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**“Flipgrid to Improve Speaking Skills”**

**Trabajo de Titulación para optar por al título de Magister en  
Enseñanza de Inglés como Lengua Extranjera**

**Autor:**

Naranjo Mayacela, Lizeth Priscila

**Tutor:**

Msc. De la Cruz, Maria Gabriela

**Riobamba, Ecuador. 2025**



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LA CRUZ FERNANDEZ**  
Validar electrónicamente con FirmatC

Mgs. Gabriela De la  
Cruz Fernández.

**TUTOR**



Firmado electrónicamente por:  
**MARCO ANTONIO  
AQUINO ROJAS**  
Validar electrónicamente con FirmatC

Msc. Marco Aquino  
**MIEMBRO DEL  
TRIBUNAL 1**



Tatiana Elizabeth  
Martínez Zapata



Msc. Tatiana Martínez  
**MIEMBRO DEL  
TRIBUNAL 2**



Campus La Dolorosa  
Av. Eloy Alfaro y 10 de Agosto  
Teléfono (593-3) 373-0880, ext. 2002  
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## **DEDICATORY**

This thesis is dedicated to myself, because this project has been a lot of effort and knowledge, I worked very hard during this process because there were tough times but I never quit. Achieving this goal showed me that dreams come true with hard work, persistence and self-confidence.

I also dedicate this thesis to my parents, whose unconditional love and support have shaped who I am. Their sacrifices, wisdom, and encouragement have been the pillars that held me up throughout this journey. Dad and Mom believed in me even when I didn't believe in myself.

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Lizeth Priscila Naranjo Mayacela

## INDEX

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	ii
ACTA DE CULMINACION DE TRABAJO DE TITULACION.....	iii
CERTIFICADO.....	iv
DEDICATORY .....	v
ACKNOWLEDGMENT .....	vi
INDEX.....	vii
TABLE INDEX .....	ix
RESUMEN .....	1
ABSTRACT .....	2
CHAPTER I.....	3
1.1 INTRODUCTION .....	3
1.2 BACKGROUND .....	4
1.3 RESEARCH PROBLEM .....	5
1.4 OBJECTIVES.....	5
1.4.1 GENERAL OBJETIVES .....	5
1.4.2 SPECIFIC OBJETIVES .....	5
1.5 JUSTIFICATION .....	6
CHAPTER II .....	7
2.1. TECHNOLOGY IN TEACHING ORAL SKILLS.....	7
2.2. PRINCIPLES OF SPEAKING PROFICIENCY.....	7
2.3. PEDAGOGICAL APPROACHES FOR TEACHING ORAL SKILLS .....	8
2.4. FLIPGRID DESCRIPTION AND FEATURES .....	8
2.5. FLIPGRID AND THE DEVELOPMENT OF SPEAKING SKILLS.....	9
2.6. PEDAGOGICAL IMPLICATIONS OF USING FLIPGRID .....	11
2.7. MICROSOFT TEAMS FOR EDUCATION.....	11
2.8. OBJECTIVES OF MICROSOFT TEAMS FOR EDUCATION .....	12
2.9. HOW DOES MICROSOFT TEAMS FOR EDUCATION WORK?.....	13
2.10. USES OF MICROSOFT TEAMS FOR EDUCATION .....	13
2.11. TEAMS-BASED VIDEO RESPONSE IN MICROSOFT TEAMS FOR EDUCATION.....	14
2.12. PURPOSE OF THE STUDY.....	16
2.13. SIMILAR PLATFORMS .....	18

CHAPTER III .....	19
3. METHODOLOGICAL FRAMEWORK .....	19
3.1. RESEARCH APPROACH .....	19
3.2. RESEARCH DESIGN.....	19
3.3. PROCESS OF THE STUDY .....	20
3.4. TYPE OF RESEARCH .....	21
3.5. PARTICIPANTS .....	21
3.6. WIDA INSTRUMENT .....	21
3.7. THE INTERVIEW .....	24
3.8. TEACHER'S INTERVIEW .....	24
3.9. STUDENTS' PERSONAL OPINION .....	26
CHAPTER IV .....	27
4.1. RESULTS AND DISCUSSION.....	27
4.2. RESULTS - EVALUATOR RESPONSES.....	27
4.3. WIDA RESULTS .....	30
4.4. INFORMATION TREATMENT AND ANALYSIS. ....	32
CONCLUSIONS AND RECOMMENDATIONS .....	34
5.1. CONCLUSIONS .....	34
5.2. RECOMMENDATIONS .....	34
REFERENCES .....	35
ANNEX .....	39



## TABLE INDEX

TABLE 1: COMPARATIVE STUDY BETWEEN TEAMS-BASED VIDEO-RESPONSE AND FLIPGRID'S.....	16
TABLE 2: THE APPLICATION OF THE TEAMS-BASED VIDEO-RESPONSE.....	20
TABLE 3: PARTICIPANTS .....	21
TABLE 4: WIDA EVALUATES SPEAKING .....	22
TABLE 5: WIDA-BASED RUBRIC FOR SPEAKING.....	23
TABLE 6: EVALUATOR RESPONSES STUDENT 1 .....	27
TABLE 7: EVALUATOR RESPONSES STUDENT 2 .....	28
TABLE 8: EVALUATOR RESPONSES STUDENT 3 .....	28
TABLE 9: EVALUATOR RESPONSES STUDENT 4 .....	29
TABLE 10: EVALUATOR RESPONSES STUDENT 5 .....	29
TABLE 11: SUMMARY RESPONSES .....	30
TABLE 12: GENERAL SUMMARY .....	31

## RESUMEN

Este proyecto investiga la eficacia de la plataforma Flipgrid / Respuesta en Video Basada en Equipos (Teams-Based Video Response) en la mejora de las habilidades orales en estudiantes de idiomas. El estudio se centra en su implementación en un entorno de aula de Inglés como Segundo Idioma (ESL, por sus siglas en inglés). La plataforma Flipgrid / Respuesta en Video Basada en Equipos permite a los estudiantes grabar y compartir respuestas orales, facilitando la comunicación asincrónica y la interacción entre pares.

Se logró demostrar que esta aplicación tiene un impacto positivo en el desarrollo de las habilidades orales. Se esperaba que aumentara la confianza al hablar y la fluidez para expresar los pensamientos y conocimientos de los estudiantes. La naturaleza asincrónica de la plataforma permite a los estudiantes practicar a su propio ritmo y recibir retroalimentación de sus compañeros, fomentando una comunidad de aprendizaje solidaria y mejorando sus habilidades para hablar. Esta énfasis en una comunidad de aprendizaje de apoyo genera confianza en los docentes respecto a las dinámicas sociales positivas que la plataforma Flipgrid Respuesta en Video Basada en Equipos puede promover en sus aulas.

Esta tesis contribuye a la creciente investigación sobre el aprendizaje de idiomas mediado por la tecnología, al explorar el potencial de una herramienta para mejorar las habilidades orales. Los hallazgos ofrecen perspectivas sobre estrategias de integración efectivas para los educadores que buscan formas innovadoras de potenciar las habilidades orales en el aula de idiomas.

**Palabras clave:** plataforma Flipgrid, Respuesta en Video Basada en Equipos, habilidades orales, comunicación asincrónica, inglés como lengua extranjera.

## ABSTRACT

This project investigates the effectiveness of the Flipgrid platform and Teams-based video response in improving speaking skills among language learners. The study focuses on its implementation in an English as a Second Language (ESL) classroom setting. The Flipgrid platform/ Teams-Based Video Response allows learners to record and share spoken responses, facilitating asynchronous communication and peer interaction.

It was possible to demonstrate that this app has a positive impact on the development of speaking skills. It was expected to increase speaking confidence and fluency in expressing students' thoughts and knowledge. The asynchronous nature of the platform allows learners to practice at their own pace and receive feedback from peers, fostering a supportive learning community and enhancing their speaking skills. This emphasis on the supportive learning community makes teachers feel comfortable about the positive social dynamics that the Flipgrid platform/ Teams-Based Video Response can create in their classrooms.

This thesis contributes to the growing body of research on technology-enhanced language learning by exploring the potential of a tool to improve speaking skills. The findings offer insights into effective integration strategies for educators seeking innovative ways to enhance speaking skills in language classrooms.

**Keywords:** Flipgrid platform/ Teams-Based Video Response, speaking skills, asynchronous communication, English as a Foreign Language.



Reviewed by:

Mgs. Sofia Freire Carrillo

**ENGLISH PROFESSOR**

C.C. 0604257881

## CHAPTER I

### 1.1 Introduction

Nowadays, many people want to learn English as a second language because it opens up many academic and work opportunities, scientific investigations, technologies, etc. Speaking is very complicated because people fear making mistakes, being ridiculed for them, or not being understood. It is easier to understand what other people are saying or when you read; however, the language becomes quite complicated when you try to express it orally. Fortunately, we are now surrounded by technology, which enables us to use it to enhance our skills.

People need more time to complete their duties, and there is an increasing need for everyone, from children to older people, to learn English through the Internet because they can do it in their own time. Flipgrid has been selected as a learning tool because this platform allows teachers to post assignments through video or audio recordings, which students can answer at their own time. Students can comment on videos created by their teachers or peers. This application facilitates the creation of discussion groups related to classes or projects, motivating students to overcome their fear of speaking and to learn dynamically and engagingly.

The use of this tool is outstanding because it is free. Students can engage with it during their free time, practice before recording their videos, and make them feel more comfortable with their development. They can observe how their peers progress and learn from each other. As teachers, keep students motivated by talking about topics of their interest. Teachers can monitor each individual's progress and provide constant feedback.

This study will be conducted with A2 students at NOVA ENGLISH ACADEMY in Riobamba, Chimborazo, Ecuador. This is a beginner level, where students often find it more challenging to express their ideas because they are afraid of making mistakes.

