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DEDICATORIA

Dedico este trabajo de titulación, en primer lugar, a Dios, por ser esa guía durante ese camino, por darme la salud, la sabiduría y la fuerza necesaria para seguir adelante y afrontar todos los desafíos durante este trayecto, siempre rodeándome de las personas correctas en los momentos exactos.

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RESUMEN

La siguiente investigación presenta como objetivo poder analizar el uso de la aplicación Flipgrid como una herramienta tecnológica para el desarrollo de la producción oral del inglés como segunda lengua (L2) en los estudiantes de segundo y tercer año de Bachillerato General Unificado de la Unidad Educativa Napo. El presente estudio comienza a partir de la necesidad de ayudar a fortalecer las habilidades comunicativas orales de los estudiantes, debido a esto se evidenció dificultades relacionadas con la pronunciación, vocabulario limitado, fluidez, inseguridad al expresarse o hablar en inglés y por último escasa participación en actividades del habla dentro del aula.

La investigación se desarrolló mediante un enfoque cuantitativo con alcance descriptivo y de campo, por lo cual se utilizó métodos teóricos, empíricos y estadísticos para la recolección y análisis de la información obtenida. Entre las técnicas que se aplicó se puede encontrar la observación directa, encuestas y entrevistas dirigidas a estudiantes y docentes, y el análisis de actividades orales desarrolladas mediante Flipgrid. La implementación de esta herramienta permitió promover espacios de interacción comunicativa, práctica autónoma y participación activa, para facilitar un aprendizaje más dinámico e innovador.

Asimismo, la investigación se fundamenta en los enfoques pedagógicos y comunicativos del aprendizaje del idioma inglés, donde el uso de herramientas digitales da un impacto positivo al desarrollo de competencias lingüísticas y el aprendizaje significativo. A través de actividades basadas en grabaciones de video, respuestas interactivas y tareas, los estudiantes tuvieron mayores oportunidades para practicar la expresión oral en un ambiente menos tradicional y más motivador.

Los resultados obtenidos durante esta investigación demostraron de que el uso de Flipgrid favoreció en el desarrollo de la producción oral de los estudiantes y a la vez mejorando aspectos como la fluidez, pronunciación, confianza y motivación para comunicarse en inglés. Además, se pudo evidenciar una mejor participación e interés de parte de los estudiantes en las actividades del habla, así también se hizo mención de una actitud favorable en el uso de los recursos tecnológicos para el aprendizaje del idioma.

En conclusión, se determina que Flipgrid es un recurso educativo efectivo que ayuda a fortalecer las habilidades orales en inglés, favoreciendo prácticas activas, colaborativas y creativas en el desarrollo del aprendizaje. Por ello, se recomienda a toda comunidad educativa la incorporación de aplicaciones digitales interactivas en las clases de inglés para mejorar el desempeño comunicativo de los estudiantes y responder a las necesidades educativas actuales.

Palabras clave: producción oral, inglés como segunda lengua, Flipgrid, speaking, tecnología educativa, aprendizaje interactivo, habilidades comunicativas.

ABSTRACT

The following research aims to analyze the use of the Flipgrid application as a technological tool for developing oral production in English as a second language (L2) among second- and third-year students of the Unified General Baccalaureate program at the Napo Educational Unit. This study stems from the need to strengthen students' oral communication skills. Difficulties related to pronunciation, limited vocabulary, fluency, insecurity when expressing themselves or speaking in English, and, finally, limited participation in classroom speaking activities were observed.

The research was conducted using a quantitative approach with a descriptive and field-based scope. Therefore, theoretical, empirical, and statistical methods were used for data collection and analysis. The methods used included direct observation, surveys, interviews with teachers and students and analysis of the oral activities generated with the use of Flipgrid. The use of this technology set up zones for active participation, autonomous practice and discussion that created a more dynamic and creative learning environment.

The research is based on the pedagogical and communicative methods for learning English. The use of digital resources has a positive impact on the development of language competencies and meaningful learning. Through activities based on video recordings, interactive responses, and tasks, students had greater opportunities to practice oral expression in a less traditional and more motivating environment.

The results obtained during this research demonstrated that the use of Flipgrid fostered the development of students' oral production, improving aspects such as fluency, pronunciation, confidence, and motivation to communicate in English. Furthermore, improved student participation and interest in speaking activities was evident, and a positive attitude towards the use of technological resources for language learning was also noted.

In conclusion, it is determined that Flipgrid is an effective educational resource that helps strengthen oral skills in English, promoting active, collaborative and creative practices in the learning process. Therefore, the incorporation of interactive digital applications into English classes is recommended to the entire educational community to improve students' communicative performance and respond to current educational needs.

Keywords: oral production, English as a second language, Flipgrid, speaking, educational technology, interactive learning, communication skills.

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INTRODUCTION

Problem

Problem Description

At Unidad Educativa Napo, second and third-year BGU students struggle to speak English spontaneously. Fear of mistakes, limited vocabulary in active use, and almost no exposure to real communicative contexts in the language these are not isolated complaints but a pattern that repeats itself year after year.

For a long time, the conventional answer to this problem has been grammar drills and written tasks. But such procedures, whatever good they are for accuracy, do little for spontaneous spoken fluency. Students who can complete a worksheet well often stop when asked to express anything off the top of their heads.

Flipgrid is the kind of tool that may shift that dynamic, yet it's still underutilized in many classrooms. Silvia Bejarano (2023) describes it as a platform where students record short video clips and share them a window, essentially, into how they actually handle the language when they have to produce it on their own. Without consistent frameworks like this, the chance to build collaborative and personalized oral practice largely goes to waste.

Delimitation of Problem

The study focuses on English teaching to non-native speakers, specifically the development of oral skills through digital tools. Geographically, the research centers on Unidad Educativa Napo, from a geographical perspective, the study focuses on the school located in

Nueva Loja (Lago Agrio), in the province of Sucumbíos, Ecuador, and is aimed at second- and third-year students of the Unified General Baccalaureate. Concerning the timing, the research will be carried out throughout the 2025-2026 academic year.

In this period the selected group of students will be using Flipgrid and evaluating it as a resource to improve their spoken English skills.

Problem Formulation

From the presented circumstance, the subsequent guiding inquiries emerge:

1. What variables contribute to challenges in verbal communication in English among second- and third-year students at the Napo Educational Unit of Ben-Gurion University in Niger?
2. What benefits does the Flipgrid platform provide for enhancing oral expression in English as a second language?
3. What is the effect of Flipgrid on student motivation and involvement in verbal communication in English?
4. What alterations can be noted in students' fluency, pronunciation, and confidence following the implementation of Flipgrid?
5. What factors affect the challenges in oral output in English among second- and third-year students at the Napo Educational Unit of BGU?

Justification

Oral fluency in English is not a secondary skill it is the one that determines whether students can actually participate in a world where the language is a practical requirement for

education, work, and cross-cultural communication (Harmer, 2015). Richards (2008) made clear that speaking remains the most neglected productive skill in formal instruction, despite being the one learner most need in real life.

At Unidad Educativa Napo, the gap between what students can write and what they can say is visible. Introducing Flipgrid is a concrete pedagogical response to this. The platform is free, lets students post short video clips in a safe space, and according to Green and Green (2018) actively promotes engagement and builds the confidence and independence that stronger speaking in a second language requires.

The 2023 guidelines from Ecuador's Ministry of Education already call for ICT integration in the national curriculum. This project fits squarely within that framework. Stoszkowski (2018) pointed out that Flipgrid costs nothing to implement, which removes the financial barrier that often makes schools hesitate. Some challenges limited rural internet access, initial resistance to new tools will exist, but they are manageable through flexible scheduling and teacher support.

Objectives

General Objective

To examine how the Flipgrid app affects L2 oral skills in 2nd and 3rd-year Bachillerato General Unificado students at Unidad Educativa Napo.

Specifics Objective

To determine the main problems in L2 oral production of 2nd and 3rd year BGU students.

To assess the impact of Flipgrid on students' engagement in oral activities.

To evaluate students' fluency, pronunciation, and confidence in L2 oral skills using Flipgrid.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Technology in Language Education

1.1.1 ICT in Education

Schools have never been static institutions they shift as the tools available to them shift. What ICT brought into language classrooms was not just a set of new devices but a different logic of participation: students stopped being passive receivers and started having real options for how they engaged with content. UNESCO (2018) documented this change at scale, noting that thoughtful ICT integration expands educational experience through collaboration, creativity, and communicative development in foreign language contexts.

Printed materials have limited that digital one doesn't. A textbook cannot respond to a student's pronunciation, adjust its pace, or connect learners to speakers on the other side of the world. Chapelle (2010) showed that digital environments expose students to authentic communicative situations at a rate that accelerates acquisition and Richards (2015) went further, arguing that ICT is now a necessary part of contemporary instruction rather than an optional add-on. Neither of them was wrong.

Learner diversity is something digital tools handle better than most traditional approaches. Different speeds, different styles, different gaps technology allows teachers to design tasks that actually fit the person in front of them, rather than assuming one version of an activity works for everyone.

1.1.2 Evolution of Educational Technology in Language Learning

Language labs in the 1960s and 1970s were limited students drilled structures, got no real feedback, and had no way to interact authentically. Dunkel (1991) was among the first to document both the promise and the ceiling of those early facilities. What they did accomplish, though, was establishing the idea that technology and language teaching belonged together.

The 1980s and 1990s changed things at a structural level. Personal computers arrived, and then the internet, and suddenly the classroom was not the only place where language contact happened. Warschauer and Healey (1998) described global online connectivity as transformative — it gave learners access to authentic input that no teacher or textbook could replicate. This finding was corroborated by Beatty (2010) who showed that the internet did not simply increase the number of resources available but rather changed the very nature of what language exercise might look like.

Then smartphones sealed the change. Current systems like Flipgrid, Duolingo, Nearpod, etc. are more immersive and resource-rich than anything past generations of learners had, and the gap between formal classroom learning and real-world language use has, for many students, almost closed (Godwin-Jones, 2018).

1.1.3 Benefits and Challenges of Technology Integration

Mayer (2009) demonstrated that combining audio, video, text, and images in instruction improves both comprehension and long-term retention a finding that has been replicated across many contexts since. Digital tools also make differentiation manageable in ways that traditional methods don't; teachers can adjust difficulty levels and design tasks for different proficiency levels, which is particularly valuable in the mixed-ability classrooms common in Ecuadorian secondary schools.

However, integration poses significant challenges. Markauskaite (2010) cited the digital divide as a persistent impediment. Access to devices and reliable internet is inequitable in rural and low-income regions. Prensky (2010) asserts that instructors' utilization of technology is frequently shallow due to insufficient training. Instruments are employed for tedious exercises rather than genuine conversational exchanges, so completely squandering their potential.

Distraction and technical failures are real classroom problems and shouldn't be dismissed. Hockly (2016) concluded, though, that the gains outweigh the risks as long as technology is embedded in a coherent instructional framework not dropped into a lesson and hoped for the best.

1.2 The Use of Flipgrid For L2 Oral Production Development

Flipgrid's entry into EFL classrooms has been gradual but noticeable. Wang (2020) describes the platform as one that creates a lower-pressure space for students to articulate ideas and receive feedback that actually shapes their development something harder to achieve in live speaking situations where time pressure and social anxiety work against the learner.

1.2.1 Introduction to Flipgrid as an Educational Tool

What Flipgrid does is simple: students record short videos, share them within a class grid, and respond to each other. That absence of real-time pressure is, according to Stoszkowski (2018), precisely what makes it effective for language learning. The pressure of a live classroom response disappears, replaced by a process the student controls.

The interface works for teenagers partly because it borrows from platforms they already use filters, stickers, the visual logic of social media. Miller and Kimmons (2020) argued that those design choices are not cosmetic: they reduce the formality students associate with oral assessment and sustain the motivation required for consistent practice.

1.2.2 Pedagogical Advantages of Using Flipgrid in EFL Classrooms

Autonomy is what sets Flipgrid apart from most classroom speaking activities. Students record at their own pace, listen back, and decide when they are ready to submit. Green and Green (2018) found that this self-directed process produces measurable improvements in fluency students reorganize ideas, self-correct, and present something more coherent than what they would produce under live classroom conditions.

Hsu and Beasley (2019) say the platform attracted learners who would not speak up in traditional environments. That counts. A kid who never talks in class because the stakes are too high will speak into a camera in a low-stakes situation and that practice, even without a teacher looking in real time, creates the oral habit that fluency demands. The peer feedback dynamic also fosters a learning culture where correction happens organically.

1.2.3 Flipgrid and the Development of Oral Production Skills

The record-listen-retry cycle is where Flipgrid's real value sits. Sun (2021) documented meaningful improvements in oral expression among students who used this kind of video-based activity consistently over time not dramatic transformations, but steady, measurable gains in fluency and coherence.

Pronunciation work benefits specifically from the playback function. Leis (2020) showed that listening to one's own recordings builds phonological awareness students begin to hear errors they previously couldn't detect. Teacher feedback through targeted video or audio responses adds another layer, making correction more precise than a written comment can achieve and more personal than a grade on a rubric.

1.2.4 Flipgrid as a Tool to Reduce Anxiety and Increase Confidence

Kruk (2020) observed that asynchronous tools lower anxiety because students don't have to perform immediately in a public setting. For high-anxiety learners and there are many in EFL classrooms that shift in format can be the difference between participation and silence. You can always re-record. This takes the pressure off individual mistakes and over time it creates a sense of competence.

This built-up confidence has been pointed to as a decisive element in oral involvement (Wood, 2021). Over time, what tends to happen is that the security built through repeated digital practice carries over into face-to-face settings. Students who practiced consistently on Flipgrid began speaking more in class, not because anything changed structurally, but because their relationship with the act of speaking had changed. Teacher’s Role in Facilitating Oral Production through Flipgrid

Bailey (2017) framed the teacher's role in digital oral activities as that of a facilitator of safe learning someone who creates the conditions for engagement without becoming the constant center of attention. Choosing tasks, monitoring progress, and responding to recordings are all part of that role, but none of it works without the underlying classroom culture of low-judgment, high-expectation practice.

Sadler (1989) argued decades ago that combining clear benchmarks with substantive feedback is what allows learners to monitor their own development. That argument holds in a Flipgrid context: when students know what good looks like and receive specific feedback on how they compare, they improve. Without either of those elements, the platform becomes just another place to post videos.

1.2.5 Challenges and Considerations for Implementation

Device access, internet reliability, and varying levels of digital literacy are the most common obstacles. Bond et al. (2020) stressed that teacher training needs to be ongoing and well-structured not a one-time workshop if Flipgrid is going to be used in genuinely pedagogical ways rather than as a novelty.

Breen (1987) made a foundational point that still holds: communicative tasks need to replicate authentic situations to develop real competence. Flipgrid activities that consist of students reciting memorized sentences into a camera are not communicative tasks. The design of the activity matters as much as the platform itself.

1.3 Oral Production in Second Language (L2)

Speaking in a second language demands more than vocabulary and grammar knowledge. Brown (2015) described oral production as a complex skill involving the simultaneous

coordination of cognitive, linguistic, and socio-cultural factors which is part of why it develops more slowly than reading or writing, and why it collapses under pressure even when students theoretically know the language.

In EFL contexts, the challenge is compounded by a simple fact: students have almost no opportunities to use English outside the classroom. Without spontaneous interactions or regular exposure to authentic communicative situations, oral fluency stagnates regardless of how strong students are on paper.

1.3.1 Concept of Speaking Skill

Speaking is not just word production. Richards (2015) distinguished between the cognitive demands of speaking organizing discourse, selecting vocabulary, applying grammar and the affective ones, like confidence and a willingness to take risks in the language. Both matter, and both can be developed. The affective side is often the one that gets ignored in formal instruction.

Thornbury (2019) added that fluency requires automatization the language needs to come quickly enough that speakers aren't constructing every sentence from scratch. That kind of automatization comes from accumulated practice, not from studying grammar rules. Which are exactly why tools that increase practice time, like Flipgrid, are worth taking seriously.

1.3.2 Components of Speaking

Nation and Newton (2020) argued that fluency maintaining natural speech without disruptive pauses develops best through purposeful communicative tasks, not isolated drills. Accuracy follows from corrective feedback and quality linguistic input. Neither develops automatically; both require specific instructional attention.

