

La Influencia de la Aplicación Flipgrid en la Mejora De las Habilidades Orales En Términos De Accesibilidad, Impacto En El Rendimiento, Adaptabilidad Y la Percepción De Los Estudiantes de Nivel A2 Con Respecto a Su Uso con Fines Educativos
The Influence of Flipgrid App on the Enhancement Oral Skills In Terms Of Accessibility, Performance Impact, Adaptability, And the Perception by A2 Level Students Regarding Its Use for Educative Purposes

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doi.org/10.33386/593dp.2024.4.2508

V9-N4 (jul-ago) 2024, pp 756-772 | Recibido: 09 de abril del 2024 - Aceptado: 07 de junio del 2024 (2 ronda rev.)

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Cómo citar este artículo en norma APA:

Orellana-Roman, M., Pizarro Velastegui, J., (2024). The Influence of Flipgrid App on the Enhancement Oral Skills In Terms Of Accessibility, Performance Impact, Adaptability, And the Perception by A2 Level Students Regarding Its Use for Educative Purposes. 593 Digital Publisher CEIT, 9(4), 756-772, <https://doi.org/10.33386/593dp.2024.4.2508>

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RESUMEN

Este artículo de investigación profundiza en el impacto de Flipgrid, una aplicación digital, en la competencia oral de los estudiantes y los resultados generales de aprendizaje en entornos EFL. A través de un análisis exhaustivo de la investigación existente, incluidos los estudios de Amirulloh, Damayanti y Citraningrum (2021), Syahrizal y Pamungkas (2021) y Difilippantonio-Pen (2020), este trabajo evalúa la efectividad, los beneficios, los desafíos y la influencia general de Flipgrid en las habilidades de comunicación oral. También investiga las percepciones y actitudes de los estudiantes hacia Flipgrid, extrayendo ideas del estudio de Lainez (2022) en la Universidad Estatal de la Península de Santa Elena en Ecuador, para proporcionar una visión general integral e inclusiva del papel de Flipgrid en la mejora de las habilidades orales de los estudiantes de nivel A2 con fines educativos.

Palabras claves: influencia, aplicación flipgrid, habilidades orales, accesibilidad, impacto en el desempeño, adaptabilidad, percepción, estudiantes de nivel A2.

ABSTRACT

This research article delves into the impact of Flipgrid, a digital application, on students' oral proficiency and overall learning outcomes in EFL settings. Through a thorough analysis of existing research, including studies by Amirulloh, Damayanti, & Citraningrum (2021), Syahrizal & Pamungkas (2021), and Difilippantonio-Pen (2020), this work evaluates Flipgrid's effectiveness, benefits, challenges, and overall influence on oral communication skills. It also investigates students' perceptions and attitudes towards Flipgrid, drawing insights from Lainez's (2022) study at Universidad Estatal de la Península de Santa Elena in Ecuador, to provide a comprehensive and inclusive overview of Flipgrid's role in enhancing oral skills for A2 level students for educative purposes.

Keywords: influence, flipgrid app, oral skills, accessibility, performance impact, adaptability, perception, A2 level students.

Introduction

Undoubtedly, English stands out as the foremost global language for communication across various domains including business, education, tourism, technology, and science. However, it is clear that people struggle to learn it, especially in Spanish-speaking countries, and it seems mostly in Ecuador.

According to Akhter et al. (2020), speaking is very relevant because it is the means of communicating effectively with many people across the world. Therefore, without this skill, it appears that genuine interaction is restricted in acquiring English proficiency (p. 17). In effect, it is crucial to remember that speaking is an essential tool to maintain oral communication easily and accurately.

In conformity with this, in the view of Bhattacharjee (2018), it is a shame that oral skill has been omitted and overlooked in the classrooms by many educators due to the use of traditional methods of teaching grammar and vocabulary rather than oral production (p. 4).

Therefore, it can be confidently stated that within academic environments, the emphasis on practicing speaking skills is lower compared to other skills, despite speaking being the primary skill by which students or adult learners are often evaluated in real-life scenarios. This is because effective verbal communication plays a crucial role in daily interactions, and individuals are typically judged based on their ability to express ideas fluently and coherently, which often forms the initial impression of a person. Thus, the skill English language teachers have to work on the most is speaking in order to prepare his/her students for real and contexted situations where they have to express themselves orally in English, and, an effective manner to do this is encouraging their students to use technology to help them develop their speaking skill.

In Latin America, especially in Ecuador, English teachers face a significant challenge in fostering students' oral proficiency in the classroom. This challenge stems from the

students' limited vocabulary, which hinders their ability to communicate effectively in the target language. Indeed, it is a general perception amongst many English teachers working in public colleges in Guayaquil, Ecuador that oral skill seems to be the main and most relevant issue students are confronted with when learning a second language.

As a matter of fact, a research investigation published in the Revista Kronos in 2022 by the Instituto Academico de Idiomas of the Universidad Central del Ecuador, revealed that students encounter significant challenges in developing their speaking skills due to a fear of making errors during oral presentations, coupled with the perception that English pronunciation is difficult, not to mention hindrances they face in the classroom such as negative affective factors such as anxiety, pressure, and nervousness that arise in their oral presentations which undermine their motivation and confidence. Moreover, Based on their research findings, the inability to access sufficient vocabulary, construct coherent sentences, manage accents, and feelings of embarrassment collectively acted as mental barriers for second language (L2) learners, hindering their effective and appropriate oral communication in the target language.

