

MA in Technology-Mediated Language Teaching and Learning

Overcoming foreign language anxiety (FLA) in oral presentations using *Flip* with Baccalaureate students

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Abstract

Oral presentations are present both in the educational and working contexts. However, many students do not consider themselves prepared to face this type of challenge, especially when giving certain information using a foreign language. Affective factors play an important role since low self-esteem, together with foreign language anxiety (FLA), might discourage the learner when trying to make progressions in the foreign language. Thus, it seems necessary to guide and help adolescent learners so that they develop optimal linguistic skills which help them reduce and control their FLA. The aim of this study is to analyse how the tool *Flip* can help students to improve their fluidity when speaking English as well as to improve their FLA. A speaking activity would be implemented in each proposed teaching unit over a five month period. The results gathered by means of initial and final questionnaires, summative evaluation and teacher observation might indicate a positive evolution in the acquisition of oral presentation abilities, and certain reduction of students' FLA.

Key words: *Flip*, FLA, speaking skills, technology, EFL

Resumen

Las presentaciones orales forman parte tanto del contexto educativo como del laboral. Sin embargo, muchos estudiantes no se sienten preparados para afrontar este tipo de tareas, especialmente cuando se trata de presentar cierta información utilizando una lengua extranjera. Los factores afectivos juegan un papel importante, ya que una baja autoestima, junto con la ansiedad lingüística, pueden desmotivar al alumno de tal forma que se sienta incapaz de progresar en el aprendizaje de la lengua extranjera. Por eso, parece necesario orientar y ayudar a alumnos adolescentes para que desarrollen habilidades lingüísticas óptimas que les ayuden a reducir y controlar su ansiedad lingüística lo mejor posible. El objetivo de este estudio es analizar cómo la aplicación *Flip* puede ayudar a los alumnos a mejorar la fluidez de su discurso en inglés, al mismo tiempo que les ayuda a mejorar su ansiedad lingüística, mediante una tarea oral evaluable en cada unidad didáctica propuesta a lo largo de cinco meses. Los resultados de cuestionarios iniciales y finales, junto con la evaluación sumativa y la observación del profesor, deberían indicar una evolución positiva en la adquisición de habilidades para las presentaciones orales y cierta reducción de la ansiedad lingüística en la lengua extranjera.

Palabras clave: *Flip*, ansiedad lingüística, competencia oral, tecnología, EFL

1. INTRODUCTION

Throughout our educational path, it is possible that most of us have had to deliver oral presentations in front of our classmates and teachers, from Primary Education to University. However, many people suffer anxiety and nervousness while speaking a foreign language. Maybe we do not remember the content of the presentations, but we cannot forget how we felt, and that feeling may have accompanied us in future presentations.

The different European recommendations, such as the Key competences for lifelong learning (European Commission, 2019), and the current Spanish legislation in terms of education (*Organic Law 3/2020*, of 29 December, which modifies *Organic Law 2/2006*, of 3 May, of Education) highlight the importance of developing 21st-century skills, which include critical thinking, communication, technology literacy, and social skills among others (Joynes et al., 2019). Creating and delivering oral presentations in groups is a common practice in many subjects along all the stages in education with the purpose of developing the aforementioned skills.

Despite this widespread practice of presenting, students in the Spanish Baccalaureate still struggle with this type of oral challenge. Many of them do not feel confident enough to present their projects in front of an audience in their mother tongue. Thus, by adding the constraint of delivering them in a foreign language, anxiety levels can increase considerably. The Common European Framework of Reference for Languages (CEFR), which provides the descriptors of what students from levels A1 to C2 can do in each one of the language skills, includes an assessment scale for “addressing audiences” within the section of oral production (CEFR, 2020), which stresses the need to know how to deliver speeches in front of an audience, usually being in the form of a monologue.

The objective of this FMP is to research the affordances of the online tool *Flip* to help Baccalaureate students cope with their speaking anxiety when delivering oral presentations in a foreign language. Therefore, the purpose of the proposed activities would be to give students opportunities to practise and improve their presentation skills in a controlled environment before they reach higher education and the professional environment.

1.1. Justification

Oral presentations have become an essential part not only of any course in all stages of education but also of many professional spheres. These presentations, which at one time had to be carried out face-to-face, are now commonly delivered using digital software, namely *Zoom*, *Google Meet* and *Microsoft Teams*, among others. It cannot be overlooked that the COVID-19 pandemic has been a pivotal moment for how meetings and conferences are addressed and, although the world is gradually recovering and returning to pre-pandemic habits, it is believed that certain practices in terms of meeting and conferencing will remain virtual (DeFilippis et al., 2022; Karl et al., 2022). In fact, it is estimated that only 25% of meetings will be done face-to-face by 2024 (Standaert et al., 2021).

Given this prospect in the work environment, it becomes essential to train students in order to successfully meet the requirements of well-delivered presentations. However, it is also necessary to bear in mind certain particularities of each modality: face-to-face or online. Whereas the latter requires knowing how to control one's voice and distribute contents appropriately to keep the audience engaged, the former needs to focus on body language and eye contact (Indeed Editorial Team, 2022). In both cases, a good knowledge of discourse organisation is necessary, which will also depend on the audience and the information given.

For the purpose of teaching how to deliver a presentation, teachers in diverse contexts have been implementing different new methodologies in their classrooms with the aim of diversifying how students learn. These active and student-centred methodologies, such as project-based learning, task-based learning, collaborative-based learning or gamification (Celce-Murcia, 2014; Richards & Rodgers, 2001), foster the students' completion of different projects, which most of the time require the presentation of some information in front of the classroom, usually integrating technological tools. Thus, this enhances the development of students' digital competences and skills at the same time.

