The English Majored Students' Perceptions of Using Flipgrid in Online Speaking Classrooms

Pham Que Anh[1*]

[1] Faculty of Foreign Languages, Van Lang University, Vietnam
[*]Corresponding author's email: anh.pham@vlu.edu.vn
[*] https://orcid.org/0009-0005-0800-7674
https://doi.org/10.54855/ijte.23336

Received: 24/01/2022 Revision: 02/08/2023 Accepted: 03/08/2023 Online: 04/08/2023

Abstract

In this day and age, as COVID-19 has led many schools to study online, technology plays an important role in facilitating classrooms. Speaking seems to be one of the most difficult skills to study online, as this needs direct communication among students. There has been much research on using technological applications to assist students in online learning. However, studies exploring university students' perceptions of online platforms such as Flipgrid are quite scarce. This mixed-method study aimed to explore that aspect by using questionnaires and interviews to investigate students' perspectives after a course using Flipgrid in online speaking classrooms. The participants were first-year students who studied online speaking modules in Foreign Language Department at Van Lang University. The result showed that students believed that Flipgrid created a sharing environment for them to learn from their friends and lower their anxiety as this did not bring too much pressure they have when they needed to present in front of face-to-face classrooms. The findings also revealed that there were some discrepancies in the perceptions between high and low-level students in terms of improving their pronunciation. High achievers tend to value this benefit more than their lower counterparts.

Keywords: Flipgrid, social presence, asynchronous video-based discussion, feedback

Introduction

Speaking has always been considered to be the most challenging skill for language learners as it demands a lot of sub-skills (Celce-Murcia & Olshtain, 2000). Furthermore, speaking is also related to students' anxiety in classrooms, as students are under pressure to perform in front of their peers (Woodrow, 2006). This brings many challenges to students, especially students at the tertiary level in Vietnam, as they have been learning English for many years focusing on grammar and vocabulary with little emphasis on speaking skills.

This difficulty is even intensified when students learn to speak online, where they just have access to their computers without talking in person with their lecturers or their peers. Students have reported that they feel isolated when online classes lack personal connections (Kaufmann & Vallade, 2020). Furthermore, a growing number of studies have stated that students need a

CITATION | Pham, Q. A. (2023). The English Majored Students' Perceptions of Using Flipgrid in Online Speaking Classrooms. *International Journal of TESOL & Education*, 3(3), 101-118. DOI: https://doi.org/10.54855/ijte.23336

sense of community to learn effectively in both online and face-to-face classrooms (Eyler, 2018; Holbeck & Hartman, 2018). Vygotsky (1978) also claimed that learning a language can be conducted successfully when social factors are met, which means the learners have an environment to build their knowledge and practice in a community. Language acquisition is a result of participating and performing. This becomes harder in distant learning as students and teachers do not have in-person contact with each other. This disadvantage of online classrooms has led many educators to find out platforms and solutions to compensate for these lacking factors.

Technology can bring many benefits to online teaching and learning in terms of improving learners' academic achievement when utilized appropriately and effectively (Sharma et al., 2011). In an online course, students can feel isolated, and the use of video can cut that transactional distance and strengthen connections between students (Delmas & Moore, 2019). Flipgrid is one of the applications that can be used to facilitate speaking practice for students, and it can even give each student equal chances to express their thoughts (Mango, 2019). Thanks to the fact that students can have time to prepare for their talk and then post their videos on this platform, Flipgrid has become very supportive of online classes (Edwards & Lane, 2021; Petersen et al., 2020). However, in the Vietnamese context, there has been a lack of studies about Flipgrid, especially in online classrooms. For those reasons, this research aims to investigate students' perceptions of this platform so that educators can know how to maximize students' participation in class; according to Weaver (2005), learners' participation is influenced by their perceptions and experiences in classrooms.

The use of ICTs in teaching speaking skills

Speaking is an essential part of learning foreign languages and has always been a set of skills that requires many sub-skills and abilities from students. Students usually feel under pressure when they need to perform speaking tasks in class. (Al Nakhalah, 2016). Therefore, it is vital to investigate different effective teaching methods and tools to facilitate student speaking activities. In the modern era, when technology has advanced significantly, it is also crucial to use Information and Communication Technologies (ICTs) to improve students' speaking skills. ICTs make learning more creative and engaging as technological tools are usually up-to-date and can provide students with the latest knowledge. Various studies have been conducted to examine the extent to which ICTs have improved students' speaking proficiency, such as the research of Drigas and Charami (2014) and Idayani and Sailun (2017), which explored the effectiveness of using different technological applications. The findings found that the use of ICTs made students feel more motivated and facilitated interaction among students. This stems from the fact that thanks to ICTs, students have chances to be exposed to the language they study, especially in online classrooms, where students might need extra access to the language and interaction to learn a foreign language effectively. Furthermore, ICTs play a vital role in providing the factor of social presence, which will be discussed below.