Pronunciation is more than individual sounds. Derwing and Munro (2015) made the case that intelligibility being understood is the only benchmark that really matters for L2 pronunciation, not accent reduction or native-like production. Stress, intonation, rhythm, and pace all feed into intelligibility, and all of them can be practiced and improved through reflective tools like Flipgrid.

1.3.3 Speaking in EFL Contexts

Lightbown and Spada (2021) were direct about it: without sufficient interactive practice, oral skills stagnate. In contexts where English is not the ambient language, that practice has to be deliberately created inside the school environment. It doesn't happen by itself.

Hockly (2013) noted that digital tools expand participation avenues and create spaces for language use that support speaking development in ways the traditional classroom hour simply can't cover. The math is straightforward more practice time produces more gains, and Flipgrid is a practical way to add practice time.

1.4 Flipgrid and Oral Production Development

Recording a video is not the same as speaking in class. That distinction sounds obvious but it carries real pedagogical weight because the conditions under which students produce language shape the quality of what they produce. Chou (2021) found that asynchronous video-based tasks led to gains in confidence, fluency, and phonological attention among EFL learners, outcomes that are notoriously hard to achieve in live classroom settings where time pressure and social exposure work against the hesitant speaker.

What Flipgrid adds to communicative language teaching is not a new theory. It gives an existing pedagogy one that has always valued authentic output and meaningful practice a format that more students can actually access without anxiety getting in the way.

1.4.1 Video-Based Oral Practice

Hsu (2020) identified the self-review function as the key mechanism behind video-based oral improvement. When students can record, listen back, and decide whether what they said was clear enough before anyone else hears it, they begin to catch errors that would have gone unnoticed in real-time conversation. That private error-detection process, repeated across multiple recordings, builds a kind of linguistic self-awareness that traditional classroom speaking rarely develops.

Feedback through video is also a different experience from feedback on paper. Kearney (2020) showed that multimodal responses where a teacher points to a specific moment in a recording and comments through audio or video give students far more to work with than a written note ever could. The correction becomes situated, specific, and harder to ignore.

1.4.2 Effects of Flipgrid on Fluency and Pronunciation

Fluency gains from video practice are not dramatic or sudden. Sun (2021) documented steady, measurable improvements particularly in response latency and the overall clarity of expressed ideas among students who engaged consistently with self-directed video tasks over time. Students who reviewed their recordings regularly developed a more natural pace with fewer disruptive pauses than those who treated each recording as a one-and-done submission.

Levis (2018) made a point worth taking seriously: self-monitoring the habit of listening critically to one's own speech is one of the most reliable predictors of pronunciation

improvement over time. Every time a student plays back a Flipgrid recording and notices something off about their stress or intonation, that is self-monitoring in action. The platform builds the habit without requiring extra instruction.

1.4.3 Student Motivation and Confidence in Speaking

Chen (2022) found something that teachers who use Flipgrid often observe informally: students who find the activity genuinely enjoyable practice more, and students who practice more improve faster. The social media-like interface is not incidental to that it makes the activity feel familiar and relevant in a way that a traditional speaking exercise usually doesn't.

Hsieh (2019) showed that asynchronous formats significantly reduce the performance anxiety that live speaking situations produce. Students who would not volunteer an answer in class will record a video at home, and then record it again if they don't like the first version. Over time, that accumulated practice done without an audience changes how students relate to speaking English in front of people. The fear doesn't disappear, but it loses some of its grip.

1.5 The Common European Framework of Reference (CEFR)

1.5.1 CEFR Overview

Proficiency frameworks matter because without them, language assessment becomes a collection of subjective impressions. The CEFR organized from A1 to C2 gives teachers a shared language for describing what learners can do, not just what they know about grammar (Council of Europe, 2020). Ecuador adopted these benchmarks as the basis for English standards in secondary education, which means BGU students are being evaluated against criteria that correspond to internationally recognized levels of actual communicative ability.

North, Goodier, and Piccardo (2018) pointed out that the CEFR's strength lies in its descriptor system concrete, observable statements about what a learner at each level can do with the language in real situations. For oral assessment specifically, those descriptors give teachers something they can actually use to design tasks, calibrate expectations, and evaluate performance without relying purely on intuition.

1.5.2 CEFR Speaking Levels

B1 is where Ecuador's BGU exit profile sets the bar for English speaking. At that level, students are expected to manage everyday communicative situations, express opinions with some development, and sustain exchanges with proficient speakers without breaking down (Council of Europe, 2020). That is a meaningful target not just reciting phrases but actually communicating. In EFL contexts where English contact outside school is minimal, reaching B1 in speaking requires deliberate, consistent oral practice beyond what class hours alone can provide.

Ministerio de Educacion del Ecuador (2016) established this benchmark knowing the limitations of the local context. Flipgrid doesn't solve the problem by itself, but it extends practice time in a format student can access outside the classroom which is exactly the kind of supplementary exposure that narrows the gap between what students can do in a controlled exercise and what they can do in a real conversation.

1.6 Teacher and Student Roles in Technology-Based Learning

1.6.1 Teacher's Role

Technology does not teach by itself. Hockly (2016) was direct about this: in digital learning environments, the teacher's role shifts toward strategic facilitation choosing tasks that are authentic, guiding students in purposeful use of the tools available, and helping them

understand both how the platform works and why they are using it. Without that guidance, students tend to treat Flipgrid as a place to post videos rather than a space for deliberate oral practice.

Hubbard and Levy (2016) stressed that selecting technology is itself a pedagogical decision, not a technical one. A teacher who chooses Flipgrid because it is free and popular, without clear instructional goals, will get different results than one who designs specific speaking tasks around the platform's capabilities and provides consistent, targeted feedback on what students produce.

1.6.2 Student Autonomy in Digital Learning

Little (2019) described learner autonomy as something more specific than independence it is the capacity to make decisions about one's own learning, track progress, and reflect honestly on outcomes. Structurally Flipgrid builds just that. Students have the power to decide when they want to record, how many chances they want to have, and which version they finally release. That control is not only a convenience; it is a kind of practice of self-regulation.

Benson (2011) said that learners who take true ownership of their process are more thoughtful and more actively invested in what they are learning. In linguistic terms, it often means students who self-identify their own mistakes without being prompted, who do practice outside of class because they want to better, and who monitor their own progress rather than waiting for a grade to tell them where they stand.

1.7 Assessment of Speaking Skills

1.7.1 Formative Assessment in Speaking

Brookhart (2017) described formative assessment as continuous monitoring that allows teachers to adjust instruction based on what students actually need at a given moment — not what the schedule says should happen next. Flipgrid fits that model naturally: video submissions can be reviewed at any point, specific difficulties can be identified before they become entrenched habits, and feedback can arrive when it is still actionable rather than weeks after the fact.

Black and Wiliam (1998) reviewed decades of research and concluded that formative feedback is among the highest-leverage interventions available to teachers more impactful, in many cases, than reducing class size or changing curriculum. Building that feedback loop into Flipgrid activities is a straightforward way to increase its impact without adding significant workload.

1.7.2 Rubrics for Oral Production

A rubric does two things simultaneously: it tells students what good performance looks like before they produce anything, and it gives teachers a consistent framework for evaluating what students produce afterward. Mertler (2016) documented both functions and showed that rubric use improves the quality of student output specifically because students understand what they are working toward. For oral tasks on Flipgrid, rubrics that address fluency, phonological clarity, grammatical accuracy, and discourse coherence turn each recording into intentional practice rather than a performance with unclear expectations.

The self-evaluative function of rubrics is equally important and often underused. When students apply the same criteria to their own recordings that their teacher will use, they develop a metacognitive habit the ability to assess their own performance against explicit standards that tends to accelerate improvement considerably.

1.7.3 Self and Peer Assessment through Video

Watching a classmate's video and leaving a comment requires the reviewer to think explicitly about language quality. Topping (2018) showed that this kind of peer evaluation builds accountability and sharpens critical thinking in ways that receiving teacher feedback alone cannot. The reviewer learns from the process of reviewing noticing what works in someone else's recording often clarifies what they want to do differently in their own.

Self-assessment through video produces a specific kind of surprise that turns out to be useful. Most students, when they hear themselves speak for the first time on a recording, are struck by how different they sound from how they imagined. That gap between self-perception and actual output is productive it creates a concrete motivation for correction that abstract feedback about 'working on pronunciation' rarely generates on its own.

1.8 Exit Profile

1.8.1 Expected Speaking Competences in BGU

The BGU exit profile sets a B1 speaking benchmark students should express ideas clearly in everyday situations, share viewpoints, narrate experiences, and sustain exchanges with proficient speakers without breaking down (Ministerio de Educacion del Ecuador, 2016). Reaching that benchmark requires far more speaking practice than most formal classroom

schedules can accommodate. Grammar instruction and written composition have their place, but neither develops the spontaneous oral competence that B1 demands.

Ur (2012) argued that speaking activities need to replicate actual communicative demands if they are going to prepare students for real language use. A student who has only practiced scripted responses reciting prepared sentences into a camera is not more prepared for a real conversation than one who never practiced at all. The task design matters as much as the platform.

1.8.2 Alignment with National Curriculum

Ecuador's national curriculum already calls for the development of communicative, digital, and autonomous learning competencies. Those three priorities map directly onto what Flipgrid, used intentionally, supports. Structured oral practice through the platform contributes to national standards not as a workaround but as a direct response to what the curriculum asks for (Ministerio de Educacion del Ecuador, 2016).

Used with clear pedagogical intent and consistent feedback, Flipgrid stops being a recording tool and becomes something more specific a mechanism for building the oral competencies the exit profile requires, one practice attempt at a time.

CHAPTER II: METHODOLOGY

The structure described in this chapter was not chosen arbitrarily. Every decision — about how data were collected, who participated, what instruments were used responds to the specific nature of the problem being investigated: how Flipgrid affects oral English production among BGU students at Unidad Educativa Napo. What follows explains that structure and the reasoning behind it.

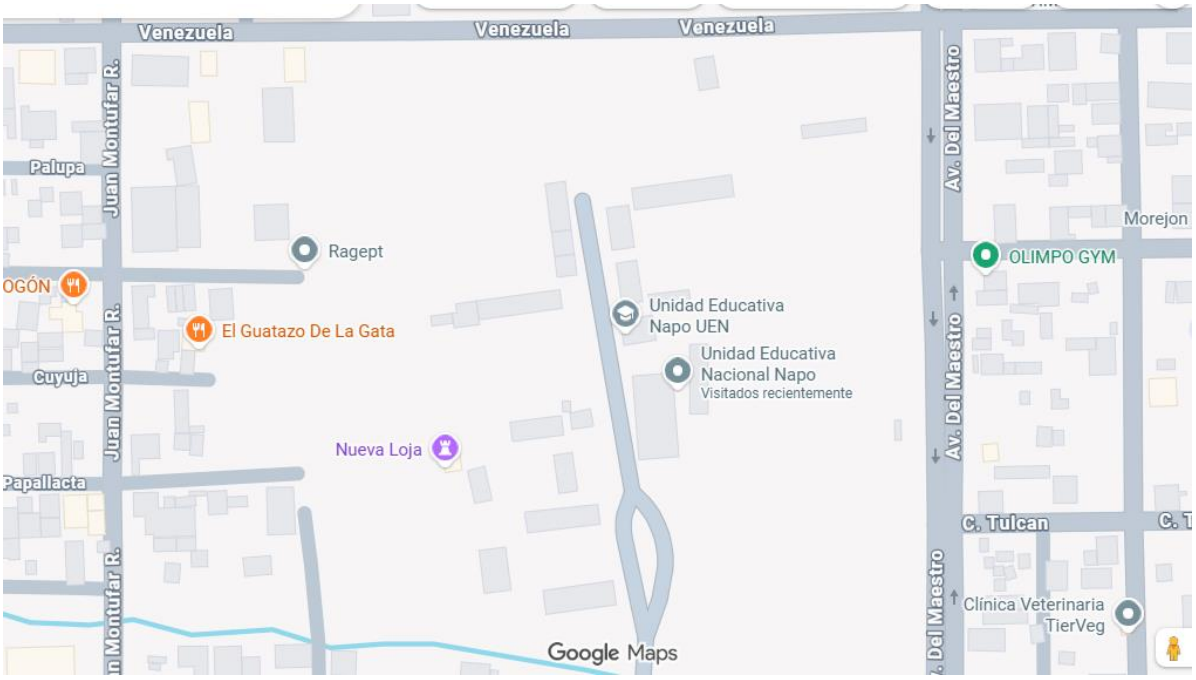
2.1 Description of the study area

Unidad Educativa Napo sits at the corner of Avenida Quito and Avenida El Maestro in Nueva Loja — the city most people know as Lago Agrio in the Sucumbíos province of Ecuador. It has been one of the region's most recognized academic institutions for decades, serving a community where educational access is not guaranteed and where the school carries real weight in the social fabric of the area.

The school goes from early childhood education to secondary level, which makes it a diversified environment in terms of ages, backgrounds and beginning points of students. It is a co-educational school with morning and afternoon shifts. For the purposes of this study, a particular cohort from the second and third years of the Unified General Baccalaureate was identified students old enough to engage meaningfully with the kind of oral tasks Flipgrid supports, and close enough to graduation that speaking proficiency actually matters for what comes next.

Figure 1

Google Maps location



Note: The Map show the location of Unidad Educativa Napo school with the address Av. Quito and Av. El Maestro Streets.

2.2 Types of Research

This investigation uses a mixed-methods framework, that choice was deliberate: neither purely quantitative nor purely qualitative data would have been enough on its own to answer the research questions. Numbers can show patterns across 150 students; interviews can explain why those patterns exist. They provide a broader picture than either one could provide separately.

Likert scale questionnaires gave quantitative data about students' use of Flipgrid, their attitudes toward Flipgrid, and their perceptions of the effect of Flipgrid on their speaking skills. The faculty members were semi-structured interviewed to get qualitative insights that a survey cannot provide, i.e., nuanced, experience-driven observations that take years of classroom practice to produce. Creswell and Plano Clark (2018) described this combination as a way to achieve data triangulation, which strengthens the validity and reliability of findings by checking

whether different methods point in the same direction. All primary data were collected directly at Unidad Educativa Napo, in the classroom environment where the Flipgrid implementation actually took place.

2.3 Methods, Techniques and Instruments

The methodological backbone of this investigation is action research. Kemmis and McTaggart (1988) described action research as a cyclical process plan, act, observe, reflect — that is particularly well suited to educational settings where the researcher is also a participant in the situation being studied. That is exactly the case here: the teacher implementing Flipgrid is also the one evaluating its effects.

Within that framework, data were gathered through a structured survey instrument designed around Likert-scale items (Likert, 1932). Each item was built to measure something specific: perceived frequency of use, affective response to recording, sense of improvement in pronunciation and fluency, motivation, confidence. The instrument was not borrowed from another study and applied here it was developed for this context, with the specific population and the specific tool in mind.

2.4 Techniques

2.4.1 Interview

Three semi-structured interviews were conducted with members of the institution's leadership and English department. The first was with the school principal, MSc. Marilu Guerra. The second was with the English department coordinator. The third was with faculty member Lic. Marjorie Oña.

Each interview consisted of ten open-ended questions covering current methods for assessing speaking skills, the main obstacles students face in oral production, prevailing teaching strategies in the department, the level of technology integration in English classes, and professional views on the advantages, challenges, and feasibility of incorporating Flipgrid into the formal curriculum. Semi-structured format was chosen specifically because it allows follow-up when a teacher says something unexpected or particularly revealing, a rigid questionnaire cannot pursue it.

2.4.2 Survey

A survey was administered to second and third-year BGU students to gather their perceptions about Flipgrid and its impact on their oral English. As Creswell (2014) defined it, a questionnaire is a systematic collection of structured items designed to gather quantifiable data about the attitudes, viewpoints, and experiences of a defined group which is precisely what this instrument was built to do.

Eight questions were closed-ended. Each was designed to quantify a specific variable the frequency of Flipgrid utilization, emotional response to on-camera recording, activities that students consider most accessible, perceived improvement in pronunciation and fluency, ability to organize thoughts before speaking, perceived engagement in English classes, and confidence in speaking English in academic or professional settings. In order to facilitate percentage-based analysis across the entire group, responses were assessed using a consistent marking scheme.

