follow up activities: provide questions such as “do you reside in a house or apartment? to assist learners in developing how to describe their place of living.

Progression: Apartment Description (16 minutes)

Goal: encourage learners to give a description about their place of residence and its pieces of furniture.

Tasks:

- **Self- depiction:** *prompt learners to depict their place of residence using straightforward statements such as my apartment has two living rooms and a small cabin."*
- **Depiction Example:** *offer a description model of the place of living, highlighting its insides such as electronics and decoration.*
- **Monitored task:** *Allow learners to depict their spaces of living to their peers utilizing statements comparable to the model given.*

3. Teaching Unfamiliar Terms (14 minutes)

Goal: to impart new terms about the insides of their spaces of living.

Activities:

- **Realia Display:** *Present realia featuring objects and pieces of furniture and label parts of the furniture. (small cabin, chairs, sink)*
- **Drilling:** *prompt learners to say the new terms after the enunciation activity..*
- **Pairing task:** *Give a handout with pictures of the insides of an apartment and learners must pair the pictures with the terms. .*

	<p style="text-align: center;">4. Delivery of the class by a Reading lesson (11 minutes)</p> <p>Goal: reinforce understanding by an engaging text</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Monitored Skimming: review a brief passage or section depicting a department, incorporating the recently taught terminology • Understanding: prompt statements about the passage to confirm learners comprehension of the terms and details. For example: which are of the apartment is highlighted? Or “what is the total number of kitchens in that apartment”?.
<i>STRATEGIES</i>	<p><i>Group reading approach, cooperative effort.</i></p> <p><i>Single tasks</i></p>
<i>Evaluation</i>	<p><i>Evaluation (9 minutes)</i></p> <p><i>Goal: Assess comprehension of the new terms and explanatory abilities.</i></p> <p><i>Tasks:</i></p> <p><i>Composition Task: instruct learners to compose a short summary of their place of living, incorporating the recently acquired terms. They must be able to explain the different areas of their residence and various pieces of household items. .</i></p> <p><i>Speaking Evaluation: Hold a short question and answer activity where learners depict an imaginary apartment on their personal one, utilizing the newly discovered terms/</i></p> <p><i>Reflections and suggestions: Offer comments on the application of terms and depictions and respond to any inquiries learners might raise .</i></p>

Designed by: Joel Flores (2024)

Nick's Apartment

Hi, I'm Nick and this is my Apartment. There are small pictures on the wall, next to the map. And there's my bed under the window. There are big boxes on the floor, between the bed and the desk, and there is a lamp behind the blue boxes. On the desk, there are pens and pencils in the pencil holders. There is a white chair and there are lots of pictures on the wall

Designed by: Joel Flores (2024)

Ask and answer the questions

- **Where are the small pictures located ?**
 - Model Answer: the small pictures are on the wall, next to the map.
- **Where is Nick's bed?**
 - Model Answer: Nick's bed is under the window.
- **What is placed between the bed and the desk?**
 - Model Answer: there are big boxes between the bed and the desk.
- **Where is the lamp placed?**
 - Model Answer: the lamp is behind the blue boxes.
- **What items are found on the desk?**
 - Model Answer: there are pens and pencils holders on the desk .

Designed by: Joel Flores (2024)

Annex 3. Criteria for evaluating Educator’s teaching strategies

CATEGORY	4 - Outstanding	3 – Passable	2 - Adequate	1 - Insufficient
Curricula	Completely includes all the details specified in the lesson outline.	Properly incorporates the essential details for comprehension.	Partially presents the key details necessary for understanding.	The details provided do not align with the subject mentioned in the lesson outline.
Delivery of content	Exceptional display: The tasks shown are captivating for learners and utilize various shades to emphasize each step.	Well-done display: The tasks shown are engaging for learners and use a single shade to emphasize each step.	The display is partly finished: The explanatory text for the execution of the tasks is absent.	Key steps are omitted in the execution of tasks. The explanatory text for the process is missing, and the layout fails to capture learners’ interest.
English subskills	Employs language accurately to engage and interact with learners.	Uses language accurately but has minimal interaction with learners.	Communication with learners is infrequent, resulting in limited engagement.	Fails to interact with learners, does not offer feedback on the given details, and comprehension issues are noticeable.
Sequence	The arrangement of the task is completely structured for learners’ comprehension.	The arrangement of the task is somewhat acceptable for learners’ comprehension.	The arrangement of the task is barely acceptable for learners’ comprehension.	The arrangement of the task is unclear and unacceptable for learners’ comprehension.

