

# Video-Based Platforms and Speaking Skill Development in Undergraduate EFL Contexts: Insights From Flipgrid

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**Abstract**—Many EFL learners do not have enough opportunities to practice speaking English in real situations. This study examined how Flipgrid, a video discussion platform, influenced the speaking performance and perceptions of undergraduate EFL learners. Sixty Iraqi university students from an English department participated in an eight-week mixed-methods study. The WIDA Speaking Rubric was used to assess students in pre and post speaking tests, which provided quantitative data, while semi-structured interviews with ten participants provided the qualitative data. The study showed that students improved their speaking skills, especially in fluency and pronunciation. The analysis also showed progress in vocabulary, grammar, and comprehension. During the interviews, many students said that using Flipgrid made them feel more confident and more willing to speak English. A few also mentioned that they felt less nervous when speaking. Students appreciated recording videos more than once, practicing independently, and getting feedback from both peers and teachers. Peer feedback allowed students to notice language patterns and think about different ways to express their ideas. Some participants pointed out issues such as unstable internet connections, limited experience with technology, and anxiety about recording themselves. Cultural factors also made it difficult to include video tasks in regular lessons.

**Index Terms**—speaking skills, video-based platforms, EFL learners, educational technology, Flipgrid

## I. INTRODUCTION

Teachers today use many kinds of digital tools to make language learning more engaging. In EFL classrooms, video platforms help students interact and create a space where they can speak more freely. Flipgrid was popular until September 2024 because it was easy to handle. Students could record and share short video responses with almost no technical effort. After that date its core functions moved into Microsoft Teams for Education through Microsoft Reflect and Video Journal. These tools include transcription and translation. Even so many teachers describe them as less intuitive and less convenient for everyday classroom work. This study examines how Flipgrid helped students in Iraqi EFL classrooms improve their speaking skills. It describes the ways the platform supported language learning and offers insights that may guide teachers in using similar tools more effectively. The findings aim to promote learner participation, build confidence, and enhance speaking ability.

Using technology in EFL classrooms can help with challenges such as limited speaking practice, student anxiety, and low participation (Ahmed, 2019; Al-Abdali & Alzayadi, 2020; Lamb & King, 2020). Among these tools, video-based platforms are especially effective in promoting interaction and learner-centered activities (Lamb & King, 2020). Studies also show that the quality of teacher support and the satisfaction of learners' needs for competence, autonomy, and relatedness strongly influence motivation and achievement in online environments (Ellis, 2009; Richards & Rodgers, 2001). Such findings confirm that the pedagogical design surrounding technology is as important as the tool itself.

Some learning theories explain why such platforms are effective. Constructivist theory suggests that students learn more effectively when they engage in meaningful activities, interact with peers and teachers, and reflect on their learning (Denzin, 1978; WIDA, 2020). Yet many EFL teachers, though familiar with learner-centered approaches, find it difficult to apply them in practice because of local constraints and fixed curricula (Kaivanpanah et al., 2019). Flipgrid provides structured spaces that help learners reflect and work more independently. Research also indicates that multimedia tasks

that encourage reflection and independent learning can improve pronunciation and help students become more self-directed (Ghafar & Amin, 2022).

According to the Unified Theory of Acceptance and Use of Technology (UTAUT), students are more willing to use educational technologies when they see them as useful, easy to handle, and supported by teachers and peers (Venkatesh et al., 2012; Ahmed et al., 2017). Flipgrid's simple setup lets students record short videos, watch their classmates' recordings, and give feedback in written or video form. These functions encourage active participation and consistent practice (Ghareb & Mohammed, 2017; Naeem & Saad, 2020).

Task-Based Learning (TBL) highlights learning through activities that represent real communication and authentic language use (Phuong, 2022). In this study, Flipgrid was applied for weekly speaking tasks connected to students' everyday experiences and cultural contexts. Learners recorded short videos on topics such as family traditions, used sentence starters to guide their speech, and then provided feedback on their classmates' work. Through these exchanges, students became more fluent, more accurate, and more confident in speaking (Lamb & King, 2020; Phuong, 2022).

Previous studies have also highlighted the value of video-based platforms. Lamb and King (2020) found that such tools improved students' fluency, pronunciation, and confidence. Stoszkowski et al. (2021) found that using video-based activities helped students work together more easily and feel closer as a class, which made the learning process more effective. Along with previous research on online need satisfaction (Ellis, 2009; Richards & Rodgers, 2001; Stoszkowski et al., 2021), these findings show that technology is most effective when it nurtures learners' motivation and sense of belonging.

