

FLIPGRID APP FOR TEACHING SPEAKING SKILLS: STUDENTS' PERCEPTIONS AND PERFORMANCE IMPACT

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Abstract: Technology plays an important role in the educational environment to not only assist in-class procedure but also shift traditional education practice. As a powerful tool to empower students' voice in learning, the Flipgrid application has become more prominent in the educational environment, particularly in mobile learning. This study was carried out to investigate the impacts of Flipgrid on students' speaking skills and collect deeper perceptions on the use of Flipgrid after the training process. The study employed a quasi-experimental design with eighty Vietnamese students from two classes at College of Economic Relations, Ho Chi Minh city. The training procedures for both groups were similar except for the use of Flipgrid application among the experimental group. Data came from pre-tests, post-tests, online questionnaire and interviews. The findings of the study revealed that there were positive influences of the Flipgrid application on speaking performances for non-majored English students at the research site.

Keywords: Flipgrid, speaking skills, quasi-experimental design, mobile learning

1. Introduction

As a global language, English has been realized to serve communication skills and information exchange. The English language has been proven by its presence in developing countries and its necessity in multinational working companies. In regard to language education, the claim refers to the current popularity of English in worldwide university systems in which it is highlighted as a predominant means of learning and a medium of instruction (Shamrao, 2012). Speaking is viewed as one of the most significant language skills. Nevertheless, speaking is challenging for most Asian EFL learners, which has been discussed in prior

studies of Asian scholars (Hwang et al., 2014; Koyak & Üstünel, 2019; Leong & Ahmadi, 2017). Similarly, EFL students in the Vietnamese context have been also found reluctant to communicate in English for many years deriving from proven rationales such as a lack of motivation, a lack of self-confidence and problems with language anxiety (Hoa & Thao, 2020; Quyen et al., 2018; Tuan & Mai, 2015). More seriously, there was equivalently a lack of English-speaking practice opportunities in the classroom and out of the classroom as well. A lot of unfavorable feedback from students' English-speaking performance has been collected for many years. Vietnamese students are generally good at grammar

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structures; however, in real-life communication, it is hard for them to kick-start a conversation in English.

Through problems faced in English speaking learning, there is no doubt that the rapid development of technology could support the process of skill formation and could shift traditional education to new patterns of instruction as integrated-technology education. In discussions of technology integration into education, computer-assisted and mobile-assisted language learning systems have underpinned the effectiveness of technology-based resources in teachers' instructions and learners' learning process. Therefore, applying the Flipgrid application into teaching English speaking is proposed in order to empower students' voices and bring the back row of students to the front of the class.

Relating to the above research context, this paper proposes to seek for a path whether using the Flipgrid app is an effective way to help improve students' speaking ability. As a result, the aim of this paper is to investigate the extent Flipgrid affects students' speaking performance. The key research questions are:

1. To what extent does Flipgrid affect students' speaking performance?
2. How do the students perceive the use of Flipgrid in practicing speaking?

2. Literature Review

Speaking is addressed as one of the dominant skills to be acquired in L2 acquisition (Leong & Ahmadi, 2017; Sabina, 2018) as it is the means of communicating meaningful and comprehensive ideas to listeners (Ho et al., 2020). This is particularly true in educational contexts where students are supposed to utilize a range of speaking skills to participate in both inside and outside classroom conversations with their peers and teachers. According to

Brown (1994), when a learner uses spoken words to express something, he/she is going through an interactive process from receiving knowledge, processing to conveying meanings and absorbing it. Sharing the same perspective, Nunan (1995) elaborates that this oral form of communication is a combination of saying words, then making meaningful sentences in requesting, questioning, answering, and conveying meanings. He later broadens the term by adding linguistic competence, sociolinguistic, and conversational skills to the definition of speaking skills (Nunan, 1999). Harmer (2007) additionally characterizes that speaking not only consists of pronunciation aspects such as intonation, stress, and connected speech to produce language output but also includes the awareness of communicative contexts, conversational repair strategies, and functional exchanges. Another claim is that speaking is an appropriate selection of vocabulary to make speaking patterns with correct grammar use, which illustrates communicative purposes (Contreras Ospitia et al., 2016).

