



RESEARCH PAPER

Flipgrid's Role in Enhancing the High School-Level Pakistani ESL Learners' Speaking Skills: A Case Study

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ABSTRACT

This research aims to explore the general attitude of high school-level Pakistani ESL learners about, Flipgrid to enhance their English-speaking skills and investigate its effectiveness. A technology tool Flipgrid has transformed teaching and learning methods from traditional to nontraditional, promoting ESL learning. This research implied a quantitative method. Data was collected from questionnaires and students' speaking videos from 30 high school-level Pakistani ESL learners with poor English-speaking skills. In data analysis, the results of questionnaires and students' speaking videos were analyzed descriptively through IBM SPSS Statistics version 25. The results showed that above 90% of high school-level Pakistani ESL learners attitude is highly optimistic about Flipgrids's role in enhancing their English-speaking skills (fluency and vocabulary), and it is perceived as approximately 92% effective. This study implies that more research on Flipgrid is required to comprehend how it influences students' speaking skills.

Keywords: ESL Learners, Flipgrid, Speaking Skills

Introduction

Pakistan is multilingual, which complicates the country's linguistic landscape. English is the language of power in comparison to the national language and regional languages of Pakistan (Rassool & Mansoor, 2009). After twelve years of education, the students still had difficulty with their English language skills (Kannan, D. R., 2009). due to obstacles such as the traditional classroom settings in Pakistani educational institutions that support their native languages (Ali et al., 2016). Speaking is one of the skills that must be learned, yet Pakistani ESL students have trouble constructing even a single sentence devoid of grammatical mistakes. The Pakistani examination system does not include any language-related topics, which is also detrimental to spoken communication. The Pakistan's assessment system encourages memorizing facts (Kannan, D. R., 2009). At all educational levels in Pakistan, English vocabulary instruction is mandated yet is still insufficient. Pakistani learners also face fluency issues. In Pakistani society, it might be challenging for people to communicate verbally because of pressure, anxiousness, and a fear of public speaking (Ali et al., 2020).

One technique to boost student involvement and foster social interaction in online classes is using interactive software like Flipgrid (recently renamed Flip). Flipgrid was chosen for this study because of its ability to record, share, and receive feedback across devices. This study is conducted on Pakistani premises. In the

Pakistan context, this study is very significant, where classrooms are causal, less supportive of ESL learning, and poor in growing learner's speaking skills in real circumstances. Therefore the primary goal of this research is to determine the general attitude of high school-level Pakistani ESL learners about Flipgrid's role in enhancing their English-speaking skills and to investigate its effectiveness.

The upcoming pages present the literature review, research methodology, results and analysis, discussions, and conclusion. The literature analysis thoroughly explains the issues ESL learners encounter globally. It offers an overview of the English-language audio-video platform Flipgrid and the conclusions of earlier studies that highlight the need for this study's methodology. Research methodology illustrates the methodology to analyze the attitude of high school-level Pakistani ESL learners towards Flipgrid and its effectiveness. The results follow a later discussion. Lastly, this study summarizes the whole process, draws a conclusion regarding the research findings, and justifies the questions.

Literature Review

The process of language learning involves the creation of four fundamental skills: speaking, reading, writing, and listening. Speaking is considered the most significant and in-demand talent in today's competitive world (Vellayan et al., 2020). For ESL students, speaking has always been a complicated ability to master. Speaking appropriately entails having a sufficient vocabulary, fluency, respect for grammatical structures, and corrects pronunciation. ESL learners may experience internal and external issues that make it challenging to improve their speaking skills. Internal influences include a lack of motivation and confidence. At the same time, external influences are the classroom's unsuitable learning environment and the teacher's inadequate group-learning practices (Ushioda, 2011). Language teachers are working under much pressure, including a large workload, time management, and fulfilling various jobs (MacIntyre et al., 2020). Due to technological tools, teaching and learning processes are no longer restricted to the four walls of the classroom.

Flipgrid is a free online video-mediated discussion tool for learning English as a second language when distance learning is advantageous or successful due to the pandemic, short class durations, or as an alternative medium to a physical class. Flipgrid, which Microsoft acquired in 2015, was founded by Charles Miller of the University of Minnesota in the United States. Office 365 for Education has made this digital, social learning tool available to educators worldwide since June 2018. Flipgrid is a standalone application for smartphones, desktop computers, and other devices. Users with Google or Microsoft login credentials can easily access Flipgrid and establish an account. The Flipgrid is easily downloaded and installed through Microsoft, the App Store (Apple), and Google Play. After creating an account, the user can create one or more grids to share various topics. The user can add a new topic to the grid by clicking the blue (+New Subject) icon. Students are invited using the school's email domain, Google Classroom is linked, and specific email addresses or usernames are entered. Teachers create a "grid," and students reply by filming and submitting a video ("Getting Started with Flipgrid, 2020").

