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Enhancing speech competence using a non-synchronic video platform: A study case of A1 students' performance (CEFR)

Mejora de la competencia oral mediante una plataforma de vídeo no sincrónica: Un caso de estudio del rendimiento de estudiantes de A1 (MCER)

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ABSTRACT

The undeniable effect caused by the abrupt appearance of a deadly virus, confined us in our homes, changing everything we knew and perceived as normal. Education, work, medicine, etc. had to adapt to this new reality; with education being one of the most impacted areas because of this limitation of contact. This, at the same time, led to the academic deterioration in the acquisition of knowledge in students around the world. For this reason, this study aimed to examine the influence caused by the use of the asynchronous platform Flipgrid, as a tool to foster academic achievement regarding to speech competence of English as a Foreign Language (EFL) in a sample constituted by 60 participants who studied English at a local Higher Educational Institution (HEI). The selected sample contained two groups, the first identified as the experimental group and the latter as the control element. The current research proposal encompassed the norms of the quasi-experimental method to gather quantitative and qualitative data through the employment of interviews, questionnaires, and rubrics. After the collected data was scrutinized, the results proved that the use of Flipgrid in a scaffolded teaching scheme had a considerably positive aftermath in the speaking evaluations of the students who belonged to the experimental group.

Keywords: Flipgrid; EFL; speech competence; quasi- experimental; speaking scores.

RESUMEN

El innegable efecto causado por la aparición abrupta de un virus mortal, nos confinó en nuestros hogares, cambiando todo lo que conocíamos y percibíamos como normal. La educación, el trabajo, la medicina, etc. tuvieron que adaptarse a esta nueva realidad; siendo la educación una de las áreas más impactadas por esta limitación de contacto. Esto, al mismo tiempo, provocó el deterioro académico en la adquisición de conocimientos en estudiantes de todo el mundo. Por esta razón, este estudio tuvo como objetivo examinar la influencia causada por el uso de la plataforma asincrónica Flipgrid, como una herramienta para fomentar el rendimiento académico con respecto a la competencia del habla de Inglés como Lengua Extranjera (EFL) en una muestra constituida por 60 participantes que estudiaban Inglés en una Institución de Educación Superior (IES) local. La muestra seleccionada contenía dos grupos, el primero identificado como grupo experimental y el segundo como elemento de control. La presente propuesta de investigación abarcaba las normas del método cuasiexperimental para recopilar datos cuantitativos y cualitativos mediante el empleo de entrevistas, cuestionarios y rúbricas. Una vez analizados los datos recogidos, los resultados demostraron que el uso de Flipgrid en un esquema de enseñanza con andamiaje tuvo una repercusión considerablemente positiva en las evaluaciones de expresión oral de los estudiantes que pertenecían al grupo experimental.

Palabras clave: Flipgrid; competencia oral; cuasi-experimental; puntuaciones de expresión oral

INTRODUCTION

The advent of the COVID-19 pandemic triggered a global health crisis, compelling individuals worldwide to undergo home confinement, profoundly impacting lives and lifestyles. Among the most affected were members of the teaching and learning community, leading to not only student isolation but also exacerbating the technological divide within this group. Nearly 90 percent of the educational population across 190 countries faced the urgent task of swiftly transitioning from traditional educational practices to an entirely remote learning paradigm. This situation underscored the critical need to integrate technology as an essential component of modern education. It also emphasized the irreplaceable warmth and nurturing role played by teachers and the overall school experience (Stoszkowski, 2018). Consequently, educators worldwide actively sought out the most effective and dynamic applications and platforms to cater to their students' needs and interests with the only goal to minimize the transactional distance (TD) (Moore & Kearsley, 2011) inherent in remote learning and foster motivation in the online educational environment (Lee, 2019).

LITERATURE REVIEW

Teaching Foreign Language practice through history

Foreign language teaching (FLT) has changed from being a means of selected people to speak it to the variety of speakers around the globe, such as the cleric and the army(Setiyadi, 2020). However, during the 19th century was when teaching a foreign language impacted the field of education in schools and latter in university (Surkamp & Viebrock, 2018). All of this by the application of diverse methods that ranged from the simplest grammar translation methods to more natural and communicative educational approaches which focused on both receptive and productive skills. As FL teaching-learning trials were executed throughout the history of education, scholars have been eager to provide inhabitants with more efficient techniques to master and manage a language that did not belong to them at first (Setiyadi, 2020).