In the light of reports from the sophistication of speaking skills, it is conceivable that learners in the EFL contexts have trouble acquiring oral skills because of a shortage of speaking practice beyond the classroom context (Nunan, 2003). According to Rao (2019), that EFL students face difficulties in speaking grammatical sentences is a popular challenge for EFL learners worldwide.

In Hong Kong, one study conducted to clarify the understanding of L2 speaking problems consolidates that students' speaking problems could be derived from three academic terms including sociocultural, institutional and interpersonal contexts (Gan, 2012). In addition, lacking inside and outside classroom interaction opportunities together with insufficient investments in language curriculum could also add up to students' speaking problems.

In one recent study, Leong and Ahmadi (2017) also conclude that Malaysian students even challenge themselves with speaking skills in terms of expressing themselves in L2 spoken language. In another context, EFL Indonesian students have trouble with language barriers, psychological factors including anxiety and motivation, lack of communicative opportunities and practice (Abrar et al., 2018). It can be seen that second language oral production has always been a great challenge for EFL students in different countries, and Vietnamese EFL learners are no exception. In a recent study conducted in English classrooms in Hanoi, Hoa and Thao (2020) point out that Vietnamese English learners are often inactive in class due to a lack of proper investments in fostering and reinforcing speaking skills. Speaking problems are also discovered in another high school context in which the students are reported that they have no motivation and confidence to produce spoken language because of their limited speaking topic knowledge and listening strategies as well as inappropriate feedback from teachers (Tuan & Mai, 2015). Likewise, with some certain challenges in Vietnamese higher education, Vietnamese university students are usually associated with fear of mistakes, a shortage of lexical items and a lack of confidence (Ho et al., 2020).

Troubles with communicating in L2 are also reported in a study done in Can Tho University, Mekong Delta region (Quyen et al., 2018). Both teachers and students encounter a range of internal and external factors that hinder their teaching and learning, especially a shortage of after-school activities and speaking environments.

In short, low motivation, disengagement to speaking activities and lack of opportunities to practice speaking are common problems of L2 learners. These problems can be derived from several reasons; nevertheless, it has been commonly

proven from a variety of studies in Viet Nam that insufficient speaking practice investments could demotivate students in learning and acquiring speaking skills.

Concerning recommendations in previous studies, promoting students' motivation and creating more collaborative learning activities could develop speaking skills and reduce difficulties that students are facing (Boonkit, 2010). Furthermore, the employment of diverse technological tools as well as multimedia resources was found to have positive impacts on teachers' teaching practice and assist students' oral language production (Gómez, 2019; Quyen et al., 2018; Sabina, 2018).

Among the popular educational applications, Flipgrid is considered as one of the most beneficial ones in terms of facilitating learning discussions and boosting learning involvement. With features such as real-time video chatting and video discussions, Flipgrid is proved to effectively promote collaborative learning and learning engagement (Agan et al., 2019; Innes, 2020; Johnson & Skarphol, 2018; McLain, 2018; Miller et al., 2020; Stoszkowski et al., 2020). Students have an opportunity to present videos on a discussion grid, watch peers' videos and receive feedback from teachers, which creates connections among peers and teachers. Furthermore, it is believed that Flipgrid opens up more learning environments to students so that they can practice their speaking skills ubiquitously on various topics and elongate their speaking time (McLain, 2018). In the line of speaking ability, Forsythe and Raine (2019) reveal that Flipgrid could boost student's confidence in speaking performances. Recently, Lowenthal and Moore (2020) argue that when recording videos, students will learn to structure their ideas in a way that they can contentedly present them. Even for those who are not very confident, they are still able to post a video with an icon or

a funny emoji as their avatars; therefore, Flipgrid helps cultivate not only creativity but also flexibility.