2.5 Instruments

Both instruments went through a process of design, adaptation, and validation before being applied. The Faculty Interview Protocol was structured as a progressive sequence of ten questions moving from general observations about oral assessment to specific positions on Flipgrid so that interviewees could build toward more nuanced responses rather than being asked for opinions on a tool before they had established the baseline context.

The Student Survey Instrument featured Likert-scale items and multiple-choice questions. Likert items probed different levels of perception, not just students' perception of Flipgrid improving their pronunciation, but the degree of reported gain with a scale that allowed for variability within the group. The multiple-choice components had category data such as which activity the participants found least complex – this would be a totally erroneous structure for a scale.

2.6 Research Questions

1. How does Flipgrid impact the oral skills of 2nd and 3rd year BGU students at Unidad Educativa Napo?
2. What do students think of using Flipgrid for oral English tasks?
3. What advantages and challenges do teachers see in using Flipgrid for L2 oral production?

2.7 Participants

One hundred and fifty students from the second and third years of the BGU at Unidad Educativa Napo participated in the study. The sampling method was non-probabilistic by convenience participants were selected based on accessibility and direct involvement in the Flipgrid implementation, not through a random selection process. While this approach has

certain limits in terms of generalizability, it did allow us to engage with the groups that were really utilizing the platform, rather than a randomly selected sample that can include students who have never used it.

Three faculty members were involved in the interview process: the school principal, the English department coordinator, and one English instructor. Their viewpoints provided institutional and educational background that was not available from the student survey data alone.

2.8 Procedure and Data Analysis

Permission was received from the school authorities before data collection. The student survey was then conducted to the whole cohort of BGU students in their second and third year during a planned class period, with instructions given in both Spanish and English to ensure comprehension. The faculty members (with consent) were interviewed individually with a semi-structured interview, which were recorded and transcribed for analysis.

Data were then categorized according to responses from the participants. Qualitative analysis of the interview transcripts revealed recurring themes, conflicting perspectives and particular observations regarding classroom practice that could not be captured by the quantitative data. Quantitative analysis was done by calculating percentage frequencies of each item in the survey and the results were presented in figures with written interpretation. Finally, the findings were compared against the theoretical framework from Chapter I, with those connections serving as the basis for the pedagogical proposal developed in Chapter IV.

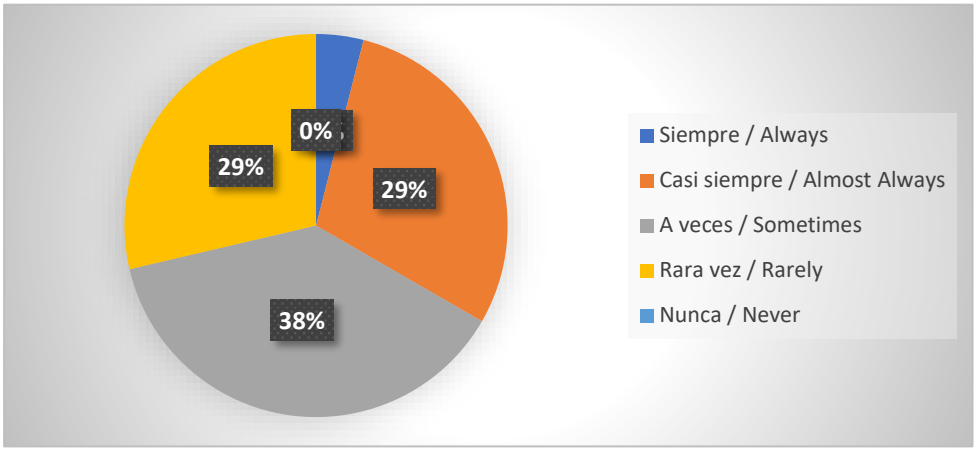
CHAPTER III: RESULTS AND DISCUSSION

What follows is the data collected through the survey applied to 150 second and third-year BGU students at Unidad Educativa Napo. These students provided information about how they use Flipgrid, how it makes them feel, and what they think it does or doesn't do for their oral English. The survey had eight closed-ended items. To give the numbers more context, qualitative insights from the faculty interviews are woven into the analysis where they add something the percentages alone cannot.

3.1 Students Survey Results

Figure 2

¿Con qué frecuencia necesitas grabar videos en Flipgrid para tus clases de inglés? (How often do you need to record videos in Flipgrid for your English classes?)



Source: Own elaboration.

Analysis

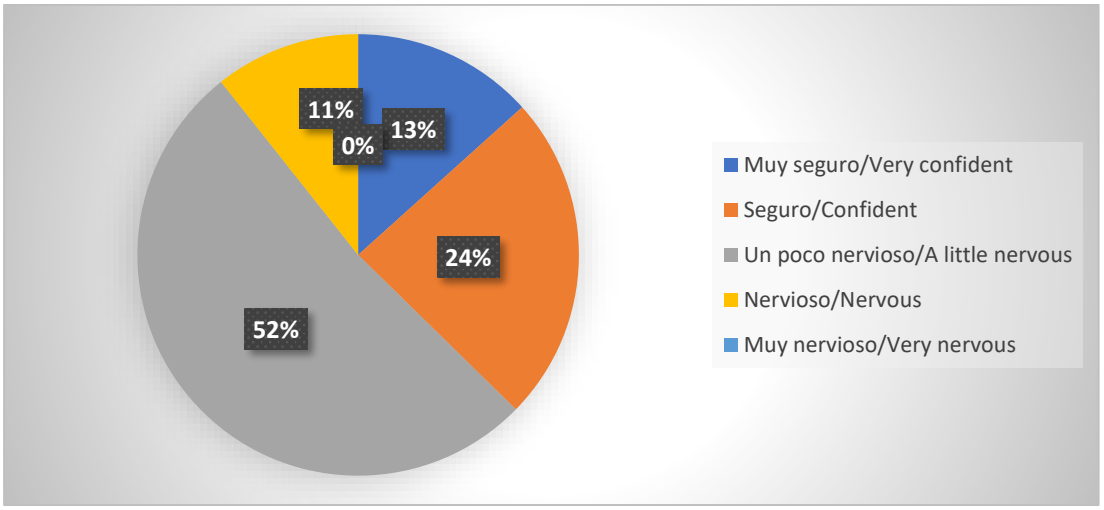
Four percent of students record consistently, 29% almost consistently, 38% occasionally, and 29% rarely. No student reported never using the platform which is the most significant detail in this distribution. Universal adoption within the group, even at varying intensities, suggests

Flipgrid has become a recognized part of English instruction at this institution rather than an experiment some students opt into.

Taken together, a third of students are frequent users. The majority 67% interact with the tool on a more intermittent basis, which points toward Flipgrid being used for specific milestone activities or modular assessments rather than as a daily classroom requirement. That pattern is not necessarily a problem. Frequent recording without clear purpose can produce digital fatigue; the question is whether the tasks students are recording for are actually designed to develop oral competence, or whether they are just submission exercises with a camera involved.

Figure 3

¿Cómo te sientes al grabar tus videos en Flipgrid? (How do you feel about recording your videos on Flipgrid?)



Source: Own elaboration.

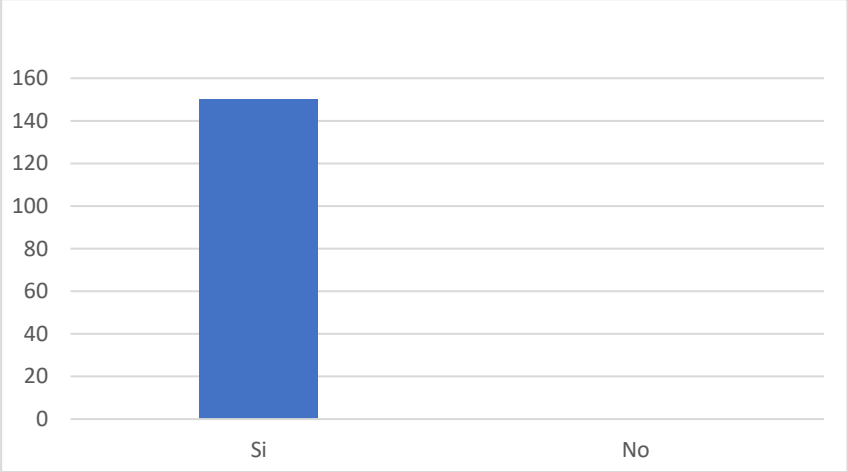
Analysis

Thirteen percent feel very confident when recording, 24% feel confident, 52% report feeling a little nervous, and 11% describe themselves as nervous. No student selected an extreme negative response. It is important noting that the platform is not causing major anguish, but over

half the group still suffers some level of camera fear when they record. The “somewhat nervous” category is the most represented and it is what the teachers who participate in video-based oral activities have observed: talking to a camera is difficult for most adolescents, especially in the beginning. No strong emotions were evoked, suggesting that the format was seen as more utilitarian than frightening. Controllable anxiety and no anxiety are two different states, and 63% of students with diverse degrees of unease need more low-stakes practice before the format is no longer perceived as theatrical.

Figure 4

¿Utiliza tu profesor actividades en Flipgrid para ayudarte a practicar el speaking? (Does your teacher use Flipgrid activities to help you practice speaking?



Source: Own elaboration.

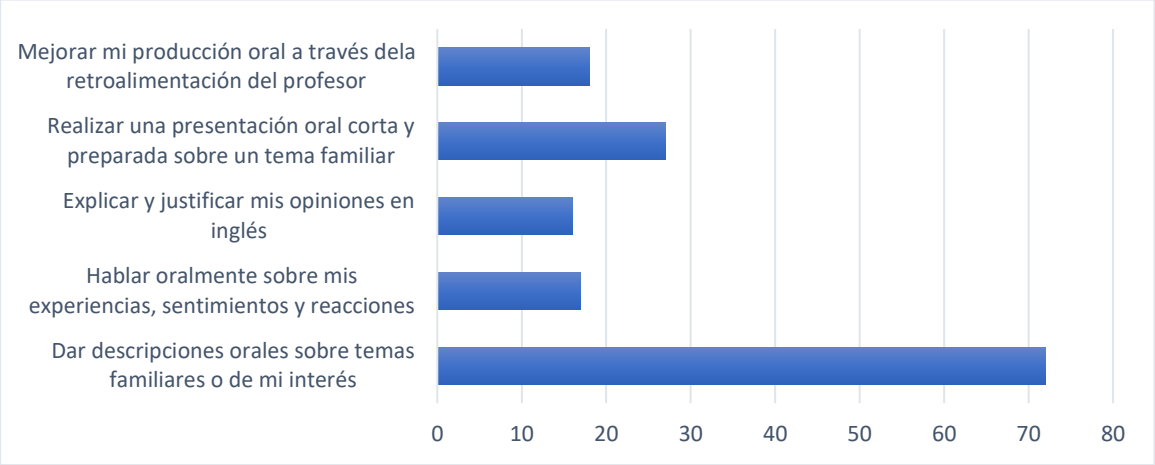
Analysis

Every student surveyed confirmed that their teacher uses Flipgrid as a speaking practice tool, not one participant reported lacking access to these activities. That unanimous reaction is important, because shows the data on student perceptions of Flipgrid is based on lived, consistent experience with the platform, not theoretical or one-off experience.

From an institutional perspective, full teacher-led adoption guarantees that all students have scheduled chances for asynchronous speaking practice. Consistency is key: a tool that some instructors use for some pupils some weeks is far less effective than one that is integrated school-wide. This group has the latter, which gives the rest of the survey results more interpretive weight.

Figure 5

¿Qué actividades en Flipgrid son menos complicadas para desarrollar tu producción oral en inglés? (What Flipgrid activities are least complicated for developing your spoken English production?)



Source: Own elaboration.

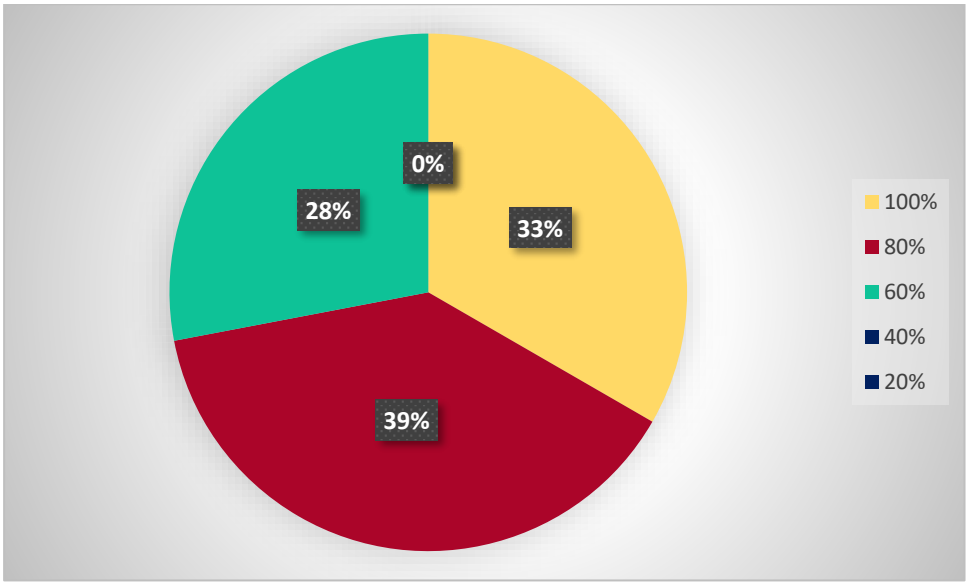
Analysis

Seventy-two students — nearly half the group identified giving oral descriptions about familiar topics or personal interests as the least demanding activity on Flipgrid. Short prepared presentations on familiar subjects came second, selected by 27 students. Activities involving teacher feedback were chosen by 18 students, sharing personal experiences by 17, and stating and justifying opinions by 16.

The trend is evident. Assignments they believe they are better able to do based on information and vocabulary common to pupils. Much more difficult are abstract reasoning and persuasive discourse, speaking modalities that concurrently engage linguistic breadth and cognitive load. This is in line with research in second language learning which has consistently shown that familiar content lessens the cognitive load that goes into designing in a second language and hence, makes more processing capacity available for actual use of the language.

Figure 6

¿Cuánto te ayuda la aplicación de Flipgrid a mejorar tu pronunciación y fluidez al hablar inglés? (How much does the Flipgrid app help you improve your pronunciation and fluency when speaking English?)



Source: Own elaboration.

Analysis

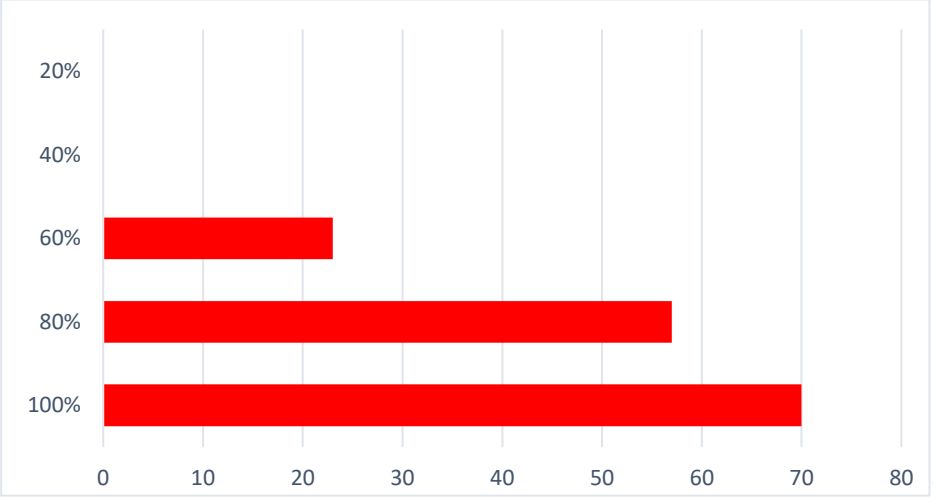
Thirty-three percent of students feel Flipgrid contributes fully to improving their pronunciation and fluency; 39% perceive an 80% benefit; and 28% estimate a 60% improvement. No student reported an increase of less than 60%. This is a consistently positive

distribution, with a group congregating towards the top end of perceived advantage, rather than a situation where just a handful of learners appreciate the tool, and many are indifferent.

