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Applying Flipgrid-Based Portfolio to Improve Vietnamese EFL High School Students' Speaking Scores

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ABSTRACT

During the Covid-19 pandemic, the application of electronic teaching tools has emerged as more crucial than ever. This research was aimed at investigating the impacts of Flipgrid-based portfolio on EFL high school students' speaking scores and their attitude toward the use of this e-portfolio. The study involved 86 EFL high school students in Vietnam, who were divided into control and experimental groups. The data were collected from a pre-test, a post-test, a questionnaire, and interviews. The results showed that Flipgrid-based portfolio significantly improved students' speaking performances in terms of pronunciation and fluency. Moreover, all the participants in the experimental group expressed a positive attitude toward the use of this online platform despite some mention of shortcomings. On the basis of the findings, a number of pedagogical recommendations are suggested with the hope of pushing the effective use of e-portfolio in English-language teaching and learning in EFL contexts.

Keywords: Flipgrid-based portfolio; e-portfolio; speaking scores; EFL high school students; attitude

INTRODUCTION

The beginning of the 21st century, especially during the Covid-19 pandemic, has seen the acceleration of a wide range of applications of information and communication technology in education, including English-language teaching. In Vietnam, the application of information technology to enhance learners' communication skills is encouraged by the Ministry of Education and Training (MOET). The Official Letter No.1891/BGDDT-GDDH on 5 May 2017 referred to "step[ping] up application of advanced technologies in teaching and learning foreign languages with online educational resources which are suitable to all target groups, so that learners can study foreign languages, access to native language anytime, anywhere, by any means, especially in the development of listening and speaking skills" (p. 3).

Vietnamese EFL students have had a variety of issues in speaking-skill classes, with the result that most of them are unable to interact at a basic level in English (Hoang, 2019) despite having studied the language for 7 to 10 years. Nguyen and Pham (2021) indicated that Vietnamese EFL learners are often better at writing and reading skills, and the lack of speaking skills in many official English examinations was identified as the source of this phenomenon. Other causes of these limitations include the lack of motivation and the limited time assigned for speaking in face-to-face classrooms. Thus, it is necessary to create an out-of-classroom platform to offer students opportunities to practise speaking English more effectively.

Along with the widespread application of ICT in education, educators worldwide have had a tendency to use mobile apps and websites in their teaching delivery and to create students' online profiles. Previously, students' academic records were recorded in a hard-copy folder from grade to grade, with samples of the students' writing. With today's technology, it

is possible for students to compile a digital portfolio comprising a variety of skills: listening, speaking, writing, and reading. In Vietnamese EFL classrooms, the outbreak of Covid-19 led to an increase of online learners. For many years, an e-learning platform has been proposed but did not receive enough attention from stakeholders (Vietnam Economic Times, 2018). Although online learning has witnessed some popularity in tertiary contexts, it has attracted little attention in high school education (Nguyen, 2020). Due to the pandemic, schools were required to use online tools and platforms for their learners to continue their learning process. Digital portfolio appears to be an excellent way for high school students to build confidence and show growth over time. The large amount of available storage and the digital nature provide students with the opportunity to save all speaking performances within a portfolio that can travel with them throughout their years in school. In addition, it is essential for educators to evaluate students' learning process through their performances and interactions in a school year. Among many powerful ICT tools, Flipgrid, which is considered to be a useful online application created by Microsoft Corporation, is a solution for this requirement. This tool was proved to be effective in facilitating social learning, developing video content creation skills, and creating a classroom community (Stoszkowski, 2018). Therefore, examining the impacts of a Flipgrid-based portfolio on EFL learners' performances is worthwhile to the extent that it meets the requirement of adaptation in the current Covid-19 pandemic. To the best knowledge of the authors, this quasi-experimental study is the first attempt in Vietnam to investigate the effects of a Flipgrid-based portfolio on EFL high school students' speaking scores with the hope of contributing to improvement in the quality of teaching and learning speaking skills in a high school context. To fulfil that aim, the following research questions were addressed:

1. Does a Flipgrid-based portfolio improve EFL high school students' speaking scores?
2. What are EFL high school students' attitudes toward the use of a Flipgrid-based portfolio?

LITERATURE REVIEW

ONLINE LEARNING IN EFL CONTEXTS

Online learning has become more and more popular in the ever-changing education world as it has outweighed the traditional classroom by promoting "active learning, collaborative learning, mastery of learning materials and a learning process controlled by the students themselves" (Simonson et al., 2014, p. 123). In addition, this learning platform is believed to enhance students' learning process and help improve their meaningful learning experiences (Ardiasih et al., 2019). However, according to Kanoksilapatham (2021), more consideration should be given to EFL learners' autonomy in online learning despite the benefits it brings to language learning. Arifani et al. (2020) indicated that online learning contributed significantly to improvement in interactions between EFL students and online content rather than student–teacher interactions, and periodic assessment seemed to be crucial to inform students about their learning progress. Among different uses of internet-based learning activities, e-portfolio is considered to be capable of encouraging students in learning (Gorbunovs et al., 2013). Buzzetto-More (2006) argued that e-portfolios have been shown to be a valid way in documenting student progress, encouraging greater student involvement in the learning process, showcasing work samples, and providing a method for assessing the learning outcomes and curriculum evaluation.