In discussion of prior research about Flipgrid in the Vietnamese context, two more factors affecting students' speaking ability are class size and the use of grammar-focused paper tests; therefore, the authors carry out an empirical study in a university to seek for the suitability of applying Flipgrid in enhancing English communication skills in such contexts (Doan & Huynh, 2019). The results indicate that the Flipgrid program has a good impact on students' interests, English speaking improvement, and confidence. This result is supported by data from a separate study conducted with 60 tenth-grade students at a high school in the Mekong Delta, which found that students have positive attitudes and preferences toward using Flipgrid to support their speaking lessons (Tuyet & Khang, 2020). Specifically, the adoption of the Flipgrid app is reported to reduce tenth-grade students' anxiety in speaking practice. More importantly, the findings highlight that when acquiring speaking skills, the Flipgrid app could strengthen collaborative learning skills, autonomous learning ability and reflective learning.

In summary, it is strongly believed that speaking is indispensable for L2 learning goals; however, EFL learners have to put more effort and practice to acquire it. In order to fluently speak English, it is recommended to increase students' motivation, stimulate confidence, engage in speaking activities and offer more opportunities to practice speaking in language classrooms and beyond classroom contexts. Flipgrid is reviewed as an effective tool to improve students' oral competence attached to reducing language anxiety, increasing willingness to communicate in English, and enhancing learners' involvement in speaking activities. Clearly, the benefits featured from the Flipgrid

application could affect students' speaking performance in English language education.

3. Methodology

3.1. Setting and Participants

The research was conducted at College of Economic Relations [COFER] located in Ho Chi Minh city, Vietnam. The study was carried out with eighty participants from different majors including Tourism, Travel Management, Administration Management, Exporting and Importing who were second-year students of non-English majors and were assigned into two intact classes by General Faculty. This convenience sampling strategy was used due to the schedule constraints from COFER Department of Training. However, the research reliability was made up with triangulated data from interviews and questionnaires.

3.2. Procedure and Training Process

The research employed pretest-posttest quasi-experimental design and was implemented in three stages with two intact classes of non-English majors during a two-month procedure. The training procedures for Experimental Group (EG) and Control Group (CG) happened within 15 weeks equally distributed in a period of two months.

In the pre-stage, before the intervention, the students from CG and EG were given a speaking pre-test to measure speaking performance and proficiency level. In the while-stage, primarily based on the college training curriculum, speaking topics relating to the subject of English for Business Communication in the syllabus were equally delivered to students in both groups during a 15-week course (60 periods, 4 periods for each class meeting). For the control group, students were taught with traditional instructions without using the treatment. For the experimental group, the

Flipgrid application as the treatment was employed to focus on making speaking videos. In the post-stage, the online questionnaire was sent to the students who were in the experimental group, and then the interviews were also delivered online to them. At the end of the course, the students took a post-test to measure speaking performance after using the treatment.

Table 1

VSTEP 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

3.4. Instruments

3.4.1. VSTEP Speaking Tests

In the study, VSTEP's speaking criteria had been used to measure students' speaking performance before and after administering the treatment. As a purpose to answer the first research question that how the Flipgrid application affects students' speaking performance, VSTEP speaking tests were used to measure students' performance before and after the intervention. In particular, students' recordings were used to (1) measure students' language proficiency before the intervention, (2) measure students' speaking ability before the intervention, and (3) measure students' speaking competence after the intervention. The VSTEP speaking tests were conducted with two raters (teacher A and teacher B). Test scores were then checked for reliability with Pearson Correlation. With correlation score for both pre-tests and post-tests larger than 0.7, teacher A's score was used for T-test analysis.