The impact of Teaching English as a foreign language during COVID-19

Being English one of those foreign languages, its instruction has also experienced several changes throughout the years. Nonetheless, the most drastic alteration of English as a Foreign education was caused by the crisis of the pandemic of COVID-19. Not only did the outbreak of the virus confined us to the premises of our homes, but it also disrupted our working and studying lifestyles. Traditional face to face encounters were banned and people were forced to make use of online resources to compel their job and educational duties (Khaerana et al., 2022).

In the educational context, this distancing opened a gap in the teacher-student interaction and affected pupils' perception of socialization, motivation and academic commitment (Abuhassna & Alnawajha, 2023). Researchers have defined this breach thoroughly in his groundwork of Transactional Distance (TD) (Moore (1973) (Abuhassna, Awae, et al., 2022) which has been primarily seen in Distance Education (DE). The quarantine, however, made this TD interfere in the whole world-wide teaching practice (Sevnarayan, 2022) (Abuhassna, Busalim, et al., 2022).

With the educational field significantly affected by this distancing, authorities found themselves merged in an urge to satisfy students and teachers' needs without having their customary practices which led them to make use of Emergency Remote Teaching (ERT), which is not considered to be as effective and well-planned as online education as portrayed by different authors (Hodges et al., 2020) (Howard et al., 2021) (Md Yunus et al., 2021)

Certainly, online education aims to deliver educational opportunities through the internet, accessible anywhere and at any time (Ramísio et al., 2019) (Moore & Kearsley, 2011). Beyond its advantageous accessibility, this instructional approach requires meticulous planning and thoughtful content design to encourage interaction and ensure successful learning outcomes (Singh & Thurman, 2019).

On the other hand, Emergency Remote Teaching (ERT) emerged as an immediate alternative which lacked preparing time and overall organization(Singh & Thurman, 2019) . This challenged every single educator to scour for suitable technological applications and platforms to reach and address their students' needs as well as to enhance their knowledge acquisition.

In response to this concern, educational institutions adopted both synchronous and asynchronous teaching-learning methods. This strategic approach aimed to strengthen educational connections among teachers and students by serving as a robust instructional strategy (Al-Nuaim, 2012).

Synchronous and Asynchronous teaching-learning platforms

Despite being both online teaching methods, synchronous learning platforms (SLP) differ from the asynchronous ones in their interaction timing and planning. In other words, synchronous learning platforms (SLP) involve meetings on a specific schedule set by the teacher which might be compared to face-to-face classes. This is possible due to a high-quality

connectivity and adequate internet service supply through video conferencing applications; namely, ZOOM, WebEX, Microsoft Teams, etc (Hammett, 2021). During these meetings, students are able to participate and receive immediate feedback from their teachers throughout the given class.

Nonetheless, Asynchronous Learning Platforms (ALP) are more flexible in their planning since activities are available for longer periods of time and students are not obliged to join in a synchronous class to complete their tasks (Amiti, 2020) (Bueno, 2020) (Kistan et al., 2020). Apart from this freedom of interaction, ALPs attempt to act as a supplementary reinforcement of the synchronized classes (Northey et al., 2015). Yet, it is remarkable to mention that this particular technique ought to behold not only as a merely academic outcome improvement, but it could also serve as a channel to awaken a sense of social community connection within the parties in the educational community (Wegerif, 1998). The employment of tools regarding to this sort of methodology have contributed to the educational grounds positively (Ogbonna et al., 2019)(Shieh & Qiang-Jun, 2020), and to some extent they have advocated a favorable acceptance of its utilization by their users (Fredericksen et al., 2000)(Hiltz, 1998).

ALPs as Speaking boosters in the teaching and learning practice

Under the perception of these appealing advantages, a great number of SLPs and ALPs made their appearance in all educational domains (Lytvyn et al., 2021) including the discipline of teaching English as a Foreign language (TEFL) (Rigo & Mikuš, 2021) (Riwayatiningsih & Sulistyani, 2020)(Sulha et al., 2021). When referring to the skills that comprise TEFL, it could be argued that receptive and productive abilities all play an important role when students start cultivating their knowledge, so that in the near future, they would be capable of communicating with others(Sreena & Ilankumaran, 2018). However, the distancing caused by the COVID 19 harmed the contribution that can generally be given and received in a usual classroom setting. With being Speaking one of the most affected skills (Md Yunus et al., 2021), scholars and researches began their search for optimal ALPs that could be used as an aid to achieve competence in this ability (Kusuma, 2022) (Budiarta & Santosa, 2020). Thus, such APLs like Flipgrid emerged as an amiable online environment where students would relieve the stress of participating in synchronized classes and improve their speaking practice through video recorded responses triggered by a prompt or "Topic". This "Topic" can be presented in written (images or text) or video forms, which will be available for students to review at any time and prepare an adequate video response afterwards (Hammett, 2021)(Damayanti et al., 2021).

