

# UNDERGRADUATES' PERCEPTIONS ON THE USE OF FLIPGRID PLATFORM IN SPEAKING CLASSROOM

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## ABSTRACT

This study is part of a larger study that investigated the impact of Flipgrid on Nigerian undergraduates' speaking skills and speaking anxiety. Thus, this paper examined the undergraduates' perceptions regarding the integration of Flipgrid into their speaking classroom. The study employed a questionnaire and semi-structured interviews to gather data from 25 third-year participants. Descriptive statistical analysis was employed to analyse the data. The findings of the analysis revealed positive perceptions of the use Flipgrid platform. Participants explained that the platform can foster engagement, increase confidence, and enhance speaking practice outside the classroom. The findings further showed that the platform increased the participants' motivation, and collaborative learning skills, and reduced their speaking anxiety. Finally, the study makes some recommendations for practice and further studies. It is, therefore, recommended that Flipgrid be incorporated into speaking classrooms given its potential benefits in enhancing students' engagement as well as communication skills development. It is also recommended that larger-scale research involving longer treatment durations could be carried out to validate and extend the findings of the present study.

**Keywords:** FlipGrid Platform; Nigerian Undergraduates; Perceptions, Speaking

## INTRODUCTION

Language proficiency and effective communication skills are crucial for academic and professional success. Effective communication and language proficiency are essential skills for academic and professional success (Fakeye & Ogunsiji, 2009). However, many Nigerian undergraduates encounter challenges in developing their speaking abilities (Aliyu et al, 2019). In the context of Nigerian higher education, language education plays a critical role in equipping undergraduates with the necessary communication skills. However, the development of speaking proficiency in a second language is often challenging for students (Krashen, 1982). Specifically, it is observed that many Nigerian undergraduates exhibit symptoms of nervousness and stress whenever they are required to speak English in the presence of their peers, instructors or strangers (Piechurska-Kuciel, 2011; Peng, 2014).

To remedy this deficiency, speaking pedagogy typically involves classroom interactions, group discussions, and speaking assignments. Despite these efforts, students often face challenges such as fear of speaking, lack of self-confidence, and difficulties in articulating their thoughts in a second language. These challenges can result in reduced class participation and hinder students' language learning progress (Ijiomah & Nwajiuba, 2013). To corroborate this assumption, it is further argued that psychological factors such as anxiety, fear of making mistakes, and shyness (Nijat et al. 2019) negatively affect the speaking performance of students. It is also believed that deficiency in speaking performance mostly results from classroom learning and teaching practices (Haidara, 2016; Shin & Yunus, 2021). For that, it is suggested several factors may determine success in second language learning. They include learners' exposure to understandable input, a safe and low-stress learning atmosphere, as well as increased motivation and self-confidence (Krashen, 1982).

With the factors stated above set as a priority, technology has coincidentally transformed educational practices worldwide nowadays. Digital tools offer new opportunities for teaching and learning, and they can be particularly effective in addressing speaking proficiency issues. The integration of technology in language education can provide students

with a platform for regular practice, peer interaction, and immediate feedback (Kukulska-Hulme & Shield, 2008). One such technology is Flipgrid, a video discussion platform that promotes asynchronous communication through video responses to prompts. Engineered in 2014 by Professor Charles Miller (Hammett, 2021), the platform has been adopted by educators in various disciplines to improve students learning (Vander Ark, 2019). It enables video message sharing with classmates, instructors, and probably other learners all over the world (Mango, 2021).

Flipgrid has been widely recognized for its transformative potential in education. It enables students to create video responses, engage in discussions, and provide feedback to peers. The platform's user-friendly interface and asynchronous nature make it an appealing tool for language learning (Cavus & Ibrahim, 2009). More so, research has proven that Flipgrid can be very effective as a learning tool found to have a positive effect on reducing stress and anxiety, most especially, in speaking performance classes (McLain, 2018; Tuyet & Khang, 2020). The platform is reported to be an efficient and applicable educational instrument believed to advance both communication and engagement in a video-based classroom delivery (Holbeck & Hartman, 2018). While Flipgrid has been utilized in various educational contexts, its application in Nigerian language education and its potential to transform speaking pedagogy has yet to be extensively studied.