The most plausible explanation for this phenomenon can be found in the logic of the platform's design: the ability to record, examine and edit before submitting, creates a reflective practice loop, which nurtures both phonetic accuracy and natural rhythm of spoken English. Students who go through that cycle repeatedly hearing their own stress errors, their dropped endings, their hesitation patterns are doing something that traditional classroom speaking cannot easily replicate. Whether they consciously recognize that as the mechanism behind their improvement is less important than the fact that the improvement itself is being perceived.

Figure 7

¿Flipgrid te permite organizar mejor tus ideas antes de hablar en inglés? (Does Flipgrid allow you to organize your ideas better before speaking English?)



Source: Own elaboration.

Analysis

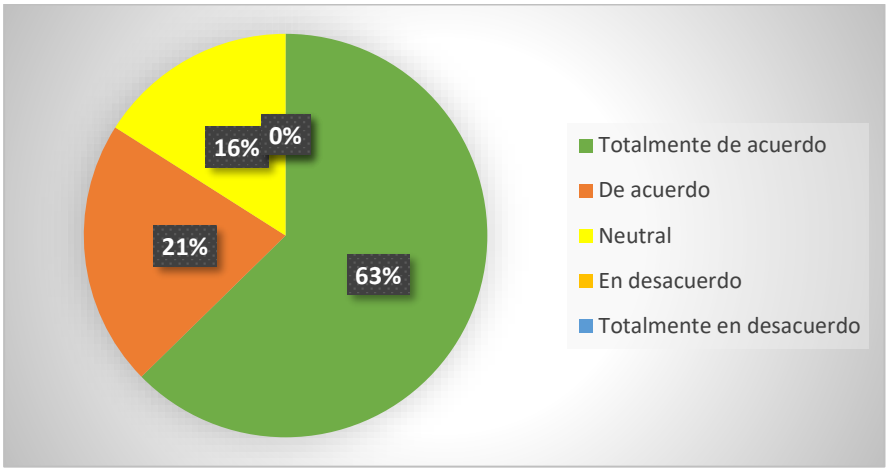
Seventy students reported that Flipgrid helps them organize their ideas fully before speaking; 57 perceive an 80% improvement in organization; and 23 report a 60% benefit. Again,

no participant reported gains below 60%, which makes this one of the most uniformly positive items in the survey.

What this tells us is that students value the pre-speaking phase that Flipgrid's asynchronous format allows. When you do not have to respond immediately when you can think, plan, and mentally rehearse before recording the output improves. That is not a Flipgrid-specific finding; it is a well-established principle of oral production in a second language. What Flipgrid does is build that pre-speaking time into the structure of the activity rather than leaving it to chance. Students who would never spontaneously plan before speaking in class do it automatically here, because the format requires it.

Figure 8

¿Crees que usar tecnología como Flipgrid hace que las clases de inglés sean más interesantes? (Do you think using technology like Flipgrid makes English classes more interesting?)



Source: Own elaboration.

Analysis

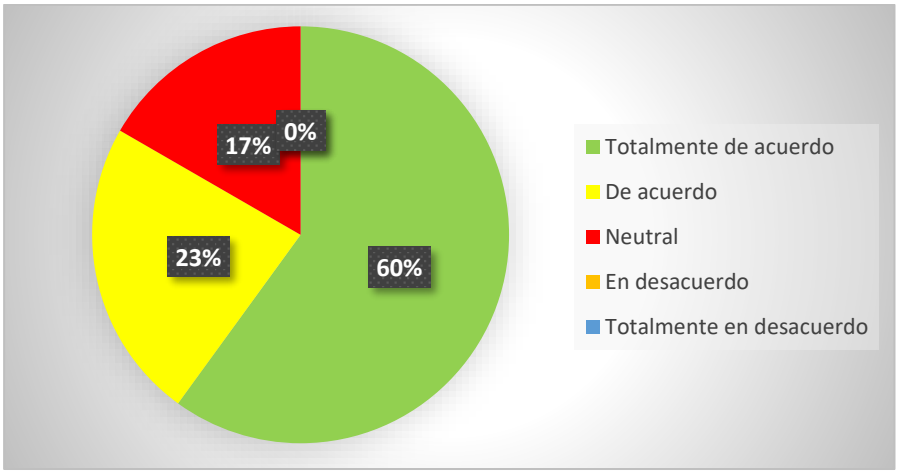
Sixty-three percent of students strongly agree that tools like Flipgrid make English classes more engaging; 21% agree; and 16% remain neutral. No student disagreed not one, at any

level. Eighty-four percent of the group reported a noticeable increase in perceived engagement with lessons when technology is involved.

That level of receptivity is not just about Flipgrid being fun. It reflects something more structural: students who find their classes engaging participate more, and students who participate more develop the language faster. The motivational dimension of a tool is not separate from its pedagogical value it is part of it. A platform that students actively want to use will produce more practice hours than one they tolerate. More practice hours, over time, produce better oral outcomes.

Figure 9

¿Crees que Flipgrid puede ayudarte a hablar inglés con más confianza? (Do you think Flipgrid can help you speak English with more confidence in your academic and professional future?)



Source: Own elaboration.

Analysis

Sixty porcent of students strongly agree that Flipgrid increases their confidence in both academic and professional settings, 23% agree and 17% are ambivalent. No student raised an

objection. 83% agree that the platform is worth more than it costs today, that it is more than just a learning resource and a way to prepare for using it in the real world.

This view looks beyond the current educational setting. Those students who realize the importance of their classroom activities for future communicative needs are more likely to take up that practice seriously. The fact that 83% of this group has already established that link shows what most classroom activities fail to do, Flipgrid has done; it has made the goal of speaking practice concrete and personally relevant. That, more than any feature of the platform itself, is what sustains the kind of consistent oral engagement that eventually produces fluency.

CHAPTER IV: PROPOSAL

4.1 Proposal title

WORKSHOP DIGITAL BOOK - "LET'S SPEAK! A COMMUNICATIVE ORAL INTERACTION GUIDE (A2–B1)"

4.2 Objectives

4.2.1 General Objectives

To develop students' spoken English skills at the A2–B1 level through an engaging digital training guide built around fluent dialogue, communicative confidence, and meaningful oral interaction.

4.2.2 Specific Objectives

To promote the use of English in real-life communicative situations through structured speaking activities.

To improve students' fluency, pronunciation, and coherence in oral production.

To encourage students' confidence and reduce anxiety when speaking in English.

To foster active participation through interactive and collaborative tasks.

4.3 Introduction

Grammar rules and vocabulary lists are not enough. Students who can pass a written exam in English often freeze the moment they are asked to say something unscripted and that gap between written and spoken competence is not a minor inconvenience. It separates the student who can use the language from the learner who can only use the aspects of it.

The psychological barriers of A2-B1 level learners are not only grammatical weaknesses but also the performance anxiety, difficulty in expressing emotions and in organizing ideas under pressure of time. These issues are rarely due to a lack of information. They stem from a lack of experience in realistic environments. Where the teaching methodology is based on theory rather than practice, where activities are perceived as unrelated to the real-life experiences of the students, the consequence is students who know English but cannot use English.

"Let's Speak! A Communicative Oral Interaction Guide (A2–B1)" was built as a direct response to that problem. Each module invites students to engage actively in discourse around themes that are close to their own experience: biographical reflections, future plans, decision-making, personal opinions. The integration of Flipgrid as the platform for oral output ensures students apply English in contexts that feel contemporary and authentic not in exercises designed to look like real communication while being nothing of the kind.

What this guide aims to produce is not just improved pronunciation or smoother grammar. It is the intrinsic motivation and self-assurance that effective communication requires — the sense that speaking English is something worth doing, not just something worth passing.

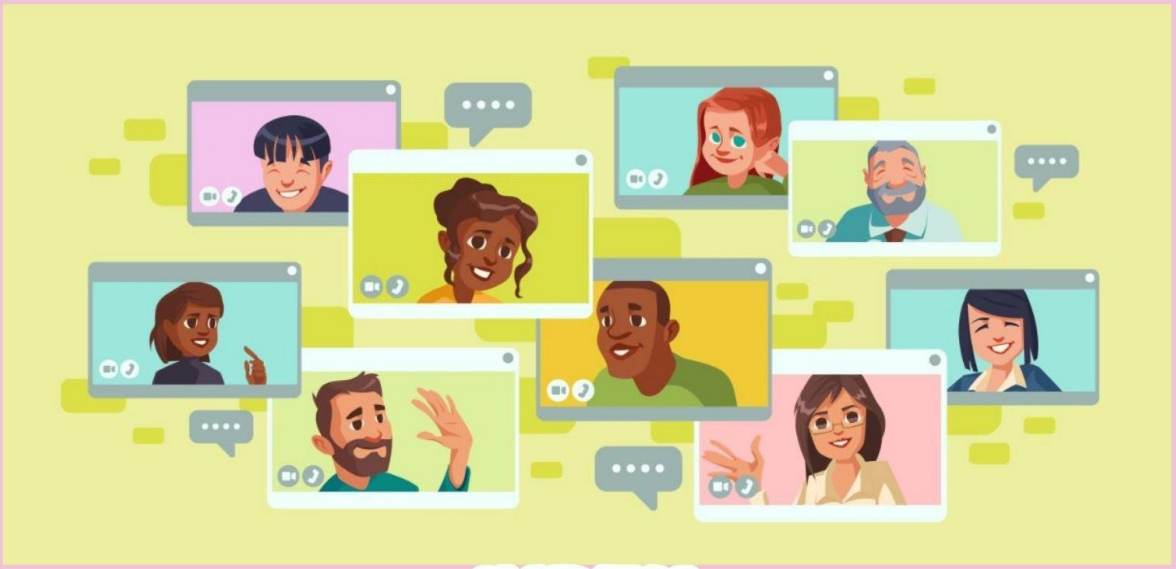
4.4 Justification

English functions as a global lingua franca for academic advancement, professional opportunity, and intercultural exchange. That is not a debatable point it is the reason Ecuador's Ministry of Education established B1 as the exit benchmark for secondary students in the first place. But knowing that speaking matters and actually developing students' ability to speak are two different problems, and formal instruction has historically been better at the first than the second.

Limited practical application, fear of making mistakes, and uneven motivation are the three factors that consistently block oral development in EFL classrooms. "Let's Speak!" addresses all three directly. The activities are structured around authentic communication rather than textbook exercises. The tasks are designed to feel relevant to the learner's own life rather than abstracted from it. And the integration of Flipgrid gives students a flexible, low-stakes space to practice before they perform which is exactly the kind of scaffolding that reduces anxiety and builds the confidence that eventually transfers to live speaking situations.

This is not a supplement to existing instruction. It is a rethinking of what oral practice in an EFL classroom can look like when the starting point is what students need to say, rather than what the textbook says they should be able to say.


"Let's Speak! A Communicative Oral Interaction Guide (A2–B1)"
BASED ON CEFR CAN DO STATEMENTS (A2–B1)
TELEPHONE



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UNIT 1
PERSONAL CONNECTIONS



Contents:

- **ACTIVITY 1:** Feelings & Emotions

Can do statements: "I can ask people how they feel and say how I feel."[1] (A2 – Spoken Interaction)

- **ACTIVITY 2:** My Personal Profile

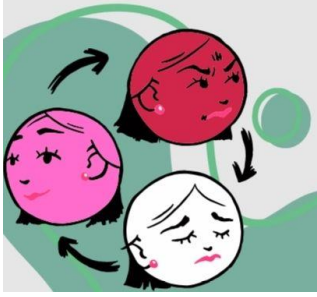
Can do statements: "I can describe myself, my family and interests."[2] (A2 – Spoken Production)

- **ACTIVITY 3:** Free Time

Can do statements: "I can ask and answer simple questions about likes and free time."[3] (A2 – Spoken Interaction)

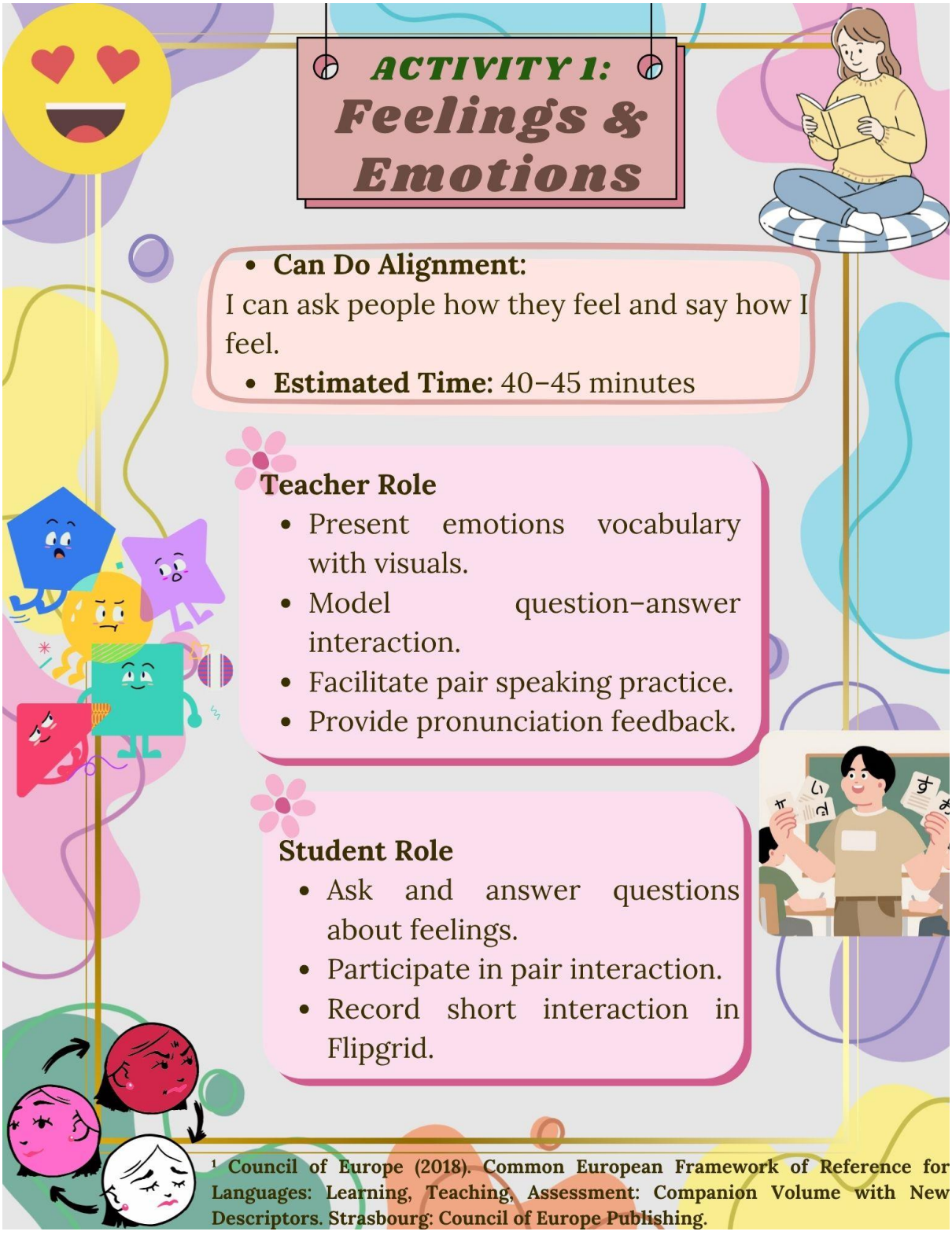
- **ACTIVITY 4:** Interaction Chain

Can do statements: "I can start and maintain simple conversations on topics that are familiar or of personal interest."[4] (B1 – Spoken Interaction)



- Develop students' ability to introduce themselves, express feelings, and maintain simple personal conversations using English in familiar contexts.





[1] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.


