



The Effect of Flip Discussions on EFL Students' Speaking Skills and Attitudes

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In English as a Foreign Language (EFL) classrooms, classroom time allocated for discussions to develop students' speaking skills is mostly limited due to crowded classrooms, time constraints, or intensive curriculum. This study aimed to investigate the impact of an asynchronous computer-mediated communication tool, Flip, on the attitudes and speaking proficiency advancement of EFL students. To this end, the Flip application was integrated into the traditional classroom setting to increase the discussion time outside the classroom. Seventeen eleventh-grade EFL high school students from Samsun, Türkiye participated in the study through convenience sampling. Using an explanatory sequential mixed methods design, the study collected both quantitative and qualitative data from students through pre-and post-test speaking tests and semi-structured interviews. The numeric data were analyzed using the SPSS program, while the qualitative data underwent theme analysis. The results demonstrated that using Flip enhanced students' speaking ability and positively impacted their attitudes. Additionally, the findings from the semi-structured interviews demonstrated that students perceived asynchronous Flip discussions as beneficial to interact with each other both inside and outside the classroom by allowing them to get to know each other well, improve their fluency and pronunciation, get feedback from their teachers, and reduce their speaking anxiety. On the other hand, there were a few disadvantages mentioned by some students including lack of face-to-face communication due to the asynchronous mode and the invisibility of their videos by some users from time to time.

Introduction

With the ongoing influence of globalization and technological progress, English has become the global language for communication among individuals from many places, beyond geographical limitations (Crystal, 2003). Various publications from organizations emphasize the increasing worldwide recognition of English and communicative competence as vital for international communication (British Council, 2024; Council of Europe, 2024; OECD, 2024), leading countries to revise their curricula and policies to improve English language education

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and illustrate the importance of proficiency in a global context. In 2018, Türkiye revised its K-12 English curriculum to conform to international standards and address societal demands for effective English competence by emphasizing communicative competence and English as an international language (MoNE, 2018). Nonetheless, due to the restricted exposure to and utilization of English in non-dominant English-speaking countries, learners have minimal opportunity to interact with and support their classmates in enhancing their speaking abilities both within and beyond the classroom (Rahimi & Fathi, 2022). Besides, due to administrative constraints, class size, and scheduling constraints, students may find it challenging to effectively supervise one another's speaking talents (Rahimi & Fathi, 2022). To address these issues, the 2018 Turkish high school curriculum recommends that educators take into account all facets of communicative ability when instructing English, rather than concentrating solely on grammatical competency and it underscores the utilization of discussion activities and video blogs (V-logs) accompanied by a rubric to enhance and assess students' listening and speaking proficiency (MoNE, 2018). Video blogs are examples of asynchronous computer-mediated communication which can be defined as a communication style in which interpersonal communication does not happen simultaneously (Chen, 2011). Asynchronous computer-mediated communication lacks temporal constraints, allowing learners to thoroughly read, comprehend, and respond to communications at their own pace (Yanguas & Flores, 2014). Following the Turkish high school curriculum guidelines and the benefits of asynchronous computer-mediated communication identified in the literature, this study sought to examine the influence of the Flip application, an asynchronous video discussion platform, on high school EFL students' speaking proficiency and perceptions. A further impetus for this study was the notable deficiency of research examining the effects of video-based conversations at the high school level in Türkiye. Therefore, this study was undertaken to address the highlighted shortcomings and to answer the subsequent research questions:

- (1) Is there an effect of using asynchronous video-based discussions on high school EFL students' speaking performance?
- (2) Do asynchronous video-based discussions improve students' accuracy, fluency, content, vocabulary, and pronunciation?
- (3) How do high school EFL students perceive the impact of engaging in asynchronous video-based discussions?

Computer-Mediated Communication

Computer-mediated communication (CMC) refers to the exchange of information between individuals or teams who are geographically or temporally separated, facilitated by a network of connected computers (Luppucini, 2007). Though the history of mediated communication technologies dates back to the use of the printing press, radio, telegraph, telephone, and television, computer-mediated communication started with the advent of the Internet (Thorne, 2008). CMC encompasses asynchronous and synchronous communication capacity, extensive interaction, and multiway communication (Luppucini, 2007). Synchronous communication facilitates prompt responses between participants due to their simultaneous presence, whereas asynchronous communication involves delayed interaction, necessitating extensive preparation, encoding, and decoding time (Abrams, 2003). Conversely, both communication modes provide shared advantages such as prolonged student-to-student meaningful negotiations, increased speaking time per student compared to oral communication in the classroom, and enhanced output resulting in a broader vocabulary range (Abrams, 2003). Synchronous computer-mediated communication (SCMC), sometimes referred to as chat, was the basis for numerous studies on second language acquisition during the early to mid-1990s