It is assumed that “asynchronous video-based” interactions have come to address some of the limitations of “asynchronous text-based” interactions. However, some scholars believe that more research needs to be done on the deployment of video-based platforms in delivering online courses, most especially, Flipgrid (Lowenthal & Moore, 2020, p. 28). In the face of this submission, there appears to be a considerable amount of recent scholarly research investigating the adoption of video-based platforms, particularly Flipgrid, in different aspects of online course delivery (see Stoszkowski, 2018; Edwards & Lane, 2021; Lai et al., 2021; Hammett, 2021; Amirulloh et al. 2021). For example, using a mixed-methods approach and an exploratory design, Keiper et al. (2020) investigated student perception of Flipgrid in HyFlex (hybrid flexible) delivered courses for selected undergraduate and graduate business classes. Out of 227 students who registered in 10 classes, 163 (71.81%) willingly responded to the questionnaire. Results from the study found that students perceive Flipgrid to be beneficial, most especially, in HyFlex learning environments. Most comments on Flipgrid by the participants were mostly connected to the notion of ‘community creation and engagement’ (Johnson & Skarphol, 2018), which crucially provides the theoretical underpinning for Keiper et al.’s (2020) empirical work within the context of Situation Cognition Theory (Kirshner & Whitson, 1997). In the same vein, corroborating Keiper et al.’s (2020) findings, Delmas and Moore (2019) reported in their study that deploying Flipgrid into undergraduate and graduate classes gave the students a stronger sense of belonging and connection to their community.

In a related study to Keiper et al. (2020), Lowenthal and Moore (2020) deployed a cross-sectional survey design to examine students’ perceptions of incorporating Flipgrid into three full-time online graduate programmes. The majority of the participants in this study are “full-time educators or instructional designers”. The study combined a mixed-methods approach with an exploratory design as well. Working with 79 out of the 82 students enrolled in the courses, the rate of participants’ responses reached 96%. Findings suggest that the participants perceive Flipgrid to be user-friendly as they enjoy using it. Participants also indicated that Flipgrid helped them to become acquainted with their coursemates in an effective way (p. 31). Similarly, Edwards and Lane’s (2021) study suggested that students enjoyed using Flipgrid to interact with coursemates and learn more about them. Though not all participants in both Keiper et al.’s (2020) and Edwards and Lane’s (2021) studies admitted to having enjoyed the Flipgrid tasks or actively interacted with peers through it, the platform remains a viable option for online video-based class delivery as well as beneficial in providing virtual

collaborative environments for students (see Lai et al. 2021). On a different educational level, Shin and Yunus (2021) examined the attitudes of primary 4 pupils towards using Flipgrid in English speaking skills classes. As is the case with so many related research, the study is mixed-methods in approach and exploratory by design. Findings revealed a high positive attitude in the pupils towards the use of Flipgrid for learning English speaking skills. The study also found that Flipgrid improves confidence and reduces speaking anxiety in the pupils under study.

In another study, Mango (2021) used 30 students, who registered for Arabic as a World Language (AWL) class, to investigate their perceptions of its advantages and disadvantages in the AWL classroom. About 53% of the respondents in Mango's study admitted that Flipgrid has assisted them in terms of their listening and speaking skills development. It has boosted their confidence and accorded more vigour to speak publicly. Some of the advantages highlighted by the participants, as reported by the study, include the provision of a stress-free environment for speaking and listening as well as the leverage to track personal language progress. On the other end, a few numbers of participants observed what they believed to be some of the disadvantages of Flipgrid. Among the entire population, 27% pointed at "lack of immediate feedback as a disadvantage". Another 14% voiced their discomfort with speaking in public. Around 9% found assignments on Flipgrid "tedious", while 14% cited logistics, forgetting assignments and other technical problems (pp. 283-4).

This research proposal acknowledges the need to address the challenges of speaking proficiency and speaking pedagogy in Nigerian universities. The integration of Flipgrid offers an innovative approach to transform language education and enhance speaking skills. By exploring Flipgrid's impact on students' speaking proficiency and gathering their perspectives on its use, this study aims to provide insights that can improve language education for Nigerian undergraduates. Previous research has focused on the efficacy of Flipgrid in teaching and learning speaking skills (Amirulloh et al. 2021; Keiper et al., 2020; Edwards & Lane, 2021; Shin & Yunus, 2021; Mango, 2021) but little is known about the perception of Nigerian undergraduates on the use of Flipgrid in speaking classrooms. Therefore, this present study is set to investigate the perceptions of Nigerian undergraduates on the use of Flipgrid in speaking performance classrooms. The research question and the methodology of the study are presented in the following segments.