Prior research highlighted that Flipgrid was incorporated due to its user-friendly functionality (Petersen et al., 2020). It fosters a warm environment where

students can use and practice the target language (Gonula, 2019). Flipgrid has been used to replace text-based discussion boards (Green & Green, 2018), assess students' speaking abilities, enhance students' presentation abilities (McClure & McAndrews, 2016), boost student engagement (Bartlett, 2018), and practice English communication skills (Petersen et al., 2020). Flipgrid fosters a fun and encouraging social learning environment while helping teachers see and hear every student in the class (Flipgrid, 2020). Finally, responses on the Flipgrid allow students to participate in an interactive discussion by responding to earlier responses posted to the subject (Fahey et al., 2019). Flipgrid has been investigated, and the results show that it is a beneficial learning tool that has boosted language learning and positively impacted speaking growth.

Material and Methods

A quantitative methodology approach was applied in this study's design. It is a unique research project where the topic of study is selected, specific, focused questions are presented, participants' measurable replies are collected, these data are statistically analyzed, and the study is carried out in a neutral, objective manner (Creswell, 2011). Findings from quantitative research may be normative, illustrative, or corroborated (Williams, 2007). In order to provide a legitimate, effective, and cost-effective response to a question, it specifies how the observations or measurements should be gathered.

Data Collection

In this research, the researcher collected and analyzed numerical data from questionnaire or speaking skill rubric to explore the general attitude of high school level Pakistani ESL learners' towards Flipgrid in enhancing speaking skill and to investigate its effectiveness.

Research Participants

The participants were 30 high school-level Pakistani ESL learners' with low speaking skills.

Research Instruments

This study used two research instruments, questionnaires and speaking skill rubrics.

Questionnaire

The researcher created a 15-item questionnaire that was administered online. The questionnaire responses ranged from 1 to 5 on a five-level, five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). Participants received a link to a Google Forms questionnaire via email.

Speaking Skill Rubric

In this research, pre- and post-testing will be utilized for developing the speaking skill rubrics. This study looks at 30 high school students from Pakistan who gave speaking presentations that were taped and then transcribed. The O'Malley and

Pierce (1990) paradigm for speaking skill evaluation was used to compare student performance before and after the intervention. Only two speaking aspects—fluency and pronunciation—of the four—pronunciation, grammar, vocabulary, and fluency—are studied in this study. The recordings of the students were explicitly utilized to evaluate the students' speaking fluency before the intervention, vocabulary before the intervention, speaking fluency after the intervention, and vocabulary after the intervention.

Data Collection Procedure

The eight phases of the study are completed in a predetermined order over two months. Each phase will be given one week.

Phase 1: Pilot-Test

To ensure the research equipment is feasible for data gathering process, and to allow the researcher to make any necessary modifications to the research instruments, pilot tests will be carried out.

Phase 2: Pre-Test

A week before using Flipgrid, students took a pre-test to assess their speaking abilities. The students had to choose one of the seven themes from the list to record their three minutes speaking presentation. The pre-test will be evaluated by utilizing speaking skill rubrics.

Phase 3: Practice Run-Session

The audio-video platform Flipgrid will be demonstrated by students in a practice run session.

Phase 4: First Speaking Presentation

In the fourth phase, students record their speaking presentations using the Flipgrid platform. After viewing the peers' feedback, they record their reflection videos and indicate their weak points and areas for improvement.

Phase 5: Second Speaking Presentation

In the fifth phase students' record their second speaking presentations using the Flipgrid platform. After viewing the peers' feedback, they record their reflection videos and indicate their weak points and areas for improvement.

Phase 6: Third Speaking Presentation

In the sixth phase, students record their third speaking presentations using the Flipgrid platform. After viewing the peers' feedback, they record their improved reflection video and indicate their weak points and areas for improvement.

Phase 7: Post-Test

A week after using Flipgrid, students took a post-test to assess their speaking abilities. The students had to choose one of the seven themes from the list to record

their three minutes speaking presentation. The post-test will be evaluated by utilizing speaking skill rubrics.