Digital tolos use	Exhibits expertise and competence in operating digital tools and online platforms.	Shows a reasonable capability in utilizing digital tools and online platforms.	Displays fundamental awareness of digital tools and online platforms.	Has minimal familiarity with digital tools and online platforms.
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Designed by: Joel Flores (2024)

Annex 4. Lesson Checklist

Lesson Checklist

Important Data

Educator: _____

Examiner _____

Day/Month/Year: _____

Ranking	5. Outstanding	4.Great	3. Passable	2 Deficient	1. Unacceptable
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1. Approach

1.1. Beginning

1.1.1	The lesson begins promptly at the schedule hour	1	2	3	4	5
1.1.2	Engage learner’s existing understanding	1	2	3	4	5
1.1.3	Clearly communicate the aim through spoken or written words	1	2	3	4	5
1.1.4	Effectively conveys the subject matter or theme	1	2	3	4	5
1.2.1.	Ensures a coherent and orderly progression of tasks	1	2	3	4	5
1.2.2.	Guarantees alignment between instructional strategies and lesson’s goal	1	2	3	4	5

1.2.3.	Observes and guide learners understanding development	1	2	3	4	5
1.2.4.	Illustrates the progression of educational achievements	1	2	3	4	5
1.2.5.	Connects conceptual understanding with real-world application(transmission of information)	1	2	3	4	5
1.2.6.	Encourage active learner engagement	1	2	3	4	5
1.2.7.	Seeks and offers suggestions regarding the lesson subject	1	2	3	4	5

1.2. Lesson Progression

1.3. Assessment

1.3.1.	Offers a consistent conclusion to the session, aligned with the tasks performed	1	2	3	4	5
1.3.2.	Assessed the attainment of the lesson goal/educational result	1	2	3	4	5
1.3.3.	Facilitates session input with learner involvement	1	2	3	4	5
1.3.4.	Provide direction for self-directed, hands -on or group tasks	1	2	3	4	5
1.3.5.	Concludes the session promptly as scheduled	1	2	3	4	5

1.4. Lesson Organization and control

2.1.	Gestures, vocal tone, and speech modulation	1	2	3	4	5
2.2.	Handles conduct (attitude, concerns, doubts etc.)	1	2	3	4	5
2.3.	Encourage organization or topic-aligned principles	1	2	3	4	5

3. Teaching methodology

____case analysis ____ group collaboration ____independent tasks ____verbal presentation

4. Comments

Designed by: Joel Flores (2024)

Annex 5. Evaluation tool for ongoing and final learner appraisal

Learner: _____

9th grade

Educator: _____

Criteria for Assessment	Affirmative	In Progress	Negative
1. The learner expresses themselves with educators and classmates using speech.			
2. The learner conveys knowledge in lessons.			
3. Pays close attention to procedures on digital environments			
4. Focuses during discussions and seeks clarification from instructors.			
5. Displays proactivity and independence in enhancing speaking abilities through presentations on Flipgrid			
6. Settles disagreements through conversation on teamwork.			
7. Solve disputes through verbal discussion while working alone.			
8. Completes tasks and exercises virtually using Google tools.			
9. Shares information using visuals through Flipgrid Grids on Flipgrid.			

10. Exhibits self-confidence and assurance.			
11. Socializes effortlessly with fellow students.			

Designed by: Joel Flores (2024)

Annex 6. Father and Mother questionnaire

Father and Mother questionnaire (survey)

Kindly assess your satisfaction level with the listed elements on a ranking scale from 1-to 5

1 – Unacceptable, 2 – Deficient 3 – Passable 4 – Great 5 – Outstanding

Father and Mother questionnaire (survey)	1	2	3	4	5
1 The online syllabus has been structure and comprehensible by the educators					
2 There is synchronization among the different courses/ taught by the educator.					
3 The learning content is appropriate for learner development/growth (visuals, /motion graphics,clips, etc.).					
4 Exhibits effective teaching/instructional approaches to successfully impart/convey knowledge to learners					
5 The Educator observes/monitors academic/learning advancement/progress through lectures/lessons or tests/assessments					
6 The educator facilitated evaluations on /internet to be finished from residence or office.					
7 Coaching meetings have been customized and centered on the needs of the learner					
8 The educator offers sufficient technological materials for exercise enhancement.					

9 The execution of teaching techniques through online environments has been greatly advantageous for the learner	.				
10 The standard of web connectivity has been satisfactory for attending digital/online courses					

Designed by: Joel Flores (2024)

Annex 7. Educators' contentment (survey)

Educators' contentment (survey)

Kindly assess your satisfaction level with the listed elements on a ranking scale from 1-to 5

1 – Unacceptable, 2 – Deficient 3 – Passable 4 – Great 5 – Outstanding

	Educators' contentment (survey)	1	2	3	4	5
1	The digital syllabus has been structured and coherent by the educators.					
2	There is synchronization between the various courses taught by the educator.					
3	The learning content is appropriate for learner advancement (visuals, graphs, clips, etc.).					
4	Displays proficient teaching methods to efficiently improve oral skills					

5	The educator tracks educational growth through lectures or evaluations.					
6	The educator administered exams on the internet to be finalized from home or office.					
7	Mentoring meetings have been customized and centered on the necessities of the learner.					
8	The educator offers sufficient technological aids for task reinforcement.					
9	The execution of pedagogical strategies via online systems has been greatly advantageous for the learner.					
10	The standard of network stability has been sufficient for attending digital lessons.					

Designed by: Joel Flores (2024)

Annex 8. Pre test for oral abilities progression

Learner: _____

Day/Month/Year: _____ grade: _____

Instruction 1: engage in a discussion with colleagues, strive to respond in a clear, orderly sequence to the following:

#	Prompts	Expected Replies	Yes/No
1	Hi. What is your full name?	Hey//Hi! I go by ...	
2	What is your age?	I am ... years old.	
3	Where do you originate from? Where do you reside?	I come from ... I stay in ...	
4	Which color do you like most?	My preferred color is ...	
5	Who is your closest companion?	My closest companion is ... He/She is ...	