Therefore, as a recommendation, this material analysis research advises incorporating engaging and interactive activities that simulate real-life communication situations as an effective method to improve students' oral skills.

Far from concentrating on the elements that hinder the advancement of speaking ability within classroom settings, this material analysis investigation focuses its attention on digitally technical means through which students of a second foreign language can put aside their anxiety and nervousness and develop their oral skills, at their own pace, with motivation and confidence.

This work picks up one of these dynamic activities and situates an App called FLIPGRID to be a probably versatile instrument through which L2 learning students can overcome their anxiety

and nervousness at the moment of producing spoken words and sentences in a second language. This work will explore investigation cases where the use of the digital application Flipgrid in EFL classrooms constitutes an influence on the development of students' oral skills.

AIMS & RESEARCH QUESTIONS

Main aim of this Material Analysis Investigation:

To offer a comprehensive and inclusive overview of recent research, analyze the influence of Flipgrid on students' oral proficiency and overall learning outcomes.

To achieve this main aim, this work explores the use of the digital application "Flipgrid" in EFL classrooms and its influence on the development of students' oral skills.

Specific aims:

To analyze the use of Flipgrid and determine its influence as a tool to enhance oral communication skills in English as a Foreign Language (EFL) classrooms, focusing on its effectiveness, benefits, challenges, and overall impact on students' language learning experiences.

This has been done through a series of prospects and analysis of relevant investigations, such as the one conducted by Amirulloh, Damayanti, & Citraningrum in 2021 which have focused on the enhancement of oral skills by the use of Flipgrid's features as an assistant tool to improve the speaking skills of a specific number of students.

Another material analysis exploration of this work focused on the investigation presented by Syahrizal & Pamungkas in 2021 which shows how the accessibility to an online tool such as Flipgrid App can influence in the development of oral skills

This work has also paid attention to another relevant investigation conducted by Difilippantonio-Pen in 2020 which concentrated

on the influence, adaptability, and the use of Flipgrid App on L2 students' oral skill development.

To explore students' perceptions and attitudes towards using Flipgrid for oral skill development gathering and analyzing feedback from EFL students regarding their experiences with Flipgrid. In order to conduct the students' perceptions and attitudes, the last investigation case cited in this work was the research carried out by Lainez in 2022 in Ecuador at Universidad Estatal de la Península de Santa Elena, which main objective was to determine the perceptions of both A2 level students and English teachers regarding Flipgrid usage for educative purposes.

Research Questions:

How does the use of the digital application "Flipgrid" in EFL classrooms influence the development of students' oral skills?

What is the influence of Flipgrid on students' oral proficiency and overall learning outcomes, and how does this compare to other methods of instruction?"

Literature review Speaking Skill

Speaking skill does not just involve specific grammar rules. This specific ability pertains to the speaker's capacity to express and comprehend ideas, opinions, and remarks naturally across various communication settings. This way, students can learn to express their ideas fluently with precise vocabulary and improve their pronunciation while they use this skill regularly (Dueñas, Cardozo, & Peña, 2015).

Learning English speaking is the most important skill to be mastered by the students in general and teachers are expected to play the role of facilitators in the guidance of their students to achieve such competence. Moreover, proficiency in speaking is paramount for foreign or second language learners. Indeed, speaking is deemed to be the most important skill in learning a foreign or second language (Rao, 2019) and (Hutabarat & Simanjuntak, 2019).

Nevertheless, EFL learners often encounter numerous challenges in oral skills. A study conducted by Al Jamal & Al Jamal, (2014) showed that most EFL students involved in the study are quite dissatisfied with their language performance, which only emphasizes linguistic ability rather than communicative abilities (pp. 19-27). Numerous significant exogenous and endogenous factors contribute to this dilemma. The exogenous factors are mostly related to the teachers' ability to manage teaching-learning processes, such as classroom management, teaching strategy, and material mastery (Mahmoudi & Mahmoudi, 2015). Conversely, the endogenous elements refer to those originating from the students themselves. Students are nervous and afraid when they want to talk or communicate with their classmates using English (Tuan & Mai, 2015). This assertion aligns with the findings of Alharbi (2015), who observed that learners predominantly relied on their first language for communication rather than the target language. Only a minority of students utilized English in their daily interactions. (p. 105).

Therefore, to improve students' speaking skills in English, teachers may use various face-to-face techniques in the classroom, such as discussions, simulations, role-play, brainstorming, storytelling, and describing pictures (Kayi, 2006).

To overcome these internal factors that impede or at least make it difficult for students to talk in English as a second language is motivation, which is undoubtedly one of the crucial components in second language acquisition that significantly influences an L2 learner's results. According to Seven (2020), motivation includes three main elements: the effort to learn the language, the desire to achieve a goal, and the positive effect of enjoying the task of learning the language (pp. 62-70).

Motivation in the learning process is highly important because, without it, there would not be the students' interest in accomplishing tasks and goals, thus, it is necessary that teachers implement in their curriculum appropriate

technological tools and dynamic target-related speaking activities that make their students maintain the engine of learning running because that is what boosts them to new knowledge.

