

Flipgrid: a digital tool to motivate students to interact with each other in the e-learning environment.

Amalia Rodríguez¹[0000-0001-9582-5651], Nadia Mendieta³[0000-0002-9338-1628]

Silvana Herrera²[0000-0002-1228-0316] y Liliana Saa⁴[0009-0009-1201-9394]

¹ Salesian Polytechnical University, Ecuador
<https://www.ups.edu.ec/>

Abstract.

Flipgrid is a dynamic and digital tool that motivates students to interact with their peers in a virtual learning environment. This article presents a descriptive qualitative and quantitative research that seeks to contribute to student learning. The study focuses on the use of Flipgrid in the A1-1107 MCER (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment Structured*, n.d.) group at the Salesian Polytechnic University in Guayaquil. The objective of the research is to determine if Flipgrid motivates students to express their opinions and ideas in English. A non-probabilistic sample design was applied to 13 students of this A1 level of English, and data was collected through a motivation survey questionnaire and a comparative table of student grades during the semester. The research results answer the question:

What is the impact of Flipgrid on student motivation to speak English? The findings show that university students are motivated to create simple and short videos using Flipgrid to speak and discuss in English about a particular topic. In conclusion, students consider it easier to express their opinions through Flipgrid and have experienced an improvement in their grades.

Keywords: Flipgrid, motivation, peer interaction, speaking skill, e-learning.

1 Introduction

Students learning English as a foreign language face difficulties in speaking, especially in virtual and hybrid environments. Although they have grammar and vocabulary knowledge corresponding to their level, they do not feel confident in expressing their opinions. This is particularly relevant for A1 level students at the Salesian Polytechnic University, who present good scores but need to improve their English-speaking skills.

In this context, Flipgrid, a technological platform, emerges as a tool to help students share ideas, provide comments, and discuss. Flipgrid allows students to

practice communicating their thoughts before sharing them, which fosters their motivation to interact in English and develop critical and creative thinking skills.

2 Theoretical Framework

Flipgrid is an easy-to-use digital platform that enables students to practice communication and interaction in English. Several studies have obtained positive results in the use of Flipgrid to develop communication skills in asynchronous educational environments. For example, a study conducted by Lowenthal & Moore, (2020) explored students' perception of Flipgrid, and the results showed that students liked using this tool. Another study by Budiarta & Hery Santosa (2020) found that the third semester students had a positive perception and were able to improve their oral research revealed that videos through Flipgrid contributed to obtaining an effective learning experience (Hsbollah, 2022).

3 Methods

This study used Flipgrid to improve interaction in the group of 13 A1 level students. Qualitative and quantitative instruments were used to collect information that answered the research question: *What is the impact of Flipgrid on students' motivation at speaking English?* A likert survey questionnaire was administered to the 13 participants that provided results on the impact of Flipgrid, and a comparative analysis of students' final grades was conducted after the implementation of Flipgrid. During a topic session, the 13 A1 MCER (group 1107) students showed fear of speaking in English. At the end of the English course, the participants completed a questionnaire that consisted of seven questions that guided the data collection of this study. Being a descriptive study, it focused on the impact of Flipgrid on oral discussion activities performed by these 13 participants.

4 Results

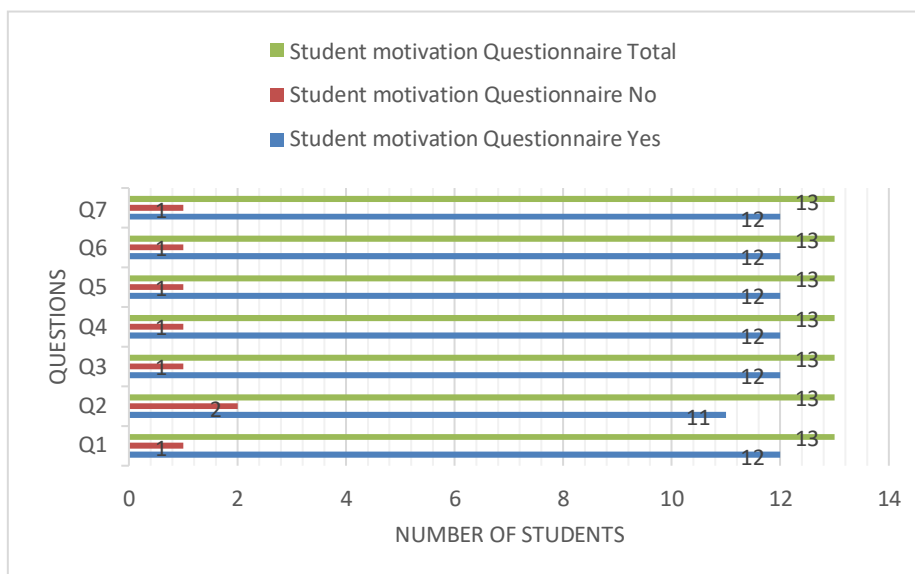
The results were obtained from the Likert survey questionnaire and downloaded into an Excel sheet for visual representation using tables and bar and pie charts, respectively (Lowenthal & Moore, 2020).