#### Research Question

The study is set to answer the following research question:

What are the students' perceptions of the use of the Flipgrid platform in the speaking classroom?

### **METHODOLOGY**

The study adopts a cross-sectional survey research design which allows the researchers to collect data from the respondents at one point in time (Creswell, 2012). The study is part of the larger study that examined the impact of FlipGrid on Nigerian undergraduates' speaking skills and in reducing speaking anxiety. The intervention was administered for 12 weeks. FlipGrid was integrated into an English classroom, which allowed the participants to create video responses to prompts, engage in speaking assignments, and receive feedback from peers and instructors.

The participants made the videos asynchronously in their comfort zones and then shared them on the platform. This gave them more opportunities to practice over and over and correct themselves before sharing with the teachers and other students. After each presentation, both the teacher who is also the researcher and the participants created video feedback for the individual presentations. Debriefing sessions were then conducted in the class with the teacher who is also the researcher to provide further feedback on video creation and address any additional challenges faced by the participants.

## **Respondents of the Study**

The respondents of the study are 25 third-year undergraduates in a public university in north-eastern Nigeria who were registered for the optional course in which the study was conducted. They comprise both males and females aged between 21 and 28 years. The respondents largely had no prior experience with online learning, as it is not fully adopted in the university. For most of them, this was their first time using Flipgrid.

## **Instrument for Data Collection**

The study employed two instruments for data collection: a questionnaire and semi-structured interviews. The questionnaire was adopted from Tuyet and Khang (2020) to gather respondents' perceptions of the use of Flipgrid in the speaking classroom. The instrument has been widely used by other researchers and has been proven valid, with reported Cronbach's alpha coefficients above 0.80, indicating strong internal consistency. In addition, the questionnaire was piloted with a small group of students prior to the main study, and necessary adjustments were made to ensure clarity and reliability. The semi-structured interviews were further conducted to gain deeper insights into respondents' experiences with the use of Flipgrid in the speaking classroom.

## **RESULT AND DISCUSSION**

### **RESULT**

#### **Participants Perceptions of the Use of Flipgrid**

To answer the research question of the study: "what is the respondents' perception of the use of Flipgrid platform in speaking classroom?", a descriptive statistical analysis was conducted and the results of the analysis show most of the items of the questionnaire have the mean scores of 3.0 and above on a scale of 5.0, suggesting generally positive perceptions of Flipgrid. This revealed that most of the participants agreed with all the items of the questionnaire.

For example, Item 4 has the highest mean score ( $M=4.15$   $SD=.57$ ), which shows that most of the participants believe that they are less frightened about making mistakes when learning English through the use of Flipgrid. This is followed by item 1 with the mean score ( $M= 4.04$   $SD=.43$ ) revealing that the majority of the participants believe that practising English speaking using Flipgrid has helped to increase their cooperation and communication with their classmates. The participants also hope Flipgrid will enable them to study English speaking more efficiently as indicated by item 17 with the mean score ( $M= 4.03$   $SD=.34$ ). They believe that they will continue using Flipgrid for English-speaking learning in the future as shown by item 18 with the mean score ( $M= 3.99$ ,  $SD=.37$ ). A closer look at the patterns reveals that confidence-related items scored highest. For instance, the strongest agreement was recorded for the statement that students felt "less frightened about making mistakes when learning English through Flipgrid" ( $M = 4.15$ ,  $SD = .57$ ). This suggests that Flipgrid lowered anxiety, echoing findings in the literature that digital platforms can reduce affective barriers in speaking. In contrast, items linked to collaboration and communication also scored highly (e.g., "Flipgrid increased cooperation and communication with classmates,"  $M = 4.04$ ,  $SD = .43$ ), showing that participants valued the social and interactive features of the platform. Similarly, items relating to future learning intentions and perceived efficiency ( $M = 4.03-3.99$ ) indicate that students not only recognized immediate benefits but also expressed willingness to continue using Flipgrid as a long-term learning tool. Overall, the data suggest that while all dimensions of perception were positively rated, confidence-building benefits appeared stronger than fluency-related gains. This pattern highlights that Flipgrid may be especially effective in reducing anxiety and enhancing a supportive learning environment, even if gains in fluency and efficiency were perceived more moderately. Following Mokhtari and Sheorey's (2002) scale,

participants' responses can thus be interpreted as reflecting moderate-to-high positive perceptions of Flipgrid as a tool to enhance their English-speaking proficiency. The details of the descriptive statistical analysis are presented in Table 1 below.

