

USING FLIPGRID TO ENHANCE ENGLISH SPEAKING SKILLS FOR HIGH SCHOOL STUDENTS

Duong Duc Minh^{1*}, Nguyen Huong Giang²

¹TNU - International School

²Thai Nguyen High School for Gifted Students

ARTICLE INFO		ABSTRACT
Received:	25/5/2024	This study provides readers with an overview of Flipgrid, the Flipgrid implementation process, and the effectiveness of applying Flipgrid to develop speaking skills for Thai Nguyen gifted high school students. In this action research, the pre-test, post-test, and questionnaire were employed to collect data for analysis. There were 30 grade 10 students from Physics class participating in this study. The students were instructed to complete speaking tasks designed by the researcher on Flipgrid after each lesson at school. After 15 weeks of application, when all the necessary data were collected, SPSS version 26 was used to analyze the collected data. Findings indicated that Flipgrid significantly improved students' speaking levels; all sub-skills, namely Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication, were revealed to increase significantly. In addition, students had positive attitudes towards the use of Flipgrid for learning English speaking; students agreed that Flipgrid created a productive learning environment for them outside school and this tool was also an effective learning tool that should be used in the English learning process.
Revised:	08/8/2024	
Published:	08/8/2024	
KEYWORDS		
Technology		
Speaking skills		
High school students		
Attitude		
Flipgrid		

SỬ DỤNG FLIPGRID ĐỂ NÂNG CAO KỸ NĂNG NÓI TIẾNG ANH CHO HỌC SINH TRUNG HỌC PHỔ THÔNG

Dương Đức Minh^{1*}, Nguyễn Hương Giang²

¹Khoa Quốc tế - ĐH Thái Nguyên

²Trường THPT Chuyên Thái Nguyên

THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	25/5/2024	Nghiên cứu này cung cấp cho người đọc cái nhìn tổng quan về Flipgrid, quy trình triển khai Flipgrid và hiệu quả của việc áp dụng Flipgrid trong việc nâng cao kỹ năng nói cho học sinh Trung học phổ thông. Trong nghiên cứu hành động này, bài kiểm tra trước, sau và bảng câu hỏi được sử dụng để thu thập dữ liệu phục vụ phân tích. Có 30 học sinh lớp 10 chuyên Vật lý tham gia nghiên cứu này. Các em được hướng dẫn hoàn thành các bài tập nói do nhà nghiên cứu thiết kế trên Flipgrid sau mỗi buổi học tại trường. Sau 15 tuần áp dụng, khi tất cả dữ liệu cần thiết đã được thu thập, phần mềm SPSS phiên bản 26 được sử dụng để phân tích dữ liệu thu thập được. Kết quả cho thấy Flipgrid đã cải thiện đáng kể kỹ năng nói của học sinh, cụ thể như: Ngữ pháp và Từ vựng, Quản lý diễn ngôn, Phát âm và Giao tiếp tương tác đều tăng lên đáng kể. Ngoài ra, học sinh có thái độ tích cực đối với việc sử dụng Flipgrid để học nói tiếng Anh; học sinh đồng ý rằng Flipgrid đã tạo ra một môi trường học tập hiệu quả cho các em bên ngoài trường học và công cụ này cũng là một công cụ học tập hiệu quả nên được sử dụng trong quá trình học tiếng Anh.
Ngày hoàn thiện:	08/8/2024	
Ngày đăng:	08/8/2024	
TỪ KHÓA		
Công nghệ		
Các kỹ năng nói		
Học sinh Trung học phổ thông		
Thái độ		
Flipgrid		

DOI: <https://doi.org/10.34238/tnu-jst.10458>

* Corresponding author. Email: minhdd@tnu.edu.vn

1. Introduction

As a global language, English has been realized to serve communication skills and information exchange [1]. However, English is not widely spoken in Vietnam, particularly in formal or international settings [2]. For many years, EFL students in the Vietnamese setting have also been seen to be reluctant to speak in English due to issues with language anxiety, a lack of motivation, and a lack of self-confidence [2]. Unlike some neighboring countries with a higher level of English proficiency and better infrastructure for education and international communication, Vietnam still faces challenges in providing adequate support and exposure to the English language. Despite the fact that school pupils must learn English, the Vietnamese educational system does not place a great value on their ability to use English as a foreign language. Although grammatical structures are undoubtedly important to Vietnamese students, the great majority of them have not used English since elementary school for speaking or interacting. Numerous studies reveal that Vietnamese students are taught grammar rather than speaking and that they are more concerned with exam results than with using English in general.

