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**UNIVERSIDAD HISPANOAMERICANA**  
**SCHOOL OF LANGUAGE TEACHING**  
**ENGLISH TEACHING**

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN**  
**ENGLISH LANGUAGE TEACHING**

**THE IMPACT OF IMPLEMENTING THE ASYNCHRONOUS DEBATES**  
**THROUGH THE FLIPGRID TOOL ON THE ORAL AND ARGUMENTATIVE**  
**SKILLS OF INTERMEDIATE LEVEL GROUPS A AND B AT CENTRO DE**  
**IDIOMAS ALCANZA DURING THE THIRD QUARTER OF 2021**

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**2022**

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## SWORN DECLARATION

Yo Karina Soto Umaña, mayor de edad, portador de la cédula de identidad número 1-1662-0649 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: **THE IMPACT OF IMPLEMENTING THE ASYNCHRONOUS DEBATES THROUGH THE FLIPGRID TOOL ON THE ORAL AND ARGUMENTATIVE SKILLS OF INTERMEDIATE LEVEL GROUPS A AND B AT CENTRO DE IDIOMAS ALCANZA DURING THE THIRD QUARTER OF 2021**, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento antes Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 12 días del mes de abril del año dos mil veintidós.

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Cédula 1-1662-0649

## LETTER FROM THE TUTOR

### CARTA DEL TUTOR

San José, 12 de julio de 2022

***Destinatario***

***Carrera: English Language Teaching***  
***Universidad Hispanoamericana***

Estimada señora:

La persona estudiante Karina Soto Umaña, cédula de identidad número 116620649, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: THE IMPACT OF IMPLEMENTING THE ASYNCHRONOUS DEBATES THROUGH THE FLIPGRID TOOL ON THE ORAL AND ARGUMENTATIVE SKILLS OF INTERMEDIATE LEVEL GROUPS A AND B AT CENTRO DE IDIOMAS ALCANZA DURING THE THIRD QUARTER OF 2021, el cual ha elaborado para optar por el grado académico de Licenciatura.

En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	28
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		98

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

***MSc. Ariel Gustavo Vargas Vindas***

***Cedula: 204420300***



## CARTA DEL LECTOR

San José, 18 de mayo de 2022

Universidad Hispanoamericana  
Carrera. Licenciatura en la Enseñanza del Inglés

Estimado señor

La estudiante Karina Soto Umaña, cédula de identidad 1-1662-0649, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The Impact of Implementing the Asynchronous Debates Through the Flipgrid Tool on the Oral and Argumentative Skills of Intermediate Level Groups A and B at Centro de Idiomas Alcanza during the Third Quarter of 2021", el cual ha elaborado para obtener su grado de "licentiate in English Language Teaching."

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

**Roy Alfaro**  
**Alfaro**

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## DEDICATION

To

### My Family

#### **Jeannette Umaña**

A strong and gentle soul who taught me to trust always in God, believe in hard work and that so much could be done with little. For praying every day, for loving and supporting me for so many years.

#### **Minor Soto**

For earning an honest living for us and for supporting and boosting me to believe in myself. For teaching me that being successful in life is not about money, but about loving what you do.

#### **Diego López**

For encouraging me and supporting me in all I needed throughout these months.

#### **Gabriel Soto**

For always being there when I needed a favor and for staying on track of everything.

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First, I would like to thank God for giving me the strength. Thanks to all the teachers I have had throughout my life. I learned a lot from them. Special thanks to my English teachers, some of them have been my inspiration and have made me love teaching. Finally, my gratitude to my thesis tutor Msc. Ariel Vargas Vindas, Msc. Julio Castro Miranda for their valuable advice, and to all the students who were disposed to collaborate with all the instruments applied in this project.

## ABSTRACT

The use of technology in education has increased over the years in order to motivate the students and to help them improve their English learning process in general. Through the pandemic, professors have been challenged to reorganize the way they do their job. Educators have been experimenting with online materials trying to replace traditional educational models with some models conducted by technology. For this reason, this investigation is intended to analyze the impact of implementing the Asynchronous debates through the Flipgrid tool on the oral and argumentative skills of Intermediate level groups A and B at Centro de Idiomas Alcanza during the third quarter of 2021.

In addition, this research will provide detailed information to Centro de Idiomas Alcanza about the manipulation that the educator and students are giving to the Flipgrid tool in the virtual lessons to consider the use of the tool as part of the English as a second language lessons in this institute. Also, this research will provide insights of the students oral and argumentative skills progress and the use of Flipgrid features. This will give the option to other institutions to even consider the use of this tool in the future as an option to practice and improve oral skills. Lastly, the investigator will provide to Centro de Idiomas Alcanza a set of asynchronous activities that can be done by using Flipgrid tool to foster oral production and argumentative skills.

**Keywords:** Flipgrid tool, asynchronous debates, oral and argumentative skills.

## RESUMEN

El uso de la tecnología en la educación se ha incrementado a lo largo de los años para motivar a los estudiantes y ayudarlos a mejorar su proceso de aprendizaje del idioma inglés en general. A través de la pandemia, los profesores se han enfrentado al desafío de reorganizar la forma en que hacen su trabajo. Los educadores han estado experimentando con materiales en línea tratando de reemplazar los modelos educativos tradicionales con algunos modelos conducidos por la tecnología. Por tal motivo, esta investigación pretende analizar el impacto de la implementación de los Debates Asincrónicos a través de la herramienta Flipgrid en las habilidades orales y argumentativas de los grupos A y B de nivel Intermedio en el Centro de Idiomas Alcanza durante el tercer trimestre de 2021.

Además, esta investigación brindará información detallada al Centro de Idiomas Alcanza sobre la manipulación que el educador y los estudiantes le están dando a la herramienta Flipgrid en las lecciones virtuales para considerar el uso de la herramienta como parte de las lecciones de inglés como segundo idioma en este instituto. Además, esta investigación proporcionará información sobre el progreso de las habilidades orales y argumentativas de los estudiantes y el uso de las funciones de Flipgrid como tal. Esto dará la opción a otras instituciones de incluso considerar el uso de esta herramienta en el futuro como una opción para practicar y mejorar las habilidades orales. Por último, el investigador proporcionará al Centro de Idiomas Alcanza un conjunto de actividades asincrónicas que se pueden realizar utilizando la herramienta Flipgrid para fomentar la producción oral y las habilidades argumentativas.

Palabras clave: herramienta Flipgrid, debates asincrónicos, habilidades orales y argumentativas.

**CHAPTER I**  
**RESEARCH PROBLEM**

## 1.1 RESEARCH STATEMENT

As Cooper (2016) points out “learning a second language provides many benefits. Recent studies have shown that speaking a second language keeps the brain more active. Furthermore, English keeps the brain more active and facilitates communication when traveling abroad.” (p.2). According to Neeley (2012) “English is now the global to be language of business; well-known companies around the world started out in countries where English is the first language or do business with these companies.” (para.1)

Also, knowing a second language increases the opportunities to obtain a superior job position. Mishra (2020) noted “international companies tend to widen their reach across the globe by hiring candidates who can blend in seamlessly with other cultures and fill the communication gap between them and their clients.” (para.3). Also, “through learning a foreign language, the fluency will give individuals the opportunity to become a global employee.” (para.1)

Therefore, as it is mentioned by Malihah (2010) “speaking is an extremely important part of the teaching-learning process of acquiring a second language. It is expressed that students need to learn the correct expressions to communicate in the real situations.” (p.85)

Mastering oral skills in English is a priority in second language apprentices. Consequently, the ability of speaking fluently requires not only an expertise of language but also the facility to process information and language to deliver meaning. Malihah (2010) mentions “Among the four language skills, learners consider speaking as the most difficult one since it needs great courage as well as preparation to produce the language.” (p.86)

In addition, in the process of EFL acquisition, motivation has been one of the most significant factors that contributes to effective learning. As Ellis (1997 cited by Vargas 2015) mentions “motivation involves the arousal and maintenance of curiosity in which learners feel personally involved in learning activities” (p. 76). On the other hand, “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and that there is no appropriate curricula and teaching techniques that ensure student achievement” (Ying 2005 cited by Vargas 2015, n.p.). Additionally, a dispirited student prefers to refrain from participating in “communicative activities, losing interest, and becoming more frustrated in the process of learning a L2” (Ellis 1997 cited by Vargas, 2015, p.81). For that reason, it is very important to provide a space for creating student’s confidence and facilitating their participation in order to keep them motivated to learn. “motivation can result both from learning and produce learning” (Ellis 1997, cited by Vargas 2015, p.76).

In order to help students with their preparation to produce the language and to keep them motivated to learn, according to Pratiwi (2015):

The development and implementation of language teaching programs can be approached in several different ways. A design of curriculum applied is a picture to teacher to teach English. Identically, the curriculum will give an image of input, process, and outcomes that will and should be achieved successfully. Unfortunately, the teaching-learning process of mastering English does not run well. It is because the use of outmoded methods as approaches in teaching English. In the big progress of technology and critical thought of people outwardly it cannot guarantee the development of methods in teaching English. With attention to methods used by teachers in teaching-learning process, methods

that are too old or undeveloped should be revised into a new one to make the process of teaching and learning can be more effective and practical. (p.2)

Additionally, Larsen-Freeman (2007), mention that it shows that it is hard to change an old-fashioned method or to make a new paradigm of methods to be released and accepted by teachers when teachers cling in one old method that is considered as the best method for them. (p.2)

Anjaniputra et al. (2013) argue:

Teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. Given that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning, these become the focus of the investigation. (p.2)

### **1.1.1 Background of the problem**

Although learning a second language as English is an important element to be successful and to find opportunities in today's competitive job market, it can be difficult for several people because the methodologies or procedures to teach English do not expose them enough to achieve the expected English and the ability to communicate properly.

There are institutions that continue to use outdated methodologies that do not provide ample opportunities for the students to receive adequate exposure and practice and oftentimes results in high desertion rates.

Espinoza et al. (2014) mentioned:

Computer technology is the greatest technological tool to empower students' language learning because with computers learners can access different applications like internet, email, software, games, speech processing, digital videos among others which gives them the access to different authentic materials, sources and tools that will motivate them to learn and use English. (p.428). Most of the current school and high school students were born in a technological era, technology has been implemented in their learning process.

Researching in order to get conclusions about what techniques can be applied in the classroom using technology in order to make students communicate in the target language is a way to contribute to improve the level of English of our country.

The private language institute where this investigation is taking place has been already teaching English in Costa Rica for several years. The students that are participating in this investigation show issues in the oral and argumentative skills within the virtual lessons. There is a need of developing and improving these skills, students need to be capable to interact without complications and express themselves easily.

One of the main aspirations of students when they start taking an English course is being able to speak. In the case of this language institute, students need to be able to fluently talk to a native American speaker in an English-only environment when they get to the fifth book, which is the transition from intermediate to advanced level in the institute, and many are dropping out before getting there because they are complaining about "repeating a lot" even they feel frustrated once they get to the advanced level.

As Anjaniputra et al. (2013) argue “teachers can use different strategies of teaching to achieve teaching-learning goals and objectives” (p.2). Furthermore, it is fundamental to innovate in the language teaching and learning process.

Carless (2012) defined “innovation is an attempt to bring about educational improvement by doing something which is perceived by implementers as new or different.” (p.1). It is also expressed by Carless (2012) “the management of innovation is a critically important field because the development of education rests in its hands.” (p.1). It brings to the purpose of innovating with a well-known technique as it is the debate technique by implementing the use of technology through the Flipgrid online tool from Microsoft, in order to see the impact in the students oral and argumentative skills and to enhance their motivation in language production. Also, by testing the implementation of this asynchronous tool on oral and argumentative skills allow teachers to make decisions on using or not this tool at the institute for future lessons.

### **1.1.2 Problematization**

In Costa Rica, English teaching has been implemented as part of the mandatory subjects and through the years the Ministry of Public Education (MEP) has tried to focus on different methods, techniques, and approaches English teachers can use to develop the lessons. At this moment due to the world pandemic, the virtual lesson is something new for everybody. Teachers must plan according to an online environment and students must get used to it.

According to Mekonge et al. (2012):

In the acquisition of a second language, speaking is a vital skill to master. In many countries because speaking skills are not assessed, teachers usually disregard the skill and focus on other areas of language learning features such as grammar or vocabulary. (p.2).

The researcher works with intermediate level students at this institute. It usually seems that students enjoy the listening and the writing activities, but they do not like the reading and speaking ones, mostly speaking, besides the pronunciation errors they make, they do not like when the teacher asks them to talk about something specific; therefore, the idea of implementing a technique to reinforce the oral and argumentative skills of these students in an asynchronous environment.

According to Gilbert (2013):

Some of the issues that affect the English class specifically in oral production is the lack adequate exposure to English during the lesson, as well as the limitation of vocabulary, lack of development of extensive listening, speaking and reading; students are unable to structure their ideas and meanings in a coherent way because of the pressure when the teacher asks the students to argument. (p.233)

Based on the situations mentioned above, there is a need in improving the ability to speak in English and that is the reason the Flipgrid tool will be implemented to debate. In this way, teachers from the institute will be able to consider this tool and implement it at the convenience of their future English oral lessons, and to come closer to the expectations of education in the 21st century. Also, it will be possible to verify that these debates could be used in a classroom or in an asynchronous environment, it is something that teachers are not used to perform, but that must be accepted as a new reality from now on.

## **1.2 FORMULATION OF THE PROBLEM**

### **1.2.1 Research question**

The following is the research question of this thesis: What is the impact of implementing asynchronous debates through the Flipgrid tool on the oral and argumentative skills of intermediate level groups A and B at Centro de Idiomas ALCANZA during the third quarter of 2021?

## **1.3 OBJETIVES OF THE INVESTIGATION**

### **1.3.1 General objective**

To define the impact of implementing the Asynchronous Debates through Flipgrid tool on the oral and argumentative skills of intermediate level groups A and B at Centro de Idiomas ALCANZA during the third quarter of 2021.

### **1.3.2 Specific objectives**

- a) To identify the main difficulties students of intermediate level groups A and B are facing when performing oral and argumentative skills at Centro de Idiomas ALCANZA.
- b) To describe the results obtained after the implementation of the Asynchronous Debates through Flipgrid tool using evaluation rubrics with the students of intermediate level groups A and B at Centro de Idiomas ALCANZA.
- c) To analyze the features of the Flipgrid tool that are involved during its use by intermediate level groups A and B at Centro de Idiomas ALCANZA.
- d) To determine the advantages and disadvantages of implementing Asynchronous Debates through Flipgrid tool.

#### 1.4 SCOPE AND LIMITATIONS

The researcher has been teaching at an English institute for over two years and it has been very impressive how that institute has grown its population during that time. It could be said that the growth in population has happened because of their students' success and their references thanks to their own improvement. However, as any other teaching program, it has its strengths and weaknesses. What the investigator pursues then is to make one of these weaknesses a strength for the program to be even more successful. This institute is a private language school that has been operating worldwide for about 8 years. This language institute provides English courses on Saturdays mostly.

Therefore, most students are adults who work and take the English course to either learn the language or improve it. The language school also has students who are teenagers and go to high school on weekdays, so they take English courses on Saturdays.

This private institution has its own textbooks. There are six books to guide students through the process of learning English. Students are considered advanced students once they start the fifth book.

Each book has sixty lessons that have been designed to be taught in one hour. The institute has its own audio exercises for the students to practice their listening skills. The first one hundred and twenty lessons of the syllabus which correspond to the first two books are based on drills from the Situational Language Teaching Approach and the Audiolingual Method. This means that students attend classes for one year to perform drills mostly. That surprisingly seems to work for some students because once they get to more advanced levels, they are able to communicate; but in many other cases, they do not feel

ready to convey a prompt message. Students need other approaches and not only the drill repetition to feel more comfortable when speaking in the target language.

In this institute students drop out the most during the intermediate level which is the time of the program when they have been drilling for over a year. Students by this time enunciate that they are tired of “repeating”; therefore, they demand exercises that allow them to express themselves because “they feel like they are not learning.” The size of the groups when the program gets started is of fourteen students and, on average, only half of them finish the first year.

Although this institute has succeeded, it is evident that a different approach needs to be added to the intermediate level in order to decrease dropout rates during that level and to well prepare the students for prompt speech, since they will need this skill at the advanced levels and once the whole program is finished.

Based on that, the investigator has decided to implement Debates through Flipgrid tool in order to measure how successful this tool can be among students of the intermediate level. The implementation of the tool will help to evaluate the impact in the oral and argumentative skills of intermediate students at the institute. Students have the necessity of having innovative activities to stimulate these skills.

While working on this investigation, the researcher might find some limitations. As mentioned by Galan (2010) once the research is justified, it is necessary to raise the limitations within which it should be carried out. Not all studies have the same limitations.

In this case the main limitation is the size of the groups. At this private institute, the biggest groups have fourteen students; therefore, the researcher works with two groups at the same time.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## 2.1 SPEAKING SKILL

Learning a language is much more than learning verbs, expressions, and grammar. Learning a new language is to know how to communicate, understand and explain yourself, and normally it is done by the oral expression, well known as “speaking” in English. It is one of the main four skills that are developed in the language (speaking, reading, writing, and listening) but also one of the most difficult abilities to learn.

Oral speaking is fundamental for any language, and in English, it is not an exception. Normally, this skill defines what is the English level of the speakers because those who know how to speak, how to express themselves and pronounce well, are prepared to interact in formal and informal conversations with native speakers.

Conforming to Gani et al. (2015) “speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself.” (p.19). It is explained that speaking is related to the capacity of expressing our thoughts orally in a certain context to convey meaning. In other words, speaking refers to the verbal skills people has to transmit message through the language. Furthermore, Mart (2012) says that “speaking is the capability of talking, producing speech or interchanging ideas by using the language.” (p.91)

When denoting to the word “speaking” it is referred to the oral interaction, talking and listening. It can be defined as the capacity of producing complete oral messages that are relevant and make sense. One of the main complications is the fluency and the pronunciation, students may consider speaking as one of the most difficult English skills to develop.

In the teaching and learning process of a second language, speaking has a wide meaning. Students have to know about the context and correct usage of the language when they speak. Speaking is considered as the process of creating and producing speech with the sounds the vocal cords produce. Gani et al. (2015) state that “students have to learn about organizing their ideas, organize the sentence structure, and convey meaning in spoken way with good voicing and clear message.” (p.19).

Speaking is not only important to communicate with native speakers, but also for academic purposes and tests. Speaking is part of one of the most common and essential tests for English as a second language students, such as TOELF, TOEIC, among others.

According to Gani et al. (2015):

Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language. (p.17).

In general terms, speaking can be considered as an essential tool, since it facilitates the communication between countries that are dedicated to importing and exporting assets and services, therefore having professionals that can read, write, and interpret the language could help the country in the occupational, economical field, among others.

To develop oral skills can be considered a challenge for the students because it requires knowledge, perseverance, determination, as well as avoid feeling bad for making mistakes. To speak English well, a good practice is to interact with people, listen to them attentively and keep practicing.

### **2.1.1 Micro and Macro Language skills**

The language skills are related to different aspects of the use of the language. These are the ones who allow people to communicate effectively with others. The main four skills are listening, reading, writing, and speaking.

Listening is the ability to understand what is heard. Listening is the first language skill that people acquire in their mother tongue. It is necessary to listen and understand what is being said, and to comprehend other people ideas.

Speaking is about expressing thoughts and ideas correctly. Speaking is the second language skill that people acquire in their mother tongue. By speaking people articulate sounds and words, express ideas, feelings, and it is the main mode of communication.

Reading is about understanding what is read. Reading is the third language skill that can be acquired in the mother tongue. It helps to decode a written message, to understand instructions and information and the reader should know the written symbols.

Written expression is about writing correctly. It is the fourth language skill that people acquire in their mother tongue. People express ideas through symbols, writing helps to express and communicate ideas and the symbols may change according to the country or culture.

To become a good communicator, it is necessary to master each of the four language skills or abilities. These skills give students the opportunity to create contexts in which to use the language for the exchange of real information, tests of their own ability which is the proof of learning and confidence.

Reading and listening can be described as receptive skills because students do not need to produce the language, they only receive the message and try to understand it. On

the other hand, the productive skills are speaking and writing because students are using these skills to produce the language.