Social presence in an online classroom

Some scholars have defined social presence. According to Short, Williams, and Christie (1976), social presence is related to how much students feel that their classmates in instructors are jointly involved in communicative interaction. It is more about feeling and awareness, especially in an online learning environment. "Social presence in cyberspace takes on more of a complexion of reciprocal awareness by others of an individual and the individual's awareness of others . . . to create a mutual sense of interaction that is essential to the feeling that others are there'' (Cutler, 1995, p. 18). According to Tu and McIssac, "social presence is the degree of feeling, perception, and reaction to being connected by Computer-Mediated Communication

(2002, p. 140). Based on these definitions, it can be inferred that online classrooms bring about challenges to students in terms of having a social presence, as students cannot see and interact directly with each other. That is why many researchers have investigated the use of asynchronous video-based discussions in online classes, aiming to provide students with a social presence as much as possible.

While a synchronous learning environment can provide learners with instant interactions with their instructors and their peers, an asynchronous learning network can provide learners with chances to practice and interact outside classrooms, which is beneficial for their studying (Hiltz & Goldman, 2004). In most online learning contexts today, asynchronous video-based discussions like forums or discussion boards are widely used to facilitate communication between teachers and students. These platforms can allow students to interact with teachers and their peers in a friendly and convenient way, as they can express their thoughts any time they want. (Lowenthal, West, Archambault, & Borup, 2020). Among a lot of platforms and applications that can provide asynchronous channels for distance learning, Flipgrid is becoming common during the online-teaching eras due to its easy access and use and its practicality as well.

