

การใช้ Flipgrid เพื่อเพิ่มความสามารถ ในการพูดภาษาอังกฤษ ในรายวิชาการ พังพูดภาษาอังกฤษของนักศึกษา

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อเพิ่มศักยภาพการใช้ และสำรวจการรับรู้ของผู้เรียนที่มีต่อการใช้ Flipgrid ในชั้นเรียนวิชาภาษาอังกฤษ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี กลุ่มตัวอย่าง จำนวน 3 คน เป็นผู้เรียนที่ลงทะเบียนรายวิชา 417-101 (Hi English) ในภาคเรียนที่ 1 ปีการศึกษา 2564 ได้รับมอบหมายให้บันทึกวิดีโອในหัวข้อที่ผู้สอนกำหนดและโพสต์บน Flipgrid การเก็บรวบรวมข้อมูลใช้แบบสอบถามปลายปิดและปลายเปิด และการประเมินทักษะการพูดโดยเจ้าของภาษา ผลการศึกษาพบว่า ผลการประเมินทักษะการพูดของกลุ่มตัวอย่างด้านความคล่องแคล่วเพิ่มขึ้น กลุ่มตัวอย่างเห็นว่า Flipgrid ใช้งานง่าย และช่วยเพิ่มความมั่นใจเวลาพูดภาษาอังกฤษ โดยรวมแล้ว ความชอบของกลุ่มตัวอย่างในภาพรวมต่อ Flipgrid และการรับรู้ต่อแอปพลิเคชัน อยู่ในระดับสูง (4.21 และ 4.44) ระดับความสบายนิ่งของนักเรียนก่อนส่งวิดีโอด้วยค่าเฉลี่ย = 4.44 ความมั่นใจในตัวเอง ค่าเฉลี่ย = 4.25 และความทุ่มเทในการพัฒนาทักษะการพูด ค่าเฉลี่ย = 4.00 ก็อยู่ในระดับปานกลางถึงสูง โดยทั่วไปการศึกษาชี้ให้เห็นว่า Flipgrid เป็นเครื่องมือที่มีแนวโน้มที่ดีสำหรับการพัฒนาทักษะการพูดของผู้เรียนภาษาอังกฤษ อย่างไรก็ตาม จำเป็นต้องมีการวิจัยเพิ่มเติมเพื่อศึกษาผลกระทบในระยะยาวของการใช้ Flipgrid และเพื่อระบุเครื่องมือเสริมที่สามารถสนับสนุนการพัฒนาทักษะการพูดภาษาอังกฤษได้ต่อไป

คำสำคัญ: Flipgrid, ทักษะการพูด, การรับรู้

Using Flipgrid to Enhance Students' Speaking Performance in Listening-Speaking Course

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Abstract

This study explored the effects of using Flipgrid on the speaking skills of English language learners and students' perceptions of its use in an English language class at Prince of Songkla University, Pattani Campus. Three students enrolled in the 417-101 (Hi English) course during the first semester of the academic year 2021 participated in the study and were assigned to record and post videos on specific topics using Flipgrid. Data were collected using both closed- and open-ended questionnaires, as well as speaking proficiency assessments conducted by language experts. The results of the study revealed that using Flipgrid significantly improved the speaking fluency of the sample group. Additionally, the participants reported positive perceptions of the platform, including its ease of use and its ability to increase their confidence in speaking English. Students' ratings of Flipgrid were moderately high ($M = 4.21$), and their perceptions of Flipgrid were relatively high ($M = 4.44$). Similarly, students' comfort levels prior to video submissions ($M = 4.44$), self-confidence ($M = 4.25$), and dedication to improving their speaking skills ($M = 4.00$) were all moderately high. Overall, the study suggests that Flipgrid is a promising tool for enhancing the speaking skills of English language learners. However, further research is needed to investigate the long-term effects of using Flipgrid and to identify complementary tools that can further support the development of English-speaking skills.