In the area of English as a Foreign Language (EFL), these methodologies have been integrated within the Communicative Approach or Communicative Language Teaching (CLT). The combination of this approach with different methodologies and strategies has allowed teachers and students to use the foreign language to carry out meaningful and authentic real-world tasks in a controlled environment (Richards &

Rodgers, 2001). A lot of research has already been carried out in this regard, where the benefits of CLT as the basis for the development of oral skills are discussed. In Oviedo Guado and Mena Mayoraga (2021) for example, pre and post-tests were given to a control and an experimental group in high school in Ecuador where, after six months of applying CLT in the experimental group, 31,9% of the students got excellent results in speaking skills, whereas only 4,2% of students in the control group got this mark. A similar study was done in a Pakistani context, in this case over a span of three months, where students in the experimental group obtained significantly better results in speaking skills than the control group after having been taught using CLT (Ahmad & Rao, 2013).

Further to this, the delivering of oral presentations in the classroom has been closely connected with the development of digital skills. In fact, technology has become an important element in the teaching and learning environment. The current Spanish educational legislation, LOMLOE (*Organic Law 3/2020*, of 29 December), and the European Digital Education Action Plan (2021-2027) encourage and support the use of digital technology in education. Even the Regional Administration has developed plans to provide schools with the newest and most updated devices, such as the Galician Digital Plan, which aims to improve the internet connection in all schools of the region and teacher training in new technologies, among other measures to be implemented by 2030.

Students and teachers have found an ally in technology to increase motivation and the learning of foreign languages and other subjects, as some research has shown in the last decade. For instance, Klimova and Poulova (2014) present two projects carried out in elementary and secondary education. In the first one, Czech elementary students participated in a project where they had English conversations with Filipino teachers via Skype and they saw that they could apply what they had learnt in class, which was motivating for them. In the second project, teachers from Slovakia reported that working with ICT in the classroom increased their students' attentiveness and motivation and helped improve their language skills. In a Turkish university context, data gathered by means of 15 questions presented to students reported that using technology in their EFL lessons made them more enjoyable and interesting, and that it should be part of the course (Ilter, 2009). A similar study was carried out in an Iranian university context with similar results since students considered that technology had a positive impact on EFL learning because it allows them to work with authentic materials

and improve communication (Kalanzadeh et al., 2014). This research provides evidence that technology plays a very important role in the EFL classroom and that instructors should take advantage of the technological resources that are available and appropriate for their classroom needs and abilities, such as videos, films, and e-learning. In addition, the integration of technological tools such as Microsoft PowerPoint has become indispensable when it comes to creating visual materials to support oral presentations on different occasions (Thielsch and Peralbo, 2012).

One well-known application which was created to foster oral students' interaction is *Flip* (known as *Flipgrid* until June 2022). This tool allows teachers and students to upload videos and leave replies in a format similar to social networks such as *Instagram* and *TikTok*. Students can record their videos on the platform, where they can have some notes to deliver their speech and they can edit the video before uploading it. *Flip* has been widely used by teachers and students of many subjects, especially in secondary education and higher education, in order to promote asynchronous discussion and peer-feedback. Since its launch in 2014, many scholars have researched the benefits of this tool for students, focusing mainly on how to improve oral skills and fluidity in EFL learners. Budiarta and Santosa (2020) presented a case study in which they wanted to know the perception of university students about *Flip* through observation, open-ended questionnaires and semi-structured interviews. The conclusions showed that students felt more confident when speaking in English, as the tool had helped them improve their oral skills. Also, in a university context where the research was done using Google Forms surveys, students reported having improved considerably their speaking skills due to the proposed activities using the application (Hammett, 2021). In Mango (2021), students' perceptions about *Flip* are revised, being the conclusions similar to previous research: this tool helps students be more confident when speaking at the same time they improve their oral abilities.

Even though oral presentations are a common practice in education, not many students feel comfortable when they have to face them. A large number of students present signs of public speaking anxiety when they are required to develop and present a topic (King, 2002). Therefore, how to help students in this aspect has been an area of research, whose main conclusions were that students needed appropriate technological tools to carry out the presentations and more guided practice (Grieve et al, 2021; Tsang, 2020). However, this research has focused mainly on higher education contexts and adult EFL learners.

This dissertation aims to place at the core the necessity of guiding upper-secondary education students (Baccalaureate students) in the accomplishment of delivering oral presentations in a way in which they are able to overcome speaking anxiety. Although Baccalaureate students should already have a lot of practice in delivering oral presentations in front of their classmates, little has been done in order to help students with speaking anxiety before they start their tasks. Generic advice on how to reduce their symptoms and obliging these students to perform their speeches because it is a requirement of the subject are not enough.

Given that technology has been shown to have a motivating effect on secondary students, it seems appropriate to study the effects it can have to help students overcome their speaking anxiety and increase their self-esteem before starting higher education. This is why the tool *Flip* has been considered accurate: in a friendly environment, students can learn how to deliver a presentation step by step and how to cope with the different symptoms of their speech anxiety, as well as to gain confidence in various situations.

2. THEORETICAL FRAMEWORK

In this section, studies related to the content of this dissertation are reviewed. Firstly, the relationship between anxiety and second language acquisition (SLA) is explained. Secondly, studies where the CLT and its relationship with the development of oral skills are presented. Finally, how the use of technology affects motivation in the EFL classroom is analysed.

2.1. Anxiety and SLA

The study of how affective factors influence SLA has been of great importance in the last years. According to Bao and Liu (2021), the major affective factors in SLA are self-esteem, motivation, and anxiety. The DSM-5 defines the term “anxiety” as “excessive worry and apprehensive expectations, occurring more days than not for at least 6 months, about a number of events or activities, such as work or school performance” (p. 222). The American Psychiatric Association (2021) considers anxiety as a common reaction when facing a stressful situation and which can be beneficial in some cases. About 30% of adults suffer from this mental disorder at some point in their lives, and it is related to specific phobias, social anxiety disorder, generalised anxiety disorder or selective mutism (American Psychiatric Association, 2021).