This project will combine mixed approaches, including quantitative and qualitative methods, to analyze the results of using the Flipgrid platform/ Teams-Based Video Response to improve the speaking skills of students learning English as a second language. Rubrics are used before and after the use of Teams-Based Video Response to measure the students' improvement. Additionally, a qualitative design based on action research will be used for a better understanding of the learning process in speaking settings. The quantitative method will begin with an initial assessment through a pre-test, and then a post-test will be applied to students who have been taught through the Flipgrid platform/ Teams-Based Video Response to determine changes in student performance. Furthermore, interviews and surveys will be conducted with participants, following a scheduled agenda, to gather qualitative information about their experience and perception of using the Flipgrid platform/ Teams-Based Video Response.

The results obtained in the research always correspond to responding to the research problem, seeking its solution through the proposal to improve the skills required for adequate command of the English language. With these results, the integration of the multimedia tool is analyzed because its contribution significantly contributes to the development of the required skills.

In this way, this research would not only contribute to the advancement of educational methodology in the field of English but also would offer valuable insights into the potential of digital tools in foreign language teaching.

## **1.2 Background**

The improvement of speaking skills in second language students is usually a challenge during class for many different reasons, such as limited time, students are afraid, and not all of them participate. However, the last developments with technology apply to education have given the teachers new ways to in educational technology have provided new ways face these challenges. Flippgrid is an app that allows students to record their spoken responses asynchronously. This approach has been gradually used to support English Language Learners (ELLs) in developing speaking skills.

A lot of studies have shown that video-based learning is a great tool to improve speaking skills. According to Wang (2020), video recordings allow students to practice as many times as they need, see their mistakes, and improve before uploading their final version. This process has many benefits, reduces students' speaking anxiety, and increases consciousness of pronunciation, grammar, and vocabulary use. Likewise, Lee (2019) says that asynchronous speaking tasks help students to be more responsible for their learning, helping them to improve their presentation in speaking assignments.

One of the principles of Universal Design for Learning (UDL) is recording videos, which is an adaptable method of engagement and expression. There are many platforms, like Teams, where students can do their assignments at their own time, review the instructions as many times as they need, and check their replies numerous times. This flexibility helps students who need more time to understand things and feel ashamed of speaking during the class (Rasheed, Kamsin, & Abdullah, 2020).

Different studies support these benefits. Sari and Sari (2021) did a study with English as a second language students and found that regular video-based speaking assignments develop students' vocabulary, fluency, and grammatical accuracy. The study also showed that the students' motivation and confidence in speaking tasks increased. Likewise, Kim (2020) observed that students who used Flipgrid, a similar video-based tool, had better speaking interaction strategies and more enthusiasm to speak in English.

Another advantage of this app is the chance that the teacher can give feedback and interaction between classmates. Recorded responses can be checked many times for the teachers given them the opportunity to give more detailed feedback for each student.(Barrot, 2021).

Developing oral communication skills remains one of the most challenging aspects of English language learning, particularly for students in non-English-speaking environments. Speaking is a huge challenge for most English-speaking learners, because they don't have enough time and resources to practice.

### **1.3 Research Problem**

Developing oral communication skills remains one of the most challenging aspects of English language learning, particularly for students in non-English-speaking environments. Speaking is a huge challenge for most English-speaking learners, because they don't have enough time and resources to practice this skill during the class, some of them feel anxious, and afraid of making mistakes, also they have no practice in daily life speaking contexts, speaking often receives less importance compared to other language skills like reading or writing.

Speaking practice has many difficulties in the classroom, for example, the number of students, most of whom don't want to participate, and the teacher can't give personal feedback. Some of the students feel nervous and can't talk in front of their classmates making which limits their language development.

Based on the problem posed and providing a solution, the research aims to explore the following question: How effective is the use of asynchronous video-based response tasks in Microsoft Teams for improving the speaking skills of English language learners? The purpose of this research is to investigate whether the proposal provides measurable benefits in areas such as vocabulary development, grammatical accuracy, fluency, comprehension, and overall communication. Therefore, by identifying the strengths and limitations of this method, the research offers practical insights to enhance speaking instruction in digital learning environments.

## **1.4 Objectives**

### **1.4.1 General Objectives**

To understand the impact of the Flipgrid platform/ Teams-Based Video Response on the development of conversational skills when learning English as a second language.

### **1.4.2 Specific Objectives**

- To review existing literature regarding Flipgrid / Teams-Based Video Response as a method for teaching speaking skills to ESL learners.
- To design assignments using the Teams-Based Video Response platform according to the needs of the students.
- To evaluate students' speaking performance by comparing results with and without applying the Teams-Based Video Response

## 1.5 Justification

Nowadays, in education, we use many technological tools that facilitate the development of various skills. The Flipgrid platform / Teams-Based Video Response a video has become a revolutionary tool that can change how students practice and improve their speaking skills.

Developing speaking skills by learning a second language with traditional methods has a lot of challenges, such as a lack of practice, anxiety about talking in public, and limited personal feedback. For effective communication in a second language is very important to speak fluently, and for this, the students should practice in real-world contexts, making them gain confidence in themselves.

Flipgrid is a fabulous tool that is easy to use and helps interaction in the class, letting students do their assignments by recording and sharing video responses to tasks sent by the teacher, creating a nice environment where all students can collaborate in a more relaxed way because they don't have the pressure of speaking in public in real time. Working asynchronously gives a chance for equal participation and encourages students to express their ideas without hesitation and nervousness.

As well to its interactive features, Flipgrid helps reduce public speaking stress. Also gives the chance to the students to practice and improve their speaking skills, rehearsing as many times as they need to share a video without mistakes. This continuous feedback develops students' speaking skills and teaches them key things to prepare themselves for the future of technology. In summary, Flipgrid changes the learning process by making lessons to individual requirements, resulting in more motivation and effectiveness.

The objective of this research is to understand the impact of using Flipgrid to develop speaking skills in second language learning, and a detailed analysis has been conducted to demonstrate that the tool can significantly improve students' speaking skills, providing an effective and motivating alternative to traditional methods.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. Technology in Teaching Oral Skills**

Information and communication technologies (ICT) have become integral to English language education as a foreign language, offering various tools such as computers, phones, and tablets to support teaching and learning. ICT facilitates access to information, enhances communication, and provides diverse and engaging activities. According to Venezky and Davies (2002), “ICT includes tools such as computer-assisted language learning (CALL) and the Internet. Now technology is part of all the classes, given different tools to students and teachers (p. 13), making emphasis on how the tools are used for good learning results.

ICTs help teachers to create asynchronous assignments, monitoring students’ progress, reinforcing the lessons, creating a nice virtual learning atmosphere. There are a lot of platforms can Break through the barrier of distance, allowing communication through emails, chats, and video calls and other online tools. Barrs (2012) investigated how computer-mediated communication (CMC) Improves interaction of the language students outside the classroom emphasizing its role in developing speaking skills. Furthermore, making parents part of the learning process can support vocabulary and pronunciation development. Singhal (1997) suggests that learning a new language with technological tools can increase teacher effectiveness and student engagement, creating an attractive and helpful learning environment. Simplifying the technological enhancement of language learning

#### **2.2. Principles of Speaking Proficiency**

Speaking is an essential skill for effective communication and building relationships with others. Additionally, it facilitates the practice of other skills, such as listening and writing, and promotes interaction, transmission, and expression among individuals and cultures. This creates vital connections in increasingly competitive and demanding educational, professional, and personal spaces. Therefore, it is crucial to encourage and foster the development of this skill, as working adults have demonstrated improvement in their abilities.

Burn and Joyce (1997, p. 63) describe speaking as an interactive process in which meaning is constructed through the production, reception, and processing of information. Kramsch (2011) explains that speaking involves predicting how the listener will respond and possible misunderstandings and seeking the most significant correspondence between what is intended, what is perceived, and what is anticipated in communication (p. 366). Similarly, Hymes (1992) defines speaking skills as conveying or sharing our ideas and thoughts. Over time, various skills have been emphasized depending on the teaching approach in English as a Foreign Language (EFL) classes. However, under the communicative approach advocated by Hymes, oral expression has been prioritized, although an integrated skills approach has been recommended to ensure that other skills are



not neglected. Often, the teaching of oral expression is given precedence over other skills. One reason is the limited opportunities students have to practice what they learn, as practicing English outside the classroom is nearly impossible in many EFL contexts. This is partly because most parents and teachers are unwilling to learn the language themselves, which makes it more difficult for students to practice oral expression. According to Penny Ur (1991), speaking is often considered the most important skill among the four language skills (listening, speaking, reading, and writing), because people who know a language are often referred to as speakers of that language.

Teachers should know how variables such as time pressure, lack of support, and personal situations affect students' speaking performance. Motivation, confidence, and anxiety are essential affective factors. Oxford (1990) highlights the importance of the affective dimension in learning success, while Krashen (1982, p. 10) indicates that motivation, self-confidence, and anxiety are key variables influencing second language acquisition. As more motivated are the students better will be their performance, while the less motivation they have the hardest will be for them to learn because they will feel anxious and they will have a "mental block" (Krashen, 1998, p. 68). Positive reinforcement will always help students to overcome these barriers, especially beginners and those who had bad experiences. Age of the learner is important too, because as younger the student are the easier will be due to the "critical period hypothesis" (Richards & Schmidt, 2002). However, older students may have better metalinguistic and problem-solving skills (Spada, 2008, p. 59), although they might face more difficulties with syntax and pronunciation.

### **2.3. Pedagogical approaches for teaching oral skills**

WIDA stands for World-Class Instructional Design and Assessment. This consortium focuses on supporting English language learners (ELLs) in educational settings by providing tools, resources, and assessments aimed at improving their education and academic success.