Flipgrid

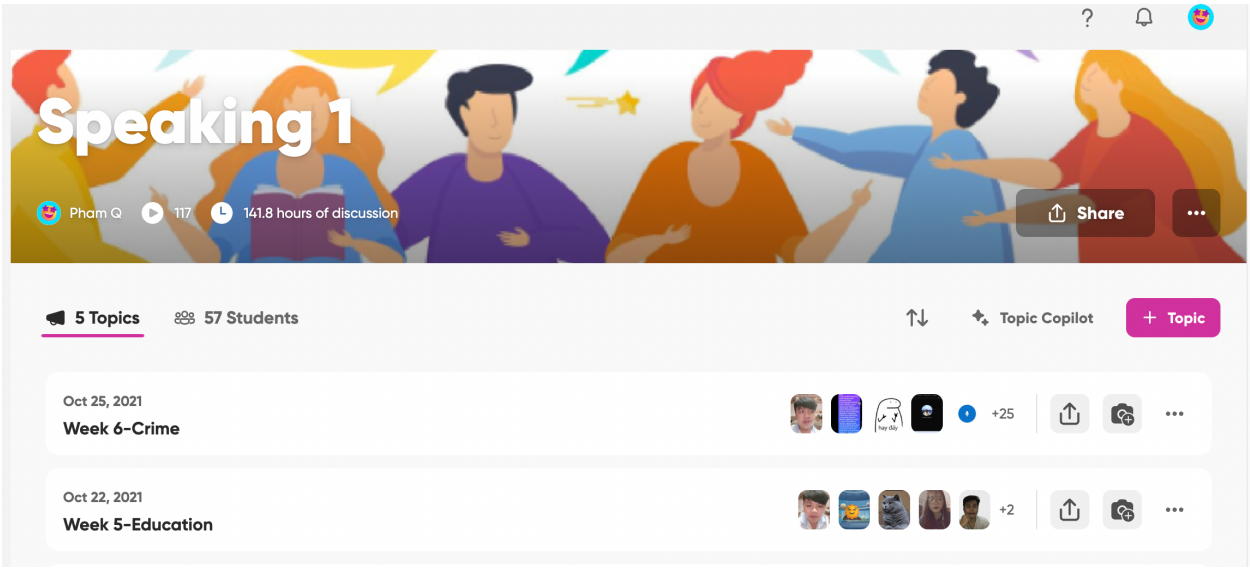

Figure 1 *Flipgrid's website interface*

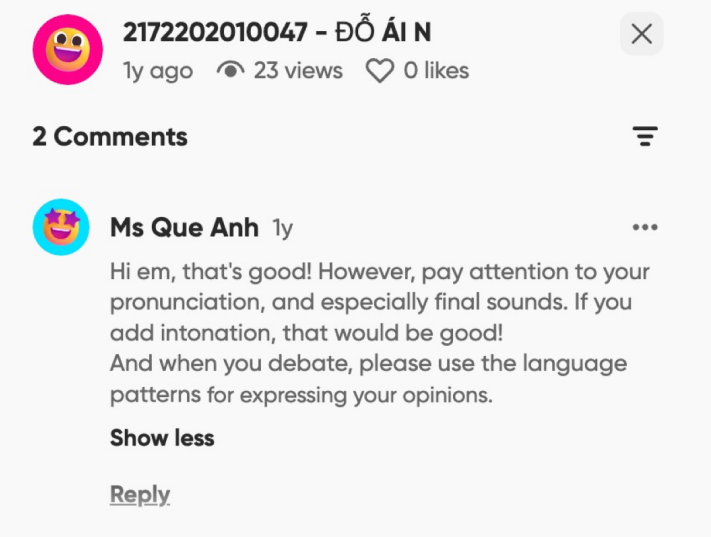

Figure 2 *Flipgrid's comment section*

Flipgrid is a website allowing students to post their videos to discuss the topics issued by teachers. It can be considered as a social media platform where students and teachers can communicate with each other. According to Tim Green and Jody Green (2018), this kind of platform enables teachers to follow a learner-centered approach to teaching, as students can freely share their thoughts and need to proactively think about the topics and express their ideas in front of the "virtual class", which can compensate for the lack of interaction in online classes, allowing students to listen and learn from their peers, hence retrieving the knowledge themselves. The study of Delmas and Moore (2019) investigated the utilization of Flipgrid in undergraduate and graduate classes. The findings showed that students could experience a strong feeling of community and connection, which is very beneficial to their learning process. Furthermore, Flipgrid is also user-friendly and very accessible to students. It is also appealing to those who seek an interactive and colorful platform when studying online (Stoszkowski, 2018).

Students' Perceptions of Flipgrid

There is some research carried out to explore the utilization and the effects of Flipgrid in facilitating online classes. Tuyet and Khang (2020) conducted a study to investigate whether Flipgrid helps to ease learners' anxiety while speaking English and how they perceived this platform as an educational tool. The study focused on high school learners using a quasi-experimental method and mixed method, and the result showed that this platform truly decreased the feelings of anxiety among students when they spoke English, and they held a positive attitude towards Flipgrid in terms of receiving instant feedback and having a friendly environment to express their thoughts. Likewise, Holbeck and Hartman (2018) reviewed Flipgrid as an effective tool for communication between students and teachers in secondary classrooms.

Regarding the perceptions of students about the effects of Flipgrid on students' speaking skills, there are several studies conducted to examine this field. The research conducted by Keiper, White, Carlson, and Lupinek (2021) examined Flipgrid's effectiveness in business classrooms, using both Likert-scale questions and open-ended questions. The findings show that students find Flipgrid very helpful in terms of creating an interactive place for students to practice their speaking skills. Similarly, McLain (2018) also surveyed students' perceptions of Flipgrid in business English writing classes. The author opined that even in the writing classroom,

encouraging students to speak is still necessary as it can help students to remember lessons longer. The findings showed that most students found Flipgrid user-friendly and their speaking time was extended, and their confidence in speaking was reinforced.

Although those studies examined students' perceptions, university students' perspectives have not been investigated adequately in the research field. In most studies, high school students and adults are examined significantly. Therefore, this study aims to fill the gap by investigating university students' perceptions of Flipgrid, and it also wants to investigate the differences in perceptions of high-and low-performing students about this platform. The research questions are as follows:

1. What are students' perceptions of using Flipgrid in online speaking classrooms?

2. What are the similarities and differences between high- and low-performing students' perceptions of using Flipgrid in online speaking classrooms?

Research Method

The study was conducted using mixed methods, which means the data were collected in both quantitative and qualitative approaches. While a quantitative approach allows the researcher to have a quite larger number of samples, which strengthens the reliability and generalization of the research, qualitative research is used to get an understanding of social phenomena from some individuals' perspectives and to put the issues in particular social contexts (Bergman, 2008). Therefore, not only does the mixed-methods research reduce the drawbacks of each approach, but it also bolsters the findings' validity (Robson, 2011). Specifically, using different methods combines quantitative and qualitative in the form of triangulation to provide richer and more comprehensive data (Neuman, 2014).