(Thorne, 2008). Crumlish and Malone (2009) assert that in SCMC, video conferencing platforms such as Zoom and FaceTime enable individuals to communicate despite being in different locations. Contemporary telecollaborations, tandem learning, and social media interactions predominantly utilize video conferencing (Blake, 2017). Previous research (Bueno Alastuey, 2011; Namaziandost et al., 2022; Satar & Özdener, 2008) has examined the influence of SCMC on the acquisition of second or foreign languages, revealing its potential to enhance oral proficiency and reduce speaking anxiety among learners. Additionally, SCMC was observed to enhance students' willingness to speak (Rahimi & Fathi, 2022; Zhou, 2023). On the other hand, using asynchronous computer-mediated communication for speaking classes also proved to be advantageous in terms of enhancing oral proficiency, decreasing anxiety, and increasing students' willingness to speak. Buckingham and Alpaslan (2017) examined the efficacy of asynchronous computer-mediated communication (CMC) in improving speaking proficiency and willingness to communicate among young Turkish English learners. The research included primary school kids participating in voice recording and peer feedback activities via the recording function of Microsoft Office PPT. The results indicated that consistent engagement with asynchronous computer-mediated communication enhanced their speaking skills and willingness to communicate in English. Likewise, Göktürk (2016) investigated how digital video recordings could improve EFL learners' oral fluency skills. The study found that incorporating digital video recording into speaking classes significantly improved EFL learners' oral proficiency and content elaboration, but not their fluency though students felt they improved their fluency in addition to becoming more confident and motivated to speak the target language. Her results also revealed that some learners considered the usage of digital video recordings in speaking sessions to be ineffective due to the lack of true contact, unlike face-to-face communication. Hamzaoglu and Koçoğlu (2016) found that using podcasting as an asynchronous computer-mediated communication tool in a high school EFL context led to significant improvement in speaking skills within the experimental group compared to the control group. Furthermore, students reported that creating podcasts significantly lowered their anxiety and helped them feel more relaxed. In a more recent study by Alkan and Bümen (2020) which was conducted among 19 tertiary-level students over 12 weeks, it was found that utilizing an asynchronous online English-speaking group was effective in reducing students' nervousness when speaking English, improving their speaking abilities, motivation and interaction. These studies highlight the effectiveness of both synchronous and asynchronous computer-mediated communication tools in enhancing speaking skills, lowering anxiety, and boosting motivation and interaction among EFL learners across various educational contexts.

Flip- as an Asynchronous Communication Tool

Flip (previously Flipgrid) is a free web and mobile software from Microsoft and schools all over the globe have been utilizing it to create, edit, and publish video assignments for more than ten years (Flip, 2024). Teachers can post a topic in the group after forming it and adding students, then observe as students use videos to share their ideas. Both teachers and students can give feedback or make comments on videos. Flip has also been providing an AI-powered topic copilot since 2023, which enables teachers to easily construct dynamic, interesting courses that meet the standards and curriculum of their school (Flip, 2024). Though it may be still acknowledged as a new application, previous research has proven its benefits for foreign language teaching, including an improvement in oral language competency, and fluency, reducing speaking anxiety and affecting student perceptions positively (Hanh & Huong, 2021; Mai et al., 2020; Nguyen, 2024; Tuyet & Khang, 2020). Nguyen (2024) examined the perspectives of non-native learners regarding the use of Flip to enhance their English-speaking

abilities. The results indicate that Flip's video response style cultivates a supportive atmosphere for practice and peer feedback, hence improving oral proficiency and augmenting learners' confidence in their speaking skills. Furthermore, the asynchronous nature of the platform enabled students to interact with and learn from their peers' presentations, fostering a collaborative learning environment. Nonetheless, several technical challenges, such as complications in the editing and uploading procedures, were identified as a disadvantage by students. According to Hanh and Huong (2021), a Flip-based portfolio improved Vietnamese EFL high school students' speaking skills, particularly pronunciation, and fluency, compared to a control group. The study also emphasizes teacher feedback and the platform's advantage over other social networks in boosting peer engagement, student confidence, and language learning autonomy. However, some students worried about peer and teacher judgment, indicating anxiety over video-based platforms, and many found Flip's technical components, such as uploading videos, problematic. In a quasi-experimental study, Tuyet and Khang (2020) examined the efficacy of Flip in alleviating speaking anxiety among EFL high school students. Sixty students, identified as highly anxious when speaking English based on survey data, engaged in Flip conversations for nine weeks. The results indicated a significant variation in the anxiety levels regarding English learning among EFL high school learners between the two assessment periods. Moreover, in interviews, most EFL high school students recognized that recorded speaking exercises via Flip have contributed to their increased comfort, reduced anxiety, and enhanced confidence. Mai et al. (2020) found Flip to improve students' intercultural competency. Students from three language groups participated in ten Flip asynchronous exercises over six weeks, contributing proverbs from their home languages and discussing them in English. Results showed that students thought hearing other accents improved their English listening abilities and helped them appreciate international experiences from their peers and their own perspectives. Many students understood the impact of their views on cross-cultural interactions. Overall, it can be inferred that using Flip as an asynchronous communication tool positively impacts students' attitudes and enhances their speaking skills by facilitating an interactive environment and increasing their willingness to communicate.

Methodology

Research Design

This study employed an explanatory sequential mixed-method design, initiating with the gathering and evaluation of quantitative data and subsequently followed by the accumulation and analysis of qualitative data to elucidate or expand upon the quantitative findings from the initial phase (Creswell & Plano Clark, 2018), as depicted in Figure 1. Using mixed methods research offers a means of using advantages that counterbalance the drawbacks of both qualitative and quantitative approaches (Creswell & Plano Clark, 2018).

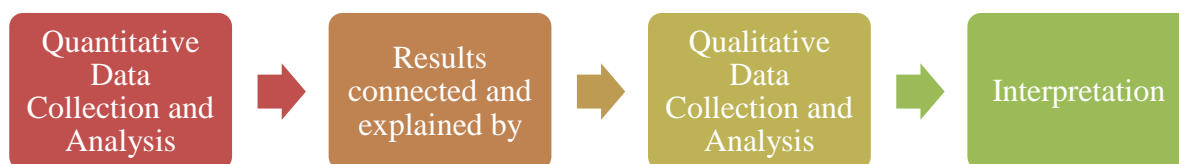


Figure 1. Explanatory Sequential Design (adapted from Creswell & Plano Clark, 2018).