According to [3], Vietnamese students have a strong command of grammar and vocabulary, which aids in their ability to communicate. They are unable to communicate in English, nonetheless, as a result of a lack of speaking experience. The majority of children can read and understand English words, but they struggle to speak or remember how to pronounce them. Most of these students lack neutral grounds to practice their English skills and to sharpen their pronunciation skills, as a result it becomes difficult to speak English efficiently in the future [4]. One of the biggest obstacles to improving students' speaking talents is their dread of speaking. Grammar instruction and practice time should be set out for upper secondary students. As a result, while exercise can aid children in developing their vocabulary and reading skills, it cannot aid them in developing their speaking skills.

The first issue is that the many English teachers used a traditional approach to instruction, using techniques like grammar translation and the direct method, asking students to memorize or create conversations without giving them enough time to practice in pairs or groups or participate in speaking activities. According to [5], teachers usually employ their traditional teaching methods which emphasize on reading and writing while the productive skill of speaking is treated as trivial. Additionally, Brown (2001) [6] claimed that the explicit teaching of speaking and listening has been neglected. Many students also lack the ideas, vocabulary, and pronunciation necessary to express their views as well as they would like. Besides, students do not have an environment where English is spoken and they are not given many opportunities to do so, which makes it difficult for them to speak English well. Because, in Viet Nam, speaking lessons last only 45 minutes, the students have few opportunities to speak and complete all of the speaking exercises outlined in the textbook. As a result, a few kids demonstrated strong speaking abilities. Moreover, students lack the confidence to communicate because they have few opportunities to use English in their everyday situations. Ur (2000) [7] also suggested that learners encountered some problems in learning speaking skills relating to the fear of making mistakes, losing face, mother tongue use and poor ideas. The majority of kids just listen without speaking. Last but not least, despite the value of this talent, reading, writing, and grammar are given more attention in school teaching and learning programs than listening and speaking. Speaking abilities aren't regularly tested, not even on the most significant university entrance exam. As a result, students will neglect speaking skills and focus more on reading and writing.

It is clear from the difficulties encountered in learning English that the quick growth of technology might aid in the process of skill development and move traditional education toward new modes of instruction known as integrated technology education. It can not be denied that after the experience of the whole world with the Covid-19 pandemic, everyone has the opportunity to access online education, especially students. Computer-assisted and mobile-assisted language learning systems have been cited as evidence for the efficiency of technology-

based resources in both teachers' instructions and students' learning processes in talks on technology integration into education. The use of technology has significantly changed how English is taught. This change provided various options such as making instruction engaging and more effective teaching methods [8]. Teachers deliver lectures in front of students in traditional classrooms by explanation and guidance using a whiteboard or blackboard. With the help of advanced technology, these methods have been modified. Multimedia texts are used in the classroom to help students become more familiar with language structures and vocabulary. Print texts, movies, and the internet are also used in conjunction with applications to improve students' language proficiency. In addition, the use of modern equipment, technology, and tools has been found to enhance student learning and interactivity. When technology is used to help, researchers also find it to be much more interactive and full of interesting areas in education. Knowledge transference becomes incredibly simple, practical, and efficient [9].

Flipgrid is one of the leading video discussion platforms used by educators, students, and families all over the world. Teachers post topics to start conversations, and students respond by short videos. Students are asked to record short, authentic videos and can respond to other videos while educators have 100% control over video moderation and access control. When utilizing Flipgrid, grid and topic are two features that are important to grasp in order to set up Flipgrid for use in a course. After naming a main grid class or section, teachers make topic cards used for this class [10]. Flipgrid is an effective tool for building a student-centered learning community. Flipgrid facilitates communication and interaction between students [3]. Therefore, integrating the Flipgrid application into English-speaking instruction is suggested in order to give students more voice and move the students in the back row to the front of the class. Flipgrid opens the opportunities to develop students' speaking skills.

Some studies revealed that Flipgrid can be an effective tool for enhancing speaking skills and student attitudes. Students reported feeling more confident and motivated to speak English when using Flipgrid. The platform allows for peer feedback and discussion, which can further improve learning.