To answer the first question about students' perceptions of using Flipgrid in online speaking classes, a questionnaire and interviews were both used to investigate students' perspectives of Flipgrid. The questionnaire was adapted from the Technology Acceptance Model (TAM) (Davis, 1989; Davis et al., 1989). This model was popular in terms of examining attitudes and beliefs towards one specific aspect. According to this model, when exploring the perspective and acceptance of people towards one technological tool, two elements need to be investigated. The first one is perceived usefulness (PU), and the second is perceived ease of use (PEU). These elements are influenced by numerous variables such as level of education (Burton-Jones, Hubona, 2005) and societal factors (Shen et al., 2006). A variety of studies have used this model to investigate people's perceptions towards different technological applications, some of which was the study of Alfadda and Mahdi (2021), who examined students' use of Zoom, or the study to examine users' acceptance of mobile library application (Rafique at al., 2020), mobile learning technologies (Mugo et al., 2017). Therefore, the TAM model was used in this research to examine students' perspectives towards using Flipgrid in speaking class. The questions were designed based on the four elements of people's satisfaction toward a technology, Perceived of Usefulness (Questions 1,2,3), Perceived Ease of use (Questions 6,7), User Satisfaction (Questions 4,5,8), Attribute of Usability (Questions 9,10,11)

Five Likert-scale questions were used to ask students to confirm their level of agreement (1- Strongly disagree and 5- Strongly agree) to each item. For the second question, which investigates differences in perspectives of high-and low-performing students about Flipgrid, semi-structured interviews were conducted with 3 high performers and 3 low performers. The criteria for choosing these students were based on teachers' assessments of their assignments throughout the course and their average scores from the midterm test of this speaking module.

The time to conduct the questionnaire and interview was at the end of the course. Those who achieved scores above 8.0 were high-level students, and those who gained below 5.0 were low-level students. The interview questions were designed to investigate their insights about Flipgrid, specifically about their preferences in terms of feedback and activities on this platform, some challenges they met during the time posting the video, and open-ended questions are used to investigate further opinions about Flipgrid and their suggestions in using Flipgrid in online classes. The questions for the interview were based on the items given in the questionnaires, which means they were asked to give the reasons for the answers they gave to each question in the survey. There were 10 questions in the interview, but additional questions can be asked to obtain more information from the participants' answers.

The participants were 50 first-year students who majored in English at Van Lang University (25 low and 25 high-level students). The module examined was Speaking 1. Flipgrid was used as a platform where students posted their videos responding to several discussion questions related to specific topics. Each week, they needed to post one video, and they had six days to complete one video weekly. A lecturer and a teaching assistant frequently checked the assignment and gave feedback in a comment section below each video. In the first week, the lecturer posted one video to guide students on how to use the website and point out all benefits students would get if they used this platform. To further encourage students to do this assignment, a reward system was applied for those who posted their videos the earliest and put much effort into answering the questions.

Data analysis

Pedagogical Setting & Participants

The research was conducted in the classroom of first-year students at one university. The participants were from two classes studying the speaking module. This module focuses on helping students to improve their fluency and pronunciation about some academic topics like education, and crime. They had never used Flipgrid before, so their experience with this platform was new. The speaking module lasted 10 weeks. The homework every week required students to answer three to five questions about designated topics by posting individual videos on Flipgrid. They could use their phones or their computers to self-record themselves, and they could use any filters or applications to make them look nice and more confident to publish their videos for the whole class.

Design of the Study

The study was conducted over 10 weeks. In the middle of the course (week 6), students participated in the mid-term test so that their scores could be used as the criteria to identify high and low-level students. After week 10, students were given the questionnaires to fill in, and six students were chosen to participate in the interview. The consent form was also integrated into the survey to make sure they agreed with the anonymous data being used for the study.

Data collection & analysis

The response to the questionnaire was collected within a week. Fifty students responded to the questionnaire. Microsoft Excel analyzed this quantitative data to determine the mean scores each time. The interview was conducted online using Skype, and the call was recorded to save the data for analysis. Regarding the interview data, it was used to support and explain the results

of the questionnaires. The qualitative analysis was conducted by synthesizing and analyzing the obtained data through the interview (Fraenkel & Wallen, 2018)

Findings

Students' Perceptions of Using Flipgird in Online Classes

50 students responded to the questionnaire, and all 6 students participated in the interview. The quantitative data collected expressed the overall picture of students' perceptions of using Flipgrid, and the qualitative data expressed their insights about using Flipgrid.