Flipgrid for enhancing speech competence

Flipgrid, now known as Flip, by Microsoft following its acquisition in 2018, empowers educators to facilitate interactive learning experiences. By utilizing either Flip.com or the Flip app, educators can initiate and manage Groups, Topics, and permissions for student and guest videos within each group. The user-friendly interface allows educators to begin their teaching journey simply by using an institutional email address.

Moreover, Flip offers collaborative features, allowing co-leads to assist the main educator in providing feedback, creating topics, and managing students. Students receive invitations to participate in topics through unique codes, streamlining the engagement process.

Flip provides students with creative autonomy. Pupils can effortlessly create, manage, and edit their videos within assigned topics or groups, incorporating elements like music, filters, boards, or interactive images to enhance their content. Importantly, all data is securely stored within the created group, ensuring privacy as it is shared exclusively among class members.

A notable feature is Flip's commitment to user privacy. The platform does not engage in the sale of users' personal information, establishing a secure and trustworthy environment. What adds to its appeal is that Flip is available free of charge, making it an accessible and cost-effective tool for educators and students alike (Robillos, 2023) (Hanh & Huong, 2021) (Flip 2023).

Flip use and research in the Ecuadorian framework

Flip's features have attracted the attention of researchers world-wide. However, in Ecuador the research pursuit has started with some investigation destined to examine its qualitative effect on students' speaking self-assessment (Mayorga Brito, 2022) (Sangurima Cajamarca, 2021) (Mora Palma, 2022), advocacy on how Flip positively influenced their own performance and motivation in practicing speaking (Cárdenas Sánchez & Naranjo Lozada, 2021) (Lainez Vera, 2022) the same of which occurred after this research's proposition (Difilippantonio-Pen, 2020) (Guapisaca & Garzón, 2022) , which as a matter of fact, was the inspiration for this study. The interest arisen from the matter relied on analyzing how the application of Flip could influence speech competence regarding to the component of knowledge, language and discourse (Burns, 2019) as its main object of study by focusing on the following criteria: fluency, pronunciation, grammar, vocabulary and content.

To enrich the scope of achievement of this regard, the content of the "Topics" was planned to adhere to the premises

of the constructivism teaching and learning theory since purposeful speaking activities rely on building knowledge from what individuals already know and mapping it with the new information input. In other words, it is envisaged that students move their inner conceptions of the world and combine them with what they are learning and reflect their acquired knowledge (Bada & Olusegun, 2015) (Driscoll, 1994)in this case by producing video-spoken responses.

To determine the extent to which the application of this platform influences the selected pupils' speaking performance, the following research questions have been stated:

1. Will the use of Flip significantly influence the students' speech performance after its application?

2. Will there be a relevant difference in scores between the experimental and the control group performances?

3. Which quality of speech competence will demand deeper awareness?

METHODOLOGY

This study adopts a quasi-experimental research design, as assignment conditions were not randomized but established at an institutional level. In accordance with this design, a deliberate treatment is administered to the selected experimental group, and subsequent analysis of the results aims to verify the impact of the proposed intervention (White & Sabarwal, 2014).

To gain a nuanced understanding of the specific outcomes stemming from this intervention, a case study was conducted. This involved collecting both qualitative and quantitative data pertaining to the phenomenon under investigation (Heale & Twycross, 2018).

Moreover, the Propensity score matching (PSM) method was utilized to construct the observation groups, seeking similarities in both groups; namely, age, level of education (White & Sabarwal, 2014) and accessibility to technological devices as well as connectivity to Internet.

Finally, to assess the impact of the intervention and ascertain the difference between the means of both groups post-application, Z-tests were conducted with a significance level set at 0.1 (alpha value). These tests scrutinized the collected data concerning the independent variable criteria in both groups.

In order to begin with this study, the research team had to make a request to the coordinator of the Language Institute at the Salesian Polytechnic University, Branch Quito-Ecuador with the intention that they would be assigned, in their teaching practice, with groups that may correspond to the A1 level according to the Common European Framework (Morrow, 2004).