### **2.1.2 Micro-skills of speaking**

The criteria about the oral production of the learners are very important to test them properly. The knowledge about the macro and micro skills of speaking plays main roll in such criteria.

Making allowances for current issues in teaching oral communication, and with the aim to provide some outlooks to the more practical consideration of speaking skills, Brown (2004) states the micro skills of speaking:

Differences among English phonemes and allophonic variants. English stress patterns, words in stress and unstressed positions, rhythmic structure, intonational contours and chunks of language of different lengths. The use of an adequate number of lexical units (words) to accomplish pragmatic purposes. The use of grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms. The production of speech in natural constituents, in appropriate phrases, pause groups, breath groups, and sentence constituents. Express a particular meaning in different grammatical forms. Monitor one's own oral production and use various strategic devices such as pause, fillers, self-corrections, backtracking to enhance the clarity of the message. (pp. 142-143)

When speaking it is significant to plan the topic and content of the speech, also, to handle the speech, the speaker should start and finish the conversation, to relate one topic to another. The speaker should lead the interaction, choose the right time to interfere and give up the turn to speak, among others.

### **2.1.3 Macro-skills of speaking**

Brown (2004) states the macroskills of speaking:

Appropriately accomplish communicative functions according to situations, participants, and goals. Use appropriate styles, register, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations. Covey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. (p.143)

There are also some aspects related to macro skills of speaking, for example when the speaker is committed that a comment refers to reality and that it is a fact, such as admitting, notifying, confessing, affirming, denying, etc. Similarly, when someone obligates the listener to do something such as requesting, requiring, prohibiting, advising, etc. In addition, when someone obligates the speaker to do something, such as promising, swearing, offering, guaranteeing, among others. Likewise, when expressing the mood of the speaker, such as congratulating, welcoming, apologizing. Finally, when it changes the state of something such as naming, baptizing, surrendering, accusing, etc.

### **2.1.4 Basic types of classroom speaking performance**

Speaking is compounded of five basic types, distinct from one to another and organized in a specific order. The way they are organize, is made, considering the

proficiency level indicators of the foreign language learner. Assessment criteria are almost always assumed according to the sorts of speaking order.

There are five types of classroom speaking performance:

The first one is imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production a number of prosodic, lexical and grammatical properties or language may be included in the criterion performance, interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. (Brown, 2004, p.141)

It can be said that this is how children learn how to speak, by imitating, they listen to the people that surround them, and they try to repeat the same sounds to ask for things, express feelings and to communicate. This can be done with adolescents or adults, by listening and imitating students can learn the language easily.

There are some activities that could be implemented such as “word repetition” where students are asked to repeat after the teacher, also, another activity such as “do you remember?” and some others. These kinds of activities can help to assess the oral production and the pronunciation skills.

The second type is intensive, it involves the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. (Brown, 2004, p.141)

This type is based on grammatical and phonological aspects of language. Students have to show their linguistic abilities by producing short stretches, for these kinds of activities, teacher could bring pictures for the students to tell a story or an event.

The third type is responsive, it includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts. (Brown, 2004, p.142)

This helps to check the students' capacity to get involved in group discussions. Teacher can implement an activity where the students are questioned and they must answer, like "questions and answers", they can respond with short sentences or can also elaborate a more detailed answer depending on the question.

The fourth one is interactive, the difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiples exchanges and/or multiple participants. (Brown, 2004, p.142)

This type as it was mentioned includes long stretches of language. Some of the activities that can be implemented are group discussions, role-plays, interviews, among others, where students have to speak for a longer time and can get involved in a conversation with the teacher or classmates.

The fifth type and the last one, extensive (monologue), it includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. (Brown, 2004, p.142)

This can be described as one of the most challenging aspects of the speaking skill, because the student must speak for a long time, showing reports, product, and services

presentations, giving facts, etc. Students are usually evaluated through a checklist or evaluation rubric elaborated by the teacher to assess their oral performance considering their fluency, accuracy, grammar and some other aspects.

### **2.1.5 Teaching Speaking**

Speaking is one of the most important skills in the acquisition of a Second Language because the use of speaking is the most common way people transmit messages in daily life. As it is mentioned by Malihah (2010) “speaking is a crucial part of second language learning and teaching”. (p.85)

When teaching English is general is important to plan the lesson and to be organized but it also important that students feel relaxed during the lesson, if the teacher feel part of the class and is relaxed, then the students will also feel inclined to participate.

To start with the lesson the teacher could start with a warmup, for example in a speaking lesson if the teacher would like to work on fluency, she/he can give each student a picture of an animal, create subgroups of five dogs, five cats, five horses, five cows and each student has a card with an animal on it, then each student should ask to the other classmates “which animal do you have?” without seeing the other students’ card, and find out who belongs to their group. In this activity students will speak to each other, and it will help to improve their fluency. Teacher should always try to keep the students’ attention, when giving instructions it is necessary to check that the students understood what the teacher asked them to do, if they do it is because they understood and if they do not do it, it is because they have doubts, so the teacher should go back, give the instruction again and then ask them to do the task again.

When teaching speaking, it is necessary to keep the instructions as simple as possible for the students, teacher should give an instruction and let them move, in that way students will start developing their listening and it may take away the necessity for using the student's own language.

In agreement with Malilah (2010):

Teaching speaking has been undervalued and English language teachers teach speaking just in the forms of a repetition of drills or memorization of dialogues. It should be now extended that the goal of teaching speaking is not merely to force them to speak the English utterances, but it should cover the mastery of students' communicative skills due to the fact that only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. To do so, learners should be given an opportunity to work in interactive mode to talk about themselves in personally relevant ways. This demands such new dimension to the language learning process. (p.89)

When practicing English speaking, teacher should do a control oral practice before they start working in groups, it can be drilling repetition, total physical response, among others. It is necessary to innovate with the use of technology to avoid getting stuck into the traditional teaching techniques. These activities can help the students to practice with the teacher first before they start speaking and practicing with their classmates alone. When teaching speaking, teachers should be creative and try to generate enthusiasm in the students to participate and improve their oral skill.

The teacher has to consider some aspects to success while teaching English speaking skills in a second language. These things are called principles and make up the main part of teaching speaking in learners.

There are six principles for teaching English as a Second Language that TESOL International Association explains.

Short et al. (2022) states:

The first principle is about knowing your learners, it is explained that “teachers learn basic information about their students’ families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively.” (para.1)

Teachers should know who his or her students are in order to prepare the lessons according to the different aspects previously mentioned, in that way the students will be able to get familiar with the class and they are going to be willing to participate in the lesson.

The second principle is about creating conditions for language learning, it is explained that “teachers create a classroom culture, so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.” (para.1)

Teachers should always make sure that students feel comfortable in class, when a student feels uncomfortable for any reason, then the rest of the class could notice that, and it can create a negative atmosphere in the classroom.

The third principle is about designing high-quality lessons for language development, it is explained that “teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.” (para.1) “Comprehensible input is of primary importance for progress in the target language. Whether oral or written, comprehensible input helps English learners understand the meaning of the communication.” (para.2)

Teachers are required to help the students to develop their critical thinking and learning abilities, therefore the teacher should design a high-quality material to help students to increase these skills.

The fourth principle is about adapting the lesson delivery as needed, it is mentioned that “teachers continually assess as they teach, observing and reflecting on learners’ responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.” (para.1)

Teachers must pay attention to the whole class in general but also to each single student, it is essential to do class observation and assess the students to make sure they are really learning and accomplishing the goals previously set. If something is not working well with a student, teachers should analyze if it is happening only with that specific student or is a general class issue to take the actions required.

The fifth principle is about monitoring and assessing student language development, it is mentioned that “language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth.” (para.1)

As it was previously mentioned, it is a must for the teachers to assess the students to check their performance and to make sure they are reaching the objectives set. Furthermore, it is necessary not only to assess the students but also to provide constant feedback in the process, in that way the students can realize what they need to improve and start working on it as soon as possible before being assessed.

The sixth and last principle is about engaging and collaborating withing a community of practice, “teachers collaborate with others in the profession to provide the best support

for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.” (para.1)

Teachers should always need to be in constant communication with their colleagues and community people to provide best practices and to learn from others. It is a constant learning, and it is essential to collaborate and discuss with other professionals to provide the best support to the students.

### **2.1.6 Factors affecting speaking performance**

There are several factors that influence in the teaching-learning process. The teacher’s knowledge about these factors is essential to cooperate with students overcoming the problems that arise during the process of learning speaking. Teachers should identify some factors that influence in the students speaking performance to help learners overcome their difficulties in learning speaking skill.

As stated by Tuan & Mai (2015) in order to help students, overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Student’s speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard or performance and amount of support), affective factors (such as motivation, confidence, and anxiety, listening ability and feedback during speaking activities. (p.9)

Many people think that children are exceptionally good at learning languages and that people lose that ability when they grow up. It can be said that children are fearless, they will talk into any conversation whether they know the words or not but when people grow up, they hold themselves back and are afraid of talking. Many students fear

expressing feelings and making grammar mistakes mainly, there are some factors that may affect their speaking performance.

Tuan & Mai (2015) explains:

There are some performance conditions, students perform a speaking task under a variety of conditions. Nation & Newton (2009 cited by Tuan & Mai 2015) believe that performance conditions can affect speaking performance. The four types of performance conditions that they suggest includes time pressure, planning, the standard of performance and the amount of support. (p.9)

Also, there are some affective factors, Oxford (1990 cited by Tuan & Mai 2015) one of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen (1982 cited Tuan & Mai 2015) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined three categories: motivation, self-confidence and anxiety. (p.9)

Moreover, self-esteem plays an important role; it is made up of the thoughts and feelings that each person has about himself. These positive or negative feelings might determine the self-image of each person. It could be said that the level of self-esteem will be determined by the experiences and interpersonal relationships of everyone. The family and educational environment are very significant for the student since expectations that do not match the reality of the student cause negative feelings and thoughts that deteriorate their self-esteem. In addition, in some cases no achievement alternatives are offered for students with certain learning difficulties. The lack of alternatives can lead the student to fail, not because of lack of ability but because the system does not fit their needs.

Then, the listening ability, this skill is another factor that influences on speaking skills. Doff (1998 cited by Tuan & Mai 2015) speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. It is also stated that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said. It means speaking is closely related to listening. (p.9)

In a second language class, as time goes by, students get adapted to vocabulary, pronunciation, speed and syntax that the teacher and classmates use, but students always have difficulties in understanding the native speakers because they usually speak too fast.

The feedback during speaking activities, Tuan & Mai (2015) “mentions that most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way” (p.10)

Moreover, it is necessary not only to assess the students but also to provide constant feedback in the process, in that way the students can realize what they need to improve and start working on it as soon as possible before being assessed.

Also, Harmer (1991 cited by Tuan & Mai 2015) asserts that the decisions that the teachers make about how to react to student’s performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. It is vital that teacher correct the students in a positive way and try to encourage them to increase their level.

For Ur (1996 cited by Tuan & Mai 2015) “there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.” (p.10)

Students are afraid of making mistakes when speaking, they are often inhibited when they try to say things in the target language, and they do not like to be that attention of the class and prefer to avoid public speaking.

Sometimes students do not find motivation to express their ideas and thoughts, probably because the teacher chose the topic in which they do not feel comfortable to speak about or know very little about it.

Also, another issue is the low participation of the students, when there is a high quantity of students in a group each student will have little speaking time because only one student can speak at a time and the rest of the class hear him or her.

Harmer (1991 cited by Tuan & Mai 2015) explains about the use of mother-tongue in class; when the students are asked to discuss a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students’ language, the students will feel comfortable to do it. (p.10)

Students tend to use their own language because they do not know what to say, how to react and immediately answer, they are afraid of teacher’s reaction and afraid of being judged by the rest of the students. Students sometimes struggle with remembering the correct vocabulary or do not remember how to pronounce a word and that is why they prefer to use the mother tongue. There are several factors that might affect the students’

speaking performance, therefore teachers should work closely with each student to overcome them.

### **2.1.7 Increasing Speaking Performance**

The students have to consider some aspects to success while developing their English-speaking skill.

To increase speaking performance, students should learn how to relax, because when someone is relaxed the brain functions more efficiently, the ideas come together more easily, but when someone is in a panic nothing really registers because the brain thinks there is something wrong and sends all kinds of ideas at a time. Also, part of being relaxed means to be confident, a lot of people think that someone that is not speaking well means that they might not have the capacity to do it, but lack of language does not equal lack of intelligence or capacity, it means that the person is learning a foreign language and it needs to be clear that everyone learns at a different pace.

Students should not worry about what other people think but is important to know who they are talking to, there will be some people that students will try hard to get a good sentence and people that students will just try to get an idea across. For example, when a student is taking a bus, and needs to ask something to the bus rider, he will just try to get an idea across and not trying to get a good or difficult sentence.

Students should consider that perfection does not exist, the most important thing is to be understood not be perfect, that means that mistakes are good, because when students make mistakes, they have something not to repeat, and it is how the students will grow in the language.

Practice is necessary, if students live in an environment where people do not speak English, they could try to look for a recording, tv shows, movies, transcripts where they can listen to native speakers and then record themselves speaking, comparing their speech to the one they heard paying attention to intonation, grammar, pronunciation, among others. Students can also take advantage of the technological tools and create a virtual group where they can speak English and correct to each other.

## **2.2 DEFINITION OF LANGUAGE ACQUISITION**

Human beings are the only ones who have been able to utter words. Therefore, scientists have investigated how humans have this capacity.

Language acquisition can be considered as the process in which human beings acquire the capacity of oral communication. Children start developing the language by interacting with adults they live with. They start building their language selectively communicating with people that surround them.

There are some basic language components such as: phonology (sounds), morphology (word formation), syntax (how words are organized for communication), semantics (how language communicates its meaning) and pragmatics (different purposes for which language is used).

As Lemetyinen (2012) mentions:

There is no other species known that can utter specific ideas. Even though, researchers have been investigating this subject for more than sixty years, the way children learn their first language is still an unsolved puzzle. The first language acquisition theory was supported by Skinner, who was one of the pioneers of behaviorism in 1957. He stated that children learn language by connecting words with meanings that are positively

reinforced with the communicative value. However, as Lemetyinen also points out this theory was disapproved by Noam Chomsky who proposed the theory of Universal Grammar which basically consists on the idea that humans have the innate biological capacity to sort grammar into categories such as noun or verb, and that simplifies language increase development in kids and during adulthood. Even though many scholars have been inspired by the Chomskian approach, later, the constructivist researchers proposed a more gradual process. They argued that when a child hears; for example, the conjugation in English for the third person enough times, he or she will acquire sophisticated skills. (para. 1-6)

Children develop their oral language first and then, their written language. The oral language is the communication between two people through speaking; the written language is the representation through symbols that represents sounds and words. The development of oral language is vital to develop the written language since a child with an extensive vocabulary can express himself easily.

### **2.3 DEFINITION OF DEBATE AND ARGUMENT**

Debate means many things to many people. Many times, when people say that they like to debate, what they mean is that they like to list reasons why they believe they are right, and then that they like to try to argue over, though, or around people who disagree with them. While on the simplest possible level this sort of interaction is a debate, it is different than what we mean when we talk about academic debate. (Argumentation and Debate, 2018, p.4)

A debate can be described as a structured conversation. The objective of a debate is to deal with one or more opinions about a controversial topic, or at least a topic that could have different points of view.

A debate can be structured by rebuttals from a defending team and by another that is against the stated topic or statement. It can be used as a strategy to work with the students in class but also it could be implemented online or asynchronously.

Academic debate is a formal activity that has agreed upon rules and -more importantly- agreed upon goals.

As stated by Argumentation and Debate an Introduction (2018):

“An academic debate involves a predetermined topic (the proposition) that will be argued by two opposing sides (the affirmative and the negative). Each side of the debate is fixed into a set position that must be defended. The judge should decide a winner, or a loser based on what is said during the debate, not the side that the judge feels is “correct”. (p.6)

Debate is regularly used as an instructional approach in education, but little is known about the use of this tool in an online or asynchronous learning environment. A debate can help students to activate cognitive processes associated with the organization of information internal and external. Also, it contributes to the development of critical thinking and analytic, teamwork, correct use of the language and non-verbal communication. Additionally, debates prepare the students to face situations where they can be under pressure since they need to look for information in different sources and create a valid argument.

If debate involved having two different sides engage each other on arguments, then it is important for debaters to know what an argument is, in the first place. Argument is another term with a broad range of possible meanings. However, most definitions of

argument include a couple of key ideas. The first is that argument usually includes an exchange of ideas. An argument is not simply one person stating an opinion. Instead, the viewpoint of the person engaging in argument must interact with something or someone. Second, argument involves explaining the reasons to support the viewpoint that is being expressed. (Argumentation and Debate, 2018, p.10)

The teacher is the person in charge of defining the rules (set the time, deadlines, behavior along the debate) and the roles the students should assume. The students must get informed about the topic assigned, they must do research through books, texts, interviews, and some other reliable sources, in order to prepare the arguments that they are going to use in the presentation. Creating arguments stimulates the learning process and facilitates a good group dynamic.

To conclude the debate the teacher should always do an evaluation of the work performed. The teacher can elaborate a participation report detailing the arguments in favor or against the topic developed in the debate.

## **2.4 VIRTUAL LEARNING**

For a teacher, relying on technology as a collaborative method of teaching and learning becomes increasingly important. The learning process has been adapting over time, increasing the options of sources of information, curriculum preparation, evaluation metrics, teaching techniques, etc. This progressive and sustained adaptation over time affects students and teachers alike; but also bringing with it some problems, such as: while the number of information sources increases, the number of this sources that are wrong or unreliable also increases. To stand against this problem technological tools arise; where

technology is used to generate a reliable support source, easy to use and bring with it many happy users with very good experiences about its performances.

Romero et al. 2017) present this concept as follows: "ICTs are a continually advancing source of resources that allow us to attend to diversity, facing the limitations and barriers that can sometimes be generated" (p. 87)

We not only have these tools to develop the teaching role and give students a new approach, but also, they allow us to go further and use them as excellent resources to break down learning barriers.

This new technological paradise has many advantages if the teacher knows how to make it work in his favor, following basic but important steps such as learning how the tool works, regardless of the tech tool you get to use, there must be a testing period, where the teacher gets to know every application, function, or procedure the tool has.

Also, the teacher needs to put himself in the students' shoes. Teachers must prepare a nice and helpful method to use the tool from a student's perspective. It can be achieved through an account with student's roll. Teacher should start with the basics and practice, technological tools for learning purposes, are made with multiple difficulty stages. The teacher must evaluate them and take steps forward from the first stage. Most tools come with a customizable area where teachers can explore their skills to create learning content. Investigate for every user option in the selected tool, teachers should customize and create their own material.

There are some tools to improve the class presentation, to make the evaluation easier, to let the students express themselves, to improve their languages skills, to practice comprehension or reading. Creativity and hard work are the key.

Students' response is better when they are interested, so the more quality in class educational program there be, the more bearable the course will be therefore a better learning experience.

It is a must for the teachers to take care of students learning curve. Teachers need to visualize the difficulty to estimate learning of a subject over a period as well as relative progress throughout the process of learning.

Also, when it comes to education, it is of utmost importance to have the adequate resources that allow a superior development of the objectives to be developed and, in turn, an optimal performance of the student body in the different areas. Thus, having tools is highly advantageous in the teaching and learning process and thinking about our era, technological tools positively make a difference, and it is of highest importance now through this pandemic.

In this research, the main tool that is going to be implemented is known as Flipgrid.

According to Microsoft Educator Center (2022) "Flipgrid is a video discussion platform that helps educators see and hear from every student in class and foster a fun and supportive social learning environment." (para.1)

Conforming to Microsoft (2022):

"Flipgrid is social learning — because learning is more fun when we do it together. Our free video discussion app provides a safe, accessible space where students of all ages, abilities, and backgrounds can explore new ideas, connect with others, get creative, and contribute to meaningful discussions. (para.1-2)

Thus, there will be a detailed analysis of the effects including advantages and disadvantages of the implementation of the asynchronous debate technique through Flipgrid tool.

Additionally, there are some tools like Flipgrid that could also be implemented in teaching-learning environments.