Table 1

Student Perceptions of Flipgrid (1-5 point scale; N=50)

	Items	To what extent do you agree?					Mean	SD
		1-strongly disagree	2-disagree	3-uncertain	4-agree	5-strongly agree		
1	Flipgird helped to develop my fluency	2%	8%	14%	34%	40%	4,02	1,04
2	Flipgrid gave me a tool to correct my pronunciation	4%	4%	18%	40%	30%	3,94	1,02
3	Flipgrid helped me to be more motivated to practice speaking to make good videos	2%	8%	26%	36%	24%	3,78	1,00
4	Flipgrid lowered my anxiety when expressing ideas in English to others	0%	2%	18%	52%	24%	4,04	0,86
5	Flipgrid made me more motivated to post videos as I can see my friends' videos there.	2%	2%	24%	40%	28%	3,96	0,90
6	Flipgrid created a sharing environment in online classes	2%	2%	16%	48%	28%	4,22	0,74
7	Flipgrid is easy to use	4%	4%	22%	36%	30%	3,86	1,03
8	Flipgrid's interface is eye-catchy and attractive	2%	12%	32%	46%	36%	3,54	1,11
9	The feedback on Flipgrid is helpful for me	0%	2%	16%	42%	38%	4,20	0,78
10	I prefer video feedback to written feedback	4%	4%	10%	36%	44%	4,14	1,03
11	Teachers' guideline videos on Flipgrid made me more motivated to post my videos	2%	10%	18%	34%	34%	3,90	1,05

Most students recognize the usefulness of the platform via items 1 and 2, in which approximately 70% of them agreed that Flipgrid has helped them to improve their fluency and

pronunciation. This concurs with the study of Damayanti and Citraningrum (2021), whose findings also stated that Fligrid has successfully improved students' performance in terms of speaking skills. Regarding item 3, which expresses the motivational factor when students used this platform, around 60% agreed that Flipgrid made them more motivated to practice speaking so that they could make good videos. Regarding the Ease of use (Items 7 and 8), most students also agreed that this platform was easy to navigate and it also looked very attractive. This was in line with the study of Esparrago et al. (2022), whose research also found that students regarded Flipgrid as a user-friendly application to practice speaking skills.

The questionnaire data show that Flipgrid created a sharing environment in class (Item 6). The average response was 4,22 on a 1-5 scale, with 76% confirming that they either agree or strongly agree that it did. In the interview, students emphasized the importance of a sharing environment in an online class.

> *"If I just individually submitted my recording to teachers, I didn't have a chance to learn from my friends as some questions were too hard for me to answer, but when the whole class needed to share their answers, I could know their perspectives and opinions about the topics, hence having more ideas to speak" (P1)*

Furthermore, they also reported that Flipgrid helped lower their anxiety when they needed to express their thoughts in front of the class (Item 4), with 76% expressing their agreement that it did. They explained that Flipgrid provided them with time to prepare for ideas so that they felt more comfortable expressing their thoughts on a platform.

> *"If I study online, I think I cannot express my ideas in front of the class as I'm scared of public speaking, and for 12 years, I have been studying grammar, not speaking like this, so I'm not confident in my speaking skills. Flipgird helped me to feel less stressed as I have time to prepare for my answer, and recording a video seems less difficult than speaking in front of the whole class". (P2)*

They also stated that when they saw their friends' videos on Flipgrid, they became more motivated to post their own videos (Item 5), which they could not feel if they submitted their videos individually.

> *"At first, I felt a bit shy to showcase my video to the whole class, but when I saw some first videos posted by friends, I felt more motivated to upload my own video" (P1)*

In terms of feedback, the results from the questionnaire show that most students believed that the feedback from teachers was very important for them to improve and more motivated to post their next videos (Item 9), with the average response being 4,20 on 1-5 scale, and 80% confirming that they either agree or strongly agree that the feedback on Flipgrid was helpful for them. In the interview, they also state the importance of feedback.

> *"Teachers and teaching assistants should have prompt feedback for the video as it is very supportive and helpful for me to correct my mistakes, so I can improve more in the next videos. (P3)*

Regarding the form of feedback, most students preferred video feedback over written feedback (Item 10), with the mean score being 4,14 on a 1-5 scale.

> *"I wish I could receive feedback in the form of videos as this can be more interactive and friendly. I would rather listen to my teachers giving examples on how to speak better rather than just reading some written feedback in the comment section" (P2)*

Similarities and Differences in High and Low performing Students' Perceptions of Using Flipgrid in Online classes.

Similarities in High and Low performing Students' Perceptions of Using Flipgrid in Online Classes.

