



The Effects of Video-Based Reflection on Second-Year Non-English Majored Students' Speaking Skills at Thanh Dong University

Van-Thang Nguyen¹(✉)  and Xuan-Khanh Nguyen² 

¹ Thanh Dong University, Hai Duong, Vietnam
nguyenvanthang305@gmail.com

² ACE THE FUTURE JSC, Ho Chi Minh, Vietnam

Abstract. This action research investigates the effects of video-based reflection on learners' speaking skills and attitudes toward this method. Twenty-four second-year non-English major students voluntarily participated in this twelve-week intervention at Thanh Dong University. Each participant recorded one video-based reflection weekly and uploaded it into Flipgrid in ten weeks. The teacher-researchers and other participants can watch it and add public comments for each video. The analysis was triangulated with data collected from video-based reflection, questionnaires, and tests. The pre-test was delivered to participants in the beginning week of the intervention. The questionnaire and the post-test were given to them in the last week. The comparison between the pre-test and post-test results indicated students' speaking improvement. Besides, the findings revealed students' positive attitudes towards video-based reflection. Several pedagogical implications are additionally suggested in the current study, which may be beneficial for further studies on students' speaking development.

Keywords: Flipgrid · speaking skills · video-based reflection

1 Introduction

Over 1.5 billion people speak English as a first or second language globally [1]. The number of individuals who desire to learn English indicates that it has a good chance of staying the international language of communication for those whose native tongue is not English [2]. Oral communication is essential in today's society, and not only for English learners. When individuals talk with clarity, eloquence, and composure, they are more likely to gain others' respect and establish rapport.

Teachers and academics have battled for years to create effective methods for teaching youngsters learning English as a foreign language (EFL) to communicate with others [3, 4]. Discussions, role-playing, simulations, information gaps, brainstorming, storytelling, interviews, narrative completeness, reporting, playing cards, image narrating, picture describing, and spotting the difference are just a few strategies to teach public speaking [5]. The widespread availability of information via the Internet and other digital communication may have had several positive effects on language teaching, particularly

English language teaching. Learning is made more interesting and productive with the help of technological advancements, which is a significant plus.

Learners of English may tailor their studies to their interests with technological advancements that appeal to their auditory and visual senses [6]. To inherit and strengthen the published findings, the researcher included some essential aspects from prior studies on employing video-based reflection or self-filming as a speaking assignment when teaching speaking abilities to EFL students. Ultimately, the research contributes to the existing information about using video-based reflection to teach EFL speaking abilities.

This research aims to handle the gaps and overcome the constraints of prior research by analyzing how the use of video-based reflection by EFL teachers led to an enhancement in their expressive abilities over time. Over a school year, students filmed themselves demonstrating various speaking skills and provided iterative feedback on their efforts. In addition, it examines how students' perspectives on video-based reflection on Flipgrid in particular and speaking abilities in general. As a result, the following two research topics were addressed:

1. To what extent does the video-based reflection impact the students' English-speaking activities?
2. What are the students' attitudes toward the video-based reflection project?

2 Literature Review

2.1 Theoretical Framework

According to the constructivist learning theory, students are more likely to succeed if they are given opportunities to actively process and make sense of new material [7]. This viewpoint is shared by [8], who emphasized the need for meaningful interactions with adults such as teachers and students. There are three phases of learning: self-directed activities, processes that cannot advance without the support of others, and collaborative learning. According to [8], the zone of proximal development is widened through social contact. Interaction with people is essential for intellectual development. [9] advocates that this kind of social contact or cooperation is used to define the learner's zone of proximal growth, enabling the learner to observe and imitate others and contributing to the development of his future learning process. In a constructivist classroom, the instructor acts as a facilitator, leading students through activities that allow them to build their knowledge via personal experience, social interaction, and guided instruction [10].

[11] separately explored attitudes from an emotional and an analytical approach. Later, [12] emphasized emotions and conduct. The well-known Affective-Behavioral-Cognitive Model of Attitude explains how people's emotions and moods impact their worldviews. The first section, entitled "cognitive," addresses students' perspectives on using and easing mobile devices to study English. It focuses on the joy, excitement, and anxiety students experience while completing video-based reflection for educational purposes. "Behavioral" data may indicate whether or not students will film themselves on Flipgrid for educational purposes in the future. In addition, the "emotional" component reveals how students feel about video-based activities on Flipgrid to study English.

2.2 Video-Based Reflection

Due to the prevalence of the Internet, distance learning programs, and mobile devices such as smartphones and tablets, the advancement of video technology in the classroom has accelerated significantly. Students and teachers have been found to benefit from video-based learning [13].