Here are some of the studies mentioned:

- [3] investigated whether Flipgrid helped EFL high school learners reduce their anxiety in learning English speaking.
- [11] conducted a study aimed at using Flipgrid as a teaching tool to improve students speaking abilities.
- [12] implemented a study aimed at investigating the use of the Flipgrid as an electronic portfolio in assessing speaking.

The platform also allows for peer feedback and discussion, which can further improve learning. The researchers looked at two studies: one by [13], which investigated how university students perceived using Flipgrid in online speaking courses, and another by [2], which investigated the use of Flipgrid with high school EFL students and found that their speaking skills improved in terms of fluency and pronunciation after using Flipgrid. Overall, the research suggests that Flipgrid is a promising tool for EFL teachers and educators as it creates a more engaging and interactive learning environment.

2. Methodology

This study aims to examine the effectiveness of using Flipgrid to enhance tenth-grade students' English-speaking skills and explore students' attitudes toward using Flipgrid in learning English-speaking skills. The action research design was used to find answers to two research questions as follows:

1. *To what extent does the use of Flipgrid affect the English-speaking skills of 10th graders?*
2. *What are the students' attitudes towards the use of Flipgrid in learning English speaking skills?*

The study was conducted at Thai Nguyen Gifted High School, a public high school in the Thai Nguyen province. Participants for this study were 30 students, including 18 boys and 12 girls from the Physics class in grade 10 in the academic year of 2023- 2024, who had been learning English since grade 3 but still struggled with their speaking abilities.

During the treatment, the researcher prepared lesson plans based on the school's curriculum and the speaking activities used in the Flipgrid. There were 5 units taught in 15 weeks. Each week, the researcher created one speaking activity on Flipgrid and had students complete this given activity in advance of the following lesson. The students received feedback from the teacher and peers before starting the new lesson and doing new tasks. The teacher created a group on Flipgrid, which is named Physics, and sent the link to the students to participate in the group; the students receive notifications from the app and complete the activities as required. The students had to get access to the posted questions and answer the questions by recording their answers and replying directly to the post. The other students and the teacher could watch their videos. To get students involved in the activity, the teacher asked students to watch other students' videos and gave comments on 4 aspects: pronunciation, vocabulary, and grammar. The teacher watched the videos and gave comments to each one about grammar mistakes and vocabulary that students could use to make their speaking better; pronunciation mistakes were also listed to help students correct them in their next videos. Flipgrid allows users to retake the recording so the students can record and choose the best quality answer before replying to the post.

The pre-test and post-test were adapted from the Preliminary English Test (PET) level test. The structure and the level of difficulty of the pre-test and post-test were the same to ensure the accuracy of the study result. Students are evaluated independently. Marks are awarded by the assessor based on four criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication.

The attitude questionnaire was used to examine students' attitudes toward using Flipgrid to learn to speak. The questionnaire items in this study were adapted from related research that investigated the perceptions of students on Flipgrid [14]. To guarantee the validity and accuracy of the questionnaire result, the questionnaire was translated into Vietnamese to help students answer the questions easier. Cronbach's was $0.898 > 0.6$ so the questionnaire was valuable and reliable to collect data for the present study.

The test results were analyzed using both descriptive statistics and paired sample t-tests. Microsoft Excel 365 was used to analyze the results of the questionnaire. The range scale used in the questionnaire was from 1 to 5, which was divided into 3 groups, namely group 1 (from 1 to 2), which meant disagree; group 2 (3), which meant agree; group 3 (from 4 to 5), which meant *strongly agree*.

3. Results and Discussion

3.1. Pre-test and post-test results

3.1.1. Pre-test results

The pre-test results are represented in Table 1 below.

Table 1. Pre-test scores

	N	Percentage	Mean	Std. Deviation
0.00	8	26.7		
1.00	14	46.7		
2.00	7	23.3	1.03	.80
3.00	1	3.3		
Total	30	100.0		

As can be seen in Table 1, the highest and lowest band scores for students in this test were 0.0 and 3.0, respectively. The average band score was 1.03 (SD=0.81), while band 1.0 had the

highest frequency among students. Specifically, the number of students who achieved band 1.0 was 14, which accounted for 26.7% had the highest frequency, followed by the number of those who got band 0.0, which was 8 (26.7%). There were 7 students who had band 2.0 (23.3%), and there was only 1 student who got band 3.0 (3.3%).