Phase 8: Questionnaire

A questionnaire will be administered from 30 students.

Results and Discussion

This chapter is devoted to the results and analysis of the data collected from high-school Pakistani students. This research explored the general attitude of high school-level Pakistani ESL learners about, Flipgrid to enhance their English-speaking skills and investigate its effectiveness. For this purpose, the researcher utilized the Questionnaire and speaking skill rubric. The data was collected and analyzed in eight phases (pilot test, pre-test, practice run-session, first speaking presentation, second speaking presentation, third speaking presentation, post-test, & Questionnaire). The analysis has also been displayed in tables and pie charts using IBM SPSS Statistics version 25 to show the frequency and percentage of the questionnaire data. The Questionnaire and speaking skill rubric have also been attached in appendices. The results are presented in two parts. First, one is about questionnaire responses, and the second is about speaking skill rubrics.

Analysis of Questionnaire Data

The frequency and percentage of the high-school level Pakistani learner's attitude and effectiveness of Flipgrid is presented through tables and graphs below. Every question is analyzed separately.

Table 1
Flip is easy to use

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | SA | 5 | 16.7 | 16.7 |
| | Agree | 20 | 66.7 | 83.3 |
| | Neutral | 4 | 13.3 | 96.7 |
| | DA | 1 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

Table 1 show that 66.67% students agreed that Flip is easy to use, 16.67% strongly agree, 13.33% of learners' response was neutral, 3.33% disagree, and no one responded to strongly disagree option.

Table 2
A user-friendly tool

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | SA | 9 | 30.0 | 30.0 |
| | Agree | 20 | 66.7 | 96.7 |
| | Neutral | 1 | 3.3 | 100.0 |
| | DA | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

From responses 2, 66% of research participants believe that Flipgrid is a user-friendly tool, 30% strongly agree and 3% put answer in neutral category.

Table 3
Easy video recording tool

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 7 | 23.3 | 23.3 | 23.3 |
| | Agree | 23 | 76.7 | 76.7 | 100.0 |
| | Neutral | 0 | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

Referring to table 3 results, 23% strongly agree and 76% of participants agree that video recording is easy through Flipgrid, which reflects its effectiveness

Table 4
Effective feedback for improving English speaking

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 13 | 43.3 | 43.3 | 43.3 |
| | Agree | 17 | 56.7 | 56.7 | 100.0 |
| | Neutral | 0 | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

Above results shows, 56% learners agreed that Flipgrid provide effective feedback that helps them to advance their learning skills, and 43% students strongly agree.

Table 5
Watching and commenting on peer videos

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 18 | 60.0 | 60.0 | 60.0 |
| | Agree | 12 | 40.0 | 40.0 | 100.0 |
| | Neutral | 0 | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

Among participants 60% strongly agree and 40% agree that Flipgrid facilitates the learners to watch video without any boundaries.

Table 6
Based on the user's availability of time and location

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 10 | 33.3 | 33.3 | 33.3 |
| | Agree | 19 | 63.3 | 63.3 | 96.7 |
| | Neutral | 0 | 0 | 0 | 96.7 |
| | DA | 1 | 3.3 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

In present survey, 63% participants agree, 10% strongly agree, and 3% disagree with the fact that Flipgrid can be used based on users convenience.

Table 7
Application of funny emojis in videos

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | SA | 18 | 60.0 | 60.0 | 60.0 |

| | | | | |
|---------|----|-------|-------|-------|
| Agree | 12 | 40.0 | 40.0 | 100.0 |
| Neutral | 0 | 0 | 0 | 100.0 |
| DA | 0 | 0 | 0 | 100.0 |
| Total | 30 | 100.0 | 100.0 | |

Researcher noted that 60% of participants strongly agree, 40% agree, and no one disagree with the manifestation of funny emoji icons during video recording.

Table 8
Self-sufficient in English speaking practice

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | SA | 9 | 30.0 | 30.0 |
| | Agree | 21 | 70.0 | 100.0 |
| | Neutral | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

Table 8 presents the result that 30% strongly agree and 70% of research participants agree that the continuous use of Flipgrid boosts their confidence and they become self-governing in language practices.