**Table 1: Perceptions of the Use of Flipgrid**

S/N	Items	M	SD
1	I believe that practising English speaking using Flipgrid has helped increase my cooperation and communication with my classmates.	4.04	0.43
2	I believe that Flipgrid makes me autonomous in English-speaking practices.	3.89	0.35
3	I believe that learning English speaking will be effective with the use of Flipgrid.	3.61	0.55
4	I am less frightened about making mistakes when learning English speaking through the use of Flipgrid.	4.15	0.56
5	I consider Flipgrid a great English learning tool.	3.98	0.54
6	I feel comfortable practising speaking English through the use of Flipgrid.	3.85	0.60
7	I believe that Flipgrid has helped me reduce my nervousness in learning English speaking.	3.87	0.68
8	I believe that the use of Flipgrid has helped me become self-confident in my speaking performance.	3.91	0.58
9	I am responsible for my English learning when using Flipgrid.	3.89	0.57
10	I believe that Flipgrid has helped me speak English more fluently.	3.96	0.66
11	I believe that Flipgrid has helped me better improve my pronunciation.	3.89	0.58
12	I believe that practising English speaking using Flipgrid has helped me better communicate with my teachers.	3.86	0.59
13	I believe that practising English speaking using Flipgrid has helped me recognize mistakes.	3.83	0.55
14	Learning using Flipgrid encouraged me to practice speaking in English.	3.85	0.56
15	I would like to study English speaking without the use of Flipgrid.	3.72	0.65
16	I hope Flipgrid is used more frequently to make English-speaking learning more fun.	3.87	0.55
17	I hope Flipgrid will enable me to study English speaking more efficiently.	4.02	0.34
18	I think I will continue using Flipgrid for English-speaking learning in the future.	3.99	0.37

To support the findings of the questionnaire, the semi-structured interviews were conducted and the findings also reveal the participants' positive perceptions of the use of Flipgrid to improve their speaking skills. Based on the findings, the Flipgrid platform enabled the participants to overcome speaking anxiety, and increase their fluency, and vocabulary among other things. However, the findings also reveal some challenges the participants faced while using the Flipgrid platform. The themes obtained from the semi-structured interviews are presented in the following subsections.

### **Reducing Speaking Anxiety and Increasing Fluency**

From the responses to the interviews, the participants expressed a shared struggle with speaking anxiety in traditional English classrooms. However, the introduction of Flipgrid, provided a supportive environment for them to overcome their speaking anxiety and increase their confidence to speak English in public and their fluency. For example, a participant explained that before using the Flipgrid platform, he always felt nervous during in-class discussions. However, after using the platform, his confidence increased.

I always felt nervous during in-class discussions, but with Flipgrid, I could practice until I felt confident. (Participant 8)

According to most of the participants, the Flipgrid helped to increase their confidence and reduce their anxiety mostly because they had to practice over and over in private before sharing their videos with other class members and the teacher. For example, a participant

explained that Flipgrid allowed him to practice many times and speak in English without feeling like everyone was watching him.

Flipgrid allows me to practice my videos many times and speak in English without the fear that everyone is watching me or waiting to hear what I will say. (Participant 6)

A participant explained that Flipgrid helped to increase his fluency because he could revise his videos and correct his mistakes before submitting the final one. He considered that as having a language tutor giving you feedback, but you are the one in control, deciding where to improve.

It improved my fluency because I could go over my recordings and see where I hesitated. It's like having a language tutor giving you feedback, but you're the one in control, deciding where to improve. (Participant 3)

Another participant also explained that the more she used Flipgrid, the more fluent she became. This enabled her to not just increase their speaking speed but also help her to get the rhythm and flow of English right.

The more I used Flipgrid, the more fluent I became. It's not just about speaking; it's about getting the rhythm and flow of English right. (Participant 2)

This theme reflects the positive impact of Flipgrid in building participants' confidence and fluency and alleviating the anxiety associated with speaking English as a second language as explained by the participants.