Participants

Before students were allocated in the researchers' groups, they underwent a placement exam which is a university policy. Every freshman has to take an English placement Exam before they initiate their studies at this institution with the aim of establishing students' background knowledge and ability to use the language in common grounds. The rubrics implemented to assess students' English language skills are taken from the Cambridge Language Assessment bases. Once this process was finished, students were enrolled in the level and class they belong to.

The participants involved in this research correspond to the ones who demonstrated having low or zero knowledge of English in the exam mentioned above. Therefore, all the individuals began this study with equal conditions, and as a consequence a pre-test was not applied to this community of students.

The groups selected for this means of research were the ones coded as 21010 (n=30) and 21004 (n=30). In order to develop the proposal, group 21004 (n=30) was chosen to be the experimental target while 21010 (n=30) remained as the control group. The experimental group made use of the Flipgrid platform to influence their speaking performance by supplying responses to content-unit topics. On the other hand, the control group was taught by conventional teaching instruction.

Data Collection

Survey

To address a starting point, the researchers carried out a survey to validate the students' familiarity with teaching-learning apps or platforms and the degree of accessibility to technology and technological devices. The results from this survey were analyzed by using descriptive statistical methods.

Post-test on speaking performance

The experiment was carried out for 2 months and the teaching time consisted of 30 minutes per lesson. After the application of this experimental technique, post-test evaluations based on the quasi-experimental research method (White & Sabarwal, 2014) were administered to both groups to establish the students' acquired knowledge and management of the language by speaking. In the interest of collecting this data, a questionnaire was utilized in virtual interviews that corresponded to their first term examinations. Simultaneously, those interviews were analyzed and evaluated by the criteria of a speaking rubric.

Questionnaire

One of the researchers was committed to the formulation of a questionnaire which could appraise the participants' language acquisition subsequent to the usage of the technique. Initially, this questionnaire was prepared with 7 questions which were later on revised by the two other researchers for amendments and/or adjustments. Those questions encompassed the main instructed grammar topics during the first term and were designed in an open-ended format to elicit extended answers from the participants.

Interviews

Interviews were administered individually and lasted 7 to 10 minutes. Every recorded interview remains in the university portal. Quantitative results were obtained by applying the z-test.

Rubric

The rubric entailed for the evaluation of the participants' oral performance was adopted from a paper presented at the 28th International Conference on Teaching and Learning in the ROC (Wu et al., 2012). The criteria enclosed 5 aspects to evaluate speech accuracy: fluency, pronunciation, grammar, vocabulary and content. The descriptors of each criterion ranged with scales beginning with 1 (very low performance), proceeding with 3 (acceptable performance) and ending with 5 (outstanding performance).

Implementation

The application of this proposal has been divided in 5 phases as it is shown in the table 1.

Table 1. *Implementing Flipgrid for enhancing speaking performance*

Phases	Time Distribution	Activities
1	2 weeks	The main subject of this study corresponded to the enhancement of students' speech performance by using the asynchronous platform Flipgrid. On this stage, a grid was created for the experimental group containing the content topics of the first six units on the course book. Each unit held 4 scaffolded speaking activities observing the Constructivism practice (Bada & Olusegun, 2015) to focus on collaborative and individual production. To foster and bond the teacher-student-platform connections, the intended activities were guided by instructional videos.
2	1 week	After the grid content was created, the researcher in charge of the experimental group disclosed information regarding to the application of this research proposal and raised awareness on the importance of the students' engagement and participation. In addition to this, the researcher provided guidance in the use and accessibility to the platform Flipgrid and the general organization of the content units and the subsequent evaluations.
3	4 weeks	Thenceforth, the latter weeks were utilized to instruct grammar, vocabulary and general language used in daily life. To keep track of the teaching-learning progress, the planned activities were scheduled at the end of every unit.
4	3 weeks	Once the activities per unit were completed, the research associate-instructor provided feedback and observations. It is notably to mention that after comments were made, grades were assigned considering the evaluation criteria markers established in the rubric for speaking purposes of the current study.
5	1 week	Thereafter, the corresponding evaluations were administered to both the experimental and the control group.

Source: (Authors)

RESULTS AND DISCUSSION

Qualitative Analysis

First issue: Demographic analysis.

The data reveals that 46% of participants fall within the age bracket of 18 to 20 years, primarily attributed to the issue of recent high school graduates who typically constitute the majority of first-semester university registrations. Moreover, 20% of students were below 18 years of age, reflecting a notable proportion of early entrants. Furthermore, 17% of participants

belonged to the age cohort spanning from 21 to 24 years, indicative of young adults transitioning into higher education. Conversely, the remaining 17% comprised individuals aged 25 years and older, suggesting a diverse demographic mix within the university population.