Video-based learning has many positive effects on students, including increased independence in the classroom [14], improved teacher preparation [15], increased fluency in public speaking [16], more effective presentations [17], and increased self-confidence [18], among others. Self-reflection and constructive criticism are essential components of video-based reflective design, which uses technical resources such as video recordings to help the process. Using video recordings to monitor one's performance fosters self-directed progress via the evaluation of one's own depiction. Multiple studies have shown that seeing one's video recordings improves self-assessment and communication skills. It is anticipated that individuals are more likely to research strategies to improve their performance after recognizing their deficiencies. Recording instructors' work in the classroom may boost their capacity for self-reflection. Most research on video and reflection identifies at least three different reflection phases [14]. They go from the first descriptive level to the second, distinguished by an argument or analysis. Numerous individuals utilize the phrase "critical" to refer to the most esteemed kind of thinking, which often concentrates on moral, social, and political concerns.

2.3 Flipgrid

More than 190 nations use Microsoft's free video discussion platform Flipgrid to network, share material, and build communities [19]. Flipgrid is useful for students of all ages and in various teaching settings to enhance their oral and written foreign language communication abilities. The website and mobile app of Flipgrid make it easy for everyone, including students and teachers, to utilize the platform. The website details how to apply the program to the user's teaching and learning environment [20].

[15] states that it is an effective instructional tool for English Writing courses. Participants in the study said that FG was easy to use and allowed them to enhance their language abilities at their own pace. Additionally, [13] discovered that students' judgments of their English-language skills increased. [21] investigated the perceptions of students utilizing Flipgrid in classrooms. The students learned Flipgrid was an excellent tool for developing a social presence through asynchronous video discussions. [17] advocated high school Spanish students saw using Flipgrid to discuss critical subjects as a practical foreign language teaching and learning experience. They could "tell their stories" in Spanish on the Flipgrid forum. [22] similarly examined Flipgrid among high school students, but they focused on its effect on students' anxiety levels. It has been shown that Flipgrid reduces students' anxiety about public speaking in English class.

2.4 Speaking Assessment

Grading students' spoken speech is an extra barrier for instructors working in an online learning environment. Speaking is often undertaught or under-assessed because of its

Table 1. TOEIC, IELTS, TOEFL, and Cambridge ESOL speaking exams criteria [26]

Exams	TOEIC	IELTS	TOEFL	Cambridge ESOL
Criteria	<ul style="list-style-type: none"> • Pronunciation • Intonation and stress • Grammar • Vocabulary • Cohesion • Relevance of content • Completeness of content 	<ul style="list-style-type: none"> • Fluency and Coherence • Lexical Resource • Grammatical Range and Accuracy • Pronunciation 	<ul style="list-style-type: none"> • Speaking Delivery • Use of Language • Topic Development 	<ul style="list-style-type: none"> • Grammatical Resource • Lexical Resource • Discourse Management • Pronunciation • Interactive communication
Scales	50% of speaking and writing test (0–200 score scale)	25% (1–9 score scale)	25% (0–30 score scale)	20% - 25%
Resources	(ETS-TOEIC, 2022)	(IELTS, 2022)	(ETS-TOEFL, 2022)	(Cambridge University Press & Assessment, 2022)

complexity, and this is especially true in online education models where instructors have less influence over pupils. Before the worldwide pandemic, EFL students have unpleasant experiences with speaking activities, resulting in a high degree of speaking anxiety [23].

The oral skills section of well-known international tests, including the Test of English as a Foreign Language (TOEIC), the International English Language Testing System (IELTS), and the Cambridge English: Speaking Examination, is based on a set of established criteria that evaluates the test-takers and ability to use language in a specific context. Many people took the IELTS test in 2018, making it the most popular English language exam for academic and international migration purposes [24]. This happened prior to the emergence of the COVID-19 pandemic.

Over 10,000 institutions accept IELTS as proof of English proficiency for study, immigration, and employment purposes [25]. The criteria and scale used to evaluate the test-spoken taker's English to compare globally accepted English examinations are shown in Table 1.

This action research determines the effectiveness of video-based reflection on the English communication skills of second-year non-English majors at Thanh Dong University. The IELTS scoring mechanism was described in depth in the IELTS band descriptors made accessible to the public by IPD or British Council [25]. Furthermore, serving the aims of this research, scoring scales for assessment for video-based reflection activities are adjusted and demonstrated in Table 2.

Students were assessed and evaluated based on the IELTS Speaking criteria first, and then their scores were transformed to the score scale for the researcher to see whether they were very good, good, ok, poor or very poor.