3.3. Scoring Rubrics

The current study employed an official scoring rubric regarding VSTEPs from Ho Chi Minh City University of Education that has been approved by the MOET in order to train teachers and lecturers on scoring the tests. A summary of scoring criteria was presented as below:

3.4.2. Online Questionnaire

The study also applied an online questionnaire as the second research instrument to collect more specific data on participants' attitudes towards the treatment. According to Creswell (2002), a questionnaire is defined as a form of a survey design used for the respondents to answer questions in the effort of gaining deeper insights for research. As reported in past literature, there are three major categories of questionnaires most often used in educational research including paper- and pencil-based questionnaires, mailed questionnaires and web-based questionnaires. With the popularity of websites and the help of the Internet in designing questionnaires (Creswell, 2002), it is believed that web-based questionnaires assist researchers to collect data more quickly and conveniently. For that reason, an online questionnaire will be used to obtain data from respondents instead of traditional ones.

In this study, the online questionnaire was used to explore the second

research question, which was related to students' perceptions on the use of Flipgrid in speaking class. The questionnaire items in this study were adapted from a related study concerning perceptions on Flipgrid (Johnson & Skarphol, 2018) and students' feelings about the usage of video blogs on speaking (Lestari, 2019) since they had comparable research goals which focus on the effects of technology-based tools on speaking skills. The questionnaire was adjusted and redesigned to align with current research gaps about factors that could possibly have impacts on speaking skills such as students' motivation, confidence, engagement, interaction, and opportunities to practice when using Flipgrid. There were two main parts in the questionnaire.

Part 1 includes 5 questions which aim at gaining demographic information such as gender, age, major, and English learning time. In part 2, there were 24 statements divided into four specific constructs: (1) general perceptions on

Flipgrid, (2) its influence on speaking performance and confidence, (3) the impacts of Flipgrid on engagement, collaboration and opportunities to practice, and (4) perceptions of enjoyment of discussion and interaction on Flipgrid, and motivation behind the use of Flipgrid. Part 2 was constructed using a five-point Likert scale with five levels ranging from 1 to 5 (strongly disagree, disagree, neutral, agree, and strongly agree) to obtain participants' self-evaluation of the Flipgrid app. In addition, the online questionnaire was conducted in both Vietnamese and English languages; however, it was only handled by participants in the experimental group at the end of the course via an online link to Cognito Forms, a free online form builder for data collection. Participants were given an online questionnaire in Vietnamese in order to avoid misunderstandings when providing replies. More importantly, to ensure the anonymity of responses, respondents were not required to submit names in the answer sheets.

Table 2

Structure of Online Questionnaire

Structure of Online Questionnaire		No of items
<i>Part 1 Demographic information</i>		5
<i>Part 2 Perceptions on the use of Flipgrid</i>		
1	General perceptions on Flipgrid	6
2	The influence of Flipgrid on speaking performance and confidence	5
3	The influence of Flipgrid on engagement, collaboration and learning opportunities	6
4	Perceptions of enjoyment of discussion, interaction on Flipgrid and learning motivation	7
Total		29

3.4.3. Interviews

In order to gain deeper insights and solid evidence, the study used a third research instrument, interviews, which triangulated the study's findings. When the

researcher is unable to gain direct replies from participants, the interview seeks to provide further detailed information. (Creswell, 2002). Individual interviews provide private opinions and genuine

perspectives for research, which reinforces the accuracy of research findings (Lange, 1996). In the current study, interviews were carried out with six participants from the experimental group at the end of a learning course in order to obtain students' deeper viewpoints and perceptions on the values of Flipgrid during their 15-week experience. To prevent bias issues when asking questions, the interview consisted of five primarily structured and open-ended questions that were developed to align with research questions.

4. Data Collection and Analysis

All data from the interview, questionnaire, and Pre- and Post-tests were obtained at the end of the course, as scheduled. The independent sample t-test was used with students' pre- and post-tests to see if there were any significant variations in their speaking performances before and after the treatment. Subsequently, the questionnaire was constructed with a five-point Likert scale and was analyzed using SPSS vs. 26 to find out additional answers on impressions of Flipgrid use. Then, in order to collect extra information, six random EG participants were recalled at random to take part in interviews conducted in Vietnamese. The interview lasted from 5 to 10 minutes for each student. The interview was then audio-recorded for analytical purposes. To prepare for a good interview, various aspects such as the natural environment and the interviewee-interviewer interaction were taken into consideration. The researchers next translated the raw data and grouped it into themes to support the answers to the second research question.