According to Amaya et al. (2013), an e-portfolio platform enables students to gather products and present them in a digital form, which can last for a long time. E-portfolios not only improve students' learning processes, but can also be used as a tool for teachers to evaluate

their students' learning and experiences (Chau, 2007). Among different online platforms, Flipgrid, a video- and audio-based learning tool developed in 2014 by Professor Charles Miller at the University of Minnesota in the USA, can be used as an online video-based learning tool for discussions, reflections, presentations, field-based learning, and many other uses (Green & Green, 2018). The application of this platform has been proved to bring about a number of benefits to EFL learners. Stoszkowski (2018) indicated that Flipgrid was designed to empower learners and facilitate collaboration and social learning between students. Mango (2019) argued that Flipgrid provided an online video-mediated discussion platform that facilitates learners to communicate with each other through video messages so that they can share with their classmates, teachers, and possibly other learners around the world. Flipgrid was viewed as an online video-mediated communication tool that allows EFL learners to have time to practise speaking English outside classrooms in a comfortable and enjoyable environment (Mango, 2019). The tool also helps reduce any potential "overload" of platforms in their existing digital ecosystem (McCarthy & Fonseca, 2017). Because the discussion is asynchronous and not time- or place-dependent, it benefits "commuter students" who live off-campus and are more likely to experience challenges in relation to their engagement beyond the classroom (Thomas & Jones, 2017). Similarly, students who spend more time in paid employment — and who typically report lower gains in learning (Neves & Hillman, 2017) — appreciate the flexibility that Flipgrid offers.

FLIPGRID AND SPEAKING PERFORMANCES IN EFL CLASSROOM

From the invention of Flipgrid in 2014, there have been a small number of studies conducted on the use of this app in English-language learning contexts. Johnson and Skarphol (2018) conducted research to determine the effects of connected learning through the use of digital portfolios and the Flipgrid platform on student engagement and communication in the secondary art classroom. Nuraqilah et al. (2019) investigated the effectiveness of using Flipgrid to teach oral presentation among engineering students. Their research provided a new teaching methodology that integrates technology and online peer feedback to overcome the issue of engineering students' lack of oral presentation skills and, as a result, improve the engineering students' English-language competency. Recently, Jacob et al. (2020) conducted research about use of Flipgrid on student smartphones in a small-scale ESL study. They reported that Flipgrid provided ways for teachers to set up activities with the aim of prompting students to communicate with each other inside and outside the classroom. Not only were the Flipgrid assignments successfully completed by the students, but the pilot also proved that such a class can be conducted with the use of student smartphones.

In the currentstudy, Flipgrid was used to create an e-portfolio for EFL high school learners to upload their speaking performances because e-portfolios are an alternative storage system for traditional hard-copy folder portfolios. Moreover, as demonstrated by Huang and Hung (2010) in their study about the effects of electronic portfolios on EFL oral performance, e-portfolios enable students to practise speaking before uploading their work onto their e-portfolio. This additional practice leads to a substantial increase in language production.

In Vietnam, there are a small number of studies regarding the use of the Flipgrid app to increase learners' motivation and the influence of the Flipgrid app on EFL high school learners' speaking anxiety. Pham and Vu (2019) conducted a study on the Flipgrid app for increasing learners' motivation to speak English. In their experiment, the participants were encouraged to have close access to the use of Flipgrid application to express their ideas on particular weekly topics. Findings from their research proved that Flipgrid delivered a wide range of positive effects on students' motivations to practise speaking English.

In a recent study, Tran and Nguyen (2020) examined the influences of the Flipgrid app on the speaking anxiety of 60 EFL students in a high school in the Mekong Delta. There was a decrease in EFL high school learners' level of anxiety in learning to speak English after experiencing Flipgrid. Most of the learners also showed a positive attitude toward the use of Flipgrid in learning English speaking and believed that Flipgrid should be employed frequently to make learning of spoken English more motivating.

Based on the review of the literature, it is likely that few studies on the use of the Flipgrid app have been conducted in the Vietnamese context and none of these studies has examined the use of the Flipgrid app and the website www.flipgrid.com as EFL students' portfolios with a view to improving students' scores in speaking. This study was the first attempt to examine the impacts of Flipgrid-based portfolio on EFL high school students' speaking performance and their attitudes toward this application.

METHODOLOGY

RESEARCH DESIGN

This study was conducted with a quasi-experimental research design in which both quantitative and qualitative tools were used. Through the experiment, we intended to examine the effect of applying Flipgrid- portfolio on students' speaking scores. An oral test was used as a pre-test for the control group and experimental group in order to ensure that the speaking scores of both groups were similar. At the end of the intervention, a post-test was distributed to determine any changes made as the result of the application that the students received. In order to examine students' attitude towards the Flipgrid-based portfolio, a questionnaire was conducted with the experimental group one week before the post-test was administered. This questionnaire aimed to determine how students in this group responded to the Flipgrid-based portfolio. Based on the average score of the questionnaire, we invited three participants who had a positive attitude and three who had a negative attitude to take part in the follow-up interviews.

RESEARCH SITE

The research site was a Vietnamese public high school in a central province of Vietnam with 80 teachers and office staff, and 30 classes in total. This school follows the same English program promulgated by MOET as do the other public schools in Vietnam. Most of the students enrolled in this school were from the rural areas.

PARTICIPANTS AND SAMPLING PROCEDURES

Eighty-six participants from two different classes with the same level of English language were purposefully selected to take part in this research. They were divided into an experimental group with 43 students and a control group, also with 43 students. All participants were invited to take part in the speaking pre-test at the beginning of the research to ensure the equivalent level of their speaking skill.

All participants were either 17 or 18 years of age and were studying at Grade 12. They all started learning English as a foreign language in Grade 3 at primary schools. Therefore, they were supposed to be at the level equivalent to B1 in the Common European Framework of Reference for Languages (CEFR) or level 3 in the Vietnamese Standardised Test of English Proficiency (VSTEP). However, like many other students in Vietnam, EFL high school students at this high school spent 45 minutes a unit on a speaking lesson and therefore had very

little time to speak English. They paid more attention to learning grammar and vocabulary in order to prepare for the national examination.