The WIDA Speaking Scale has proficiency levels ranging from 1 to 6, each of which represents a different level of language development. Level 1, for example, indicates basic skills to communicate in English, while Level 6 indicates highly proficient, meaning speaking as a native. Each proficiency level includes specific performance indicators describing what students should be able to do regarding vocabulary, grammar, pronunciation, and overall communicative effectiveness. The speaking assessment may encompass various contexts, such as conversational speaking, academic discussions, presentations, and prompt responses.

### **2.4. Flipgrid Description and Features**

Professor Charles Miller developed Flipgrid in 2014 at the University of Minnesota, which is a digital and social learning app to improve student engagement. As a relatively new educational tool, Flipgrid offers a video discussion platform that allows teachers to

create virtual communities by posting discussion prompts. These prompts encourage students to respond with short video recordings, promoting peer interaction and helping to improve their speaking skills. Students are engaged with the interactive and social features of Flipgrid, making the learning process more enjoyable. This environment is designed to empower students while fostering partnership and social learning in ways that text-based discussions cannot achieve.

Like message board, Flipgrid allows students to post comments through brief video responses (Lowenthal and Moore, 2020), increasing its educational effectiveness. Teachers can monitor students' video editing and manage recording time slots, allowing students to re-record their videos and use features to obscure their appearance if they wish. This creates a safe learning environment for both teachers and students. Teachers can also use Flipgrid to post recorded lessons, fostering a self-directed digital learning environment where students can plan their assignments comfortably (Difilippantonio -Pen, 2020). Studies have shown that students enjoy using Flipgrid to develop their speaking skills and improve communication efficiency through body language, facial expressions, and tone of voice.

McLain (2018) conducted a study with his business English writing students in South Korea using Flipgrid for assignments between classes. The research indicated that Flipgrid was an effective learning tool, and students noted improvement in their speaking skills and increased confidence because of the extra practice. Lowenthal and Moore (2020) found that students enjoyed using Flipgrid for video-based activities in online graduate courses in the U.S. because it is an easy-to-use application, it is very intuitive and friendly. Keiper et al. (2021) said that Flipgrid effectively enhanced student interaction in HyFlex (flexible hybrid) business courses, improving confidence and engagement. Tuyet and Khang (2020) reported that Flipgrid positively impacted secondary EFL students in Vietnam by reducing anxiety and stress related to speaking. Mango (2021) found that Flipgrid provided Arab students in the U.S. with a low-stress platform to track their progress, improve pronunciation, and increase confidence in their listening and speaking skills. However, some students noted the lack of immediate feedback as a drawback.

## **2.5. Flipgrid and the Development of Speaking Skills**

Students confirmed that both in-person interaction in the classroom and online are good, this was achieved because, in face-to-face online interaction, they could deepen their oral performance since their learning was not limited by time and space. In online discussions, they also had time to think and develop concepts for the video responses that would be uploaded. Both classroom interaction and online interaction must be carefully considered in the implementation of Flipgrid, as they complement each other to achieve learning objectives. Since the pandemic, advances in ICT have gradually replaced traditional teaching methods. In-person classroom interactions are increasingly being replaced by online communication, traditional whiteboards or blackboards are being replaced by interactive boards, and printed materials and books are making way for online resources.

The successful integration of ICT into teaching, learning, and assessment processes is increasingly recognized; Information and Communication Technologies (ICT) tend to

expand access to education with computers, the Internet, and electronic delivery systems such as radios, televisions, projectors, smartphones, etc. Thanks to ICT, learning can take place anytime and anywhere. For example, online course materials can be available 24 hours a day, seven days a week. Virtual classrooms allow for simultaneous interaction between students and teachers with ease and convenience. With the support of ICT, teaching and learning are no longer exclusively dependent on printed materials. Resources are abundant on the Internet, and knowledge can be acquired through videos, audio, and visual presentations. Current research suggests that ICT helps transform the educational environment into one centered on the student (Castro Sánchez and Alemán, 2011). In ICT-enabled classrooms, students play an active role in their learning processes, and teachers empower them to make decisions and create plans, among other tasks (Lu, Hou, and Huang, 2010). As a result, ICT provides students and educators with a wider range of educational opportunities and options. Weert and Tatnall (2005) also noted that learning is a continuous lifelong process in which students continuously adapt their expectations and seek new knowledge, moving away from traditional methods. As time goes on, students will need to anticipate and seek new sources of information, making mastery of ICT an essential skill. In many studies showing an advantage of online learning, the online and in-class conditions differed in terms of time spent, curriculum, and pedagogy.

This study will use Flipgrid, an educational tool that utilizes video format to facilitate communication, feedback, and the development of speaking skills. Flipgrid provides a secure and protected digital environment that allows both teachers and students to have control over their interactions and contributions. A very important issue for this platform is safety, but also having a comfortable place where they can participate. Working in this platform is so easy that the students feel motivated and comfortable having a nice learning experience. This way of working makes them have better interactions with their peers and teachers, thus having a significant learning experience, benefiting both. Difilippantonio -pen, A., and Difilippantonio -pen, A. (2020). Virtual Commons - Bridgewater State University Flipgrid and second language acquisition Using Flipgrid to promote English speaking skills.

Video response technologies, which are social interfaces that allow people to interact and collaborate with others, have gained much popularity recently. A specific video response technology, Flipgrid, can be a valuable experiential learning tool, allowing educators to engage students in various learning and assessment activities. Flipgrid was initially developed for education professionals and has been described as a platform to: (a) address the changing needs of students by enhancing course participation, (b) increase student engagement during classes, (c) promote students' verbal reflective development, and (d) increase the instructor's awareness of students' understanding of course concepts (McClure and McAndrews, 2016). Flipgrid is free and available on all platforms: IOS, Android, and Web. In addition, Flipgrid integrates with various learning management systems (LMS), such as Blackboard, Moodle, and D2L (Barlett, 2018). Several studies indicate that Flipgrid motivates students to express their thoughts and ideas, improving their speaking skills and potentially having a positive impact on their fluency, pronunciation, grammar, and

vocabulary (Amirulloh et al., 2020). Flipgrid also allows the visualization of body language, facial expressions, and tone of voice (Huertas, 2021).

## **2.6. Pedagogical implications of using flipgrid**

The use of Flipgrid in educational settings has significant pedagogical implications. One of the primary benefits is increased student engagement. By allowing learners to share their thoughts through video, Flipgrid promotes active participation and creates a sense of community among students, which can enhance motivation.

Another important aspect is the development of communication skills. Flipgrid is a platform that gives a positive and fun environment for students to make their videos, practice their speaking skills. This format motivates them to order their ideas and express them clearly, an essential skill for academic success. Also, teachers can give personalized feedback through video responses, warranting a targeted approach that addresses specific learning needs and supports differentiated instruction.

Flipgrid encourages team collaboration. Students can interact by responding each other's videos. This environment motivates critical thinking and also shows different perspectives to the students, enriching their learning experience. Moreover, the flexibility of Flipgrid allows students to record their responses at their own time, solving their own needs accommodating the different learning styles. This flexibility helps to reduce anxiety and enhance the whole learning experience.

Technology nowadays is vital in our daily lives. The use of Flipgrid aligns with contemporary educational practices using digital tools to learn a new language, preparing students technological world while enhancing their digital literacy skills. Also, the platform motivates reflective learning. Having the chance to check their videos over time, students can engage in self-assessment and reflection of their language use and progress, promoting metacognition and encouraging them to think critically about their growth.

Finally, Flipgrid is a huge tool that helps English language learners (ELLs) because it provides a platform for practicing language skills without the pressure of traditional assessments, depending on the proficiency levels. Overall, incorporating Flipgrid into the classroom has a lot of pedagogical benefits, including increased engagement, improved communication skills, and enhanced collaboration, ultimately making a dynamic, fun, and inclusive learning environment that effectively supports diverse student needs.

## **2.7. Microsoft Teams for Education**

Microsoft Teams for Education is a collaboration platform designed specifically for education. It provides a lot of tools for communication like video conferencing, collaboration, file sharing, and task management, helping students, teachers, and administrative staff to connect, interact, and manage educational processes, virtual or hybrid more efficiently (Microsoft, 2020; López & Sánchez, 2021).

Microsoft Teams for Education is a digital platform that is specifically designed for education, offering a strategic center for communication and collaboration between students, teachers, and administrative staff. It has many tools for interaction, such as chat and channels, which allow users to participate in private messaging or group conversations based on topics or classes. Furthermore, Teams allows live meetings and video calls, making it ideal for virtual classes, office hours, and real-time discussions. Teachers can post announcements and updates for their students, guaranteeing efficient communication across the entire learning process (Microsoft, 2024a; Vlachopoulos & Makri, 2020).

Collaboration is very important in this platform. Teams allows file sharing—including documents, images, and videos—through channels and private messages. These files are automatically stored in apps like OneDrive or SharePoint, warranting easy and secure access. Also, real-time co-authoring competencies allow students and teachers to work together on Word, Excel, or PowerPoint documents directly from Teams. The platform also has a digital whiteboard which helps to have interactive lessons during synchronous and asynchronous learning (Microsoft, 2023; López & Sánchez, 2021). Additionally, it has task management tools like Microsoft Planner and To Do, which are available to help users organize both academic and personal tasks effectively (Microsoft, 2024a; Graham, 2021).

About academic management, Microsoft Teams offers a dedicated assignments module where teachers can create tasks, review student work, provide feedback, and assign grades—all in the same platform. Also has calendars which help manage class schedules and due dates, keeping both students and teachers organized. Teachers can also attach grading rubrics to assignments, offering a clear evaluation criterion that guide student performance and expectations (Microsoft, 2024b; González, 2022).