Within the field of foreign language learning, anxiety has been one of the most studied variables which prevents students from acquiring a new language (Bao & Liu, 2021). In the context of a second language classroom, foreign language anxiety (FLA) is identified as the nervousness that students experience when they have to intervene, which is accompanied by unpleasant physical symptoms and emotions (MacIntyre, 1999). According to Ortega (2009), personal characteristics such as low self-esteem and low self-perception are related to high levels of anxiety, which are at the same time linked to poor performance in the L2. In order to study how FLA affects language acquisition, a 33-item questionnaire developed by Horwitz (1986), known as Foreign Language Classroom Anxiety Scale (FLCAS), has been widely used in research. FLCAS is used as a valid and reliable instrument to measure FLA after having been proven with about 300 university students (Horwitz, 1986). One example of the use of this instrument can be seen in Ortega Cebberos (2004), who used FLCAS to test the anxiety levels of a group of 33 students of English at a Spanish university. This study shows that 45% of students are apprehensive when they have to speak a foreign language, they do not feel confident, and they avoid participating in the L2 classroom. Moreover, 66% report feelings of nervousness when they are asked questions without having thought about the answers, and 69% are worried about making mistakes (Ortega Cebberos, 2004). A larger sample was studied by Alsowat (2016), where 1350 university students of English were tested using a modified FLCAS which contained 24 items. This study reports that a moderate level of anxiety is shown, failing and forgetting things being the main sources of anxiety (Alsowat, 2016). In a study carried out by Dewaele and Dewaele (2017), 189 secondary school students aged 12 – 18 were tested using 8 items from the FLCAS to analyse anxiety, nervousness and lack of confidence, whose results show that FLA levels slightly increase when students are 14 – 15 years old.

Affective factors have been studied within SLA theories. Stephen Krashen (1981) was one of the linguists who studied the relationship between affective factors and how language is acquired. This scholar developed the Affective Filter hypothesis, where he explains how motivation, self-confidence and anxiety affects the acquisition of a foreign language. When the affective filter is low, language acquisition can happen easily, and this is only achieved in a stress-free environment, which is, ideally, created by the teacher in the classroom with activities that do not force students to produce language if they are not ready to do so (Krashen, 1981; Krashen and Terrel, 1988).

In their book *The Natural Approach: Language Acquisition in the Classroom*, Krashen and Terrel (1988) considered age differences as a variable in language acquisition. Puberty (over 12 years old) seems to be the time when the affective filter increases. This is thought because adolescence is a time of affective changes, where teenagers become worried about the opinions of their peers and find certain reluctance to show themselves which, in many cases, lead to high levels of anxiety and low self-esteem. These circumstances increase the affective filter and reduce language acquisition (although not necessarily language learning).

Therefore, it is necessary that the activities performed in the classroom are adapted to these circumstances in order to reduce the affective filter and promote language acquisition, at the same time they encourage participation and increase learner's motivation. Empirical studies in universities have found that games, songs, music playing and watching films are some of the activities which help reduce the affective filter (Lin, 2008). A change in classroom environment has also been proved to lower students' affective filters (Mehmood, 2018).

2.2. CLT and the development of oral skills

The CEFR (2020) divides the communicative activities and strategies into four: reception, production, interaction and mediation. Within the receptive skills, written and oral comprehension are included, which correspond to reading and listening respectively. As regards productive skills, these are written and oral production, i.e., writing and speaking. The CEFR (2020) provides the descriptors of what students from levels A1 to C2 can do in each one of the language skills.

Several studies have reported, after observation and testing, that productive skills are the ones which take longer to acquire due to affective factors such as low motivation and low self-esteem, and communication apprehension (Kassem, 2021). In fact, the speaking skill is often considered the most difficult yet the most important for students of English at any level, as shown by Darancik (2018) and Jeff (2019) in their studies. By means of questionnaires and placement tests, they concluded that the speaking skill was the weakest in all the groups, from beginners to advanced learners. In this research, students considered that the most difficult skill for them was speaking, but also the most relevant and their priority to improve since they found it pivotal for communicating with others.

Since the 1970s, the new approaches to language learning have focused on improving the linguistic communicative competences, in contrast to previous approaches which focused on the form and structure of language. The importance of the new approaches resides in what learners wanted to do with the language, and not the thorough study of linguistic structures proposed by grammatical approaches (Wilkins, 1973). Wilkins (1974) was possibly the first to mention the Communicative Approach as a means to teach language depending on individuals' language interactions and the purpose of those interactions. CLT focuses on gaining communicative competence, which is a concept that includes knowing how to use language depending on the contexts and participants, produce texts and maintain communication (Richards, 2006). CLT transformed traditional lessons (where grammatical knowledge was the basis) into student-centred classes, whose activities involve interaction among learners, role plays and project work (Richards, 2006). Here, the role of the teacher changed to that of a facilitator, i.e., the one who guides learning and enhances learners' contributions and language production. Syllabi designed from this approach include the practice of the four skills (speaking, listening, reading, writing) in an integrated manner, and the contents are taught depending on language functions and not on grammatical structures. In summary, according to Richards (2006), the CLT methodology is linked to real communication and how skills are used in the real world. The focus is put on both fluency and accuracy, but errors are allowed during the process of experimentation with the foreign language.

This methodology has been employed by EFL teachers in many places of the world with the objective of improving their students' oral skills. This is why it seems necessary to adopt the appropriate strategies within CLT among the many types of activities that are at teachers' disposal. Previous analyses have confirmed that debates, class presentations, problem solving, dialogue, information gap, role play, peer teaching, jigsaw, songs, and games, among others, are the most effective strategies to be applied in the classroom, as Velez and Paredes (2021) document in their research study, where they review publications on this matter. In the case of the research carried out by Gutierrez-Heras and Villacrés-Camino (2022), they concluded that the implementation of CLT through interviews, strip stories and role-plays helped students to achieve better results in grammar, pronunciation, fluency, vocabulary, comprehension and content tests. The target group of this action research was a group of B1.1 university students and the information was gathered through pre and post

intervention tests corrected with a rubric with the following subskills: grammar, pronunciation, fluency, vocabulary, comprehension and content.