Participants

It is recommended that the number of participants be restricted to 20 to attain meaningful exchanges in online interactions (Romiszowski & Mason, 2004). The present study involved 17 EFL students enrolled in the 11th-grade foreign language class at a state high school in the Vezirköprü district of Samsun province during the 2023-2024 academic year. Initially, there were 20 students; however, due to the inability of three students to complete all activities, their data was excluded from the dataset. The pupils received 14 hours of English instruction weekly and attained an A2 level of proficiency according to the CEFR. Convenience sampling which selects the participants based on practical factors such as geographical closeness, availability at a specific time, ease of access, or willingness to participate (Dörnyei, 2007) was applied in this study as the researcher selected the participants from her own classroom. Students participated in the project voluntarily and they were informed that there would be no penalties if they discontinued the study at any point. Out of 17 students, seven students were invited to take part in the semi-structured interviews based on their consent. The participants acknowledged that the researchers could tape the interviews and use the collected data for research purposes.

Procedure

The research process required ten weeks for completion, as illustrated in Figure 2. Prior to the intervention, the researcher created a virtual classroom on Flip and disseminated the group link to the participants. Upon student registration on the platform, the instructor delivered an extensive lesson on the creation, editing, and sharing of videos, in addition to commenting on peers' submissions. During seven weeks, the participants executed multiple speaking tasks. Their preliminary speaking performances were assessed utilizing the rubric established by Alfehaid (2018), which functioned as a benchmark for comparing their later recordings. Weekly, students were tasked with producing videos addressing discussion subjects, including hobbies and interests, childhood habits, the influence of contemporary life on social connections, favorite films, New Year's resolutions, the generational divide, and favorite cuisines. These subjects corresponded with those addressed in the in-person sessions. To facilitate student engagement, the instructor supplied pertinent target structures and language before the conversations. The videos were anticipated to be concise, not beyond one or two minutes based on the subject matter, with the instructor establishing the time constraint during the formulation of each discussion assignment. The instructor supplied essential questions for each topic to assist pupils as illustrated in Figure 3. Furthermore, the researcher prompted students to view and critique their classmates' movies, thus cultivating a more participatory and engaging educational atmosphere beyond the classroom as shown in Figure 4. The instructor provided weekly comments on topic and language accuracy, focusing specifically on pronunciation and grammatical problems. The Flip platform included an array of tools enabling students to augment their movies with music, emojis, text, stickers, photos, and backgrounds, rendering the process entertaining and visually captivating. Following the intervention, students' speaking abilities were re-evaluated using the same rubric (Alfehaid, 2018), albeit with a different conversation topic, facilitating a comparative examination of their progress.