Table 4

Independent Samples T-Test of Pre-Tests

	F	Sig.	t	df	Sig. (2-tailed)	Std. Error Df
Pre-tests						
Results	,305	,582	-,195	78	,846	,256

5. Results and Discussion

5.1. To What Extent Does Flipgrid Affect Students' Speaking Skills?

The pre-tests were administered to both the control and experimental groups prior to the training process to assess whether the students' levels of speaking skill were equal. More importantly, the results of the pre-tests were analyzed using the Independent Sample T-test to investigate how the intervention affected the results of the post-tests. The results of the pre-tests between the control and experimental group were illustrated in table 3.

Table 3

Results of the Pre-Tests

	N	Mean	SD
Pre-tests			
Control group	40	3,200	1,18
Experimental group	40	3,250	1,11

In discussion of the Mean scores, the table presented that the Mean score of CG was 3,2 (M = 3,2; SD = 1,18) and that of EG was 3,25 (M = 3,25; SD = 1,11). As seen from the table, the Mean scores between CG and EG was nearly 0, which meant there was no difference in terms of students' speaking proficiency level before administrating the intervention.

In order to clarify answers for the first research question, Independent Sample T-test was employed in the pre-stage, the scores were compared to seek whether there was no difference in pre-tests results between the control and experimental group.

From the results of the equality of the Mean value, the Sig. (2-tailed) value presented .846 (> .05). It was strongly believed that there was no significant difference between the pre-tests scores of CG and those of EG. In other words, the results regarding speaking performances and language proficiency of participants from both research groups were equal to each other before adopting the intervention.

With regard to the findings of post-

tests from CG and EG in the post-stage, data from Independent Samples T-test was explained in Table 5. Concerning the equality of Means, it presented that the Sig. value (2-tailed) was ,00 (< .05), which justified that there was a statistically significant difference between the post-test means of CG and those of EG after two-month research time. Therefore, there was a remarkable change regarding speaking performances between CG and EG in comparison with the pre-tests and post-tests.

Table 5

Independent Samples T-Test of Post-Tests

	F	Sig.	t	df	Sig. (2-tailed)	Std. Error Df
Post-tests Results	24,6	,000	-5,59	59,8	,000	,203

To sum up, there was no significant difference in speaking performances between the control and experimental group before the experiment. After the experiment with Flipgrid, the experimental group outperformed the control group in speaking performance. This result matched with the findings from past research that were gone through in the part of literature review consisting of Johnson and Skarphol (2018), Forsythe and Raine (2019), Doan and Huynh (2019), Lowenthal and Moore (2020), Stoszowski, Hodgkinson and Collins (2020), Tuyet and Khang (2020). The findings from those past studies similarly paid attention to the effectiveness of Flipgrid on speaking skills. Some of them reported

that Flipgrid is helpful for practicing speaking skills and enhancing students' confidence. Some stayed focused on the influences of Flipgrid on reducing anxiety, increasing collaboration and autonomy.

5.2. How do Students Perceive the Use of Flipgrid in Speaking Practice?

The second research question was clarified through the online questionnaire and the interview that was delivered to the students in the experimental group at the end of the training process. The questionnaire aimed to find out insights of students on the implementation of Flipgrid. The findings were summarized in the below table.

Table 6

The Results of the Questionnaires

Items No	Question items	Mean
1	Flipgrid is an effective tool for speaking activities	4,2
2	I find Flipgrid easy and convenient to use	4,4
3	I enjoy using funny emoji icons when making videos on Flipgrid	3,95

4	Flipgrid helps increase my academic achievement (e.g. grades)	3,9
5	Flipgrid helps me improve my communication skills.	3,87
6	I feel that my speaking ability is better when using Flipgrid	3,8
7	I feel more comfortable to make videos with Flipgrid	4,07
8	I am more confident to speak English than I used to	3,7
9	I am more involved in speaking activities when using Flipgrid	3,8
10	I watch more speaking videos from peers on Flipgrid platform	3,5
11	I work well to make speaking video with peers	3,6
12	Flipgrid provides more communicative opportunities	4,05
13	I use Flipgrid to practice speaking more after school	3,6
14	I can use Flipgrid anytime and anywhere	4,2