SchoolStatus, it is an application that pursues a school-professor-student engagement. This solution works with student data to increase and optimize the learning process, adding specific features as such: mass notifications, automatic report tools, conduct video calls, communicate with parents and data analytics. The platform enables two-way communication between school and home. Teachers and administrators can communicate directly with parents and through call, text or email from their computer or mobile devices.

Google for Education was designed by the giant technology group, which has a free and productive tool to literally make life easier for teachers and students. This solution can interact with the students, document sharing, assignment review in real time. Allows students to continue with the remotely learning process in a dynamic, organized, and secure way. This also strengthen their digital skills with mobile app a several features to get connected to cloud computing.

Infinite Visions, it is an enterprise resource planning system, specifically designed for schools from elementary to high school, offers the management of the finances, payroll, human resources, purchases, fixed assets, reports, data analysis, statistics and more. It separates departmental data, simplifies processes and their management, as well as eliminates duplicate data entry in the company. Packed with features like role-based

dashboards, automated and interactive workflows, self-explained charts and graphs. It focuses on an exceptional user experience and ensures the institution stays running at peak efficiency over time.

Lockdown Browser, it is an automated monitoring solution to help discourage and prevent cheating in online exams by automatically restricting access to websites and other internet browsers, as well as disabling features and keyboard shortcuts. This application it's a good starting point for exams online, even remotely; but it is only one piece of the puzzle to prevent cheating and protect academic integrity. It restricts access to other websites, disable keyboard shortcuts, print, disable copy and paste, prevent students from accessing instant messaging or email, and configure to denied or allow access to other applications.

## **2.5 PREVIOUS RESEARCH SECTION**

The research *“TEACHING STRATEGIES NEEDED TO ENHANCE ADULT EFL LEARNERS’ ORAL PARTICIPATION ACCORDING TO THE STANDARDS OF THE MEP AT CINDEA MORAVIA”*.

According to Quirós (2019):

Oral performance has always been one of the main focuses of Foreign Language Learning. Even though productive language skills have been analyzed exhaustively by researchers and educators, little attention has been given to specific factors that hinder of foster adult students’ learning. The purpose of this specific research was to analyze the classroom strategies needed to achieve adult learners’ oral participation. (p.iv)

In this research the author included some strategies such as visual aids and music, lexical games, teamwork activities, mingle, plenary, group and seating, small groups,

gestures, among others. This research was chosen as antecedent due to the fact it was focus on improving learners' oral participation and this investigation focuses on speaking skill as well.

Moreover, the research "*Using Debate in an Online Asynchronous Social Policy Course*. Elissa Thomann Mitchell University of Southern Indiana. This paper presents the use of a debate in an online asynchronous social policy course."

Conforming to Mitchell (2019):

Debate is frequently used as an instructional strategy in higher education, but little is known about the use of this tool in an online learning environment. Participants (N = 36) completed an online debate assignment, and both qualitative (reflection papers) and quantitative (survey) data were gathered to learn about the effectiveness of the assignment, and what students learned, liked, and disliked about the project. Most students reported the debate assignment helped them further understand course concepts, understand concepts better than lecture or reading would have, use or improve critical thinking skills, and improve collaboration among students in the course. Key themes from qualitative data are also reported, as well as recommendations for using this assignment in other courses. (p.21)

This research was chosen as antecedent since it developed a technique that is commonly used, debate or group discussions but in online environments, it is similar to what this investigation is looking to develop, debates but in asynchronous environment.

Lastly, the research "*Online Debate in Argumentative Writing Course: Potentials and Challenges*."

According to Mutiaraningrum & Cahyono (2015):

This study examined online debate in Argumentative writing course by exploring the potentials and challenges. It involved 48 Indonesian EFL students attending Argumentative

Writing course from two classes at the university level. The students were divided into two big groups. Each of them was given a task of argument in the form of online debate on a topic from the government point of view and opposition. Points of arguments that the students posted in online debate were recorded and analyzed to see how arguments are delivered. The process of the online debate and the postings of the students were analyzed to find out the potentials and challenges from the researcher's side. Following the online debate, questionnaires were distributed to the students to investigate what they thought about the potentials and challenges of online debate. The result showed that potentials of online debate were in the form of time flexibility, learning autonomy, and critical thinking based on the Revised Bloom's Taxonomy. In addition, the study also revealed challenges in the application of online debate which include the emergence of delayed responses, confusion in the implementation on the part of the students, and technical problems dealing with signing up and posting deliver. (p.43)

This research was chosen due to the fact the debate technique was developed in an online environment but also because of the argumentative aspects explained during the investigation, since this investigation focuses on oral as well as argumentative skills.

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

### **3.1 TYPE OF RESEARCH**

#### **3.1.1 Purpose**

According to Salkind (2010) “Applied research is inquiry using the application of scientific methodology with the purpose of generating empirical observations to solve critical problems in society.” (para.1) This investigation is applied with the purpose of collecting enough information about the implementation of asynchronous debates through Flipgrid tool to improve oral and argumentative skills of intermediate level students. Also, the findings of this research help to provide recommendations for the institute.

#### **3.1.2 Temporal dimension**

There are two types of dimensions, the transversal and longitudinal. As per QuestionPro Software (2022) “transversal dimension is defined as an observational study in which data is collected to study a population at a single point in time and to examine the relationship between variables of interest.” (para.1) On the other hand, “the longitudinal dimension, is also an observational type study in which data is collected from the same sample repeatedly over a long period of time.” (para.7)

The temporal dimension of this research is transversal, since this investigation is developed in a specific time: the third quarter of 2021.

#### **3.1.3 Framework**

Research Framework considers the dimension or scope of the investigation.

The research takes around 25 to 30 students from the almost 200 that are part of the institute, so it is developed in a micro level.

Centro de Idiomas Alcanza emerged in 2014 from a country-wide investigation that sought to resolve the limitations that avoid people from having access to education in foreign languages and create this access from an early age; aspects that are not

contemplated in the educational system currently. In this way, after defining agreements with the government and other entities, they managed to establish Alcanza, as an accessible economic option for Costa Rican families from integrated programs with high quality standards endorsed internationally, leaving a positive mark on the communities through socioeconomic support for the benefit of the student community of each campus. They teach integrated programs, that is, they work on the development of the four language skills, with a communicative approach which varies according to the age and level of the student. All the programs are certified by (CEFR) European Framework of Reference for Languages, thus ensuring the excellence and efficiency expected in the language training process. All the teachers are highly prepared and qualified. There are 20 teachers that help with kindergarten, primary, adolescents, and adults.

According to Bermúdez L. (2019) “We focus on the languages of greatest economic and commercial importance in our country since our mission and vision is to increase the quality of life of our Costa Rican families and the country's labor demand for bilingual professionals.” (para.3). Alcanza was born under this need, developing multiple studies in the last five years on the bilingual market, collecting good practices and improving the areas of opportunity identified.

The inhabitants of this community have a low-middle socioeconomic level. This community has residents with different academic levels. The agricultural sphere is an important link for Desamparados economy, among it, the main fields are coffee, vegetables, sugar, and ornamental plants. Its areas have been used for agriculture or livestock, with some protected areas, such as environmental conservation areas (flora, fauna, or other natural resources). These families try to enroll their children in English courses, sports, and other entertainment activities to keep them away from some threats that some communities

present, such as vandalism and drugs. Desamparados is one of the most populated cantons in Costa Rica, in which there are different needs. That is why Alcanza developed an ESL program there, with reachable prices.

#### **3.1.4 Nature**

As it mentioned by Bhandari (2020) “qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.” (para.1)

In the present research there is a data collection and analysis to answer different questions related to the process about the implementation of asynchronous debates through Flipgrid tool to improve oral and argumentative skills of intermediate level students at a private language institute.

#### **3.1.5 Character**

According to Tegan (2021):

Exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth. Exploratory research is often qualitative in nature. However, a study with a large sample conducted in an exploratory manner can be quantitative as well. It is also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature. (para 1-2). The present investigation follows an exploratory nature.

### **3.2 SUBJECTS AND SOURCES OF INFORMATION**

#### **3.2.1 Primary sources**

As stated by Ithaca College Library Research Guide (2022):

Primary sources are crucial because they provide direct or firsthand evidence about the topic in study. Historical and legal documents, eyewitness accounts, and results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, dictionaries, encyclopedias, atlas, newspapers, and art objects are classified as primary sources. Additionally, interviews, surveys, fieldwork, and Internet communications via email, blogs, lusters, and newsgroups are considered primary sources. (para.1)

Books represent a very important resource for this investigation. So, this resource helps the researcher to get current information about the topic in study. Primary sources are priceless on those moments that the person needs to search for specialized information about the research problem or hypothesis as statistics, diagrams, scientific information, and maps. In addition, it is positive to have close sources such as dictionaries, encyclopedias, government documents, historical documents, atlases, newspapers and so on.

### **3.2.2 Secondary sources**

As described by Ithaca College Library Research Guide (2022):

Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research. (para.2)

As a secondary source for this research is the Thesis. These tools are university material, provided by the institution as a guideline that intent to prove a theory or hypothesis throughout an investigation. So, in this work a theory is defended and demonstrated by several instruments designed for that purpose. It also allows the tester to obtain real, factual, and veritable results across the collecting data.

### **3.2.3 Tertiary sources**

Another useful source is the dictionary. The use of a dictionary is essential in the teaching and learning process of a new language. This source becomes a complement to this research because it cooperates on the enrichment of vocabulary using short readings. The tester needs dictionaries as a reference book because it provides realistic and true meaning about the words that are on study. Dictionaries play a central role because they supply the sound transcription, function of the words, synonyms, antonyms, spellings, idiomatic uses and etymologies. In fact, dictionaries are a quick reference book, and they bring learners the opportunity to be more independent from the teacher.

### **3.3 SAMPLING**

According to McCombes (2019):

The sample is the group of individuals who participates in the research. There are two types of sampling methods: Probability sampling involves random selection, allowing you to make strong statistical inferences about the whole group. Non-probability sampling involves non-random selection based on convenience or other criteria, allowing you to easily collect data (para 1-3).

This research is a non-probabilistic sampling since it is necessary to work with a particular population of 25 to 30 students from two specific groups of intermediate level.

### **3.4 TECHNIQUES AND INSTRUMENTS**

Data collection is a necessary tool on every research. The evaluator uses several strategies such as questionnaires, surveys, interviews or observations to collect true and critical facts about the results expected during the process of the investigation. Moreover, in qualitative research, the evaluator needs to obtain credibility and a superior level of data results.

To accomplish the objectives set, the researcher must choose the appropriate instruments to acquire the data that will be analyzed later on. Considering the topic and the objectives to be reached it has been decided to utilize the instruments below.

### **3.4.1 Observation Checklist**

Jogan (2018) mentions “a classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment”.

According to British Council (2022):

An observation checklist is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer or the teacher or both. Observation checklists not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspects of the class. (para.1)

The first specific objective of this investigation is to identify the problems students face when performing oral skills. Through observation the researcher pretends identify the main difficulties students have when performing oral skills.

There are some limitations to consider about this instrument, such as the subjectivity, selectivity, interpretation, and bias. It is recommended not to apply it in large groups or events because it is difficult to note everything at a time.

### **3.4.2 Questionnaire**

As stated by Lucid (2022):

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents. These instruments include either written or oral questions and comprise an interview-style format. (para.1) Also, questionnaires feature

either open or closed questions and sometimes employ a mixture of both. Open-ended questions enable respondents to answer in their own words in as much or as little detail as they desire. Closed questions provide respondents with a series of predetermined responses they can choose from. (para.2) Questionnaires are popular research methods because they offer a fast, efficient and inexpensive means of gathering large amounts of information from sizeable sample volumes. These tools are particularly effective for measuring subject behavior, preferences, intentions, attitudes and opinions. (para.4)

For the purpose of the investigation, it is important to know the reason why the students show a low level in their speaking performance. A questionnaire is applied to identify the main difficulties students are facing when performing oral and argumentative skills. The questionnaire is implemented before the pretest and before performing the activities related to Flipgrid tool. The questionnaire may contain one or more possible responses. With this instrument, it is possible to know the perception of the students. Since this investigation is being done virtually, the questionnaire is applied through google forms platform.

### **3.4.3 Speaking Rubrics**

Rubrics are important because they show the students the way they are going to be assessed. Using a rubric is the best way of evaluating and measuring speaking proficiency because it is objective. The speaking rubrics contain grades of students' speaking performance. An evaluation rubric is used to assess the results obtained before and after the application of the Asynchronous Debates through Flipgrid tool.

### **3.4.4 Survey**

As it is explained by Ponto (2015) survey research is described as "the collection of information from a sample of individuals through their responses to questions". (p.160)

According to Formplus (2021) “Surveys already serve as a great method of opinion sampling and finding out what people think about different contexts and situations.

Applying this to research means you can gather first-hand information from persons affected by specific contexts” (para.4) Also, “exploratory survey research is usually made up of open-ended questions that allow respondents to fully communicate their thoughts and varying perspectives on the subject matter. In many cases, systematic investigation kicks off with an exploratory research survey.” (para.8)

A survey is applied to investigate what students think about the potentials and challenges of the asynchronous debate through Flipgrid tool.

#### **3.4.5 Pre-test and Post-test**

According to Berry (2008):

Pre-tests are administered prior to a course to determine the knowledge base line, but here they are used to test students prior to the topics that will be covered throughout the course. While counterintuitive, the pre-tests cover material the student is not expected to know, but they serve as motivational tools and a ‘road map’ for the students. That result in improved course performance. (p.19) Based on that definition, this instrument helps to analyze the students’ speaking difficulties and the English knowledge of the students.

To evaluate the impact of Flipgrid tool in the oral and argumentative performance of the students, a post test is applied. As per Training Industry (2022) “a post-test is a test given to training participants after the instruction is presented or completed. Using pre-testing and post-testing can show the percentage of knowledge gained.” (para.1)

### **3.5 VARIABLE OPERATIONALIZATION**

#### **3.5.1 Conceptual definition of variable**

Reynolds (1986) mentioned that it would be the real definition. “These are dictionary definitions or specialized books that describe the essence or characteristics of a variable, object, or phenomenon, it articulates what exactly is to be measured or observed in a study.” (p.52)

#### **3.5.2 Operational definition of variable**

It is explained that it articulates how to capture (identify, create, measure, assess etc.) the value. An operational definition tells us what to do to collect data on a variable. It also articulates the processes or actions of a concept that are necessary to identify examples of it (MacGregor, 2006).

#### **3.5.3 Instrumental definition of variable**

The instrumental definition of the variables is that in which it is clarified how the variable that has just been defined will be studied, the means or instruments to collect the information. In merit of this, the instruments and means with which the information will be collected must be defined and elaborated. (Moreno, 2018, para.1)

Table 1 Variable Operationalization

<b>Specific Objectives</b>	<b>Variable</b>	<b>Conceptual Definition</b>	<b>Operational Definition</b>	<b>Instrumental Definition</b>
To identify the main difficulties students of intermediate level groups A and B are facing when performing oral and argumentative skills at Centro de Idiomas ALCANZA.	Difficulties when performing oral and argumentative skills	Needing much effort or skill to accomplish, deal with, or understand.	Evaluating performance through speaking rubric attached	Technique used is an observation, pre-test, and a questionnaire, it is directed to intermediate level groups A and B at Centro de Idiomas Alcanza
To describe the results obtained after the implementation of the Asynchronous Debates through Flipgrid tool using evaluation rubrics with the	Results of implementing Asynchronous debates through Flipgrid tool	“Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction.” (The	Evaluating performance through speaking rubric attached	Technique used is a post-test and survey, it is directed to intermediate level groups A and B at Centro de Idiomas Alcanza

students of intermediate level groups A and B at Centro de Idiomas ALCANZA.		Glossary of Education, 2022, para.1)		
To analyze the features of the Flipgrid tool that are involved during its use by intermediate level groups A and B at Centro de Idiomas ALCANZA.	Flipgrid features used	Flipgrid is designed to allow students to speak to the group but without the same fear that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class, on the spot. (Edwards, 2021, para.3)	By observing class activities to analyze the features involved	Technique used is a survey, it is directed to intermediate level groups A and B at Centro de Idiomas Alcanza
To determine the advantages and disadvantages of implementing Asynchronous Debates through Flipgrid tool.	Advantages and disadvantages of asynchronous debates implementation through Flipgrid	Advantage is something that helps you to be more successful than others, or the state of having this. Disadvantage is something that causes problems, or that makes someone or something less likely to be successful or effective.	Students' experience with the tool	Technique used is a survey, it is directed to intermediate level groups A and B at Centro de Idiomas Alcanza

**CHAPTER IV**  
**RESULTS ANALYSIS**

## **4.1 ANALYSIS AND INTERPRETATION OF DATA**

All the data collected in the investigation is analyzed, the information is presented in logical and organized order to compare results and be able to answer the objectives of this research. As stated by Pat Research (2021): “The process of inspecting, cleaning, transforming, and modeling data with the objective of discovering useful information, arriving at conclusions, and supporting the decision-making process is called data analysis.” (p.2) Thus, it is a method in which data is collected and organized so that one can derive helpful information from it.

### **4.1.1 Observation**

In this investigation, through observation it was pretended to identify the main difficulties students of intermediate level groups A and B are facing when performing oral and argumentative skills at Centro de Idiomas Alcanza. The researcher was able to observe the group’s behavior and participation in the class. This observation was done through zoom platform; it was a virtual classroom observation. The researcher used a checklist. Through this instrument the researcher was able to see that it was clear the instructions given by the teacher about how to access to the virtual classroom, the session started on time and the teacher captured the student’s attention in the class opening. The audio was clear and the illumination of the camera. Regarding the interaction of the teacher with the students, the teacher created spaces where students could interact with each other and students frequently asked questions to the teacher. The content and slides were easy to read, the content was properly formatted and visually appealing, the teacher used some online resources such as Kahoot and Quizzis, the students used a textbook they previously had to work in class. The teacher’s voice was clear, and she was super enthusiastic.

Regarding the organization and the development of the class, the teacher had a lesson plan, she produced high quality work containing features of the exemplar and success criteria. Also, the teacher provided students with strategies for generating ideas through organizing them and planning, she shared with the students the grading criteria that was going to be used to assess some specific activities and the teacher helped students to acquire a feel of audience. The teacher enabled students to collect information from reading or taking notes.

In addition, students completed the classwork on time, and they enjoyed the listening and writing activities, but it seemed that they did not like the reading and speaking ones. They did not feel comfortable when the teacher picked them randomly to answer some questions. Through this observation the investigator identified that students were most engaged in writing and listening activities, and least engaged in speaking and reading activities. The students tried to understand the teacher's instructions and they tried to communicate ideas correctly when speaking, the teacher corrected grammar errors and mispronounced words. There were some disruptions in the virtual lesson, but the teacher knew how to handle it. She did not rush to finish on time and teacher closed the class assigning homework. Lastly, with this instrument it was able to determine the shortcomings students were fronting in English language.