TEACHING PROCEDURE

In this study, Flipgrid, including the Flipgrid app and the website http://Flipgrid.com, was used as the main tool to teach speaking skills and assign speaking tasks to EFL students. This application was intended to provide students with outside-class activities as a new type of homework. Videos of students' performances in the experimental group were saved and classified according to the topic in this online platform. The study was conducted over a 4-month period during the first term of the academic year 2020–2021. The procedure followed the following steps:

Step 1: "Getting started with Flipgrid". After conducting the pre-test, members of the experimental group were guided to commence using the Flipgrid app.

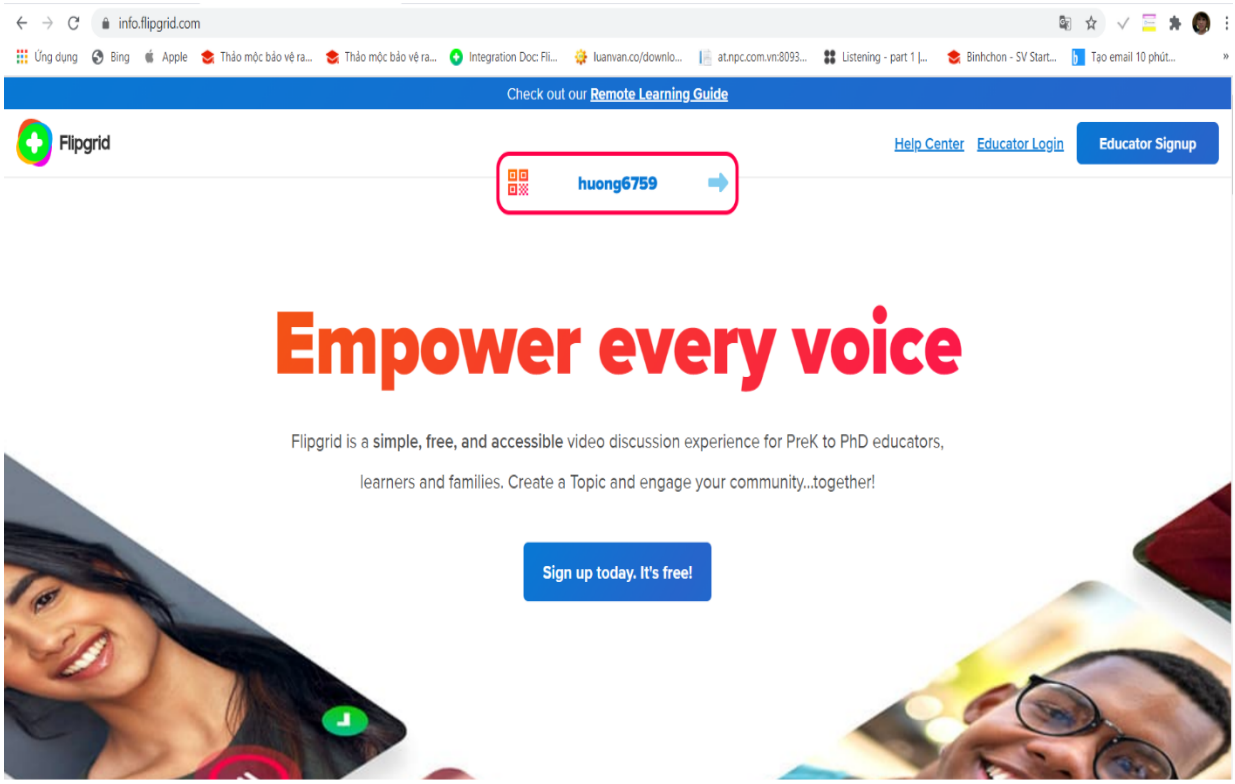

FIGURE 1. Shortcut of Flipgrid platform

Step 2: "Activities in face-to-face classes". This step was performed in a similar way in both control and experimental groups. The English 12 textbook (MOET, 2018) was the key resource for speaking classes. During the first term, the students took part in eight units with seven speaking lessons. Each lesson was 45 minutes in duration, with 5 stages comprising warm up, pre-speaking, while-speaking, post-speaking, and consolidation.

Step 3: "The application of Flipgrid–based portfolio for the experimental group". After each speaking lesson, the same speaking task related to the lesson topic was assigned for all students. Within the control group, two students were called on to speak about the topic as a way of revising the lesson in the next class. Within the experimental group, Flipgrid was used for students to perform and post their speaking tasks. These students' videos were placed into a digital portfolio in the Flipgrid platform. The following topics were assigned to participants in the study:

Assignment 1- Deliver an oral presentation relating to family rules
Assignment 2- Talk about the differences in marriage between Vietnam and America
Assignment 3- Give compliments and respond to each other
Assignment 4- Deliver an oral presentation about the Vietnam school education system
Assignment 5- Role play about the topic "Admission process to University"
Assignment 6- Talk about favourite jobs
Assignment 7- Give predictions for one's future