## **2.8.Objectives of Microsoft Teams for Education**

Microsoft Teams for Education was created with main goals focusing in the changing demands of digital learning environments. One of its primary goals is to enhance collaboration between students, teachers, and school staff by providing a centralized platform for sharing communication, files, and educational resources. Through its integrated tools, Teams helps break down communication barriers and promotes active engagement in both individual and group settings (Microsoft, 2024a; López & Sánchez, 2021).

Another main goal is to simplify the learning management by making it easy to organize the assignments, projects, grading, and scheduling. Teachers can manage the assignments and provide feedback in the same digital space, while students benefit from structured tasks and expectations, contributing to better academic organization and time management (Microsoft, 2024b; Kumar & Sharma, 2021).

Microsoft Teams is a great platform for digital learning because it supports synchronous, asynchronous, hybrid, and in-person classroom settings. It has tools like, live classes, screen sharing, shared workspaces, and recordings, making it easy and flexible to

learn, helping schools adapt to different learning models while maintaining educational quality (Graham, 2021; Microsoft, 2024a).

The platform is committed to supporting educational equity by incorporating accessibility features such as real-time captions, translation tools, and compatibility with screen readers. These tools are designed to ensure that all students, regardless of their abilities or language backgrounds, can access educational content and participate meaningfully (González, 2022; Microsoft, 2023).

Finally, Microsoft Teams has created a safe and organized digital learning space. The platform has strong data privacy and security settings, giving administrators and teachers the ability to monitor communication and safeguard student information while it has safe interactions with educational standards (Microsoft, 2024a; Vlachopoulos & Makri, 2020).

## **2.9. How Does Microsoft Teams for Education Work?**

Microsoft Teams works in a different way for teachers, students, and administrators, each of whom has a different set of tools and functions. Teachers are able to create a “Team” for each class or subject they teach. Each Team is individual; it can be organized the content by using Channels based on topics or units. Teachers can post assignments, grade students, and deliver feedback. Additionally, Teams supports video conferencing, enabling live virtual classes where educators can present material, share screens, and interact with students in real-time (Microsoft, 2024a; López & Sánchez, 2021).

Students are able to manage their respective teams so they can see the class resources, assignments, and announcements. They can work on group projects, collaborate on shared documents, and get in touch with peers and teachers through chats and posts. The platform sends automated notifications about deadlines and assignment updates, helping students stay organized. Students can also submit assignments and receive direct feedback from their teachers without leaving the platform (Microsoft, 2024b; Sharma, 2021).

Administrators can manage the school through the settings, including user permissions, class structures, and departmental access. They can ensure educational goals are met by overseeing how the platform is used in different subjects and grades. Additionally, Teams provides data tracking and analytics, allowing administrators to evaluate platform usage and engagement levels (Microsoft, 2023; Vlachopoulos & Makri, 2020).

## **2.10. Uses of Microsoft Teams for Education**

Microsoft Teams has become a very important tool in virtual and hybrid learning environments, allowing teachers to conduct live lessons, upload recordings, and assign

asynchronous assignments. This flexibility has made it a principal app in many school systems (Microsoft, 2024a; Graham, 2021).

Collaborative student projects is another important use. Teams allows learners to work together in real time, chat, share files, and maintain communication during their assignments. These features encourage teamwork and foster peer-to-peer learning (Microsoft, 2024b; López & Sánchez, 2021).

Teachers benefit from the platform's task and assignment management capabilities. They can distribute assignments, set submission deadlines, give comments, and assign grades all in the same app. This helps both students and teachers maintain clarity and accountability during the academic process (Microsoft, 2024b; Kumar & Sharma, 2021).

Teams can also be used for many purposes outside the classroom, like faculty meetings and staff collaboration. School employees can communicate and work together efficiently with all the tools, such as channels, meeting scheduling, and document co-authoring. This helps with having a more organized planning and administrative coordination (Microsoft, 2023; González, 2022).

Lastly, Teams supports team feedback and guides, making it easier to have structured communication between students and teachers. Group discussions, comments on assignments, and peer review tools help create a culture of constructive feedback and continuous improvement (Microsoft, 2024a; Vlachopoulos & Makri, 2020).

### **2.11. Teams-Based Video Response in Microsoft Teams for Education**

Teams-Based Video Response is a feature within Microsoft Teams that allows students, teachers, and administrative staff to record and send video messages as part of their communication within the platform. This tool helps to have a better interaction by enabling visual and verbal expression, making it particularly useful in online and hybrid learning environments (Microsoft, 2020; Kumar & Sharma, 2021). It supports educational practices by allowing students to submit video-based assignments, receive personalized video feedback, and engage in discussions that go beyond text-based communication (Vlachopoulos & Makri, 2020).

This is one of the most used applications of video response in the submission of assignments. Students can be explaining their projects, answer questions all of these by video responses which is especially helpful in language courses, (López & Sánchez, 2021). Teachers can use video to give personal feedback using different tone and emphasis, showing more clarity having a deeper connection with students (González, 2022). This dynamic allows teachers to go more over than written comments offering a more engaging and human form of feedback (Microsoft, 2024a).

Teams-Based Video Response also plays an important role in group discussions and collaborative projects. Students working in teams can each contribute by submitting short video updates, reflections, or oral presentations, promoting active engagement and

accountability. These video contributions can be posted in channels or threaded discussions, helping to maintain interaction even in asynchronous learning contexts (Vlachopoulos & Makri, 2020). Teachers can use the videos for many things, like to post updates, explaining complex topics in an easier context (Microsoft, 2023).

Teams is a very friendly and accessible platform to use and is integrated into the Microsoft ecosystem. Users can record directly from Teams using their webcam, microphone, and screen-sharing features. These recordings can be attached directly to assignments or posted in discussions, eliminating the need for external video recording tools (Microsoft, 2024a). Once submitted, teachers and classmates can view the video and provide feedback, either as written comments or follow-up videos, creating a reciprocal feedback loop that promotes deeper learning (López & Sánchez, 2021).

Microsoft Teams has high-quality video and audio, which are essential for speaking presentations and screen-recorded tutorials. The integration with Microsoft 365 applications like Word, PowerPoint, OneNote, and Stream allows for seamless sharing of additional materials alongside video content (Graham, 2021). Moreover, privacy and data security are prioritized, with all video content being encrypted and accessible only to authorized users (Microsoft, 2024a).

From an educational perspective, the main goals of Teams-Based Video Response are student engagement and learning results. One of its aims is to develop better communication, including non-verbal signs, body language, facial expressions, and tone of voice elements that enrich understanding and increase clarity (Microsoft, 2020; Vlachopoulos & Makri, 2020). This supports a more humanized and interactive learning experience, which is often lacking in text-only communication.

Additionally, the use of video encourages active learning. By requiring students to verbally articulate their thoughts and present ideas clearly, video responses strengthen cognitive processing and reinforce subject mastery (González, 2022). This method also helps students develop essential communication skills like public speaking and digital presentation, which are vital in both academic and professional contexts (Kumar & Sharma, 2021). Additionally, video responses provide a more inclusive way for students with different learning styles or disabilities to demonstrate their knowledge and participate fully (Microsoft, 2023; Graham, 2021).

Finally, video-based feedback augments the quality and depth of evaluation. Teachers can explain complex concepts, highlight specific issues, and provide encouragement in a more meticulous way. This personalized approach often leads to higher student satisfaction and a better understanding of learning expectations (Microsoft, 2024b; López & Sánchez, 2021).



## 2.12. Purpose of the study.

According to the objectives stated above, the main purpose of this study is to know the impact of the application of Flipgrid/Teams-based video-response tool on learning the speaking skill in English as a foreign language framework. It is important to mention that the initial main objective of this research was focus only on Flipgrid tool. However, since 2023 when Microsoft retired it to integrate Flipgrid into Microsoft Teams for Education, it was decided to perform the application by using Teams-based video-response tool.

For this reason, it was needed to restructure the thesis by implementing a deeply comparative analysis between both tools: Flipgrid and Teams-based video-response tool.

**Table 1:** Comparative study between teams-based video-response and flipgrid's.

<i><b>Criterion</b></i>	<i><b>Video Response in Microsoft Teams</b></i>	<i><b>Flipgrid (Microsoft Flip)</b></i>
<i><b>Definition</b></i>	A feature within Microsoft Teams that allows students to submit video responses for tasks and discussions (Microsoft, 2020).	A web platform that enables students to record and share videos in response to teacher prompts, promoting oral communication (Microsoft, 2020).
<i><b>Speaking-related Objective</b></i>	Provides a formal channel for students to express verbal responses and academic explanations.	Encourages spontaneous and expressive speaking in a creative and low-pressure environment.
<i><b>Support for Speaking Development</b></i>	Encourages structured speaking in academic contexts- Supports pronunciation and fluency through repeated practice (Crawford & Boyer, 2020; Sharma & Kumar, 2021)	Promotes fluency, expression, and confidence- Facilitates peer interaction and self-reflection (Sharma & Kumar, 2021)
<i><b>Educational Uses</b></i>	Video-based assignments- Formal oral presentations- Teacher video feedback (Allen & Seaman, 2020)	Oral practice- Class discussions- Creative storytelling and debates (Crawford & Boyer, 2020)
<i><b>Student Engagement</b></i>	Moderate: Mainly used for formal tasks and evaluations.	High: Interactive and fun; motivates students to express themselves more.
<i><b>Interactivity</b></i>	Limited peer feedback; primarily teacher-student communication.	High peer interaction via video comments and replies (Sharma & Kumar, 2021).