Feelings & Emotions
Vocabulary
1. Look at the feelings and emotions chart. In pairs, point to an emoji and ask your partner: how is he/she feeling? your partner must answer using the correct adjective and then mime the expression.
Feelings & Emotions
Happy
Afraid
Sad
Hot
Amused
Bored
Anxious
Confident
Cold
Suspicious
Surprised
Loving
Curious
Envious
Jealous
Miserable
Confused
Stupid
Angry
Sick

Guided Practice

2. Students practice short questions and answers:

Questions:

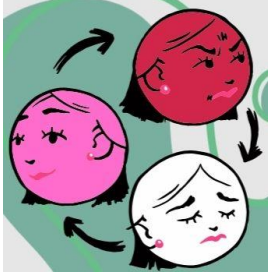
- Are you okay?
- How do you feel today?
- Are you hungry?
- Are you tired?

Answers:

- Yes, I am.
- No, I'm not.
- I feel (happy/nervous) because...

3. Fill in the blanks using the "Feelings & Emotions" chart. Use the context of the conversation to choose the most logical emotion.

A: Hi! How do you feel today? You look a bit _____.
B: To be honest, I feel _____ because I have a big exam in the next hour and I couldn't sleep well.
A: Oh! Are you _____ of failing?
B: Yes, I am. I'm actually quite _____. But at the same time, I am also _____ because I studied a lot last night.
A: That's the spirit! I am _____ that you studied so much. I feel _____ today and didn't open my book.
B: Don't be _____! You are very smart. Are you _____? Let's get a coffee so we both feel more _____ for the test.
A: Good idea! Now I feel _____ and ready.



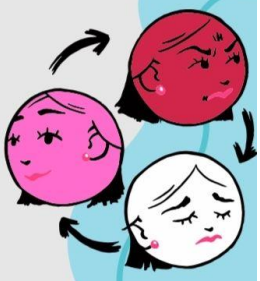


Pair Interaction – Scenario Role-Play

4. Work in pairs. You will be assigned one of the following scenarios: School, Home, or Exams. Create a short dialogue (4-6 lines) based on your scenario. Use at least two different emotions from the vocabulary chart (e.g., Surprised, Confused, Angry, Confident).

Example (Scenario: School):

- **Student A:** Are you okay? You look confused.
- **Student B:** I am! I don't understand the math homework.
- **Student A:** Don't worry, I can help you.
- **Student B:** Thank you! Now I feel happy.



ACTIVITY 2:
My personal profile

- **Can Do Alignment:**

I can describe myself, my family, hobbies and interests.

- **Estimated Time:** 45 minutes

Teacher Role

- Provide speaking prompts.
- Scaffold sentence structures.
- Guide rehearsal.

Student Role

- Prepare personal information.
- Practice introduction with partner.
- Record self-introduction video.









[2] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

My personal profile

Brainstorming

1. Students list information about themselves: name, age, hobbies, family members.



Note. Adaptado de All about me: Simple boxed grid for middle school, por Homemade Gifts Made Easy, s.f. (https://resources.homemade-gifts-made-easy.com/all-about-me/all-about-me-simple-boxed-grid-middle-school.pdf).

Sentence Building

2. Use the "Feelings & Emotions" chart to complete your personal profile. Then, share your sentences with a partner to practice your fluency.

- **I am...** (Describe your personality and current mood).
- **Example:** I am a confident student, but today I am tired.
- **Your turn:**

  _____
  _____.
- **I like...** (Mention an activity and how it makes you feel).
- **Example:** I like playing football because it makes me feel excited.
- **Your turn:**

  _____
  _____.
- **My family is...** (Describe your family or a family member).
- **Example:** My family is big and they are very loving.
- **Your turn:**

  _____
  _____.

Spoken Interaction (Pair Work)

3. Ask your partner about their profile using the following questions:

- **How do you feel today?**
- **Why do you feel that way?**
- **What do you like to do in your free time?**



ACTIVITY 3:

Free Time

- **Can Do Statement Alignment:**

I can ask and answer questions about free time and likes.

- **Estimated Time:** 40 minutes

Teacher Role

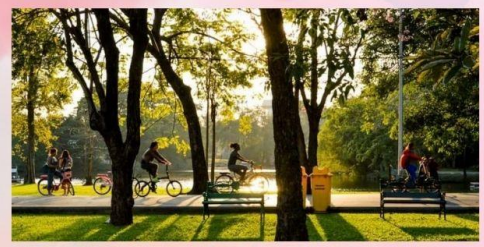
- Provide interview questions.
- Monitor pair work.

Student Role

- Interview partner.
- Summarize partner's answers.
- Record Flipgrid summary.







[3] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Free Time

1. Look at the images of hobbies. Circle three activities you enjoy the most. Then write your ideas.



Read



Listen to music



Dance



Play soccer



Play basketball



Write

👉 WRITE:

- I enjoy _____.
- I enjoy _____.
- I enjoy _____.

💬 Share with a partner:

"I enjoy _____ because it is _____."

🧩 Vocabulary – How Do You Feel?

2. How do your hobbies make you feel? Match.

Hobby		Feeling
Playing video games	( )	a. Relaxed
Reading a book	( )	b. Energetic
Playing soccer	( )	c. Excited
Listening to music	( )	d. Creative

Now complete:

Example:

When I listen to music, I feel relaxed.

- When I _____, I feel _____.
- When I _____, I feel _____.
- When I _____, I feel _____.

3. 🛠️ Grammar Focus – Express Yourself

Complete with the correct form.

Example:

- I like playing (play) guitar.
- I am interested in _____ (learn) English.
- My favorite hobby _____ (be) swimming.
- I _____ (enjoy) dancing with my friends.
- My hobbies _____ (help) me relax.

Now write about you:

I like _____ because _____.

Model Video – Watch and Learn

4. Scan the QR code or open the link and watch the short video about how to introduce yourself in under 60 seconds.



Exercise 1: Listen and Identify

- How does the speaker start the video?

_____

- What personal information does the speaker mention?

_____

- What activity or hobby is mentioned?

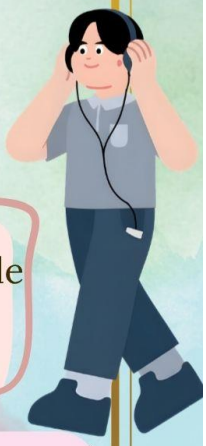
_____

Exercise 2: True or False

Write T (True) or F (False).

- The speaker looks at the camera. ___
- The introduction is very long. ___
- The speaker uses simple sentences. ___

ACTIVITY 4: Interaction Chain



- **Can Do statement Alignment:**

I can start, maintain and close simple conversations.

- **Estimated Time:** 40 minutes

•REC

Teacher Role

- Model respectful replies.
- Guide interaction norms.

Student Role

- Reply to peer videos.
- Ask follow-up questions.
- Continue conversation thread.





[4] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Interaction Chain

The Live Podcast Station

1. The scriptwriting phase (individual). Before going on air, organize your ideas. Complete these notes based on your personal profile and feelings:

- Greeting: (Ej: Hello listeners! Today is a... day)
  _____
  _____
- Current Emotion: I feel _____ because
  _____
  _____
- Personal Fact: I am a person who likes
  _____
  _____
- A Story from the Past: Last weekend, I went to _____ and it was _____
  _____.

2. On Air (Small Groups). Form groups of 3 students. Each student will assume a role that they must rotate:

- The Host: Introduces the segment and interviews the guest.
- The Guest: Shares their information using the notes from Step 1.
- The Listener: Takes a note of an interesting fact to ask the follow-up question.





3. The Thread of Interaction (Follow-up) To maintain the conversation, the listener should intervene using these structures:

- "That sounds interesting! Can you tell me more about...?"
- "Why did you feel [emotion] when that happened?"
- "I feel the same way about [topic]! Do you also like...?"



UNIT 2

DAILY LIFE COMMUNICATION

Contents:

- **ACTIVITY 2.1 –** Asking for Directions

Can do statements: "I can ask for and give directions."[1] (A2 – Spoken Interaction)

- **ACTIVITY 2.2 :** Shopping Role-play

Can do statements: "I can communicate in simple and routine everyday situations requiring a simple and direct exchange of information."[2] (A2 – Spoken Interaction)

- **ACTIVITY 2.3:** Ordering Food

Can do statements: "I can order food and drink."[3] (A2 – Spoken Interaction)

- **ACTIVITY 2.4:** Telephone Conversation

Can do statements: "I can use simple everyday polite forms of greeting and address."[4]
(A2 – Spoken Interaction)



- Use English in practical real-life situations.

ACTIVITY 2.1: Asking for Directions

- **Can Do Statement Alignment:**

"I can ask for and give directions."[1] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

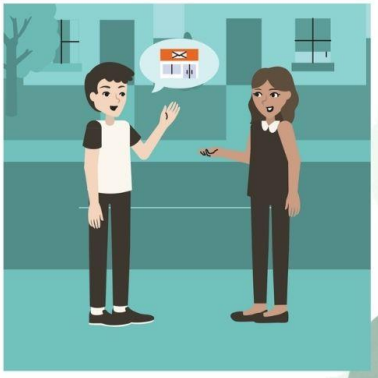
Teacher Role

- Introduce map vocabulary.
- Demonstrate direction dialogue.

Student Role

- Role-play tourist/local.
- Record directions video.



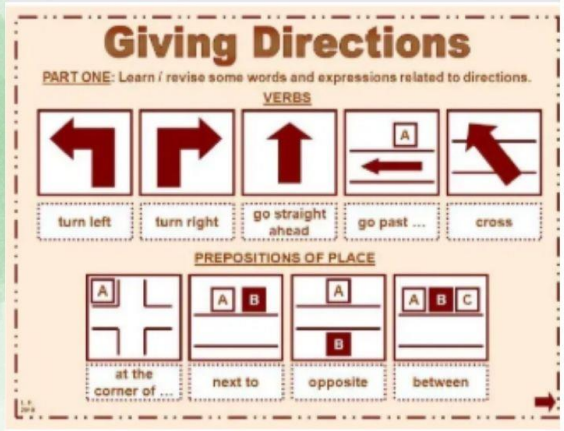


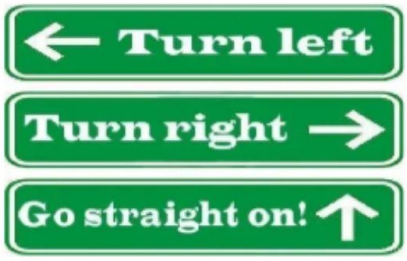
[1] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Asking for Directions

Vocabulary

1. Look at the following image and create a technical sentence for each verb or preposition; write a simple instruction.







- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____

The "Request" Formula

2. Choose 3 different places (hospital, cinema, supermarket) and complete the sentences, then practice both formulas aloud 5 times each to improve your fluency.

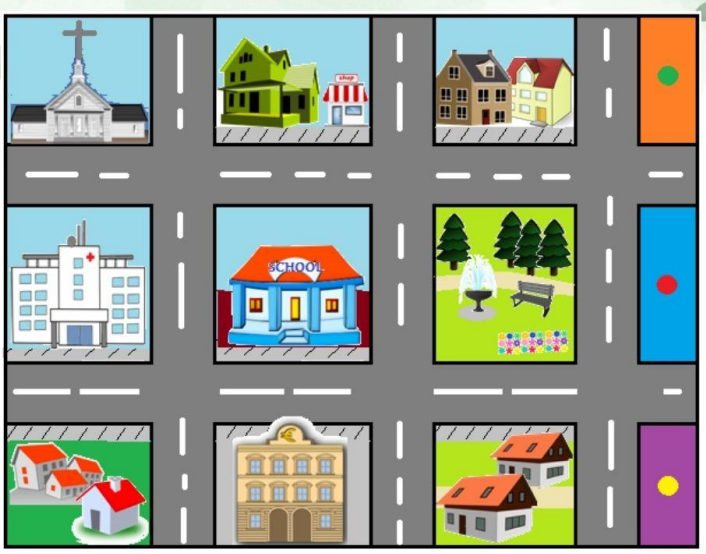
Example: "Excuse me, could you tell me how to get to the [place]?"

- _____
- _____
- _____



Map Analysis

3. Look at the following image, and give the correct directions from the points to where they want to go, then share with your classmates.



From the RED point, what directions should we give to a person who wants to get to the church?

- _____
  _____
  _____
  _____
  _____

From the YELLOW point, what directions should we give to a person who wants to get to the hospital?

- _____
  _____
  _____
  _____
  _____

Paired Role-Playing Game

4. Role Assignment: Decide who is the Tourist and who is the Local.

Interaction: * Tourist: Must use a polite "Request Formula." * Local: Must give at least three directions using the vocabulary learned.

The Switch: After arriving at the first destination, switch roles. The person who was the Local now looks for a new place.

Golden Rule: No pointing! You must use only your English words to guide you.



ACTIVITY 2.2
Shopping Role-play

- **Can Do Statement Alignment:**

"I can communicate in simple and routine everyday situations requiring a simple and direct exchange of information."[2] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Teaches polite requests and expressions for prices.
- Models short shopping conversation.

Student Role

- Simulate a shopping scenario (customer–seller).
- Record interaction.





[2] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Shopping Role-play

Vocabulary

1. Place these phrases in the appropriate column, either for the Seller or the Customer.

- "How much is this?"
- "Can I help you find something?"
- "I'm just looking, thanks."
- "Do you have this in a smaller size?"
- "Where are the fitting rooms?"
- "It fits you perfectly!"
- "Does it come with a guarantee?"
- "How would you like to pay?"
- "I'd like to return this, please."
- "We are out of stock at the moment."
- "Can I try this on?"
- "Are you paying by card or in cash?"
- "Do you have this in any other colors?"
- "Here is your receipt."
- "I'll take it!"

Seller	Customer
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Size & Fit Workshop (Clothing Adjectives)

2. Before you begin, make sure you know these key adjectives to describe your clothes, then choose 3 items from your wardrobe and complete the description sheet following the example:

- Size & Fit (Tamaño y Ajuste)
- Style & Price (Estilo y Precio)
- Tight: Apretado/Ajustado
- Bright: Brillante/Llamativo
- Loose: Holgado/Suelto
- Dark: Oscuro
- Long / Short: Largo / Corto
- Expensive: Caro
- Comfortable: Cómodo
- Cheap: Barato

Object 1 (Shoes): Example: "These sneakers are very comfortable and clean."

Object 2 (Dress): _____
_____
_____.

Object 3 (Jacket/Sweater): _____
_____
_____.

Object 4 (Short):
_____
_____
_____.

The "Fitting Room" Dialogue

3. Write a dialogue between you and the shop assistant (5–6 lines). Your dialogue must:

- ***Include a clear problem (e.g., too small, too big, wrong color, doesn't fit well).***
- ***Ask politely for a different size or color.***
- ***Provide a logical solution from the shop assistant.***
- ***Use at least one connector: "Excuse me" or "Actually."***
- ***Use natural and polite expressions.***

- 💡 **Useful Expressions**
- Excuse me, ...
- Actually, ...
- This is too small/big.
- Do you have this in a medium/large?
- Could I try a different color?
- Let me check for you.
- Here you are.

✏️ **Write Your Dialogue Here:**

Customer: _____
_____.

Assistant: _____
_____.

Customer: _____
_____.

Assistant: _____
_____.

Customer: _____
_____.

Assistant: _____
_____.

Price & Payment Practice

4. Work with a partner. You will simulate a real shopping transaction at the cashier.

Student A → Shop Assistant

Student B → Customer

Then switch roles. Your role-play must include:

- ***The shop assistant says the total price (use a price with decimals, e.g., $19.99, $25.50, $48.75).***
- ***The customer repeats the price correctly in words.***
- ***The customer chooses a method of payment (cash or credit/debit card).***
- ***Use polite expressions when giving or receiving money.***
- ***End the conversation naturally.***

- 💡 Useful Expressions

Shop Assistant:

- Your total is $24.99.
- That will be $35.50.
- Would you like to pay in cash or by card?

Customer:

- How much is it?
- I'll pay in cash / by card.
- Here you go.
- Keep the receipt.
- Thank you.

✏️ **Write Your Dialogue (6–8 lines)**

Assistant: _____.

Customer:_____.

Assistant: _____.

Customer: _____.

Assistant: _____.

Customer: _____.