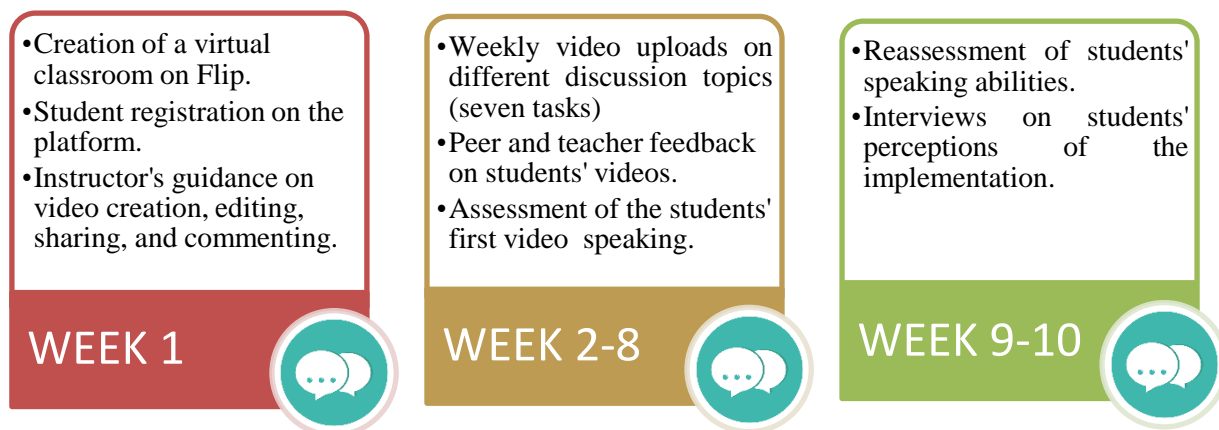


Figure 2. Research Procedure

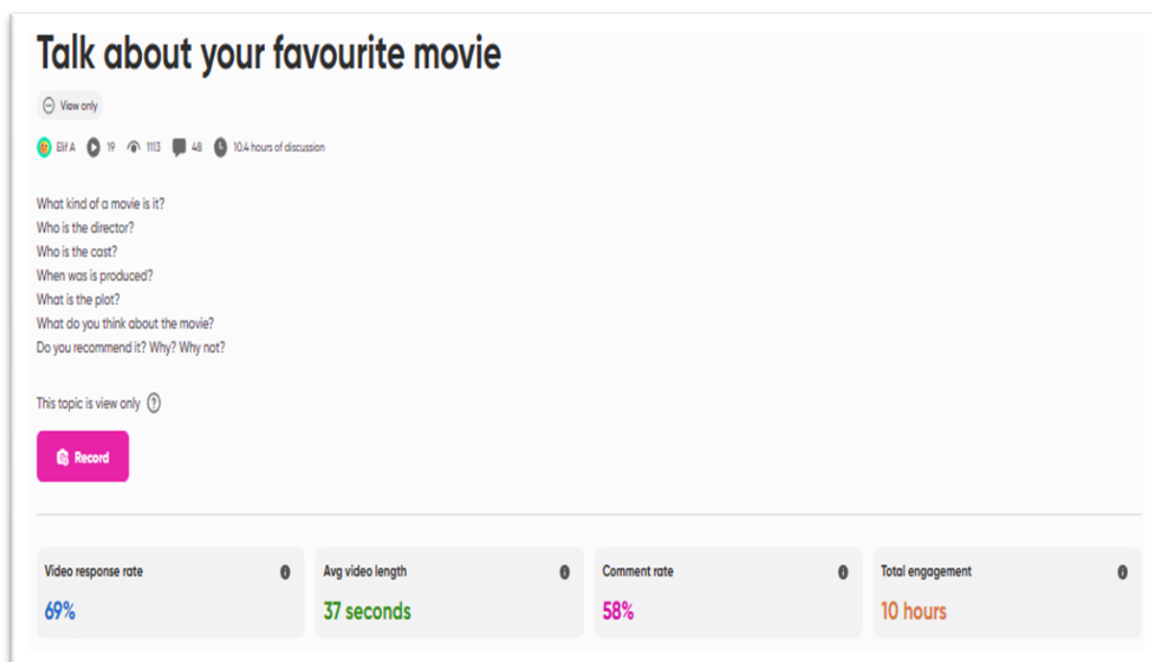


Figure 3. Flip Discussion Page

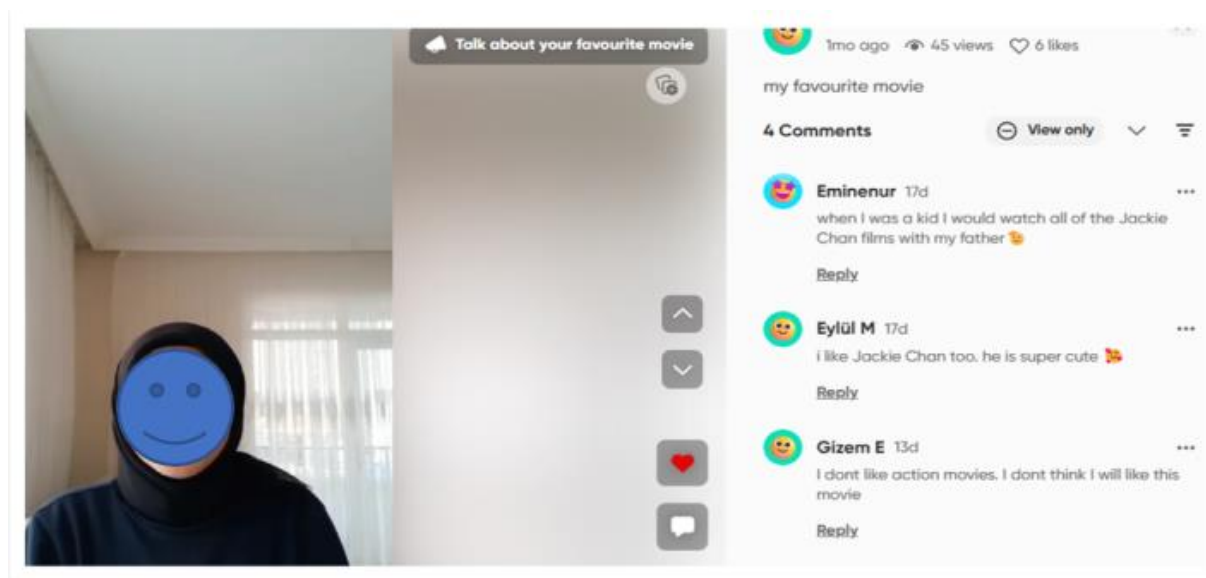


Figure 4. Peer Feedback on a Student's Video-based Discussion

Data Collection

Ethical approval for the data collection process was obtained on 29.12.2023 from the Social and Humanities Ethics Committee of Ondokuz Mayıs University with decision number 2023-1071. Furthermore, the school authority and students' parents were informed and asked permission for the study. During the quantitative phase, a speaking proficiency rubric created by Alfehaid (2018) was employed to assess students' speaking performances in pre-and post-tests across five dimensions: content, vocabulary, accuracy, pronunciation, and fluency. Each dimension was evaluated on a 10-point scale, resulting in a maximum attainable score of 50 points for the speaking component (see Appendix A). The permission to use the rubric was attained by the author, Dr. Alfehaid through e-mail. To ensure the reliability of the rating process, two English language teachers scored students' speaking videos independently and inter-rater reliability was computed through SPSS and the correlation coefficient was calculated as .97, indicating a high and acceptable level of agreement between the raters.