Keywords: Flipgrid, speaking skills, perception

Introduction

Among the four English skills, speaking is widely recognized as the most important skill to acquire in foreign or second language learning (Rao, 2019, and Sholikhi, 2022). However, speaking can be a challenging aspect for some students as they feel uncomfortable and hesitant (Inayah & Lisdawati, 2017). With the development of various tools, students can practice and enhance their speaking skills. Recent technological advancements, especially those related to communication, promote and enhance opportunities for language learners to practice English communication skills. According to Diallo (2014:4), technology helps learners develop their English proficiency and "the excitement that comes with these new mediums can motivate learners."

Similarly, Ubaidullah, Mahadi, and Ching (2013) further suggest that the utilization of information and communication technologies results in better learning outcomes. Kumar and Tameling (2014) also state that technology enhances collaboration with peers. For example, in a traditional classroom, students would write letters or emails to each other. Today, however, in addition to writing messages, they can 'chat,' 'Skype,' or make video calls with friends from anywhere instantly. One tool that has gained significant prominence in this era for teaching and improving speaking skills is Flipgrid.

Flipgrid is a video discussion platform that allows students to record and share short videos. It is easy to use and can be integrated into a variety of classroom activities. For example, students can use Flipgrid to give presentations, participate in role-playing exercises, or provide feedback to their peers. Flipgrid is a particularly useful tool for English language learners because it allows them to practice speaking English in a low-stakes environment. Students can record and re-record their videos as many times as they need, and they can receive feedback from their teacher and peers. Flipgrid also helps students to develop their confidence in speaking English by providing them with a platform to share their ideas and express themselves creatively (Difilippantonio-Pen, 2020 and Miskam and Saidalvi, 2019). Applying Flipgrid in a classroom promotes active learning through customized discussions. Students take charge of and moderate online video discussions, which helps them to think clearly and creatively. By providing prompts, teachers encourage participation and debate while assisting students in building knowledge (Green and Green, 2018).

Assessments of Flipgrid's efficacy in language classrooms reveal affirmative outcomes. For instance, Mango (2019) conducted a study to evaluate Flipgrid's effectiveness among students taking Arabic courses at a southwestern US university. The study attests to Flipgrid's value as a secure and beneficial learning tool. Similarly, McLain (2018) explored the use of Flipgrid in a business English writing class and found that participants gained confidence in speaking English. They overcame shyness and the fear of errors, highlighting Flipgrid's positive impact on language

development. Additionally, Flipgrid's feature that allows learners to re-record responses prior to submission facilitates iterative practice and self-improvement. Miskam and Saidalvi (2019) employed Flipgrid to enhance engineering students' oral presentation skills, integrating online peer feedback to yield improvements.

On the other hand, research related to the use of video and vlog in learning English offers valuable insights into the improvement of students' speaking abilities. Diflippantonio-Pen (2020) asserted that digital video applications increase oral fluency among English language learners, and the benefits extend to sentence stems, in-person mini-lessons, and in-class discussions. Hasanah (2019) examined the impact of video projects on speaking performance in a speaking class. Students created videos by singing songs of their choice, fostering excitement, creativity, and comfort in English speaking. Similarly, Savitri and Ardi (2020) analyzed students' speaking ability through a video project called Vlog, using a comprehensive speaking rubric covering grammar, vocabulary, comprehension, fluency, and pronunciation. The findings showed that while some students showed improvement, others faced challenges related to grammar, vocabulary, fear of making mistakes, and nervousness. These results align with the work of Ritthirat and Chiramanee (2014), who found that anxiety, fear of making mistakes, and lack of vocabulary hindered English speaking skills for some learners.

Flipgrid is a video discussion platform that has been gaining popularity in language classrooms. It allows students to record and share short videos with each other and their teacher, and to provide feedback on their peers' videos. Flipgrid has been shown to have a number of benefits for language learners, including increasing confidence and motivation and improving speaking skills. Students can use Flipgrid to share their ideas and creativity with others, which can boost their motivation. (Mango, 2019; McLain, 2018). Additionally, Flipgrid allows students to practice their speaking and writing skills in a variety of ways. For example, students can use Flipgrid to record and share presentations, class discussions, and other activities. Students can also use Flipgrid to get feedback on their work from their teacher and peers. (Mango, 2019; McLain, 2018; Miskam & Saidalvi, 2019).