ACTIVITY 2.3
Ordering Food

- **Can Do Statement Alignment:**

"I can order food and drink."[3] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Provides menu vocabulary.
- Models a restaurant conversation.

Student Role

- Practice waiter/customer roles.
- Record Flipgrid role-play.





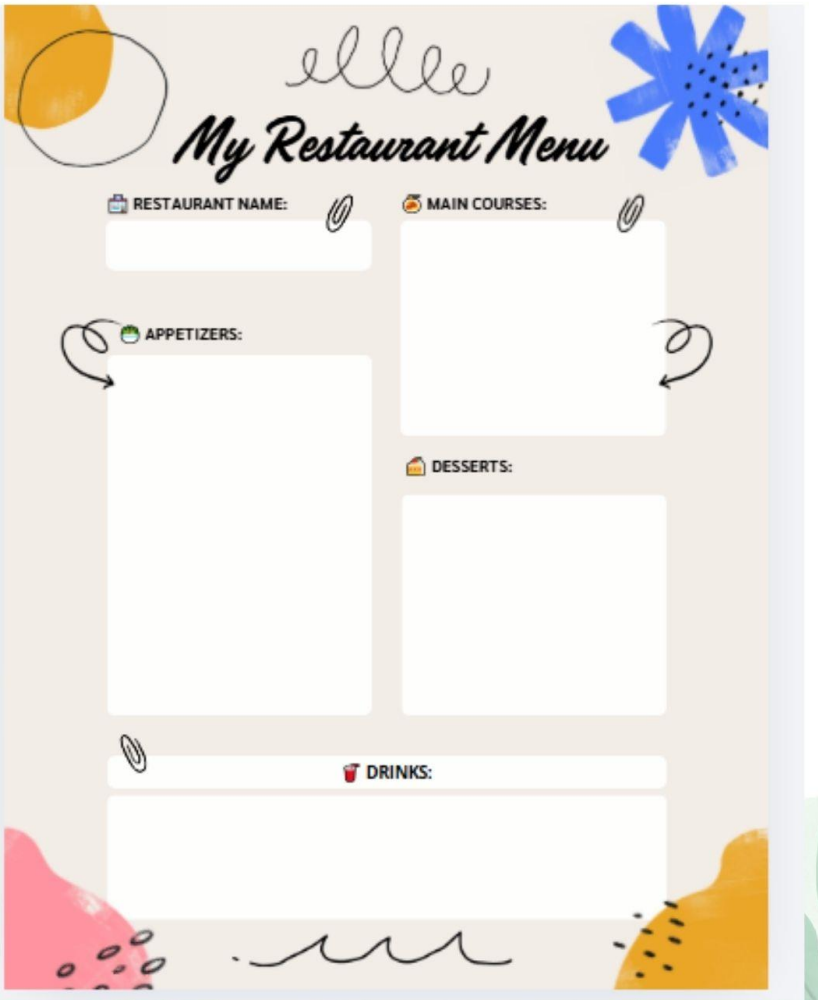
[3] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Menu Vocabulary

1. ***Create a menu divided into four sections:***

- ***Appetizers***
- ***Main Courses***
- ***Desserts***
- ***Drinks***

Draw at least two items in each category. You may add prices (optional). Be creative! You can invent the name of your restaurant.



Listen and Repeat

2. Your teacher will model the pronunciation. Listen carefully. Repeat each question twice.

- Are you ready to order?
- Anything to drink?
- How is everything?



Repeat

Complete the Sentences

3. Complete the Sentences. Use complete food names. Be realistic.

- I'll have the _____ _____.
- Could I get the _____ _____,please?
- I'm allergic to _____.
- I'd like _____.
- For dessert, I'll have _____.

Mini Role-Play (Communicative Task)

4. Situation: You are at a restaurant. The waiter approaches your table to take your order.

- **Student A → Waiter**
- **Student B → Customer**

After finishing, switch roles.





ACTIVITY 2.4
Telephone Conversation

- **Can Do Statement Alignment:**

"I can use simple everyday polite forms of greeting and address."[4] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Teaches telephone expressions (Hello, speaking; Can I speak to...?; I'll call back).

Student Role

- Arrange a meeting through a structured dialogue.
- Record phone-style conversation.





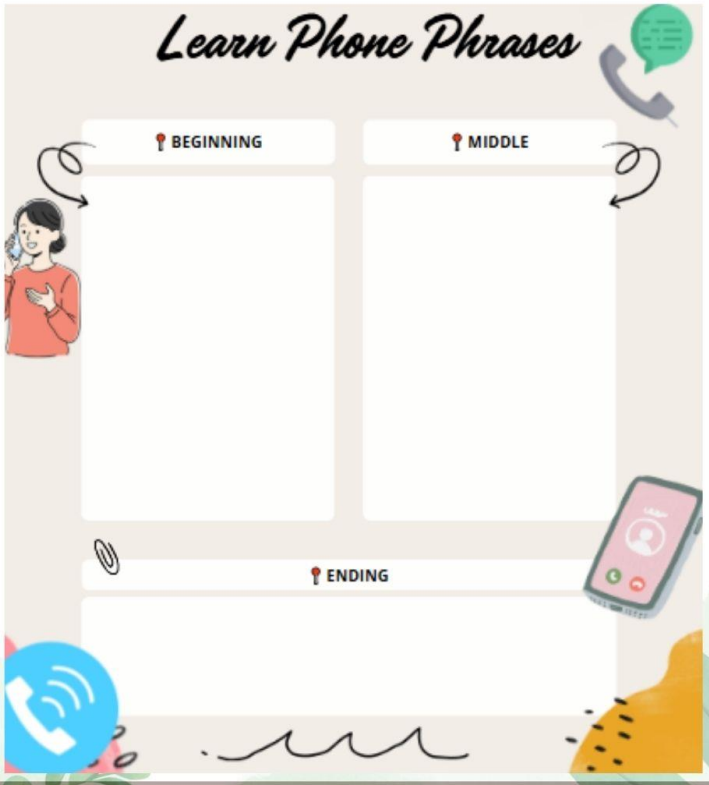
[4] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Learn Phone Phrases

1. Complete the following table with the correct phrases according to a conversation that has three parts:

- **Beginning**
- **Middle**
- **Ending**

- "Hold on a second, please."
- "Thank you for calling."
- "Hello, [Your Name] speaking. How can I help you?"
- "May I speak to [Name], please?"
- "Could you repeat that? The signal is bad."
- "Have a nice day!"
- "Goodbye!"



Arrange a Meeting Scenario

2. Choose a day and time. Write a short dialogue where you call a friend or colleague to:

- ***Go to the movies***
- ***Study together***
- ***Have a meeting***

Use confirmation phrases:

- ✓ ***"Does that work for you?"***
- ✓ ***"See you then!"***

Include a problem situation:

- ✓ ***"I'm sorry, I'm busy then. How about Tuesday?"***
  - Example: Monday at 3:00 PM
  - Day: _____
  - Time: _____

✏️ **Write your dialogue here:**

- A:_____
  _____
- B:_____
  _____
- A:_____
  _____
- B:_____
  _____
- A:_____
  _____
- B:_____
  _____



Call Simulation

3. In pairs, prepare a presentation in class as if you were in a real phone conversation. Apply everything you've learned previously and use the phrases you've been given to create an excellent presentation.











UNIT 3
SOCIAL INTERACTION & EXPERIENCES



- **ACTIVITY 1:** Invitations & Plans

Can Do Statement: "I can make and accept invitations."[1] (A2 – Spoken Interaction)

- **ACTIVITY 2:** Apologies in Real Life

Can Do Statement: "I can make and respond to simple apologies."[2] (A2 – Spoken Interaction)

- **ACTIVITY 3:** Talking About Past Events

Can Do Statement: "I can ask and answer simple questions about past events."[3] (A2 – Spoken Interaction)

- **ACTIVITY 4:** Opinion Reaction Video

Can Do Statement: "I can express my opinions on familiar topics and give brief reasons and explanations."[4] (B1 – Spoken Interaction)

Activity 3.1
Invitations & Plans

- **Can Do Statement Alignment:**

"I can make and accept invitations."[1] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Introduces invitation phrases (Would you like to...? / Let's...).
- Models short invitation dialogue.

Student Role

- Practice accepting and refusing politely.
- Record invitation dialogue.





[1] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Invitations & Plans

Making Invitations

1. Read the two types of invitations. Write three different invitations using the places given. Include: day + time.

- Informal Invitations (friends)
  - Do you want to...?
  - How about...?
- Formal Invitations (polite)
  - Would you like to...?



The cinema

_____
_____
_____.

A coffee shop

_____
_____
_____.

A birthday party

_____
_____
_____.

Accepting or Refusing Politely

2. For each invitation you wrote in Part 1:

- ***Write ONE positive response (accepting).***
- ***Write ONE negative response (refusing politely).***

⚠ ***Remember: Use the formula → Thank + Excuse***



Invitation 1

✓ **Positive:** _____

_____

_____.

✓ **Negative:** _____

_____

_____.



Invitation 2

✓ **Positive:** _____

_____

_____.

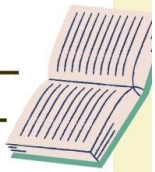


✓ **Negative:** _____

_____

_____.

Invitation 3



✓ **Positive:** _____

_____

_____.

✓ **Negative:** _____.

_____

_____.



Speaking Practice

3. In pairs, prepare a presentation with your partner where one of you has to make an invitation with the day and time, the other will have to respond based on the previous activities. Use the formula → Thank + Excuse





Activity 3.2
Apologies in Real Life

- **Can Do Statement Alignment:**

"I can make and accept invitations."[1] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Presents real-life apology scenarios.
- Models short exchanges (I'm sorry / That's okay).

Student Role

- Create mini-dialogues in pairs.
- Record interaction.



[2] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Apologies in Real Life



Situations & Expressions

1. Read the following apology expressions. Think about the seriousness of each situation. Classify them from less serious (1) to more serious (4). Write the number next to each sentence.

⚠ ***Remember: It is not the same to apologize for being late as for breaking something expensive.***

✏️ Expressions_

( ) "I'm sorry, I'm late."

( ) "I'm so sorry, it was my fault."

( ) "I didn't mean to do that."

( ) "How can I make it up to you?"



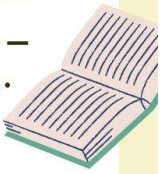
💬 Reflection Question

Which expression shows more responsibility? Why?

_____

_____

_____.



Dialogue Creation

2. Choose ONE situation:

□ ***You forgot your friend's birthday.***

□ ***You lost a borrowed book.***

Write a dialogue of 6 lines.

Include:

✓ ***A clear apology***

✓ ***An explanation***

✓ ***A solution***

✓ ***A forgiving response***



✏️ Write your dialogue here:

A:__________________________________
__________________________________.

B: __________________________________
__________________________________.

A: __________________________________
__________________________________.

B: __________________________________
__________________________________.

A: __________________________________
__________________________________.

B: __________________________________
__________________________________.



Speaking Task

3. ***Prepare a presentation that includes a clear apology, explaining what happened, accepting responsibility, offering a solution, and concluding with a sincere statement. Use the previous activities as a guide to create an excellent presentation.***


REC
Holliwood
Production
Director
Caméra
Date
Scene
TAKE

Activity 3.3
Talking About Past Events

- **Can Do Statement Alignment:**

"I can ask and answer simple questions about past events."[3] (A2 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Provides guiding questions in past tense.
- Models short interview format.

Student Role

- Interview peers about past experiences.
- Record a short oral story.





[3] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Talking About Past Events

The Past Framework

1. Think about your last birthday or your last vacation. Answer the three guiding questions in complete sentences. Use the past tense.

Where was it?

(It was in...)

_____

_____

_____

_____.



Who was there?

(My family and friends were there...)

_____

_____

_____

_____.



What happened?

(We ate..., We went..., We visited..., We danced...)

_____

_____

_____

_____.



The Past Framework

2. Pair Interview

👤 ***Interviewer***

Ask your partner the three questions:

- ***Where was it?***
- ***Who was there?***
- ***What happened?***

👤 ***Interviewee***

Answer using verbs in the past tense



🗒️ Take Notes

Partner's Name: _____

Where was it?_____

_____.

Who was there?_____

_____.

What happened?_____

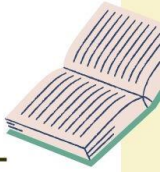
_____.



🔁 Reporting Task

Now, tell another classmate about your partner's experience.

Write your report here:



_____

_____

_____

_____

_____

_____

_____

_____

_____.





3. Give a presentation telling a short anecdote about your birthday or vacation. Do NOT read from your notes. Speak naturally.

Required Elements

✓ Use at least 4 sentences.

✓ Use past tense verbs.

Use time connectors:

- First
- Then
- After that
- Finally





Activity 3.4
Opinion Reaction Video

- **Can Do Statement Alignment:**

"I can express my opinions on familiar topics and give brief reasons and explanations."[4] (B1 – Spoken Interaction)

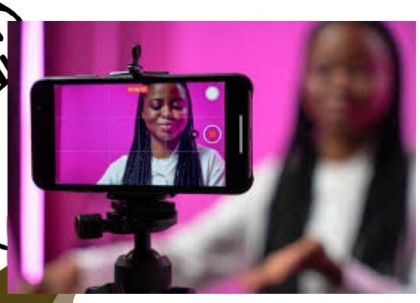
- **Estimated Time:** 40 minutes

Teacher Role

- Selects a short reflective video.
- Models opinion phrases (I think..., In my opinion..., I agree/disagree because...).

Student Role

- Watch video.
- Record personal reaction.
- Reply to peers' opinions.





[4] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Opinion Reaction Video



Step 1. Constructive Feedback Vocabulary

1. When we react to a classmate's video, we must be respectful and positive. Read the expressions and use them in your response.

Useful phrases:

- I really liked your...
- You have a great pronunciation of...
- Maybe next time you can...

👉 Choose one and complete it:

- I really liked your_____
  _____.
- You have a great pronunciation of_____
  _____.
- Maybe next time you can_____
  _____.

Step 2. Agreeing and Disagreeing Politely

2. Sometimes you agree, sometimes you have a different opinion. Practice using polite language.

Read and complete:

- I totally agree with you when you say_____
  _____
  _____.
- I have a different opinion about_____
  _____
  _____.



3. Scan the code and watch the video, analyze and answer the following questions.

¡Escanéeme!





- What did the video say about confidence?

_____

_____

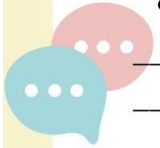
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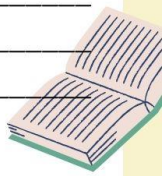
- How can confidence help me speak English better?

_____

_____

_____





- What part of the speech inspired me the most?

