

TPS-FLIPGRID: TRANSFORMING EFL SPEAKING CLASS IN THE 21ST CENTURY

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Abstract: Innovative teaching model in the 21st century is of necessity because in this digital transformation era, lecturers deal with tech-savvy students. These students should be taught differently; it can be done by integrating teaching technique with newly-updated and technological-based media or platform. In English Education Study Program, the lecturer still made use of conventional technique and it was monotonous and uninteresting. The present qualitative research with case study design was mainly intended to fathom out the students' perceptions and the benefits of implementing TPS-Flipgrid in EFL speaking class. The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake innovating EFL speaking class has brought the language learning into certain level. The research clearly figured out that the perception of the third semester students was positive. They thought that TPS-Flipgrid was an innovative and flexible teaching model; besides, this model could invite active involvement and equalize classroom and online face-to-face interaction. The teaching model has successfully improved the students' speaking performances and their 21st century life skills such as collaboration, creativity, communication, and critical thinking. Considering the significant results of applying TPS-Flipgrid, the implementation of this teaching model should be continuously carried out and improved.

Keywords: *TPS-Flipgrid; EFL speaking class; 21st century*

INTRODUCTION

To create an innovative language teaching and learning, innovation is of necessity. It is a must if lecturers would like to enrich their graduate quality that meets the external stakeholder needs. It should be carefully done; moreover, careful analysis and process should be carried out so that the results might give positive impacts. The advancement of technology and the skills required to face the future involving the ability to communicate, collaborate, and think critically should be completely taken into consideration in designing pedagogical framework in this digital transformation era, industry 4.0. In addition, integrating English language learning and technology nowadays are inseparable aspects to transform the teaching-learning process.

Dealing with students in this digital transformation of industry, industry 4.0 and students who are categorized as Z Generation (Bencsik, Horváth-Csikós, & Juhász, 2016), teachers are required to become tech-savvy who

could grasp children's interest in digital literacy (Motteram, 2013). Moreover, digital literacy is vital characteristic to be developed as a part of 21st-century learning skills: creativity, critical thinking, communication, and collaboration (Bialik & Fadel, 2015). Thus, technology integration in the pedagogical framework is imperative in the teaching-learning process, especially in English language learning.

Tech-savvy teachers in the present digital disruption are completely needed to meet tech-savvy students' profiles (i.e. students of industry 4.0, Z Generation and 21st century). These students tend to be digitally literate that enable them to be acquainted with the uses of technology. One of the technology integration frameworks which can be developed is Technological Pedagogical Content Knowledge (TPACK) Framework. TPACK framework has three main knowledge components used as the foundation (Mishra and Koehler in Koehler, Mishra, Kereluik, Shin, & Graham, 2014). They

are technological, pedagogical, and content knowledge. The framework denotes the knowledge needed by teachers when they want to integrate technology into the way they teach the content area.

Mishra and Koehler in Pickering & Gunashekar (2014) stated that the TPACK framework needs to be integrated into any teacher training syllabus. Besides, for practicing teachers, continual professional development that includes works on digital literacies is needed. Teachers have an instinctive comprehension of the complex relationship within three basic components of knowledge: content, pedagogical, and technology by teaching content using apposite pedagogical methods and technologies (Mishra & Koehler, 2006; Schmidt, Baran, Thompson, Mishra, Koehler, & Shin, 2009). As tertiary students in Indonesia are digitally literate, English teachers need knowledge about the multifaceted interrelationship among technology, pedagogy, and content that enable them to develop appropriate and context-specific teaching strategies.

In general, the integration of technology still needs to be enhanced in the process of teaching and learning. In the University of Mahasaraswati Denpasar, especially the English Language Education Study Program, innovative language learning is essential to deal with heterogeneous students. Lecturers still carried out teaching and learning which made use of traditional teaching techniques and lack of technology involvement. This created a learning atmosphere that was monotonous and boring for 21st-century students. They should be taught by applying a teaching technique or model which is technological-based, and how the lecturers could deliver the subject-matter through newly updated technological-based instructional practices or models that work for tech-savvy students.

In this research, Think Pair Share combined with Flipgrid (henceforth TPS-Flipgrid) was applied as a teaching model that was used to transform EFL speaking class. Think pair share is a cooperative language learning which emphasizes on providing the students an opportunity to think individually, do pair discussion, and share it with the whole class sharing (Richards & Rodgers, 2001; Arends, 2007; and Arends, 2012). These stages allow the learners to learn English especially speaking in such a chronological procedure. As a result, their ideas can be structurally organized as well as possible which makes their speaking is well

developed.