Table 2. Adjusted score scale for speaking assessment

Adjusted score scale	IELTS score scale
5 (very good)	9
	8
4 (good)	7
	6
3 (OK)	5
	4
2 (poor)	3
	2
1 (very poor)	1

2.5 Relevant Studies

[27] incorporated additions such as the use of video, the recording of student groups rather than individuals, and the integration of a peer review exercise in which students see the videos together and offer comments on one another's performances. Approximately 460 first-year students participated in the self-assessment process, which included recording a four-minute group discussion video, viewing it with peers, and conducting a self-analysis. It could include creating a transcript of the recording, identifying strong and weak areas of speaking, setting goals, and writing practice plans. This research provides an overview of the rationale and design of the video-based self-assessment system for academic speaking, explains the results of a survey administered to students and teachers, and delves into the numerous obstacles concerning the system's continued refinement.

[28] discovered that a technology-mediated video reflection system enhanced secondary pre-service teachers' oral presenting abilities in a Diploma of Education program. Participants recorded themselves making oral presentations and uploaded the footage to a website where they and their peers could criticize and improve on one other's work. Researchers assessed four presentations delivered by forty-one participants using a range of criteria based on the Modes of Communication (voice, body language, words, and alignment between them) and the Constructed Impression of the communication acts (confidence, clarity, engagement, and appropriateness). All indicators demonstrate statistically significant improvement, although the rate of improvement diminishes with each subsequent round.

[29] determined whether students may benefit from self-evaluating their English oral presentation abilities using video clips and how they felt about the activity. Thirty English majors in their last year of college enrolled in a "Project Presentation" course and participated in the research. Each student gave a presentation on a chosen subject, and the remarks were recorded twice on camera. The self-evaluation questionnaires were utilized throughout the course to evaluate students' presenting skills. According to the results, video clip-based self-assessment may reveal the strengths and weaknesses of students presenting styles. To aid the spectator in making adjustments, the film may

stress the presentation structure, content arrangement, presenting styles, timing, and pace. Other aspects, such as facial expression and body language, have also improved; students who see the video clips report feeling less anxious and more certain during presentations.

[3] examined how students studying English as a foreign language at two institutions in Ecuador assess the usefulness of using Self-Recording Videos (SRV) to enhance their public speaking abilities. Given that students seldom use their target language outside of the classroom, the authors of the current research investigated the participants' perspectives on SRV to enhance their spoken communication skills. The study's goal was to close a gap in the literature and to contribute to future research on the issue of using SRV for English-speaking practice in a foreign language. The authors believe it is critical to underline the advantages of this method from the student's point of view. Students were asked to develop and publish their video commenting on the week's material on the Moodle site.

[4] investigated a video-based effort to extend involvement, reflection, and effect beyond the typical three-week INSET program. Instructors and mentors gathered to examine the video footage and instructor comments. This research uses interviews, recordings, and transcripts to examine video-based reflection in the context of a video-led mentor CPD (continuing professional development) intervention. The project's recordings and documentation uncovered four significant themes. Videos were a source of resistance to knowledge, yet they were the focal point of contemplation. The location and video format of the mentor impacted interactions. The results validated previous research relating movie duration and genre to reflection. Teachers are permitted to reflect in their native tongue instead of Thai or English.

[30] evaluated using a video-based thoughtful design to better educate first-year pharmacy students in Victoria, Australia. Surveys and focus groups were part of a mixed-methods research approach comprising quantitative and qualitative analyses. Seventy-four percent, or 137 students, completed the pre- and post-session surveys, and ten students joined the discussion group. Students who attended the session were more likely to feel prepared for the exam after the intervention (54%) than before it (13%). Ninety-two percent of respondents said their film helped them improve as performers after viewing it. The results were positively correlated with their video submissions and written comments, and many students found the video-based reflective design learning experience beneficial. Based on a thematic analysis of student answers in focus groups, it is known that by evaluating their video recordings of class lectures, students increased their metacognitive skills, learning awareness, and strategy identification for their first test. Future educational frameworks may wish to include approaches to aid students in becoming more proficient with feedback.

Video-based reflection has drastically drawn attention in Vietnamese teaching contexts. [21] utilized the Flipgrid platform to assist students in the Faculty of French at Hanoi University in enhancing their public speaking skills. Using empirical research methods and Flipgrid, an online video-sharing and production platform, the author designed various activities to support speaking activities in three courses: Language Practice Module, French for Tourism 2, and French for Information Technology. The students' videos and survey answers demonstrate how they utilize Flipgrid to prepare

for public speaking. The findings indicate that Flipgrid may benefit students in various ways, including increasing speaking practice time, assisting learners in recognizing their level and errors, refining pronunciation, and fostering more self-assurance and conversational fluency. Following the research outcomes, the author provides recommendations and cautions for utilizing Flipgrid to help students improve their public speaking skills.