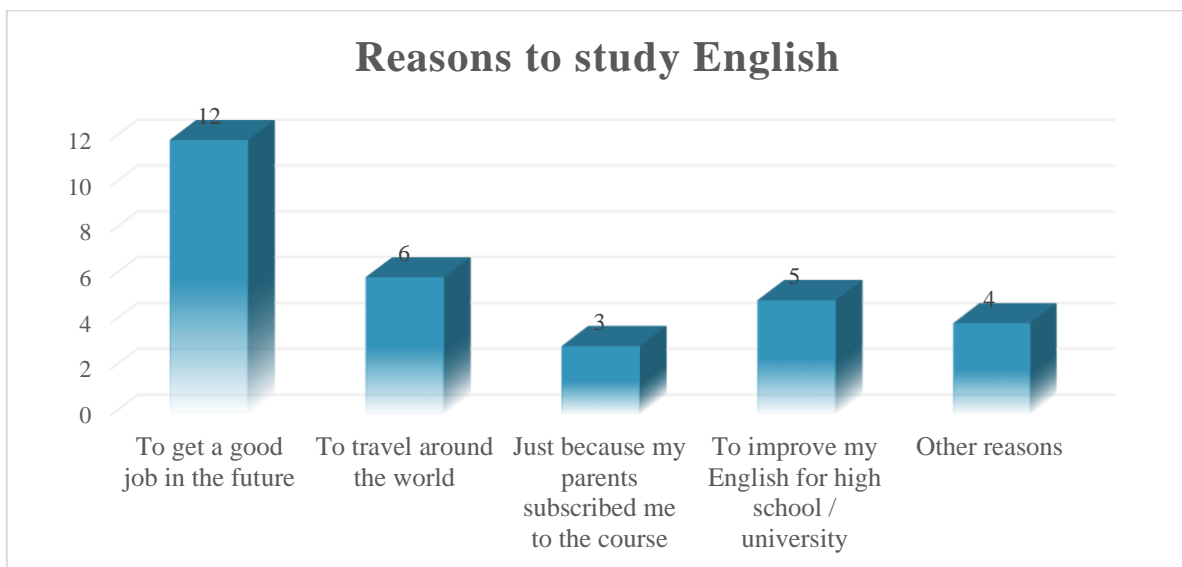
#### **4.1.2 Questionnaire**

After observing the virtual lesson, a questionnaire was applied to the students. This questionnaire was designed with some closed and open-ended systematized question. The students answered the questionnaire through google form platform. The researcher emphasized to the students that in this questionnaire there were no correct or incorrect

answers, so it was essential that their answers were about what they think, and the results were going to be treated confidentially. Through this questionnaire the researcher was able to identify the specific difficulties and issues that students were facing in their oral and argumentative performance.

The first question was related to the reason why they were learning English. The students were given with five options which were: To get a good job in the future, to travel around the world, just because their parents subscribed them to the course, to improve their English for high school or university, or another reason. The results are shown below.

**Graph 1 Reasons to study English**

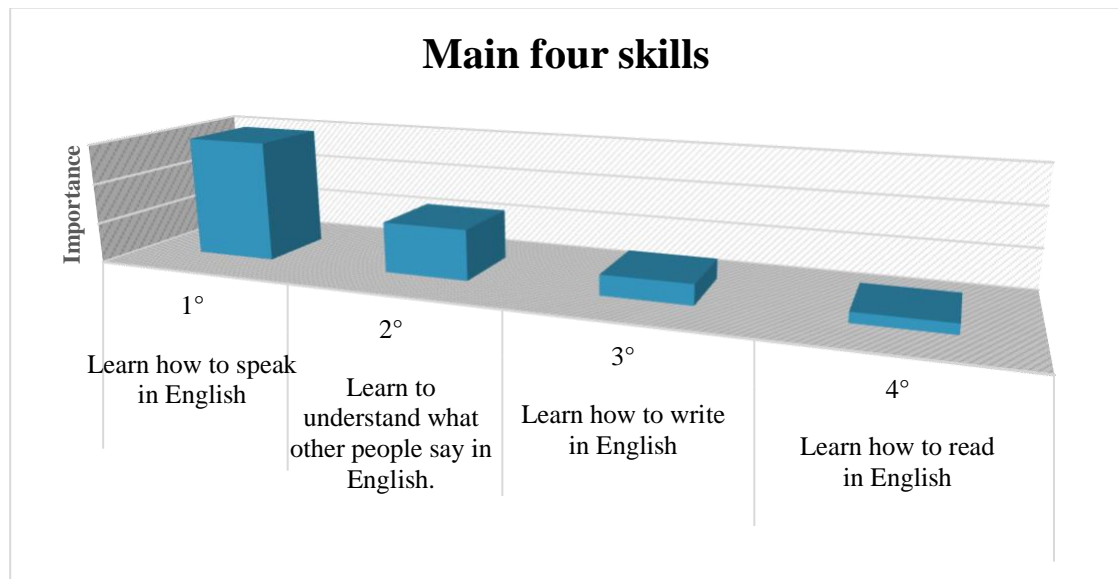


*Source: questionnaire applied to students, January 2022.*

As it was presented in the previous graph most students are studying English to find a good job in the future. As it was mentioned at the beginning of this investigation this is one of the main reasons people study English in Costa Rica. Twelve out of thirty students selected this option. In second place, students are studying English to travel around the world, six out of thirty students selected that option. In third place, five students out of

thirty are studying to improve their English for high school or university. In fourth place, students are studying just because their parents subscribed them to the course, three out of thirty students. Lastly, four students out of thirty expressed they are studying English for other reasons, for example “personal satisfaction”. This data is strongly related to the second question in which students were asked to organize the main four skills in order of importance when learning English, being one the most important and four the less important in their point of view.

**Graph 2 Main four skills**



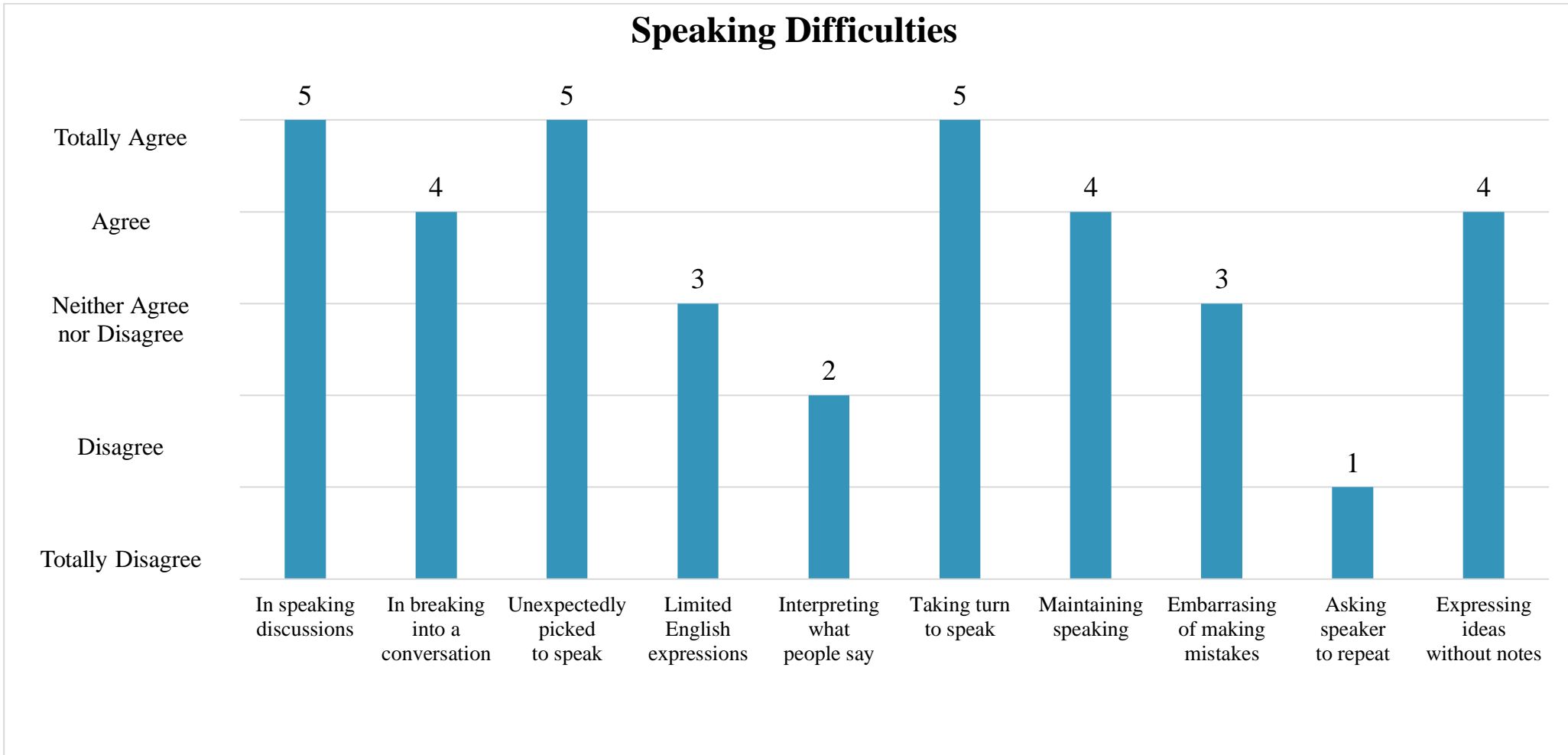
*Source: questionnaire applied to students, January 2022.*

The previous graphic presented the students opinion on the importance of the main four skills when learning English. The students had to organize in order of importance, the number one being the more significant skill for them and number four the less significant skill.

In this question, most students expressed that speaking is the most significant skill when learning English, it was chosen as the more significant skill. Second, to understand

what other people say in English, which is the listening skill. In third place, learn how to write in English. Lastly, as the less significant skill, students consider reading skill as the less significant for them when learning English. It is relevant to point out that students may contemplate speaking as the most significant skill since they think it is the most required to find a good job in the future.

Graph 3 Speaking Difficulties



*Source: questionnaire applied to students, January 2022.*

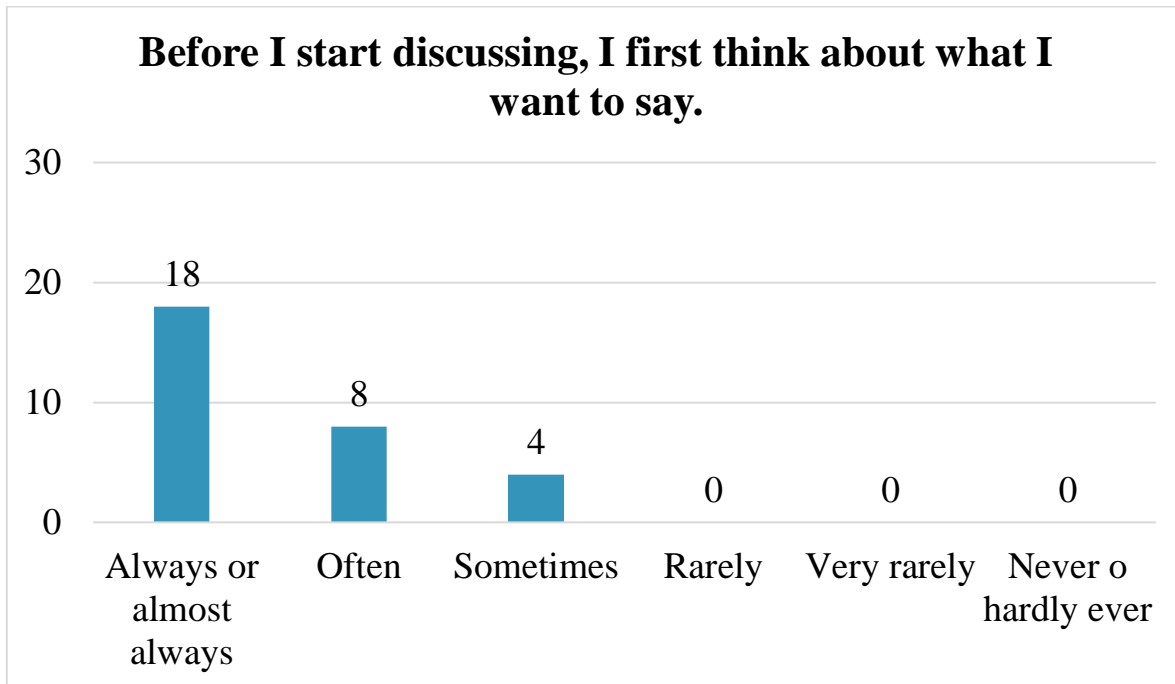
In this question, the students had the opportunity to choose the option that best represented what they think according to a scale, number one being totally disagree and number five totally agree. There were 30 answers in total for each question, and then, it was calculated an average of the most chosen option in each item. The results are shown in average. In the first, third and sixth question, the students totally agree (average answer “5”) that they have difficulties in speaking in class discussions generally, as well as speaking in class debates without prior preparation, (i.e., once they are surprisingly chosen to speak by the teacher or by a student) and difficulties for taking their chance to speak in group debates unless somebody asks about their opinions.

In the second, seventh and tenth question, students agree (average answer “4”) that they have difficulties in jumping into a conversation when someone is talking or just finished talking, as well as having difficulties for continuing speaking (i. e., do not have enough vocabulary to continue speaking) and expressing their thoughts without a cheat sheet.

Successively, students neither agree nor disagree (average answer “3”) that they struggle in speaking because of limitation of English expressions (i.e., do not know the correct word in English), and feeling embarrassed of making mistakes.

Lastly, students disagree and totally disagree (average answer “2” and “1”) respectively that they show difficulties in replying to other classmates immediately in group debates because they need time to understand what the other person said and then to choose what to say, as well as requesting someone to repeat what he/she has said because they feel embarrassed, and they just predict what she/he has said. This question pretended to determine the student’s difficulties in oral and argumentative production.

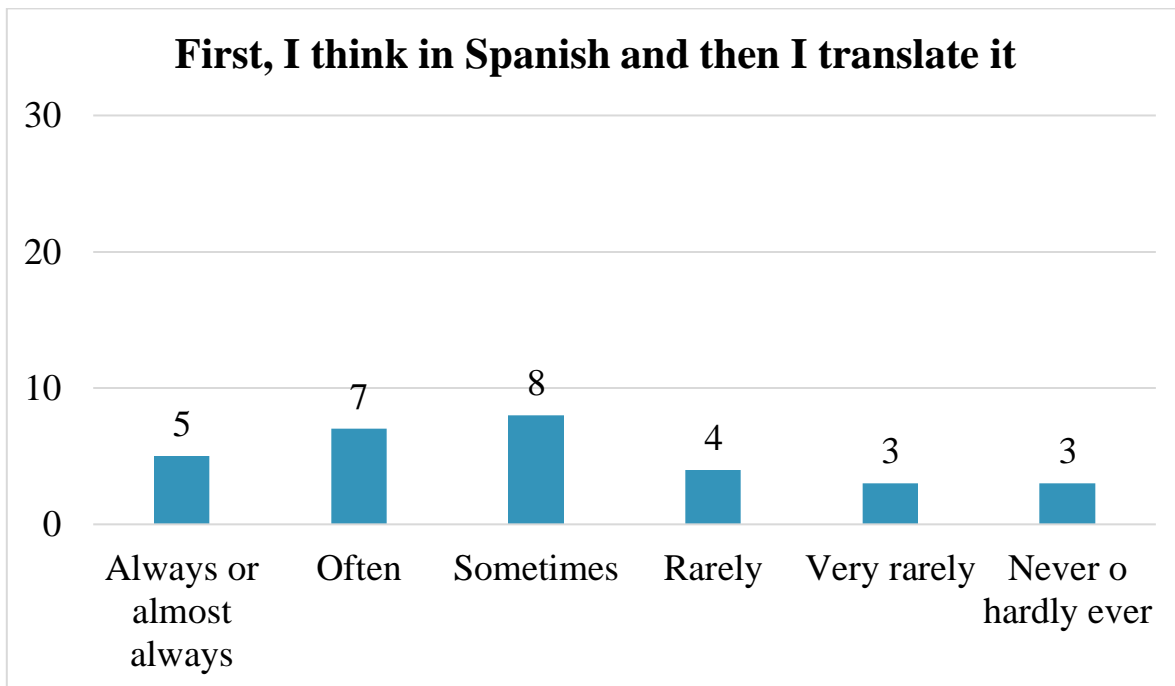
**Graph 4 Before I start discussing, I first think about what I want to say.**



*Source: questionnaire applied to students, January 2022.*

In this question, students were asked to think about different aspects when they speak English, and answer some questions related to what they usually do on their own initiative. The students were able to pick the option that best exemplifies what they do according to a scale, from always or almost always to never or hardly ever. The previous graphic shows that 18 students out of 30 always or almost always think about what they want to say before they start discussing in English, 8 students often and only 4 students sometimes do it.

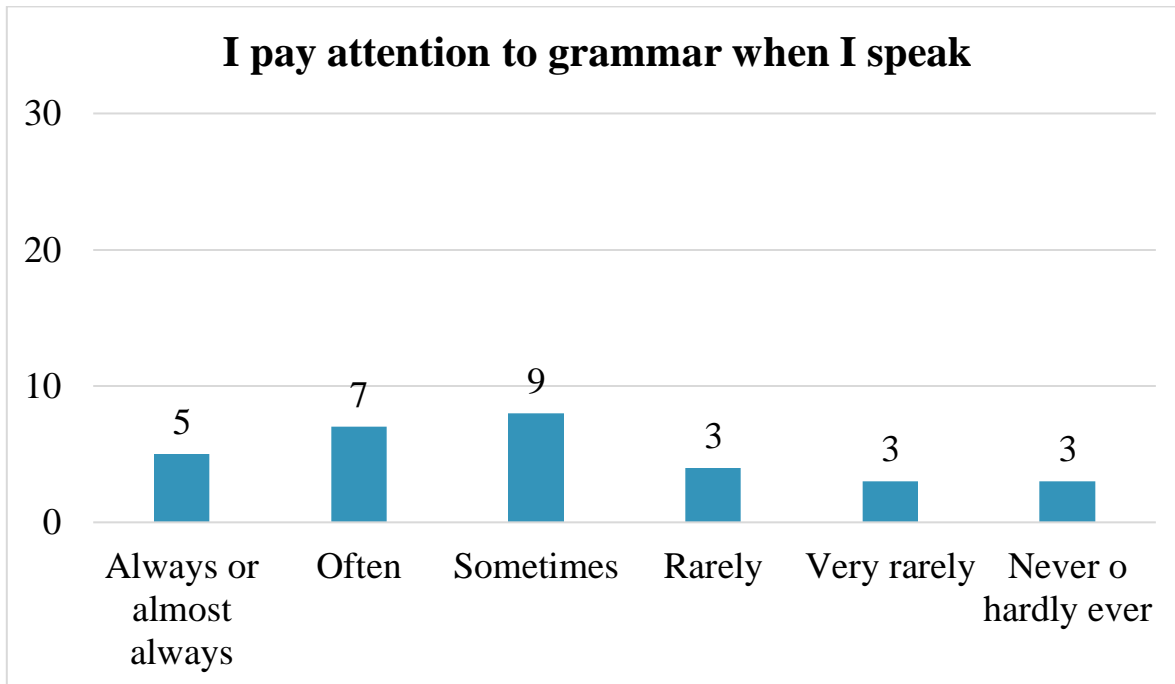
**Graph 5 First, I think in Spanish and then I translate it**



*Source: questionnaire applied to students, January 2022.*

This graphic shows that 8 students out of 30 sometimes think first in Spanish and then they translate it into English, then 7 students often do so, 5 students expressed they always or almost always need to think in their native language first. Lastly, 7 students rarely or very rarely do so and only 3 students said they never or hardly ever think about it.

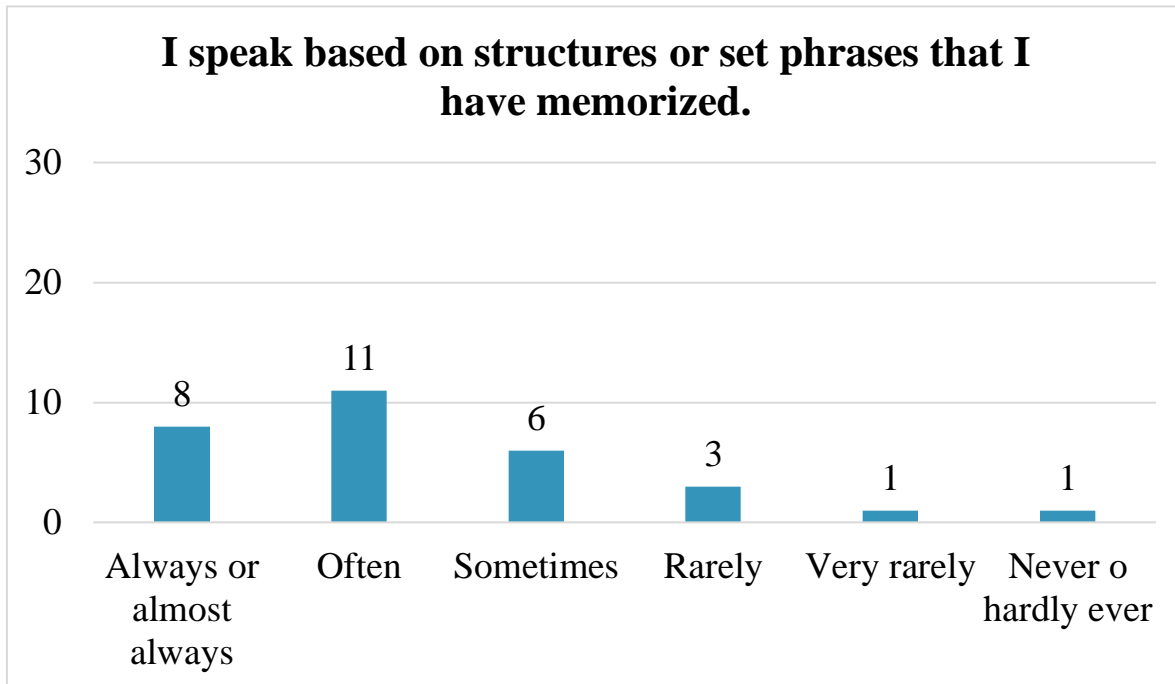
**Graph 6 I pay attention to grammar when I speak**



*Source: questionnaire applied to students, January 2022.*

In this question the researcher was looking for the students to answer how many of them pay attention to grammar when speaking. The students had to use the same scale from always or almost always to never or hardly ever. The previous graphic shows that 9 students from a total of 30 said that sometimes they pay attention to grammar when speaking, often 7 students do so, followed by 5 students that always or almost always and there is a tie in the last three options 3 students chose they rarely pay attention to it, 3 students very rarely and finally 3 students never or hardly ever consider grammar in the oral production.