The qualitative data collection employed six semi-structured interview questions, formulated by the researchers, to investigate students' perceptions of the influence of Flip discussions on their speaking skills, the relevance and engagement of discussion topics, the additional linguistic competencies that Flip may promote, the benefits of online feedback, and the overall benefits and drawbacks of incorporating Flip into foreign language education. The semi-structured style facilitated a flexible method for collecting insights, permitting students to articulate their thoughts and experiences while maintaining consistency in the subjects addressed. This strategy was chosen to obtain comprehensive responses and reveal subtle viewpoints concerning the importance of Flip conversations in enhancing oral communication skills. The semi-structured interviews were held in Turkish which was the students' native language, to ensure clear communication and ease of expression. The validity of the instrument was checked by the two different researchers who hold Ph. D.s in English language teaching and confirmed that they were suitable to the content and easy to understand for students. To ensure dependability for the qualitative data, the investigator conferred with an additional rater apart from herself. Following their analyses of the interview transcripts, these two raters together compared the key themes and codes they had noted, concluding that the codes were the same. The validity of the interview instrument was verified by two independent researchers

with doctoral degrees in English Language Teaching, who confirmed that the questions were aligned with the study's objectives and were easily comprehensible for the participants. To enhance the dependability of the qualitative data, a second rater was consulted to cross-check the analysis. Both raters independently analyzed the interview transcripts and subsequently compared the themes and codes they identified, finding full agreement on the coding scheme, thus reinforcing the reliability of the findings.

Data Analysis

The quantitative data were analyzed through SPSS Statistics 25 software. Firstly, the Shapiro-Wilk normality test was performed to ascertain whether to use parametric or non-parametric analysis. Since all of the data were normally distributed and there was only one group of students, a paired samples t-test was employed to explore whether the use of Flip discussions enhanced students' speaking achievement. On the other hand, the semi-structured interviews were audio-recorded and transcribed verbatim into the Word program so that the transcriptions could be analyzed through thematic analysis which identifies, analyses, and reports patterns (themes) within data while providing a detailed organization and description of the data set (Braun & Clarke, 2006). The transcribed interview data were systematically classified, and relevant codes were organized into appropriate themes along with their respective frequencies, as illustrated in Table 5. To ensure participant confidentiality, sample comments were translated into English and presented using anonymized identifiers, such as Interviewee 1, Interviewee 2, and so on.

Results

The Effect of Asynchronous Video-based Discussions on EFL Students' Speaking Performance

The first research question was "Is there an effect of using asynchronous video-based discussions on high school EFL students' speaking performance?" To answer the first research question, a normality test was performed on pre-test and post-test data to decide whether to apply parametric or non-parametric tests. A Shapiro-Wilk normality test was applied as the participant number was less than 50 (Büyüköztürk, 2020) and the results showed that both the pre-test and the post-test data were distributed normally ($p=.118$ for pre-test and $p=.202$ for post-test). Therefore, a paired samples t-test which is a sort of parametric test was performed to compare students' pre-test and post-test scores for speaking performance. The mean scores of pre-test and post-test scores are presented in Table 1.

Table 1. Mean Scores of Pre-Tests and Post-Test Scores

	Mean	N	Std. Deviation	Std. Error Mean
pretest	36.5882	17	3.65819	.88724
posttest	42.8824	17	4.62172	1.12093

Table 1 demonstrates that the mean score of students' post-test speaking performance surpasses their pretest mean score. A paired-sample t-test was employed to ascertain the statistical significance of this difference. Table 2 presents the results of the paired-sample t-test.



Table 2. Paired-Samples T-Test of Pre-Test and Post-test Speaking Scores

	Paired Differences		Std. Error Mean	t	df	P
	Mean	Std. Deviation				
Pretest-Posttest	-6.29412	3.13777	.76102	-8.271	33	.000

Table 2 presents the outcomes of a paired-sample t-test that compares the mean speaking scores of students from the pre-test and post-test after the intervention. The average difference between the pre-test and post-test scores was -6.29, signifying an enhancement in speaking performance since the post-test scores exceeded those of the pre-test. The p-value was below .005, meaning that the enhancement in speaking scores was statistically significant.

The Effect of Asynchronous Video-based Discussions on EFL Students’ Fluency, Accuracy, Pronunciation, Content, and Vocabulary

The second research question was “Do asynchronous video-based discussions improve students’ accuracy, fluency, content, vocabulary, and pronunciation? To figure out this question, pretest-posttest means and standard deviations for each component of speaking skill were analyzed descriptively at first in Table 3.

Table 3. Mean and Standard Deviations for Each Component of Speaking Skill

Speaking Components	Pre-test Mean	Std. Deviation	Post-test Mean	Std. Deviation
Pronunciation (10)	6.8235	.95101	6.8235	.95101
Fluency (10)	6.9412	.96635	8.4706	1.28051
Accuracy (10)	7.0000	.86603	8.5882	1.12132
Content (10)	8.5294	1.37467	9.1176	.99262
Vocabulary (10)	7.3529	.86177	8.6471	.86177

Table 3 displays the mean scores and standard deviations for each aspect of speaking skill evaluated in both the pre-test and post-test. The mean score for pronunciation remained constant at 6.82, with a standard deviation of 0.95. Conversely, fluency showed a substantial enhancement, rising from a pre-test mean of 6.94 (SD = 0.97) to a post-test mean of 8.47 (SD = 1.28). Correspondingly, accuracy scores increased from a mean of 7.00 (SD = 0.87) in the pre-test to 8.59 (SD = 1.12) in the post-test, signifying significant enhancement. The content component had an improvement, with pre-test and post-test averages of 8.53 (SD = 1.37) and 9.12 (SD = 0.99), respectively. Ultimately, vocabulary scores rose from a pre-test mean of 7.35 (SD = 0.86) to 8.65 (SD = 0.86) in the post-test. To determine the significance of the scores, paired-samples t-tests were conducted, and the results are presented in Table 4.