Table 1. Motivation survey questionnaire on the use of Flipgrid administered to students.

Questions	Yes	No
1. Was Flipgrid easy to use?	12	1
2. Did you like Flipgrid?	11	2
3. Did Flipgrid help you overcome your fear of public speaking?	12	1
4. Did Flipgrid help you become more participative in oral activities in English class?	12	1
5. Do you think Flipgrid is useful for other subjects?	12	1
6. Did you enjoy watching your classmates speak English through videos?	12	1
7. Did Flipgrid help you better relate to your classmates?	12	1

This table presents the results of a motivation survey questionnaire conducted as a part of the study. The questions from the questionnaire are listed in the first column, followed by the number of respondents who answered “Yes” and “No” for each question.

Fig. 1. Motivation questionnaire results.



The bar graph shows that the majority of students found Flipgrid easy to use, with 12 students responding “Yes” and only 1 student responding “No” to question 1. Simi-

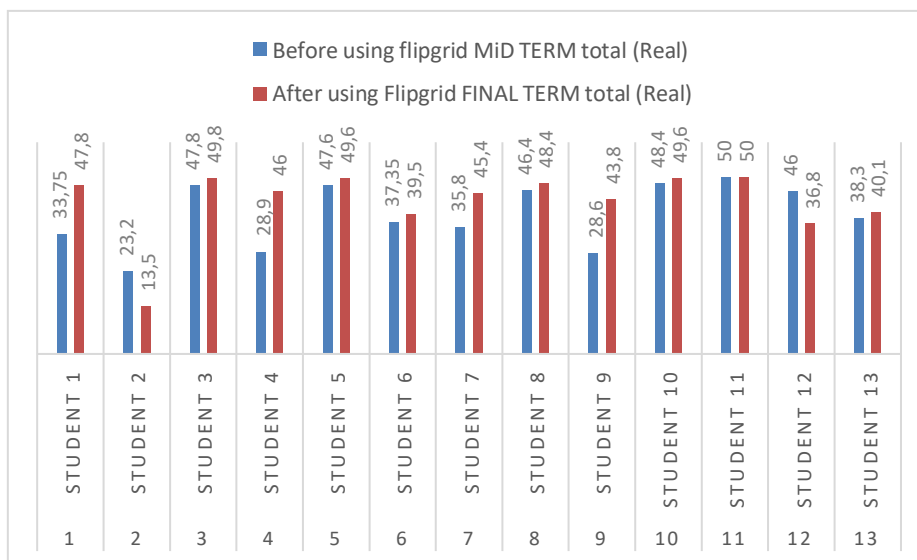
larly, most students liked Flipgrid (11 “Yes” responses and 2 “No” to question 2). It also indicates that Flipgrid was helpful in overcoming fear of public speaking and increasing participation in oral activities in English class, with 12 “Yes” responses and only 1 “No” response to question 3 and 4, respectively. All students responded positively to the usefulness of Flipgrid for other subjects (question 5), and for enjoyable watching of classmates speak English (question 6). Finally, all students agreed that Flipgrid helped them better relate to their classmates (question 7).

Table 2. Information obtained from the AVAC (virtual environment of the Salesian Polytechnic University) gradebook.

Group A1 (1107)	Before Flipgrid	After Flipgrid
Students	MID TERM (total)	Final TERM (total)
Student 1	33.75	47.8
Student 2	23.2	13.5
Student 3	47.8	49.6
Student 4	28.9	46
Student 5	47.6	49.6
Student 6	37.35	39.5
Student 7	35.8	45.4
Student 8	46.4	48.4
Student 9	28.6	43.8
Student 10	48.4	49.6
Student 11	50	50
Student 12	46	36.8
Student 13	38.3	40.1

The table displays the performance of students A1 – 1107 group before and after using Flipgrid. The “MID TERM total” column represents midterm grades, while the “FINAL TERM total” column represents the final term grades. Several observations can be made from the table as well. For example: student 11 achieved perfect grades in both terms, mid and final. However, there were also 2 cases where grades decreased after using Flipgrid, such as in the case of student 2 and 12. Overall, the data suggests that Flipgrid may have a positive impact on students’ performance in that course.