Regardless of the importance of motivation in the process of learning English as a second language, it cannot be overseen the fact that for certain students, grasping English comprehension poses less of a challenge compared to speaking, as they experience discomfort when required to verbalize their thoughts. They are usually in doubt to communicate their sentences in English (Inayah & Lisdawati, 2017). In this scenario, educators have numerous alternatives regarding the types of resources that could be employed to teach speaking proficiency, which is the center of our discussion in order to overcome their students' problems. For instance, the teacher can use any online discussion forum (Aby Bakar, Latiff, & Hamat, 2013) and/or the teacher can use online conference tools, such as YouTube, TedTalks, and others.

The Flipgrid Application

In terms of theories on the effect of Language Learning Apps on speaking skills, "The use of Flipgrid in oral skills in EFL classrooms" could cover the following theories and approaches in the context of language learning and technology integration:

Communicative Language Teaching (CLT): This theory emphasizes the importance of communication and interaction in language learning. Flipgrid, as a tool for oral communication practice, aligns with the principles of CLT by providing students with opportunities to engage in authentic language use and meaningful interactions. (Richards, J & Rodgers T., 2014)

Technology-Enhanced Language Learning: This research area concentrates on incorporating technology into language classrooms to improve educational achievements. The study could explore how Flipgrid, as a digital tool, supports language learning and contributes to the development of oral skills. (Webb & Doman, 2019)¹

Sociocultural Theory: This theory emphasizes the role of social interaction and cultural context in learning. Flipgrid can be analyzed through a sociocultural lens to understand how it facilitates collaborative learning, peer interaction, and the negotiation of meaning in the EFL classroom. (Vygotsky L.,2022)

Motivation and Engagement in Language Learning: The study could investigate how the use of Flipgrid impacts students' motivation to improve their oral skills. It may explore how the platform's interactive and multimedia features influence students' engagement and interest in language learning (Jiang, Y. & Peng, J., 2023)

Constructivism: This learning theory posits that learners actively construct knowledge through their experiences and interactions. The research could examine how Flipgrid supports constructivist principles by providing a platform for students to create and share their own oral responses, promoting active learning. (Mann K; MacLeod, A., 2015)

Digital Pedagogy and 21st Century Skills: The research could discuss how the use of Flipgrid aligns with the goals of digital pedagogy and supports the cultivation of skills relevant to the 21st century, such as interaction, teamwork, and digital proficiency (Tucker S, 2014)

Numerous platforms and online tools are available for online learning, including innovative technologies designed to facilitate speaking instruction both inside and outside traditional classrooms. One such tool is Flipgrid, which is utilized in English language speaking classes. Flipgrid, a free platform designed specifically for educational use, serves as the focal point of this Final Proposal. With Flipgrid, students can create video responses to their teacher's prompts and engage in discussions by commenting on their peers' videos.

At this point of this material analysis research, and before we embark in more detailed analysis of the use and effect of Flipgrid App in

oral skills as a second Language, it is prudent to define it as a technological tool.

But, what really is Flipgrid? Flipgrid is an internet-based platform for video discussions, created with the aim of empowering learners and promoting collaboration and social learning among students. Originally developed by Microsoft and acquired by the company in June 2018, it is now offered to educators worldwide as part of Office 365 for Education. The platform operates by allowing teachers to generate topics, to which students respond by uploading brief video clips through a unique link provided to them. It is an easy tool to work with students during class or as home tasks (Stoszkowski, 2018). As simple as this.

Numerous studies available online explore methods for enhancing interactive communication and pronunciation through the utilization of the Flipgrid platform, and some analysis can be made from different perspectives, among them, the impact of Flipgrid platform usage on the oral skills of A1 and A2 students learning a second language.

Several of these research studies carve into motivational theories proposed by Garner, the transactional approach outlined by Moore, and Second Language Acquisition principles as described by Krashen. They all utilize the Flipgrid platform, a digital tool for interaction, to enhance the speaking skills of English language learners.

Regarding video platforms for oral skill practice of a second language, and particularly the Flipgrid App, which is the center of this work, several authors, through their research and observation of qualitative and quantitative collected data, have coincidental postures in a sense that the Flipgrid App has brought considerable benefits for learners and teachers. A few of those research conclusions are being brought up here in this investigation.

Therefore, as a result of this, other researchers present Flipgrid as a video discussion board where students can record their videos

and interact with their classmates to improve their speaking skills (Green, 2018). Thus, what is priceless about this is that while making their own oral video recording, as students develop not only fluency but also confidence as well in their speaking skills through experiences in different situations and contexts, they are also conveying their thoughts and feelings through their oral communication.

Various research studies have indicated that Flipgrid contributes to enhancing students' sense of connection within the virtual classroom. Some of these research studies have been explored in this descriptive study as it can be seen ahead. In a few words, Flipgrid App is a tool that helps students get to know each other and increases communication efficiency (Bartlett, 2018).

Moreover, this platform is an effective learning tool for students. Also, Students involved in certain studies have conveyed that Flipgrid is user-friendly and has motivated them to engage in additional language practice from their own places. In addition, McLain, (2018) has stated an increase in students' confidence in their English-speaking skills when using Flipgrid to enhance those skills (pp. 68-75).