In Iraq, student participation is often limited by teacher-centered instruction, large class sizes, and strict curricula (Ghafar & Amin, 2022). In many cases, gender expectations make students less comfortable speaking when classes include both males and females (Ahmed et al., 2017). Limited internet service and few available devices often prevent students from using online learning tools effectively (Ghareb & Mohammed, 2017). Even so, research shows that technology can help students take part more actively and improve their speaking skills (Naeem & Saad, 2020; Mussa, 2020). Despite these findings, evidence from Iraqi EFL classrooms remains limited, and little is known about how undergraduate students experience video-based speaking tasks in such challenging conditions.

In most Iraqi EFL classrooms, lessons are directed mainly by the teacher, and students have limited chances to review or respond to each other's work. Introducing video tools changes this situation, as students can now view classmates' work, exchange comments, and learn from one another in ways that ordinary classroom settings rarely make possible. This change encourages students to take a more active role in their learning rather than depending solely on the teacher. Studies show that using digital tools for peer feedback can make classrooms feel less hierarchical (Naeem & Saad, 2020; Mussa, 2020). When the focus shifts this way, students often feel more at ease trying new language and taking risks (Ahmed, 2019; Al-Abdali & Alzayadi, 2020). Still, the effectiveness of this kind of interaction depends on whether students know how to give useful feedback and whether the class atmosphere encourages cooperation. When peer review is new to a class, teachers may need to model it first and guide students step by step until they can manage the process on their own.

Taking these challenges and opportunities into account, this study looks at how Flipgrid supports the development of Iraqi undergraduate EFL students' speaking skills. It focuses on answering three main research questions:

1. How do students perceive the use of Flipgrid in improving their speaking skills?
2. How does Flipgrid influence speaking proficiency in terms of fluency, pronunciation, vocabulary, grammatical accuracy, and comprehension?
3. What challenges emerge during the integration of video-based platforms in EFL classrooms?

Having outlined the theoretical basis for using video-based platforms, the next section describes the research methods and data collection procedures.

## II. METHOD

### *Research Design*

This study used a sequential transformative mixed methods design to investigate how Flipgrid supported speaking skill development among Iraqi EFL learners. The design combined quantitative and qualitative approaches, where quantitative data provided an initial measure of progress, and qualitative data explained learners' experiences in depth (Creswell, 2014). This approach was chosen because it helps the researcher examine both measurable results and participants' real experiences, which is consistent with recent recommendations in EFL technology integration research (Phuong, 2022; Ghafar & Amin, 2022).

### *Participants*

The participants were 60 undergraduate EFL students (40 male and 20 female) aged 19 to 21 from the University of Baghdad. They were selected from an intact class using convenience sampling to represent real classroom conditions. All had studied English since primary school and showed mixed proficiency levels typical of Iraqi EFL contexts. Participation was voluntary, and informed consent was obtained prior to data collection. Ethical approval was granted by the university's English Department Research Committee.

### *Researcher's Role*

The researchers acted as both facilitators and observers during the study. One of the researchers, with more than ten years of experience teaching EFL, conducted the Flipgrid workshops and followed the students' progress each week. Familiarity with the students' academic culture helped build trust and encouraged participation but also posed a risk of interpretive bias. To minimize this, both researchers kept reflective memos and reviewed their analyses collaboratively (Lincoln & Guba, 1985), which helped ensure balanced interpretation and credibility of the findings.

#### *Instruments*

Two main instruments were used: (a) the WIDA Speaking Rubric (Lowenthal & Moore, 2020) for pre- and post-assessment, and (b) a 20-item perception questionnaire. The WIDA rubric evaluates five areas: fluency, pronunciation, vocabulary, grammar, and task performance, using a six-point scale. Scores were assigned independently by two raters trained in EFL assessment, and inter-rater reliability was calculated at 0.92 (Cohen's Kappa), showing high agreement. Disagreements were discussed until consensus was reached (Landis & Koch, 1977; WIDA, 2020). The perception questionnaire measured learners' attitudes toward Flipgrid using a five-point Likert scale. Cronbach's alpha reliability reached 0.96, indicating strong internal consistency (George & Mallery, 2003).

#### *Data Collection and Procedures*

The data were collected in three phases, which took place before, during, and after the Flipgrid intervention. The quantitative phase, which included pre- and post-tests, was completed first to provide a measurable baseline and to guide the later qualitative phase.

In the first week, students took part in three 90-minute workshops held in the computer lab, where they practiced recording, uploading, and responding to videos. Through guided activities and demonstrations, all participants developed the basic technical skills needed before starting the main program. Throughout the intervention, the researcher also observed classroom sessions and recorded field notes to capture learners' participation patterns and engagement.

Students' speaking proficiency was assessed at the beginning and end of the eight-week program using the WIDA rubric (Lowenthal & Moore, 2020). All recording sessions were carried out under the same classroom conditions to ensure fair evaluation.