_____

_____

_____











- One idea about confidence that I agree with is:

  _____
  _____
  _____
  _____

- Something that motivated me in the video is:

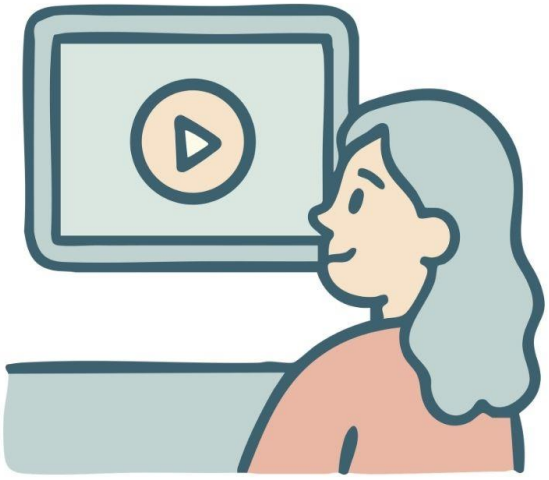
  _____
  _____
  _____
  _____



- One way I will practice speaking English confidently is:

  _____
  _____
  _____
  _____





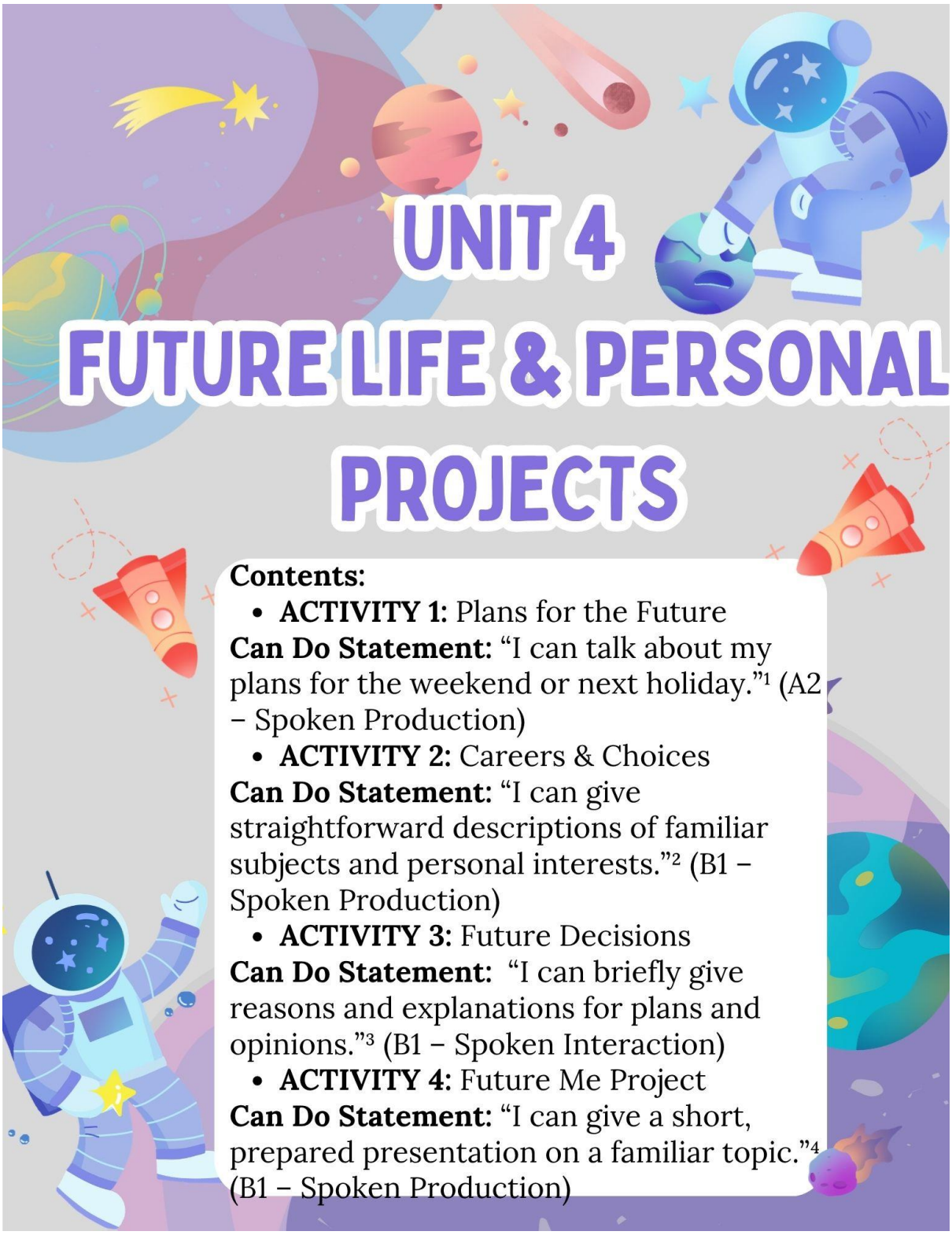











UNIT 4
FUTURE LIFE & PERSONAL PROJECTS
Contents:
• ACTIVITY 1: Plans for the Future
Can Do Statement: "I can talk about my plans for the weekend or next holiday."[1] (A2 – Spoken Production)
• ACTIVITY 2: Careers & Choices
Can Do Statement: "I can give straightforward descriptions of familiar subjects and personal interests."[2] (B1 – Spoken Production)
• ACTIVITY 3: Future Decisions
Can Do Statement: "I can briefly give reasons and explanations for plans and opinions."[3] (B1 – Spoken Interaction)
• ACTIVITY 4: Future Me Project
Can Do Statement: "I can give a short, prepared presentation on a familiar topic."[4] (B1 – Spoken Production)

Activity 1
Plans for the Future

- **Can Do Statement Alignment:**

"I can talk about my plans for the weekend or next holiday."[1] (A2 – Spoken Production)

- **Estimated Time:** 40 minutes

Teacher Role

- Provides speaking prompts about future plans (going to / will).
- Models short example about weekend plans.

Student Role

- Discuss plans with classmates.
- Record future plans video.









[1] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Activity 1
Plans for the Future

1. Look at the professions and choose two you like:

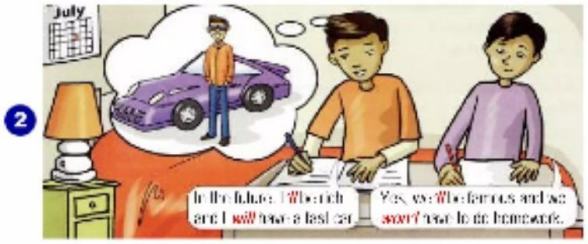


- In the future, I want to be a _____.
- In the future, I am going to work as a _____.

2. a. - Which sentences are plans or predictios? Write them in the correct column.

PLANS: Things we decide to do in advance.	PREDICTIONS: Events we believe will happen.







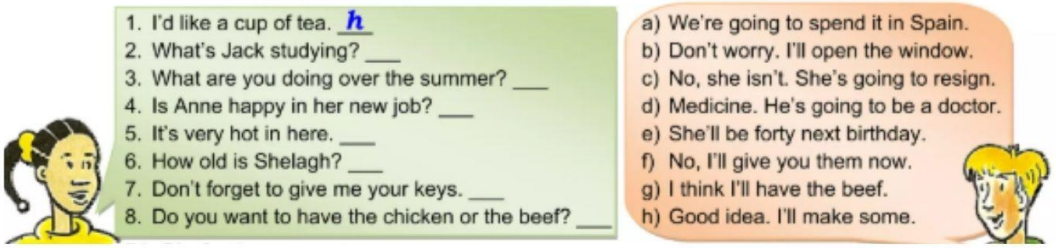


D., J. (2009). Worksheet t [Diapositivas de SlideShare]. SlideShare. https://es.slideshare.net/slideshow/worksheet-t/12636839

b. What are these people saying? Complete the dialongs with will or goint to.



c. Match the two columns. Write the letter



3. Prepare a presentation in class about a weekend or vacation, using at least three future tense expressions.



D., J. (2009). Worksheet t [Diapositivas de SlideShare]. SlideShare. https://es.slideshare.net/slideshow/worksheet-t/12636839
D., J. (2009). Worksheet t [Diapositivas de SlideShare]. SlideShare. https://es.slideshare.net/slideshow/worksheet-t/12636839

Activity 2
Careers & Choices

- **Can Do Statement Alignment:**

"I can give straightforward descriptions of familiar subjects and personal interests."[2] (B1 – Spoken Production)

- **Estimated Time:** 45 minutes

Teacher Role

- Introduces job vocabulary.
- Guides video reflection about careers.

Student Role

- Watch short career video.
- Reflect on personal skills and interests.
- Record Flipgrid response.









[2] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Activity 2
Careers & Choices

1. Vocabulary: Jobs. - Match the job with the action:



chef/cook



accountant



scienttist



doctor



farmer

laboratory



farm



bank/office



restaurant



hospital







Teacher_Mada. (2021). Future: Will vs Going to [Ficha interactiva]. LiveWorksheets. https://www.liveworksheets.com/w/en/english-second-language-esl/1095369

2. Watch the video and answer the following questions

¡Escanéeme!

- What job inspired you?

_____

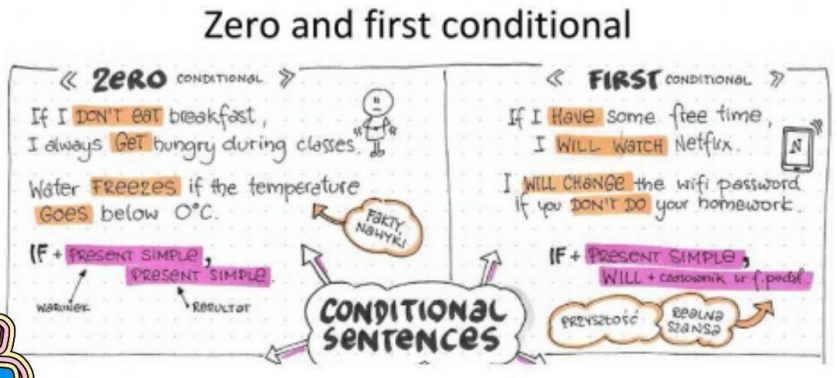
_____

- What skills are important for the future?

_____

_____

3. Zero and First Conditional.







Liz_Toro. (2020). Places in town [Ficha interactiva]. LiveWorksheets. https://www.google.com/search?q=https://www.liveworksheets.com/w/en/english-second-language-esl/179081

a. Write zero conditional sentences, using these words.

1 when / Stan / finish / his homework early / he / play / video games

2 if / I / not have / money / I / stay at home

3 when / it / snow / we / not go / outside

4 I / always / lose / when / I / play chess / with Dan

5 Kyle / wake up / late / if / his alarm / not go / off

Career Reflection

4. Prepare a presentation where you talk about your career, why you like it, the skills you should have, and your personal strengths.









Liz_Toro. (2020). Places in town [Ficha interactiva]. LiveWorksheets. https://www.google.com/search?q=https://www.liveworksheets.com/w/en/english-second-language-esl/179081

Activity 3
Future Decisions

- **Can Do Statement Alignment:**

"I can briefly give reasons and explanations for plans and opinions."[3] (B1 – Spoken Interaction)

- **Estimated Time:** 40 minutes

Teacher Role

- Presents decision-making scenarios.
- Models language for giving reasons (because, so, if...).

Student Role

- Discuss possible consequences.
- Record decision story.









[3] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Activity 3
Future Decisions

1. Situation Cards. - Read the situations:



- You get a scholarship.
- You don't study.
- You learn English well.

Choose one.

- My choice: _____.

2. What Will Happen?

Based on the previous exercise. Write 5 sentences using the first conditional.

- If _____, I will _____.
- If _____, I will _____.
- If _____, I will _____.
- If _____, I will _____.
- If _____, I will _____.

3. Mini Dialogue

Create a short dialogue with a partner using:

Example:

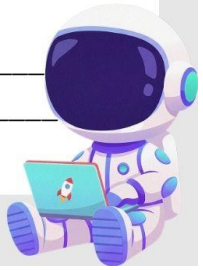
- A: What will you do if ... ?
- B: If ..., I will ...

Write two examples:

- A: _____
- B: _____

- A: _____
- B: _____





4. Read the sentences and tell whether if it is true or false.

1. We use first conditional to talk about possible situation in the future. TRUE FALSE

2. In the IF CLAUSE the verb takes the present form. TRUE FALSE

3. First Conditional is common when we are talking about past habits and plans. TRUE FALSE

4. In the MAIN CLAUSE we use will and won't TRUE FALSE

🎥 Decision Story Video

5. Prepare a presentation about your future decisions, including one advantage, one potential problem, and your personal opinion.









Liz_Toro. (2020). Places in town [Ficha interactiva]. LiveWorksheets. https://www.google.com/search?q=https://www.liveworksheets.com/w/en/english-second-language-esl/179081

Activity 4
Future Me Project

- **Can Do Statement Alignment:**

"I can give a short, prepared presentation on a familiar topic."[4] (B1 – Spoken Production)

- **Estimated Time:** 50 minutes

Teacher Role

- Guides reflection and presentation structure.
- Provides feedback rubric.

Student Role

- Choose best speaking work.
- Reflect on improvement.
- Record final presentation.









[4] Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing.

Activity 4

My Future Presentation

1. Write a short presentation about "My future career".

MY FUTURE

CAREER

My name is _____

I am interested in _____

The career I want to do for a living is _____

I want to do this job because _____

_____

_____

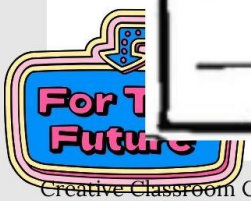
The steps I will have to take to get this career are:

The benefits for this career are:

_____

_____

This career's responsibilities are:





Creative Classroom Core. (2023). My Future Career Worksheet [Ficha de trabalho digital]. Teachers Pay Teachers. https://www.teacherspayteachers.com/Product/My-Future-Career-Worksheet-9037992

2. My Future Self

Think about your life in 10 years. Complete:

In the future, I will be a_____

_____.

I will work in_____

_____.

I will use English to_____

_____.

3. Dream Board

Draw or write 3 things about your future:

My job:

My lifestyle:

My goals:











4. First Conditional Plans

Complete using If + present, will + verb:

If I study every day, I will_____

_____.

If I follow my dream, I will_____

_____.

If I learn English well, I will_____

_____.

Final Presentation

5. Prepare a presentation that includes an Introduction, Your Best Project (future plans, career, or decision), Reflection on Improvement, and a Closing Statement.










ENJOY
LEARNING!
TELEPHONE

4.5 Impacts

There are three impacts to analyze:

- Linguistic impact
- Academic impact
- Motivation impact

Table 1

The Numerical Impact Level are:

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impacts

The formula to obtain the result is:

$$\text{Impact Level} = \frac{\sum \text{Indicators}}{\text{Number of Items}} = XX$$

4.5.1 Linguistic Impact

Table 2

Linguistic Impact indicators

Indicator	-3	-2	-1	0	1	2	3
The student expresses future plans and personal projects clearly							X
The student describes careers and makes decisions using appropriate vocabulary						X	
The student organizes ideas when presenting personal opinions in speaking tasks						X	
The student applies communicative strategies in real-life contexts					X		
The student participates actively in individual and collaborative speaking activities					X		
TOTAL	11						

Author: Lady Herrera

$$Linguistic\ impact\ level\ = \frac{11}{5} = \mathbf{2.2}$$

Linguistic impact level = Medium positive impact

Analysis:

A score of 2.2 places the linguistic impact in medium positive territory. That figure reflects something real: students are not being transformed into fluent speakers by a single instructional guide, but they are making measurable progress in specific competencies. The strongest gains appear in the ability to articulate future plans and personal projects precisely the content domain that the guide's modules are built around.

Progress in describing professional fields and navigating decision-making vocabulary is also documented, which shows that the linguistic structures introduced in the guide are being

applied to thematic content rather than practiced in isolation. Participation in both autonomous and group tasks contributes to this when students use the language for a real purpose, even inside a classroom activity, the learning sticks in ways that grammar drills rarely achieve. The Flipgrid submissions reinforce this by requiring students to actually say the things they have been practicing, rather than writing about them.

4.5.2 Academic Impact

Table 3

Academic Impact Indicators

Indicator	-3	-2	-1	0	1	2	3
The student expresses future plans and personal projects clearly							X
The student describes careers and makes decisions using appropriate vocabulary						X	
The student organizes ideas when presenting personal opinions in speaking tasks						X	
The student applies communicative strategies in real-life contexts					X		
The student participates actively in individual and collaborative speaking activities							X
TOTAL	11						

Author: Lady Herrera

$$Linguistic\ impact\ level\ = \frac{11}{5} = \mathbf{2.2}$$

Linguistic impact level = Medium positive impact

Analysis:

The academic impact level mirrors the linguistic one at 2.2 medium positive. What the academic category adds is a focus on the institutional dimension of learning: whether students are developing the habits and competencies that translate into classroom performance, not just into better speaking in theory.

Consistent engagement in both independent and group work confirmed a solid level of comprehension and practical application of the target language. Students who used Flipgrid to organize their discourse before recording showed measurable improvement in the coherence of their oral output which is an academic skill as much as a linguistic one. The ability to present ideas in a structured, sequential way is what distinguishes a student who can speak English from one who can also think in English well enough to make an argument.