Table 4. Paired-Samples T-Test for Significance

	M	SD	t	Df	Sig. (2-tailed)
pre_pronunciation	-1.17647	1.07444	-4.515	16	.000
post_pronunciation					
pre_fluency	-1.52941	1.06757	-5.907	16	.000
post_fluency					
pre_accuracy	-1.58824	.79521	-8.235	16	.000
post_accuracy					
pre_content	-5.8824	1.06412	-2.279	16	.037
post_content					
pre_vocabulary	-1.29412	.84887	-6.286	16	.000
post_vocabulary					



According to Table 4, the p-value for all skills is below the .05 level and the results indicate statistically significant differences across all components.

Students' Perceptions

The aim of the third question was to investigate the opinions of high school EFL students regarding the effects of participating in asynchronous video-based discussions outside the classroom. The qualitative findings of this question were composed of the participants' semi-structured interview responses. The audio-recorded interviews were analyzed through content analysis and the related themes as well as the emerging codes were presented in the table below. It should be noted that the overall frequency can be higher than the total number of participants since some people might have provided more than one code in their response.

Table 5. Themes, Codes, and Frequencies Obtained through Semi Structured-Interviews

Themes	Codes	Frequency
1. Developing speaking skills	Positive effect	7
	Pronunciation	6
	Fluency	5
	Accuracy	4
	Vocabulary	2
2. Developing other language skills	Public speaking	1
	Listening	7
3. Topic level and relevance	Appropriate to the level	7
	One difficult topic	5
4. The effect of feedback	Interaction among students both inside and outside the classroom	6
	Increased motivation	4
	Structure and pronunciation awareness	4
	Realizing common interests and ideas with friends	3
	Feeling precious	1
5. Advantages	Learning new words and structures from friends' videos	4
	Strengthening friendship	4
	Awareness of others' accents	3
	Reduced anxiety	3
	Rehearsed speaking	2
	Increased time for listening and speaking	2
	Integrating background, music, and pictures into videos	2
6. Disadvantages	Increased self-confidence	2
	No disadvantage	5
	Viewing the videos	2
	Uploading videos	2
	Lack of synchronous communication	1
	Notifications	1

According to Table 5, all students concurred that participating in asynchronous Flip conversations significantly improved their speaking abilities. One student believed it enhanced their public speaking skills. Moreover, the predominant code related to this theme pertained to its effect on enhancing pupils' pronunciation. Their replies were:

During the first and second takes, we were apprehensive and afraid; yet, the weekly video sessions helped us to become much more fluid and our anxiety disappeared later. I was attempting to learn from my mistakes and try not to make these mistakes in my other videos as I kept watching my own videos. (Interviewee 1)

We frequently record these kinds of videos, and I believe it helps a lot with speaking ability development. These enhance our pronunciation, fluency, and other skills; hence, as we keep recording videos, we become more spontaneous and fluent and don't need to prepare. We used to rehearse a little at first, but eventually, we became accustomed to it, and now we don't need to rehearse before speaking in front of the camera. (Interviewee 5)

The second theme which is the second interview question was about the impact of Flip discussions on developing other language skills. Listening skills were reported to develop the most. The following quotes explain the codes clearly:

I believe it had a great impact on my listening skills... When I want to leave a comment for a friend, I need to listen to the video he recorded, grasp the subject, and write it accurately to create the appropriate sentence. (Interviewee 5)

In several of my friends' videos about listening, I was simply listening without lip-reading, and when I received an answer after commenting, I was pleased that I had understood them correctly. I am quite bad at listening; thus, I believe that watching my friends' videos has greatly improved my listening skills. (Interviewee 1)

The third interview question focused on how enjoyable and relevant the subjects were for the students' level. As can be seen in Table 5, each student thought that topics were appropriate to the level and fun. Nevertheless, some topics including the "generation gap" and "the impact of modern life" were found to be hard and boring by some students. One of the interviewees stated:

I had trouble understanding the topic of how modern life affected our social lives since I was unfamiliar with some of the vocabulary. For instance, we discussed bullying; I not only learned more about the topic but also expanded my vocabulary and cultural awareness. This experience significantly enhanced my understanding of general culture and terminology." (Interviewee 1)

There was always a lot to discuss and a wide range of things to cover. Each of them had a lot to say, and they were all engaging and appropriate for our level of discussion. Topics were already good and I think it was enough. (Interviewee 2)

The fourth theme was about the impact of getting feedback from the teacher and students' friends via the Flip platform. The emerging codes revealed that it allowed students to interact both inside and outside the classroom, increased their motivation, made them aware of the different structures and pronunciations, helped them to notice common interests and ideas with their friends and to feel precious when their videos were watched and got comments by their classmates. These viewpoints are supported by the following excerpts:

I recorded the videos and received feedback from you and my friends. I felt that my videos had been watched too, and I felt confident in this regard. For instance, I tried to correct my mistakes thanks to your and my friend's comments, and this also greatly

helped and increased our ability to interact with one another in class. In fact, we felt much more sincere towards one another. (Interviewee 4)

Some of my friends' comments were quite funny, and these jokes continued between us later in class. For example, in our video about the generation gap, one of our friends stated that her mother forced her to wear a colorful outfit, while she would have rather preferred black. Later on, when we got together for an activity, my friend dressed in vibrant clothes, and I joked, "Did your mother force you to wear this jumper?" We started laughing. I believe it also adds some humor to our chat in the classroom. (Interviewee 1)