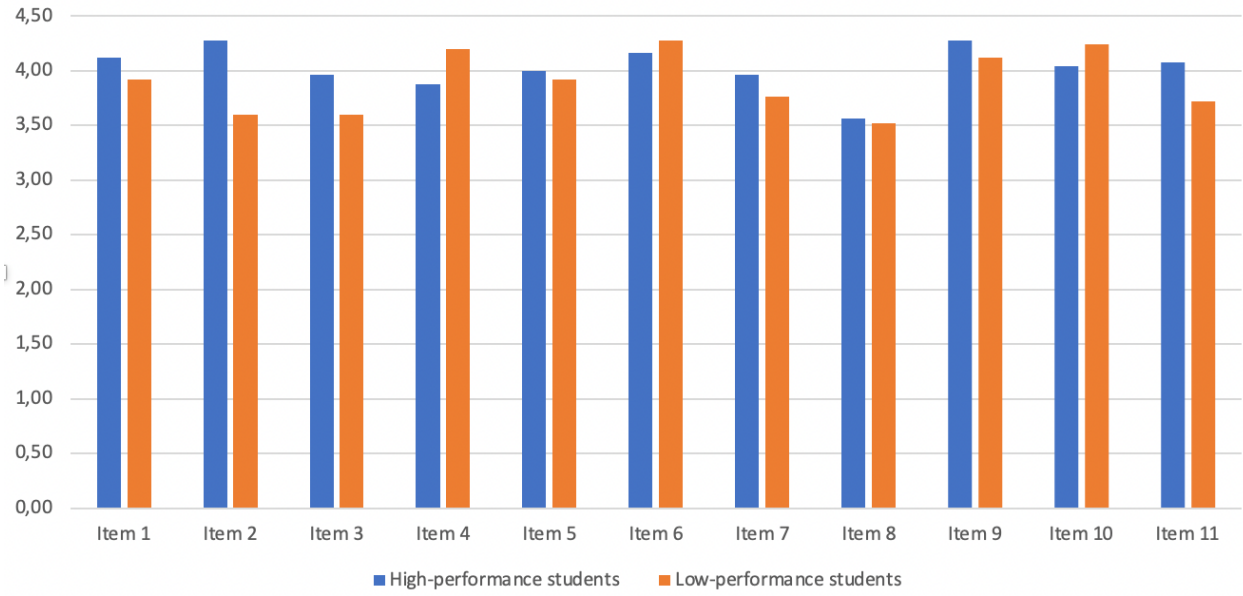

Chart 1: The Means Scores of High and How-performance Students' answers

Looking at the chart, it can be seen that regardless any levels, students have quite the same thoughts about items 5,6 and 8, which means they all think that Flipgrid made them more motivated to post their videos as they can see their friends' videos there; it also created a sharing environment in online classes and its interface is eye-catchy and attractive. The similarities in their perspectives about Flipgrid suggest that the social and design factors play an important role in encouraging students to use the tools and improve their English skills.

Differences in High and Low performing Students' Perceptions of Using Flipgrid in Online classes.

Besides investigating students' perceptions of Flipgrid in general, the questionnaires also aimed to reveal the differences between high and low students' views about this platform. The chart above shows that their general perceptions of how Flipgrid can support them in speaking skills were quite similar. However, there was a slight difference in item 2, which demonstrates that high-achievers tended to recognize the benefits in terms of correcting the pronunciation of this tool more than low-achievers. The explanation for this can be the fact that students with high scores usually seek more opportunities to improve their skills, which comes from their intrinsic motivation when it comes to learning English (Woodrow, 2017). This was also expressed in item 4, where high-performance students got more motivated to post videos and improve their speaking than their lower-performance counterparts. On the other hand, some items were agreed upon by more low-level students. Specifically, they tended to feel less anxious when speaking. Through the interview, they also reviewed that they did not feel other students judging them when they just posted the videos instead of speaking in class. This aligns with the finding in the research of Hanifa (2018), who found that students were really afraid of being judged by their peers in class, which causes high levels of nervousness and anxiety.

The interviews were conducted to identify if there were any discrepancies in the perceptions between high-and low-performing students about Flipgrid. Although they had quite the same perceptions of using Flipgrid, there were some differences in high and low performers about using Flipgrid in online classes. High performers expressed their excitement in making videos to answer questions issued by lecturers.