Additionally, it has been determined that Flipgrid increased the English language learners' oral communicative skills. It shows that students' verbal language fluency increased with a decrease in pauses when speaking the target language (Syahrizal & Pamungkas, 2021). In other words, learners gained increased autonomy and independence in their oral use of the English language through their utilization of Flipgrid.

As we have seen so far from the information data obtained in different research done by well-known authors, While Flipgrid is user-friendly and enhances communication among classmates, it's worth noting that some students may find it challenging to use unless they are guided by their tutor. Additionally, certain students may lack self-confidence when recording videos of themselves. But these

students represent the minority of the groups under study.

However, the outcomes indicate that Flipgrid facilitated genuine interaction among students. Data show that several students enjoy using Flipgrid and facilitate interaction (Taylor, 2020).

Similarly, Learners have the chance to acquire further knowledge about their peers. On the other hand, it demonstrates that participants thought that Flipgrid was a limited tool, and they could not have face-to-face conversations (Taylor, 2020).

Another research study demonstrates that EFL high school learners experienced reduced anxiety and developed positive attitudes toward utilizing Flipgrid. This was attributed to their ability to express themselves comfortably and interact with their peers on the platform. In addition, they can be expressive while they practice their speaking (Budiarta & Santosa, 2020).

Finally, from what we have read from other research on Apps used to improve oral skills of a second language, we can summarize in a few words that one of the technological tools for enhancing the oral proficiency of second language (L2) learners is Flipgrid. It was employed for practicing oral presentations, yielding positive results based on students' feedback. Flipgrid effectively enhanced speaking skills, contributing to the augmentation of students' productive language abilities. This tool was essential to increase students' speaking outside the classrooms by getting spontaneous answers and engaging students during the production.

Ultimately, it is necessary to mention that this was possible due to peer feedback that helps to improve engineers' oral presentations (Yunus, 2021).

Additionally, it is very interesting to know that a study conducted in Vietnam and published through the European Journal of

Foreign Language Teaching in 2020 finds that using the Flipgrid platform actually helps EFL high school students reduce their anxiety about learning English, and therefore, teachers can assess students' attitudes toward its applications (Tuyet & Khang, 2020).

In Ecuador, even though different studies were conducted to improve oral production, there have not been studies based on the Flipgrid platform as a resource to increase Speaking skills, except for a mixed-method research study conducted by Fajardo & Argudo (2022) in the City of Cuenca, Ecuador, which purpose was to analyse whether the use of the Flipgrid platform helps A1 level students at the Universidad Politécnica Salesiana to improve their speaking skills, as well as to know the students' perception and if using this platform during their English classes has had any effect on their speaking skills.

Even though this later study has been performed on A1 level students (28) and not on A2 level students which is the core of this work, it is worth mentioning and describing a little bit because it is the first one of its kind in this country, and second of all, because it used a quantitative and qualitative approach to understand if the Flipgrid platform influences student's oral performance, which in turn, goes hand by hand with one of the objectives of this Proposal which is the influence of Flipgrid App on the enhancement oral skills in terms of performance impact.

In their research, Fajardo & Argudo (2022) used the quantitative method to find out if the Flipgrid platform affects student's speaking skills. In summary, this study was conducted as follows:

First, it was applied a general test to measure the four skills. Next, a specific speaking diagnostic test was applied in which students participated by answering and asking simple questions using the Flipgrid platform (Cambridge University Press, 2020). This test was administered to learners at the beginning of the investigation. In addition, the global

achievement scale presented by the University was used to grade this test. On the other hand, a quantitative method was used to collect data to know about the students' perceptions. It was administered a guided survey consisting of open-ended answers. (Fajardo & Argudo, 2022, p. 53)

Due to the characteristics of the Flipgrid App, and after obtaining the results, these authors considered that it was necessary to consider that "Flipgrid is a platform that would help students cover the students' necessities in pronunciation and interactive communication." (p. 54)

Additionally, these authors considered suitable to use three clear-instructions tests such as, Diagnostic test (in four skills), Cambridge Speaking test, and Guided test because they believed these tools could help them obtained adequate data that could provide validity and reliability to their study.

For the first phase of their study, the professor would employ the methodology or approach that they are most proficient in for their setting. For example, they used Flipped Classroom method which is a student-centred approach. The instructor behaves just like a facilitator to lead and motivate students through washback on pupils' outcome, which seems to be an excellent approach since students are more active during this learning process.

They also utilized the Communicative approach, which aids students in attaining communication skills in the target language. In their research, students were required to prepare speeches beforehand discussing significant aspects of their lives using English as a second language. Then, the teachers could evaluate their students' performance in real time.

For the second stage of this study conducted by Fajardo & Argudo (2022), the teachers used digital tools to improve the students' speaking skills. For them, it was recommended to use Flipgrid because, according to the authors, "this platform helps students to improve their speaking proficiency towards videos" (p. 59).

In the view of Fajardo & Argudo (2022), the most suitable technology video tool was the Flipgrid App since

This platform allows students to post a video response according to the teacher's instruction and answer peer videos. Therefore, as a proposal is essential that teachers receive workshops on how this platform works. After that, teachers will use this tool for free to send speaking activities, and students will respond by recording short videos. Also, students will respond to their classmates' videos. (p. 59)

These authors stated that regarding the activities, learners will boost their listening comprehension and retain vocabulary. Furthermore, tutors will provide washback on the identical platform.