There is not much research which links Krashen's affective filter hypothesis to CLT. Hanafi (2009) argues that affective filters influence the success of CLT and therefore appropriate strategies should be chosen so that learners are able to lower their affective filters. The communicative tasks which are to be carried out in the classroom should increase students' motivation and engagement, at the same time they contribute to reduce their language anxiety (Abarzúa et al., 2020). When students are involved in well-designed communicative activities, where topics are of their interest, authentic and significant, it seems easier for them to be more comfortable in the foreign language classroom and lower their affective filter (Hanafi, 2009).

2.3. Use of technology and motivation in EFL

Over the last decades, the use of technology in the classroom has been the focus of much research since scholars have found it necessary to study how employing technological tools affects learning. The expression Computer Assisted Language Learning (CALL) has been used since the 1960s and it has evolved following technological improvements (Warschauer & Healey, 1998). According to Warschauer and Healey (1998), the implementation of CALL in the language classroom was done together with a change in teaching methodology: teachers started to implement integrative approaches so that the communicative activities included the practice of various skills at the same time they used technological tools.

CALL has been studied in relation to SLA since it provides learners with multiple and varied learning opportunities so that language acquisition can happen (Chapelle, 2009). Technological tools not only allow students to practise grammar and vocabulary, but also get comprehensible input, interact with their communities and use search mechanisms. In fact, according to Chapelle (2009), CALL is closely linked to the acquisition of communicative competence due to all the resources for language learning that one can get. However, technology alone is not the key for language acquisition to happen: teachers should choose the appropriate resources to maximise learning which, as well as to be authentic and significant for students, need to be suitable for the achievement of the pedagogical objectives (Bula Villalobos, 2012). This contribution to language acquisition can be seen in research where CALL was tested for the improvement of oral skills. For example, in a study carried out by Bahrani

(2011), pre and post-tests which focused on speaking fluency concluded that learners who had been exposed to audio and visual authentic materials gained more fluency than those who had not. Moreover, it has been studied how videoconferences allow students to practise speaking with native English speakers in authentic settings, which contributes to the increase of motivation and the development of speaking fluency according to questionnaires, informal interviews and observation in an Equatorian context (Sevy-Biloon & Chroman, 2019).

The acquisition of the foreign language due to CALL has been studied in connection to motivation. For instance, in EFL contexts, Wei (2022) analysed numerous studies which concluded that the use of technological devices in the classroom positively affected students' attention, engagement and motivation. Language learning is encouraged when the teacher utilises authentic and interactive materials, at the same time they use the available tools accordingly (Wei, 2022). As regards empirical evidence about the motivational affordances of technology, Ciampa (2014) carried out an investigation with elementary teachers and students, where student and teacher interviews and a teacher's blog were used to collect data, and it concluded that tablets motivated students and fostered curiosity for learning. In Zarei and Hashemipour (2015), they argue that technology can enhance students' interest for learning and can encourage their motivation and engagement in the classroom. After a comparative study where one group of university students was taught English through CALL instruction and another through conventional instruction, questionnaires show that integrating technology into learning increases motivation since communication with native speakers can take place (Zarei & Hashemipour, 2015). Another example can be seen in Raposo et al. (2019), who conducted a study where they tried to investigate what makes an activity interesting and relevant for students. This study was carried out using a focus group and a short survey about students' preferences in terms of computer and mobile advantages and disadvantages. The conclusions showed that students felt more confident and engaged doing activities with the use of technology (Raposo et al., 2019).

There is also research carried out to test if specific technological tools are linked to motivation in the EFL classroom. This is the case, for example, of apps designed for taking quizzes, such as *Kahoot*, *Quizizz* or *Quizlet*, which are related to game-based learning, and encourage motivation and engagement through competition and reward-achievement (Alharthi, 2020). *YouTube* has been another tool studied to

enhance students' interest and motivation to the English language through exposure to real language (Watkins & Wilkins, 2011). Watkins and Wilkins (2011) argue that *YouTube* can be useful for working with the four language skills (speaking, listening, reading and writing). For practising speaking, they recommend movie trailer voice overs, movie scene reenactments and vlogging.

Nevertheless, the only technological tool found which allows the practise of speaking in an educational environment is *Flip*. This tool has been used in EFL contexts to improve students' speaking skills, although there is not much research on the use of this tool in the English classroom. In a study carried out with university students, they acknowledged that this tool had helped them to practise speaking and listening skills in a low-stress environment, whilst they could see how they progressed in the language and improved their confidence (Mango, 2021). Also in a university context, *Flip* was perceived as an enjoyable software to help improve pronunciation and confidence when speaking in English (Fajardo-Guapisaca & Argudo-Garzón, 2022). This information was gathered using guided questionnaires and formal tests. However, in a similar type of research with university students, Edwards and Lane (2021) highlight that some students reported technical issues and problems with understanding the interface in English. Moreover, there were some students who felt embarrassed and were not comfortable when sharing their faces, although most of the students reported positive feelings towards *Flip*, such as the possibility for interaction, having fun and the practising of language skills (Edwards & Lane, 2021).

3. OBJECTIVES

The purpose of this dissertation is to evaluate the effectiveness of the use of the technological tool *Flip* to improve confidence and reduce speaking anxiety in oral presentations in Baccalaureate students. Therefore, the following research questions have been formulated.

- a) How can the tool *Flip* help Baccalaureate students learn how to deliver an oral presentation with fluency?

- a) How can *Flip* help with the reduction of speaking anxiety in Baccalaureate students?

4. METHODOLOGY

4.1. Language learning context

This proposal is to be carried out in the 1st year of Baccalaureate in a small high school in Galicia, a region in the northwest of Spain. The English level of this group is B1-B2 according to CEFR, and they have three lessons of 50 minutes per week. The students at this stage show a good command of English, especially in the reading and writing skills, but their shyness and lack of self-esteem prevent them from being confident when working with the speaking skill. Although they are interested in improving, they find it difficult to engage in speaking activities and talk in the foreign language in front of their classmates.

As regards the equipment of the school, all the classrooms are provided with an interactive Smart board connected to the teacher's laptop, wired network connection and a Wi-Fi connection to be used by students. Smartphones are allowed in the classroom for educational purposes. There are two computer rooms with 30 computers for students each, plus a teacher's computer and an interactive whiteboard with a projector. Students are used to working with computers and digital tools since they have carried out different types of digital projects during Compulsory Secondary Education (CSE) and they have taken Technology and ICT classes.