Despite its inception several years ago, Flipgrid remains a highly valuable and relevant tool in contemporary education. Recent updates and enhancements have ensured that it continues to meet the evolving needs of educators and students. Its adaptability to various educational settings, including traditional classrooms, online environments, and hybrid models, makes it a versatile choice. Moreover, Flipgrid aligns seamlessly with current pedagogical trends, such as active learning and student engagement, offering educators a platform to foster collaboration, creativity, and

personalized learning. Its popularity among a diverse range of educators and institutions worldwide is a testament to its ongoing utility.

With the benefits of Filpgrid, including providing an easy-to-use tool for learners to use outside of class for English speaking assignments and reducing communication anxiety, the present research employs the platform to investigate learners' speaking performance in 417-101 (Hi English). The objective of the course is to enhance students' abilities in English listening and speaking by helping them to learn and practice English conversations in daily life. The students are expected to use English in daily conversations appropriately and confidently.

Objectives

This study assessed the impact of Flipgrid on English speaking skills and students' perceptions of the app in 417-101 (Hi English) at Prince of Songkla University, Pattani Campus.

Significances of the Study

This study investigates the effectiveness of Flipgrid in improving speaking skills in a listening-speaking course. Flipgrid is a versatile and easy-to-use tool that can support a variety of speaking activities, such as discussions, presentations, and feedback sessions. By using Flipgrid, instructors can provide students with more opportunities to practice speaking English in a low-pressure environment and reduce their communication anxiety. The findings of this study could have significant implications for the teaching of speaking skills in English language classrooms.

Methods

Participants

Participants were three students enrolled in 417-101 (Hi English) course at Prince of Songkla University, Pattani Campus during the first semester of academic year 2021. The course is typically designed for students who have previously failed it, and it is typically offered only in the first semester. However, the research was carried out during the second semester when the course was not normally available, resulting in a significantly small participant. Additionally, the course was delivered online. Despite these limitations, the study aimed to provide valuable insights into the use of Flipgrid as a tool to enhance students' speaking skills and improve their scores in a context where impromptu speaking was the norm. While the small sample size is a limitation, it serves

as a testament to the practical challenges faced during the research and the need for creative approaches to gather data in less conventional educational settings.

Data Collection

At the start of the research, participants were informed of their crucial role in contributing to the study. They were provided with a comprehensive overview of the entire process, including how they would be assessing the video lessons, the number of tasks they would be evaluating, and the procedure for registering on the Flipgrid platform. This introduction also included information about the study's objectives and the significance of their feedback in shaping the research outcomes. Following this initial briefing, the following are the detailed steps undertaken to collect the data for this study.

1. Assign students to record the video and submit it to the teacher.

The assigned topics for the students' video assignments were directly linked to the course content and included themes like "Introduce myself," "My Role Models," and "My Dreams Job." Each student was tasked with recording a video on these topics and subsequently posting it on the Flipgrid platform. Students were given a week to complete their video assignments, which were assessed using a speaking rubric that encompassed clarity, pronunciation, fluency, and relevance.

2. Distribute the questionnaire to the participant.

The instrument was administered through Google Forms, and participation was entirely voluntary. Participants received the questionnaire link on the last day of the semester, and all data collected were anonymized, with no personal identifying information included. The survey questions were categorized into four main areas, as inspired by Mango (2019): Affect (including ease of use, enjoyment, and overall learning), Speaking and Listening Skills, Academic Engagement, and Social Engagement (focusing on confidence and participation). The questionnaire, administered via a Google Forms survey allowing participants to respond at their own pace, consisted of three main parts. The first section focused on collecting demographic information from the participants, such as their age, gender, major of study, and prior experience with Flipgrid. The second section consisted of close-ended questions using a standard 5-point response scale, where participants rated their agreement or disagreement with specific statements, with "1" indicating the highest agreement and "5" indicating the lowest. These statements were designed to gauge their preferences and perceptions related to Flipgrid and its use in the course. The third section featured an open-ended question where participants were encouraged to provide suggestions and qualitative feedback regarding the integration of Flipgrid in their learning experience.

Data Analysis

The data analysis in this study is divided into two parts. The first part of the analysis focused on the assessment of the videos submitted by the students. The second part of the analysis discussed the responses obtained from the administered questionnaire.