> *"I think the tasks are quite simple for me as I just need to record myself speaking about the topics. I don't have any difficulties making those videos."*
>
> *"I just need about half an hour to record one video, so it's kind of easy for me."*

However, several low-performance students mentioned some difficulties in using Flipgrid for speaking class:

> *"I feel under pressure when I cannot perform as well as other friends in class, which makes me too shy to post my videos."*
>
> *"Sometimes it is hard to record a whole video to discuss unfamiliar topics like crime or violence, as I do not have any ideas in my mind."*

The difficulties students had can be a recommendation for teachers to support students in terms of preparation and help to recognize that this is just for practice, not to be judged or assessed.

Discussion

Interaction plays a vital role in making online learning effective, so online teachers have been trying to find a lot of ways, specifically online tools to facilitate interaction during online courses. However, to make these tools truly efficient, students' perceptions should be examined so that teachers can gain more insights to use these tools productively. This research aimed to explore that, and the findings are mostly in line with many studies exploring the same field, which are discussed below.

Generally, students expressed that they are more motivated to learn to speak as Flipgrid creates an environment for them to interact with their teachers and classmates. This aligns with the findings of Zhan and Mei (2013), who stated that the influence of social presence on student satisfaction is strong in the online learning environment. Similarly, according to Guo et al. (2019) and Moore (2014), engaging and interactive discussions are associated with student satisfaction and studying progress in online learning programs. This is due to the fact that when students cannot meet their teachers and friends face-to-face, they easily feel isolated and therefore need more channels to feel a sense of belonging and social presence. Flipgrid, in this case, has brought about the environment to improve social presence, as students and instructors can communicate with each other in an interactive way. As for a non-threatening environment, Flipgrid has been proven successful in providing students with opportunities to prepare and practice their speech before speaking. According to Sun (2009), when learning in a non-threatening environment, students will have the courage to take risks and try hard for their performance. With respect to the effect of Flipgrid on students' academic performance, most students realized that their fluency was improved. This is in line with the empirical research of Shin and Yunus (2021), who conducted research to investigate the effectiveness of Flipgrid in terms of improving students' speaking skills.

Regarding feedback on Flipgrid, this factor plays an integral part in making this platform helpful for students. Students always mentioned the necessity of receiving individual feedback during the interview. This is in line with the study of Poulos and Mahony (2008), which stated that it was beneficial to give individual feedback for students to improve their speaking skills. In this case, when each student got hold of their performance and how they could improve thanks to teachers' feedback, they were more encouraged to do the next video. With respect to the forms of feedback, students preferred feedback by videos rather than by texts, which corroborates with the study of Borup, West, and Graham (2012), who stated that inserting videos in an online environment can be helpful to strengthen emotional connection and help students feel their instructor is a real person and can be more open to their instructors in terms of asking for support when necessary. Likewise, Moore and Filling (2012) conducted a study about providing video feedback for students, the result showed that students thought video feedback helped them more than written feedback, and several students reported that video feedback could resemble face-to-face communication as they could feel a personal connection with their teachers. Furthermore, Abrahamson (2010) found that giving students feedback by video fostered the effectiveness of feedback provided to students.

Besides mentioning the importance of feedback, students also expressed their need to have group work activities on Flipgird, which means students can have a team discussion about a topic. They could respond to others by posting videos in the comment sections. The use of group work in online classes can provide students with a sense of social presence (Scollins-Mantha, 2008). According to Tu and McIsaac (2002), when students can have conversations among themselves, they feel more engaged in the class and be more proactive during the learning process. This aspect was also mentioned in the study of Pham (2022), which emphasized the importance of making use of group work and collaborative tasks to teach English effectively in online classrooms. Furthermore, they also stated that the teacher's guidance about the steps to do their videos or answer the questions was highly supportive as they could fully understand how to complete their assignment and therefore became more motivated to do their tasks at home. This was consistent with the research of Trinh (2023), who found that teachers needed to prepare and instruct carefully for their students to be more familiar with their online learning.

As for the similarities, students of both levels agreed that Flipgrid was user-friendly, and they found that the platform's interface was attractive. As for the difference between the perceptions of high- and low-level students in the perceptions about using Flipgrid in online classrooms, the findings concur with the study of Rachmawati (2013), which found that students with higher levels tended to use more strategies to improve their skills than those with a lower level. Furthermore, the higher-level students tended to try harder in their learning progress. In this study, there were more high achievers than the lower counterparts who recognized that they could make use of the application to enhance their pronunciation and fluency. This indicated that teachers should be more proactive in explaining the benefits that technological tools can bring to students, as not all of them have the same perspective regarding the benefits of these tools. Teachers should also offer some compliments to the students who have improved and recognize their effort, which can contribute significantly to the effectiveness of students using technology for learning. Another difference in their perspective was that those with low-level still felt a bit under pressure when they needed to post the videos on the platform where everyone in the class could see them. This could be an implication for teachers when designing tasks on this platform. They could use ask students to do assignments in teams to reduce the anxiety level of students and to facilitate assistance and support among students.