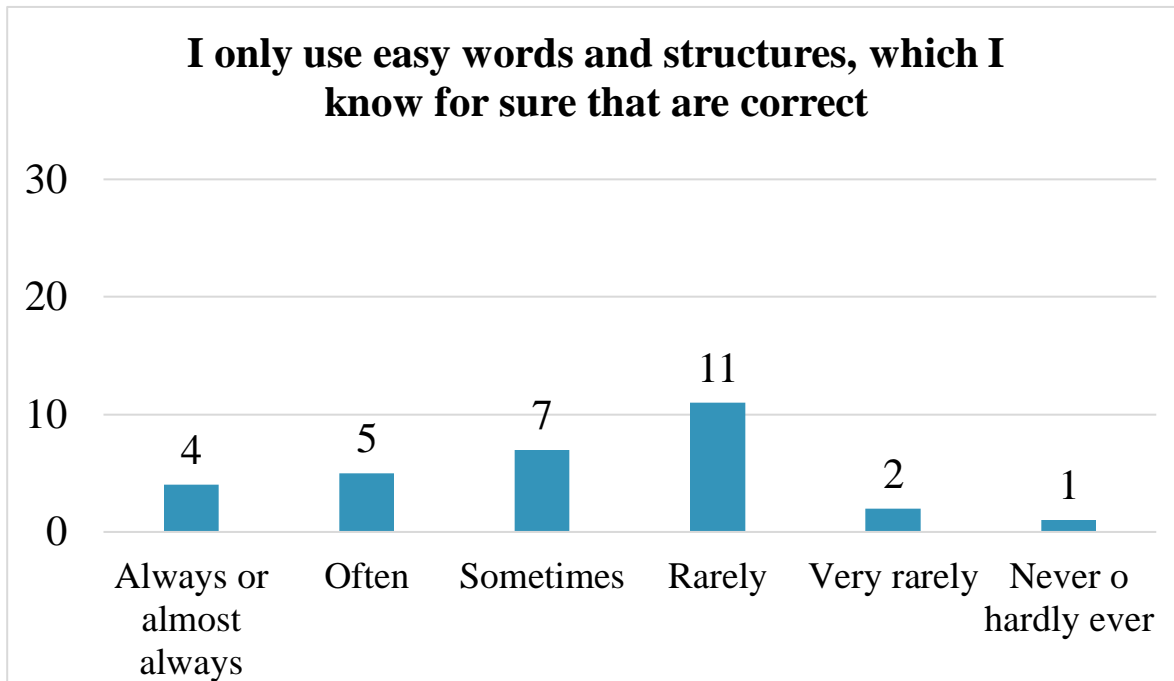
**Graph 7 I speak based on structures or set phrases that I have memorized.**



*Source: questionnaire applied to students, January 2022.*

Related to this question, it was able to determine if the students usually express their ideas and arguments based on structures or memorized phrases, most of the students 11 out of 30 expressed that they often do so and 8 students always or almost always speak based on memorized phrases or structures, then 6 students expressed they sometimes do so, 3 students rarely and 2 students very rarely, hardly ever or never.

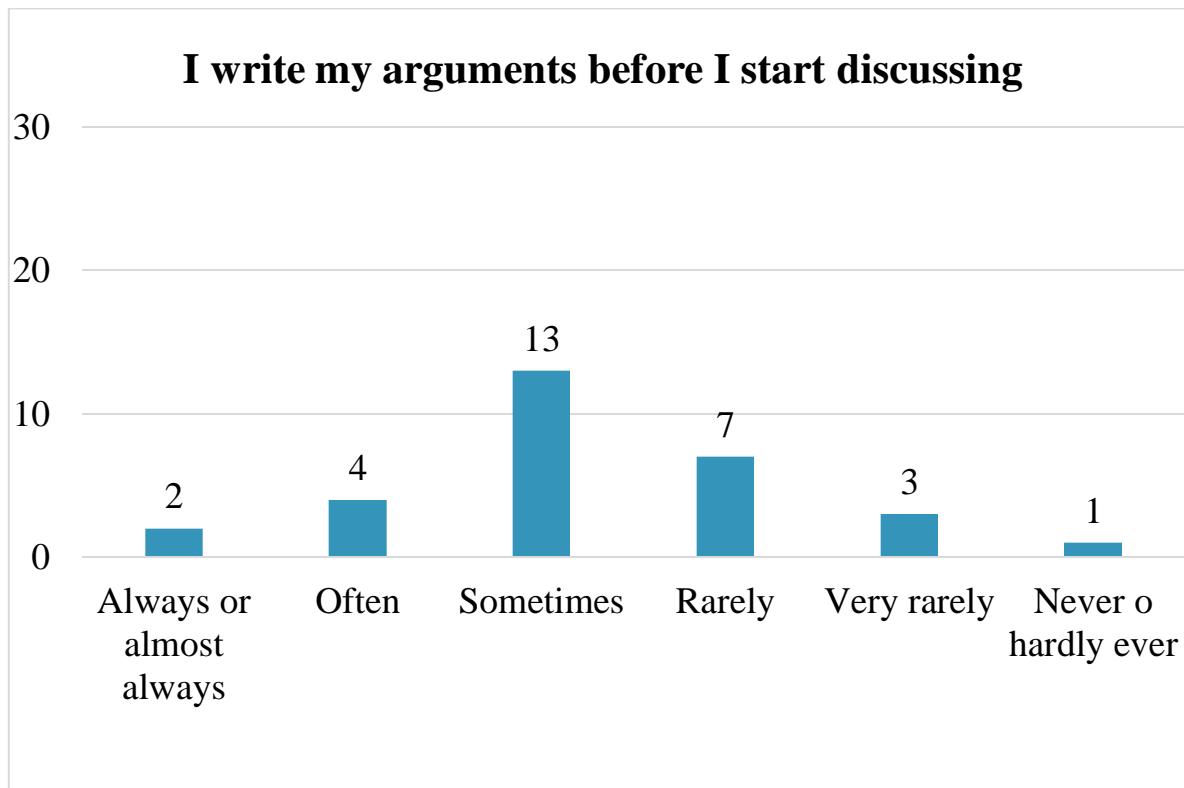
**Graph 8 I only use easy words and structures, which I know for sure that are correct**



*Source: questionnaire applied to students, January 2022.*

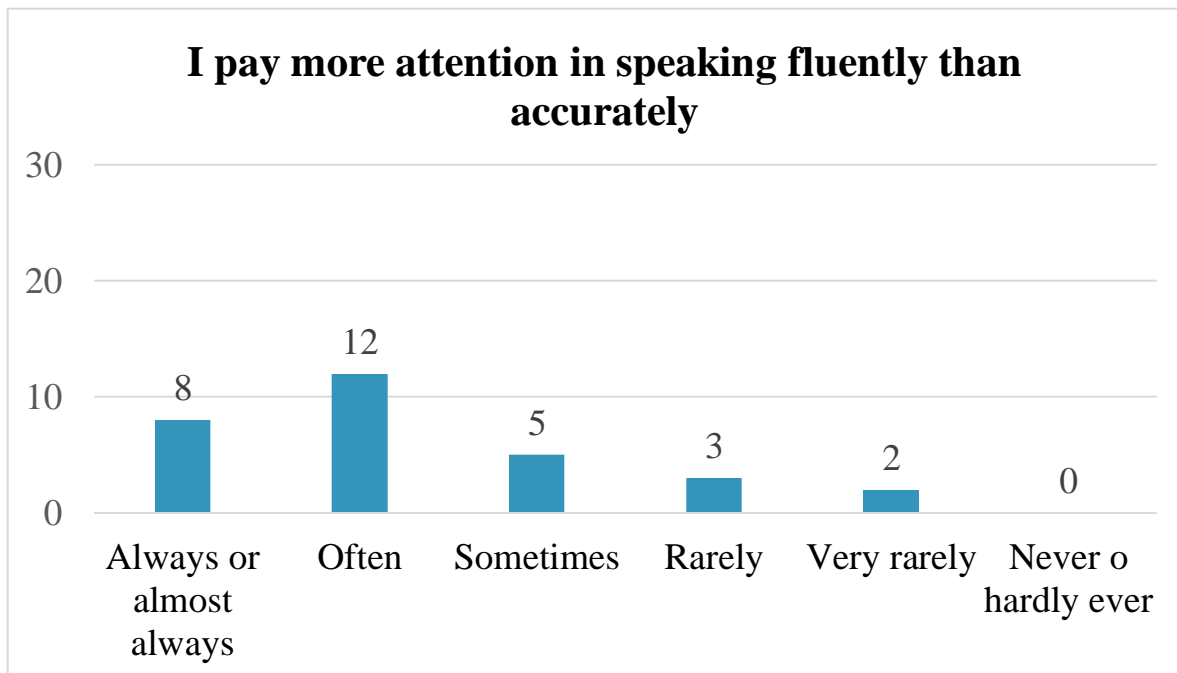
This question pretended to verify if students only use easy words and structures that they assured are correct. There were 11 students out of 30 that expressed they rarely do it, in the second place 7 students said they sometimes do so, followed by 5 students that chose often, 4 students always or almost always and only 3 students said they very rarely, hardly ever or never only use easy words and structures they consider are correct.

**Graph 9 I write my arguments before I start discussing**



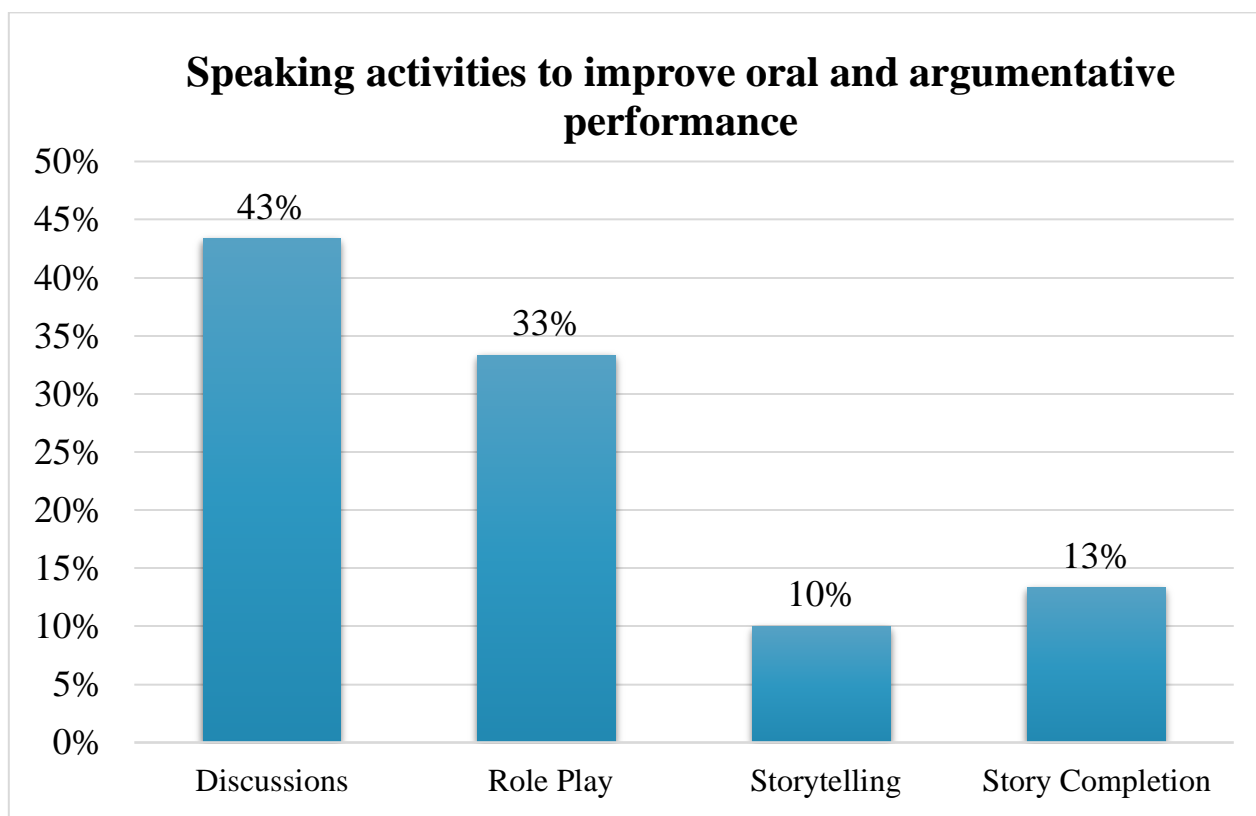
*Source: questionnaire applied to students, January 2022.*

This question shows how many students write their arguments before they start discussing. In the first place, 13 students from a total of 30 expressed sometimes do it. Then, in scale, 7 students chose rarely, 4 students often, 3 very rarely, 2 always or almost always and only 1 student never or hardly ever write before begin speaking.

**Graph 10 I pay more attention in speaking fluently than accurately**

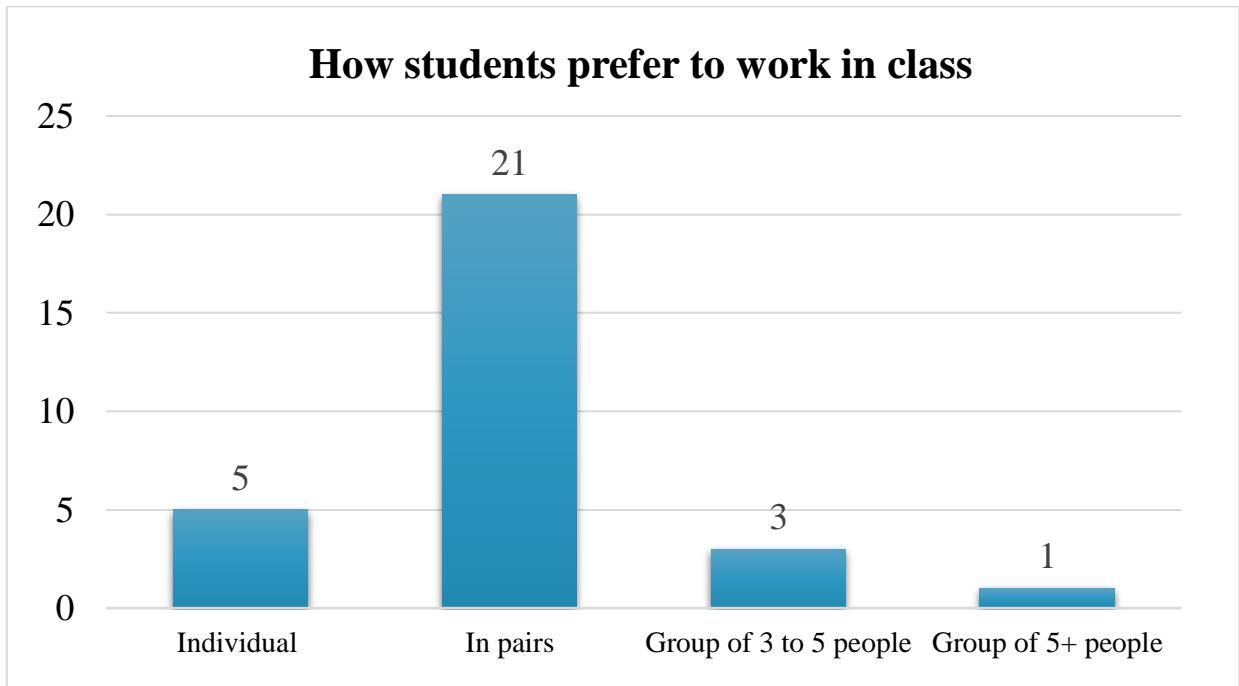
*Source: questionnaire applied to students, January 2022.*

In this question, the purpose was to verify how many students pay more attention in speaking fluently than accurately. It was noticed that 12 students out of 30 said they often do so when speaking, followed by 8 students that chose always or almost always, then 5 students chose sometimes, 3 rarely and lastly 2 very rarely pay more attention to fluency rather than accuracy.

**Graph 11 Speaking activities to improve oral and argumentative performance**

*Source: questionnaire applied to students, January 2022.*

The previous graphic shows some speaking activities, the students were asked to choose two activities they consider it may help to improve their oral and argumentative performance in English. In first place, most students chose discussions (43%) out of (100%), the second most chosen activity was role play (33%), in third place, students chose story completion (13%) and storytelling as the last option (10%).

**Graph 12 How students prefer to work in class**

*Source: questionnaire applied to students, January 2022.*

In this question, the students were asked to choose how they prefer to work in class, most of students 21 from a total of 30 expressed they like to work in pairs. In second place, 5 students like to work individually, then 3 students chose they like to work in groups of 3 to 5 people and only one student chose group of 5+ people.

### 4.1.3 Pre-test and Post-test

In agreement with Keller et al. (2001):

In a classroom debate, a proposition is stated, and students make arguments for or against it. Students must research and prepare arguments to participate in the debate effectively, they are required to think on their feet to respond to the opposing side's counterarguments, and they benefit from hearing a range of perspectives on an issue. (p.1)

As stated by Europroyectos Erasmus (2020):

Students either choose or are assigned to argue a particular side in the debate. It may present an extra challenge, but it can be a positive learning experience for students to argue on the side of the debate they do not believe in. (para.20)

As mentioned by Chawla (2021) “students should avoid, or limit claims based on personal experience or opinion and explain why these are considered less valid sources of information in a debate.” (p.4)

The topic for the pre-test debate was Cats VS Dogs. Students watched a documentary as a homework, in the first class they debated for 40 minutes in a live session and were assessed through a debate assessment rubric. Afterwards, the topic for the post-test debate was Mountain VS Beach vacations. Students prepared their own arguments as it was explained and guided by the researcher during the class activities, in the final class they debated for 40 minutes in a live session, and they were assessed through the same debate assessment rubric as the pre-test to compare results in their oral and argumentative performance. The comparison between the pre-test and post-test is shown below.