Finally, the authors Fajardo & Argudo (2020) concluded from their study that Flipgrid App was easy to use, "and motivates students allowing the interaction between student-student and teacher-student." (p. 60)

It is important to mention that regarding the results of the three tests applied to students in their study these indicated the following:

The diagnostic test results show that the lowest skill is speaking. Meanwhile, the Cambridge speaking test demonstrates that students have the lowest level in pronunciation. The guided survey indicates that students are interested in using Flipgrid as a resource to improve their speaking skills. (Fajardo & Argudo, 2022, p. 60)

Methodology of the study

Regarding the research methodology, this is a descriptive study allowing the author to provide valuable insights in EFL based on the analysis of previous investigations of other authors. Once the approach is defined to achieve the aim of this study, the following paragraphs present the findings of a comprehensive review of a significant number of research-based articles concerning the use of Flipgrid App and its impact on the enhancement of students' speaking

abilities within the realm of English language acquisition.

This present descriptive-study work has explored several study cases in which either or both methods have been used: a quantitative and qualitative approach. The former approach allows to gather numerical information and statistics; the qualitative approach was used to collect data on the perception and accessibility the students feel they have when using technological tools such as Flipgrid App. As commonly understood, quantitative research entails utilizing numerical data to represent and elucidate a phenomenon.

For instance, a qualitative method is presented in the material analysis that explores the investigation case presented by Syahrizal & Pamungkas, (2021) which used a series of questionnaires and one-to-one teacher-student interviews that collected data through qualitative method. This data, that basically was structured by the students' points of view, revealed how the accessibility to an online tool like the FLIPGRID, and what was their perception regarding accessibility, internet connectivity, and psychological satisfaction.

For data collection, two techniques were applied in different study cases reviewed in this work, those are a questionnaire for learners and an observation for pupils and the instructor. The instruments were implemented in an authentic classroom setting to ensure the reliability and accuracy of the data. For instance, this descriptive study explored and showed the research study conducted by Lainez (2022) which aim was to determine the perceptions of both students and teachers, after being presented through videos with the features of Flipgrid App and its benefits, these students and their teachers were interviewed to obtain feedback over their interest to use this App and their opinions.

As stated before, this descriptive study based on the analysis of previous investigations focuses on the use of the Flipgrid App, which is a video-based social learning platform which permits students to record and disseminate condense video responses. The app facilitates

asynchronous video discussions, feedback, and interactions. The descriptive study looks into other previous investigations and focus on the influence of Flipgrid on oral communication skills, such as speaking fluency, pronunciation, vocabulary usage, grammatical accuracy, and communication strategies. This descriptive study explores, whenever possible, how the Flipgrid App can be integrated into the EFL curriculum and teaching methods, including how it complements or replaces traditional classroom activities.

The methodology employed in this research is a literature review, which relies on existing studies and other literature as its primary focus. According to Creswell, (1996: 23) library research is type of research that produces information consists of notes and descriptive data contained in the text delivered.

As previously mentioned, this present descriptive study tries to provide valuable discernment in EFL based on the analysis of previous investigations which studies have focused on the theories of motivation by Garner and Second Language Acquisition by Krashen because both of these approaches aim to enhance English language learners' speaking skills using the Flipgrid platform, which is presented as a digital tool for interactive engagement.

Corpus

(Johnson & Johnson, 1998) stated that when referring to language teaching, its communicative competence can be described as consisting of three main parts: grammatical competence, sociolinguistic competence, and strategic competence; and, due to the nature of this research, we will focus on the sociolinguistic competence which deals with knowing how to convey a message and when to say depending on the situation.

Also, this competence considers the ability to present ideas which make sense putting together words and sentences with proper cohesive devices. This is to say, the sociolinguistic

competence is the ability to initiate and maintain fluent and coherent interactions with others.

In order to orient the research towards the digital applications used in EFL classrooms to enhance oral skills, it is necessary to acknowledge that the continually evolving global society is driven on bilingualism being English one of the most popular languages learnt around the world, and this is why learners must have access to digital opportunities to develop their twenty-first century oral skills, such as speaking fluency, pronunciation, vocabulary usage, grammatical accuracy, and communication strategies.

The aim of this investigation is to explore the utilization of the digital platform Flipgrid. in EFL classrooms and its influence on the development of students' oral skills. This application is considered an educational didactic material because it is a tool that facilitates teaching and learning, at the same time it brings several benefits for learners like creating a safe environment for oral practice, providing educators with a space for assessing students' process, and promoting spoken language production without time or space limitations.

Regarding the research methodology, this is a descriptive study allowing the author to provide valuable insights in EFL based on the analysis of previous investigations. Once the approach is defined to achieve the aim of this study, the following paragraphs present the findings of a comprehensive review of a significant number of research-based articles concerning the use of Flipgrid App and its impact on the enhancement of students' verbal skills in the context of English learning.

Let's begin with a case study relevant for its focus on the enhancement of oral skills, this study by Amirulloh, Damayanti, & Citraningrum (2021) explored the use of Flipgrid's features as students' learning support to improve their speaking skills. Nineteen students were part the study who belong to the English Education Department at a university in Bandung. Those students recorded and uploaded videos or speaking tasks and interviews. The audiovisual

material was analyzed based on a rubric which teachers had previously used but, in this case with some alterations.