Through the comments, I got to connect with classmates I don't usually talk to in class. That was such a big benefit. (Interviewee 3)

Commenting on each other let us get to know our friends better, and discover that we shared common likes, you know, it really pleases people, and likewise, it motivated me a lot to receive comments from you. (Interviewee 6)

The fifth interview question which is the fifth theme in Table 5 was about the advantages of this implementation. The most frequently cited codes were learning new words and structures from each other's videos and strengthening friendships. These codes were followed by being aware of their friends' accents, reducing anxiety, having a chance for rehearsed speaking, increasing time for listening and speaking activities, being able to integrate background, music, and pictures into their videos, and increasing self-confidence. The interviewees shared their opinions in the following excerpts:

In the English lesson, for example, when we talk face to face in the classroom, people get nervous because they don't know what to say or do, whereas here you have a command of the subject; you know what the subject is, how to use it, and the structures, and you are comfortable... and I believe it is more fun. I also enjoyed the possibility of adding different backgrounds to our videos, and I put these animated pictures into my video discussions. I get happy when I use these options. They are so fun. (Interviewee 8)

For example, some of our friends' accents and pronunciation were easy to understand, while others were considerably more challenging. I saw a video of Yasemin, for instance. Yasemin speaks a little more fluently and knows the pronunciation well...I believe we should pay closer attention to her videos because she speaks wonderfully and more quickly than usual. I've also noticed that we speak simply, without intonation or accent. (Interviewee 3)

While watching the videos, I realized that everyone has a different way of speaking; so, not everyone has to speak perfect English... In fact, the reason why the Turkish nation feels apprehensive while speaking English originates from primary school; we are a nation that is very prone to make fun of others; when we pronounce a word incorrectly, we are immediately mocked and corrected, thus people's efforts seem to be suppressed. (Interviewee 8)

First of all, in our lessons, we focus more on vocabulary, grammar, and reading because we are preparing for the university exam and we have very little time for listening and speaking. Therefore, it was very good for me to continue this in virtual

environments outside the classroom. There was extra time and space for us to practice speaking and listening outside of school. (Interviewee 2)

The last interview question which is the last theme tried to reveal the disadvantages perceived by the students. Even though the majority of students did not note any downsides, some did have a few. These challenges were listed as lack of synchronous communication, distracted by getting notifications from the app while studying online, difficulties with uploading the videos, and problems with viewing the uploaded videos for some users. These disadvantages were expressed by some interviewees as follows:

We can't get input from the camera because we just speak to it. There are certain patterns and sentences that we memorize, and they're not the sentences we make quickly. Instead, I believe it will be more effective if we do it together with our peers. I believe we could improve our speaking much more if there was someone to respond to, I'd have to think faster, and I could be more fluent. It would not be as grammatically perfect, but it would seem more natural. Moreover, there are occasions when a video loads and then the system says "not loaded," going back to the beginning. (Interviewee 7)

My friends informed me that the video I posted could not be accessed, thus I had this problem. You and I could both view it on the computer, but some of my friends were unable to comment since they were not able to view my video. (Interviewee 8)

Discussion and Conclusion

This study's findings indicate that asynchronous video-based discussions markedly improve high school EFL students' speaking performance, as evidenced by a significant increase in their speaking scores following the intervention (Alkan & Bümen, 2020; Göktürk, 2016; Hamza & Koçoğlu, 2016; Mai et al., 2020; Tuyet & Khang, 2020). An additional major finding is a statistically meaningful enhancement in students' fluency, accuracy, content, pronunciation, and vocabulary development. The most significant enhancement was noted in accuracy and fluency, probably attributable to Flip's asynchronous format. Students had time to prepare their speeches, structure their thoughts, and rehearse their delivery without the immediate stress of live communication (Hanh & Huong, 2021). This iterative procedure presumably assisted pupils in diminishing hesitations and enhancing their conversational fluency. The notable enhancement in accuracy can be ascribed to the potential for self-correction and peer evaluation. Through the examination of their recordings and the reception of constructive feedback from their peers and teachers, students might have enhanced their awareness of grammatical structures and endeavored to improve their output (Tuyet & Khang, 2020). Enhancements in content and vocabulary indicate that asynchronous video-based discussions via Flip motivated students to meticulously compose their responses and broaden their lexical repertoire. Exposure to peers' videos may have fostered a collaborative atmosphere that enabled students to acquire new expressions and concepts, enhancing the quality of their content (Tuyet & Khang, 2020). Although pronunciation scores did not show a significant increase, there was still a statistically significant difference in t-test results and qualitative feedback from students indicated that viewing peers' films enhanced their awareness of pronunciation patterns and accents. This suggests that Flip could play a role in fostering pronunciation awareness (Hanh & Huong, 2021). These findings highlight that EFL instructors may contemplate incorporating asynchronous platforms such as Flip or other video-based tools into their curriculum to enable students to practice speaking beyond the classroom, facilitating self-evaluation, peer feedback, and reflection on their development. They could also benefit

from learning how to instruct pupils in delivering constructive peer evaluation and enhancing their self-reflection skills.