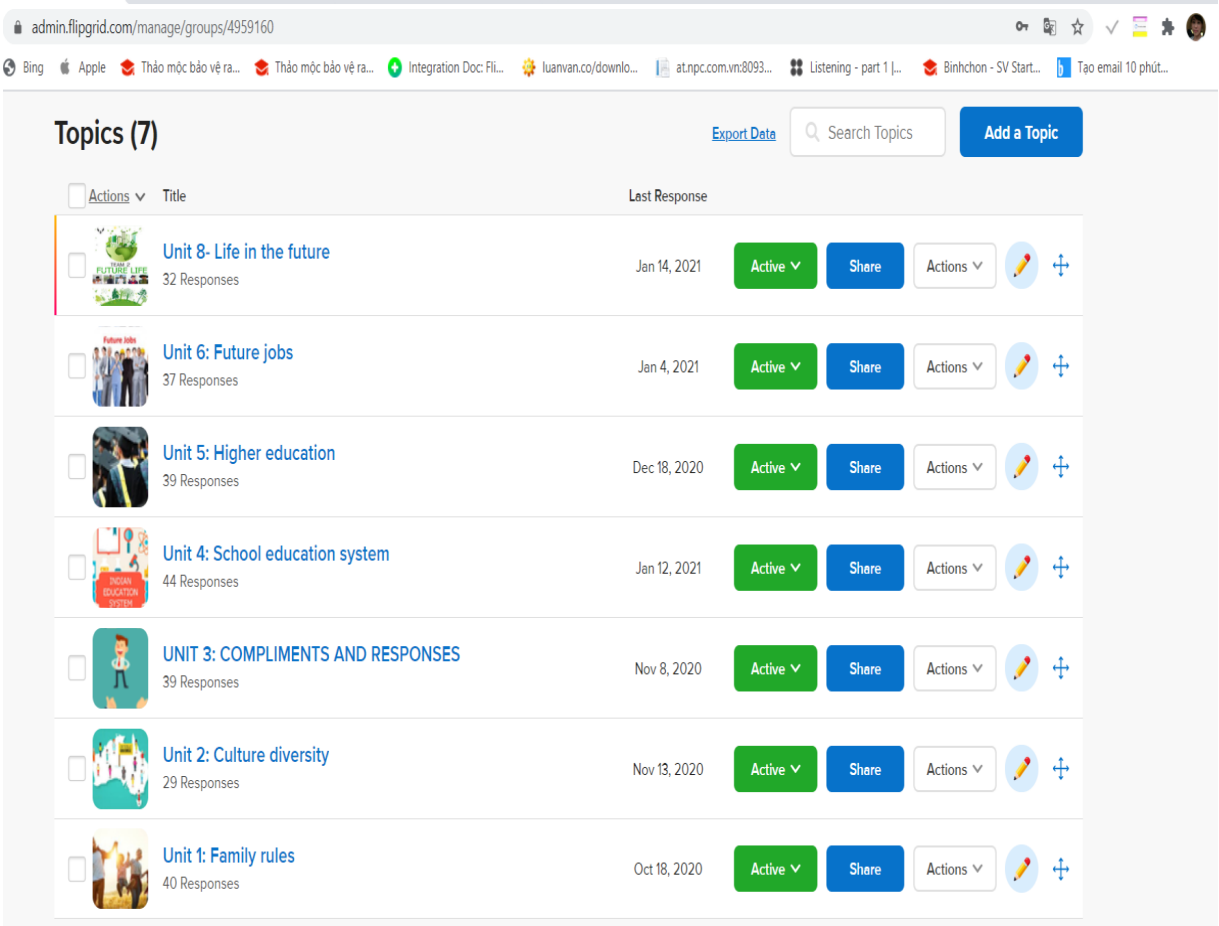

FIGURE 2. Shortcut of Flipgrid – based portfolio classroom

For the experimental group, each video was scored by the teacher following the VSTEP criteria. Students could watch their portfolio and teacher's feedback on https://my.flipgrid.com/ during the school year.

INSTRUMENTS

PRE-TEST AND POST-TEST

To compare students' speaking performance before and after the study, both groups of participants were asked to complete the pre-test and post-test before and after the treatment, respectively.

Prior to the experiment, the participants were required to take an oral proficiency test as the pre-test. The pre-test was used to assess whether the speaking ability of both groups was equivalent to each other. This 10-minute test was adapted from the Preliminary English Tests

for Schools (PET 2) provided by Cambridge English Preliminary (2004). Test performance was assessed on five criteria comprising grammar, pronunciation, vocabulary, fluency, and idea development. The experiment was conducted in a 17-week period with seven speaking sessions.

At the end of the first term, the post-test was administered to see whether there was any improvement after the intervention. To gain validity, this test was scored by a teacher who was not directly involved in the project, using the same rubric as had been used for the pre-test.

QUESTIONNAIRE

A 20-item questionnaire was designed and distributed to the experimental group to investigate learners' attitudes about the application of Flipgrid portfolio. The items were divided into 2 foci (Table 1): students' attitude toward the use of Flipgrid-based portfolio in learning English speaking, and students' reflections about use of the Flipgrid-based portfolio. The instrument had five Likert-type response options (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). This questionnaire was measured by coefficient alpha with an index of 0.88 which meant it was reliable.

TABLE 1. Item distribution in the questionnaire

Focus	Clusters	Items
Students' attitude	Students' attitudes about motivation raised from Flipgrid-based portfolio	2, 4, 6, 7, 8, 9, 14, 15, 16
	Students' attitudes about the influence of Flipgrid-based portfolio on English learning	11, 1, 10, 3, 5, 13, 12
Students' expectation	For the future use of Flipgrid-based portfolio	17, 18
	For the change of Flipgrid-based portfolio	19, 20

FOLLOW-UP INTERVIEW

The semi-structured interview was used as a follow-up to ascertain students' attitudes about the Flipgrid-based portfolio after collecting the data from the questionnaire. There were six main questions in these interviews, which focused on clarifying some contents from the questionnaire and identifying any difficulties the participants had during the experiment. Each interview lasted about 30 minutes. The interviews were recorded, transcribed, and themed into two groups: students' attitude about the Flipgrid-based portfolio and their expectations concerning use of this platform in the EFL classroom.