The notable discovery which emerged from data analysis indicated that if Flipgrid is used for EFL, it might improve the students' speaking skills regarding some components as fluency, pronunciation, and body language. The figure below displays the tables corresponding to this study where the scores for the five video tasks were a quantitative source of information.

Figure 3
Students' Total Speaking Score

| Name | TOPIC | | | | | Total | Rank | Initial |
|------|-----------------|-----------------|-----------|-----------------|------------------|-------|------|---------|
| | I'm a presenter | I'm a moderator | I'm an MC | Progress Test 2 | Presenting Essay | | | |
| A | 4.5 | 4.0 | 4.3 | 4.8 | 4.8 | 22.5 | 1 | S1 |
| B | 4.7 | 3.8 | 4.2 | 4.2 | 4.2 | 21.0 | 2 | S2 |
| C | 4.5 | 4.2 | 4.0 | 3.8 | 3.8 | 20.3 | 3 | |
| D | 4.5 | 3.8 | 4.0 | 3.7 | 4.0 | 20.0 | 4 | |
| E | 3.8 | 4.2 | 3.8 | 4.0 | 3.8 | 19.7 | 5 | |
| F | 3.8 | 3.7 | 3.8 | 3.8 | 4.3 | 19.5 | 6 | |
| G | 4.0 | 3.8 | 3.8 | 4.0 | 3.7 | 19.3 | 7 | |
| H | 4.0 | 4.2 | 3.8 | 3.8 | 3.7 | 19.2 | 8 | S3 |
| I | 4.0 | 4.2 | 3.7 | 3.7 | 3.7 | 19.2 | 9 | S4 |
| J | 3.5 | 3.8 | 3.7 | 3.5 | 3.8 | 18.3 | 10 | |
| K | 3.5 | 3.7 | 3.7 | 3.8 | 3.5 | 18.2 | 11 | |
| L | 3.7 | 3.8 | 3.5 | 3.7 | 3.3 | 18.0 | 12 | |
| M | 3.7 | 3.5 | 3.7 | 3.7 | 3.3 | 17.8 | 13 | |
| N | 3.8 | 3.5 | 3.7 | 3.7 | 3.2 | 17.8 | 14 | |
| O | 3.5 | 3.3 | 3.5 | 4.0 | 3.0 | 17.3 | 15 | S5 |
| P | 3.3 | 3.5 | 3.5 | 3.5 | 3.3 | 17.2 | 16 | S6 |
| Q | 0.0 | 3.7 | 3.5 | 3.5 | 3.3 | 14.0 | 17 | |
| R | 0.0 | 0.0 | 0.0 | 3.5 | 3.3 | 6.8 | 18 | |
| S | 0.0 | 0.0 | 3.7 | 0.0 | 0.0 | 3.7 | 19 | |

Source: <https://doi.org/10.2991/assehr.k.210427.014>

As seen above, this study demonstrated that learners' speaking skills improved, but not completely when using Flipgrid. This improvement was evident thanks to the chance to avoid making errors while recording a video, and this is because students were able to revise grammar and vocabulary to use, and they also practiced over and over again before filming. This was reflected in the fluency which also increased because they did a lot of repetition before recording.

Finally, the way they used body language to convey a message was also enhanced because they had learned how to make facial expressions and gestures to look more natural.

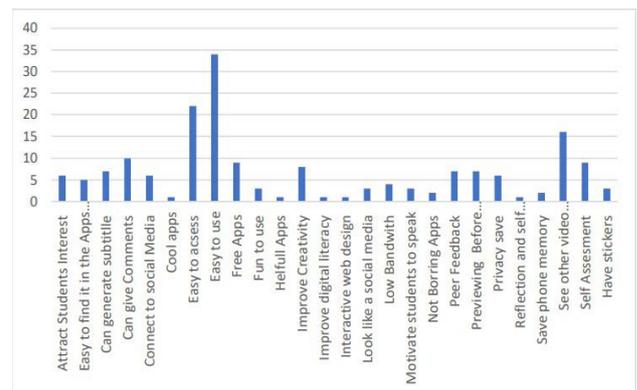
Another study of high relevance because it shows how the accessibility to an online tool positively influences the development of oral skills is presented by Syahrizal & Pamungkas (2021).

The authors' main objective was to reveal students' point of view once they used FLIPGRID as an ICT-based media that pays close attention on oral production. Data was collected through the qualitative method, which implied the use of questionnaires for the whole group and one to one interview between teachers and students.

The findings revealed that a vast majority of respondents had a positive perception regarding accessibility, internet connectivity, psychological fulfillment, the interactive features over a short number of students with negative responses to the use of the Flipgrid because they didn't feel comfortable with aspects like competitiveness, equipment, and originality.

The following figure shows a detail of the positive responses.

Figure 4.
Total of positive responses



Source: <https://files.eric.ed.gov/fulltext/EJ1305773.pdf>

The results of this study show that students perceive this application as a tool easy to use, while the negative responses are a consequence of internet connection speed as the upload process is quite long. In short, authors conclude that the FLIPGRID can be used by educators in the speaking class to provide equal access and opportunities.