While most pedagogists studied using Flipgrid in language classes investigated the app's effects on EFL students' fear of public speaking, [22] aimed to evaluate whether and how Flipgrid may assist high school students studying English as a second language to overcome their fear of public speaking. Sixty tenth-grade EFL students from a high school in the Mekong Delta participated in the study, which combined quasi-experimental methods with a mixed-method approach. The authors used a questionnaire, interviews, and a modified version of the Foreign Language Classroom Anxiety Scale. The results revealed that high school students studying English as a foreign language using Flipgrid reduced public speaking fear. The majority of students were also excited about using Flipgrid to improve their English conversation skills, and they advocated that the platform be used more often to instill a love of language study among their peers.

Video-based reflection is not an updated teaching technique applied in EFL classrooms. However, the implementation of self-recorded videos on Flipgrid has not much employed to discover not only the effectiveness of these techniques on students' speaking competency but also to examine students' attitudes towards their speaking process on a technology-mediated device. Consequently, the researcher decided to conduct action research to investigate those two objectives on non-English major sophomores at Thanh Dong University.

3 Methodology

3.1 Research Design

The researcher employed action research to discover the effectiveness of video-based reflection on Flipgrid on students' speaking skills and examine their attitudes towards this pedagogical technique. According to [31], action research seeks to enhance educational practice, with researchers researching their problems or issues in their educational settings. There are four action steps: planning, acting, observing, and reflecting. Action research is a cyclical and continuous process; these stages are not separate. They are embedded within action and reflection.

3.2 Setting and Participants

The study was conducted on twenty-four non-English major sophomores at Thanh Dong University. The teacher-researcher introduced the program concerning the content, the objectives, the procedure, and their rights to withdraw from the research without any penalty. The participants were volunteers after being instructed about the research; hence they were excited and eager to join the program. They were attending Basic English 3 with the coursebook *New Cutting Edge* at pre-intermediate published by Longman. Hence, they were considered to be at a pre-intermediate level of English proficiency.

Table 3. Participants' demographic and learning habit

No.	Information	Classification	N = 24	
			Frequency (F)	Percent (%)
1	Gender	Male	8	33.3%
		Female	16	66.7%
2	Age	19–20 years old	15	62.5%
		21–24 years old	9	37.5%
3	English learning experience	4–6 years	17	70.8%
		7–9 years	4	16.7%
		More than 9 years	3	12.5%
4	Time practice speaking	Less than 1 h	4	16.7%
		1–3 h	18	75%
		At least 4 h	2	8.3%
5	Technology tools used to learn English	Computers/laptop/iPad and Internet	20	83.3%
		Cellphones	24	100%
		Headphones and microphones	24	100%

Besides, the students' demographic and learning habits are demonstrated in Table 3. There were 16 females (66.7%) and 8 males (33.3%). Their ages vary from 19 and 24 years old. Seventeen students (70.8%) had studied English for four to six years, four attendants studying English for seven to nine years, and three others had at least more than nine years. In addition, 75% of participants reported devoting 1–3 h per day to studying English, with 16.7% devoting one hour and 8.3% devoting four or more hours per day. Over 83% of participants had access to a computer, laptop, or iPad, and all students had mobile devices, headphones, and microphones. It is reasonable to presume that most participants had access to the resources required to create and upload videos to Flipgrid as part of the video-based reflection program.

3.3 Data Collection Instruments

Speaking Tests

The researcher employed pre- and post-tests before and after the intervention to determine the differences in students speaking competence. In other words, the tests aimed to discover whether the students improved their speaking scores or not. Both pre-test and post-test were adopted from speaking tests in the Preliminary English Test series from 1 to 8 since these were designed and written for pre-intermediate students. The tests were additionally evaluated to be reliable and valid because they are official examination papers from University of Cambridge and are widely used on the global. Furthermore,

Table 4. Reliability statistics of the questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.749	12

because the participants were non-English majors, the speaking tests followed IELTS general training, not academic. IELTS speaking criteria were utilized to assess and evaluate students' speaking scores.

The tests consisted of three separate parts. In the first segment, students were required to answer questions about their histories, lives, and academic and extracurricular interests. The second section of the examination consisted of a subject presentation in which the candidates were allowed no more than two minutes to talk about a subject before being asked one or two questions about it. Part 3 offered the test-takers further questions on the same topic as Part 2. In this session, students were encouraged to express a more significant number of additional issues than in the preceding section.

The examiners of the pre- and post-test are two lecturers at Thanh Dong University who hold master's degrees in English studies, which aims to minimize bias in the tests. These examiners were trained criteria of the speaking test carefully.