Table 9
Flipgrid assist in identifying flaws

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | SA | 4 | 13.3 | 13.3 |
| | Agree | 26 | 86.7 | 100.0 |
| | Neutral | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

In current study, 86% of participants agree that it's a remarkable tool to mark English speaking mistakes and 13% strongly agree with this question

Table 10
Reflects speaking progress

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | SA | 13 | 43.3 | 43.3 |
| | Agree | 17 | 56.7 | 100.0 |
| | Neutral | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

56% of participants agreed that this learning instrument aids to reproduce speaking progress and around 43% strongly agree and found it effective for improving verbal practices.

Table 11
Retakes before uploading absolute video boost confidence

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | SA | 17 | 56.7 | 56.7 |
| | Agree | 13 | 43.3 | 100.0 |
| | Neutral | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

56% learners strongly agree and 43% agree that this option to ultimate retakes before uploading the final video on Flipgrid boosts their confidence and encourages them to make error-free videos.

Table 12
Effective & helpful in enhancing speaking skills

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 11 | 36.7 | 36.7 | 43.3 |
| | Agree | 17 | 56.7 | 56.7 | 93.3 |
| | Neutral | 2 | 6.7 | 6.7 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

Results quoted that 56% agree, 36% strongly agree, and 6% picked the neutral category about Flipgrid is effective for nurturing speaking skills..

Table 13
Encourage speaking in English

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 9 | 30.0 | 30.0 | 30.0 |
| | Agree | 21 | 70.0 | 70.0 | 100.0 |
| | Neutral | 0 | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

In this regard 70% of participant agrees and 30% strongly agree that Flipgrid encourages them to speak in English language.

Table 14
Application of Flipgrid in the future for English speaking practices

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 10 | 33.3 | 33.3 | 33.3 |
| | Agree | 20 | 66.7 | 66.7 | 100.0 |
| | Neutral | 0 | 0 | 0 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

From results, around 66% were sure that they will defiantly utilize this learning instrument in future and remaining 33% strongly agree.

Table 15
Flipgrid for speaking practices

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | SA | 12 | 40.0 | 40.0 | 40.0 |
| | Agree | 16 | 53.3 | 53.3 | 93.3 |
| | Neutral | 2 | 6.7 | 6.7 | 100.0 |
| | DA | 0 | 0 | 0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

In last question, 53% of responses fall in agree, 40% strongly agree, and 6% in neutral to suggest this tool to other ESL learners in future.

Analysis of pre-test and post-test

The researcher created the speaking skills rubric by administering pre-and post-tests to ESL students in the context of Pakistan. The tables and pie charts below show the pre-test and post-test outcomes.

Table 16
Frequency and percentage of fluency in pre-test results

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Poor | 22 | 73.3 | 73.3 |
| | Fair | 5 | 16.7 | 90.0 |
| | Good | 2 | 6.7 | 96.7 |
| | Excellent | 1 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

Table 16 shows that 73% of students have poor, 16% fair, 6% good, and 1% excellent fluency in English speaking.

Table 17
Frequency and percentage of fluency in pre-test results

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Poor | 24 | 80.0 | 80.0 |
| | Fair | 3 | 10.0 | 90.0 |
| | Good | 2 | 6.7 | 96.7 |
| | Excellent | 1 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

80% of students have poor vocabulary, 10% have fair, 6% are good, and only 1% have excellent vocab. In short, pre-test results were vilest.

Table 18
Frequency and percentage of fluency in post-test results

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Poor | 3 | 10.0 | 10.0 |
| | Fair | 7 | 23.3 | 33.3 |
| | Good | 16 | 53.3 | 86.7 |
| | Excellent | 4 | 13.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

While keeping in mind the pre-test results, post-test results indicate that 53% of participants have good speaking skills, 23% fair, 13% are good, and 10% have poor speaking fluency. Post-test outcomes are around 70% better than pre-test results.

Table 19
Frequency and percentage of vocabulary in post-test results

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Poor | 2 | 6.7 | 6.7 |
| | Fair | 6 | 20.0 | 26.7 |
| | Good | 19 | 63.3 | 90.0 |
| | Excellent | 3 | 10.0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 |

Initially in pre-test, around 80% fall in poor category but in the post-test only 6% have poor vocabulary, 63% good vocabulary, which is 57% higher than the previous one, 10% excellent, and only 6% have poor vocabulary competence.

This study demonstrates that Flipgrid is simple to use due to its user-friendly and promising features, encouraging them to practice more. Flipgrid is an easy-to-use tool for working in class or at home (Stoszkowski, 2018). Flipgrid makes it simple to participate in conversations quickly recorded on audio and video (Damayanti, I. L., & Citraningrum, E., 2021). This study's results reflect that video recording is easy with Flipgrid, making learning convenient and fast. This study shows that the feedback option in Flipgrid has a positive impact that reflects by pointing flaws and faults in their speaking to help them improve their speaking. Before sharing videos, students can practice their communication skills by pausing and re-recording those. Each group participant may upload or see peer videos and reply to them, which helps learners become competent.

The previous study showed that students see a conversational cue from the instructors, they have time to consider the topic, identify appropriate sources to support it, and they should prepare their arguments before submitting. (Carr & Krugge, 2020). The findings demonstrate that Flipgrid promotes learning English outside the confines of time, place, and age (learn outside the box). Because they are given the time and space to participate in educational activities when ready, even more, anxious kids who would feel excluded in class can do so. According to the study, most kids enjoy Flipgrid's features, such as its stickers and emojis, which appeal to young pupils since they make learning enjoyable and keep them engaged rather than subjecting them to dry exercises. Viewing and hearing recorded presentations and student replies add to the discourse on several levels. The ability to re-record responses makes this a beneficial tool for language learning in environments with much pressure to do well (Edwards, 2022). This study concludes that Flipgrid helps in identifying flaws that exist in ones speaking. This study identifies that the speaking progress of students is reflected through Flipgrid. Flipgrid was cited as an effective English language learning tool by the majority of the students. It helps students with vocabulary and fluency in speaking English. One of the best features of Flipgrid, as mentioned by the researcher, is the opportunity to engage by utilizing various media, such as video, just like face-to-face in the real world, but without the stress of a live classroom (Edwards, 2022). According to previous research, primary students in a vocabulary classroom showed a positive attitude toward using Flipgrid to hone their English-speaking skills (Shin & Yunus, 2021). Flipgrid is used to distribute group discussions so that everyone can participate. Students' speaking time and communication are improved as a result. The vast majority of participants in this study anticipated that Flipgrid would continue to support them and improve their speaking abilities by providing them with future opportunities to practice speaking English. Fluency, pronunciation, grammar, and vocabulary all improved when using the Flipgrid technology (Amirulloh et al., 2020). This study demonstrates that most high school-level Pakistani ESL students believe Flipgrid is an effective tool for learning and enhancing speaking ability. They want to use it in the future and strongly advise others to choose that audio-visual tool for speaking practice and improvement because of its usability or other facility features. This study demonstrates that some distinctive characteristics of Flipgrid, such as unlimited takes before posting the final, polished video, peer feedback, and peer-to-peer coaching, increase users' confidence by

lowering their reluctance, improving their fluency, and enabling more effective, fluent, and confident communication.

Conclusion

This study concludes that Flipgrid is very efficient at improving the English-speaking abilities of Pakistani ESL learners in high school. Participants assert that Flipgrid is an amazing teaching tool in this technological age that inspires ESL students to improve their speaking abilities according to their convenience and time. Additionally, data shows that at the high school level, Flipgrid helps students experience a new environment entirely distinct from traditional teaching approaches. According to survey results, most students thought Flipgrid was a user-friendly tool that encouraged learning activities, increased learners' self-confidence, and helped them become autonomous. Moreover, learning support Flipgrid provides quick, accurate feedback on participants' learning strategies, allowing them to adapt their speaking abilities.

Participants in this study noted that Flipgrid is a valuable tool for pinpointing errors and reflecting on learners' speaking development. In conclusion, Pakistani ESL students had a wonderful experience with Flipgrid learning and would love to use it in the future for language study. They also think it is a terrific idea for English language students in the future. This helps students quickly improve their English-speaking abilities regardless of age, location, or time. Furthermore, the study's findings show that Flipgrid has become a popular language-learning tool in recent years, enabling students to speak English freely, confidently, and autonomously.

Recommendations

Following recommendations are made on the basis of this study results:

- Based on the study's findings, it is recommended that Pakistani educational institutions use Flipgrid in their classrooms to share educational videos on subjects like literature, science, arithmetic, and history in order to extend their students' knowledge through peer knowledge sharing.
- This study recommends that future researchers carry out studies using Flipgrid with a larger sample size to encourage students to improve their language skills.
- Additionally, to improve ESL learners' vocabulary and elocution skills, researchers can concentrate on using Flipgrid in educational settings at various levels.

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