In terms of performance impact, the findings of a study by Lai, Lien, N., & Vu, N., 2021 show that Flipgrid app is a tool that plays an important role in the educational mobile learning

environment to empower students’ voice in learning.

The primary objective was to assess the effects of Flipgrid on students’ speakingabilities and gather detailed insights into the platform’s usage. To achieve this, the researchers employed a quasi-experimental design involving eighty students from two classes at a college in Vietnam, one of them was the experimental group and the other was the control group. Both classes received the same training procedures similar, but the control group did not have access to use Flipgrid. This quantitative research analyzed data from pre-tests, post-tests, online questionnaire, and interviews. The following figure presents the rubric used to evaluate the impact in oral production with a scale from 0 to 10.

Figure 5
Speaking Assessment Criteria

| Five VSTEP speaking assessment criteria | | Scoring scale |
|---|--|---------------|
| Grammar (0.2) | Range and Accuracy | 0-10 |
| Vocabulary (0.2) | Range and Flexibility | 0-10 |
| Pronunciation (0.2) | Individual Sounds, Stress and Intonation | 0-10 |
| Fluency (0.2) | Hesitation and Topic Development | 0-10 |
| Structures (0.2) | Coherence and Cohesion | 0-10 |

Source: <https://doi.org/10.25073/2525-2445/vnufs.4746>

In the end, results indicated that Flipgrid application is an efficient tool and has a positive impact on speaking performances as it facilitates to go over the correct pronunciation of words after making videos, additionally, it fosters a sense of involvement in peer and tutor-learner interactions as students spend time viewing themselves and their peers speaking and exchanging videos, and last but not least, receiving effective feedback from teachers.

The following mixed methods research study by Difilippantonio-Pen (2020) explored the influence, adaptability, and use of Flipgrid on the oral development English language learners. To carry out data collection, students recorded and uploaded four videos highlighting in the level of toughness and difficulty in chronological order, meanwhile, the level of scaffold and support from the teacher decreased. Then, the data was

compared and contrasted with an outside EFL educator.

The data analysis results showed the utilization of digital video applications such as Flipgrid can enhance language learners’ fluency with adequate scaffolding and support in place.

It is absolutely important to acknowledge the fact that digital video applications do not replace physical scaffolds, so that the use of this tool can be adapted to the needs of the class. Additionally, author conclude that scaffolds must not be removed from the learning process unless they are totally prepared, and have practiced enough. ANNEX A presents the detail of each assignment including techniques used for scaffolding.

The last study to be cited was carried out by Lainez (2022) in Ecuador at Universidad Estatal de la Península de Santa Elena, the main objective of this research was to determine the perceptions of both A2 level students and English teachers regarding Flipgrid usage for educative purposes. For this, the author presented the basic features of Flipgrid through a massive talk and interactive videos of the potential benefits in terms of language learning and teaching. After that, individuals were interviewed in order to know how interested they were to use the app and their opinions of its application for class activities.

The observation method was applied during class hours when students were asked to have an oral activity; in that moment it was evident that anxiety and nervousness filled the atmosphere resulting in poor speaking performance which was determined by almost voiceless sounds, not well organized ideas, low fluency, and mispronunciation of words as A2 learners had feeling of discomfort when they are before their classmates.

The findings of this research showed that learners and educators see Flipgrid as a great tool to improve oral skills as well as to foster the development of pronunciation because one of its most attractive characteristics is that students avoid making mistakes in their assignments when

having the advantage to repeat a lot of times the same task until they get the final product in which the pronunciation is as good as possible. Also, this research proved that there is high rate of interest in students to learn English when technological resources are incorporated within the classroom.

Outcomes and discussion

In terms of enhancement of oral skills produced by the use of Flipgrid App by a group of students, according to the study of Amirulloh, Damayanti, & Citraningrum (2021), the data analysis indicated that if Flipgrid is used for EFL, it might improve the students' speaking skills regarding some components as fluency, pronunciation, and body language. This argument is backed by the scores for the five video tasks (see Figure 1) which served as a quantitative source of information.

Nevertheless, this study demonstrated that the L2 learners oral skills indeed improved, but this cannot be attributed 100% to the Flipgrid App itself, but to the fact that, by using the Flipgrid as a mean to produce speaking on their own, an opportunity opened for them to avoid making errors while recording themselves a video producing speech, and, by doing so, the students were able to check grammar and vocabulary before recording the video, this way, that preparedness increase their fluency because of multiple repetitions before obtaining the final version of such a video.

The next descriptive study was done over the investigation case presented by Syahrizal & Pamungkas (2021) which used a series of questionnaires and one-to-one teacher-student interviews that collected data through qualitative method. This data, that basically was conformed by the students' points of view, revealed how the accessibility to an online tool like the FLIPGRID, like an ICT-based media which pays close attention on verbal productivity, is able to positively influence the development of oral skills. The findings revealed that a vast majority of respondents had a positive perception

regarding accessibility, internet connectivity, and psychological satisfaction.