Fig. 2. Comparison of student grades represented by a bar graph.



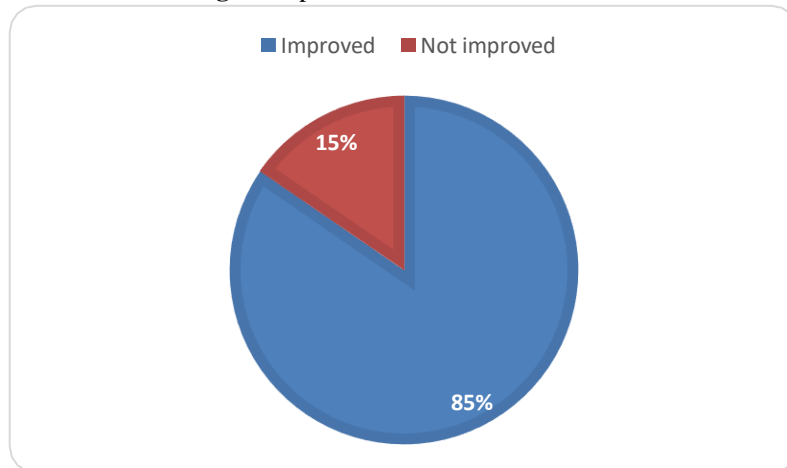
The graph visually shows the performance of the students before and after using Flipgrid. The *x-axis* represents the students, while *y-axis* represents the scores. The bars show the midterm scores and final term scores for each student.

Table 3. Results after the implementation.

Results	Improved	Not improved
Number of satudents	11	2

In this table, the results obtained after the implementation of Flipgrid are presented. It shows that 11 students experienced improvement, while 2 students did not show improvement based on the established evolution criteria.

Fig. 3. Improvement student academic results.



Based on the results, the 85 percent of students improved their academic results, while the 15 percent did not improve. These findings suggest that Flipgrid had a positive impact on the majority of students, leading to enhanced performance. However, further analysis and consideration of other factors may be necessary to draw more comprehensive conclusions.

5 Discussion

The results obtained in this study demonstrate that Flipgrid was an effective tool for motivating students to express their ideas in English and fostering interaction with their peers. According to the data collected through the motivation questionnaire, most participants found Flipgrid to be a simple and easy way to express themselves in English and liked the tool, and it also helped them overcome their fear of speaking in class. In addition, they also relate better to their peers.

Furthermore, when analyzing the grades of the students before and after the implementation of Flipgrid, it is observed that 85 % of the participants improved their final scores. This suggests that the use of Flipgrid had a positive impact on students' academic performance, due to the improvement in their ability to express themselves in English.

These findings support previous studies that have demonstrated the effectiveness of Flipgrid in developing communication skills in educational environments. Additionally, they highlight the value of the tool in the context of teaching and learning English as a foreign language, where students face difficulties in expressing themselves verbally.

6 Conclusions

In conclusion, this study provides evidence that Flipgrid is an effective tool for motivating students to express their ideas in English and fostering interaction among their peers. The results obtained indicate that the participants enjoyed using Flipgrid, felt more confident in speaking in English, and experienced progress in their participation and grades.

The use of Flipgrid facilitated the creation of videos and communication of ideas, giving students voice and visibility in a friendly environment (Huertas Abril, n.d.). In addition, the option to disable comments can help reduce some disadvantages in group interaction (Komang Budarta & Henry Santosa, 2020).

It is suggested that teachers consider the implementation of Flipgrid in other English subjects and levels, as well as exploring teacher's perception of this tool. Similarly, there is a need to research and evaluate the use of other tools and technologies to facilitate collaborative work and interaction among students.

7 Limitations and Future Research

It is important to consider some limitations of this study. First, the sample used was small and limited to a group A1 level English students at a specific university. Therefore, the results may not be generalizable to other contexts and student population.

Furthermore, it is recommended to explore teachers' perceptions of the use of Flipgrid and its integration into the design of activities in different levels and subjects. This will provide a more complete perspective of the effectiveness and possible limitations of this tool.

In future research, it would be important to evaluate the long-term impact of using Flipgrid on the development of English communication skills, as well as exploring the combination of Flipgrid with other tools.

In summary, this study provides initial evidence that Flipgrid has been an effective tool in the educational context to promote communication in English and interaction among students. However, more research is required to better understand its advantages and possible limitations in other contexts and populations.

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