<b><i>Ease of Use</i></b>	Integrated into Microsoft Teams; familiar for institutional users.	Very user-friendly; designed for students. Originally an independent web tool.
<b><i>Privacy and Control</i></b>	Restricted to the institution or class; strong privacy controls (Microsoft, 2020).	Flexible privacy settings; can be limited to the class or shared more broadly.
<b><i>Platform</i></b>	Microsoft Teams (part of Microsoft 365)	Web platform and mobile app (owned by Microsoft)
<b><i>Assessment Approach</i></b>	- Teacher evaluates content accuracy, language use, and clarity.- Rubrics may include pronunciation, fluency, structure, and academic tone (Graham & Lamb, 2021; Allen & Seaman, 2020).	- Evaluation of creativity, expression, fluency, and participation.- May include peer feedback and self-reflection (Sharma & Kumar, 2021; Crawford & Boyer, 2020).

Table No. 1 shows that Teams-based video response and Flipgrid (Microsoft Flip) are both educational tools developed by Microsoft that enable students to submit video responses. They are designed to enhance oral communication skills by allowing learners to record and share spoken content in response to academic tasks. While the format may be a little different, the fundamental goal of both platforms is to support speaking development in learning an educational setting.

In relation of language learning, both tools help fluency, pronunciation, and oral confidence. Through the practice and structured speaking assignment, students are able to improve their oral communication skills. also, both platforms contribute to develop speaking confidence, whether in a formal or more relaxed setting.

Academically, both tools are used as platforms for oral assignments, including discussions, presentations, and storytelling. Teachers can assess student performance using rubrics that consider fluency, clarity, language use, and creativity. Although the criteria may vary slightly, the focus on speaking-related competencies is a shared feature.

Privacy and security are also emphasized in both platforms. They allow controlled access to video content, either restricting it to classroom members or enabling broader sharing depending on the settings chosen by the teacher. This ensures that student data is protected while still promoting interaction and communication.

Finally, both tools are part of Microsoft, which means they integrate easily with existing educational platforms and technologies commonly used in schools. Their design supports classroom use, making them valuable resources for teachers aiming to enhance students' speaking skills through digital means.

### **2.13. Similar platforms**

Google Classroom, Edmodo, and Mirror are online educational platforms but they were not selected because they don't have the same tools for developing speaking skills through video responses.

Google Classroom is one of the most widely used platforms for assignment management and classroom communication, but it lacks video response tools; therefore, it often requires the use of different apps or platforms, such as YouTube, Google Meet, or third-party apps, to complete speaking tasks (Allen & Seaman, 2020).

Edmodo is also widely used as a learning management system, designed for posting materials and assignments; however, it does not focus on interactive speaking development or video recording tools for students (Sharma & Kumar, 2021).

Mirror is generally used as a personal video journaling tool, is more focused on individual self-reflection than structured classroom interaction or speaking academic tasks (Crawford & Boyer, 2020).

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. Research Approach

The research applies a mixed methods approach to address the problem, with the goal of obtaining a more comprehensive and in-depth understanding of the topic. It is decided to combine several study techniques to integrate different perspectives. This mixed methods approach involves the collection of information on variables from documented knowledge and empirical data obtained through the experiences of experts in the field (González, 2011).

The mixed methods approach is valuable for this research as it allows for the exploration of both the measurable aspects of the impact of Teams-based video response on oral communication skills and the subjective experiences and perceptions of students using the platform.

In the quantitative aspect, data collection focuses on measurable outcomes, such as pre- and post-test scores that assess students' fluency and accuracy in speaking English. These results will indicate whether there is an improvement in students' speaking skills after the implementation of Flipgrid /Teams-based video-response. Additionally, structured surveys may be used to gather quantitative insights on students' opinions regarding the effectiveness of the platform.

Moreover, the qualitative aspect delves into the experiences and perceptions of students gathered through semi-structured interviews or focus groups. This allows the researcher to investigate the challenges, motivations, and dynamics that arise during the learning process. Such data help explain whether students' oral expression skills have improved and why these changes occurred, providing a deeper understanding of the learning process.

The mixed methods allow data comparison, where quantitative results complement qualitative findings, offering a more holistic perspective on the research problem. According to Creswell (2009), mixed methods research enables the combination of the strengths of both approaches, mitigating their limitations and providing a more robust framework for exploring educational and technological issues.

#### 3.2. Research Design

This research titled: Flipgrid to improve the speaking skill faced some difficulties over time. The most important reason was that Microsoft retired this tool in 2023 to integrate its features into Microsoft Teams for Education. After comparing different apps, it was proposed to use Teams-based video-response tool as a non-experimental design.

In a non-experimental design, the researcher seeks to explore the relationships between variables without applying control over the environment. This is appropriate when

the goal is to observe and describe the process rather than to find cause-and-effect relationships. In the context of this study, the objective is to evaluate how the use of Teams-based video response influences students' speaking skills without disrupting the natural flow of the teaching and learning process.

The non-experimental approach makes it possible to collect data on the use teams based video response in an educational environment, offering insights into students' learning experiences. It also helps collect information about students' perceptions, attitudes, and behaviors using this tool. Pre- and post-assessments are used to collect quantitative data on improvements in fluency and accuracy, while qualitative methods, such as interviews, provide a deeper understanding of students' experiences with the platform.

This type of research design is particularly effective for educational studies where it may not be feasible or ethical to manipulate the learning environment. By using a non-experimental approach, the researcher can collect data in a way that reflects authentic classroom interactions, ensuring that the findings are relevant to real-world educational contexts.

### 3.3.Process of the study

The application of the Teams-based video-response tool was performed for 4 weeks. The process is described in Table No. 2.

**Table 2:** The application of the Teams-based video-response

TWEEK	OBJECTIVE	ACTIVITIES
1	To get familiar with the app with the students during the class	Give the UNACH emails to the students so they can join the TEAM Make short videos during the class, like practice to see how the app works Do the evaluation with wida before the use of Teams
2	To get to know the students better through applying the grammar learned during the week (used to)	Practice #1 Used to
3	To talk about a topic they prefer but applying the past simple	Practice #2 Past simple
4	To evaluate the students and make them answer the questionnaire to see the study results	The students were evaluated again with WIDA The students answer the questionnaire about how they felt with the evaluation and the videos

### 3.4. Type of Research

Descriptive research is ideal for studies that seek to provide a clear picture of a phenomenon, particularly when little is known about the topic or when the goal is to obtain detailed information. In this case, the objective is to examine how students interact with Teams-based video response and how it contributes to the development of their oral communication skills in English. By collecting data through surveys, interviews, and assessments, the research describes patterns, behaviors, and outcomes without attempting to manipulate or control any variables.

In the context of this study, descriptive research will help clarify how Teams-based video response facilitates improvements in students' fluency and accuracy, how it promotes active participation, and how students perceive its effectiveness as a learning tool. The study does not seek to establish cause-and-effect relationships but rather to document the natural progression of students' skills as they use Teams-based video response

### 3.5. Participants

The participants of this study were: 5 students of level A2 of English who belong to Nova English Academy, and who were evaluated using the WIDA tool before and after the application of the teaching-learning process. Moreover, the experimental stage was performed by a teacher who was in charge of evaluating students before and after the application of the tool, Teams-based video-response. Table No. 2 shows their participation.

**Table 3:** Participants

No.	PARTICIPANTS			
	Men	Women	Age	
1	X		22	
2	X		25	
3		X		16
4		X		22
5		X		18
TOTAL		5 students		
1 teacher evaluator.				

### 3.6.WIDA instrument

The research investigates different aspects, like fluency, pronunciation, vocabulary use, and most importantly, communication confidence by employing Teams-based video responses in improving English speaking skills. In this context, WIDA rubric was used to evaluate Linguistic, vocabulary, and language.

The WIDA scale is an instrument for evaluating the process of improving speaking skills. It is used to conduct evaluations both before and after the intervention, allowing

teachers to measure and compare the results. This process of collecting and analyzing numerical data to determine improvement represents the use of a quantitative research method. (WIDA, 2020)

On the other hand, qualitative methods will focus on understanding the subjective experiences of the students, such as their perceptions of the tool's usability, engagement level, and how it affects their motivation and learning process. By combining these two approaches, the research aims to offer a well-rounded understanding of the potential benefits and challenges of using Teams-based video responses for enhancing English speaking skills.

The WIDA (World-Class Instructional Design and Assessment) tests are a set of assessments designed to evaluate English language proficiency. They are mainly used to identify students as English Language Learners (ELLs) and track their progress in learning English. These assessments are administered annually to students in grades K-12.

**Table 4:** WIDA evaluates speaking

WIDA Speaking Evaluation Criteria	Description	Aligned Proficiency Levels
Linguistic Complexity	Refers to the length and variety of sentences a student can produce.	Entering, Emerging, Developing, Expanding, Bridging, Reaching
Vocabulary Usage	Focuses on the use of both academic and general vocabulary.	
Language Control	Involves grammar accuracy, pronunciation clarity, and fluency of speech.	

WIDA evaluates speaking in terms of (WIDA, 2020)

Linguistic Complexity refers to how long and varied a student's sentences are when speaking. It includes the ability to connect ideas using different sentence structures.

Vocabulary Usage involves the words a student chooses when they speak, including both everyday (general) vocabulary and more specialized (academic) vocabulary used in school subjects.

Language Control means how accurately a student uses grammar, how clearly they pronounce words, and how smoothly they speak without frequent pauses or errors.

WIDA has six levels of English language proficiency. The levels are: (WIDA, 2020)

Entering – This is the beginning stage where students have very limited ability to use or understand English.

Emerging – At this level, students can communicate using simple phrases and sentences, but their language is still limited.

Developing – Students can express more complete thoughts and begin to use more complex sentence structures, although errors are still common.

Expanding – Learners at this stage can communicate more confidently and use a wider range of vocabulary and grammar.

Bridging – At this level, students can use academic language with greater accuracy and participate in grade-level content with minimal support.

Reaching – This is the highest level, where students are able to use English fluently and accurately in both social and academic settings, similar to native speakers.