In terms of performance impact, the findings of a study by Lai Lien & Vu (2021) conducted in Vietnam show that Flipgrid app is a tool that empowers students' voice in learning. Its results indicated that Flipgrid application is an efficient tool and has a positive impact on speaking performances as it facilitates to go over the correct pronunciation of words after making videos. It also promotes the feeling of being part of in peer and teacher-student interactivity by allowing students to spend time observing themselves and their partners speaking, as well as sharing videos, and last but not least, receiving effective feedback from teachers.

In terms of influence and adaptability, the research study data conducted by Difilippantonio-Pen (2020) showed remarkably that Apps like Flipgrid can increase fluency in language learners when there is proper scaffolds and support because digital video Apps cannot replace physical scaffolds. Additionally, author conclude that scaffolds must not be removed from the learning process unless they are prepared, and have practiced enough. The details of each assignment including techniques used for scaffolding can be seen in Annex A.

Conclusions

To contribute to the study of language teaching and didactic material analysis, the author has elaborated the following conclusions aligned to the main purpose of this research work which is to offer a comprehensive yet selective overview of the latest research investigations, analysing their impacts, as well as the effect of Flipgrid on students' oral skills and their overall learning.

It can be concluded that Flipgrid application is one of the most used digital tools for promoting the development of oral skills in EFL classrooms as it is free to use, brings multiple benefits to both teachers and learners, and has a friendly interactive design.

The fact that Flipgrid app provides learners with the unlimited attempts to record videos generates in learners a feeling of calm knowing that they can check any language component which may represent an obstacle before filming and make corrections to demonstrate adequate performance.

There is an evident acceptance among learners to use Flipgrid, and this is mainly the result of the technological era we are living in where factors such as accessibility, online connectivity, and emotional satisfaction and the interactive features of this application calls the attention of students.

Teachers have observed that Flipgrid has a positive impact on the enhancement of speaking performance, this is because it lets learners to check the pronunciation of words, grammatical structures of sentences, and the vocabulary to be used according to their level before making videos so that they feel better prepared and more confident.

The use of Flipgrid application among A2 learners contributes to the creation of a safe environment where students feel confident enough to take part in oral interaction practice. The interface invites learners to spend time seeing their videos and their partners' ones, to record videos with unlimited attempts until they obtain the desired product to be uploaded, and teachers can also use Flipgrid to provide effective feedback to each one of the videos.

Learners improved their fluency ability in the English language when repetition took place before filming their video tasks. It is necessary to emphasize that students not only began to speak fluently, but also, they started to look fluent due to the way they began to use their body language based on feedback.

Technology in general, and Flipgrid App technology in particular can stimulate that playfulness part they have inside and provide them with a chance to participate in self-initiated activities and self-regulated interactions at their own pace in which errors can be corrected and

specific machine feedback is given, which in turn, is very valuable due to its ability to track mistakes automatically, so the students can focus on specific errors.

Additionally, because students using Flipgrid do not have the pressure to perform live in the physical presence of their teacher and peers, this App allows them to interact in a peaceful and relax ambience where learners do not necessarily have to be in front of their classmates. Some studies have shown that pupils feel more at ease to access the platform and do the recording by themselves as many times as they feel satisfied than to give an oral presentation in class.

Recommendations

Based on our conclusions of this research work, the following recommendations are elaborated to provide significant insight on the effective application of Flipgrid as didactic material for teaching and learning in the EFL field.

To recognize Flipgrid as an effective didactic material which provides learners opportunities to enhance speaking skills through online videos interaction.

To integrate novel digital tools within the language classroom for tasks related to oral interaction among learners who need spaces for safe practice and opportunities to improve their performance.

To highlight the benefits that Flipgrid offers for teachers and learners by mass talks in schools where it will be applied so that its implementation runs smoothly.

To use Flipgrid app for formative assessment understanding that a foreign language proficiency takes multiple attempts which usually result in a try and fail dynamic.

For further studies on EFL field regarding the use of digital apps, it is recommended to apply quantitative and qualitative methodologies to collect and interpret data for learners who are within A1, B1, and B2 levels.

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Annexes

Flipgrid Assignments with scaffolding

| Flipgrid Video No. | Task | Student Preparation Time | Video Time Length | Scaffold | Bloom's Taxonomy |
|--------------------|--|--------------------------|---------------------|--|-------------------|
| 1 | Explain one cultural tradition that is important in your country and/or culture. | 5 minutes | 1 minute | - Teacher Launch - Sentence Stems / Frames - Examples | Knowledge |
| 2 | Answer text-dependent questions based on the memoir "The Right Words at the Right Time." | 7 minutes | 1 minute 15 seconds | -Teacher Launch - Sentence Stems - Student Friendly WIDA rubric | Comprehension |
| 3 | <i>What influences how you act?</i> Think about all the stories we have read, "The Experiment," "Building Bridges," and "The Right Words at the Right Time." Answer this question by using examples from the stories we have read. | Self-directed | 1 minute 30 seconds | - Teacher directions and instruction recorded using Flipgrid - Examples and explanation provided through recording. | Application |
| 4 | Reflect on the writing of your children's story. -What is your children's story about? -How did you come up with this children's story? Make sure you reflect on your children's story and explain why you wrote about it. | Self-directed | 2 minutes | Teacher directions and instruction recorded using Flipgrid - Examples and explanation provided through recording. | Evaluate / Create |

Fuente: <https://vc.bridgew.edu/cgi/viewcontent.cgi?article=1075&context=theses>