Table 2

Aspect	Pre-Test Results	Post-Test Results
<p><b>1. The speaker's statements clearly, accurately, and fluently supported their position in the debate.</b></p>	<p>Students were confused and a little disorganized when expressing their ideas, statements were not well-defined. They tried to speak faster rather than paying attention to accuracy and logic of the ideas.</p>	<p>The students tried not to think first in Spanish and then translate their ideas into English. Their ideas were well organized and clearer. They paid attention in speaking fluently, accuracy and were careful with the sense of their ideas.</p>
<p><b>2. The speaker's statements appeared to be well researched and documented.</b></p>	<p>Students had a few acceptable arguments, and expressed their arguments mostly based on personal opinions not in facts. Did not provide relevant information from the video they watched, only expressed whether they like it or not and explained why.</p>	<p>Students had improved their arguments, their statements were based on facts, they handled the topic and they started to develop convincing arguments based on the information they read and the previous topic research they did.</p>

<p><b>3. The speakers turned on their camera and addressed the opposing team</b></p>	<p>Some students did not want to turn their cameras on, only participated with their microphones. Also, students had difficulties in breaking into a conversation to say related comments when somebody else was talking or had finished talking.</p>	<p>Most of the students turned on their cameras, many of the students seemed to be much more motivated and showed self-confidence when speaking. They proactively jumped into the conversation to participate. Certain students refused to participate unless they were requested to do it.</p>
<p><b>4. Arguments were presented with simplicity, appropriate volume, intonation, and adequate expressions</b></p>	<p>Their English expressions were kind of limited. They used many memorized phrases. Some students had rising-falling intonation, but some were flat tone.</p> <p>Students had an appropriate volume when speaking.</p>	<p>Students put into practice the debate expressions learned during the activities in class, most of them improved their intonation and kept an appropriate volume. They used less memorized phrases and tried to express their arguments based on the vocabulary they know.</p>

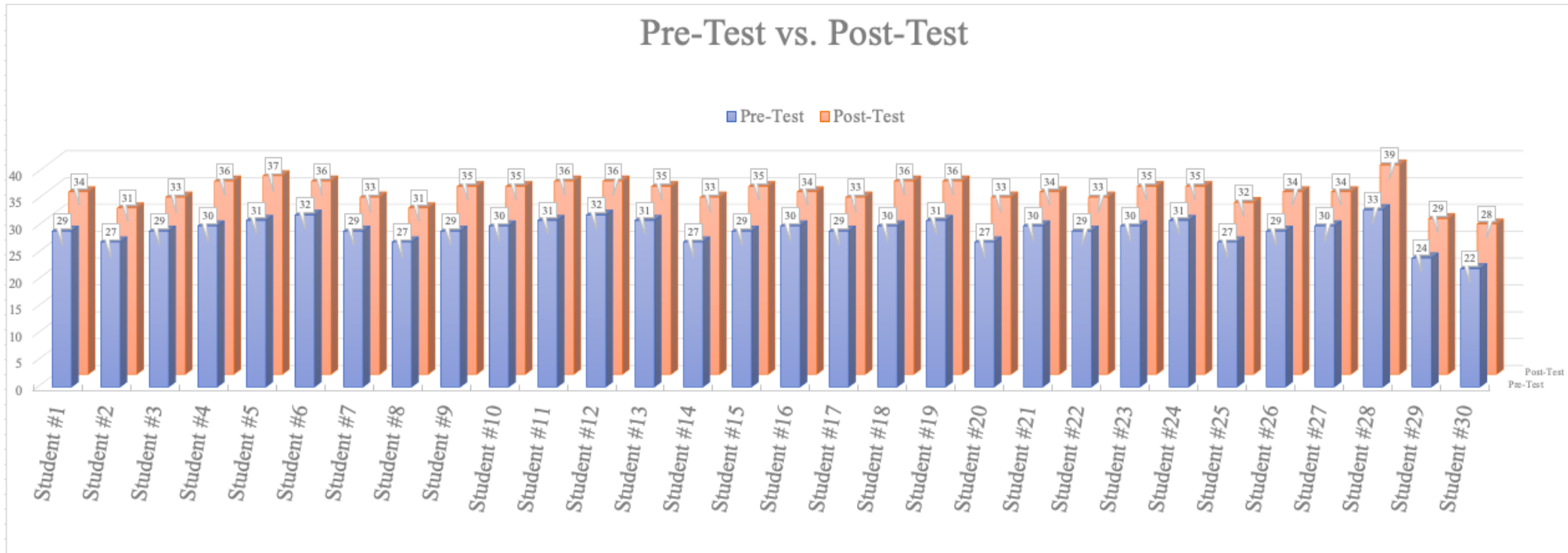
<p><b>5. Speakers were well rehearsed with minimal reliance on notes</b></p>	<p>Most of students had notes to express their thoughts, it seems that they felt embarrassed when they made a mistake.</p>	<p>Students were taught to research first about the topic to learn vocabulary and put it into practice in their conversations instead of taking notes and read their arguments, they started to do so. Also, since they were practicing asynchronous, watching their classmates' videos, and responding to them, they were not that ashamed of making mistakes in the last debate.</p>
<p><b>6. Rebuttal were specific to opposing arguments and expressed with precision</b></p>	<p>Students had difficulty in maintaining speaking, some of them did not know what words to use when speaking but rebuttals were specific to opposing arguments. Some arguments showed lack of precision.</p>	<p>Rebuttals still were specific to opposing arguments and expressed with more precision. They had less difficulty in maintaining speaking because they were implementing vocabulary learned from their research to elaborate their rebuttals.</p>

<b>7. Rebuttals showed evidence of good listening skills</b>	There was a delayed for the students to respond to other people immediately because it took time for them to interpret what their classmates said and then to decide what to say.	Students were able to respond sooner than in the pre-test, it still took time for them to interpret what their classmates said but were faster to decide what to say.
<b>8. Concluding arguments and statements were effective and convincing</b>	Students did not use debate expressions nor linking words to express their arguments. They did not make conclusions only expressed opinions randomly.	Students implemented the use of linking words and debate expressions to elaborate their arguments. Students were able to make convincing and closing arguments following the steps learned.
<b>9. Speakers adhered to the rules of the debate</b>	Students adhered to the rules of the debate effectively.	Students adhered to the rules of the debate effectively.
<b>10. The overall collective effort of the debate team was effective</b>	Performed without being exceptional in any way but thought of as competent.	Performed at a level that shows competency.

*Table 2 Pre-Test vs. Post-Test Comparison*

*Source: pre-test and post-test applied to students, January 2022.*

Graph 13



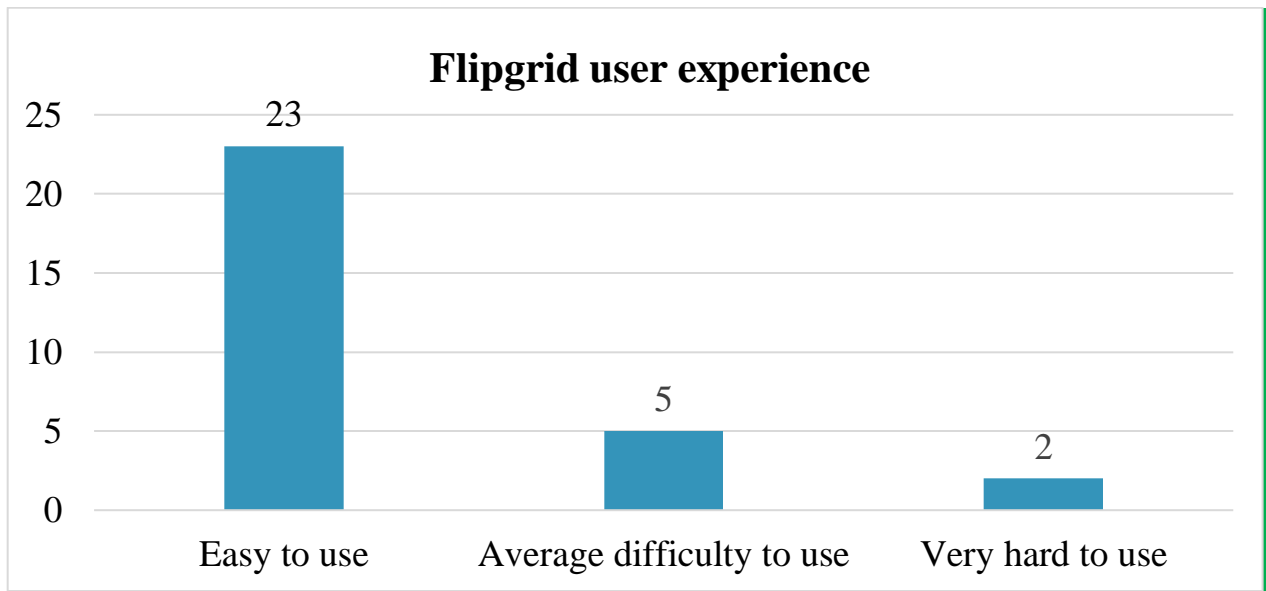
Source: pre-test and post-test applied to students, January 2022.

The post-test shows a significant improvement in the evaluations in comparison to the pre-test evaluations. The debate assessment rubric was based in a scale of 40 points. The average growth was of 5 points per student.

#### 4.1.4 Survey

After the post-test, a survey was applied to the students. This survey was designed with some closed and open-ended systematized questions. The students answered the survey through google form platform. It was emphasized to the students that in this survey there were no correct or incorrect answers, so it was essential that their answers were about what they think, and the results were going to be treated confidentially. Through this survey the researcher was able to identify the advantages and disadvantages of using Flipgrid and the impact in their oral and argumentative performance.

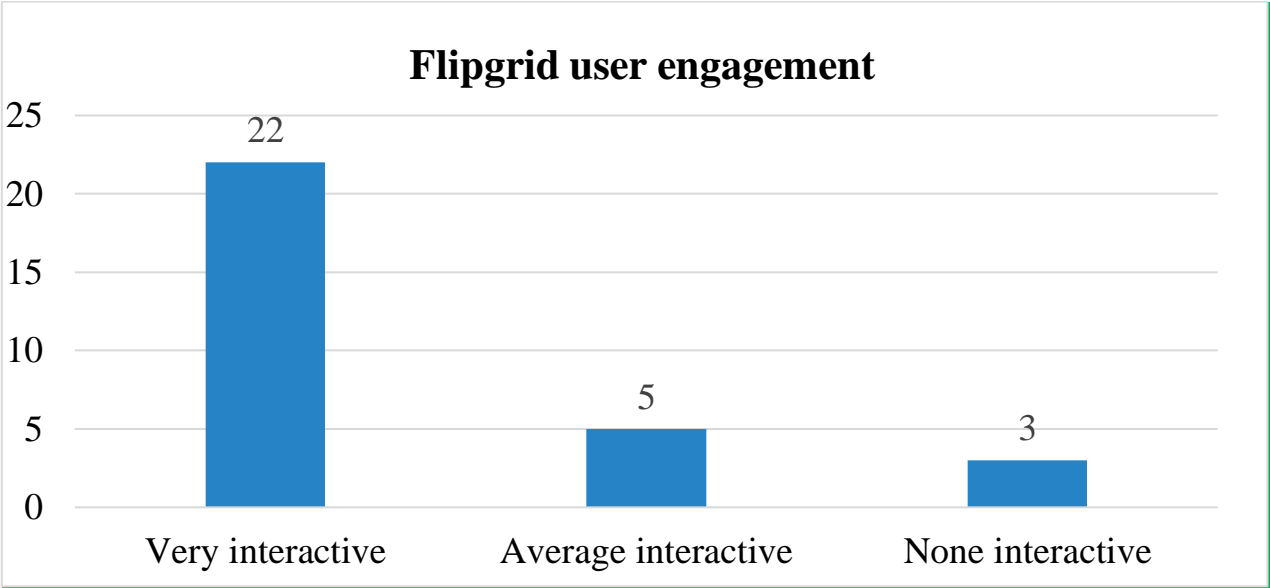
**Graph 14**



*Source: survey applied to students, January 2022.*

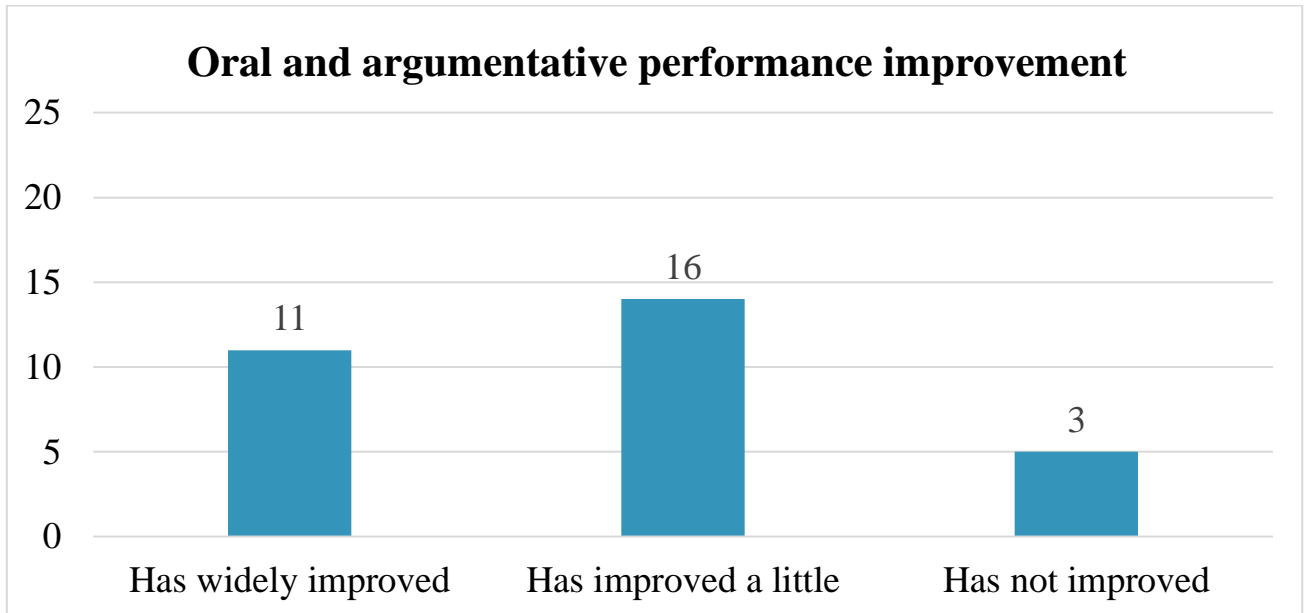
In the previous question, students were asked to choose how user-friendly they think Flipgrid is, most of the students chose that the tool is easy to use, 23 from a total of 30 chose this answer, then, 5 students indicated it is average difficult to use and 2 students picked it is very hard to use.

**Graph 15**



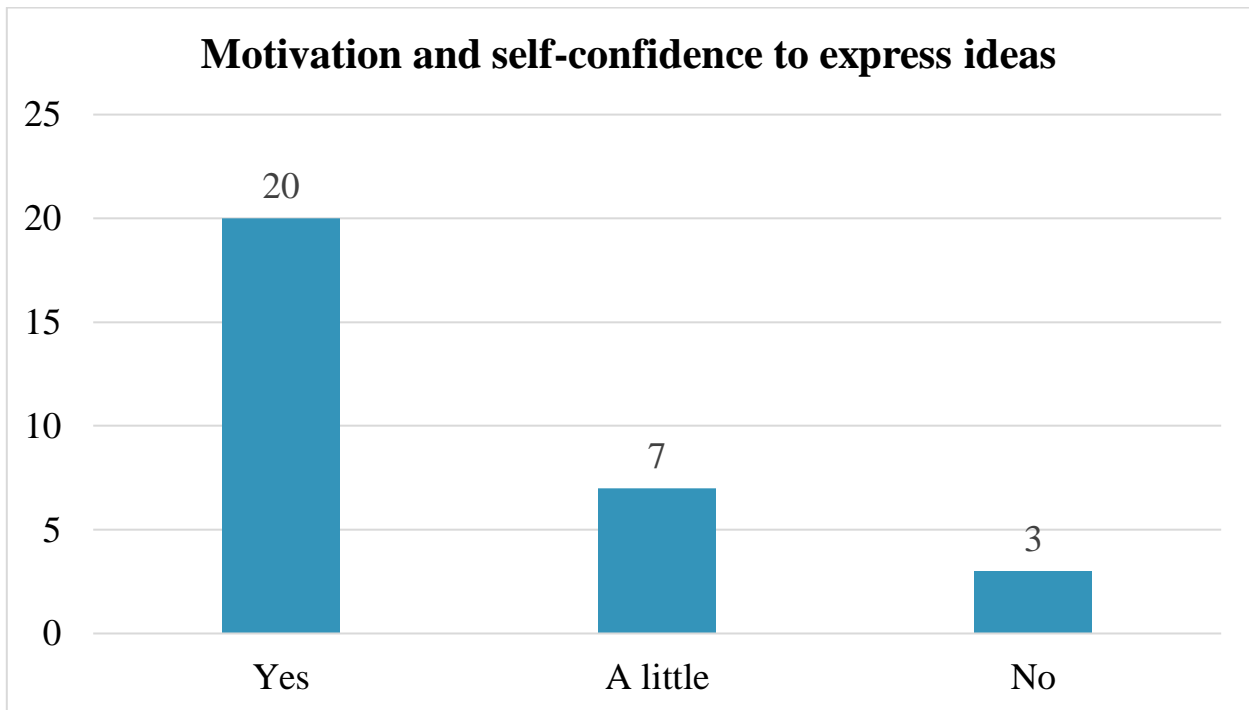
*Source: survey applied to students, January 2022.*

In this question, students were asked to choose how interactive they consider Flipgrid is, 22 students from a total of 30 expressed Flipgrid is very interactive, 5 students said it is average interactive and only 3 students chose that Flipgrid is noninteractive.

**Graph 16**

*Source: survey applied to students, January 2022.*

In this question, the purpose was to analyze how much the students consider their oral and argumentative performance have improved since they started using Flipgrid. Most of students, 14 from a total of 30, chose their oral and argumentative skills have improved a little. Later, 11 students indicated they have widely improved, and 5 students chose their skills have not improved.

**Graph 17**

*Source: survey applied to students, January 2022.*

In this question, the purpose was to ask the students if they consider that using Flipgrid has motivated them and has built more self-confidence to express their ideas in English language. It was noticed that 20 students from a total of 30 said “Yes”, 7 students expressed “a little” and 3 students chose “No”. Also, students had to explain the reason of their answers. The students who said “Yes” described that Flipgrid is a great tool to use when studying remotely, they were afraid of participating in a live session because they had to think and improvise their arguments but recording their videos asynchronous allowed them to prepare their answers first, to record and express their ideas in their own time and it helped them to improve their self-confidence. Then, the students who expressed “a little” mentioned that they prefer speaking in a live session that asynchronous; but they like the tool because it is interactive, and it helped them a little to feel

motivated. Lastly, the 3 students that chose “No”, the main reason was because they don’t like video recording.

In the last section of the survey, students were asked to answer 5 questions discussing their experience with Flipgrid tool. The analysis from the students’ answers is described below.

**Question 1: Mention 2 advantages and 2 disadvantages of using Flipgrid tool to debate asynchronously.**

Students explained that like any other app, the mobility feature is very convenient, and Flipgrid capacity to work away from class, allows them to participate at debates whether they are at home or not. The student can take a second from their chores or even record a video from their mom’s car backseat.

The time between a student statement and its classmate response allows to everyone in the debate to think calmly to make a valid argument, this the main aspect, it lows the pressure for each participant giving them space and time to gather ideas to respond successfully.

It was mentioned by the students that Flipgrid is an extremely interactive app, and it contains many specific functions to help users to go through all stages of debates; it could become a disadvantage since the user must learn how to use the app properly first, otherwise it might be difficult to learn effectively from the app.

Also, the Flipgrid features can also distract them a little bit from the purpose of the assignment.

Among the great qualities of Flipgrid, students stood out the uploading video feature; it was explained that it is suitable for ideas explanation in a debate, however, it comes with the minimum requirement of a bandwidth; it might cause issues if the tool is used at a poor mobile network environment. Some students from different areas of the country, for example, a couple of

students from Puntarenas mentioned that network connection was one of the main inconveniences for them when using the Flipgrid tool.

**Question 2: Did you have any mechanical issue with the tool? Do you recommend any change?**

It was explained by the students that the tool might not present an issue itself, but it could become one, if the teacher/educator misunderstands the rules of organization for the main grid in the app, because having a high number of groups means a full data window to control. It doesn't matter which community grid was chosen; all grids are shown in the same window. In some cases, it can create confusions.

Flipgrid compatibility was mentioned, some students had devices that some camera effects were not supported during the video and selfie step. For example, Iphone 6, Iphone SE, Android old versions, some camera and editing functionalities were not supported. It was mentioned that a video cannot be fixed after it has been submitted and students consider this as a change that should be made in the tool. Another change students consider that it should be made is the categorization of community grids to order the main window of grids and avoid confusions.

Lastly, some students mentioned that Flipgrid must have permission from their browser to access their camera and microphone; some of them did not know how to do that and struggled a little bit when they started using the tool.