### **FlipGrid Motivates Speaking**

The findings of the interviews demonstrate that the subjects provided for the videos are pertinent to the culture and real-life encounters of the participants. Furthermore, the platform facilitated the opportunity for them to rehearse and review their videos before presenting them to their peers for evaluation. These factors catalyze encouraging the learners to acquire English language proficiency. The pertinence of the topics not only stimulates active involvement in speaking activities among students but also enhances their comprehension of language usage in practical scenarios. One participant, for example, elucidated that the success of Flipgrid relies in the relevance of the topics to our daily lives. This aspect rendered discussions more captivating and significant. The emphasis was not solely on the English language; rather, it encompassed the articulation of our perspectives on current events.

What I liked most about Flipgrid was that the topics were relevant to our lives. It made speaking about them more engaging and meaningful. It wasn't just about English; it was about expressing our thoughts on things happening around us. (Participant 7)

One of the participants elaborated on how the pertinence of the subject matter to their everyday experiences facilitated a seamless and organic conversation. Such a connection is identified as the primary driving force for him.

For me, the relevance of the topic to our real lives is what I liked most about Flipgrid. It made discussion easy and natural. (Participant 9)

The participant further elucidated that engaging in discussions on relevant subjects enhanced the enjoyment derived from utilizing Flipgrid. To him, the focus was not solely on the English language but rather on articulating personal perspectives on current events.

Discussing topics that matter to us made Flipgrid enjoyable. It was not just about English; it was about expressing our thoughts on things happening around us. (Participant 14)

One participant's perspective suggests that engaging in discussions on genuine subjects about the personal experiences or cultural background of the participants constitutes the most captivating aspect of utilizing Flipgrid. Such interactions catalyze enhancing self-expression.

Talking about real topics, talking about things that are related to myself or my culture is the most interesting part of the programme. It motivated me to express myself better. (Participant 12)

The theme underscores the importance of meaningful content in the process of language acquisition, as evidenced by the increased motivation displayed by participants when engaging in discussions related to personal and societal issues. Furthermore, it indicates that the significance of the discussed topics was pivotal in inspiring students to expand their lexicon, underscoring the correlation between meaningful content and linguistic development.

### **Challenges of Using Flipgrid in a Speaking Classroom**

The utilization of Flipgrid in English-speaking classrooms presents various challenges, as highlighted by the responses gathered from interviews. These challenges encompass technical obstacles, time limitations, and connectivity issues experienced by students. One participant cited internet connectivity as a major concern, noting instances where video uploads took an extended period, leading to potential missed deadlines. The lack of control over such issues was deemed particularly vexing by this individual.

The only issue I had was the internet. Sometimes it took forever to upload my video, and I missed deadlines. It's frustrating because it's not something I can control. (Participant 5)

It was clarified by another participant that not all phones have high-quality cameras. Because his videos were not as clear as others, he occasionally felt excluded. He seemed to be trying, but the instruments were impeding him.

Not everyone has a good camera on their phone. I felt left out sometimes because my videos weren't as clear as others. It's like, I'm trying, but the tools are holding me back. (Participant 13)

Students frequently highlighted technological difficulties as a barrier with the Flipgrid platform, despite its advantages. Navigating the Flipgrid platform proved to be challenging for several students, particularly in the early stages of its adoption. Sometimes, students became frustrated due to problems with connectivity or because they were not comfortable with the user interface. One participant, for example, said that the platform was a little perplexing at first. He struggled to utilize it, and occasionally his recording would not go through because of internet problems. It was a little annoying.

At first, the platform was a bit confusing. I had trouble figuring out how to use it, and there were times when my recording failed due to internet issues. It was a bit frustrating." (Participant 15)

Time limits were mentioned by the pupils as another difficulty. Some students found it difficult to continuously use Flipgrid because they juggled extracurricular activities, academic obligations, and other duties. This was especially true for people who had challenging schoolwork and busy schedules. One participant, for example, mentioned how difficult it was for him to find time for Flipgrid. He continued by saying that they were overburdened with homework and classes. He occasionally wished they had more time flexibility when filming their films.

Finding time for Flipgrid was tough. We have a lot on our plates with classes and assignments. Sometimes, I wished there was more flexibility in when we could record. (Participant 11)

For educators and platform developers to improve the overall efficacy of technology integration in language learning, they must acknowledge these obstacles. Ensuring a diverse choice of topics that appeal to students varying interests, addressing technical concerns, and offering flexible recording times could all help to provide a more seamless and inclusive experience on the Flipgrid platform.