The qualitative findings reveal that students perceived video-based discussions as a highly effective tool for improving their speaking skills, which is consistent with previous literature on learners' positive perceptions of asynchronous communication tools (Alkan & Bümen, 2020; Buckingham & Alpaslan, 2016; Göktürk, 2016; Hamza & Koçoğlu, 2016; Hanh & Huong, 2021; Mai et al., 2020; Nguyen, 2024; Tuyet & Khang, 2020). Most students in this study noted improvements, especially in their pronunciation and fluency, which is in tune with the findings of Hanh and Huong (2021). Students believed that watching other videos had a good influence on fostering their listening and pronunciation skills. Interaction, increased motivation, and structure and pronunciation awareness had the highest frequencies related to the feedback theme. Besides, learning new words and structures from each other's videos, strengthening friendships, awareness of others' accents, and reducing anxiety were the most emphasized advantages of this implementation. This suggests that such platforms could be a valuable tool for creating a more supportive learning environment. As for the disadvantages, lack of live interaction and technical problems with uploading and viewing the videos were listed by some students. This disadvantage was also corroborated by the findings of Göktürk (2016) and Hanh and Huong (2021). This implies that integrating both asynchronous and synchronous speaking tasks could offer a more balanced approach to fostering students' speaking skills.

In conclusion, this study offers significant insights into the effects of asynchronous video-based discussions on the speaking skills of high school EFL learners; nonetheless, some limitations should be acknowledged when interpreting the findings. One primary limitation is the small sample size and the inclusion of participants from only one school type. Due to this, the findings cannot be generalized to a larger, more diverse population of EFL learners. The study participants were homogeneous in their educational background, learning environment, and cultural backgrounds. The observed enhancements may not accurately reflect the impact of asynchronous video-based discussions on learners across various schools or areas. Subsequent research should endeavor to encompass a more extensive sample size, integrating students from diverse educational institutions (e.g., public, private, vocational) and different geographical regions. This would enhance the generalizability of the data and offer a more lucid comprehension of the tool's efficacy across various educational settings. A further disadvantage is the limited period of the intervention, which spanned about seven weeks. This duration may have been inadequate for students to fully realize the advantages of prolonged participation in asynchronous video discussions. While some improvements were noted, the effects of the intervention might be more pronounced with extended use. A prolonged study, maybe spanning a semester or an entire academic year, would yield a more thorough comprehension of the impact of these debates on speaking skills over time. The brief length of the study might have prevented the assessment of long-term retention of speaking enhancements or enduring modifications in learners' linguistic competencies. Future research may employ a longitudinal approach to monitor students' progress over an extended duration, assessing the retention and future development of abilities acquired through video-based talks. Furthermore, it is important to acknowledge that technological difficulties, such as difficulty with video uploading or viewing, may have influenced students' involvement with the platform. While some participants identified this as a drawback, subsequent research could investigate how to mitigate these concerns, potentially through the provision of technical assistance or by ensuring that platforms are accessible and user-friendly. The exploration of additional technological tools and platforms may be conducted to evaluate whether alternative media, such as podcasts or interactive video



tools, could provide supplementary advantages or alleviate the issues encountered in video-based discussions.

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Appendix A Speaking Rubric

	Content (10 Marks)	Vocabulary (10 Marks)	Grammar/Accuracy (10 Marks)	Pronunciation (10 Marks)	Fluency (10 Marks)
8-10	Student response shows mostly comprehension of relevant lesson content Directly addresses the test question Able to communicate easily using relevant concepts from the lesson Response fills the time allotted	Uses a wide range of vocabulary appropriate to the theme under discussion Nearly all words and expressions used correctly Uses relevant new words, expressions and collocations from textbook	Minimal grammatical errors Speaker self-corrects without hesitation Errors never interfere with communication	Phonetically correct words Pronunciation never interferes with communication	Ideas are expressed with natural pauses and at a natural speed Minimal hesitation Full utterances Easily comprehensible
6-8	Student response shows significant comprehension of relevant lesson content Mostly addresses the test question Shows some limitation in the range of ideas he/she can express on topic Response shorter than time allotted	Wide range of appropriate and specific vocabulary Most words and expressions are used correctly Uses many new words and expressions from the textbook	Few minor grammatical errors that rarely interfere with communication Usually self-corrects Very good use of grammatical structures	Phonetically correct words Pronounces most but not all words comprehensibly and appropriately	Ideas are expressed with natural pauses and at a natural speed Speed of utterance rarely distracts the listener Very little hesitation
4-6	Student response shows some comprehension of relevant lesson content Addresses some aspects of the test question Main ideas communicated are comprehensible Response under half allotted time	Fairly good range of appropriate vocabulary Some words and expressions are used correctly Uses several new words and expressions from the textbook	Several grammatical errors interfere with communication Sometimes self-corrects Fairly good range of grammatical structures	Pronounces many words comprehensibly and appropriately Pronunciation often interferes with communication	Some hesitation ; searches for words Reasonable speed only sometimes distracts the listener
2-4	Student response shows little or no comprehension of relevant lesson content Shows minimal comprehension of the test question Several ideas communicated are incomprehensible Response under 10 sec	Uses a basic range of appropriate vocabulary Uses few new words from relevant textbook units Uses many vocabulary items incorrectly The language produced never draws on lesson vocabulary	Uses a basic range of grammatical structures Very limited self-correction Many grammatical errors interfere with comprehension	Pronounces appropriately only few words Pronunciation consistently interferes with communication	Frequent hesitation Very slow delivery Incomplete utterances
0-2	No attempt, or incomprehensible	No attempt, or limited range of vocabulary makes communication impossible The language produced never draws on lesson vocabulary	No attempt, or incomprehensible Most structures are incorrect	No attempt, or many pronunciation mistakes Many utterances are incomprehensible	No attempt, or constant hesitation Incomprehensible/broken delivery

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