The Flipgrid activities were designed based on a task-based learning framework (Ellis, 2009; Richards & Rodgers, 2001). Each week, students created a short video on everyday topics such as family traditions or cultural customs and then received feedback from both peers and the teacher. The CEFR descriptors ensured tasks matched learners' proficiency levels, and scaffolding (sentence stems and visuals) was gradually withdrawn to encourage autonomy (Council of Europe, 2001).

After the intervention, a post-test was given, and students were classified based on their level of improvement as high, medium, or low. From these groups, ten students were intentionally chosen for semi-structured interviews, including four from the high group, three from the medium group, and three from the low group. Altogether, ten interviews were carried out, each lasting about twenty to twenty-five minutes, producing nearly two hundred minutes of audio data.

#### *Data Analysis*

Quantitative data from the pre- and post-tests were analyzed using paired sample t-tests to measure improvement in fluency, pronunciation, and vocabulary. Questionnaire reliability was confirmed through Cronbach's alpha ( $\alpha = 0.96$ ).

Qualitative data were analyzed following Braun and Clarke's six-phase thematic framework (Braun & Clarke, 2006). The transcripts were read repeatedly to identify key ideas, which were assigned descriptive codes and later grouped into broader categories such as confidence building and peer collaboration. These categories were refined into final themes that represented students' shared experiences. Two coders completed the analysis independently and compared their codes to ensure consistency, reaching a Cohen's Kappa of 0.88 (Landis & Koch, 1977). Triangulation of test scores, questionnaire results, interviews, and researcher observations further strengthened the validity of the findings (Denzin, 1978; Lincoln & Guba, 1985).

#### *Validity and Reliability*

To ensure methodological rigor, multiple procedures were applied. Inter-rater reliability confirmed that raters assigned consistent scores for speaking performance. To reduce bias, the researchers linked quantitative data, qualitative findings, and personal observations through triangulation. Member checking was conducted by summarizing the main interview themes and inviting participants to confirm or clarify their views. Their confirmations helped verify the accuracy of interpretations. These procedures are consistent with current recommendations for enhancing credibility in EFL mixed-methods research (Creswell, 2014; Denzin, 1978; Lincoln & Guba, 1985).

### III. RESULTS

This section presents the study's findings, combining statistical analyses with qualitative insights. Each research question is addressed separately.

#### *How do undergraduate EFL students perceive the use of Flipgrid in improving their speaking skills?*

Students' perceptions of Flipgrid were evaluated using a 20-item questionnaire. The questionnaire used a five-point Likert scale in which participants chose responses ranging from 1, meaning strongly disagree, to 5, meaning strongly agree.

The reliability of the questionnaire was checked by examining how consistently the items measured the same construct. The overall Cronbach's alpha was 0.96, and item alphas ranged from 0.81 to 0.96, showing strong reliability (George & Mallery, 2003). These findings are shown in Table 1.

TABLE 1  
RELIABILITY ANALYSIS OF THE FLIPGRID PERCEPTION QUESTIONNAIRE

Components	Cronbach's Alpha
Overall	0.96

Table 2 lists the questionnaire items and their results, showing the mean scores and standard deviations for each one.

TABLE 2  
MEAN SCORES AND STANDARD DEVIATIONS FOR PARTICIPANTS' PERCEPTIONS OF FLIPGRID'S IMPACT ON SPEAKING SKILLS

S/N	Items	M	SD
1	I believe that practicing English speaking using Flipgrid has helped increase my cooperation and communication with my classmates.	4.01	.33
2	I believe that Flipgrid makes me autonomous in English-speaking practices.	3.99	.35
3	I believe that learning English speaking will be effective with the use of Flipgrid.	4.04	.53
4	I am less frightened about making mistakes when learning English speaking using Flipgrid.	3.81	.63
5	I consider Flipgrid a great English learning tool.	3.89	.53
6	I feel comfortable practicing speaking English using Flipgrid.	3.95	.60
7	I believe that Flipgrid has helped me reduce my nervousness in learning English speaking.	3.87	.66
8	I believe that the use of Flipgrid has helped me become self-confident in my speaking performance.	3.90	.59
9	I am responsible for my English learning when using Flipgrid.	3.99	.57
10	I believe that Flipgrid has helped me speak English more fluently.	3.96	.66
11	I believe that Flipgrid has helped me better improve my pronunciation.	3.88	.58
12	I believe that practicing English speaking using Flipgrid has helped me better communicate with my teachers.	3.95	.59
13	I believe that practicing English speaking using Flipgrid has helped me recognize mistakes.	3.92	.56
14	Learning using Flipgrid encouraged me to practice speaking in English.	3.95	.71
15	I would like to study English speaking without the use of Flipgrid.	3.81	.63
16	I hope Flipgrid is used more frequently to make English-speaking learning more fun.	4.01	.33
17	I hope Flipgrid will enable me to study English speaking more efficiently.	3.89	.53
18	I think I will continue using Flipgrid for English-speaking learning in the future.	3.99	.35
19	I find Flipgrid more engaging than traditional speaking practice.	3.85	.62
20	I believe Flipgrid helps me track my speaking progress over time.	3.90	.58

Students generally viewed Flipgrid as a helpful way to improve their speaking. Mean scores of 4.04 for effectiveness and 4.02 for enjoyment show that most students were motivated and pleased with the video speaking activities (Nagy, 2018).