3.1.2. Post-test results

Table 2 below indicates the overall band score of the post-test. Overall, band 4.0 was the most frequent among students. The highest band score of the students was 5.0 and the lowest was 2.0. The average band score was 3.83 (SD=0.75). To be concrete, the number of students who achieved band 4.0 had the highest rate (N=16, 53.3%), followed by those who got band 3.0 (N=8, 26.7%). There were 5 students who had band 5.0, which accounted for 16.7%, and 1 student who got band 2.0, constituting 3.3%.

Table 2. Post-test scores

Band	N	Percentage	Mean	Std. Deviation
2.00	1	3.3		
3.00	8	26.7		
4.00	16	53.3	3.83	.746
5.00	5	16.7		
Total	30	100.0		

3.1.3. Comparison between pre-test and post-test scores

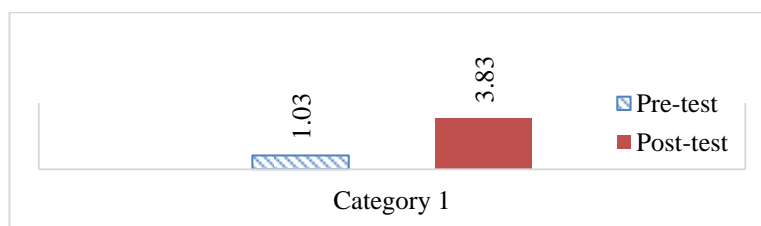


Figure 1. Comparison of overall band score of the pre-test and post-test

It could be seen from Figure 1 that the overall band score of the post-test was higher than the pre-test, which was 3.83 in the post-test and 1.03 in the pre-test.

Table 3. Results of overall speaking band score of the pre-test and post-test

	Paired Samples Test						t	df	Sig. (2-tailed)
	Paired Differences				Mean	Std. Error			
	Mean	S.D.	Std. Error	95% Confidence Interval of the Difference					
			Mean	Lower	Upper				
Pre-test									
Post-test	-2.80	1.214	.2218	-3.25	-2.346	-12.62	29	.000	

Table 3 indicates the result of the pair sample t-test of the overall band score of the pre-test and post-test. It can be seen that the p-value of the test was 0.000 < 0.05 which meant that the overall speaking level of the students had significant improvement during the time between the pre-test and post-test.

The Grammar and Vocabulary of students in the post-test was 3.33 which was higher than the Grammar and Vocabulary in the pre-test (1.20). In the pair sample t-test, the p-value was 0.000 < 0.05; therefore, the Grammar and Vocabulary of the students increased significantly throughout the investigated period. This result showed that students had an improvement in the level of Grammar and Vocabulary. In terms of Grammar, students showed sufficient control of simple grammatical forms and a good degree of control of simple grammatical forms. In relation to

Vocabulary, on the pre-test, students used a limited range of appropriate vocabulary to talk about familiar topics; however, in the post-test, students used a range of appropriate vocabulary when talking about familiar topics.

Table 4. Comparison of speaking sub-skills between pre-test and post test

		Mean	N	S. D.	Std. Error Mean	Pair differences
Grammar and Vocabulary	Pre-test	1.20	30	1.063	.194	0.000
	Post-test	3.33	30	.758	.138	
Discourse Management	Pre-test	.96	30	.764	.139	0.000
	Post-test	3.93	30	.980	.178	
Pronunciation	Pre-test	1.00	30	.787	.143	0.000
	Post-test	4.03	30	.964	.176	
Interaction Communication	Pre-test	1.00	30	.787	.143	0.000
	Post-test	3.90	30	.994	.181	

The average band score of Discourse Management on the pre-test was 0.97, which was lower than that of the post-test, which was 3.93. The p-value of the Pair sample T-test was $0.000 < 0.05$, which meant that the Discourse Management of the students went up significantly during the time of the study. The result indicated that in terms of Discourse Management, students could produce responses which were characterized by short phrases and frequent hesitation and repeated information or digressed from the topic in the pre-test. In the post-test, they could produce responses that were extended beyond short phrases despite hesitation. In addition, the contributions were mostly relevant, and students could use basic cohesive devices.