**Table 5:** WIDA-Based Rubric for Speaking

Grade	1	2	3	4	5	6
Criteria	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Vocabulary Use	Uses isolated words, relies on gestures	Uses simple phrases with basic words	Uses familiar vocabulary but with some repetition	Uses a variety of words, some topic-specific terms	Uses precise and varied vocabulary	Uses academic and discipline-specific vocabulary naturally
Accuracy Grammar & Sentence Structure	Uses single words or memorized phrases	Uses simple sentences with frequent errors	Uses basic sentence structures, some errors	Uses more complex sentences with fewer errors	Uses a range of sentence structures with minor errors	Uses complex sentences with accuracy
Fluency	Speaks with long pauses and hesitations	Speaks in short, slow phrases	Speaks in connected sentences with some pauses	Speaks in longer responses with good flow	Speaks with natural rhythm, minimal hesitation	Speaks fluently with natural pacing
Comprehension	Difficult to understand, relies	Partially understood with effort	Generally understood with some	Mostly understood with minor	Clearly understood with occasional	Easily understood at an



	on L1 or gestures		clarification needed	misunderstandings	1 minor issues	academic level
Communication Interaction & Response	Needs frequent repetition and prompting	Responds to direct questions with effort	Responds with simple ideas, may need prompting	Responds with elaboration and follow-ups	Engages in conversation with confidence	Engages in academic discussions naturally
						TOTAL SCORE

WIDA-Based Rubric for Speaking (A2/B1 Level) (WIDA, 2020)

### 3.7. The interview

An interview as the primary research technique, complemented by a pre-test and a post-test to measure the impact of the tool on student skills was development.

The interview collects data on students' perceptions, opinions, and attitudes towards the use of team-based record video. The questionnaire includes closed questions to get on their personal experience with teams based video response.

In this case, the questionnaire for the interview is a tool to understand the teacher's opinion on using the WIDA rubric. The principal objective was to know if the teacher thought the rubric was helpful or effective in evaluating students. This questionnaire was designed to understand the teacher's experience with the rubric, including whether it was useful for measuring students' language skills, especially for English learners. The interview also look forward to finding out if the teacher faced any challenges while using the rubric and if there were any benefits, such as providing clear and fair assessments. At the end, the purpose was to see if the teacher believed the WIDA rubric helped improve the assessment process and supported students' learning.

### 3.8. Teacher's interview

The following questions were posed as part of the interview.

- What did you think about the WIDA scale?

I found it to be a very useful tool for getting a clear idea of the students' level of English. Although I'm still learning about all its components, I like that it's organized into levels and that it takes the four language skills into account.

- How would you describe the process of administering the WIDA evaluation?

In my case, it was a new and somewhat challenging process at first. I followed the basic instructions to evaluate each skill separately and tried to create a calm environment so students would feel comfortable. I still need more experience, but it was interesting.

- Which language skills did you find easier and more difficult to assess using this scale? Why?

I think the Reading section was the easiest because students could do it individually. The most difficult was Speaking because it requires a lot of attention to the student's real-time performance, and sometimes it's hard to judge accurately.

- Do you think the WIDA performance levels accurately reflect student progress?

Yes, in general, I find them well-structured. Although I sometimes struggle to place a student in the exact level, I think the scale helps to view progress gradually.

- What advantages did you find in using WIDA compared to other English language assessment tools?

One advantage is that it focuses on the use of English in academic situations, not just grammar or vocabulary. I also like that it allows us to see progress, not just mistakes.

- What challenges did you face when applying the WIDA scale with your students?

The main challenge was fully understanding the evaluation criteria. I also noticed that some students became nervous, especially during the speaking part, and that affected their performance.

- Do you consider that the results obtained with WIDA helped you make better pedagogical decisions?

Partly, yes. Although I'm still learning to interpret the results thoroughly, they gave me an idea of which students need more support in certain skills.

- What type of support or training do you think is necessary to properly implement this assessment?

I think it would be helpful to receive practical training with real examples and clear guides for each level. It would also be good to observe an experienced evaluator using the scale.

- Would you recommend the WIDA scale to other teachers or evaluators? Why?

Yes, I would recommend it. Although it's a bit complex at first, it allows for a more complete language assessment and helps better understand the student's learning process.

- What suggestions would you give to improve the implementation of the WIDA scale in your educational context?

I suggest having more resources in Spanish to better understand the scale and adapting some materials so that students don't feel so pressured during the assessment. It would also be helpful to have meetings among teachers to share experiences.

### 3.9. Students' personal opinion

Part of the study's design involved collecting qualitative data from the main participants. It was used this form.

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WIDA Speaking Assessment – Student Feedback Form

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Part 1: General Experience with the WIDA Assessment

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How did you feel about being evaluated with the WIDA scale?

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☐ Very good   ☐ Good   ☐ Okay   ☐ Bad   ☐ Very bad

---

Was the evaluation easy to understand?

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☐ Yes   ☐ A little   ☐ No

---

Part 2: Use of Videos in the Evaluation

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Did you feel nervous or embarrassed when recording your first video?

---

☐ Yes, very much   ☐ A little   ☐ No

---

Did you feel more confident as you recorded more videos?

---

☐ Yes   ☐ A little   ☐ No

---

Do you think recording videos helped you speak more in English?

---

☐ Yes, I speak more now   ☐ A little   ☐ Not much   ☐ No

---

What was the most difficult part of recording the videos?

---

☐ Speaking in English   ☐ Hearing myself   ☐ Not knowing what to say   ☐ Feeling embarrassed or shy   ☐ Other: \_\_\_\_\_

---

What did you like the most about recording videos?

---

☐ Practicing   ☐ Seeing my improvement   ☐ Speaking with more confidence   ☐ Other: \_\_\_\_\_

---

How did you feel when your classmates watched your videos and gave comments?

---

☐ I felt good and supported   ☐ I felt a bit embarrassed   ☐ I felt nervous or insecure   ☐ I didn't like them watching my videos   ☐ Other: \_\_\_\_\_

---

Part 3: Opinions and Suggestions

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10. Would you like to keep using videos to practice English?

---

☐ Yes, I like it   ☐ Maybe   ☐ Not really

---

## CHAPTER IV

### 4.1. Results and discussion

As it was explained above, flipgrid disappeared in 2023 and it replaced by Teams-based video response, so it was decided to analyze both tools and it performed a comparative chart to know the in which aspects both tools were the same and differ between them. In this case, it was concluded that both app have the same objectives and they are able to foster students' speaking skill.

For this reason, it was decided to count with an educational teams count from UNACH, they gave the email addresses for me and the students

### 4.2. Results - Evaluator Responses

**Table 6:** Evaluator Responses Student 1

Criterion	Previous Evaluation	WIDA Revised	Observation
Vocabulary Use	2 – Poor use of general vocabulary	3 – Uses familiar vocabulary with some repetition	Recognized for using known terms even with repetition
Accuracy	2 – Very basic structures and frequent errors	3 – Basic structures with some errors	Improvement in simple structures with more confidence
Fluency	2 – Many pauses and short phrases	3 – Connects sentences with some pauses	Speaks more often, though with pauses
Comprehension	3 – Partial message comprehension	4 – General understanding with minor errors	Clearer message, less need for clarification
Communication	3 – Responds but needs support	3 – Still needs guidance, but responds better	Same level, but more fluency
Total	12/30	16/30	Progress in fluency and comprehension

**Table 7:** Evaluator Responses Student 2

Criterion	Previous Evaluation	WIDA Revised	Observation
Vocabulary Use	3 – Correct but limited use	4 – Uses a variety of words, some topic-specific	Improvement in topic vocabulary usage
Accuracy	3 – Some correct structures	4 – More complex structures with few errors	Better grammatical control
Fluency	3 – Somewhat fluent responses	4 – Good pace with longer responses	More spontaneity
Comprehension	3 – Generally understandable	4 – Clearly understood	Better message reception
Communication	4 – Responds and follows simple conversation	4 – Elaborates and continues the conversation	Same level, but more confidence
Total	16/30	20/30	Overall improvement, especially in vocabulary and fluency

**Table 8:** Evaluator Responses Student 3

Criterion	Previous Evaluation	WIDA Revised	Observation
Vocabulary Use	1 – Isolated or memorized words	2 – Simple phrases with basic vocabulary	Effort to form sentences is noticeable
Accuracy	1 – Relies heavily on memorized structures	2 – Frequent errors but forms sentences	Begins to build sentences independently
Fluency	2 – Short, slow phrases	2 – Similar but more intention to connect ideas	Attempts more speech, though still with pauses
Comprehension	2 – Hard to follow without effort	2 – Same level, but more gestural response	Slight improvement in general understanding
Communication	2 – Struggles to respond without guidance	2 – Still needs constant prompting	Level remains the same
Total	8/30	10/30	Minimal progress, but better acknowledged by WIDA

**Table 9:** Evaluator Responses Student 4

Criterion	Previous Evaluation	WIDA Revised	Observation
Vocabulary Use	4 – Good lexical variety	5 – Precise and varied vocabulary	Improved precision and vocabulary range
Accuracy	4 – Few grammatical mistakes	5 – More complex structures with few errors	Shows grammatical mastery
Fluency	4 – Natural rhythm with pauses	5 – Natural fluency	Improved spontaneity and rhythm
Comprehension	4 – Clearly understood	5 – Clearly understood, almost no errors	Greater message clarity
Communication	5 – Maintains conversation confidently	5 – Actively participates in oral interaction	Maintains strong level
Total	21/30	25/30	Consolidated strengths now better represented

**Table 10:** Evaluator Responses Student 5

Criterion	Previous Evaluation	WIDA Revised	Observation
Vocabulary Use	1 – Only uses isolated words	1 – Same, but more attempts are recognized	No visible progress, but effort is appreciated
Accuracy	1 – Only memorized words	1 – Same	Still no meaningful production
Fluency	1 – Cannot maintain flow	1 – Same	Unable to form sentences

Comprehension	1 – Needs gestures and translation	1 – Same	Highly dependent on L1
Communication	1 – Doesn't respond without heavy assistance	1 – Same	Needs constant intervention
Total	3/30	5/30	Slight improvement and willingness to participate are acknowledged

**Table 11:** Summary Responses

	Student 1		Student 2		Student 3		Student 4		Student 5	
	Before	After	Before	After	Before	After	Before	After	Before	After
Vocabulary Use	2	3	3	4	1	2	4	5	1	1
Accuracy	2	3	3	4	1	2	4	5	1	1
Fluency	2	3	3	4	2	2	4	5	1	1
Comprehension	3	4	3	4	2	2	4	5	1	1
Communication	3	3	4	4	2	2	5	5	1	1
Total /30										

### 4.3.WIDA Results

#### Vocabulary Use

In this area, most of the students, except Student 5 had progress. Students 1, 2, and 3 improved their scores a little by one point each, while Student 4 had significant progress, moving from a level 4 to 5. On the other hand, Student 5 had no change, staying at level 1. In conclusion, there was an improvement in vocabulary use, suggesting that the teaching /learning process helped most participants expand their active vocabulary.