4.5.3 Motivation Impact

Table 4

Motivation Impact Indicators

Indicator	-3	-2	-1	0	1	2	3
The student shows interest when talking about personal plans and future goals							X
The student feels confident when recording and sharing ideas in Flipgrid videos						X	
The student enjoys participating in interactive speaking activities							X
The student reduces anxiety when expressing ideas in English						X	
The student participates actively and consistently throughout the units							X

TOTAL	13

Author: Lady Herrera

$$Linguistic\ impact\ level\ = \frac{13}{5} = \mathbf{2,60}$$

Linguistic impact level = Medium positive impact

Analysis:

The motivational impact score of 2.6 is the highest of the three categories and that ordering makes sense. Motivation is not a byproduct of language learning; it is one of the conditions that makes language learning possible in the first place. Students who are not motivated to speak English will not practice enough to improve. The fact that motivation registers as the strongest impact of the proposal suggests the guide is doing something right at a foundational level.

Students showed the most enthusiasm when working with topics connected to their own aspiration's future plans, career choices, personal goals. Those topics are not incidental to the guide's design; they are central to it. Some performance anxiety persisted throughout the implementation, particularly in the early stages of recording, but it diminished with practice. Students who recorded consistently across the units showed noticeably lower anxiety by the final modules than they had at the beginning. That trajectory anxiety decreasing as practice accumulates is exactly the pattern that research on asynchronous oral practice predicts, and the data here confirm it.

CONCLUSIONS

Several things became clear over the course of this investigation, and not all of them were predictable from the outset.

The theoretical foundation for using Flipgrid with EFL learners is solid. A review of the existing literature spanning second language acquisition theory, communicative language teaching, and technology-mediated oral practice consistently points in the same direction: video-based asynchronous tasks develop speaking skills in ways that traditional classroom formats struggle to replicate. That is not a new claim, but the consistency of the evidence across different contexts and researchers gives it weight. The BGU students at Unidad Educativa Napo are not a special case; what works for EFL learners elsewhere works for them too.

The methodological approach made it possible to go beyond surface-level impressions. Surveys captured patterns across 150 students; semi-structured interviews with faculty members explained why those patterns exist. Direct classroom observation added another layer. Taken together, these data sources produced findings that are harder to dismiss than any single instrument would have allowed. Student attitudes toward speaking tasks, engagement with digital platforms, and varying levels of communicative confidence all came into focus and all of them were essential for interpreting the results honestly rather than selectively.

Performance anxiety is real, widespread, and this is the part that matters not fixed. Many students have problems with the mental part of speaking English in front of other people. That nervousness tends to solidify in traditional classroom settings: students who steer clear of speaking early in a course tend to avoid it later as well, because nothing about the format provides them with a lower-stakes entrance point. Flipgrid gives that entry poi Many students have problems with the mental part of speaking English in front of other people. That

nervousness tends to solidify in traditional classroom settings: students who steer clear of speaking early in a course tend to avoid it later as well, because nothing about the format provides them with a lower-stakes entrance point. Flipgrid gives that entry point. The asynchronous video format removes the pressure to perform on the spot, allowing the student to cognitively rehearse before filming, and makes self-correction the norm. The data show that students who engaged consistently with the platform showed greater participation over time not because they became braver, but because the format changed their relationship with the act of speaking.

The pedagogical proposal that emerged from these findings "Let's Speak! A Communicative Oral Interaction Guide (A2–B1)" addresses the problem at the level of task design, not just tool selection. Flipgrid as a platform is only as useful as the activity's students are asked to complete on it. The activities in the handbook are organized around themes of personal relevance for young adult learners: future plans, job objectives, personal viewpoints, decision-making. These themes inspire a genuine communicative interest that textbook prompts seldom do, and it is this investment that supports the practice necessary for authentic oral development.

The impact figures match what the survey results indicated: motivation is the strongest category of improvement, followed closely by linguistic and academic advances. That ordering is not accidental. Motivation is not a nice bonus that appears when other things go well it is a prerequisite for the sustained practice that produces fluency. A proposal that improves motivation while also producing linguistic and academic gains has its priorities in the right place.

RECOMMENDATIONS

The findings of this study point toward several practical directions for future research, for classroom teachers, and for institutions considering similar implementations.

Future studies should go beyond oral production; Flipgrid and similar asynchronous platforms almost surely impact listening comprehension, phonological precision and conversational fluency in ways this study was not designed to test. These links demand focused attention, especially in EFL situations where the tools are being increasingly used, but the research foundation is weak.

English teachers who wish to use Flipgrid effectively must do more than just construct a class grid and assign recordings. The task design matters enormously. Activities should have well-defined communicative objectives, clear instructions, and evaluative benchmarks aligned with the CEFR level students are working toward. Without that structure, Flipgrid produces recordings not oral development. The difference between the two is task design, and task design is the teacher's responsibility.

The motivational features of the platform peer interaction, video-based feedback, the visual documentation of progress should be used deliberately, not as afterthoughts. Acknowledging student effort publicly, using peer response as a genuine instructional activity rather than an add-on, and helping students track their own improvement over a series of recordings are all practices that sustain engagement. For learners at basic and intermediate levels especially, that sustained engagement is the mechanism through which fluency actually develops.

Low-stakes environments are not soft pedagogy, they are a prerequisite for oral risk-taking, and oral risk-taking is a prerequisite for fluency. Teachers who design asynchronous video tasks that give students time to plan, record, and refine their output before submission are not making things easier for students, they are creating the conditions under which speaking anxiety becomes manageable rather than paralyzing. That shift is one of the most important things a language teacher can engineer, and Flipgrid makes it structurally possible in a way that live classroom activities do not.

Finally, and this is a recommendation that goes beyond any single classroom institutions should consider what it means to assess oral proficiency honestly. If B1 speaking is the target, then students need regular, authentic speaking practice that is evaluated against CEFR-aligned criteria, not just occasional presentations graded on effort. Flipgrid gives schools a practical mechanism for doing this at scale. Whether they use it that way is a decision that has to be made deliberately, at the level of curriculum and department policy, not left to individual teachers working in isolation.

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ANNEXES

Annex 1. Revised and Approved Data Collection Instrument

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LINEA

Lago Agrio, 12 de enero del 2026

Magister

Gipssy Bracho

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "THE USE OF THE FLIPGRID APP FOR L2 ORAL PRODUCTION DEVELOPMENT IN 2nd and 3rd YEAR BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATINA NAPO" Previo al título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,



Lady Silvana Herrera Juela

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LINEA

INTERVIEW FORMAT FOR PRINCIPAL THE AT UNIDAD EDUCATIVA NAPO

Objective: Explore the institutional vision and development of oral production in English and the use of Flipgrid as a technological tool to support this process in 2nd and 3rd year of BGU students at Unidad Educativa Napo.

Questions:

1. En su opinión, ¿Cuáles son los principales retos que enfrentan los estudiantes de 2do y 3er año de BGU en la Unidad Educativa Napo en el desarrollo de su producción oral en inglés? *(In your opinion, what are the main challenges faced by 2nd and 3rd year BGU students at the Napo Educational Unit in the development of their oral production in English?)*
2. ¿Cuáles son los principales objetivos del programa de idioma inglés en cuanto al mejoramiento de las habilidades de producción oral de los estudiantes? *(What are the main objectives of the English language program regarding the improvement of students' oral production skills?)*
3. ¿Qué estrategias institucionales se han implementado para potenciar la producción oral de los estudiantes utilizando herramientas digitales como Flipgrid? (*What institutional strategies have been implemented to enhance students' oral production using digital tools such as Flipgrid?)*
4. ¿Cómo apoya la institución el uso de aplicaciones tecnológicas como Flipgrid para motivar a los estudiantes a participar en actividades de habla? *(¿How does the institution support the use of technological applications like Flipgrid to motivate students to participate in speaking activities?)*

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LINEA

INTERVIEW FORMAT FOR ENGLISH TEACHERS OF 2ND AND 3RD YEAR BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA NAPO

Objective: Analyze how the use of the Flipgrid app supports the development of oral production in English as a second language among 2nd and 3rd year BGU students at Unidad Educativa Napo.

Questions:

1. How do you currently evaluate students' oral production in English at Unidad Educativa Napo?
2. What are the main difficulties you have observed in students when developing speaking skills in English?
3. What strategies or methodologies are most commonly used by English teachers to promote oral production in the classroom?
4. What extent is technology currently integrated into English teaching in the institution?
5. Have digital platforms or applications specifically aimed at developing speaking skills been used? If so, which ones?
6. What is your profession opinion about the use of Flipgrid as a technological tool for promoting oral production in English?
7. What benefits do you think Flipgrid could offer students in terms of fluency, pronunciation, confidence, and interaction?
8. What challenges or limitations do you foresee regarding the implementation of Flipgrid in the institution?

9. What kind of institutional support would be necessary to effectively integrate Flipgrid into English classes?
10. Would you consider the incorporation of Flipgrid feasible within the current English curriculum? Why or why not?

THANK YOU FOR YOUR COOPERATION

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE
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FORMATO DE ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE 2° Y 3° AÑO DE BACHILLERATO GENERAL UNIFICADO DE LA UNIDAD EDUCATIVA NAPO

Objetivo: Analizar cómo el uso de la aplicación Flipgrid apoya el desarrollo de la producción oral en inglés como segunda lengua en los estudiantes de segundo y tercer año de Bachillerato General Unificado de la Unidad Educativa Napo.

Instrucciones:

• Lea cuidadosamente cada una de las preguntas y responda subrayando o marcando la opción que considere correcta; no le tomará mucho tiempo. Las respuestas serán confidenciales y anónimas.

• Le agradecemos responder con la mayor sinceridad posible. No existen respuestas correctas ni incorrectas. Esta encuesta se basa en estudios sobre el uso de herramientas digitales para desarrollar la destreza oral en el aprendizaje del inglés.

1. **¿Con qué frecuencia necesitas grabar videos en Flipgrid para tus clases de inglés?** *(How often do you use Flipgrid in your English classes?)*
    a) Siempre / Always
    b) Casi siempre / Almost Always
    c) A veces / Sometimes
    d) Rara vez / Rarely
    e) Nunca / Never
2. **¿Cómo te sientes al grabar tus videos en Flipgrid?** *(How do you feel when recording your videos on Flipgrid?)*
    a) Muy seguro / Very confident
    b) Seguro / Confident
    c) Un poco nervioso / A little nervous
    d) Nervioso / Nervous
    e) Muy nervioso / Very Nervous

3. **¿Utiliza tu profesor actividades en Flipgrid para ayudarte a practicar el speaking?** *(Does your teacher use Flipgrid activities to help you practice speaking?)*
   a) Si / Yes
   b) No / No

   Si respondiste "No", indica por qué: (puedes elegir más de una opción) (*If you answered "No", indicate why: (You may choose more than one)*

   ☐ El profesor usa Flipgrid, pero no para actividades de speaking / The teacher uses Flipgrid, but not for speaking activities

   ☐ Las actividades en Flipgrid no son frecuentes / Flipgrid activities are not frequent

   ☐ No se explican claramente las instrucciones para usar Flipgrid / The instructions for using Flipgrid are not clearly explained

   ☐ Prefiero practicar el speaking solo en actividades presenciales / I prefer practicing speaking only in face-to-face activities

   ☐ Otro / Other: _____

4. **¿Qué actividades en Flipgrid son menos complicadas para desarrollar tu producción oral en inglés? (Puedes elegir más de una)** *(Which Flipgrid activities are least complicated for developing your spoken English production? (You may choose more than one)*

   ☐ Dar descripciones orales sobre temas familiares o de mi interés / Giving oral descriptions about familiar topics or topics of interest

   ☐ Hablar oralmente sobre mis experiencias, sentimientos y reacciones / Talking about my experiences, feelings, and reactions

   ☐ Explicar y justificar mis opiniones en inglés / Explaining and justifying my opinions in English

   ☐ Realizar una presentación oral corta y preparada sobre un tema familiar / Giving a short prepared oral presentation on a familiar topic

☐ Mejorar mi producción oral a través de la retroalimentación del profesor / Improving my spoken production through teacher feedback

5. **¿Cuánto te ayuda la aplicación de Flipgrid a mejorar tu pronunciación y fluidez al hablar inglés?** *(How much does Flipgrid help you improve your pronunciation and fluency when speaking English?)*
   a) 100%
   b) 80%
   c) 60%
   d) 40%
   e) 20%
6. **¿Flipgrid te permite organizar mejor tus ideas antes de hablar en inglés?** *(Does Flipgrid allow you to organize your ideas better before speaking English?)*
   a) 100%
   b) 80%
   c) 60%
   d) 40%
   e) 20%
7. **¿Crees que usar tecnología como Flipgrid hace que las clases de inglés sean más interesantes?** *(Do you think using technology like Flipgrid makes English classes more interesting?)*
   a) Totalmente de acuerdo / Strongly agree
   b) De acuerdo / Agree
   c) Neutral / Neutral
   d) En desacuerdo / Disagree
   e) Totalmente en desacuerdo / Strongly disagree
8. **¿Crees que Flipgrid puede ayudarte a hablar inglés con más confianza?** *(Do you think Flipgrid can help you speak English with more confidence in your academic and professional future?)*
   a) Totalmente de acuerdo / Strongly agree
   b) De acuerdo / Agree
   c) Neutral / Neutral
   d) En desacuerdo / Disagree
   e) Totalmente en desacuerdo / Strongly agree

¡GRACIAS POR SU COLABORACIÓN!

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A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9				NO EXISTEN MAS PREGUNTAS
10				NO EXISTEN MAS PREGUNTAS



.....

Firma del Evaluador
C.C.: 0400937496

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Fecha de envío para la evaluación del experto:	26 de enero de 2026
Fecha de revisión del experto:	26 de enero de 2026

Annex 2. Transcript of Interview with The Rector of The Institution

Entrevista dirigida a: MSc. Marilú Guerra Rectora de la Unidad Educativa Napo

Lady Herrera: Buenos días, estimada MSc. Marilú Guerra. Le voy a realizar una entrevista para conocer su perspectiva. Primera pregunta, en su opinión, ¿Cuáles son los principales retos que enfrentan los estudiantes de 2do y 3er año de BGU en la Unidad Educativa Napo en el desarrollo de su producción oral en inglés?

MSc. Marilú Guerra: Buenos Días, Yo creo que el mayor reto que ellos tienen es en las bases, muchas veces no tienen profesores respectivamente de la lengua, al no tener eso presentan las falencias y cuando llegan a bachillerato es fuerte el cambio que ellos presentan debido a que tienen los profesores correspondientes que hablan la lengua, y no logran llenar esos espacios vacíos y otra cosa es que también no tienen el material o textos para poder trabajar de mejor manera.

Lady Herrera: Listo, muchas gracias. La siguiente pregunta es, ¿Cuáles son los principales objetivos del programa de idioma inglés en cuanto al mejoramiento de las habilidades de producción oral de los estudiantes?

MSc. Marilú Guerra: Los maestros están haciendo por ejemplo proyectos en los cuales están haciendo dramatizaciones para lo cual ellos puedan practicar el idioma, lo hacen especialmente con grados superiores para motivar a los estudiantes que se incentiven en el idioma inglés.

Lady Herrera: Muchas gracias por su respuesta, la siguiente pregunta es, ¿Qué estrategias institucionales se han implementado para potenciar la producción oral de los estudiantes utilizando herramientas digitales como Flipgrid?

MSc. Marilú Guerra: Los maestros están incentivando mucho en la utilización de esta herramienta para ir fortaleciendo sus destrezas, también realizan cursos de canto en ingles igual manera tienen el apoyo para utilizar los laboratorios y puedan seguir practicando o haciendo uso de esta herramienta.

Lady Herrera: Muchas gracias, y como última pregunta es, ¿Cómo apoya la institución el uso de aplicaciones tecnológicas como Flipgrid para motivar a los estudiantes a participar en actividades de habla?

MSc. Marilú Guerra: Se les ha dado la facilidad para que los profesores y estudiantes puedan utilizar las herramientas que necesitan, también ellos están implementando lo que son actividades con micrófono para cuando van a realizar un sociodrama, obra de teatro o cantar entonces de alguna manera están implementando algunas herramientas, al igual que las digitales la mayoría de profesores está en la capacidad de hacerlo para un mejor desarrollo de aprendizaje.

Annex 3. Images of the application of interviews, survey form




Note: Interview with MSc. Marilú Guerra




Note: Socialization of the proposal and application of the survey to 2nd year of high school.



Note: Socialization of proposal and application of survey to 3rd year of high school.