Second issue: Availability and accessibility to technological devices and internet connectivity.

As the researchers and the participants involved in this study had to exchange knowledge via online learning, the second inquiry of the applied survey corresponded to the confirmation of technological availability to guarantee students' active participation. The 90 percent of students would have feasible access to the platform with a technological device. Nevertheless, the 10 % of students manifested that they would have a certain limitation to attend to classes because of the lack of a technological device at their disposal; however, they solved this issue by using the computers located in the library in the south campus of the university.

Third issue: Beneficial usage of apps or platforms to improve speaking skills.

93.33 % of the participants showed a favorable response towards the benefits of developing their English learning skills by web-based applications. In fact, that appealing tendency confirmed the researcher's interest in utilizing applications or platforms to optimize their students' speech performance. Nonetheless, the 6.66 % of the participants indicated that the use of platforms or apps would not be advantageous to learn the target language.

Fourth issue: Prior use of other teaching-learning apps or platforms.

When being asked about the previous usage of platforms or apps for educational purposes, Figure 1 denoted that 70 % of students mentioned that they had not used any apps or platforms for practicing or enhancing their macro or micro skills in learning English. On the other hand, the minority of students reported having already worked with some tech derived sites; namely, Duolingo (6.6 %), Cake (3.3 %), Cambridge LMS (3.3 %), and Lingodeer (3.3 %). The 6.6 % have made use of Google Translator as a tool in their English classes and 6.6 % mentioned having practiced their English skills through the university MOODLE platform called AVAC.

Figure 1. Platforms previously used in learning the target language.
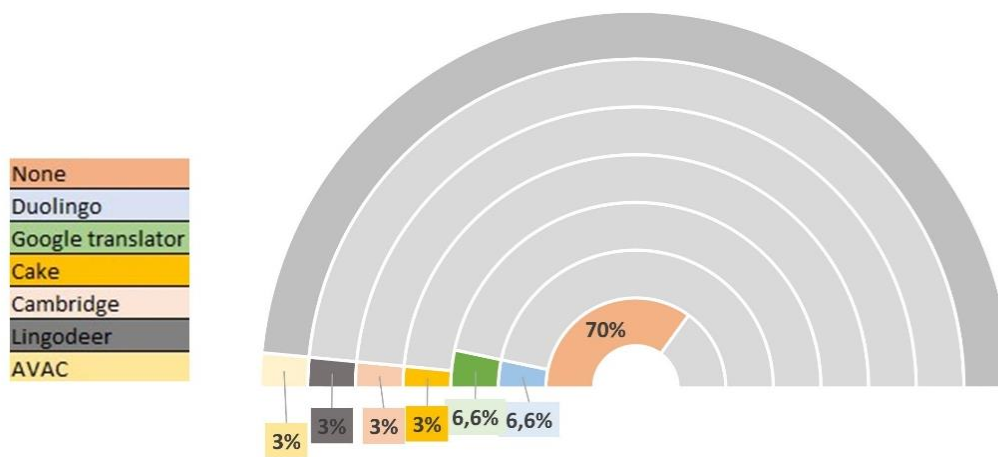

Source: Borja, C & Guzmán, P (Authors)

Fifth issue: Prior knowledge of Flipgrid as a teaching-learning platform.

The responses derived from this question showed that the participants had not employed the intended platform "Flipgrid" prior to this course; arising expectation on its properties and diverse advantages.

Sixth issue: Further inquiries

When being surveyed about what skill, aside from speaking, they would have liked to improve by using this platform, the majority of students exhibited a remarkable division in their preferences, with 40 % expressing a desire to improve their listening skills and an equal 40 % aiming to enhance their reading abilities. In contrast, the skill of writing garnered less enthusiasm, with only 20 % of respondents indicating a desire to improve in this area, as illustrated in Figure 2. The identified division in students' preferences for improving listening and reading skills over writing skills presents an intriguing avenue for further research in the teaching-learning area of English as a foreign/second language.