4.2. Learner profile and needs

This class is composed of 24 students, 13 female and 11 male, who are between 16 and 18 years old. Their mother tongues are Spanish and Galician, although most of them usually speak in Spanish with their families and friends. In this school year, they are supposed to work with B1-B2 level materials so that they can reach a B2 level the next school year.

All of them have been studying English since the age of 6, in Primary School. Two of them go to the Official Language School twice a week, where they study the B1 course. One student has already taken the B1 Preliminary (PET) Cambridge exam. It is not known if more students go to extracurricular English lessons in order to obtain an official certification, although the school encourages students at this stage to take an official exam, such as the B2 First exam (FCE).

In this heterogenous group, the interests of the students are very varied: most of them practise some sport, such as basket, football, volleyball and dance, and two of them play an instrument in the music school. There is also a great interest in playing video games and watching series on streaming services. These interests are taken into account in the planning of the teaching units during the school year.

4.3. Design and justification of the application

The application to be used to help students improve their speaking abilities is *Flip*. This tool allows students to upload their own videos or audios to a private classroom, whose length could go from 15 seconds to 10 minutes. With this app, students can edit their videos, add filters, stickers and GIFs, write some text on the video or share a board. These multiple functions make this app similar to social networks that adolescents use nowadays, such as *Instagram* and *TikTok*.

Therefore, *Flip* can be of help when trying to engage students on speaking tasks. They can start by uploading only audio, use speakers' notes and record themselves all the times they need until they consider the task to be appropriate. Once they are confident with audio recording, they can create a video where they show their faces, and edit it if they want, or even repeat the recording.

4.4. Implementation proposal

In order to use *Flip* to improve students' confidence and to try to reduce their speaking anxiety, the proposed implementation will consist of the development of an oral task for each didactic unit taught from January to May. Since the teacher has observed that students' participation in speaking activities was low or under the required level during the first term, it was considered appropriate to test the aforementioned tool to determine its usefulness in reducing student's speaking anxiety when they have to face an oral presentation. Therefore, the span of five months has been chosen to measure improvements in this area given that students will have enough time to practise grammar and vocabulary contents before getting the speaking task done. Moreover, the time between speaking tasks will allow the teacher to provide constructive formative feedback before the next task, which will help students to know what to improve before recording their following contributions.

From January to May, five teaching units will be taught. The total number of activities proposed in *Flip* are six: an initial introductory task plus one speaking task per

teaching unit. As has been mentioned, the teaching units have been developed by the teacher according to students' interests. This group of students do not have a coursebook, and it is the teacher who provides them with all the necessary resources via *Google Classroom*. The link to the group in *Flip* (<https://flip.com/996de074>) will be shared with students in this platform, together with the didactic resources for each unit.

The speaking activities to be carried out in *Flip* are designed so that the level of difficulty increases from one unit to the next. There is an incrementation on the time length, which varies from 1 minute to 5 minutes, as well as differences in students' grouping. Moreover, the topics go from giving more conversational and personal information to the expression of personal opinions or factual data about a topic, trying to follow the format of oral presentations. The last task is the most creative. The organisation of the tasks can be seen in Table 1:

	Unit	Topic	Timing	Mode	Grouping
Task 1	-	Introduction	1 minute	Audio	Individual
Task 2	4	Sports and teamwork	2 minutes	Audio / video	Individual
Task 3	5	TV	2 minutes	Audio / video	Individual
Task 4	6	Music	2-3 minutes	Video	Individual
Task 5	7	Video games	5 minutes	Video	Pairs
Task 6	8	Advertising and consumerism	3 minutes	Video	Small groups

Table 1. Organisation of tasks

The first activity to be done is a short personal presentation in audio format (figure 1). Students have to say their names and talk about themselves for about one minute. The aim of this task is to teach students how the app works, but also to investigate their initial feelings about it. A short questionnaire using a Likert scale in *Google Forms* will be carried out in order to know if working with *Flip* is new for them, if they think it can help them improve their speaking abilities and how they felt recording an audio to be uploaded (appendix A).

Task 1 - Introduction

 0  0  0  0.0 hours of discussion

Welcome to Flip! We're going to learn how to use this app.

For this, you're going to record an audio of about 1 minute long answering the following questions:

- **What's your name?**
- **How would you describe yourself?**
- **What do you like doing in your free time?**

If you have any question, please ask the teacher!

Figure 1. Task 1 instructions

The second activity (figure 2) is part of the first teaching unit taught in the second term, which corresponds to unit 4. This unit is about sports and teamwork, thus it gives students the opportunity to learn how to talk about the sports they practise and the ones they like. Since most students are very sporty, this task gives them the opportunity to express their views on the topic. The speaking task of this unit using *Flip* consists of talking about the sport they do or one they like and making recommendations. The video or audio recording will not last more than two minutes. After every student has uploaded their work, peers will have to reply to at least two contributions, agreeing or disagreeing about the sport, or asking some questions about it.

Task 2 - Sports and teamwork

🎥 0 👁️ 0 💬 0 ⌚ 0.0 hours of discussion

What do you have to do?

Record a video or an audio of 2 minutes maximum talking about the sport you do:

- Why do you like this sport?
- How long have you been practising it?
- Would you recommend it to others? Why?

If you prefer, you can talk about a sport you like:

- Why do you like this sport?
- Would you like to practise it?
- Would you recommend it to others? Why?

Once you have uploaded your contribution, please reply to two classmates! You can agree or disagree on the things they mention, or you can ask for more information about the sport.

Figure 2. Task 2 instructions

The third activity (figure 3), corresponding to unit 5, is related to TV, especially their preferences in terms of streaming services and cable. They will also explore what the most famous series have in common and why they are popular. For this third speaking task using *Flip*, there are two possible topics for discussion. In about 2 minutes, students will present a series or film they like and they will recommend it, or they will talk about a streaming platform. The replies will consist of saying if they have already seen the series or if they would like to see it, or saying if they like that streaming platform or if they use others.