DATA COLLECTION PROCEDURE

To address the two research questions, the researchers conducted the treatment and collected the data through administering the pre-test, the post-test, the questionnaire, and interview. First, the pre-test was administered to identify whether students' speaking ability is equivalent or not. In scoring the test, the researchers evaluated students' speaking performance by using the VSTEP criteria. Next, the questionnaire was distributed 1 week before the post-test to investigate EFL students' feedback about use of the Flipgrid-based portfolio in learning English-speaking skills. Based on the average score of the questionnaire, three students with a negative attitude (under 2.0) and three students with a positive attitude (above 4.0) were invited to take part in the follow-up interview. The interview was intended to identify the benefits and drawbacks interviewees had during the treatment, which contributed to answering the second research question. Finally, the post-test was administered to both groups to explore if there was

any discrepancy of the speaking scores between the two groups. The researcher invited the second assessor to mark the test to guarantee the reliability and objectivity of the results.

DATA ANALYSIS

The data were analysed both quantitatively and qualitatively. To answer the first research question, the average score of the pre-test and the post-test were calculated using SPSS and compared with each other using an independent-samples *t*-test to see whether there was a significant difference before and after the implementation of the experiment.

To answer the second research question, the data collected from the questionnaire were analysed using SPSS in terms of two clusters: learners' attitudes about and learners' expectation for the use of Flipgrid-based portfolio in practising English-speaking skills. Quantitative analysis were categorised by mean, standard deviation, and sig values, which were then presented in tables. The interviews were transcribed, themed, and interpreted according to the two main topics raised from the quantitative phase. Figure 3 illustrates the analysis procedure of the study.

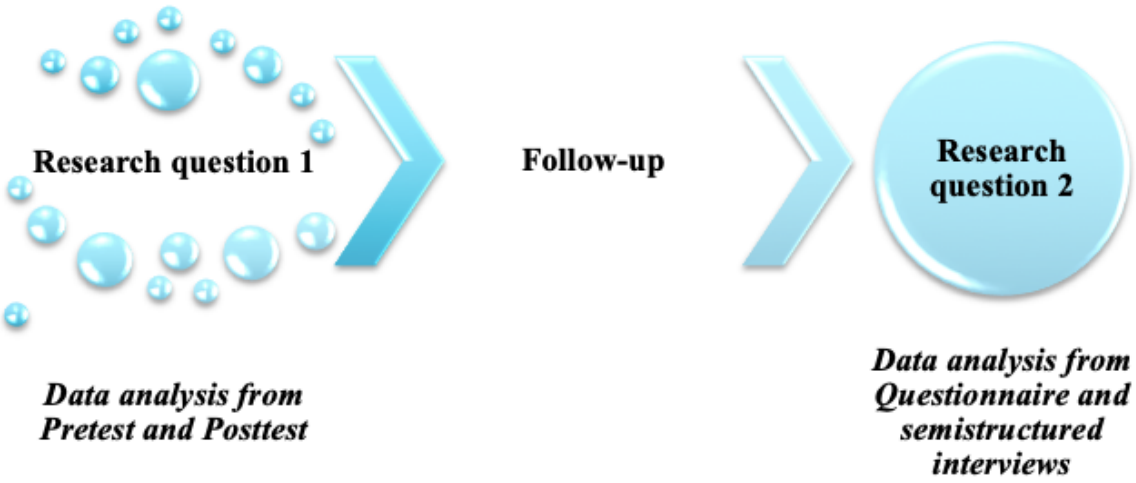

FIGURE 3. An illustration of data analysis procedure

FINDINGS

STUDENTS' SPEAKING SCORES BEFORE AND AFTER THE APPLICATION OF FLIPGRID-BASED PORTFOLIO

In order to answer the first question, the data analysis of pre-test and post-test were run by SPSS software 2.0. The maximum score of the test was 20 points, which was equally divided into five criteria: grammar (4 points), pronunciation (4 points), vocabulary (4 points), idea development, (4 points) and fluency (4 points). The results are presented in Table 2.

TABLE 2. Pretest Independent-samples T- test

Pretest	N	Mean	SD	SM
Experimental group	43	13.9	2.3	0.36
Control group	43	14.0	2.0	0.31

As can be seen in Table 2, the mean score of the experimental group's pre-test was 13.9 (SD= 2.3) and the mean score of the control group's pre-test was 14.0 (SD= 2.0). The mean score of the control group is 0.1 higher than that of the experimental group. The mean difference, meaning that the difference between the control and the experimental groups is minor. One-way ANOVA was run to analyse the means of two groups to determine whether the difference is significant. The results are illustrated in Table 3.

TABLE 3. Pre-test- One- way ANOVA

Pretest			Sum of Squares	Df	Mean Square	F	Sig.
Experimental Control	Between Groups	(Combined)	16.4	8	2.0	0.32	0.85
		Linearity	4.2	1	4.2	0.65	0.43
		Deviation from Linearity	12.2	7	1.7	0.27	0.86
	Within Groups		218.4	34	6.4		
	Total		234.8	42			

Table 3 shows that the Levene test for homogeneity of variances is acceptable as the Sig Levene is 0.86. This means that the variances are not significantly different. On testing the second assumption, the significant value is more than 0.05 (sig.> 0.05). This indicates that there is no significant difference between the control group and the treatment group in terms of their English-speaking proficiency before applying Flipgrid-based portfolio as an out of the classroom task.

POST-TEST ANALYSIS

After applying Flipgrid-based portfolio for the high school participants during a 17-week period, the post-tests were distributed to the control and experimental groups separately. The result is presented in Table 4.