Conclusion

This research examined students' perspectives on using Flipgrid in a speaking classroom. According to a large volume of research, speaking is one of the most difficult skills for students as it requires them to produce their language output. Furthermore, speaking in online classes is very challenging for students as well because they cannot feel social engagement in class. Therefore, Flipgrid can play an important role in compensating for those disadvantages in many ways. The finding of this study indicates that, according to students, Flipgrid can create a social environment for students to express their thoughts and has positive effects on improving students' speaking skills. Another interesting point is that although both high and low achievers had a quite similar view of the ease of use and attractive interface of Flipgrid, they had quite different views in terms of the benefits of correcting pronunciation and improving the fluency of this platform. This stems from the difference in their use of learning strategies and motivation, which can be a great insight for teachers in using ICTs in teaching speaking skills.

The limitation of the research is that due to the time limit, the samples were not very large for quantitative analysis (just 50 students). Furthermore, since the questionnaires used in the present research just focus on students' perceptions, it is valuable to conduct observations in class or experiment to examine how this platform can actually impact students' performance in class. Future research can also measure and compare students' performance from different pedagogical contexts to investigate if this platform influences students differently.

This research implies that when teaching speaking online, teachers should find a way to facilitate students' performance and try to foster social engagement, as this can motivate students to speak and share their thoughts in class. The tools themselves cannot be used successfully without much preparation, encouragement, and facilitation from instructors. In this research, students have reported that they need much scaffolding, sampling, and feedback from teachers to be motivated to make videos constantly. However, future research should be conducted to explore a bigger number of students and to examine the effectiveness of Flipgrid in terms of improving students' fluency and pronunciation. This can offer a more detailed picture of using Flipgrid in online speaking classes. Furthermore, more research should be done to investigate whether there are any other ways to utilize this platform to maximize students' engagement.

Acknowledgments

The author of this article acknowledged the support of Van Lang University at 69/68 Dang Thuy Tram St. Ward 13, Binh Thanh Dist., Ho Chi Minh City, Vietnam.

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Biodata

Pham Que Anh is an English lecturer at the Faculty of Languages, Van Lang University. She often teaches English skills and Grammar. Her research interest includes language teaching methodology, fostering students' motivation and applying CALL in EFL teaching at secondary, high school and tertiary levels.

APPENDIX 1: Questionnaire for students

Name of Researcher: Que Anh Pham

This survey investigates your perceptions of using Flipgrid in online speaking classrooms. Participation in this research is voluntary. All reporting will be anonymous, and your response will be treated confidentially and will be used for only research purposes.

If you are happy to continue, please tick the box below to confirm that you consent to any personal data you provide being used in the way described. Thank you very much.

☐ I give my consent for my responses to this questionnaire to be used as described in the privacy statement

For each item, please tick into the box to answer this question:

-To what extent do you agree with the statement?

	Items	1 Strongly disagree	2 Disagree	3 Uncertain	4 Agree	5 Strongly disagree
1	Flipgrid helped to develop my fluency					
2	Flipgrid gave me a tool to correct my pronunciation					
3	Flipgrid helped me to be more motivated to practice speaking to make good videos					
4	Flipgrid lowered my anxiety when expressing ideas in English to others					
5	Flipgrid made me more motivated to post videos as I can see my friends' videos there.					
6	Flipgrid created a sharing environment in online classes					
7	Flipgrid is easy to use					
8	Flipgrid's interface is eye-catchy and attractive					
9	The feedback on Flipgrid is helpful for me					
10	I prefer video feedback to written feedback					
11	Teachers' videos on Flipgrid made me more motivated to post my videos					

APPENDIX 2: Interview Questions

1. What do you like about using Flipgrid in online speaking classes?
2. What do you dislike about using Flipgrid in online speaking classes?
3. What are some challenges you meet when posting videos on Flipgrid?
4. How does using Flipgrid affect your fluency?
5. How does Flipgrid affect your anxiety when speaking?
6. How does seeing your friends' videos affect your motivation to post your videos?
7. How do your friends' videos help you in terms of thinking about the ideas?
8. What do you think about feedback on Flipgrid?
9. What are some activities you think should be conducted on Flipgrid?
10. What can teachers do to help you learn better on Flipgrid?