Questionnaire

After completing the video-based reflection project, the students were required to do the questionnaire. The questionnaire was designed with two sections. The first section aimed to understand students' background information on their gender, age, time for English speaking practice, and their utilization of technology such as computer/laptop/iPad with the Internet, headphones, and microphone. The second part consisted of 12 five-point Likert questions adapted from Tuyet and Khang (2020). Items 1, 6, 8, and 10 indicated affective components. Items 2, 5, 7, 9, and 11 demonstrated cognitive components, and item 3, 4, and 12 displayed behavioral aspects of attitude. Expressly, items 1, 6, and 10 indicated the contrary meaning of the effectiveness of the video-based reflection on Flipgrid, which ensured that the students could not select the option automatically; hence the researcher might guarantee the reliability and validity of the questionnaire. The questions ranged from strongly disagree to strongly agree with the different aspects of the video-based reflection project on Flipgrid. Furthermore, the questionnaire was designed in English and Vietnamese to avoid misunderstanding among non-English major students.

As evaluated by Cronbach's alpha coefficient, the internal consistency reliability of a multi-item questionnaire is an absolute need. Nonetheless, it often takes the form of a decimal between .00 and 1.0. Table 4 demonstrates Cronbach's alpha values were .749, indicating an acceptable degree of internal consistency across questions and measurements of the same concept. Therefore, the validity and reliability of the questionnaire were guaranteed.

Video-Based Reflective Journal

The video-based reflective journal was assigned to students so that the researcher could assess how successfully they participated in the program. This allowed the researcher to provide feedback and comment about what should be changed in future iterations of the exercises. It was adapted from [29] since it allowed teachers to track their student's progress over time and students to record their personal growth and thoughts, and feelings. On the other hand, the researcher made a few modifications to the first version to make it more applicable to the study.

In the reflective journals, students were required to provide their names, speaking topics, and the week(s) they attended for the project. The following two questions were closed-ended and designed to elicit the respondent's overall evaluation of the video-based reflection project and the topic's difficulty. The last question was open-ended so that diary keepers might remark on video-based reflection while discussing their concerns. The journal writers could provide thorough and meaningful responses in their mother tongue to avoid misunderstanding.

3.4 Data Analysis

The tests and questionnaire results were first assessed using SPSS 25.0 since SPSS is one of the most often used packages for comparable social science tasks. In addition to descriptive data, a paired sample t-test was used to compare the mean pre-and post-test scores of the participants.

Secondly, percentages reflecting quantitative data extracted from the video-based reflective journal were shown to compare students' oral presentations. The researcher employed [31] six-step method for evaluating open-ended questionnaire responses. To protect the students' identities, the data were translated and transcribed into a text format before being stored in separate files with fictitious names. Two more colleagues at Thanh Dong University checked and revised the translation to ensure clarity. Step three consisted of using what was learned in Step two to identify patterns in the data and assign values based on variables such as the difficulty level encountered or the predicted consequences. Using categorization and coding, the researchers found subthemes associated with technology, pronunciation, gestures, eye contact, grammar, confidence, and cooperation. When data sources were categorized this way, descriptions and linkages were built to communicate the interpretation results better. Then, we compared our findings to those of other studies to evaluate if they were consistent with the literature or divergent.

4 Findings and Discussion

4.1 The Effects of the Video-Based Reflection on Students' English-Speaking Ability

The post-test findings on the participants' speaking skills are mentioned below. Using a unique approach, including paired sample t-tests, the importance of students' speaking improvement is examined. Typically, these studies examine how collaborative linguistic practices had evolved through time. Table 5 displays the results of the paired sample t-test and descriptive statistics for the students' oral examinations.

Table 5. Descriptive statistics and paired sample t-test between pre-test and post-test

Paired Samples Statistics									
		Mean	N	Std. Deviation			Std. Error Mean		
Pre-test		5.52	24	1.156			.236		
Post-test		6.25	24	.989			.202		
Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-.729	.442	.090	-.916	-.543	-8.085	23	.000

Using SPSS 25.0, researchers evaluated the pre-and post-tests to assess whether there were substantial increases in students' speaking capacities. In comparison to their performance on the pre-test ($M = 5.52$, $SD = 1.156$), students' performance on the post-test ($M = 6.25$, $SD = .999$) demonstrates a considerable increase. Specifically, 0.73 points separated the pre-and post-tests. This indicates that, on average, participants improved their post-test speaking scores by around one point. The quality of the student's oral presentations improved from "okay" to "good" with the adjusted scoring scale discussed above. A deeper examination of the means and variances demonstrates that students' speaking performance has improved in general.