TABLE 4. Post-test One- Sample- Statistics

Post-test	N	Mean	SD	SM	Sig.(2-tailed)
Experimental group	43	14.6	2.98	0.46	.000
Control group	43	14.2	1.94	0.29	.000

As shown in Table 4, the mean score of the experimental group is 14.60 (SD = 2.98) and the mean score of the control group is 14.20 (SD = 1.94). Thus, it is concluded that the mean score of the treatment group is higher than that of the control group. However, the scores in the experimental group are more dispersed with SD of 0.46, compared with 0.29 for the control group. The significance level (Sig.) of the One-sample T-test (Sig. < 0.05) states that this difference is statistically significant. Eventually, the values in the table indicate that the discrepancies between the two groups were recognisable in terms of statistics. It means that the treatment group made significant progress in comparison with the control group.

Comparison within the experimental group

To identify whether Flipgrid-based portfolio had a positive impact on students' speaking scores, the pre-test and post-test data of the experimental group were collected and performed through SPSS software. The *t*-test result is displayed in Table 5.

TABLE 5. The result of Independent T-test

	Test Value = 0					
					95% Confidence Interval of the Difference	
Experimental group	T	Df	Sig. (2-tailed)	MD	Lower	Upper
Pre-test	38.6	42	.000	13.9	13.2	14.7
Post-test	32.0	42	.000	14.6	13.7	15.5

As illustrated in Table 5, the significance value (2-tailed) is .000, (< 0.05), meaning that there is a significant improvement between the pre-test and the post-test scores. Moreover, the lower score of the pre-test is 13.2 while the lower score of post-test is 13.7. The statistics also show that the upper score of the post-test (14.7) is higher than the upper score of the pre-test (15.5). It is statistically concluded that there is an increase in EFL students' level of speaking skill after experiencing the application of Flipgrid-based portfolio.

To provide more evidence for the first research question (Will Flipgrid-based portfolio improve the learners' speaking score?), the pre-test and post-test data collected from the experimental group were analysed statistically in terms of grammar, vocabulary, pronunciation, fluency, and idea development. The post-test scores were higher than those of the pre-test in all five criteria. The highest difference occurred in pronunciation; fluency ranked the second, followed by vocabulary and grammar. In order to see whether the difference of mean scores is significant, a one-way ANOVA was run, and the results are shown in Table 6.

TABLE 6. Descriptive statistics and Sig. of five speaking criteria

	N	Min	Max	*M*	*SD*	Sig
Vocabulary_Pre	43	2.00	4.00	2.74	0.099	.508
Vocabulary_Post	43	2.00	4.00	2.98	0.091	
Fluency_Pre	43	1.00	3.00	2.46	0.084	.046
Fluency_Post	43	1.00	4.00	2.79	0.097	
Pronunciation_Pre	43	2.00	4.00	2.81	0.096	.027
Pronunciation_Post	43	2.00	4.00	3.12	0.095	
Idea development _Pre	43	1.00	4.00	2.55	0.102	.132
Idea development_Post	43	1.00	4.00	2.70	0.097	
Grammar_Pre	43	2.00	4.00	3.20	0.106	.638
Grammar_Post	43	2.00	4.00	3.30	0.083	

Table 6 shows that the significant differences were statistically found merely on pronunciation and fluency with sig. values of .027 and 0.46 respectively. The interviews indicated that the Flipgrid platform provided students with opportunities to rehearse before the online submission. As a result, more progress in these two criteria were witnessed. Despite a significant discrepancy in the overall score, vocabulary, grammar, and idea development did not exhibit improvement.

EFL STUDENTS' ATTITUDE TOWARDS ENGLISH SPEAKING WITH FLIPGRID-BASED PORFOLIO

In order to answer the second research question "What are students' attitudes toward applying Flipgrid-based portfolio?", the questionnaire was administered to all 43 students from the experimental group. The results are summarised in Tables 7 and 8.

TABLE 7. EFL students' attitude toward English speaking in the Flipgrid classroom

Items	Mean	SD
11. I believe that Flipgrid has helped me improve my English pronunciation.	4.09	0.81
2. I believe that Flipgrid makes me become autonomous in English speaking practice	4.01	0.94
15. Flipgrid-based portfolio gave me a good chance to review all of my submitted videos and teachers' feedback.	4.01	0.91
14. Learning using Flipgrid encouraged me to practise speaking in English.	3.95	0.87
1. I believe that practising English speaking using Flipgrid has helped increase my cooperation and communication with my classmates	3.88	0.82
4. I am less frightened about making mistakes when learning English speaking through the use of Flipgrid	3.88	1.16
8. I believe that the use of Flipgrid has helped me become self-confident in my speaking performance.	3.88	0.93
10. I believe that Flipgrid has helped me speak English more fluently.	3.86	1.04
3. I believe that learning English speaking will be effective with Flipgrid- based portfolio	3.84	0.84
5. I consider Flipgrid as a great English learning tool	3.81	0.73
13. I believe that practising English speaking using Flipgrid has helped me recognize mistakes.	3.81	0.85
7. I believe that Flipgrid has helped me reduce my nervousness in learning English speaking.	3.47	1.05
9. I am responsible for my English learning when using Flipgrid.	3.47	1.14
6. I feel comfortable while speaking English through Flipgrid app	3.28	1.03
12. I believe that practicing English speaking using Flipgrid has helped me better communicate	3.26	0.82
16. Flipgrid was a fun way of keeping people engaged with each other.	3.09	1.06
Total	**3.73**	

Table 7 shows that all mean scores are above 3.0. The total mean score for this scale was 3.73, which was over the moderate level. It means that participants had a positive attitude toward using the Flipgrid and the Flipgrid-based portfolio. As can be seen from this table, most of the participants showed their support with items 1 to 5, 7 to 9, 11, 13, and 14 ($M > 3.81$), equivalent to the scale "Agree". Students had a tendency to choose the response of "Neutral" attitude for Items 7, 9, 6, 12, 16 ($3 < M < 3.5$). In more detail, the highest mean score occurred on Item 11 with the mean of 4.09. It is clear that most participants believed that Flipgrid helped them improve pronunciation. In fact, the results of students' video on Flipgrid prove that the pronunciation of participants improved gradually through their videos. Item 2 gained the second-highest endorsement, with a mean of 4.01, indicating that most of the students believed that Flipgrid made them autonomous in English-speaking practice.

The smallest mean score ($M = 3.09$) relates to item 16, which indicates that most of students hesitated to say that Flipgrid was a fun way of keeping people engaged with each other. This is in line with the interview responses in which three of the six participants felt anxious about making mistakes. All interviewees had a negative attitude toward use of the Flipgrid-based portfolio. They admitted that their fear of making mistakes was due to their limitations in grammar, vocabulary, and pronunciation. Interviewee 5 said: "I am not good at English, so I don't want to speak English in front of everyone. I feel always worried about being laughed at by my friends or criticised by the teacher."

With the aim of investigating learners' expectations, Questions 17 to 20 were analysed. The results are shown in Table 8.

TABLE 8. Students' expectation for using Flipgrid based-portfolio

Items	**Mean**	**SD**
17. I would like to study English speaking with Flipgrid-based portfolio.	4.01	0.81
18. I hope Flipgrid is used more frequently to make English speaking learning more fun.	3.81	0.73
19. I hope Flipgrid will enable me to practise English speaking more efficiently.	3.86	0.83
20. I think I will continue using Flipgrid for English speaking learning in the future.	3.84	0.84

Total	**3.88**	**0.80**

As indicated in Table 8, the means of four items related to learners' expectation for the use of Flipgrid- based-portfolio were 3.88, which is close to the scale "agree". This indicates that the participants had high expectations concerning the application of Flipgrid and the Flipgrid-based portfolio. More specifically, a large number of participants were inclined to study English speaking with the Flipgrid-based portfolio, which was illustrated through the mean score (4.01) in Item 17. The analysis of frequency for question 17 showed that 72.1% of students engaged in the treatment were satisfied with this tool. They would like to employ it in their learning process.

Some shortcomings were mentioned in their responses during the interviews. Three negative attitude-oriented students (NAS) and three positive attitude-oriented students (PAS) were invited to provide more related information, which was then categorised and coded in Table 9.

TABLE 9. Students' responses in the interviews

	Sources	**Frequency**	**Student code**
Positive attitudes	Better online platform than the others	6	PAS1,PAS2,PAS3,NAS4,NAS5,NAS6
	Have room for interactions with friends	5	PAS1,PAS2,PAS3,NAS4,NAS5,
	Receive feedback from teacher	3	PAS2,PAS3,NAS4
	Have more time for preparation and editing	4	PAS1,PAS2,PAS3,NAS4
	Chance to correct themselves	5	PAS1,PAS2,PAS3,NAS5,NAS6
	Gain more confidence	4	PAS1,PAS2,PAS3,NAS4
Negative attitudes	Be afraid of making mistakes	3	PAS3,NAS5,NAS6
	Fear of negative judgment from friends and teachers	3	PNAS4,NAS5,NAS6
	Slow video uploading	4	PAS1,PAS3,NAS5,NAS6

All interviewees affirmed the advantage of Flipgrid compared with other applications. For example, PAS3 said:

> Flipgrid-based portfolio saved all my videos. When I got access to the website http://myflipgrid.com, I could watch all easily. Watching these videos again helps me find out my mistakes and try better next time. In addition, Flipgrid is different from Facebook or Zalo because videos are classified in the same platform. Therefore, my videos are not drifted with the post.

In terms of error correction, four of the six interviewees (66.7%) declared that since attending the treatment, they have felt less worried about making mistakes because Flipgrid allowed them to restart their recording many times, and they could listen to their voice, which, as a result, helped them recognise the mistakes they made, and they then tried not to make the same mistakes on the next speaking attempts. PAS2 acknowledged her enjoyment with getting feedback from both teachers and classmates. Moreover, she thought that having recorded speaking practices using Flipgrid platform not only helped her to gain confidence but also to feel more comfortable and less nervous than when speaking in front of their classmates in the classroom.

Regarding the drawbacks that the interviewees faced during the treatment, most of the students indicated that they encountered some difficulties while they were attending the treatment. The 'fear of making mistakes and receiving negative judgements from peers and teachers' received the same frequency in the students' interview responses. NAS2 said:

> I am not good at English, so I don't want to speak English in front of many people. I feel always worried about being laughed at by my friends or criticised by the teacher. Moreover, I sometimes think that no one would care

of watching my videos as I never dare speak English in the face-to-face class, so I am not invested too much on it.

There was another disadvantage related to technical problems: Four of the six interviewees (PAS1, PAS3, NAS5, NAS6) pointed out that Flipgrid required a lot of time to upload a video. They sometimes had interruptions when uploading their videos, which led them to waste the time they could have used for studying other subjects.

In a nutshell, it is statistically undeniable that Flipgrid-based portfolio helped improve EFL students' speaking scores and had positive impacts on EFL students' English-speaking scores and attitudes. However, the significant difference value is small as the portfolio was implemented merely for a semester. More studies should be replicated to confirm or disconfirm the findings.