As can be seen from Table 6, the students had positive attitudes towards the use of Flipgrid in speaking practice, which was addressed by the mean scores ranging from 3,3 to 4,25. Outstandingly, the large portion of students' responses reported that Flipgrid was easy and convenient to use ($M = 4,4$). Moreover, there were other findings that addressed positive perceptions of students on the effectiveness of Flipgrid on speaking practice including enhancing interaction ($M = 4,25$), providing more convenience in speaking learning ($M = 4,2$), increasing confidence ($M = 4,07$), creating more speaking opportunities ($M = 4,05$), promoting motivation in learning speaking ($M = 4,05$).

With regard to speaking proficiency, most students showed positive agreement in helping gain achievement in speaking with 25% for "strongly agree" and 47.5% for "agree". In line with this, it was considered that Flipgrid could enhance communication skills, which accounted for 67.5% of the responses comprising 25% for "strongly agree" and 42.5% for "agree". The numeric data entailed 65% of students who were satisfied with Flipgrid in terms of speaking improvement. Concerning the notion of confidence in speaking practice, 77.5% of answers (37.5% for "strongly agree" and

40% for "agree") were proven by the students who believed that they felt comfortable making speaking videos with Flipgrid. However, a few students showed their disagreement with it, which constituted a small fraction of 7.5% for "disagree" in the response graph. More importantly, the last item in the graph presented 60% of responses relating to confidence in speaking. Thanks to Flipgrid, the students became more confident than they used to. Nevertheless, for some reasons, a quite large portion of respondents remained their neutral value that took up 35%. Basically, the results from these above items reveal that the students mostly showed favorable comments on Flipgrid in terms of speaking improvement and increase in confidence.

As presented in Table 6, students showed positive feelings towards the help of Flipgrid in terms of engaging themselves into learning, creating more collaboration and more learning opportunities in class, which was seen through all the respectively high means of each item. Specifically, from the graph, there were 62.5% of the respondents who favorably answered to function regarding increasing involvement in learning made up 25% for "strongly agree" and 37.5% for "agree". The rise in learning engagement was proven through

frequency of watching friends' speaking videos. 20 of 40 students spent time watching more oral videos than before, which comprised 45%. Nevertheless, 37,5% of students' answers had neutral attitudes towards this statement. Another important part relating to collaboration in speaking depicted a positive trend with 55% concerning teamwork with the help of Flipgrid. Moreover, positive insights towards Flipgrid that could help create more learning opportunities were collected from three next items. This led to 80% of the agreement for "Flipgrid provides more communicative opportunities" (35% for "strongly agree" and 45% for "agree"), 65% of saying yes for "I use Flipgrid to practice speaking more after school" (17.5% for "strongly agree" and 47.5% for "agree") and 85% of agreement for "I can use Flipgrid anytime and anywhere" (42.5% for "strongly agree" and 42.5% for "agree"). As details just mentioned from a very large majority of favorable responses, the Flipgrid application was highly recommended to use to practice speaking English beyond classroom-based environments, which was supposed to provide better learning environments for students. It was shown that a high proportion of students expressed satisfaction of using the Flipgrid making up 85% of being able to use it anywhere and anytime and 65% of frequently using it after school.

With the purpose of triangulating research findings, the interview was used to collect deeper thoughts of students on the use of Flipgrid after the training process. It can be reported that the students strongly believed that Flipgrid could positively impact on speaking skills in terms of improvements of pronunciation in speaking skills and the attachment of funny stickers used when videoing. Although some students faced difficulties in dealing with technical problems at the beginning, they gradually got used to using the application

and felt more confident in creating their speaking videos. This interesting result is aligned with findings from the questionnaires which state that Flipgrid was useful to enhance students' confidence in speaking.