Task 3 – Series and films

 0  0  0  0.0 hours of discussion

It's time for recommendations!

Have you recently watched a film or series you don't anyone to miss? Are you following any series you think it's amazing? Tell us about it!

Record a video or an audio of about 2 minutes talking about the film or series you have chosen:

- Which is the title?
- What is it about?
- Why do you recommend it?

Be careful with spoilers!

Reply your classmates: do you agree on their recommendations? Why? Why not?

Figure 3. Task 3 instructions

The fourth activity (figure 4), to be carried out in unit 6, is about music. With this topic, students will learn about famous musicians and popular music genres among teenagers and the differences among adults. As regards the fourth speaking task to be done with *Flip*, it will consist of discussing the following statement: "Music was better in the past". In a video of 2-3 minutes, students will give, at least, one argument in favour and one against the statement proposed. For the replies, students will expand one of the arguments given by another peer.

Task 4 – Music

 0  0  0  0.0 hours of discussion

"Music was better in the past"

Do you agree with this statement?

In a video of 2 or 3 minutes, give your opinion on this topic. You have to give one argument in favour and one argument against before you state your personal opinion in the conclusion.

When you reply your classmates, expand their arguments, explaining why you agree or don't agree with the information they gave.

Figure 4. Task 4 instructions

The fifth activity (figure 5), within unit 7, is about the topic of video games. Students will discuss what makes a videogame popular, what games they play or why they do not play. They will discover the scope of the videogame industry. The task to be carried out in *Flip* will be an oral presentation of 5 minutes, for which they can use slides. In pairs, they will discuss gender differences in terms of video games. In the instructions, the teacher will provide different approaches to this task in order to guide the productions of the students. For instance, students could talk about the difference between videogames made specially for girls and the ones created for boys, their personal opinions about why boys usually like video games more than girls, or what could encourage girls to play videogames. Once all the pairs upload their video contributions, each student will reply to two presentations telling if they agree or not with the information exposed, and a question for getting further information.

Task 5 - Video games

0 0 0 0.0 hours of discussion

In **pairs**, you have to upload a presentation talking about **one** of the proposed topics.

- 1) Talk about the differences between video games created for boys and the ones created for girls.
- 2) Discuss why boys usually like video games more than girls.
- 3) Explain what could encourage girls play more video games.

You can use some **slides and visual elements** to present the information.
The video recording should last about **5 minutes**.

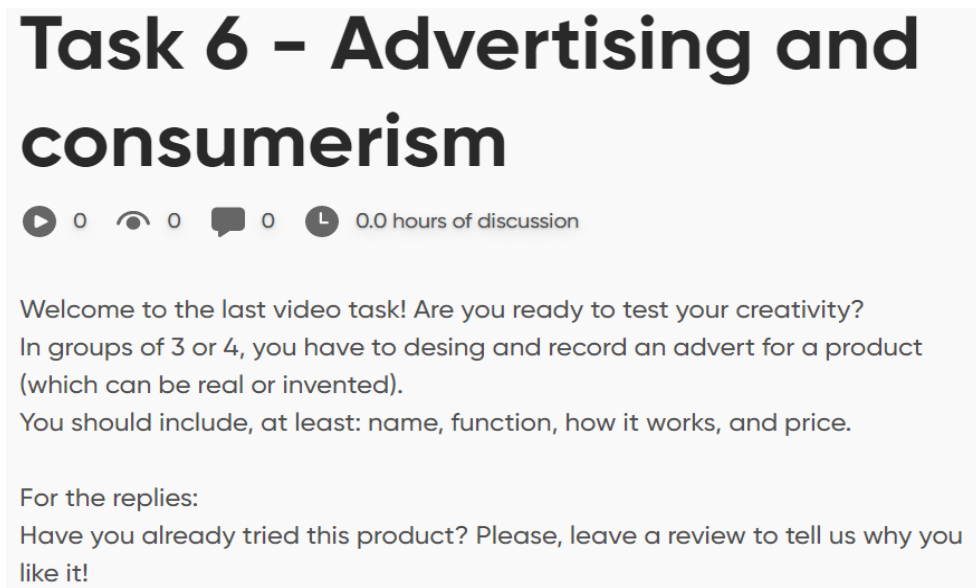
Remember that each member of the pair should talk more or less the same amount of time.

When you reply to your classmates contribution, ask them some questions to clarify any doubts you still have.

Figure 5. Task 5 instructions

The sixth and last activity (figure 6), which is to be carried out within unit 8, is related to advertising and consumerism. After having worked with these topics in the class and analysed some adverts both printed and in video, students in groups of three or four will have to design and create their own video advert for a product of their choice. They will upload a video of about 3 minutes to *Flip*. In this task, students will be required to use persuasive language and they will be asked to be creative and

imaginative. As regards the replies, students will have to comment as if it were the review of the product after having tried it.



The screenshot shows a task instruction page for 'Task 6 - Advertising and consumerism'. At the top, it displays engagement statistics: 0 views, 0 comments, and 0.0 hours of discussion. The main text reads: 'Welcome to the last video task! Are you ready to test your creativity? In groups of 3 or 4, you have to design and record an advert for a product (which can be real or invented). You should include, at least: name, function, how it works, and price. For the replies: Have you already tried this product? Please, leave a review to tell us why you like it!'.

Figure 6. Task 6 instructions

Once students have finished the tasks, they will be asked to complete another Google Forms survey (appendix B). There, they will be asked if their perceptions about speaking have changed or not, and if the tool *Flip* has helped somehow to reduce their speaking anxiety.

During the development of the activities, the teacher will provide students with all the necessary resources to help them complete the *Flip* tasks satisfactorily. In the topics of the activities, students will have the instructions attached. This document contains the questions to be answered, a possible structure for the speech and useful language to be used. It will also contain a checklist for students so that they can see if they are missing some important content before they upload their contributions.