The average band score of Pronunciation in the post-test was 4.03, which was higher than the number of pre-tests (1.00). The p-value of the Pair t-test was $0.000 < 0.05$ which indicated that the Pronunciation of the students was improved after 15 weeks of the study. Therefore, at the pre-test, students were mostly intelligible despite limited control of phonological features. In the post-test, students were mostly intelligible, and had some control of phonological features at both utterance and word level.

The average band score of the Interaction Communication in the post-test was 3.90, which was higher than the figure of the pre-test, 1.00. In the Pair sample t-test, the p-value was $0.000 < 0.05$ which meant that the interaction Communication of the students enhanced considerably during the time of the study. students could maintain simple exchanges, despite some difficulty in the pre-test. In the post-test, students could initiate and respond appropriately and keep the interaction going with very little prompting and support.

All in all, students showed a significant enhancement in their speaking skills when comparing the results of the pre-test and post-test. Every sub-skill, including Grammar and Vocabulary, Pronunciation, Discourse Management, and Interactive Communication, also revealed to increase.

3.2. Results of the Students' Attitude Questionnaire

Students agreed that Flipgrid was an effective tool for speaking activities, with 100% students strongly agreed with this statement, and no student disagreed. When asked if they found Flipgrid easy and convenient to use, students showed an agreement with 3.33% and 96.67% strongly agreed. Regarding the item that students enjoyed using emoji icons when making videos on Flipgrid, the statistics indicated that 66.67% of students strongly agreed and 33.33% of them agreed, while no student disagreed. There was agreement with the statement that Flipgrid helped increase my academic achievement with 50% of them strongly agreed, 46.6% of agreed, and a mere of 3.33 had neutral attitudes. Students agreed that Flipgrid helped them to improve their communication skills with 63.33% strongly agreed, 33.33% of them agreed, and 3.33% stayed at neutral position.

Students revealed an agreement with the statement that they felt that my speaking ability was better when using Flipgrid, with 66.67% strongly agreed and 33.33% agreed. There was an

agreement that students felt more comfortable making videos with Flipgrid when 66.67% of students strongly agreed, 20% of them agreed, and 13.33% students stayed at neutral position. Agreement was the answer for the question that was students were more confident to speak English than they used to with 76.67% of students strongly agreed and 23.33% of them agreed. Students agreed that they were more involved in speaking activities when using Flipgrid with 66.67% of them strongly agreed and 33.33% of them agreed. Students demonstrated an agreement with the statement that they watched more speaking videos from peers on Flipgrid platform when 100% of students strongly agreed. In relation to the statement that students worked well to make speaking videos with peers, 6.67% of students had neutral position, 20% of them agreed, and 73.33% of them strongly agreed. When being asked about their opinion of provision more communicative opportunities from Flipgrid, students showed agreement with 80% of them strongly agreed and 20% of them agreed. Students agreed that they used Flipgrid to practice speaking more after school with 93.33% strongly agreed and 6.67% agreed. The last item related to the use of Flipgrid anytime and anywhere, students also agreed when 73.33% of them strongly agreed, 13.33% of them agreed, and 13.33% had neutral position.

3.3. Discussion

Regarding the test results, in the pre-test, the average band score of the students was 1.03. After 15 weeks of the study, in the post-test results, the average band score of the students was 3.83. These findings indicated that the application of Flipgrid helped to improve the speaking skills of the students, which was in line with the statements of [1], [2], and [15]. The students had a significant improvement in their overall speaking skills as well as the sub-skills, which was in line with the findings of [16], which indicated that the participants improved their speaking skills when using Flipgrid to learn English. Additionally, the sub-skills of the participants of the study showed considerable improvement when comparing the pre-test and post-test results of the students; this finding was in accordance with the statement of [12], which was that when using Flipgrid, the students showed improvement in Pronunciation and Fluency.

Regarding Grammar and Vocabulary, students had improvement in this field when in the pre-test they could show sufficient control of simple grammatical forms and use a limited range of appropriate vocabulary; however, in the post-test, they showed a good degree of control of simple grammatical forms and use a range of appropriate vocabulary when talking about familiar topics. In the previous studies, the studies confirmed the improvement of Grammar and Vocabulary were scarce which was different from this study due to the fact that during the study procedure, there was the correction of grammar mistakes by the peers and the teachers which enabled the students to correct their mistakes and students also accumulated more vocabulary from the feedback of the teacher.