A paired-sample t-test was run to assess if a 0.05 level of significance existed between the means of these two tests. The findings showed that $p = .000$ was decisive for a two-tailed, one-degree-of-freedom test. It is also calculated with $t = -8.085$, and $p = .000$ when analyzing the mean difference between the pre-and post-tests (0.05). The paired-sample t-test indicated that the pre-and post-test differences were statistically significant. After participating in video-based reflection activities on Flipgrid, students improved their performance in oral presentations. In other words, the video-recorded effort seems to have helped the participants enhance their public speaking abilities.

These results corroborate with [27] and [28]. [28] confirmed a significant improvement in the student scores between the pre-test and post-test in a Diploma of Education program despite the differences in criteria set for assessment and evaluation. However, it did not cause much due to the main objective of discovering the effectiveness of the video-based reflection project on the target participants. In the study by [27], findings also discovered factors affecting the participants' results by examining students' strengths and weaknesses when they self-recorded for speaking assignments. Hence, it could be an outstanding feature that this study should have drawn its focus to get a thorough understanding of students' speaking improvement for further studies.

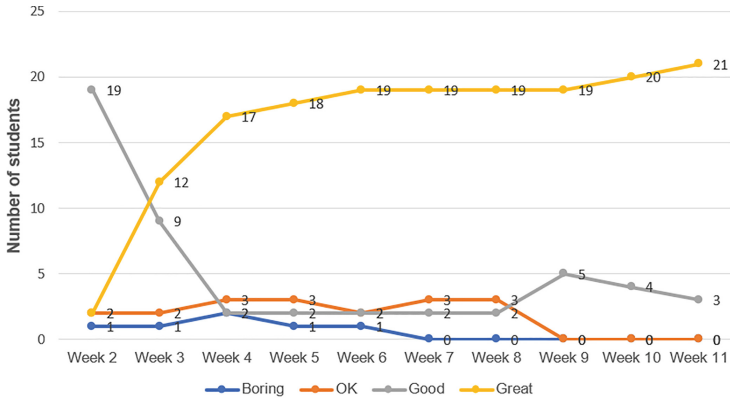


Fig. 1. Students’ general feelings about the video-based project on Flipgrid

4.2 Students’ Attitudes Towards the Video-Based Reflection Project

Data from a Video-Based Reflective Journal

Students’ General Attitudes towards Video-Based Reflection Project

The students’ responses to video-mediated reflection are demonstrated in Fig. 1.

During the semester, the number of students who liked the video-based reflection project progressively grew, as seen by the line graph. During the first week, a few students were particularly enthused about self-recordings on Flipgrid. The researcher found this based on data collected from student perspectives; these students had never recorded themselves on film previously. They had recently finished “normal speaking activities,” which may have ranged from simple chat to role-playing with pals. Since the students were not used to confidently shooting themselves, it took a long time to film and edit the required video. After participants got their first reflective journal, the researcher provided simple instructions on recording themselves and uploading their films to the Flipgrid website so they did not have to spend too much time on the process. From weeks 3 to 11, the percentage of students who saw the video-assisted activity as wonderful or intriguing increased substantially. After the experiment, fewer students reported being dissatisfied with video-based speaking activities, and after Week 9, no students reported being bored with creating virtual videos using Flipgrid. This result parallels [21] that two third of the participants were pleased and satisfied with speaking activities on Flipgrid.

The majority of students were pleased with the video-based reflection assignment overall. During the first 12 weeks of the video-based reflection project’s implementation, the percentage of happy students increased drastically, while the number of unsatisfied students decreased significantly.

Students’ Opinions on the Level of Difficulty of the Video-based Reflection Project

The following graph illustrates the proportion of the student’s opinions on the difficulty of assigned speaking topics for video recording on Flipgrid (Fig. 2).

About two-thirds of students felt comfortable discussing the topics assigned to them for video-mediated activities. It may be said that the speaking subjects were picked because they were acceptable and fascinating for the students in the class, such as