**Question 3: What was different between participating in asynchronous debates than synchronous ones? Describe your experience.**

Most of students settled that the main difference between participating in asynchronous and synchronous debates, is the time they have to prepare their arguments. It was mentioned that in asynchronous debates there is enough time to analyze, to correct and complete the ideas they would like to express. On the other hand, in synchronous debates, students consider they must respond quickly, the time to think is shorter and the idea must be expressed correctly. Students mentioned that they prefer to have more time to think and to express their ideas accurately rather than improvising in front of the class.

**Question 4: Did Flipgrid asynchronous debates help you to improve and express your oral ideas based on arguments rather than personal experience opinions? Why?**

Students explained that after the activities performed by the educator with Flipgrid tool, they learned the difference between expressing an idea based on arguments and expressing an idea based on personal experiences. It was mentioned that the debate expressions and linking words taught in the activities helped them to start their ideas in a correct way, as well as looking for information of the topic given to create their arguments based on facts. Also, they mentioned that advantage of having enough time to do research before recording their videos and sharing their ideas about the topic assigned.

**Question 5: Do you prefer synchronous or asynchronous debates? Explain.**

Most of students agreed that in an online learning environment, it could be beneficial to use asynchronous debates; students expressed it helped them to improve their confidence, some of them explained they prefer to receive feedback offline rather than in a live session when the whole class listening to the teacher's opinion. Also, a couple of students mentioned that they have independent learning difficulties, and it was a challenge

for them because they have a high dependence of teachers and need supervision to avoid procrastinating with their tasks.

Lastly, some students expressed that this asynchronous debate, undoubtedly helped them to understand some course concepts, expand critical thinking abilities, and improve collaboration between them. It was expressed that it will be a great idea to continue thinking, planning, and correcting themselves.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

## **5.1 CONCLUSIONS**

The conclusion is one of the most significant parts of this investigation. In this research five data collection instruments were used to scope the objectives of the investigation. The instruments were observation, questionnaire, pre-test, post-test and survey.

In the following paragraphs, it is some detailed information about how the main and specific objectives of this research were accomplished, and afterwards, some recommendations for teachers that may be interested on educating their students` oral and argumentative skills.

### **5.1.1 Conclusion regarding the general objective**

The general objective pursued to evaluate the impact of implementing asynchronous debates through the Flipgrid tool on the oral and argumentative skills of intermediate level groups A and B at Centro de Idiomas ALCANZA during the third quarter of 2021. In conclusion, the implementation of asynchronous debates through Flipgrid tool demonstrated a huge and positive impact on the students` oral and argumentative skills.

It can be concluded that at the beginning of the investigation students performed without being outstanding in any way but considered as competent, afterwards, students achieved a level that visibly shows competency based on an evaluation rubric used by the researcher. In conclusion Flipgrid is a magnificent web tool that gave voice and visibility to all the students, it helped them to increase their digital and linguistic competencies.

### **5.1.2 Conclusion regarding the first specific objective**

In the first objective the purpose was to identify the main difficulties students of intermediate level groups A and B are facing when performing oral and argumentative skills at Centro de Idiomas ALCANZA. This objective was accomplished by observing the students, applying a questionnaire, and applying a pre-test. Being able to be aware of the characteristic aspects regarding difficulties, allow to reveal problems and act to solve them; through the class observation it can be concluded that students enjoy the listening and the writing activities, but they do not like the reading and speaking ones, mostly speaking, besides the pronunciation errors they make, they do not like when the teacher asks them to talk about something specific.

Also, through the application of the questionnaire it can be concluded that students have struggles in speaking in class discussions generally, as well as speaking in class debates without prior preparation, (i.e., when they are surprisingly chosen to speak by the teacher or by a student) and difficulties for taking their chance to speak in group debates unless somebody requests their opinions. Moreover, students show difficulties in jumping into a conversation when someone is talking or just finished talking, as well as having difficulties for continuing speaking (i. e., do not have enough vocabulary to continue speaking) and expressing their thoughts without a cheat sheet.

Lastly, through the pre-test it can be concluded that students were confused and a little disorganized when expressing their ideas, statements were not well-defined. Also, students tried to speak faster rather than paying attention to accuracy and logic of the ideas, students had a few acceptable arguments, and expressed their arguments mostly based on personal opinions not in facts; did not provide relevant information from the video they

watched, only expressed whether they like it or not and explained why. Some students did not want to turn their cameras on, only participated with their microphones. Also, students had difficulties in jumping into a conversation when someone is talking or just finished talking, the students' English expressions were kind of limited, they used many memorized phrases. Most of students had notes to express their thoughts, it seems that they felt embarrassed when they made a mistake. Students had difficulty in maintaining speaking, some of them did not know what words to use when speaking but rebuttals were specific to opposing arguments. Some arguments showed lack of precision. There was a delay for the students to respond to other people immediately because it took time for them to interpret what their classmates said and then to decide what to say. Students did not use debate expressions nor linking words to express their arguments, they did not make conclusions only expressed opinions randomly. Finally, it is concluded that it was able to identify plainly the students' difficulties when performing oral and argumentative skills.

### **5.1.3 Conclusion regarding the second specific objective**

In the second objective the purpose was to describe the results obtained after the implementation of the Asynchronous Debates through Flipgrid tool using evaluation rubrics with the students of intermediate level groups A and B at Centro de Idiomas ALCANZA.

In conclusion, the post-test shows a significant improvement in the evaluations in comparison to the pre-test evaluations. The debate assessment rubric was based in a scale of 40 points. The average growth was of 5 points per student.

Additionally, it can be concluded that students tried not to think first in Spanish and then translate their ideas into English, their ideas were well organized and clear. Students paid attention in speaking fluently, accurately and were careful with the sense of their ideas.

Students had improved their arguments, their statements were based on facts, they handled the topic and they started to develop convincing arguments based on the information they read and the previous topic research they did. Most of the students turned on their cameras, many of the students seemed to be much more motivated and showed self-confidence when speaking. Students proactively jumped into the conversation to participate. Certain students refused to contribute unless they were solicited to do it.

Also, students put into practice the debate expressions learned during the activities in class, most of them improved their intonation and kept an appropriate volume, student used less memorized phrases and tried to express their arguments according to the vocabulary they know, students could respond sooner than in the pre-test, it still took time for them to interpret what their classmates said but were faster to decide what to say. Students implemented the use of linking words and debate expressions to elaborate their arguments. Students were taught to research first about the topic to learn vocabulary and put it into practice in their conversations instead of taking notes and read their arguments, they started to do so.

Also, since they were practicing asynchronous, watching their classmates' videos, and responding to them, they were not that ashamed of making mistakes in the last debate. Rebuttals still were specific to opposing arguments and expressed with more precision.

Finally, in conclusion, students had less difficulty in maintaining speaking because they were implementing vocabulary learned from their research to elaborate their rebuttals. Students were able to make convincing and closing arguments following the steps learned.

#### **5.1.4 Conclusion regarding the third specific objective**

In the third objective the purpose was to explore the features of the Flipgrid tool that are involved during its use by intermediate level groups A and B at Centro de Idiomas ALCANZA.

It can be concluded that Flipgrid has many useful features that can be used when performing asynchronous debates. There are plenty of useful settings the students and the teacher can tweak. Explain below the features and some good practices implemented by the educator and students in this research.

As stated by Edwards (2021)

A "grid" is the term used by the Flipgrid community to describe a group of learners. In the case of a teacher, a grid could be the class or a small group. There is a custom Flip Code that is then used to share with anyone that would like to enter that group. (para.17-18)

This video tool allows teachers and students to create their videos for a custom finish rather than simply uploading a YouTube clip. Users can upload and edit video, add more clips, cut, and segment as well as enhance with emojis, stickers, and text. Add arrows to a graph image as you talk over that section of the video, for example, as a great way to get in-depth information across. (para.21-22)

One way to stay in control of the content submitted by students is to set the Video Moderation mode to on when you post a new Topic. In doing so, any video uploaded will not be posted until you have checked and approved it.

This is a useful tool when starting out, but once trust has built and you're confident, it's also good to have this setting off to save time on moderating. When it's off, students can also enjoy more freedom of expression in real-time. (para 23-24)

It can be concluded that the features and practices mentioned above were vital in the implementation of asynchronous debates through Flipgrid tool.

### **5.1.5 Conclusion regarding the fourth specific objective**

In the fourth objective the purpose was to determine the advantages and disadvantages of implementing asynchronous debates through Flipgrid tool. This objective was accomplished by applying a survey to the students. In conclusion, regarding the advantages, the mobility feature allows the students to work away from class, the time between a student statement and its classmate response allows to everyone in the debate to think calmly to create a valid argument, it lows the pressure for each participant giving them space and time to gather ideas to respond successfully. Also, it is concluded that Flipgrid is a user-friendly tool and interactive based on the student's experience. On the other hand, regarding the disadvantages, it can be concluded that some Flipgrid features that make the tool fun can also disturb students a little bit from the purpose of the task. It is concluded that Flipgrid comes with the minimum requirement of a bandwidth, and it might cause issues if the tool is used at a poor mobile network environment.

## **5.2 RECOMMENDATIONS**

At the end of this investigation, there are some suggestions to generate a positive impact in the teaching field and improving the oral and argumentative skills. Also, future researchers should consider these recommendations for future investigations.

- a) Teachers should pay attention to what skills the students are having trouble with. If students prefer more writing and reading activities than listening and speaking ones, it helps to identify their shortcomings and address them in the right way.

- b) Teachers must be aware of the current tendencies in the field and should consider group work since it stimulates the use of target language in the oral and argumentative skills. Teamwork could generate spaces for discussion such as debate or plenaries.
- c) Students must present their assignments (video recordings) using only the target language; no matter if they show grammar mistakes, lack of fluency and accuracy, among others, the idea is to produce language and to improve constantly.
- d) Teachers should avoid the use of traditional teaching approaches where the principal focus and character of the class is the educator; it is recommended to allow the students to work independently and to take advantage of the technological tools.
- e) Teachers must provide constant feedback to students and increase the supervision in the student's development.
- f) Teachers must get informed about Flipgrid tool. They should research and get informed about the appropriate use of Flipgrid.
- g) Teacher should perform the discussions activities focus on real-life situations to foster oral and argumentative participation.
- h) Teachers should promote spaces to share ideas about how students are dealing with the tool, to verify if they are having any challenges and clarify doubts.
- i) Students with a higher proficiency level can contribute to the learning of the rest of the students to help them developing their arguments.
- j) Teachers should motivate the students to prepare their arguments and record their videos without any extra help to achieve a higher English level and overcome their oral and argumentative deficiencies.
- k) Flipgrid tool and its activities should be presented in an engaging way and not as a mandatory task for the students to get interested in participating in the discussions.

- l) Teachers must keep an eye on the upgrades and new features of Flipgrid tool to guide the students on how to use the tool correctly.
- m) Teachers should use technological tools to incite participation in the improvement of oral and argumentative skills in order to remove doubts of communicating themselves in the target language.
- n) Teachers should inform the students about the minimum bandwidth they should have to use the Flipgrid tool successfully.
- o) Lastly, the investigator will provide to Centro de Idiomas Alcanza a set of asynchronous activities that can be done by using Flipgrid tool to foster oral production and argumentative skills. The topics are taken from MEP's current English syllabus. It is recommended to use the activities for intermediate level students mainly, depending on the vocabulary level the students have to develop the topics.

**CHAPTER VI**  
**PROPOSAL**

## **6.1 PROPOSAL TITLE**

Asynchronous activities through Flipgrid tool to foster oral production and argumentative skills.

## **6.2 INSTITUTION'S INFORMATION AND POPULATION**

Centro de Idiomas Alcanza is in Desamparados, San José, Costa Rica.

There are young and adult students. The teachers are graduated from English Teaching as a second language. This institute is still providing virtual lessons.

## **6.3 GENERAL OBJECTIVE**

To provide English teachers at Centro de Idiomas Alcanza a set of asynchronous activities to foster oral production and argumentative skills.

### **6.3.1 Specific Objectives**

- a) To describe the results obtained after the implementation of the asynchronous activities through Flipgrid tool using evaluation rubrics with the students of intermediate level groups at Centro de Idiomas ALCANZA.
- b) To examine the features of the Flipgrid tool that are included during its use by intermediate level groups at Centro de Idiomas ALCANZA.
- c) To determine the advantages and disadvantages of implementing Asynchronous activities through Flipgrid tool.

### **6.3.2 Content and Proposal Activities**

The investigator will deliver to Centro de Idiomas Alcanza a set of asynchronous activities that can be done by using Flipgrid tool to foster oral production and argumentative skills. The topics are taken from MEP's current English syllabus. It is recommended to use the activities for intermediate level students mainly, but it will depend on the vocabulary level the students have to develop the topics.

<p><b>Activity 1:</b> Production of initial ideas or investigation for a speaking assignment.</p>	<p><b>Scenario:</b> Lights, Camera &amp; Action</p> <p><b>Themes:</b> What's on TV? The Best Show Ever... Through the Lens of the Documentary Daily News</p>
<p>Students will do research about any of the themes from the scenario given and will record a video in Flipgrid tool doing a presentation of primary ideas based on facts.</p>	
<p><b>Activity 2:</b> Reflections on prior learning on their own performance during an assignment or about their future projects. (A lesson or activity completed previously)</p>	<p><b>Scenario:</b> What Comes Next?</p> <p><b>Themes:</b> Fail or Pass? Career or College? Study Abroad or Here? Getting ahead or getting by?</p>
<p>Teacher will develop a lesson about one of the themes given in this scenario, teacher will assign a couple of tasks to the students and then, they will record a video in Flipgrid talking about their own performance on the assignments or their future learning plans on this topic.</p>	
<p><b>Activity 3:</b> Personal responses to reading or listening texts.</p>	<p><b>Scenario:</b> Unexpected Situations</p> <p><b>Themes:</b> Home Emergencies Emergency Traveling Situations Unanticipated Appointments Making a Complaint at a Restaurant</p>

<p>Teacher will provide a reading or a listening text about any of the themes from the scenario given, then, students will record a video in Flipgrid giving their personal response about the situation and will comment their peers' answers.</p>	

<b>Activity 4:</b> Sharing article reviews	<p><b>Scenario:</b> Online</p> <p><b>Themes:</b> Yesterday, Today and Future Media Networks and Virtual Societies The World of Apps</p>
<p>Students will choose a topic and look for an article. After reading it, they will record a video in Flipgrid to provide a review about it.</p>	

<p><b>Activity 5:</b> Predictive interrogations about a text. Students have a few information about the topic.</p>	<p><b>Scenario:</b> From the Wheel to the Drone</p> <p><b>Themes:</b> Inventions that transformed our Lives Living in a Tech World Safety first The Next wave of innovations</p>
<p>Teacher will provide a reading or a listening text to the students from a topic of the scenario given, students will immediately record a video in Flipgrid with some predictive questions related to it. Students are not allowed to search about the topic until they record the video.</p>	

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## **ANNEXES**

**OBSERVATION****Universidad Hispanoamericana****English School – Evaluation Instrument****Date:****Group:****Virtual Classroom Observation**

Area to Assess	Reflection Questions	Yes / No / Explain	Comments
Instructions	It was clear how to access the virtual classroom.		
Opening	The session started on time.		
	Teacher captured the student's attention.		
Audio	The audio was clear.		
	There were some disruptions in the class.		
Interaction	How often did the teacher interact with participants?		
	Teacher created spaces where students could interact with each other.		
	When were students most engaged? (skill)		
	When were students least engaged? Did they show any difficulties? (skill)		
	Students interrogated the teacher.		
Content/slides	The content on the slides was easy to read		
	The content was properly formatted and visually appealing.		
	Students used a textbook to work in class.		
Speaker/Teacher	Teacher's voice was clear		
	Teacher was enthusiastic		
	Teacher has a lesson plan		

Organization / Development of the class	Students completed classwork on time.		
	Teacher produced high quality work containing features of the exemplar and success criteria.		
	Teacher provided students with strategies for generating ideas through organizing them and planning.		
	Teacher shared with students the grading criteria that was going to be used to assess their work.		
	Teacher enabled students to collect information from reading, taking notes, etc.		
	Teacher helped students to develop a sense of audience.		
	The students understood the teacher's instructions.		
	Students communicated ideas correctly, written and speaking.		
	Grammatical structures were used correctly.		
Closing	How did the teacher close the class?		
	Was she/he rushing to finish on time? If so, how did the students react?		

## ANNEX 2

## QUESTIONNAIRE

**Universidad Hispanoamericana**  
**English School – Evaluation Instrument**

**Student's Name:** \_\_\_\_\_.

**Date:** \_\_\_\_\_.

In this questionnaire are no correct or incorrect answers so it is essential that your answers are about what you think. Your answers will be treated privately.

1. Please select with an "X" the reason you are studying English.

To get a good job in the future	
To travel around the world	
Just because my parents subscribed me to the course	
To improve my English for high school / university	
Other reasons	

2. Organize from 1 to 4 (1 being the more significant and 4 the less significant) which aspect is more important for you?

Learn how to write in English	
Learn how to speak in English	

Learn how to read in English	
Learn to understand what other people say in English.	

3. For each item, choose the option that best represents what you think according to this scale.

(1= totally disagree, 5= totally agree).

- a) I have difficulty in speaking in class discussions.

1	2	3	4	5
---	---	---	---	---

- b) I have difficulty in breaking into a conversation to say related comments when somebody else is talking or has finished talking.

1	2	3	4	5
---	---	---	---	---

- c) Without prior preparation, I have difficulty in speaking in class discussions. (i.e., when I am unexpectedly picked to speak by a lecturer or by another student.)

1	2	3	4	5
---	---	---	---	---

- d) I have difficulty in speaking because my English expressions are limited (i.e., I do not know how to say it in English.)

1	2	3	4	5
---	---	---	---	---

- e) I have difficulty in responding to other people immediately in group discussions because it takes me time to interpret what people say and then to decide what to say.

1	2	3	4	5
---	---	---	---	---

- f) I have difficulty in taking my turn to speak in group discussions unless someone asks me about my opinions.

1	2	3	4	5
---	---	---	---	---

- g) I have difficulty in maintaining speaking. (i.e., I do not know what words I should use to maintain my turn when speaking).

1	2	3	4	5
---	---	---	---	---

- h) I have difficulty in speaking because I would feel embarrassed if I made a mistake.

1	2	3	4	5
---	---	---	---	---

- i) I have difficulty in asking a speaker to repeat what he/she has said because I am embarrassed. (i.e., I just guess what he/she has said)

1	2	3	4	5
---	---	---	---	---

- j) I have difficulty in expressing my thoughts without detailed notes or entire scripts.

1	2	3	4	5
---	---	---	---	---

4. When you express your ideas in English, what do you usually do on your own initiative?

For each item, choose the criteria that best represents what you do according to this scale:

Always or almost always	Often	Sometimes	Rarely	Very rarely	Never or hardly ever
A	B	C	D	E	F

- a) Before I start discussing, I first think about what I want to say.

A	B	C	D	E	F
---	---	---	---	---	---

- b) First, I think in Spanish and then I translate it.

A	B	C	D	E	F
---	---	---	---	---	---

- c) I pay attention to grammar when I speak.

A	B	C	D	E	F
---	---	---	---	---	---

- d) I speak based on structures or set phrases that I have memorized.

A	B	C	D	E	F
---	---	---	---	---	---

- e) I write my arguments before I start discussing.

A	B	C	D	E	F
---	---	---	---	---	---

f) I only use easy words and structures, which I know for sure that are correct.

A	B	C	D	E	F
---	---	---	---	---	---

g) I pay more attention in speaking fluently than accurately.

A	B	C	D	E	F
---	---	---	---	---	---

5. Choose with an “x” two activities that you consider it may help you to improve your speaking performance in English.

a) Discussions	
b) Role Play	
c) Storytelling	
d) Story Completion	

6. Choose with an “x” how do you prefer to work in class.

a) Individual	
b) In pairs	
c) Group of 3 to 5 people	
d) Group of 5+ people	

**ANNEX 3****PRE-TEST**

The topic for this debate will be Cats VS Dogs. Students are going to watch a documentary as a homework, in the first class they will debate for 40 minutes in a live session, and they will be assessed through a debate assessment rubric.