**Figure 2**. *Skill tendencies regarding to the use of Flipgrid.*
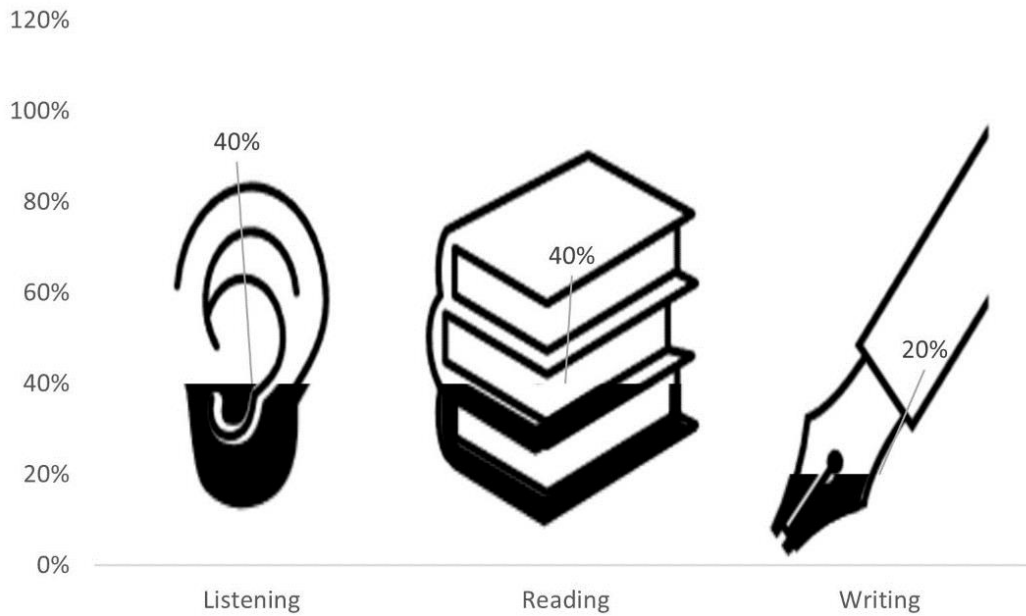
Source: (Authors)

Quantitative Analysis

Post-test on speaking performance.

After the analysis of the data obtained from the tests applied to both the control and the experimental group, it has been determined that the z-computed value of 1.88 is higher than the z-critical value of 1.64 as shown in **figure 3**. Otherwise stated, the use of Flipgrid as a means of an educational tool has a meaningful effect on the development of accuracy in this population's speaking abilities.

Figure 3. *Illustrated z-values.*
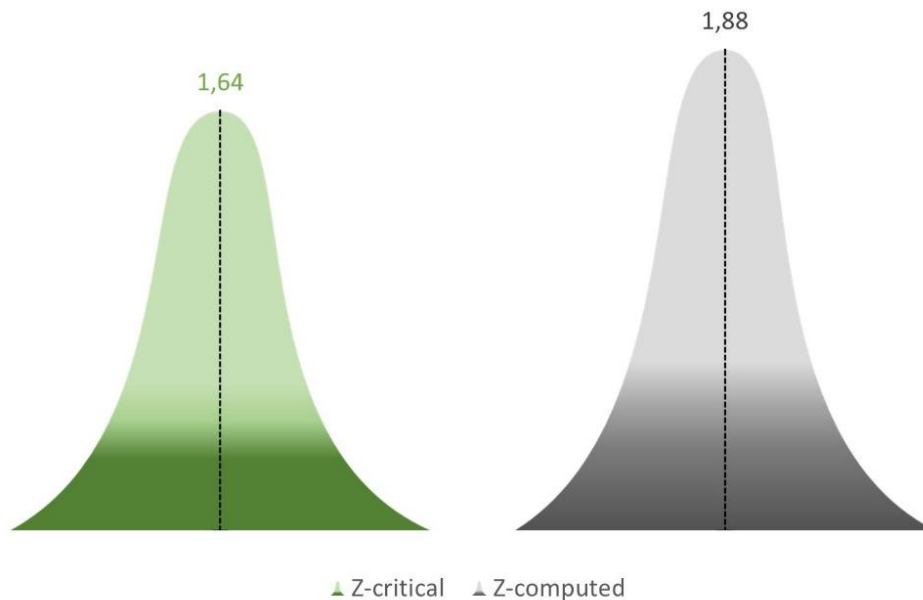
Source:(Authors)

Criteria analysis on both the experimental and the control group

Deeper analyzes in both groups determined that the greatest performance shown by the experimental group relies on grammar, representing that the speaker was able to transmit his/her ideas with appropriate grammar, granting with this the comprehensibility of his/her oral production as visualized in Table 2.