1. Data from Video

All submitted videos were distributed to the designated raters for assessment and evaluation. The rubric used by raters to evaluate the video assignments was a comprehensive tool designed to assess various dimensions of the students' speaking performance. It focused on four key criteria: clarity (the students' ability to communicate their ideas clearly and effectively), pronunciation (assessing the students' proficiency in articulating words and sounds accurately), fluency (the students' capacity to maintain a smooth and continuous flow of speech), and relevance (evaluating whether their contributions were on-topic and added value to the discussion). Each criterion was scored on a scale of 1 to 5, with 5 representing the highest proficiency and 1 indicating the lowest level of performance. Moreover, to ensure reliability, interrater assessments were employed, whereby multiple raters independently evaluated the same videos to enhance the consistency and objectivity of the assessment process.

2. Data from Questionnaire

The survey data was analyzed using descriptive statistics. For example, the percentage of participants who agreed or disagreed with each statement was calculated. The findings of the data analysis will be presented in the results section of the research paper. These rubric criteria were used to provide a structured and objective assessment of the students' speaking abilities in their video assignments. The rubric allowed for a detailed evaluation of their performance and ensured a consistent and fair grading process.

The findings from rubric assessment, in conjunction with the survey data analysis, will contribute to the comprehensive presentation of results in the research paper's dedicated section.

Results

This study investigated the effectiveness of Flipgrid in enhancing the speaking skills of ESL students and their perceptions of the platform. The results section will be presented in two parts: the impact of Flipgrid on student's speaking skills and student's perceptions of Flipgrid.

1.The impact of Flipgrid on Student's Speaking Skills

To assess the impact of Flipgrid on the speaking skills of students, two additional ESL teachers evaluated student video presentations on three topics: self-introduction, favorite role models, and dream job. The raters used a rubric that assessed clarity, pronunciation, fluency, and relevance. Each criterion was scored on a scale of 1 to 5, with 5 being the highest score.

Table 1: Students' score on clarity (C), pronunciation (P), fluency (F), and relevance (R)

Topic	INTRODUCE YOURSELF				MY ROLE MODELS			DREAM JOBS		
	Criteria	Clarity	Pronunciation	Fluency	Relevance	Clarity	Pronunciation	Fluency	Relevance	Relevance
Student 1										
Rater1	3.5	3.2	3.3	4	3.2	3	3.2	1.5	3	3
Rater2	4	2.5	3	4.5	2	2.5	2	1	3	2.5
Average	3.75	2.85	3.15	4.25	2.6	2.75	2.6	1.25	3	2.75
Student 2										
Rater1	4	4	4	2.5	4	3.5	4	2.5	2.3	2.2
Rater2	4	4	4	4	4	4	3	4.5	4.5	4
Average	4	4	4	3.25	4	3.75	3.5	3.5	3.4	3.1
Student 3										
Rater1	2.5	3	3.5	3.5	2	2.5	3	2.5	1.3	2
Rater2	4	3.5	4	4.5	2.5	3.5	2.5	3.5	3	3.5
Average	3.25	3.25	3.75	4	2.25	3	2.75	3	2.15	2.75

The table presents an evaluation of three students across three distinct topics: Introduce myself, My Role Models, and My Dream Jobs, as rated by two different raters. The scores were on a scale of 1 to 5, with 5 being the highest score. Their ratings were sometimes different, indicating some subjectivity in the evaluation process.

Overall, Student 2 received the highest scores on all three topics, followed by Student 3 and Student 1. Student 1 and Student 3 had more variable performances, with Student 1 performing better in the "My Dream Jobs" category and Student 3 showing improvements in "My Dream Jobs" and "My Role Models." The assessment also highlighted the subjectivity in evaluation, as different raters provided differing scores for the same

students and criteria, emphasizing the importance of consistency in assessment standards and rater training.

The variations in the students' performance could indeed be influenced by a variety of factors, including the complexity and nature of the topics themselves. It's possible that the differences in the students' performance are related to the topics given. For instance, "Introduce Myself" may be considered relatively easier for students as it involves discussing personal details and experiences, a topic they may be more comfortable with. This could lead to better performance in some criteria, such as clarity and fluency. However, "My Dream Jobs" and "My Role Models" might be more challenging, as they require students to articulate their aspirations and reflect on external influences. Achieving high scores in these categories may be influenced by the students' ability to clearly convey their ambitions and inspirations.