Flipgrid is a free online video discussion platform from Microsoft that aids teachers see and listen to every student in the class and creates an enjoyable and supportive social learning environment (Flipgrid, 2020). In Flipgrid, lecturers post discussion stimuli and students reply with short videos. Flipgrid provides an opportunity for students to do online face-to-face interaction. This also facilitates students to do virtual classroom discussion that enables them to interact with the other virtual class members. The use of Flipgrid as an online video discussion platform could provide students with an opportunity to share their speaking performance freely and confidently. The implementation of TPS-Flipgrid is expected to be an innovative solution of integrating the technological-based teaching model in English as a foreign language class.

Flipgrid has some important features that support this video discussion platform; they are grids, topics, responses, and replies. First, a grid is a community of learners in which the lecturers can name the grid and create a custom Flip Code (or use the auto-generated one). Second, topics are discussion starters or prompts, and students respond to the topics. Third, responses are the recorded and uploaded videos by the students as their responses on the posted topics so that they can share their ideas through their voices. Finally, replies in the Flipgrid enables the students to make an interactive discussion in which they can reply to the previous responses that is added to the topic (Fahey, Moura, & Saarinen, 2019).

In addition, Fahey et al. (2019) mention that using Flipgrid is not about recording videos; it is about learning that is social and personal. It can happen anywhere and anytime, and it is about making connections. Flipgrid also offers deep exploration and endorses that everyone can be a teacher and a learner as well. The use of Flipgrid can create an EFL learning atmosphere that makes students enjoy the class. To some extent, Flipgrid enables students who are not really confident in expressing their ideas in face-to-face interaction to perform really well in responding to the topic of Flipgrid discussion. They might perform expressively when they record themselves on the grid discussion.

TPS has already been massively applied in EFL classes, and it was mainly intended to improve language performance. It was mentioned that TPS was effective to teach writing (Argawati & Suryani, 2017 and Budiarta, 2015).

Furthermore, it was much more effective than STAD in essay writing (Sutrisno, Rasyid, & Rahmat, 2018). In fostering speaking performance, TPS succeeded not only improving speaking performance but also developing characters (Budiarta & Krismayani, 2014). This signified that TPS was effective in improving and developing both productive skills and students' characters. In this study, TPS was combined with Flipgrid to teach EFL speaking class.

Choosing innovative approaches to be applied in tertiary levels is a must in this globalized and technological-minded era. Thus, Flipgrid can be used to deal with 21st-century students who also tune in to the rapid development of technology. Many kinds of research have also been carried out by applying a technological-based teaching technique. Syafii (2019) mentioned that multimedia presentation could effectively improve speaking performance; besides, other technological-based media digital comic Toondoo (Fatimah, Santiana, & Saputra, 2019) and Pecha Kucha Presentations (Mabuan, 2017) could promote students' speaking performance. These researches proved that the use of media which made use of technology could effectively improve students' language skills especially speaking.

In accordance with the use of Flipgrid in the teaching-learning process, some researches have been carried to figure out the efficacy of Flipgrid. Basko & McCabe (2018) confirmed that the application of Flipgrid can maintain students' persistence rates during the teaching-learning process; moreover, the media can also create a cognitive, social, and teaching presence (Holbeck & Hartman, 2018). They also added that the use of Flipgrid could accommodate online face-to-face interaction instead of traditional face-to-face classroom interaction. These researches confirmed that Flipgrid can be possibly employed as a teaching platform that could uphold students' focus in the teaching and learning process; furthermore, it can create community inquiry.

The implementation of TPS-Flipgrid to transform the EFL speaking class in the 21st century is expected to be an innovative teaching model. It is expected that the teaching model can innovate the EFL speaking class and improve the students' speaking performance. The combination of TPS combined with Flipgrid as an innovative video discussion platform was categorized as new in English as a foreign language class. It was very interesting to figure

out the implementation of TPS-Flipgrid in EFL speaking class because the teaching model was rarely used in the teaching and learning process. The results of this research are expected to contribute to the efforts of innovating EFL speaking class so that the tech-savvy students might be well-accommodated and they can learn joyfully during the implementation of the model.