DISCUSSION AND PEDAGOGICAL IMPLICATIONS

One of the purposes of the present study involved examination of the impacts of a Flipgrid-based portfolio application on EFL high school students' speaking skills in Vietnam. The results indicated that the experimental group had a significant improvement in comparison with the control group in terms of their speaking performances. Prior to the treatment, the performance of both groups was not significantly different. With videos portfolio, teacher observed students' performances through their videos and gave all the necessary comments, while students themselves could watch and learn from their peers' videos, which was likely to lead to their progress. Thus, for the first research question, it can be concluded that the application of a Flipgrid-based portfolio had a positive impact on learners' speaking performance. These findings are in line with what was found in previous studies (Kanoksilapatham, 2021; McLain, 2018; Miskam et al., 2019). One pedagogical implication is that educators should take the Flipgrid-based portfolio or other types of e-portfolios into consideration when teaching speaking to EFL learners, especially in teaching contexts during the Covid-19 pandemic.

In addition, by comparing different components of speaking performances which include grammar, vocabulary, pronunciation, fluency, and idea development, the total mean score of the post-test was all higher than that of the pre-test and a significant difference existed in students' pronunciation and fluency. These results can be explained by the fact that the participants in the experimental group had opportunities to record and re-listen to their performances and they could learn from their mistakes for the next recording, or even re-do the videos before the submission. In terms of fluency, all the interviewees' responses indicated that the submitted products were not usually the first one they made and that they posted only what they felt satisfied with. All the rehearsals and practices before the submission can be understood as the sources that helped students increase their fluency involving speech. This finding is similar to results from studies by Nuraqilah et al. (2019) and McLain (2018), which indicated that students' oral presentation was enhanced through this type of digital portfolio implementation. As a result, it can be stated that Flipgrid generally exerts a positive impact on developing EFL learners' English competency, in which pronunciation and fluency seem to be most influenced. However, more studies need to be replicated for a firm conclusion.

The other purpose of the study was attained through analysis of the questionnaires and interviews, which provided rich information relating to students' attitudes about Flipgrid in addressing the second research question. The findings confirm that most students were motivated by the use of Flipgrid in speaking performance out of the classroom. The mean scores of the two parts, including the learners' attitude and their expectation, indicated their positive attitude about the use of Flipgrid-based portfolio in learning English speaking skills.

One of the key findings from the interviews is that EFL high school students indicated that the application of Flipgrid-based portfolio helped them to be more autonomous, and consequently more confident, in their English learning. Similar findings occurred in previous studies (Pham & Vu, 2019; Thomas & Jones, 2017). Students recognise the benefits of a Flipgrid-based portfolio for their speaking performance to the extent that they had more opportunities to rehearse and learn by themselves. This implies that EFL students can gain more confidence and autonomy if they are given room and tools to practise on their own. Accordingly, EFL teachers should provide not only time but also a tool for students and guide them to practise outside the classroom. Repetition of tasks might be an important means to improve students' confidence in English speaking skill from time to time.

Some students expressed negative feelings about use of this online platform because they were afraid of negative judgment from peers and friends. The videos they posted might make them lose face. That is why they still hesitated to agree that Flipgrid was "a fun way of keeping people engaged with each other". As quantitatively shown, half of students remained neutral or disagreed with the above given statement, suggesting that they still felt, to some extent, nervous and uncomfortable when engaging in Flipgrid platform. This "side-effect" might imply that those participants have some degree of foreign language anxiety (Horwitz, 1986). As a result, EFL teachers might consider the role of anxiety in assessing their students' speaking ability and implementing strategies, such as relaxation techniques, to help students overcome that obstacle to perform better.

One noticeable finding is that many students appreciated the usefulness of the Flipgrid platform compared with other social networks in terms of peer interactions and teacher feedback. This is consistent with Johnson and Skarphol (2018) having stated that "the implementation of the digital portfolios and Flipgrid created an online learning community, which increased student engagement and communication, allowing for a positive connected learning environment" (p. 29). In this study, it was evident that EFL students valued the teachers' feedback on their performances, and the e-portfolio offered them this opportunity. As feedback is proved to be helpful in EFL learners' English learning, any chosen teaching tool, including the Flipgrid-based portfolio, should be taken by considering the feedback function. This finding is in line with the findings of Arifani et al. (2020). In addition, the uploading time that resulted in some unpleasant feeling among the participants in the study indicates that improvement could be made for this platform.

CONCLUSION

The present research was an attempt to examine whether Flipgrid-based portfolio affected EFL high school students' speaking performances as well as their attitude toward this online platform. There was evidence of the positive impact of Flipgrid-based portfolio through the experiment in this study. Moreover, a significant improvement was found from the experiment findings in terms of students' pronunciation and fluency. In addition, this e-portfolio received a positive rating from its users because it brought about a number of benefits to the learners, such as confidence improvement, learning autonomy, and quick access to the platform compared with other social networks. The results were in line with the previous studies. This implies that EFL teachers should use this online platform in their English-speaking teaching, especially during the Covid-19 pandemic. Moreover, as the portfolio managers, they should focus on enhancing students' motivation through the encouraging feedback that is given. This study also suggests that more consideration should be taken by the curriculum designers and educators in their process of designing programs, which should provide more guidelines for learners to practise outside classrooms.

This study has some limitations. First, the experiment was conducted over only one semester. Researchers could expand the experiment time to at least a full academic school year to have more reliable findings. Second, the experiment was carried out in only two small groups, so more studies need to be conducted to confirm the findings. Despite these shortcomings, this study enriches the body of current literature concerning the application of e-portfolio in EFL classes. Besides, it provides EFL teachers, educators as well as program and syllabus designers with more insights in dealing with their products in the Covid-19 era. It seems that more investment should be made to online teaching activities in English language learning.

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