## DISCUSSION

The findings of the current study suggest that Nigerian undergraduates demonstrate less anxiety over making possible mistakes during their spoken language exercises when utilising Flipgrid. Participants have indicated that engaging in speaking exercises on this platform has facilitated enhanced collaboration and communication among peers. Also, the findings of the present study are in concordance with a good number of previous studies. The vast majority of participants have indicated positive attitudes and perceptions toward the adoption of the Flipgrid platform in a variety of undergraduate and graduate course delivery. The findings also revealed the emergence of several themes generated from the semi-structured interviews conducted during the data collection for this study. These findings align with previous research that underscores the accessible, community-enhancing, and motivational properties of Flipgrid (Keiper et al., 2020; Delmas & Moore, 2019; Lowenthal & Moore, 2020; Edwards & Lane, 2021; Shin & Yunus, 2021).

A deeper consideration, however, points to cultural and contextual dynamics that may explain why Flipgrid is particularly effective in reducing anxiety among Nigerian students. In many Nigerian classrooms, public speaking in English carries high social stakes, as fluency in English is strongly associated with prestige and academic success. This cultural context heightens learners' fear of public embarrassment when making mistakes in real-time classroom interactions. Flipgrid, by enabling asynchronous video submissions, introduces a protective buffer: students can record privately, review, and re-record before sharing. This design feature mitigates the immediacy of peer evaluation, thereby reducing the risk of "face loss" in public which is particularly a significant factor in collectivist cultures where reputation and social perception are central. Moreover, the psychological distance created by speaking into a device rather than to a live audience may explain why participants reported feeling less pressured and more willing to take risks in speaking. Thus, the reduction in anxiety may not only be technological in nature but also deeply rooted in the interaction between cultural expectations, learner identity, and platform affordances.

At the same time, it is important to balance these affirmative outcomes with recognition of the challenges that emerged. While many participants endorsed Flipgrid positively, several constraints remain. First, technical and infrastructural challenges such as unstable internet connectivity, irregular electricity supply, and the high cost of mobile data, pose barriers to equitable access. Students from rural areas or lower socio-economic backgrounds are especially disadvantaged, raising concerns about a widening digital divide in Nigerian higher education (Hammett, 2021; Mango, 2021). Second, the time demands of recording and reviewing multiple video submissions can be burdensome, particularly in large classes where instructors must monitor dozens of entries. This issue highlights a tension between the pedagogical promise of learner-centered engagement and the practical workload for both students and teachers. Finally, digital literacy gaps may also affect the extent to which students can fully exploit the platform's features, with some learners requiring additional guidance and support.

Finally, the findings provide evidence that Flipgrid can reduce speaking anxiety, enhance collaboration, and encourage positive learner attitudes. However, its effectiveness must be understood within the cultural context of Nigerian education and considered against practical limitations. This study thus strengthens the need for critical balance: while digital platforms like Flipgrid hold promise for transforming oral communication pedagogy, their adoption requires careful attention to infrastructural realities, socio-economic inequalities, and pedagogical workload. Future research should therefore explore not only the conditions under which Flipgrid's affordances are most beneficial but also strategies to mitigate challenges such as digital exclusion, time constraints, and uneven access to resources.

## CONCLUSION

This study investigated Nigerian undergraduates' perceptions of using Flipgrid, a video-based platform, in their speaking classroom. The findings of the study revealed a predominant positive perception among the participants regarding the use of FlipGrid in the speaking classroom. The platform was well-received, with the participants expressing favourable views on its impact on engagement and communication skills. The findings suggest that Flipgrid is a valuable tool for enhancing speaking skills for Nigerian undergraduates. It provides the participants with diverse learning styles, promotes active participation, and fosters a more relaxed and supportive environment for language development. The study has some limitations which may impact the generalizability of the findings. These include a small number of participants, the absence of a pure experimental design, and the relatively short treatment period. Despite the limitations, the study contributes meaningfully for both practitioners and researchers. Educators can incorporate FlipGrid into speaking classrooms, considering its potential benefits for student engagement and communication skill development. Researchers can conduct further research on a larger scale and longer treatment duration to validate and extend the current findings. Finally, policymakers can also benefit from the study by considering the positive impact of technology integration in shaping language education strategies.

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