In accordance with the elaborated research background, the application of TPS-Flipgrid to transform EFL speaking class in the teaching-learning process is a very thought-provoking topic as integrating technology in the teaching-learning process is always challenging to do. TPS-Flipgrid is expected to be an innovative solution to the problem that is faced by lecturers particularly in integrating teaching techniques with technological-based platforms or media. In addition, the researches which were related to TPS-Flipgrid were also hardly found. It was researched separately during the process of teaching and learning in the EFL class. Therefore, the present research was mainly intended to fathom out the students' perceptions in transforming EFL speaking class by applying TPS-Flipgrid and the benefits of implementing TPS-Flipgrid in EFL speaking class.

METHOD

The present research which was mainly intended to figure out the students' perceptions and benefits on implementing TPS-Flipgrid made use of qualitative research with a case study design. Creswell (2009) stated that qualitative research is used to explore and understand the individuals or groups assigned to the social or human problem. Besides, qualitative research studies attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002). It is mainly intended to figure out a thorough opinion from the participants. As it includes attitudes, behavior, and experiences which are important, fewer people take part in the research.

The present study was carried out at English Language Education Study Program, Faculty of Teacher Training and Education University of Mahasaraswati Denpasar particularly the third-semester students. They were chosen as the samples of the present action case study because they were not really enthusiastic during the classroom teaching and learning process. These caused their speaking performances were not really good. In this class, there were 22 students altogether who were considered as the samples. The course that was taught during the present

research was “Speaking for Formal Interactions” and the topic which was taught was “Storytelling”.

To collect data in the present case study, three kinds of instruments were prepared. The research instruments were carefully constructed in order to establish the validity and reliability of the research instruments because only valid and reliable instruments can be administered to collect valid and reliable data. The research instruments were observation, online open-ended questionnaire, and semi-structured interview. The data that were resulted by the research instruments were considered as the primary data in the present action case study.

In the process of collecting the data, the researcher, first of all, started the process of teaching and learning by implementing TPS-Flipgrid. It was carried out in three meetings. The first meeting was mainly intended to teach the learning material about Storytelling. The second meeting was used to perform their storytelling in front of the class. The third meeting was used to prepare their final projects to be posted on the Flipgrid. During the three times meetings, the researcher carefully observed the samples. After the teaching-learning processes were carried out, the samples were then asked to fill in the online open-ended questionnaire. The link of the open-ended questionnaire was sent to the sample mobile. Finally, based on the results of the observation and open-ended questionnaire, twelve samples were interviewed through a one-to-one semi-structured interview. This was an important part to get more comprehensive data on the implementation of TPS-Flipgrid in transforming the EFL speaking class.

The required data that were collected in this action case study were then analyzed to figure out the answer to the research problems. The collected data were transcribed, classified, interpreted, and concluded as the findings of the present case study. In order to yield worth findings of the study, the qualitative data were analyzed using triangulation in which the data that were resulted from the observation, open-ended questionnaire, and semi-structured interview were combined. The process of triangulating the collected data was important in order to analyze the data more comprehensively. Therefore, the findings could be categorized as valid and reliable findings.

RESULTS AND DISCUSSION

The present qualitative research with case study design was mainly intended to figure out the students’ perception and benefits of implementing TPS-Flipgrid in EFL speaking class. To collect the data of the present case study, the researcher prepared three research instruments. They were observation, open-ended questionnaire, and semi-structured interview. These research instruments were carefully designed and submitted so that they could collect the expected data for this study. After the submission of the research instruments, the researcher finally obtained the expected findings that were respectively discussed as follows.

First of all, the results of the observation were focused on two major areas: the application of TPS-Flipgrid both in-class learning and in the Flipgrid platform and the samples’ responses. Based on the observation concerning the application of TPS-Flipgrid which has been well-planned in the lesson planning, the procedural steps were carried out as they were expected during the process of teaching ‘Speaking for Formal Interactions’ especially on the topic ‘Storytelling’. In addition, the samples’ responses to TPS-Flipgrid showed that they were enthusiastic. They enjoyed both the classroom teaching and Flipgrid discussion. In general, they responded to the teaching process well; besides, they undoubtedly enjoyed the EFL speaking class.

Secondly, the online administration of the open-ended questionnaire clearly revealed that the samples really liked the teaching process which applied TPS-Flipgrid. They thought that it was really innovative and new for them. They enjoyed the opportunities to respond to the topic and they were also creative in creating their responses on the video. They also stated that their speaking performance improved gradually. Besides, they felt that they were more confident speaking in front of the class. The use of TPS-Flipgrid also enabled them to develop their social skills especially 21st-century life skills. To sum up, they enjoyed almost every step of the teaching and learning process as they stayed tune in during the elucidation of the learning material until the implementation of TPS-Flipgrid.