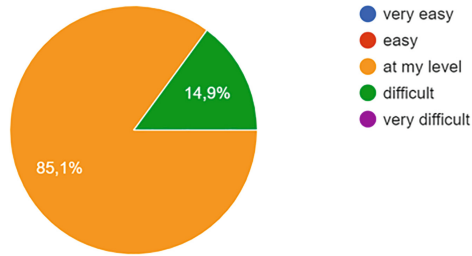


Fig. 2. Students' opinion on the level of difficulty of the assigned topics

pop culture, hobbies, holidays, and goals. In class, they were taught the unit's topics and vocabulary, and then they were advised to search out and see relevant videos for additional study and reference. However, just 14.9% of students struggled with the topic. Possibly because the students' degrees of informational maturity differed. Also drawn from question 4 in the video-based reflection, those participants were worker-students, which meant they had to work to pay their expenses and support their families. They either lacked time to study more or lacked experience utilizing digital devices equipped with the Flipgrid application. It needed a great deal of work and perseverance for them to learn the technologies necessary to record their talks and upload them on Flipgrid. In addition, one student wrote that he forgot to address his audience because he got a panic attack. He also indicated that introducing the topic and sub-topic to the video viewers was vital for them to follow the recorded speaking performance on Flipgrid. Throughout the twelve-week video recording, the proportion of students who judged the video-based reflection project complex but doable climbed dramatically. It was thus expected that the majority of individuals liked utilizing reflection films.

From the obtained data, the participants had a high level of positive attitudes toward video-based reflection projects in learning English speaking. These research findings support the previous studies of [3, 4, 21, 22, 29, 30], indicating that video-assisted reflection on Flipgrid is a practical learning way that enhanced their language learning. More specifically, the learners have a high level of positive attitudes toward the technology-mediated intervention. Most of the students asserted that the project encouraged them to improve their pronunciation, fluency, and confidence when speaking English. Although they had not been able to practice speaking English more frequently in public, they could make an effort to self-film the speaking assignments. [30] align with these findings that students could prepare carefully about the vocabulary or the critical ideas they produced in their videos. Furthermore, [22] advocated that the learners could track their progress and gain more motivation to speak English whenever they could re-watch the videos and write down the problematic issues for better video presentations. The study recommended peer review among students when they could listen to others' voices and identify and analyze mistakes in accuracy and fluency, such as pronunciation, intonation, or grammar structures.

Data from the Questionnaire

For data analysis from the questionnaire, two remarks should be made with the findings in Table 6. The scores for specific negatively phrased questions are inverted to provide

Table 6. Students’ perspectives towards using MALL in classrooms

Attitude	Overall Mean score	Rank
Cognitive attitude <i>Item 2, 5, 7, 9, 11</i>	4.33	2
Affective attitude <i>Item 1, 6, 8, 10</i>	3.34	3
Behavioral attitude <i>Item 3, 4, 12</i>	4.35	1
	Mean	Std. Deviation
1. I find that the video-based reflection activity did not give me more pleasure in learning English.	2.75*	1.422
2. I believe that my pronunciation has been enhanced thanks to video-based reflection.	4.33	.637
3. I wish I had been encouraged to do video-based reflection before.	4.33	.963
4. I start to feel like joining more speaking activities in class.	4.50	.780
5. I think the video-based reflection was suitable for me	4.04	.550
6. I feel tired from participating in this video-based reflection project.	3.21*	.884
7. I think the video-based reflection project helped me develop English speaking	4.42	.654
8. I find that the video-based reflection was interesting.	4.08	.717
9. I believe that video-based reflection was useful in improving the fluency of my spoken English.	4.38	.647
10. I do not like the post video-based reflection activity.	3.33*	.868
11. I think the video-based reflection activity helped me to feel more confident when I speak English.	4.46	.588
12. I would like to continue video-based reflection in the same way next year.	4.21	.721

(*) *Items with reversed scores*

the same opinion direction as the other positive statements. Secondly, the mean score for each statement group is computed using the means of the items that comprise the group. Higher scores indicate more optimistic outlooks.

This table demonstrates that the majority of students had a highly positive scale. As shown in Table 5, all items got relatively high ratings, with a mean score ranging from 2.75 to 4.50 and SD values ranging from .550 to 1.422. In other words, the students firmly showed positive attitudes toward video-based reflection intervention. When mean ratings for individual items are examined, it becomes clear that item 4 got the highest rating, with a mean score of 4.50. As with item 11, item 7 got a very high rating, with a mean score of 4.46 and 4.42, respectively. It can be concluded that the students increased their confidence when speaking English following the development of their English-speaking skills. The lowest ranked item belongs to item 1, where students were not satisfied with

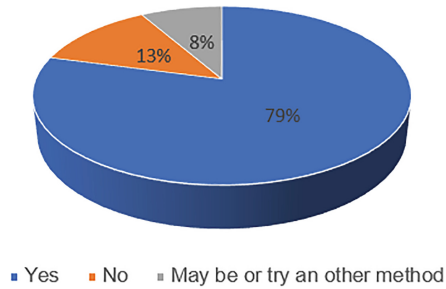


Fig. 3. Students' preferences for continuing video-based reflection on Flipgrid after the project

video-based reflection activities, with a mean score of 2.75. The following items are 6 and 10, with mean scores of 3.21 and 3.33.