In relation to Discourse Management which refers to the ability to produce responses. In which, students shift from producing responses that were characterized by short phrases and frequent hesitation and repeating information to producing responses which are relevant and use basic cohesive devices. It could be noticeable that this term of information was not mentioned in the previous studies. But this change could be explained by the fact that students had more than 1 time to record their answer to the question posted on Flipgrid so that they had chances to practice again and again which allowed them to avoid hesitation and repeating information.

In terms of pronunciation, in the pre-test, students were mostly intelligible despite limited control of phonological features; in the post-test, they had some control of phonological features at both utterance and word levels. This meant the level of pronunciation of students had significantly improved throughout the study. This finding was in line with the conclusions of [2] and [12]. It could be realized that with Flipgrid, students had various opportunities to speak again and again; the comments from the other students and the teacher were also the source of references for students to boost their pronunciation.

Taking Interactive Communication into consideration, at the beginning of the study, students could only maintain simple exchanges and required prompting and support; after 15 weeks, they could initiate and respond appropriately with little prompting and support. This finding was in accordance with the statement of [17] which emphasized the improvement of students on English proficiency. The use of Flipgrid provided students with the chance to talk to others in an indirect way, which helped to reduce their anxiety and pressure; therefore, they became more confident and could keep the conversations going.

The findings could be explained by the fact that when using Flipgrid to practice speaking, students in the Experimental group had more opportunities to record and re-listen to their speaking and watch other students' speaking videos; therefore, they could practice repeatedly from different sources. In short, Flipgrid helped to improve students' speaking skills.

In relation to the questionnaire result, students showed positive attitudes toward the use of Flipgrid in learning English speaking skills. In the first part of the questionnaire examined the overall attitudes and the ease of use of Flipgrid. A high rate of students agreed that Flipgrid was an effective tool for speaking activities and this tool was easy to use. In addition, Flipgrid provided funny emoji icons which motivated their video-making process. A significant number of students confirmed that Flipgrid helped them to improve their academic performance and their communication skills. Regarding the effect of Flipgrid on students' speaking skills, students found that their speaking skills were better, and they felt more confident when speaking than before. Students also felt comfortable making videos with Flipgrid. Moreover, students agreed that they were more involved in speaking activities when using Flipgrid and they watched more speaking videos from peers as well as made speaking videos with peers on this tool. Besides, Flipgrid provided students with more opportunities to communicate and practice after school at any time and anywhere. This finding was in accordance with the statements of [3] and [4] that emphasized the positive attitudes of students towards the use of Flipgrid. This could be explained by the fact that when using the recording function of Flipgrid, students did not have to stand in front of the class and tried to talk under pressure which enabled students to gain confidence when speaking. When the anxiety and pressure were reduced students could talk more and show more. Students also received feedback from others in an indirect way; instead of having to listen to the comments in person, students could learn other opinions and comments through the comment section of Flipgrid, which released the pressure and motivated them to speak more. When students had the chance to practice more and were corrected, they would use Flipgrid; comments also included positive feedback from peers and the teacher, which encouraged students more so that they had more confidence and motivation.

4. Conclusion

The use of Flipgrid enhances the English-speaking skills of the students in grade 10 at Thai Nguyen Gifted High School. There was a significant improvement in the speaking level of the students. The sub-skills, namely Grammar and Vocabulary, Discourse Management, pronunciation, and Interactive Communication, improved significantly when comparing the pre-test and post-test scores. Therefore, the first question of the study could be answered: the application of Flipgrid helped to develop the speaking skills of 10th graders. Student attitudes towards Flipgrid were also positive. While some students faced challenges creating videos with peers and improving pronunciation, most agreed that Flipgrid provided a comfortable learning environment and increased speaking practice opportunities. They felt Flipgrid helped them develop speaking sub-skills, confidence, and motivation to continue learning English.