Table 2. *Mean and Standard Deviation scores based on students' speech performance.*

Criteria	Experimental		Control	
	Mean	**SD**	**Mean**	**SD**
Fluency	3	2.7	3.2	3.16
Pronunciation	3.33	3.07	2.93	2.82
Grammar	3.93	3.54	2.27	2.27
Vocabulary	3.6	3.19	2.93	2
Content	3.33	2.98	3.07	3.07

Source: (Authors)

It is remarkable to mention that the grammar criterion exhibited the most representative difference in performance when comparing the experimental and the control group. As shown in Table 2 the experimental group achieved a Mean score (MS) of 3.93 and a Standard Deviation (SD) of 3.54. On the other hand, the control group obtained a Mean of 2.27 and an SD of 2.27. When discussing the most representative strength in the control group, fluency appears to be the most outstanding graded criterion with a MS of 3.2 and a SD of 3.16 which means that during the evaluation, the speaker rarely hesitated in expressing his/her ideas. However, he/she normally demonstrated general knowledge of the desired words which allowed the student to have a rather constant flow of ideas. In addition, with regards to the same criterion, the experimental group displayed a slight decrease in performance with a Mean score of 3 and a SD of 2.7.

A significant insight is drawn as well in the criterion of Vocabulary due to the difference in scores in both groups. The experimental group with a Mean of 3.6 and SD of 3.19 presented further awareness of the meaning of words and their most suitable usage. Whilst the control group mean score of 2.93 and SD of 3 exposed a weaker oral production in respect to this issue. The remaining criteria preserved the increasing tendency to differ from both groups results, and with this yielding a favorable increase in the experimental group performance scores.

Pertaining to pronunciation, the experimental group denotes a Mean of 3.33 and SD of 3.07, which compared to the Mean of 2.93 and SD of 2.82 of the control group, entails that the experimental participants' verbalization was generally more accurate, with more correct inflections, numbers of syllables and other better appropriate speech features. In respect to content, the Means and SDs of both groups yielded a minor deviation among each other. When considering the experimental group, the mean was 3.33 and the SD 2.98; meanwhile, the Mean and the SD of the control group were 3.07 and 3.07 respectively. In other words, the speakers from the experimental group demonstrated better awareness of the questioned topics and attempted to provide relevant ideas about them with details.

Flip's engagement

Figure 4 illustrates the extent of engagement and interaction on the platform during the implementation of this proposal. Students were afforded the opportunity to review recorded videos submitted by their peers, as well as instructional content and exemplars provided by instructors. This facilitated multiple instances wherein students sought clarification and reinforcement of concepts assimilated throughout the learning process.

Figure 4. Flip's engagement
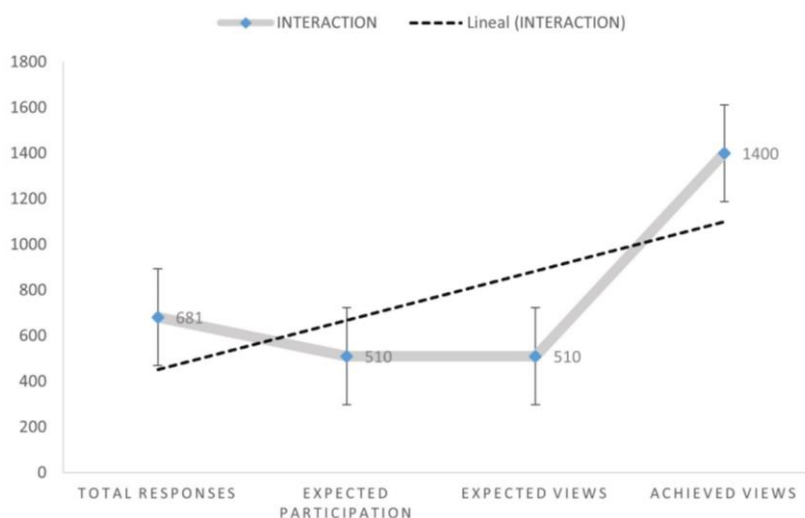
Source: (Authors)

The main objective of the current study expected to determine whether the use of the Platform Flipgrid would positively influence the speaking performance of beginner students who attended a local college; assumption which was

proven correct after the analysis of the data obtained from the evaluations presented after the application of the technological tool as a means of instruction. The data implied that the participants proved to be knowledgeable about the topics that encompassed the first term of the course book. This result coincides with the one on the study of Flipgrid for speaking success (Muslimin et al., 2022) in which the participants involved demonstrated their expertise in the target content usage, their highly developed connection proficiency and independent self-recognition progress.