Finally, the results of the semi-structured interview clearly revealed some findings that were in line with the results of the observation and open-ended questionnaire. They mentioned that they really enjoyed learning speaking by using Flipgrid. They can be more expressive in delivering their speech in their video that they

made as to the final project. They expected that Flipgrid could be used frequently to practice their speaking. They thought that the implementation of TPS-Flipgrid in the EFL speaking class was really innovative. Besides, they also mentioned that the lecturer should equalize classroom and online face-to-face interaction.

DISCUSSION

The students' perceptions of applying TPS-flipgrid

The first research problem was focused on finding out the students' perceptions of implementing TPS-Flipgrid in innovating EFL speaking class. The implementation of this model was considered as an innovation because previously they were taught by applying traditional, monotonous teaching techniques that dominantly focused on classroom face-to-face interaction. On the other hand, the lecturer faced tech-savvy students who were in the middle of digital transformation so that the use of technology could make their learning more enjoyable. Based on the results, the students' perceptions can be elaborated as follows: innovation, flexibility, balancing interaction, and active involvement.

First of all, the implementation of TPS-Flipgrid was considered as an innovative model for the samples as contextually it was totally new for them. They never experienced the application of TPS which was combined with Flipgrid. The application of the model could create an EFL speaking class atmosphere which was interesting and always challenging for the students. Since Flipgrid is an online video discussion platform, they were really happy as if they were using their social media, and at the same time, they can develop video content creation skills for the digital era (Stoszkowski, 2018). They can watch their friends' videos which were posted to respond to the topic that was posted by the lecturer in the grid.

The students also mentioned that they really tuned in with the application of TPS-Flipgrid. The use of Flipgrid as a virtual discussion platform enabled the students who were categorized as 21st-century students felt comfortable when they built online video interactions with their friends. The use of Flipgrid could make them more expressive in practicing their speaking. Besides, they belonged to Z generation who were tech-savvy so that the application of technology would make them interested in language learning (Bencsik et al.,

2016). They really loved the application of TPS-Flipgrid because they could explore themselves not only in the classroom. They considered they had another social media that they could use for the sake of not only doing online social interaction with their friends in the class but also learning and improving speaking at the same time. Language learning through the integration of technological-based media or platform was always interesting.

The second perception of the students was in terms of flexibility. The students who became the samples of this research were mostly digitally literate with the existence of new technology. That is why, when the TPS-Flipgrid was introduced, they could easily identify the features and use the platform. They warmly welcomed this online video discussion platform because it offered high flexibility. Its flexibility was because the discussion was evenly distributed across cohorts (Stoszkowski, 2018) so that the students considered that TPS-Flipgrid accommodated the desire of 21st-century students to get involved in the virtual class which has the learning flexibility. They can learn everywhere and every time as long as they have access to the internet, they can join and post their responses on the topic assign by the lecturer. They can access the platform on their laptop or smartphone. Moreover, unlimited space and time of learning enable them to be more persistent in learning.

The application of TPS-Flipgrid also provided a very wide private room for the students. They had a lot of chances to practice their speaking performance as they could socially and personally learn anywhere and anytime (Fahey et al., 2019). They can assess the online video discussion from their smartphone and start practicing their speaking ability. They could easily respond to the video that was posted or assigned by the lecturer, and they could also figure out the feedback for their responses. In other words, the students might develop themselves during the learning process independently. They can also explore themselves in order to improve their ability to speak. Continuous practice using the platform might also enhance their speaking performance and they could bring their effort to the maximum so that their learning objective can be attained.

Balancing interaction (i.e. classroom and online face-to-face interaction) was the third students' perception. Students thought that language learning should not be managed by eliminating the role of face-to-face interaction. They expected that the use of TPS-Flipgrid or

particularly Flipgrid still accommodates the existence of classroom face-to-face interaction because it was important to emotionally learn how to deal with other people directly. For language learning, they emphasized that classroom interaction was still needed to practice their spontaneous response when they were talking about a certain topic. This might not happen when they only focused on online interaction.

The students confirmed that both classroom and online face-to-face interaction should be well managed because, in online face-to-face interaction, they could deepen their speaking performance as their learning was not limited by time and space. In online discussion also they might have time to think and to make concepts of the video responses that would be uploaded. Both classroom and online interaction should be well considered on the implementation of TPS-Flipgrid as they complete each other to achieve the learning objectives. This was in line with Holbeck & Hartman (2018) who mentioned that the application of Flipgrid provided both lecturer and students opportunities to virtually and personally connect.

Finally, the students' perception was mainly on their active involvement in the EFL speaking class. They confirmed that the application of TPS-Flipgrid could increase their involvement in the classroom activities. They got involved very often during the online discussion which made them practice their speaking frequently. They actively followed both in-class learning and online learning even though the frequency of their involvement was still much higher than in online learning. This might happen because Flipgrid was totally new to all of the samples and as 21st-century students, they were very curious to make acquainted with the platform. Hence, they could use it for their purpose.

The samples clearly mentioned that they can access the Flipgrid more than twice a day and the frequency increased in line with the topic that was assigned by the lecturer on the grid. The application of TPS-Flipgrid could increase students' persistence (Basko & McCabe, 2018). In addition, the students' engagement can be well maintained through the integration of ICT in both in-class and outside-class of teaching and learning (Melwani, Tay, & Lim, 2018).

The benefits of implementing TPS-flipgrid

Figuring out the benefits of implementing TPS-Flipgrid in innovating the EFL speaking class

was the second research problem that was researched in this study. The main purpose of innovating a teaching model to be implemented in the teaching and learning process was to yield fruitful impacts or benefits. The present action case study was expected to find out the benefits of applying TPS-Flipgrid in the EFL speaking class. Based on the results, the benefits of conducting TPS-Flipgrid in transforming EFL speaking class can be seen from two viewpoints: speaking improvement and social skills development. They can be elaborated as follows.

First of all, the benefits that were experienced by the samples after the implementation of TPS-Flipgrid were in terms of progressing improvement of their speaking ability. The students' speaking performances improved significantly, particularly on their fluency and comprehension. The students' fluency was getting improved which can be clearly seen from their live performance in the classroom. They could cope with the problem of speaking previously especially in fluency. Their active involvement in responding to the topic in Flipgrid enabled them to frequently practice in speaking. Furthermore, their comprehension was also enhanced as they were required to understand the topic that was posted before they responded to it.

The improvement of students' English-speaking ability might happen because they had a lot of opportunities to practice their speaking performance both in-class learning and online learning through Flipgrid. The use of Flipgrid enabled students to practice by themselves at home and they can practice it again and again until they thought that it was appropriate to be published. These frequent performances also made students more confident when they spoke English. The use of technology or apps provided students frequent practices (Mabuan, 2018) and better learning experiences (Fatimah et al., 2019) that made students speak confidently. They also mentioned that involving with all of their friends in Flipgrid so many times made them familiar with their friends so that the feelings of nervousness can be tackled down when they performed in front of their friends.

The implementation of TPS-Flipgrid did not only improve the students' speaking performance but also their 21st-century life skills. One of the social skills that was really dominant as the result of the application of the teaching model was the sense of collaboration among students. The use of TPS could put students into a language learning atmosphere that was enjoyable (Budiarta &

Krismayani, 2014) and Flipgrid enabled them to share with the other students (Basko & McCabe, 2018). In TPS, the lecturer emphasized that students should be responsible for their pair so that they needed to kindly help each other to obtain the purpose. Their classroom practice with Flipgrid also required them to be able to collaborate with their pairs.

Furthermore, creativity and critical thinking were the other 21st-century life skills that significantly developed after the implementation of TPS-Flipgrid. To create a good video, the students were required to be creative so the content that they would deliver would be interesting for the other students to respond. Some students also considered that they have employed their critical thinking both during in-class learning and online video discussion. The results showed that the integration of ICT in the classroom could enhance the 21st-century learning skills (Pheeraphan, 2013).

CONCLUSION

The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake of innovating the EFL speaking class has brought the language learning to a certain level. The third-semester students who were chosen as the samples thought that TPS-Flipgrid was an innovative technological-based teaching model that would be well applied for 21st-century students. They also considered that the EFL speaking class through the application of the teaching model was flexible in terms of when and where it can be done. Furthermore, the active involvement of the students during the process of teaching and learning enables them to frequently practice in speaking. They also gave emphasis on equalizing classroom face-to-face interaction and online video discussion through TPS-Flipgrid.

In addition, the teaching model has successfully improved the students' speaking performances as well as their speaking ability especially the elements of fluency and comprehension improved significantly. They were much better in the English-speaking class. Moreover, the students' 21st-century life skills were also well-developed such as collaboration, creativity, and critical thinking. Considering the significant results of applying TPS-Flipgrid in this action case study, the implementation of this teaching model should be continuously carried out and improved.

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