4.5. Assessment proposal

The summative assessment for the activities presented will be developed following the current educational laws of Galicia, i.e., LOE-LOMLOE and *Decree 157/2022*, of 15 December, which establishes the organisation and the curriculum of Baccalaureate in Galicia. The assessment criteria are divided into three blocks: communication, plurilingualism, and interculturality. These are based on the CEFR and adapted to the maturity of students at this stage. The assessment criteria chosen are the following:

Block 1. Communication:

CA1.4. Express orally and with enough fluidity and correctness clear, coherent, well-organised and adequate texts, according to the communicative situations and in different registers, about topics of personal or public interest known by students, in order to describe, narrate, argument and inform, using different formats and verbal and non-verbal resources, as well as planification, control, compensation and cooperation strategies.

CA1.7. Plan, participate and collaborate assertively and actively, through different formats, in interactive situations about topics of personal and public relevance known by students, showing initiative, sympathy and respect for linguistic courtesy and digital etiquette, as well as for the interlocutors' needs, ideas, curiosities, initiatives and motivations, offering explanations, arguments and comments.

Block 2. Plurilingualism:

CA2.2. Use, with initiative and in a creative manner, strategies and knowledge to improve their communication abilities and to learn the foreign languages with the support of other participants and using analogical and digital means.

Block 3. Interculturality:

CA3.1. Act in an adequate, sympathetic and respectful manner in intercultural situations to build a bond among different languages and cultures, analysing and rejecting any type of discrimination, prejudice and stereotype, and solving those sociocultural factors that hinder communication.

The speaking activity of each unit will be 20% of the final mark of that unit. In order for students to know how they will be assessed, a rubric will be provided, where the aforementioned assessment criteria will be adapted so that students can understand them better (appendix C). This rubric contains a scale from 0 to 5 with different descriptors in the categories of oral expression, participation and collaboration, use of communicative strategies, and interculturality. The descriptors explain what the student should be able to do in order to achieve the corresponding mark.

In order to follow the evolution of speaking anxiety and students' motivation, observation will be key. For each activity, the teacher will measure certain speaking features, taking notes and adding comments using the following checklist (table 2):

Name:	Task nº:		
The student completed the task.	Yes	No	
The student is able to create complete sentences.	Yes	Almost always	No
There is too much hesitation and pauses.	Yes	In some parts	No
The tone shows confidence.	Yes	In some parts	No
The tone shows shyness / discomfort.	Yes	In some parts	No
In videos: there are adequate non-verbal elements.	Yes	Sometimes	No
In videos: appropriate use of visual aids (images, text).	Yes	Sometimes	No
The student shows progression.	A lot	Some	None
Other comments:			

Table 2. Checklist of speaking anxiety

These elements will help the teacher to provide not only individual feedback but also group feedback. On the one hand, students will receive individual comments on their performance which can help them improve something before the next task. Depending on the student, it may be in terms of pronunciation, intonation or behaviour. On the other hand, group feedback will have to do with interaction among peers and tips on how to improve these types of comments.

5. POSSIBLE OUTCOMES AND DISCUSSION

No data was collected for the development of this master's dissertation. Nevertheless, after the analysis of possible results, it can be presumed that the use of the tool *Flip* to improve Baccalaureate students' presentation skills and reduce their speaking anxiety would be favourable. The results gathered by means of initial and final questionnaires, teacher observation and summative evaluation throughout five months could show an evolution of students' oral skills and a possible reduction of speaking anxiety.

The first research question wanted to explore how the use of *Flip* could help students learn how to deliver an oral presentation with fluency. The results could have shown an improvement in speaking fluency, as reported in previous research with university students (Hammett, 2021; Mango, 2021). Since students can rehearse their contributions before recording themselves, repeat the recordings if necessary and use notes to guide their speeches, results could have shown a positive evolution in this area. However, the results of how to deliver an oral presentation cannot be predicted due to a lack of previous research on this topic. Previous studies base their speaking practices on conversational questions to promote asynchronous interaction through individual contributions of about one minute long (Edwards & Lane, 2021; Hammett, 2021), but do not contemplate the explanation of extended topics using this tool, as this dissertation wanted to explore. Thus, it remains unknown whether *Flip* would be of use for improving certain online presentation skills, such as voice control and the distribution of the contents to keep the audience engaged.

The second research question focused on how *Flip* could help reduce Baccalaureate students' speaking anxiety. Based on previous research, it could be argued that the use of this technological tool would have positive effects on students' speaking anxiety, since previous studies have reported that *Flip* has helped students to practise their oral skills in a low-stress environment (Mango, 2021), which contributes to reduce their affective-filters and increase participation (Lin, 2008). Nevertheless, a difference in the age of the participants in previous studies and in the present one could be key to find certain variations in the results.

Therefore, the possible results gathered in a Baccalaureate context after the analysis of the collected data could be said to be similar to previous research carried out by Edwards and Lane (2021), Fajardo-Guapisaca and Argudo-Garzón (2022) and Hammett (2021) in university contexts, where they have reported improvement in

motivation, participation and oral skills. However, it is expected that some students would have found themselves embarrassed or not confident enough to carry out certain tasks, in a similar manner that students commented in the studies by Edwards and Lane (2021) and Hammett (2021).

Although it was not possible to carry out this study in the proposed context, there are some limitations that could be predicted in case the proposal was to be put into action. On the one hand, this study would require thorough preparation and observation by the teacher. Providing students with clear instructions and examples would be key to support students emotionally throughout the development of this study. Moreover, the teacher should get to know their students very well in order to observe individual progression and improvement, which will serve to provide personalised formative feedback in the weakest areas of each student. On the other hand, a control group could be considered to draw more accurate conclusions. This group would work on the same activities, but without the use of recordings, so that the teacher could analyse if it is how *Flip* works that makes students reduce their affective filters and their speaking anxiety. However, the control group should be similar to the experimental group in terms of shyness and low self-esteem in order to compare the results.