However, the mean scores for three aspects of attitude, namely cognitive, affective, and behavioral components, measured at 4.33, 3.34, and 4.35, respectively. The findings show that students had a favorable opinion about video-assisted reflection activities enhancing their speaking ability.

Video-mediated reflection was found to be preferred by participants when the researcher analyzed data from the open-ended question. It was shown that participants' general attitudes about the usage of video-based reflection on Flipgrid were positive. Figure 3 indicates that 79% of the respondents affirmed that they would continue self-recording their speaking activities and uploading them on Flipgrid. It might be reasoned that students could realize the benefits of improving their English pronunciation and accent, their fluency, controlling their facial expressions and gestures, and significantly increasing their confidence when speaking English. Few students accounting for 13%, said they could not maintain filming themselves, and 8% of the students did not confirm their preferences with video-based reflection on Flipgrid. It might be caused by their little time for studying and the challenges of digital techniques. However, those findings are incompatible with [21] and [29] that students asserted their remaining video-taping activities after the project because they could spend more time editing and improving their speaking skills.

Additionally, participants suggested many ways to videotape and upload on Flipgrid more effectively. They recommended that fewer video activities should be assigned during the 12-week intervention. They explained that if they had had more time, they could have paid more attention to the required aspects, namely body language, eye contact, or facial expression. Moreover, the teacher could optimize and enhance public speaking if he organized speaking contests in class. They additionally expect more integration of some challenging shows into the course and holding rewards after each video. It could probably be explained that students would like to be motivated to improve their speaking performance on Flipgrid videos. Furthermore, the students should have been given specific criteria to assess and evaluate the video; hence, they could peer-review their videos. It supports the findings in Tuyet and Khang (2020) that video-recorded reflection on Flipgrid provided students with opportunities for reflective, cooperative, and independent learning. Another important thing is that each topic's most exciting and

effective video should have been chosen; students could learn from those clips. Finally, practice makes perfect; students advocated that the teacher give more points to the ones who re-recorded their videos after receiving feedback from peers or the teacher.

5 Conclusions, Limitations and Implications

The current study investigated whether video-based reflection on Flipgrid helped EFL students improve their speaking skills. It also intended to determine their attitudes toward video-assisted reflection on the technological application in learning English. Statistics calculated from the pre-test and post-test indicated a significant difference between students' scores before and after the intervention with the video-mediated speaking assignment on Flipgrid. The post-test scores were higher than the pre-test ones, and an average of 0.7 points. It could be advocated that students improve their speaking performance by implementing a video-based reflection project on Flipgrid. Furthermore, data from the questionnaire and reflection sheet showed their positive attitudes towards practicing speaking skills with video-based reflection on Flipgrid. Data collected from those types of instruments were crosschecked and strengthened the findings. Most participants agreed that practicing speaking via videotaping on Flipgrid supported them in developing their confidence and comfort. Besides, they commented on their experiences dealing with pronunciation, intonation, or grammar problems. Correspondingly, the majority of the students confirmed their continuation of self-recording on Flipgrid to improve their speaking performances and track their progress. Furthermore, students were so comfortable that they proposed several suggestions for future courses with video-based reflection on Flipgrid. They would have appreciated the courses if the teacher had customized and diversified more topics, organized more contests or rewards after each video assignment to motivate learners, controlled more peer-feedback activities on those videos, and encouraged students to re-record the video after being corrected.

Regarding the study limitations, it is first worth noting that it was conducted on a reasonably small sample size of second-year EFL students at Thanh Dong University. Second, time constraints had a significant influence on the study's outcomes. The research lasted twelve weeks, although students finished their nine Flipgrid video reflection assignments in nine weeks. It consequently offers suggestions for additional research based on the study's findings and limitations. Before generalizing the study's results to all groups of college students throughout a region or continent, further research on a larger sample population is required. More study is required to establish if video-based reflection projects utilizing the Flipgrid app assist students in overcoming their speaking anxiety or improving their sub-speaking skills such as presenting or public speaking.

The study mentioned above deserves to be discussed regarding its possible applicability. Teachers should utilize technologies to encourage students to videotape speaking assignments and interact with people outside the classroom, such as on the Flipgrid networks. To apply video-based reflection on Flipgrid to EFL classes, one of the renovative forms should be technologically implemented instruction. Students will thus be more motivated to learn English since they will have more opportunities to engage with native speakers and experience English in a non-anxious situation. Students who suffer from weak English proficiency, shyness, anxiety, and lack of confidence would

benefit the most from attending sessions where video-recorded reflection on Flipgrid is used to increase speaking competence. Students' video-based reflection on Flipgrid is suggested to be used to develop their English communication skills and create the group and individual projects.

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