2. Student's perceptions of Flipgrid

The second part of the findings encompasses data and summaries derived from a student survey. The survey questions were classified into five principal categories: affection, speaking and listening skills, academic engagement, social engagement, and expectations.

As can be seen from Table 2, the survey results on affection show that students have a positive view of Flipgrid overall. The results suggest that students have a positive view of Flipgrid as a tool for language learning. They found it easy to use, helpful, and enjoyable. They also believed that it had helped them to improve their English-speaking skills and to cooperate and communicate more effectively with their classmates.

Table 2: Affection

Item	Mean
Logging into Flipgrid group using the web browser on smartphones was uncomplicated	4.33
Downloading the Flipgrid application onto a smartphone was straight forward	4.33
Using the Flipgrid key to access the video activity was easy	4.33
Recording and uploading videos using Flipgrid application on a smartphone was simple	4
Flipgrid helped my learning in this class	4
Flipgrid served as a learning aid in this course	4.33
I like using Flipgrid in language learning	4.33
I enjoyed listening to / watching my classmates' Flipgrid	4.33
The Flipgrid video screen display was useful	4.33
I believe that practicing English speaking using Flipgrid has helped increase my cooperation and communication with my classmates.	3.66
I believe that Flipgrid makes me become autonomous in English speaking practices.	4.33

Data in Table 3 showed that, in terms of speaking and listening skills, students have recognized the benefits of using Flipgrid for their speaking and listening skills in various ways. They believe that the platform has contributed to improved fluency, better pronunciation, and the ability to recognize and address mistakes in their language learning process. Listening to both their own recordings and those of their peers has been particularly valuable in enhancing their English speaking and listening skills.

Table 3: Speaking and listening skills

Item	Mean
Recording my voice helped me speak English more fluently.	4
Flipgrid has helped me better improve my pronunciation.	4.33
Listening to other students' Flipgrids helped in my language learning	3.66
Listening to my own recording helped in my language learning	4
Practicing English speaking using Flipgrid helped me recognize mistakes	4.66

The following table showing Academic engagement (Table 4) includes student responses as to how they perceive whether they are practicing English speaking more because of Flipgrid. The results of the survey show that students perceive that Flipgrid is helping them to practice their English speaking more. The average score for all three statements is 4.44.

Table 4: Academic engagement

Item	Mean
I practiced my speaking assignment over and over before recording on Flipgrid	4.33
I practiced my Flipgrid before recording it	4.33
My recordings on Flipgrid are more well thought out than if I were speaking face to face	4.66

The social engagement data for the use of Flipgrid, as presented in Table 5, indicates very positive feedback from the students. The average score for all eight items is 4.24. The students provided positive feedback regarding Flipgrid's impact on their social engagement and learning experience. They reported increased confidence, reduced fear of making mistakes, and reduced nervousness, indicating that Flipgrid has contributed to creating a supportive and effective learning environment. Additionally, students found video messaging to be an effective means of interaction, further highlighting the platform's positive impact on their English language learning.

Table 5: Social engagement

Item	Mean
Flipgrid helped me develop confidence in my speaking skills	4.33
Flipgrid helped me participate in speaking activities	4.33
I am less frightened about making mistakes when learning English speaking through the use of Flipgrid	4.33
I feel comfortable while practicing speaking English with of Flipgrid.	4
I believe that Flipgrid has helped me reduce my nervousness in learning English speaking.	4.33
I believe that the use of Flipgrid has helped me become self-confident in my speaking performance.	4.33
I am responsible for my English learning when using Flipgrid.	4
Using video messaging was a simple and effective way to interact with other students	4.33

The survey results on expectation show that students have a positive view of Flipgrid for English speaking learning. The average score for all four items is 4.25. Students hold positive expectations regarding the use of Flipgrid for English speaking learning. They anticipate that Flipgrid will not only enhance their efficiency in learning but also make the process enjoyable and engaging. Their expressed desire to continue using Flipgrid underscores their willingness to embrace this technology as a valuable tool in their English language learning experience.