This study would be different from previous research carried out about the use of *Flip* for various reasons. Given that previous research has focused on university contexts (adult learners), this study would shed light on the perceptions of Baccalaureate students (adolescent learners) and how they can benefit from this tool to reduce their speaking anxiety. Moreover, the English level of students is not mentioned in Edwards and Lane (2021) and Hammett (2021), and it is A1 in Fajardo-Guapisaca and Argudo-Garzón (2022). Therefore, this study would explore the appropriateness of this tool for B1-B2 learners of English. A final difference would be the type of activities and their timing since previous research focused on answering some conversational questions from 30 seconds to 1 minute and 30 seconds. The activities proposed in this study range from 1 to 5 minutes, giving students the possibility of exploring different types of speech, which go from answering conversational questions to exposing information and giving opinions using an appropriate structure for the task. Furthermore, one activity would test students' ability to act in front of a camera, something that was not included in any of the studied papers.

6. CONCLUSIONS

The aim of the present study was to test the effectiveness of the technological tool *Flip* to reduce Baccalaureate students' speaking anxiety when they have to deliver an oral presentation, as well as to improve their speaking fluency. In order to carry out this study, five different activities using *Flip* have been proposed, which would be developed during a five-month period, corresponding to two terms in the Spanish education system. The instruments considered in order to collect data are three: *Google Forms* initial and final questionnaires for students about their perceptions on the tool *Flip* and their speaking performance; summative assessment of each proposed task; and teachers' observation throughout the development of the proposal.

The analysis of the data could have shown that most students had improved their speaking fluency and reduced their speaking anxiety, in line with previous studies on this matter (Edwards & Lane, 2021; Fajardo-Guapisaca & Argudo-Garzón, 2022; Hammett, 2021; Mango, 2021). Moreover, it could have been deduced that the activities would have contributed to enhance students' confidence when delivering an oral presentation, since technological tools usually have a motivating effect for EFL learners (Ciampa, 2014; Raposo et al., 2019; Zarei & Hashemipour, 2015). However, more research is needed in this area because the focus of previous studies was on university contexts, testing especially how fluency and motivation are improved thanks to technological tools.

The affordances of *Flip* to improve the oral presentation skills of Baccalaureate students had not been tested in advance. Moreover, the effects that this tool can have on the reduction of students' speaking anxiety should be further explored. Thus, this study wants to provide a different perspective by using this tool to carry out varied types of activities which can help students not only achieve a better speaking proficiency, but also increase their self-esteem in EFL so that they are able to reduce their speaking anxiety as much as possible when presenting in front of an audience.

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Appendix A

Initial questionnaire:

Initial perceptions

With this questionnaire, I want to know how you feel about the app *Flip* to help you improve your speaking skills.

 paulagonzalezfdez@uoc.edu (not shared) [Switch account](#) 

Have you ever used Flip before in other subjects?

Yes

No

Regarding our first task, how did you feel about recording the audio?

1 2 3 4 5

Very shy, I didn't like it at all. It was fine, I liked it.

Do you think you can improve speaking using *Flip*?

1 2 3 4 5

Not at all. Yes, it may be good for me.

Usually, when you have to speak English...

1 2 3 4 5

I think I'm not good enough. I'm confident and I know I can do it.

When you do an oral presentation in front of the class...

1 2 3 4 5

I feel very bad, I often go blank. I can manage my nervousness and do it OK.



Submit [Clear form](#)

Appendix B

Final perceptions:

Final perceptions

We have been using *Flip* to carry out some tasks during the 2nd and 3rd terms. I want to know if this app have help you improve your confidence when speaking English.

 paulagonzalezfdez@uoc.edu (not shared) [Switch account](#) 

Was it easy to record and upload your audios and videos to Flip?

Yes

No

How did you feel about recording your tasks?

I didn't like it at all. 1 2 3 4 5 I liked it, it was fun.

Do you think your speaking skills are better now?

1 2 3 4 5

Not at all. Yes, I have improved a lot.

Now, when you have to speak English...

1 2 3 4 5

I try to avoid it, I don't like it at all. I think I can do it ok.

If you had to do now an oral presentation in front of the class...

1 2 3 4 5

I wouldn't feel comfortable. I wouldn't mind, I think I can manage better now.

Do you have any comments about these tasks? You can say if Flip has helped you improve your speaking, if you feel less nervous when you have to speak in clas...

Your answer

Would you like to keep doing this types of activities in the future?

Your answer

If you have any suggestion or you want to say something else, here you have some space:

Your answer

Submit

Clear form

Appendix C

Speaking tasks - Assessment rubric

	5	4	3	2	1	0
Oral expression	The content is well-organised. The expression and pronunciation are very clear and understood. Shows fluidity.	The content is well-organised. The expression and pronunciation are clear and understood most of the time. Certain fluidity.	The content is almost well-organised. The expression and pronunciation are not very clear but can be understood. Fluidity to be improved.	The content is not well-organised. The expression and pronunciation are not clear and difficult to understand. Lacks fluidity.	The content is not organised. The expression and pronunciation are not clear and cannot be understood. Lacks fluidity.	Task not completed
Participation and collaboration	Participates actively in the elaboration of the tasks. Contributes positively to replies, showing a lot of interest in their	Participates actively in the elaboration of the tasks. Contributes positively to replies, showing some interest in their	Participates in the elaboration of the tasks. Contributes to replies but does not engage much on	Not great participation in the elaboration of the tasks. Little contribution to replies. Little interest in their	Does not participate actively in the elaboration of the tasks. Does not contribute to replies. No interest in their	

	peers' contributions.	peers' contributions.	their peers' contributions.	peers' contributions.	peers' contributions.	
Use of communicative strategies	Always tries to use compensation strategies and promotes communication.	Normally tries to use compensation strategies and promotes communication.	Often tries to use compensation strategies and / but does not promote communication.	Hardly ever tries to use compensation strategies and does not promote communication.	Never tries to use compensation strategies and never promotes communication.	
Interculturality	Always respects the language and the culture.	Normally respects the language and the culture.	Often respects the language and the culture.	Hardly ever respects the language and the culture.	Never respects the language and the culture.	

Final mark: _____ / 20

Comments:

