



THE INFLUENCES OF THE FLIPGRID APP ON VIETNAMESE EFL HIGH SCHOOL LEARNERS' SPEAKING ANXIETY

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Abstract:

Research on the use of Flipgrid in the language classrooms has focused on its effects of online video-mediated communication tools, learners' attitudes, and perceptions; nonetheless, not much research has recently been conducted about the influences of the Flipgrid app on EFL learners' speaking anxiety. Therefore, this research aimed at investigating whether Flipgrid helps the EFL high school learners reduce their anxiety in learning English speaking and determine the learners' attitudes towards its usages. The research followed a combination of a quasi-experimental method and a mixed-method with the participation of 60 EFL tenth-grade learners in a high school in the Mekong Delta. Three research instruments namely the modified Foreign Language Classroom Anxiety Scale (FLCAS), the questionnaire, and the interviews were employed in this study. The findings showed that there was a decrease in EFL high school learners' level of anxiety in learning English speaking after experiencing Flipgrid. Moreover, the majority of the learners also showed their positive attitudes towards the use of Flipgrid in learning English speaking and expected that Flipgrid should be employed frequently to make learning English speaking become more motivating.

Keywords: Flipgrid, video-mediated communication tool, speaking anxiety, EFL learners' attitudes

1. Introduction

The important role of English as one of the means of global communication is not deniable. To be competent in English, learners need to master all four skills, namely listening, speaking, reading, and writing. Among these four skills, speaking is a foremost skill that bridges students to the world (Leong & Ahmadi, 2016). In other words,

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improving speaking competence is extremely necessary for students since it assists them in growing needs in a changing world. Nevertheless, speaking in English for EFL learners is challenging and is not an easy task (Arifin, 2017; Fauzan, 2016; Zhang, 2009; and Leong & Ahmadi, 2016). For many learners, it has taken them so many years to study the English language, but some cannot speak it naturally and understandably (Bueno, Madrid, & McLaren, 2006). Similar situations can be found in Vietnamese contexts. As mentioned by Ha (2007), various fresh university graduates have not been employed by foreign companies due to their poor English listening and speaking skills. In another context, Vo et al. (2018) found that numerous first-year English language undergraduates in the south of Vietnam find it difficult to achieve speaking skills. Many barriers or factors which impede learners from developing their speaking performance regarding this context have been investigated. Nguyen & Tran (2015) found that several factors like performance conditions, affective factors, listening skills, and feedback during speaking tasks influence EFL learners' speaking performance while Ngo (2011) mentioned three possible challenging aspects such as psychology, linguistic, and social culture.

Among the reasons for the aforementioned about the barriers or factors which hinder learners from developing their speaking performance, anxiety is one of the potential aspects in influencing the learners' oral performance (Belegdair, 2015). In the same vein, Macintyre and Garder (1991) pointed out that most of the learner's problems in language learning are due to foreign language anxiety which hampers the learning process as well as the production of the target language. This factor is also regarded as a common occurrence among foreign/second language learners (Saito & Samimy, 1996). In Liu and Jackson's (2008) study, the authors found that most of the students are willing to take part in in-class activities and conversations. However, many problems arise from foreign language anxiety which results from the lack of English knowledge, low communication proficiency, and being unprepared. Because of the fear of being negatively evaluated by other students or by the teacher, learners mainly decide not to take any risks by speaking in front of other students. As a whole, the authors agree that anxiety prevents learners from improving their speaking performance (Belegdair, 2015; Macintyre and Garder, 1991a; Saito & Samimy, 1996; and Liu and Jackson, 2008).

In order to help EFL high school learners reduce their anxiety for speaking and increase their motivation in studying English speaking, applying ICT into the classrooms is one of the appropriate ways. Utilizing technology wisely and effectively will advance learners' academic attainment (Sharma, Gandhar, Sharma & Seema, 2011). Regarding this matter, various tools can assist teachers and learners in attaining the goals of learning such as the internet, computers, digital cameras, mobile phones, applications, and the like. In terms of educational applications, Flipgrid is feasible to not only polish their speaking skills but also help students succeed in dealing with anxiety in learning to speak English. Lamb (2015) asserted that it is very possible to apply Flipgrid in language teaching because it is easy to operate and effective for teaching speaking. This application is relevant to learners who do not have enough time to practice speaking inside or outside the classroom in their learning routines. It is also possible for those who have a fear of

making mistakes, shyness, and lack of confidence when speaking English in front of the class (Tan, 2019). For these reasons, the study aims to examine whether Flipgrid helps EFL high school learners reduce their speaking anxiety and find out EFL learners' attitudes towards the use of Flipgrid in learning to speak.

2. Literature Review

The relevant literature about using Flipgrid in language teaching and anxiety in speaking English was reviewed. The first main focuses were on the influence of technology in education, the basic information about Flipgrid, and the reasons why Flipgrid was chosen to achieve the aims of the study. Then, the main review was about anxiety in foreign language learning and in speaking.

2.1. Flipgrid – an artificial intelligence technology for language education

In the 21st century, developed technologies have had a great influence on the field of education. Traditionally, teaching in several schools is dominated by teacher-centered methods. However, it is of vital importance for educators to be able to apply and have a combination of traditional and current techniques (Lamb, 2016). In language learning, previous studies have shown that the use of video-mediated communication tools in language classrooms has a remarkable benefit in improving students' oral presentation skills. A study conducted by Nur and Jafre (2011) divulged that the use of video-mediated communication tools in English language classes advanced students' oral competence. The findings also showed that the use of video technology helps improve learners' speaking skills as they are encouraged to express their ideas and opinions.

According to Paulina (2017), a positive effect was found from conducting Screencast-O-Matic (SOM) on learners' speaking competence. He emphasized that learners who utilized Screencast-O-Matic as a means to practice speaking performed better regarding speaking competence than that of learners who were in the regular class. These findings are consistent with the results in Ferlazzo (2013), who observed the application SOM techniques. The author showed that SOM techniques increased learners' language awareness during the speaking. Learners performed more accurately with organized ideas, more correct grammar, more comprehensible pronunciation, and better vocabulary. As a whole, the authors agree that video-mediated communication tools help enhance learners' speaking competence because they are allowed to practice speaking in a non-threatening environment (Nur & Jafre, 2011; Ferlazzo, 2013; Wilhelm, 2014; Ahmad & Lidadun, 2017; Paulina, 2017).

Identifying the benefits of video-mediated communication tools in learning language, this study will use Flipgrid, an online video-mediated communication tool, in the hope that it may help EFL learners not only reduce their anxiety for learning English speaking but also enhance their speaking performance. As mentioned by Mango (2019), Flipgrid is a valuable tool for speaking practices and help reduce EFL learners' anxiety and build up their confidence in learning to speak English using artificial intelligence (AI)

technology. This technology will help the users of Flipgrid to access automatically the script of their videos. Additionally, the use of the Flipgrid platform will provide the learners the chance to have infinite practices of their oral presentation because they can record and watch their oral presentation before submitting it Ahmad & Lidadun (2017). By having a non-threatening learning environment, students will become more comfortable in venturing the target language (Sun, 2009). In the line with Sun (2009), Tan (2019) reported that Flipgrid utilizes asynchronous videos recorded by learners, giving the learners much time they need to practice speaking without the tension of having to give an immediate response (Mclain, 2018). The author highlighted that Flipgrid is a powerful tool that may bring the back-row learners to the front of the class and provides every student an opportunity to speak without the anxiety of being in front of the class.

Flipgrid was established by Charles Miller from the University of Minnesota, the USA in 2015. It is a free online communication application that completely utilizes video as their discussion platform. The platform has become available for educators worldwide by Microsoft since June 2018. Flipgrid, a social learning platform, enables teachers to create a topic, collect learners' responses, and allow the participants to communicate using videos. Both teachers and learners are then able to create and respond to one another in the grids of discussion (Merrill, 2018). Similarly, according to Stoszkowski et al, (2018), Flipgrid, an online video discussion platform, is designed to facilitate learners to study in collaboration and social learning among learners. In the same way, Green & Green (2018, p. 128) described "*Flipgrid as a video discussion platform designed to allow learners to quickly engage in recorded conversations that include video and audio*". Mango (2019) emphasizes that Flipgrid provides an online video-mediated discussion platform that facilitates learners to communicate with each other through video messages that they can share with their classmates, the teacher, and possibly other learners around the world. In this study, Flipgrid is viewed as an online video-mediated communication tool that allows EFL learners to have much time to practice speaking English outside the classrooms in a comfortable and enjoyable environment. It is also considered as a discussion platform in which EFL learners can interact with each other a great deal in English.

2.2 Foreign language anxiety – a problem in language learning

Foreign language anxiety (FLA) is considered to be one of the most significant factors influencing the learning of a foreign language while Young (1999) defined it as the complex psychological phenomenon or the "*worry and negative emotional reaction aroused when learning or utilizing a second language*". The same concept was defined differently by Clement (1980) as a complex concept that copes with learners' psychology regarding their emotions, self-esteem, and confidence. In fact, these definitions are constructed around the statement made by Horwitz, Horwitz, and Cope (1986) that FLA is "*a phenomenon that is related to but distinguishable from other specific anxieties*" (p. 129). In a different view, foreign language anxiety is considered as a kind of 'situation-specific anxiety' just like 'stage anxiety', and 'test anxiety' (Batumlu and Erden, 2007).

Similarly, Horwitz et al. (1986) distinguish language anxiety from general anxiety. The authors indicate that foreign language anxiety is “*a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process*” (p.128). Horwitz et al. (1986) are the first authors to frame the concept of FLA as a distinctive genre of anxiety specific to foreign language learning. Their theoretical patterns of FLA are very necessary for the language anxiety studies including communication apprehension, test anxiety, and fear of negative evaluation.

The first component refers to the learners' capacity to communicate in the target language. It describes the nervousness in human communication regarding the production anxiety, and the reception apprehension such as receiving and responding spoken messages. Communication apprehension results in the fear of speaking, which limits the capacity of understanding others' speech. In the second component of test anxiety, this phenomenon happens when learners are anxious about exams, quizzes, and other assignments. This type of fear is one of the most integral aspects of negative motivation in language learning. According to Brown (1994), test anxiety is a type of performance anxiety stemming from a fear of failure in a test. Similarly, Cubuku (2007) states that test anxious students often put impractical requirements on themselves and the high demands to be successful in learning a foreign language. Third, the fear of negative evaluation is about the apprehension of how others view the speaker. Learners tend to avoid possible evaluative situations by others (Wörde, 2003). Similarly, Watson and Friend (1969, cited in Westra, 2005) considered fear of negative evaluation as the worry about others' evaluations, concern over their negative evaluations, avoidance of evaluative situations, and the expectation that others may evaluate them negatively.

Regarding speaking skills, the majority of learners are frequently worried about their capabilities and chances to use the target language. Therefore, a type of fear called speech anxiety exists. Kanar (2011) defines speech anxiety as a worry that is associated with having to speak in front of a group. In a different context, Ayres, Hopt, and Peterson (2000) describe speech anxiety as “*the delivering of speech or the fear or anxiety associated with anticipating the delivery of a speech*” (p. 69). In other words, speaking anxiety is one of the physiological signs in a stage of vocally expressing oneself that can restrain and hinder one's competence from speaking.

In speaking class, most learners feel anxious or nervous when they perform something in English. Horwitz et al. (1986) indicated the reasons for the perceptions of speaking competence as the most difficult aspect in language learning so that its emphasis puts particularly great challenges for any learners. In this research, speaking anxiety is defined as an uneasy feeling of fear, confusion, tension, and nervousness when EFL learners perform their speaking in front of the classrooms or a large group of people.

3. Methodology

A combination of a quasi-experimental study and a mix-method one was conducted with a one-group pre-test and post-test quasi-experimental design in the first stage. In the

second stage, a mixed-method study was designed with a questionnaire and semi-structured interviews. Both qualitative and quantitative data was collected to answer the following research questions:

- 1) Does Flipgrid help EFL learners reduce their speaking anxiety in a high school in the Mekong Delta?
- 2) What are EFL high school learners' attitudes towards the use of Flipgrid in learning to speak?

This research was carried out to examine the influential use of the Flipgrid app on EFL learners' speaking anxiety in a high school in the Mekong Delta. The current research primarily followed the one-group pretest-posttest quasi-experimental model in which the same dependent variable is measured in one group of participants (McCaleb et al., 2008) to compare the EFL high school learners' level of anxiety before and after applying Flipgrid for speaking practice. Table 1 illustrates the one-group pretest-posttest design based on a design used by McCaleb et al, (2008).

Table 1: The One-Group Pretest-Posttest Quasi-Experimental Design

Measurement Dependent Variable	Treatment Quasi-Independent Variable	Measurement Dependent Variable
Measure EFL high school learners' levels of anxiety in learning English speaking	Participants receive 9 weeks of experiencing Flipgrid for speaking	Measure EFL high school learners' levels of anxiety in learning English speaking

After that, a mixed-method study with a questionnaire and semi-structured interviews was implemented for data collection (Dörnyei, 2007; Morrison, 2007). In Morrison (2007), this type of study can reinforce different methods to create a complete research picture.

Sixty tenth-grade EFL learners with a high level of foreign language anxiety chosen from the population of 85 EFL high school learners involving in responding to the FLCAS. This survey was used to measure the EFL learners' levels of anxiety before and after the intervention of Flipgrid. Horwitz et al.'s FLCAS (1986) with 33 items has been found reliable and valid to measure foreign language learners' levels of anxiety when learning a language in the classrooms through various studies (Aida, 1994; Cheng, Horwitz and Schallert, 1999; Zhao, 2007; Wang, 2010; Sener, 2015). In the current study, a modified FLCAS with 18 items was used to measure EFL high school learners' level of anxiety. It consisted of two components namely communication apprehension and fear of negative evaluation to measure EFL learners' levels of anxiety in speaking in the classrooms.

The results of the pre-test FLCAS divulged that 60 out of 85 EFL learners had their mean scores ranging between the scale 3.61 (the high scale) and 4.72 (the very high scale)

in the five-scale points for the EFL learners' levels of anxiety in learning English speaking. In addition, the findings of the FLCAS also showed that all of the learners have not used Flipgrid for learning English speaking. After experiencing Flipgrid for 9 weeks, 60 tenth-grade EFL learners with a high level of speaking anxiety answered the FLCAS again to check if their anxiety was modified or not.

In the second stage, a mixed-method was applied with the questionnaire and the semi-interviews of 6 random participants. The questionnaire about the EFL learners' attitudes towards the use of Flipgrid in learning speaking was designed with 29 close-ended Likert-scale items. Then, semi-structured interviews were acquired deeper into the insights of learners' attitudes towards the use of Flipgrid in learning speaking during a process of experiencing the program (see Appendix 1).

The data from the FLCAS and the questionnaire were subjected to SPSS version 20 for statistical analyses and the participants' qualitative data were analyzed using Nguyen's (2018) new application of Raymond Padilla's unfolding matrix in qualitative data analysis (see Appendix 2).

4. Findings

The findings illustrated that Flipgrid helps EFL learners in the research context reduce their speaking anxiety. A Paired-Sample T-Test was conducted to compare the mean scores of the FLCAS at the two points of measurement (Cronbach Alpha, $r\text{-pre}=0.93$; $r\text{-post}=0.89$). The results of the t-test are displayed in Table 2.

Table 2: The comparison of the total mean scores of the FLCAS at the two points of measurement

Paired Samples Statistics

	FLCAS	Mean	N	Std. Deviation	Std. Error Mean	Sig
Flipgrid	Before the treatment	4.02	60	.29167	.03765	.000
	After the treatment	3.40	60	.65647	.08475	

As shown in Table 2, a significant difference was found between two periods of measurement about the EFL high school learners' level of anxiety in learning English speaking at the two points of measurement (pre-test $M= 4.02$; post-test $M= 3.40$; $p=0.00 < 0.05$). This means that there is a decrease in the EFL learners' level of speaking anxiety after they have experienced Flipgrid for speaking for 9 weeks.

To further explain the results from the first research stage with the quasi-experimental study and gain more insights about learners' experience and attitudes towards the use of Flipgrid in reducing their speaking anxiety.

The results from the interviews showed that most of the EFL high school learners admitted that having recorded speaking practices using Flipgrid helps them not only gain confidence but also feel comfortable and less tense. The participants revealed that by utilizing Flipgrid, they have more chances and sufficient time to be well prepared for their speaking practices. They, for example, have enough time to gather ideas by asking

their friends, seeing my friends' postings, or searching for the internet, which helps them become more confident in producing the target language. The learners reported,

"[...] using Flipgrid, I have enough time to gather knowledge on the topic given. Sometimes I see my classmates' postings [videos] to collect ideas. When I have enough ideas, I began to speak and feel very confident." (A1C101)

"Yes, I feel more confident. Before using Flipgrid, when I speak English in front of the class, I feel worried and unconfident. [...]." (C1C105)

"Yes, [...] When using Flipgrid for speaking, I feel more confident [...]" (D1C106)

Additionally, the learners confessed that they felt comfortable and less anxious when performing their speaking in the class because more opportunities in speaking practice using were provided with the aid of Flipgrid.

"[...] speaking using Flipgrid, recently, I have felt less anxious [...]. It is probably because I have many recorded practices. I volunteered to read vocabulary in front of the class [...]" (A1C211)

"[...] since using Flipgrid, I have had more English speaking practice. [...] I feel less pressured [...]" (D1C214)

"[...]I feel comfortable when speaking. I am trying to answer the questions using English." (F1C215)

When being asked about the aspect of the fear of the negative evaluation, four out of six interviewees declared that since applying Flipgrid in learning to speak English, they have felt less worried about making mistakes because Flipgrid allows them to restart their recording many times, and listen to their voice, which helps them recognize and analyze the kinds of the mistakes they made, and then tried not to make the same mistakes on the next speaking efforts.

"[...] before submitting my videos, I listen to them many times.... When I realize that I made mistakes in my speaking, I will re-record them and when I feel satisfied with my recordings, I press the Submit button." (A1E318)

"[...] if I speak incorrectly, I restart my recording. I find that it is better to speak English using Flipgrid than to present in front of the class." (C1E320)

"[...] With the use of Flipgrid for speaking, I am not afraid of making mistakes because I have much time to prepare for my speaking carefully." (E1E319)

Similarly, the insights of the qualitative data pointed out that the fear of making mistakes is often connected to the problem of correction and negative evaluation. The majority of the learners acknowledged that Flipgrid gives them a friendly and enjoyable environment to learn English speaking and supports them to develop much more confidence and reduce their anxiety about being laughed at or criticized.

Regarding the learners' attitudes towards the use of Flipgrid in learning English speaking (the Cronchbach Alpha of the questionnaire, $r\text{-pilot}=0.87$, $r\text{-official}=0.94$), the findings of the Descriptive Statistics Test and One-Sample T-Test with the average mean score of the scale ($M=3.93$) illustrated in the following table.

Table 3: Descriptive statistics of the questionnaire on EFL high school learners' attitudes towards the use of Flipgrid in learning English speaking

Variable	N	Min.	Max.	Mean	SD	
EFL high school learners' attitudes towards the use of Flipgrid in learning English speaking	60	1.67	4.97	3.93	.521

As can be seen from Table 3, the total mean score of EFL high school learners' attitudes towards the use of Flipgrid in learning English speaking is 3.93 ($M=3.93$, $SD=0.52$). The results of One-Sample T-Test revealed that there was no significant difference between the mean score of EFL high school learners' attitudes towards the use of Flipgrid in learning English speaking and the test value 4.0 as considered as the high level of positive attitudes in light of the Oxford framework (1990) ($t=-1.014$, $df=59$, $p=0.315$). The finding supports the conclusion that EFL high school learners have a high level of positive attitudes towards the use of Flipgrid in learning English speaking.

In particular, the findings of learners' attitudes towards the use of Flipgrid were classified into the following two parts, namely the positive effects of learning English speaking using Flipgrid, and the learners' expectations of the use of Flipgrid in English speaking learning.

4.1 The positive effects of the use of Flipgrid in learning English speaking

The fourth cluster of the questionnaire consisting of 14 items was used to determine EFL high school learners' attitudes towards the positive effects of the use of Flipgrid in learning English speaking. The learners' attitudes were explored, and the results are shown in Table 4 below.

Table 4: Learners' attitudes towards the positive effects of the use of Flipgrid in learning English speaking (N=60)

	Statements	Mean score	SD & D (%)	Neutral (%)	A & SA (%)
4	I believe that practicing English speaking using Flipgrid has helped increase my cooperation and communication with my classmates.	3.92	5.0	16.7	78.4
5	I believe that Flipgrid makes me become	3.70	10.0	26.7	63.4

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	autonomous in English speaking practices.				
14	I believe that learning English speaking will be effective with the use of Flipgrid.	3.87	3.3	26.7	70.0
15	I am less frightened about making mistakes when learning English speaking through the use of Flipgrid.	3.80	10.0	18.3	71.7
16	I consider Flipgrid as a great English learning tool.	3.90	6.7	21.7	71.7
17	I feel comfortable while practicing speaking English through the use of Flipgrid.	3.93	3.3	21.7	75.0
18	I believe that Flipgrid has helped me reduce my nervousness in learning English speaking.	4.07	6.7	20.0	73.3
19	I believe that the use of Flipgrid has helped me become self-confident in my speaking performance.	3.80	6.6	23.3	70.0
20	I am responsible for my English learning when using Flipgrid.	3.85	3.4	23.3	73.4
21	I believe that Flipgrid has helped me speak English more fluently.	3.95	8.4	8.3	83.4
22	I believe that Flipgrid has helped me better improve my pronunciation.	3.83	11.7	13.3	75.0
23	I believe that practicing English speaking using Flipgrid has helped me better communicate with my teachers.	3.70	10.0	30.0	60.0
24	I believe that practicing English speaking using Flipgrid has helped me recognize mistakes.	3.83	8.3	21.7	70.0
25	Learning using Flipgrid encouraged me to practice speaking in English.	3.83	8.3	20.0	71.6
	Average	3.86			

Based on the data in Table 4, more than 70% of the learners believed that Flipgrid has helped them reduce their nervousness in learning English speaking (M=4.07). The learners were less frightened about making mistakes when learning English speaking through the use of Flipgrid (M=3.80) Also, they believed that the use of Flipgrid has helped them become comfortable and self-confident while practicing speaking English (M=3.93 and 3.80 respectively).

Moreover, the majority of the learners believed that Flipgrid has helped them speak English more fluently (83.4% agree; M=3.95), and better improve their pronunciation (75.0% agree (n=60); M=3.83) on the evidence of Items 21 and 22. Additionally, in Items 4 and 20, over two-thirds of the participants believed that practicing English speaking using Flipgrid has helped increase their collaboration and communication with their classmates and they were responsible for their English learning when using Flipgrid (M=3.92 and M=3.85 respectively). Besides that, 71.7% of the learners considered Flipgrid as a great English learning tool (M= 3.90).

Table 4 also shows that about 70% of the learners (n=60) believed that learning using Flipgrid encouraged them to practice speaking in English and helped them recognize mistakes (M=3.83). What is more, leaning using Flipgrid helps the learners create speaking practicing habits, which makes them autonomous in learning English speaking. The evidence is that 63.4% of the participants agreed on Item 5 (M= 3.70). Also,

the overall average of EFL high school learners' attitudes towards the positive effects of the use of Flipgrid in learning English speaking shown in Table 4 is 3.86 (M=3.86), which means the EFL high school learners have a high level of positive attitudes towards the positive effects of the use of Flipgrid in learning English speaking when comparing the mean to the test value of 4.0 in the one-sample t-test ($t = -1.836$, $df = 59$, $p = .071$).

Additionally, a few of the positive effects of the use of Flipgrid in learning English speaking were mentioned by 6 out of 6 interviewees. The first positive effect is that the majority of the learners felt more confident in their pronunciation. They realized that Flipgrid brings them more speaking practice and this advances their pronunciation. The learners expressed,

"Flipgrid helps me have better pronunciation. Before submitting my videos, I listen to them many times. When I recognize mistakes in pronunciation, I look at the dictionary and correct my pronunciation" [...] (A2P1225)

"To me, this app allows me to have more English speaking practice than before. It helps me have better pronunciation" [...] (F2P1228)

"I think [...] my pronunciation is also better. (C2P1229)

"To me, Flipgrid helps me have more English speaking practice. Flipgrid helps me recognize my mistakes. I receive much feedback from my friends and teacher. So, I feel that my speaking skill is better [...]. My pronunciation is better" [...] (D2P1231)

Corresponding with data of the survey, most of the participants indicated that by using Flipgrid, they have more time to prepare for their speaking and more English speaking practice as well. The learners expressed that speaking without the concern of making mistakes supports them to develop fluency. They said,

"Flipgrid helps me speak more fluently because I practice speaking English many times [...] (B2P1332)

"Yes, I find it better than before. I speak English more fluently" [...] (D2P1334)

"Using Flipgrid, I can restart my speaking recording many times before submitting, so Flipgrid helps me speak more fluently" [...] (F2P1335)

"I restart my recording many times. Usually, over 5 times [...] I find I have more speaking practice so I speak English more fluently than before" [...] (E2P1336)

In terms of reflective learning, general results from the interviews revealed that by having recorded speaking practices, the learners have sufficient time to think about what

they have done. They can, for example, listen to their voice and this can help increase their awareness of the use of language. When they perceived that the language used in their recordings was found less appropriate, they checked by asking their teacher and friends. Furthermore, the feedback received from the learners' teacher and peers also encouraged them to reflect on what they have practiced and what should be improved in the next recording.

"By having recorded practices using Flipgrid, I can receive feedback from my teacher and friends, which helps improve my next oral presentation" [...] (A2P1440)

"Besides, every time I practice speaking English, I listen to my recordings many times. When I feel my pronunciation isn't good, I open the dictionary to check my pronunciation. Sometimes, I watch my friends' postings to get more experience so that I can record my speaking better" [...] (B2P1441)

"I can listen to my voice many times. I can identify my mistakes by myself and correct them. [...] I often watch my friends' videos to get experience in learning English speaking" (F2P1442)

4.2 The expectation of the use of Flipgrid in learning English speaking

The fifth cluster of the questionnaire about EFL high school learners' expectation of the use of Flipgrid in learning English speaking includes 4 items (form 26 to 29). Table 5 presents the results of EFL high school learners' expectations of the use of Flipgrid in learning English speaking.

Table 5: Learners' expectation of the use of Flipgrid in learning English speaking

	Statements	Mean score	SD & D (%)	Neutral (%)	A & SA (%)
26	I would like to study English speaking without the use of Flipgrid.	3.82	71.6	15.0	13.3
27	I hope Flipgrid is used more frequently to make English speaking learning more fun.	3.92	6.7	21.7	71.6
28	I hope Flipgrid will enable me to study English speaking more efficiently.	3.92	3.3	20.0	76.8
29	I think I will continue using Flipgrid for English speaking learning in the future.	4.00	3.4	16.7	80.0
	Average	3.91			

From the data in Table 5, 80% of the participants expected that they will continue using Flipgrid for English speaking learning in the future (M=4.00). Only two learners did not want to continue using Flipgrid for English speaking learning in the future (3.4% disagree). Furthermore, the learners hoped that Flipgrid is used

From the data in Table 4.6, 80% of the participants expected that they will continue using Flipgrid for English speaking learning in the future (M=4.00). Only two learners

disagreed with the idea of using Flipgrid for English learning in the future (3.4%). Furthermore, the learners hoped that Flipgrid is used frequently for learning English speaking to make learning more fun (71.6% agree; $M=3.92$). On the contrary, when it comes to the question of wanting to study English speaking **without** the use of Flipgrid, 71.6% of the participants showed their disagreement, which means that over two-thirds of the participants want to use Flipgrid for learning English speaking. Besides, the overall average of EFL learners' expectation of the use of Flipgrid in learning English speaking shown in Table 5 is 3.91 ($M=3.91$), which means the EFL high school learners have a high level of the expectation of the use of Flipgrid in learning English speaking when comparing the mean to the test value of 4.0 in the one-sample t-test ($t= -1.019$, $df = 59$, $p=.312$).

The findings from the interviews support the results of the questionnaire that all the participants want to continue to use Flipgrid for learning English speaking because they want to improve their speaking skills. One interviewee exposed that she wants to ameliorate her speaking competence so that she can communicate with foreigners in the future. Also, two out of six participants revealed that it would be better if they could practice English speaking using Flipgrid every two weeks because they need to have time to collect ideas, ask their friends, practice speaking, and are responsible for other subjects simultaneously. Besides, one participant stated that working in groups took him pretty much time. As a result, he expects that the teacher should allow the learners to practice speaking in groups one or two times every semester.

"Sure. I want to continue to use Flipgrid for English speaking practices" (A2I1845)

"I want to continue to use this app to speak English better" (C2I1846)

"I find practicing English speaking in groups takes me pretty much time. I think the teacher should allow students to practice speaking in groups one or two times for every semester" (C2I1744)

"I want to continue to use Flipgrid so that my speaking skill will be better. I like I can communicate with foreigners in the future" (D2I1849)

"I expect that the teacher will continue to create a topic on Flipgrid for us to practice speaking every two weeks. One topic is enough because we need to have time to collect ideas, ask my friends, and practice speaking" (F2I1751)

In general, all of the learners will continue applying Flipgrid for speaking in their future classrooms because of the usefulness of Flipgrid activities for their learning.

5. Discussion

From the results of the FLCAS, questionnaire, and interview data, it is underlined that Flipgrid can help EFL high school learners reduce their anxiety in learning English speaking and the learners responded positively to the use of Flipgrid in learning English speaking. The findings of the current study are in line with the hypothesis and a few of the results of the previous studies (Mango, 2019; McLane, 2018; Stoszkowski, 2018; Johnson and Skarpol, 2018).

5.1 The EFL learners' level of anxiety in learning English speaking

A reduction in the EFL learners' level of anxiety in learning English speaking was statistically found. More particularly, before experiencing Flipgrid for speaking, the learners feel highly anxious about learning English speaking in the classroom and that feeling declined after experiencing Flipgrid. The learners in this study feel more confident when speaking English after using Flipgrid. Besides, the interviewed learners also had positive responses to the use of the Flipgrid. They stated that practicing English speaking using Flipgrid supports them to build up their confidence. The finding seems to be consistent with other studies in which Flipgrid can help EFL learners gain more confidence in learning English speaking (McLane, 2018; Johnson and Skarpol, 2018).

Additionally, the results from the FLCAS and interviews revealed that Flipgrid helps the learners reduce their nervousness and anxiety in learning English speaking. Specifically, 85% of the learners confessed that before using Flipgrid for speaking, they get nervous and confused when they are speaking in their English class while after experiencing Flipgrid for speaking, only 56.6 % of the learners feel anxious when speaking English in the classroom. Similarly, all interviewed learners expressed that they feel comfortable and less tense when learning to speak using Flipgrid. The results seemed to be in line with one of the findings of Mango (2019) and Tan's (2019) studies in which Flipgrid is considered as a video discussion platform that provides every student a chance to speak without the anxiety of being in front of the class.

Regarding the fear of making mistakes and being negatively criticized, the results from the FLCAS and interviews revealed a decrease in the learners' level of apprehension of making mistakes and being negatively criticized after experiencing Flipgrid. This finding is corresponding to one of the results of the study conducted by Mingo (2019). The author found that Flipgrid is a safe platform that offered space for participation at the learners' convenience and practice with more confidence in which the reduction of their anxiety was significantly recorded even when being laughed at or criticized.

5.2 The EFL high school learners' attitudes towards the use of Flipgrid in learning English speaking

From the results obtained, EFL high school learners have a high level of positive attitudes towards the use of Flipgrid in learning English speaking. This research finding supports the previous studies (Bartlett, 2018; Mango, 2019), indicating that Flipgrid is a valuable

learning tool that enhanced their language learning and had positive attitudes and perceptions towards the use of Flipgrid.

More specifically, the learners have a high level of positive attitudes towards four aspects of the use of Flipgrid in learning English speaking namely the activities using Flipgrid, the features of Flipgrid, the positive effects of the use of Flipgrid in learning English speaking, and the expectation of the use of Flipgrid in learning English speaking. These findings seem to be in line with the findings of McLane (2018), Stoszkowski (2018), and Mango (2019).

Regarding the positive effects of the use of Flipgrid in learning English speaking, the results show that the learners highly perceived the positive effects of the use of Flipgrid in learning English speaking. Most of the learners mentioned that Flipgrid is an effective learning tool that can enhance their speaking skills. Flipgrid provided learners more speaking practice and gave them the opportunity to listen to their voice, which supports them to identify and analyze mistakes in pronunciation. The findings seemed to be in line with the results of previous studies (McLane, 2018; Miskam and Saidalvi, 2019; Mango, 2019), which showed that Flipgrid helps improve learners' speaking skills. Furthermore, the learners acknowledged that practicing English speaking using Flipgrid helps increase their communication with their teacher and classmates. The results also showed that learning English speaking using Flipgrid encourages the learners to have reflective learning, collaborative learning, and independent learning which are beneficial for them. The findings are compatible with Stoszkowski (2018), Bartlett, (2018), and Johnson and Skarpol, (2018). The study resulted that learners' expectation of the use of Flipgrid in learning English speaking was satisfied. Almost all the learners want to continue to use Flipgrid for learning English to speak in their future occasions.

6. Conclusion and implications

6.1 Conclusion

The current study primarily aimed to investigate whether Flipgrid helps EFL high school learners reduce their speaking anxiety. It was also intended to determine EFL high school learners' attitudes towards the use of Flipgrid in learning English speaking.

The findings from the FLCAS first showed that there was a decrease in EFL high school learners' level of anxiety in learning English speaking after they had experienced Flipgrid for speaking. This is to say that Flipgrid can help EFL high school learners reduce their anxiety in learning English speaking. The results from the interviews then help strengthen this finding. The majority of the learners agreed that practicing speaking using Flipgrid supports them to develop their confidence and they feel comfortable and less anxious when learning English speaking using Flipgrid. Numerous learners expressed that they have less fear of negative evaluation because they are allowed to practice speaking in an enjoyable and comfortable environment.

Regarding EFL high school learners' attitudes, the data from the questionnaire and interviews revealed that EFL high school learners have high positive attitudes towards

the use of Flipgrid in learning English speaking. Most of them positively responded to English speaking teaching and learning using Flipgrid, the activities using Flipgrid, the features of Flipgrid, the positive effects of the use of Flipgrid in learning English speaking, and the expectation of the use of Flipgrid in learning English speaking. However, the findings showed that a few of the learners are sometimes afraid that their appearance will be judged by their friends, and they occasionally spend quite a long time recording their speaking.

6.2 Pedagogical implications

From the findings above, this section discusses some practical implications as follows, which could be useful for EFL teachers and students.

As for the teachers, this study suggests that teachers should give learners extra opportunities to practice English speaking both inside and outside the classrooms. One of the effective ways to do this is that teachers should use technology in the classrooms. Teaching with ICT should be considered one of the renovative forms so that Flipgrid can be applied in the classrooms. Then, learners will have more English speaking practice and can experience English even in a non-anxiety environment for proper intrinsic motivation to the language.

In terms of the students, it is recommended that the students with low capacity of English skills, shyness, nervousness, and lack of confidence should attend the classes in which Flipgrid is used to enhance their speaking competence. What is more, it is suggested that Flipgrid should be used to practice English speaking by the learners since the use of Flipgrid can help promote the learners' collaborative and independent learning. This is to say that Flipgrid can still be utilized by the learners flexibly and portably.

7. Limitations and suggestions for further research

Regarding the limitations, firstly, the study was conducted on a small sample population of EFL students in a high school in the Mekong Delta in Vietnam, which reduces the generalization of the results. Secondly, time constraints had a great impact on the results of the study. Specifically, the research was, at first, expected to be implemented in approximately twelve weeks. However, due to the Covid-19 pandemic, the participants stopped going to school. Therefore, the research was conducted just in nine weeks. Additionally, the process of learning to speak English using Flipgrid was not handled as planned previously, which partly influenced the findings of the study.

From the findings and the limitations of the current study, some suggestions can be made for further research as follows. First, further research should be implemented on a larger sample population so that the results of the study can be generalized to all the groups of the high school students of a nation or a continental area. Moreover, further studies in the field should concentrate on the effects of the Flipgrid app on the EFL high school

learners' pronunciation or the interaction effects of the Flipgrid app across the feedback received by the learners.

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Appendix

Appendix 1: The process of experiencing Flipgrid

This process was conducted in a fixed procedure as follows

Stage 1: Learners were given a practice-run session to familiarize themselves with the Flipgrid (week 1)

Stage 2: **1st oral presentation** - After attending an English speaking learning lesson in the classroom, the learners were asked to respond to topic 1 by recording their oral presentation video using Flipgrid. Then, the teacher and their peers provided feedback by replying to the video. After the learners had done reviewing the feedback and identified their strengths, weaknesses, and the aspects that needed improvement, they were asked to rerecord topic 1 (week 1).

Stage 3: **2nd oral presentation** - Similar procedure was applied for topic 2 (week 2).

Stage 4: **3rd oral presentation** - Learners had a meeting in the classroom and watched two or three videos of their classmates on Flipgrid. Then, the learners were allowed to speak in groups or front of the class about topic 1 and 2 (week 3)

Stage 5: **4th oral presentation** - Similar procedure to lessons 1 and 2 was applied for topic 3 (week 4).

Stage 6: **5th oral presentation** - Similar procedure was applied for topic 4 (week 5).

Stage 7: **6th oral presentation** - Learners had a meeting in the classroom and watched two or three videos of their classmates on Flipgrid. Then, the learners were allowed to speak in groups or front of the class about topics 3 and 4 (week 6).

Stage 8: **7th oral presentation** - Similar procedure was applied for topic 5 (week 7).

Stage 9: **8th oral presentation** - Similar procedure was applied for topic 6 (week 8).

Stage 10: **9th oral presentation** - Learners had a meeting in the classroom and watched two or three videos of their classmates on Flipgrid. Then, the learners were allowed to speak in front of the class about topics 5 and 6 (week 9).

Appendix 2

A. Description of Codes for the Data of Interviews

Code for Respondent	Code for Research Questions (RQ)	Code for Clusters	Code for classifications of Clusters	Number of the Order of Found Data
Student 1 = A	RQ 1= 1	Communication	Confident = 1	The codes of each extract start with 01 and continue until it is not possible to find relevant data to unfold the matrix.
Student 2 = B	RQ 2= 2	apprehension = C	Comfortable and less tense = 2	
Student 3 = C		Fear of negative evaluation = E	Less worried about making mistakes = 3	
Student 4 = D			Less afraid of being criticized by the teacher and classmates = 4	
Student 5 = E		Features of Flipgrid = F	Recorded practices = 5	
Student 6 = F			Clear recording = 6	
			Portability & Flexibility = 7	
			Easy to operate = 8	

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 THE INFLUENCES OF THE FLIPGRID APP ON VIETNAMESE
 EFL HIGH SCHOOL LEARNERS' SPEAKING ANXIETY

	Activities using Flipgrid = A	Motivating = 9 Attractive = 10 More speaking practice = 11
	Positive effects of Flipgrid = P	Pronunciation = 12 Fluency = 13 Reflective learning = 14 Collaborated learning = 15 Independent learning = 16
	Expectation = I	Activities using Flipgrid = 17 Continuing to using Flipgrid in the future = 18

B. The Samples of Coded Extracts

Code	Extracts	Original Sources
A1C101	<i>[...] using Flipgrid, I have enough time to gather knowledge on the topic given. Sometimes I see my classmates' postings [videos] to collect ideas. When I have enough ideas, I began to speak and feel very confident.</i>	A = the ideas of student 1 1 = the answer to research question 1 C = communication apprehension 1 = confident 01 = this is the first extract found that is relevant to Flipgrid
F2P1228	<i>To me, this app allows me to have more English speaking practice than before. It helps me have better pronunciation" [...].</i>	F = the ideas of student 6 2 = the answer to research question 2 P = positive effects of Flipgrid 12 = pronunciation 28 = this is the twenty-eighth extract found that is relevant to Flipgrid

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