Table 6: Expectation

Item	Mean
I would like to study English speaking with the use of Flipgrid.	4
I hope Flipgrid is used more frequently to make English speaking more fun.	3.66
I hope Flipgrid will enable me to study English speaking more efficiently.	4.33
I think I will continue using Flipgrid for English speaking learning in the future.	4

In response to specific inquiries about their preferences and concerns regarding Flipgrid in the open-ended question, responses underscore the demand for user-friendly and straightforward technological tools within educational settings. Additionally, it highlights the significance of offering effective support and guidance to assist students in overcoming any initial challenges they might encounter. For instance, one student mentioned, 'I like Flipgrid as

it allows me time to prepare myself before recording the video.' Nevertheless, it's important to acknowledge that not all students had a completely seamless experience. Some expressed discomfort and unease with the application, attributing it to their lack of familiarity and a perception of complexity in the process of using Flipgrid. These challenges are typical of the initial learning curve associated with adopting any new technology or platform, but they underscore the vital role of user training and support to ensure that all students can fully leverage the benefits of this tool.

Discussion and Conclusion

The study's primary objective was to investigate the effectiveness of Flipgrid in enhancing English speaking skills. While there was an observable improvement in speaking ability, it is essential to acknowledge that the scores gained from the tasks were not notably high. This modest improvement could be attributed to several factors, including the selection of speaking topics, which may not have strongly resonated with the participants or aligned closely with their life experiences. Consequently, addressing certain speaking topics might have proven challenging, resulting in difficulties in constructing relevant words or sentences.

The findings from our study align with several research works related to Flipgrid, which explored its application in various educational settings. Commonalities include Flipgrid's ability to enhance language learning, particularly in terms of improving speaking fluency, accuracy, and confidence. These shared outcomes reinforce the notion that Flipgrid is a valuable tool for language education, and the positive impact on oral communication and presentation skills aligns with the studies by McLain (2019) and Miskam and Saidalvi (2019).

Despite these similarities, differences in the scope and context of the studies become apparent. The present study primarily focused on English speaking skills, whereas the other investigations encompassed a wide range of educational contexts, such as preservice teacher education, language courses, business English, and engineering presentations. These differences highlight the versatility of Flipgrid but also suggest that outcomes may vary based on the specific learning objectives and student populations. The data also shed light on students' positive perceptions of Flipgrid. Participants expressed agreement that the application was user-friendly, facilitated practice, and boosted their speaking confidence. The integration of Flipgrid into a speaking class as a practice tool proved valuable, enabling students to engage in gradual, iterative practice over time.

However, several limitations should be considered when interpreting the study's findings. First and foremost, the sample size was relatively small, consisting of only three

participants. This limited scope warrants caution when generalizing the results to broader contexts, as individual differences in language proficiency and learning styles may significantly influence the outcomes. Additionally, while the study focused on Flipgrid, it is essential to recognize that the use of video platforms for language learning need not be confined exclusively to one tool. Incorporating a variety of applications and activities within the classroom can enhance student engagement and familiarity with diverse speaking tasks, an avenue for future research exploration.

In conclusion, the study successfully achieved its primary objective of enhancing English speaking abilities through the use of Flipgrid, despite the relatively modest score gains. The findings underscore an improvement in participants' fluency and highlight students' favorable perceptions of Flipgrid as an accessible tool for practice and confidence-building. While the study's results should be interpreted within the context of its limited sample size, they emphasize the potential of video platforms like Flipgrid in language learning.

One insight from our study is that Flipgrid can be used to create a safe and supportive environment for students to practice their speaking and presentation skills. This is important because students who are afraid of making mistakes are less likely to participate in class and to practice their skills. Another insight is that Flipgrid can be used to encourage students to be more creative and to express themselves in their own unique way. This can help students to develop their own voice and to become more confident in their language skills.

One limitation of our study is that it was relatively small in scale. More research is needed to confirm the findings and to investigate the long-term effects of using Flipgrid in language classrooms. To further advance our understanding of Flipgrid's value in education, future research should aim for larger and more diverse samples, conduct comparative studies, and adopt a longitudinal approach to explore the long-term impact of this technology. The combined evidence highlights Flipgrid as a promising tool for educators, offering opportunities for improved language skills and enhanced student engagement.

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