The study suggests several positive implications for using Flipgrid to improve English speaking skills in EFL classrooms, particularly for gifted students with limited speaking practice opportunities as follows:

- Effective tool for improving speaking skills: The significant increase in overall speaking band scores and sub-skills (grammar, vocabulary, pronunciation, and interaction) demonstrates Flipgrid's potential to enhance speaking abilities in high school students.
- Increased practice opportunities: Flipgrid provides a platform for students to record and share videos, leading to more frequent speaking practice compared to traditional classroom settings.
- Enhanced engagement and motivation: The positive student attitudes towards Flipgrid, citing a comfortable learning experience and increased motivation, suggest the platform can make learning speaking skills more engaging.
- Development of sub-skills: The improvement in discourse management and vocabulary indicates Flipgrid can go beyond basic pronunciation practice and contribute to broader communication skills.

REFERENCES

- [1] T. L. Tang, T. H. L. Nguyen, and N. V. Nguyen, "Flipgrid App for teaching speaking skills: students' perceptions and performance impact," *VNU Journal of Foreign Studies*, vol. 37, no. 6, pp. 155-166, 2021.
- [2] H. T. Le and H. T. T. Bui, "Applying Flipgrid-Based Portfolio to Improve Vietnamese EFL High School Students' Speaking Scores," *Southeast Asian Journal of English Language Studies*, vol. 27, no. 4, pp. 215-226, 2019.
- [3] T. T. T. Bui and K. N. Dang, "The influence of the Flipgrid app on Vietnamese EFL high school learners' speaking anxiety," *European Journal of Foreign Language Teaching*, vol. 5, no. 1, pp. 23-25, 2020.
- [4] N. T. T. Phan and T. T. Dang, "Challenges in speaking skills of students at B English center," *Journal of Sciences and Technology - Ho Chi Minh City University of Industry*, vol. 48, pp. 128-137, 2020.
- [5] Q. Alam and A. Bashiruddin, "Improving English oral communication skills of Pakistani public school's students," *International Journal of English language teaching*, vol. 1, no. 2, pp. 17-36, 2015.
- [6] H. D. Brown, *Teaching by principles: An interactive approach to language pedagogy*, 2nd Eds. New York: Longman, 2001.
- [7] P. Ur, *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 2000.
- [8] C. Patel, "Use of multimedia technology in teaching and learning communication skills: An analysis," *International Journal of Advancements in Research & Technology*, vol. 2, no. 7, pp. 116-123, 2013.
- [9] F. Hamidi, M. Meshkat, M. Rezaee, and M. Jafari, "Information technology in education," *Procedia Computer Science*, vol. 3, pp. 369-373, 2011.
- [10] T. Green and J. Green, "Flipgrid: Adding voice and video to online discussions," *TechTrends*, vol. 62, no. 1, pp. 128-130, 2018.
- [11] R. Vurdien, "Flipgrid: A Scaffold to Enhance Speaking Skills," *Language Education and Technology*, vol. 3, no. 2, pp. 37-45, 2023.
- [12] H. L. T. Tran and H. T. T. Bui, "Applying Flipgrid-Based Portfolio to Improve Vietnamese EFL High School Students' Speaking Scores," *Language Linguistics Literature - The Southeast Asian Journal of English Language Studies*, vol. 27, no. 4, pp. 85-100, 2021.
- [13] Q. A. Pham, "The English Majored Students' Perceptions of Using Flipgrid in Online Speaking Classrooms," *International Journal of TESOL & Education*, vol. 3, no. 3, pp. 101-118, 2023.
- [14] M. Johnson and M. Skarphol, "The effects of digital portfolios and Flipgrid on student engagement and communication in a connected learning secondary visual arts classroom," 2018. [Online]. Available: <https://sophia.stkate.edu/maed/270>. [Accessed Dec. 21, 2023].
- [15] D. Hammett, "Utilizing Flipgrid for speaking activities: A small-scale university-level EFL study," *Technology in Language Teaching & Learning*, vol. 3, no. 2, pp. 34-50, 2021.
- [16] T. W. Apoko and S. L. Chong, "The Attitudes of Primary Teacher Education Program Students Towards Utilizing Flipgrid in English Speaking Skill," *JETL (Journal of Education, Teaching and Learning)*, vol. 7, no. 2, pp. 154-160, 2022.
- [17] N. R. Putri, N. N. Padmadewi, and L. G. R. Budiarta, "Flipgrid: Video-based applications to improve English ability for junior high school students," *Journal Inovasi Teknologi Pendidikan*, vol. 9, no. 2, pp. 170-182, 2022.