6. Conclusion

In a nutshell, Flipgrid could be certified to be an efficient learning application in terms of improving speaking skills adequately explained from the results of the outweighed difference between speaking performances of EG and those of CG. This justification was further pointed out by data collected from the questionnaire and the interview. Firstly, regarding assistance with speaking skills, Flipgrid could help improve pronunciation after making videos. Secondly, Flipgrid helped increase the notion of interaction, especially peer interaction and teacher-students interaction through spending time observing themselves and peers speaking and sharing videos and receiving feedback from teachers. Furthermore, Flipgrid could enhance students' confidence in producing speaking videos, which was one of the most indispensable factors for lifelong learning and English-speaking learning in particular. The results of this study show that the Flipgrid application has a good impact on students' speaking skills. This is consistent with a large body of data on mobile and computer-assisted language acquisition. Besides, this study also revealed some problems students faced when using Flipgrid, which could have opened doors for further research in the future.

7. Limitations

Firstly, this is a quasi-experimental study with the use of available convenient sampling (Creswell, 2002), which might not express the deepest results for all populations. It could also be one of the

recommendations for further research study because, according to Creswell (2002), it is thought that quasi-experimental studies pose far greater risks to internal validity than actual experimental research. Secondly, two months for data collection might be insufficient to capture the most complete and effective picture of the research problem. Last but not least, one of the unexpected limitations of this study is that as the course was mostly delivered online, post-tests, questionnaires, and interviews were all as well administered online using Zoom platform. This caused a lot of difficulties for the researcher to handle this situation. However, with the support of students and the school, the study yielded positive results. Fortunately, the students did cooperate well to overcome struggles with technical problems with virtual learning, resulting in a satisfactory conclusion to the study.

8. Recommendations for Further Research

With a help of triangulation in research methods and instruments, the study provided significant results to contribute to English language education in Viet Nam regarding practical and theoretical aspects. However, it may be more efficient if the study is carried out as a true experiment with data collecting through random sampling. This could open up a new path for other researchers interested in this area.

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TÁC ĐỘNG CỦA ỨNG DỤNG FLIPGRID TRONG VIỆC DẠY KỸ NĂNG NÓI ĐỐI VỚI CẢM NHẬN VÀ KẾT QUẢ HỌC TẬP CỦA SINH VIÊN

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Tóm tắt: Trong bối cảnh giáo dục hiện đại, vai trò của công nghệ không chỉ là hỗ trợ quản lý các hoạt động học tập mà còn góp phần vào quá trình thay đổi phương thức giáo dục truyền thống. Là một trong những công cụ mạnh mẽ giúp nâng cao tiếng nói của người học, ứng dụng Flipgrid đã được sử dụng rộng rãi trong giáo dục, đặc biệt là trong lĩnh vực học tập trên thiết bị di động. Nghiên cứu này được thực hiện nhằm tìm hiểu và phân tích tác động của ứng dụng học tập trên thiết bị di động Flipgrid đối với kỹ năng nói của học sinh và tìm hiểu sâu hơn về nhận thức của người học về tác dụng của Flipgrid sau quá trình đào tạo. Nghiên cứu được thiết kế theo hướng bán thực nghiệm với sự tham gia của hai lớp 80 sinh viên Việt Nam tại Trường Cao đẳng Kinh tế đối ngoại. Nội dung giảng dạy của hai nhóm là như nhau, tuy nhiên một nhóm sẽ trải nghiệm học với Flipgrid. Dữ liệu được thu thập từ các bài kiểm tra trước và sau quá trình thực nghiệm, bảng câu hỏi trực tuyến và phỏng vấn. Kết quả của nghiên cứu cho thấy ứng dụng Flipgrid đã có những ảnh hưởng tích cực đến kỹ năng nói của các sinh viên không chuyên ngành tiếng Anh thuộc bối cảnh nghiên cứu.

Từ khoá: Flipgrid, kỹ năng nói, bán thực nghiệm, học tập trên thiết bị di động