### Accuracy

The improvement in grammatical accuracy followed a similar trend to vocabulary use, suggesting there may be a link between growing vocabulary and better grammar. Once again, Student 5 showed no progress, but the rest of the students improved by one or two points. Most students became more accurate, which suggests that having a larger vocabulary may have helped them structure their sentences more effectively during speaking tasks.

### Fluency

About fluency, Students 1, 2, and 4 showed important improvement. Though Student 3 didn't have any progress, maintaining at level 2, and Student 5 also remained the same at level 1. These diverse results indicate that while some students gained confidence and fluency—possibly due to the practice with video recordings—others may need additional strategies to achieve that progress.

### Comprehension

Students 1, 2, and 4 demonstrated improvement in comprehension, while Students 3 and 5 showed no change in their scores. This general progress, though limited in some cases, may reflect an increased ability to understand questions or contexts during the assessment as a result of frequent exposure to the language through video tasks.

### Communication

Finally, in the area of communication, only Students 2 and 4 showed slight improvement. The remaining students maintained the same performance. Unlike the other evaluated areas, communication showed less variation, suggesting that building confidence in oral interaction may require more direct interventions or collaborative activities beyond individual video recordings.

**Table 12:** General Summary

Criterion	Improved Students	No Change
Vocabulary Use	4	1 (S5)
Accuracy	4	1 (S5)
Fluency	3	2 (S5,S3)
Comprehension	3	2(S5, S3)
Communication	2	3(S5, S3,S1)

The results show that recording videos as a strategy for English speaking practice had a generally positive impact, especially in the following areas: vocabulary, accuracy, and



fluency. But some students (particularly Student 5) did not have any improvements, suggesting the need for individualized support. Communication was the area with the least progress, which could be addressed through more real-time interaction, role-playing, or group presentations

The pre-test and post-test evaluate the students' level of oral communication skills before and after using teams-based record video. This gives us quantitative data on improvements in fluency, accuracy, and confidence in speaking English. The pre-test establishes a baseline, while the post-test demonstrates the progress made.

These combined techniques give us the data for an analysis of the impact of team-based record video on the development of students' speaking skills from a quantitative perspective through progress measurement, and a qualitative perspective through the analysis of perceptions and experiences.

#### **4.4.Information Treatment and Analysis.**

The analysis of the information from this research, based on the implementation of team-based record video to improve English speaking skills, will follow a procedure to ensure an accurate and consistent interpretation of the collected data. The steps of the process are:

Once the information is collected through surveys, pre-tests, and post-tests, the data will be classified into different categories for analysis. Quantitative and qualitative data will be handled separately to maintain clarity and order.

Quantitative data, such as the results from the pre-tests and post-tests (e.g., fluency and accuracy scores), will be entered into a spreadsheet for analysis. Responses from the open-ended survey and any comments from interviews will be transcribed and categorized into repetitive topics.

Basic statistical techniques will be applied to quantitative data, calculating measures such as the mean, standard deviation, and frequencies of responses from the survey, the pre-test, and the post-test. This will allow for observing the distribution of the data and measuring variation.

An analysis of variance (ANOVA) or a paired t-test will be used to compare student scores before and after using teams based record video. This will show whether there is a statistically significant difference in the fluency and accuracy of students.

The results will be presented in tables to visualize progress and trends.

The responses and any comments from interviews will be analyzed to obtain qualitative data. This analysis is to identify keywords, phrases, or recurring concepts related to students' perceptions and experiences with team-based video response.

From common themes will be identified the patterns in students' experiences, such as the comfort of using the platform, increased confidence in speaking English, and active participation.

These topics will be interpreted concerning the study objectives, providing a deeper understanding of the impact of team-based video response from the students' perspective.

Since the research has mixed approach methods, a comparison of the quantitative and qualitative results will give a complete view of team-based video response effects. This demands a comparison test results with students' subjective perceptions.

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Conclusions

Achieving the development of the students' speaking skills is one of the most challenging aims to accomplish. Fortunately, in the present, there are lots of ICT tools available, such as Flipgrid / Teams-Based Video Response to be used in the teaching – learning process of acquiring English as a foreign Language.

By using Teams for education, and especially one of its applications called Teams-Based Video Response, students' speaking competences have been enhanced due to students and teachers feel more motivated during the teaching – learning process. Students can talk about topics they are interested to, and teachers can monitor them continuously.

After the application of Teams-Based Video Response tool, most of the variables part of WIDA instrument have experienced a positive change, especially the acquisition and use of vocabulary, which demonstrates that students could communicate better thanks to the application of this tool during their instruction. Results indicate positive progress across most language domains, particularly in vocabulary use and grammatical accuracy. These improvements suggest that the instructional strategies, such as video recording tasks, were effective in helping students expand their vocabulary and apply it more accurately in oral language. However, progress in fluency, comprehension, and especially communication was more inconsistent. While some students benefited significantly from the activities, others showed little to no improvement, highlighting the need for more differentiated support.

### 5.2. Recommendations

It is suggested that internet access is free and available all the time for students and teachers. Moreover, it is proposed that students and teachers are trained in the advantages of using ICTs during the teaching-learning process.

In particular, areas such as communication may require targeted interventions that go beyond individual tasks and incorporate more interactive, collaborative experiences. Continued monitoring and a more personalized approach may help ensure that all students make meaningful language development, especially in speaking.

It is recommended to apply Teams-Based Video Response during the teaching instruction to promote the speaking skills of students.

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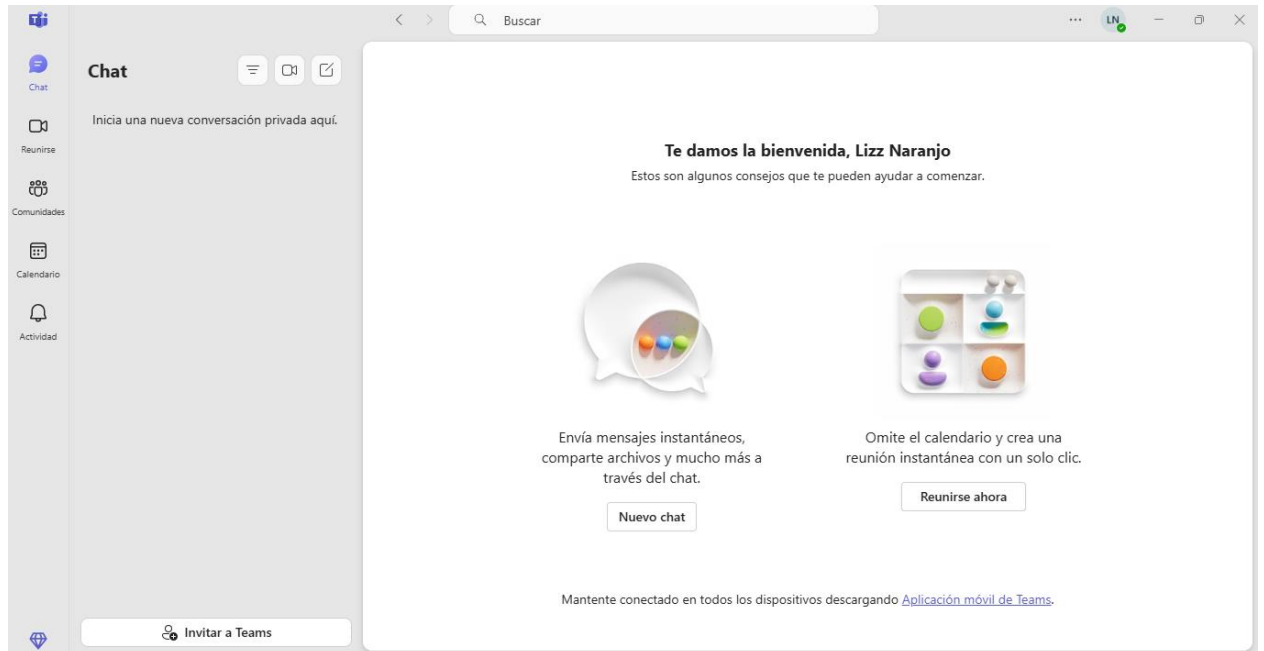
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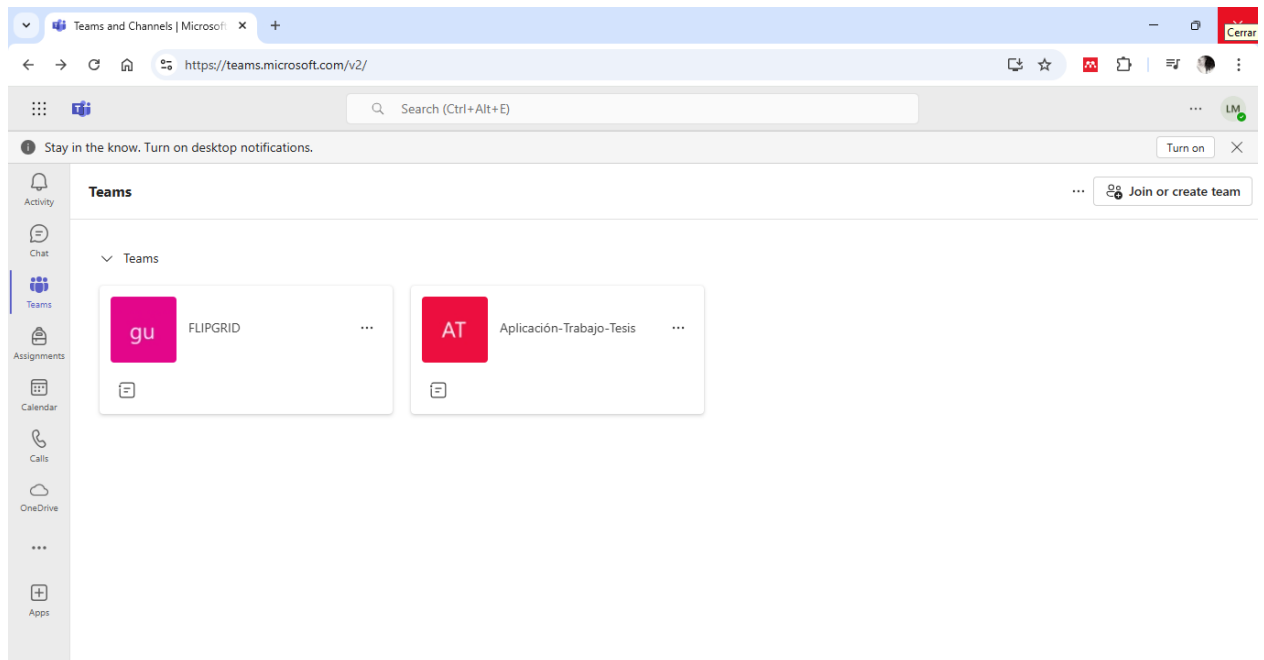
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## ANNEX