## ANNEX 4

## SPEAKING RUBRIC

**Universidad Hispanoamericana**  
**English School – Evaluation Instrument**

**Debate Assessment Rubric**

**Student's Name:** \_\_\_\_\_.

**Debating Team Name and Position:** \_\_\_\_\_.

**Date:** \_\_\_\_\_.

Aspect	Excellent (4 points)	Very Good (3 points)	Good (2 points)	Needs Improvement (1 point)
1.The speaker's statements clearly, accurately, and fluently supported their position in the debate.				
2.The speaker's statements appeared to be well researched and documented.				
3. The speakers turned on their camera and addressed the opposing team				
4. Arguments were presented with simplicity, appropriate volume, intonation, and adequate expressions				
5. Speakers were well rehearsed with minimal reliance on notes				
6.Rebuttal were specific to opposing arguments and expressed with clarity				
7.Rebuttals showed evidence of good listening skills				
8.Concluding arguments and statements were effective and convincing				
9.Speakers adhered to the rules of the debate				
10.The overall collective effort of the debate team was effective				
Total: 40 points Points Obtained: _____ Score: _____				

Comments:

## **ANNEX 5**

### **ACTIVITIES**

#### Flipgrid Debates Topics

1. Homeschooling VS Traditional Schooling
2. Buying or Renting a house
3. Apple IOS vs Android OS
4. Sunrise VS Sunset
5. Christmas Eve VS New Year's Eve

For 5 weeks students were given a topic to debate by using Flipgrid tool.

## **ANNEX 6**

### **POST TEST**

The topic for this debate will be Mountain VS Beach vacations. Students are going to prepare their own arguments as it was explained and guided by the researcher during the previous activities, in the final class they will debate for 40 minutes in a live session, and they will be assessed through a debate assessment rubric.

**ANNEX 7****SURVEY**

**Universidad Hispanoamericana**  
**English School – Evaluation Instrument**

**Student's Name:** \_\_\_\_\_.

**Date:** \_\_\_\_\_.

In this survey are no correct or incorrect answers so it is important that your answers are about what you think. Your answers will be treated privately.

**Instructions:** For the following questions please mark (x) to choose one option.

**Question 1:** Do you think that Flipgrid is:

- Easy to use
- Average difficult to use
- Very hard to use

**Question 2:** Do you consider that Flipgrid is:

- Very interactive
- Average interactive
- None interactive

**Question 3:** How has your English oral performance improved since you started using the tool?

- Has widely improved
- Has improved a little
- Has not improved

**Question 4:** Do you consider that using Flipgrid has motivated you and has built more self-confidence to express your ideas in English language?

( ) Yes

( ) A little

( ) No

Why? \_\_\_\_\_

\_\_\_\_\_.

For the following questions, please answer with complete sentences.

- 1) Mention 2 advantages and 2 disadvantages of using Flipgrid tool to debate asynchronously.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

- 2) Did you have any mechanical issue with the tool? Do you recommend any change?

\_\_\_\_\_

\_\_\_\_\_.

- 3) What was different between participating in asynchronous debates than synchronous ones? Describe your experience.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

- 4) Did Flipgrid asynchronous debates help you to improve and express your oral ideas based on arguments rather than personal experience opinions? Why?

---

---

---

---

- 5) Do you prefer synchronous or asynchronous debates? Explain.

---

---

Thank you.

## ANNEX 8

## USEFUL TIPS

# Useful Expressions for a DEBATE



## STATING THE ISSUE

- The motion for debate today is ...
- People / Dr. Johnson... believe(s) / feel(s) / insist(s) / think(s)...that...
- Let's first define some important concepts...

## CONCEDING AN ARGUMENT

- It's true/obvious/evident that ... However, ...
- While you might say that ..., it's important to remember that ...
- I agree with you that ...  
On the other hand, ...

## PHRASES FOR THE MOST IMPORTANT POINT

- This argument/idea is of paramount importance.
- The most important argument for ... is ...
- The main idea/thing is ...
- The most important idea is...
- Most importantly, I want to mention that...
- The primary argument for... is...
- Two/three... important arguments support my point of view...

# LINKING WORDS IN ENGLISH

Emphasis	Addition	Contrast	Order
Undoubtedly Indeed Obviously Particularly / in particular Especially Clearly Importantly Absolutely Definitely Without a doubt Never It should be noted	Additionally / an additional Furthermore Also Too As well as that Along with Besides In addition Moreover Not only...but also In addition to this Apart from this	Unlike Nevertheless On the other hand Nonetheless Despite / in spite of In contrast (to) While Whereas Alternatively Conversely Even so Differing from	First/ firstly Second/ secondly Third/ thirdly Finally At this time Following Previously Before Subsequently Above all Last but not least First and foremost
Result	Illustration	Comparison	Summary
As a result As a consequence (of) Therefore Thus Consequently Hence For this reason Due to	For example/ For instance Such as Including Namely In this case Proof of this like To demonstrate/ To clarify	Similarly Equally Likewise Just as Just like Similar to Same as By the same token In the same way	In conclusion To summarise Altogether In short To sum up In summary Briefly To conclude
Reason	Condition	Concession	Generalisation
Because of With this in mind In fact In order to Due to	If In that case In case Unless	Admittedly All the same Up to a point Even so In spite of Although/Even though Even if However	As a rule For the most part In general/ Generally On the whole Overall In most cases

ANNEX 9

PARTICIPATION EVIDENCE



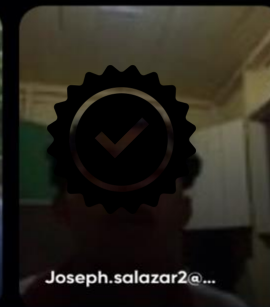
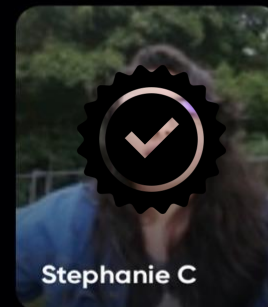
Hello, I am...

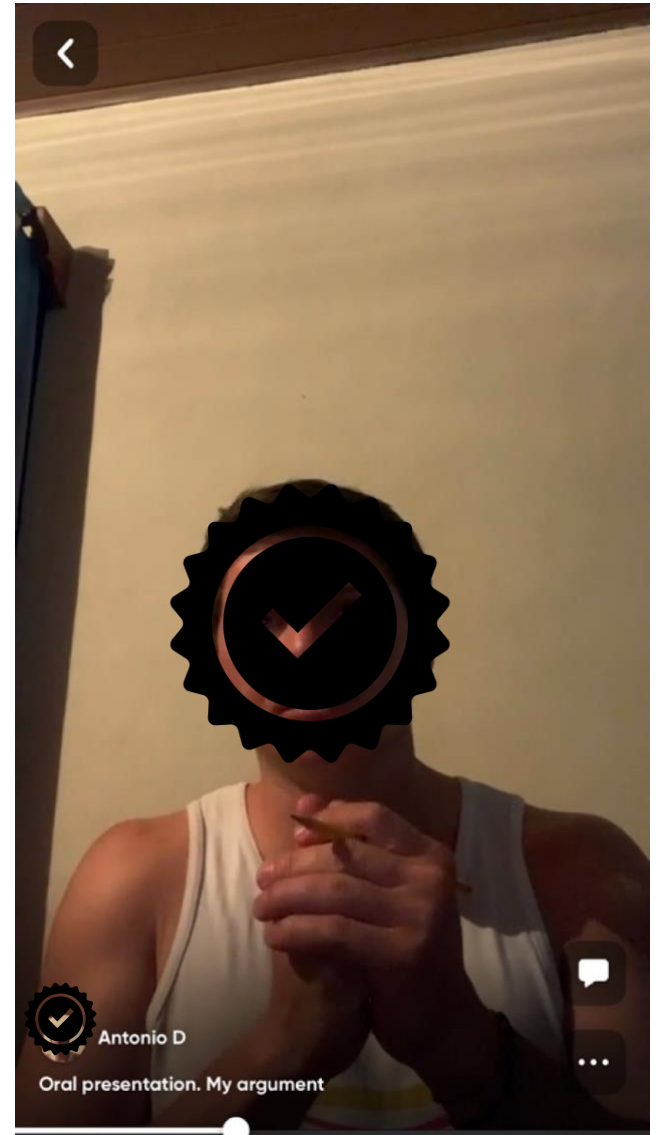
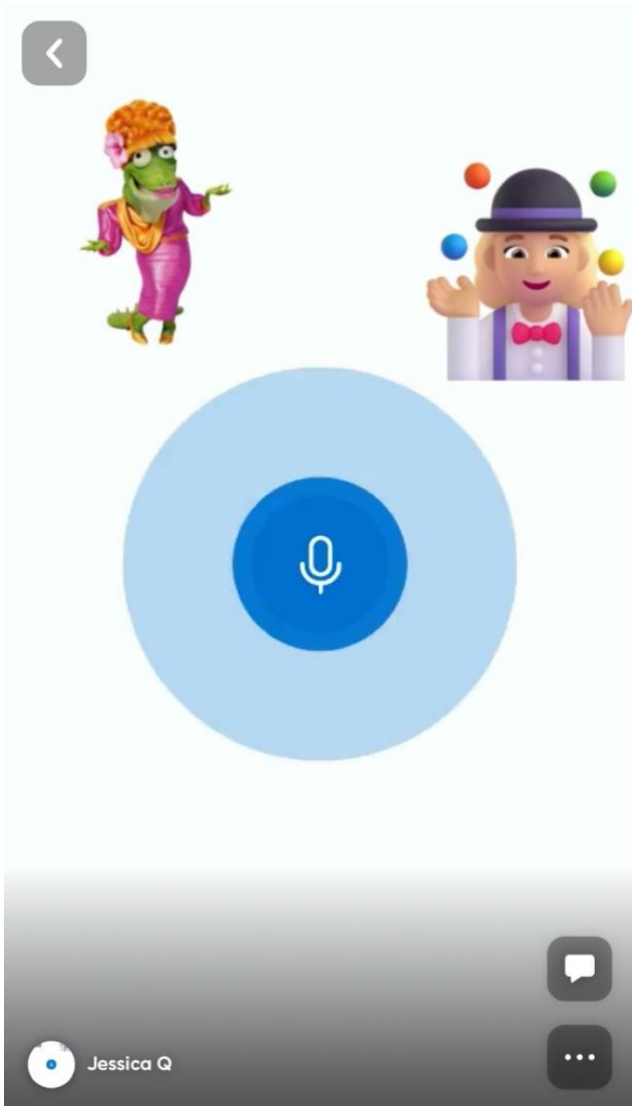
I am excited to learn with you on Flipgrid! Explore the Flipgrid camera features - including drawing, stickers, screen recording, stitch... [more](#)

Attachments



5 responses







# Homeschooling VS Traditional schooling



**José Pablo Oviedo**

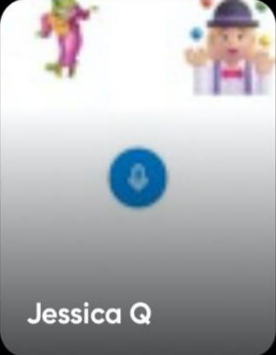

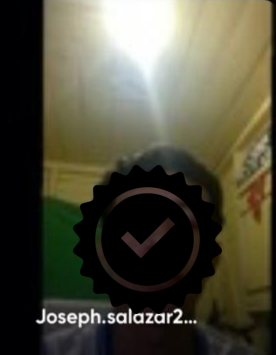

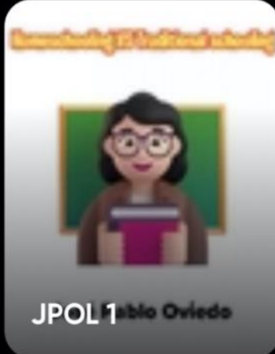
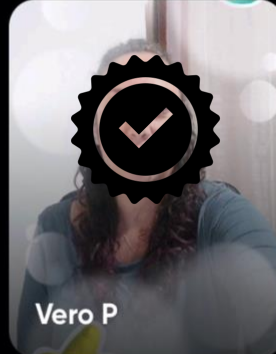

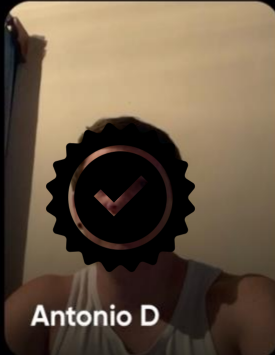



Insights 2 Saturday 11am

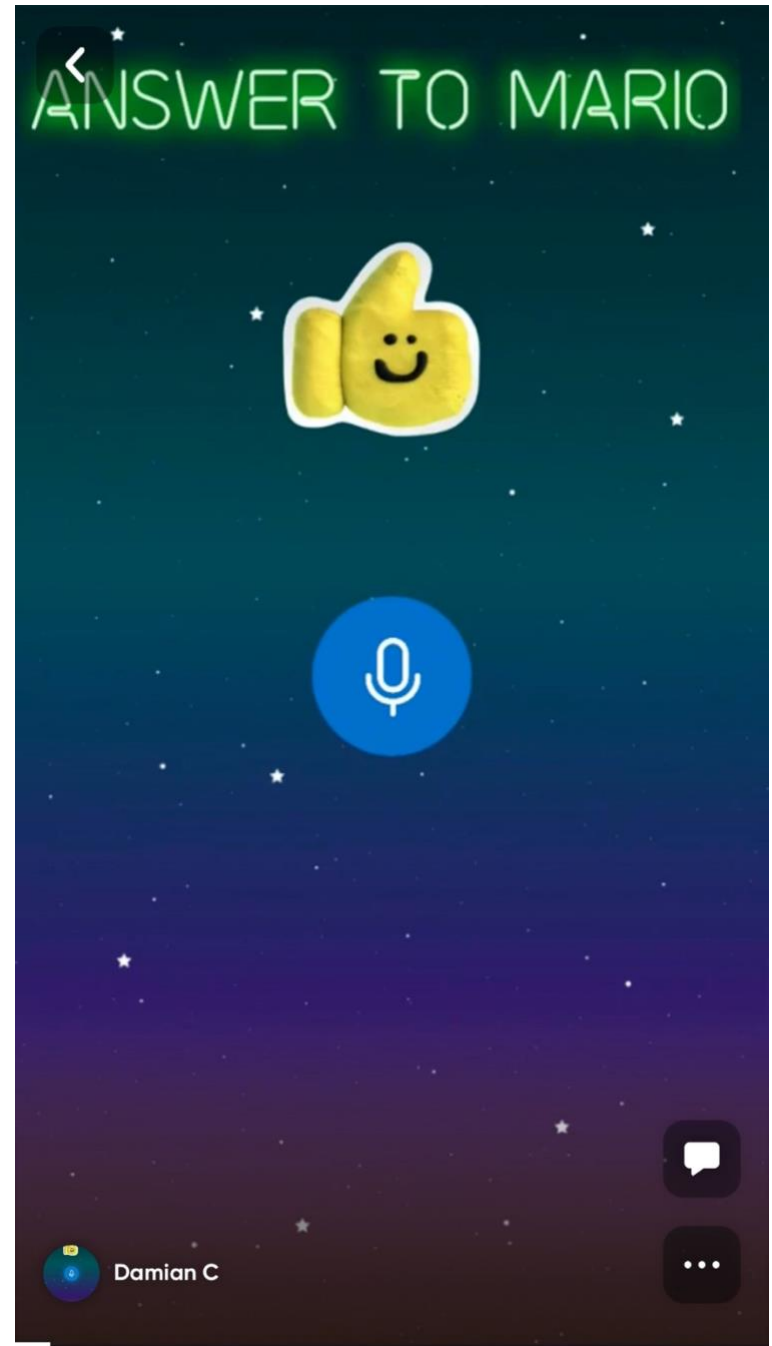
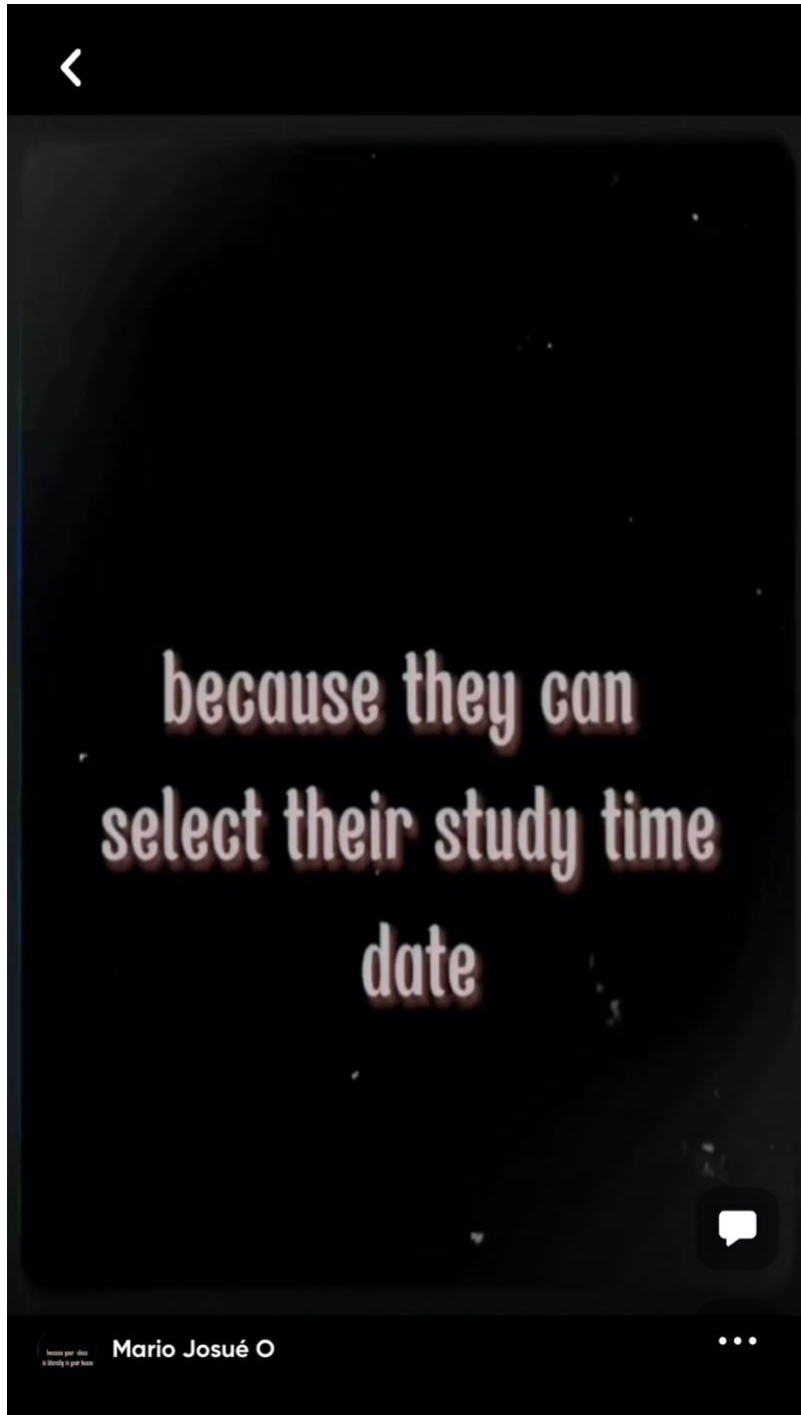
- Teacher K  
Lead
- 8-9 Paula S  
Member
- Alberto A  
Member
- Catalina María S  
Member
- Damian C  
Member
- Deysha P  
Member
- KING J  
Member
- Mario Josué O  
Member
- Sayuri G  
Member
- Vale R  
Member
- gamezga8o@gmail.com  
Invited

Which is better? Explain why.

9 responses

 Jessica Q	 Ana Ugarte	 Joseph.salazar2...
 Stephanie C	 JPOL1 blio Oviedo	 Vero P
 Michael	 Antonio D	 José Ignacio C

Add response



17 responses

Gabriel P

Gab8gamer11 G

Génesis F



Deysha Baltodano

8-9 Paula S

Sayuri G



Damian C

Alberto A

KING J

 Add response

vale <3

Mario Josué O

KRISPOWERCR