With regards to the criteria considered as a focus towards evaluating the participants' speech, this study included fluency, pronunciation, grammar, vocabulary, and content. Likewise, in the study ran by Hanh (2021), the researchers analyzed somewhat similar criteria namely, grammar, pronunciation, vocabulary, idea development and fluency; with a similar positive outcome in the data analyzed after the post-tests were administered to the experimental and control group (Hanh & Huong, 2021).

When analyzing both studies, it is notably to state that the hypothesizing testing was drawn differently in each investigation. The Hanh (2021) study utilized the T-test formula whereas the Z-test was applied in this research.

Notably, a seemingly favorable outcome in terms of T-testing was achieved by another study (Robillos, 2023) whose results posed content as its most developed skill criteria which implied that students could achieve appropriate level of discussion in completing the assigned topics.

It is remarkable to mention that studies have been exploring other areas of knowledge considering deeper levels of education like the course of values taught by the University of Rome, Foro Italico (Isidori et al., 2021) which also demonstrated beneficial effects on the critical and reflective students' competencies towards the worthy education of European values, reaching the highest scores in their final examinations.

Along with performance development focuses, some other studies directed their inquiries by applying more qualitative research methods. Some have established the overall level of acceptance and preference of Flipgrid as a means of educational tool to engage on video discussions (Lowenthal, 2022) in a totally online mode class, whose analyzed data proved that the prevailing tendency entailed that the participants found Flipgrip particularly enjoyable at the moment of communicating their ideas and participating in the platform with their peers. Additionally, others advocate favorable obtained responses regarding to this platforms' accessibility, connectivity and psychological attainment and portray Flip as a valuable interdependent educational tool (Syahrizal & Pamungkas, 2021). Some even attempted to seek in Flip a replacement to face to face speaking activities (Hammett, 2021). appointing motivation for learning and self-improvement in the users' speaking skills as its fundamental outcome.

LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

One of the main constrains faced by this study is the major challenge in locating recent data that provides quantitative results on the influence of Flip on second language acquisition (SLA) regarding to language competence in Ecuador, specifically in formal research contexts. This gap in the literature was one of the motivations for exploring this topic. Previous studies (Mayorga Brito, 2022) (Sangurima Cajamarca, 2021) (Mora Palma, 2022) have primarily concentrated on reducing the affective filter associated with language learning, often overlooking the importance of linguistic appropriateness. This finding was unexpected, given the platform's significant potential to enhance language accuracy and fluency. Nonetheless, international research proved to be more accessible, aiding the investigators in sustaining their literature core.

Furthermore, another boundary that was encountered during the application of this proposal is the fact that most students mainly participated in the intended activities with the sole purpose to fulfill grading requirements. In contemporary educational settings, it has become increasingly challenging to engage students in practicing a foreign language out of intrinsic motivation. Without underestimating the results gathered from this investigation, which demonstrated the superior performance of the experimental group compared to the control sample, the decrease of this intrinsic impulse is one that educators—regardless of subject area—must address on a global scale. In light of this, a few key questions arise for further investigation.

What strategies can be implemented to foster genuine participation?

Are teachers adequately prepared to foster intrinsic motivation among students?

FINAL REMARKS

Synchronous and Asynchronous platforms, like Flip have become widely useful tools in our evolving educational field that has abruptly changed our customary teaching practices due to COVID mainly. With the requirement to meet the need of connection and interaction between students and teachers, Flip has proven itself to positively influence students'

performance at different levels of education; namely, school, high school and college.

Considering the focus on college education as the target demographic for this investigative study, it can be deduced that the experimental group of students involved in this research exhibited a discernible positive impact when utilizing the proposed platform. This effect was particularly evident in their midterm oral evaluations assessing speaking competence in EFL. It is notably important to mention that following the application of the established educational outline for this research, the results showed substantial differences between the control and experimental group, denoting improvement in the experimental party after the data was analyzed. Indee, the scrutinized data served as a means of measurement to deeply analyze the impact caused by the application of Flip in each of the criteria aspects regarding to speech competence; fluency, pronunciation, grammar, vocabulary and content.

It is crucial to emphasize that most aspects of speech competence were positively enhanced. Nevertheless, the SD of the feature corresponding to Fluency indicated lower performance in the Experimental group. Succeeding detailed examination of the data derived from the Z-scores, it was discerned that, while there exists a positive trend in the outcomes resulting from the proposed intervention, the mean scores and standard deviation values within the control group consistently reflect a comparatively lower performance across individual assessment criteria. This observation prompts further investigation into the underlying reasons for this phenomenon.

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