### TEAMS

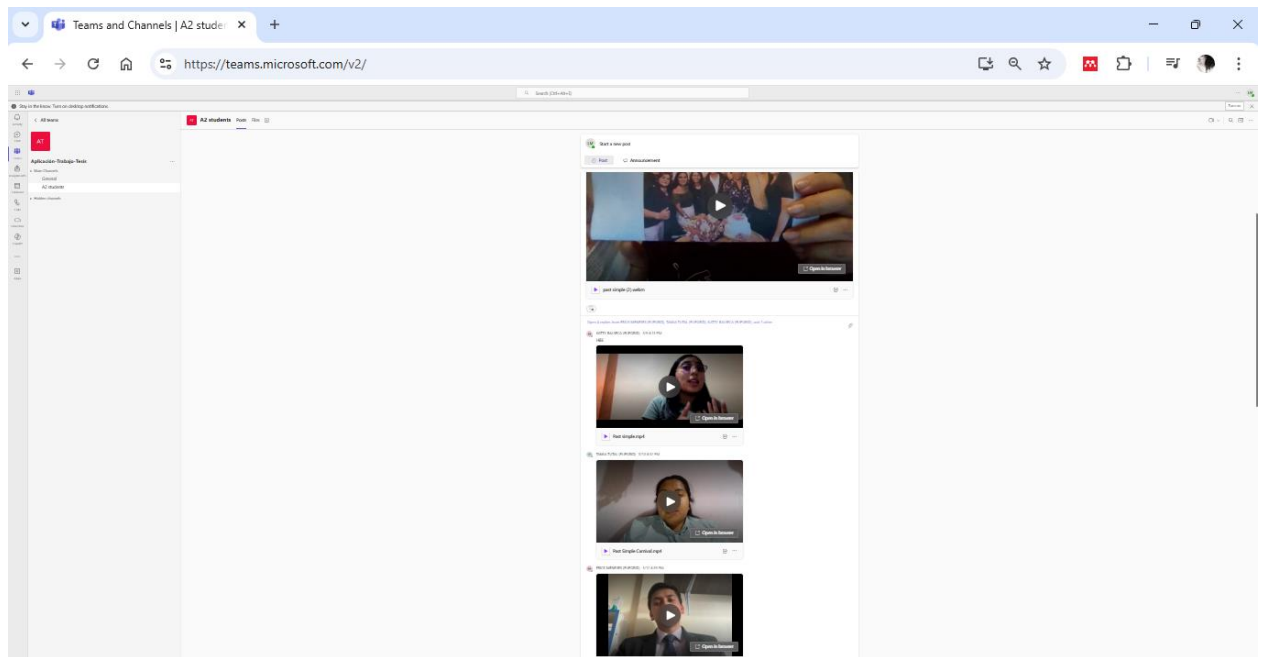


### TEAMS

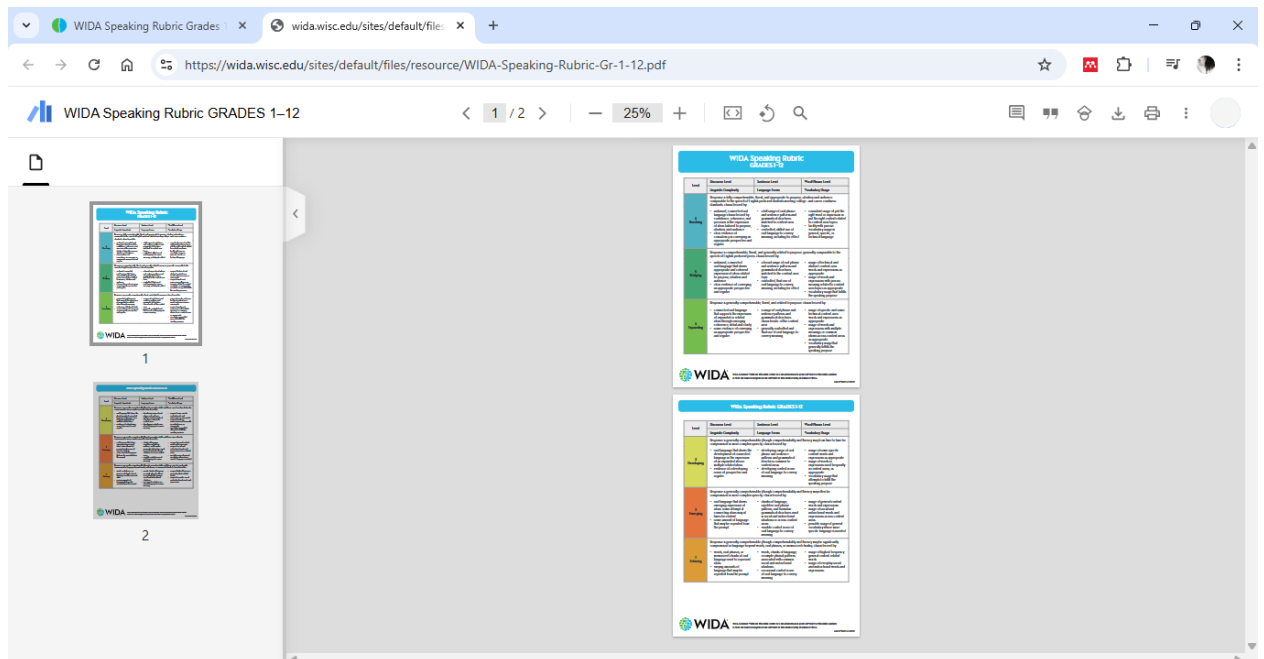




## VIDEOS



## WIDA



## LESSON PLAN

<b>General Info</b>	Level	A2
	Duration	60 minutes
	Grammar Topic	"Used to" (for past habits)
	Lesson Objectives	<ul style="list-style-type: none"> <li>- Understand and use <i>used to</i> in affirmative, negative, and interrogative forms.</li> <li>- Talk about past habits and changes.</li> <li>- Practice using a Team Video-Based Response tool.</li> <li>- Discuss and reflect on classmates' videos in a group setting.</li> </ul>
<b>Lesson Stages</b>	1. Warm-Up (10 min)	- Brainstorm: "What did you do when you were a child?" - Teacher models examples using <i>used to</i> . <b>Focus:</b> Activate prior knowledge, Introduce topic
	2. Grammar Presentation (15 min)	- Explain structure: <i>used to</i> + <i>base verb</i> - Compare past and present with examples/images - Group sorting activity <b>Focus:</b> Grammar
	Guided Practice (20 min)	- Work in the student book pages 19- 20, workbook, and the student book pages 26- 27. <b>Focus:</b> Controlled use of target language
	In-Class Socialization (10 min)	- Watch selected videos - Discuss common/surprising changes - Q&A with <i>Did you use to...?</i> <b>Focus:</b> Listening & speaking, Peer interaction
	Wrap-Up & Reflection (5 min)	- Recap grammar points - Homework: Write a paragraph "My life before and now" using <i>used to</i> <b>Focus:</b> Review, Consolidation
<b>Assessment</b>	Grammar Accuracy	Correct use of <i>used to</i> in speaking - Record a video - Prompt: "Things you used to do during the pandemic." <b>Focus:</b> Speaking
<b>Materials &amp; Tools</b>		- Whiteboard and markers - Sentence cards (correct/incorrect examples) - Devices with video tool access (e.g., Flip) - Headphones (optional)