Interview data supported these quantitative results. Student S01 mentioned, "I liked that I could redo my recordings because it made me less worried about making mistakes." Student S07 shared, "Giving feedback on my classmates' videos made speaking practice more enjoyable." These comments are consistent with findings from recent studies suggesting that learner-centered digital tools can lower performance anxiety and build a stronger sense of autonomy (Phuong, 2022, 2023, 2025).

Some students also noted difficulties. Student S03 noted, "It was hard to connect the Flipgrid tasks with what we were doing in class," which points to the need for stronger institutional support and clearer guidelines for integrating such tools (Ghareb & Mohammed, 2017).

Most students said that using Flipgrid made them feel more confident and less afraid to speak. Their average scores for lower anxiety ( $M = 3.88$ ,  $SD = 0.67$ ) and higher confidence ( $M = 3.91$ ,  $SD = 0.60$ ) support this feeling.

Flipgrid allowed students to practice speaking at their own pace without feeling pressured. The interviews highlighted three key themes. Students worked together more effectively, gained confidence, and described the experience as enjoyable. They liked having the chance to record their responses again, practice independently, and receive feedback from peers and the teacher in a comfortable environment. The simple layout of the platform also made the learning process smoother. Overall, the statistical results and interview findings showed that Flipgrid increased students' motivation, participation, and confidence, confirming its value as a useful tool for improving speaking skills in EFL classrooms (Phuong, 2022, 2023, 2025).

*How does Flipgrid influence speaking proficiency in terms of fluency, pronunciation, vocabulary, grammatical accuracy and comprehension?*

Speaking proficiency was evaluated through pre- and post-tests that used the WIDA Speaking Rubric (WIDA, 2020). Scores were given for fluency, pronunciation, vocabulary, grammar, and comprehension. A paired-sample t-test showed significant improvement in all five dimensions ( $p < .001$ ).

Two trained raters independently evaluated all recordings. Inter-rater agreement was strong, with ICC = 0.873 (95 % CI = 0.760-0.951,  $F = 8.544$ ,  $p < .001$ ), which exceeds the threshold for substantial agreement (Landis & Koch, 1977). Table 3 gives a detailed summary of these findings.

TABLE 3  
INTER-RATER RELIABILITY ANALYSIS FOR SPEAKING SKILL ASSESSMENT

Measure	ICC	95% Confidence Interval	F	df1	df2	p
Average Measures	.873	.760 - .951	8.544	17	51	.000

The comparison of means showed gains in all areas (Table 4). Fluency showed the highest improvement ( $M = 1.56$ ,  $p < .001$ ,  $d = 2.24$ ). Pronunciation also improved well ( $M = 1.10$ ,  $p < .001$ ,  $d = 3.64$ ). Gains were smaller but still clear in vocabulary ( $M = 0.67$ ,  $p < .001$ ,  $d = 0.98$ ), grammar ( $M = 0.93$ ,  $p < .001$ ,  $d = 1.08$ ), and comprehension ( $M = 0.72$ ,  $p < .001$ ,  $d = 0.91$ ).

TABLE 4  
PRE- AND POST-TEST RESULTS FOR SPEAKING SKILL IMPROVEMENTS (PAIRED-SAMPLE T-TEST)

Components	Pretest <i>M</i>	Post-test <i>M</i>	Mean Diff.	<i>SD</i>	<i>t</i>	<i>P</i> (2 tailed)	Effect Size (Cohen's <i>d</i> )
Fluency	2.93	4.50	1.56	.69	-17.38	.000	2.24
Pronunciation	2.00	3.10	1.10	.302	-28.16	.000	3.64
Vocabulary	2.93	3.60	.666	.680	-7.587	.000	0.98
Grammatical Accuracy	2.86	3.80	.933	.860	-8.397	.000	1.08
Comprehension	3.00	3.71	.716	.783	-7.08	.000	0.91
Overall	13.73	18.71	4.98	1.92	-20.03	.000	1.77

( $n=60$ )

Qualitative data from the interview explained these patterns. Students explained that making several recordings helped them speak with greater ease. One student said that doing the task several times made speaking feel smoother and more natural. Another student (S05) explained that feedback from the teacher played an important role in improving pronunciation. Prompts and word lists made it easier to use new vocabulary, and teacher guidance helped students focus more on grammar.

Figure 1 shows the pre-test and post-test averages for the five areas of speaking skill. The findings show clear progress, especially in fluency and pronunciation.

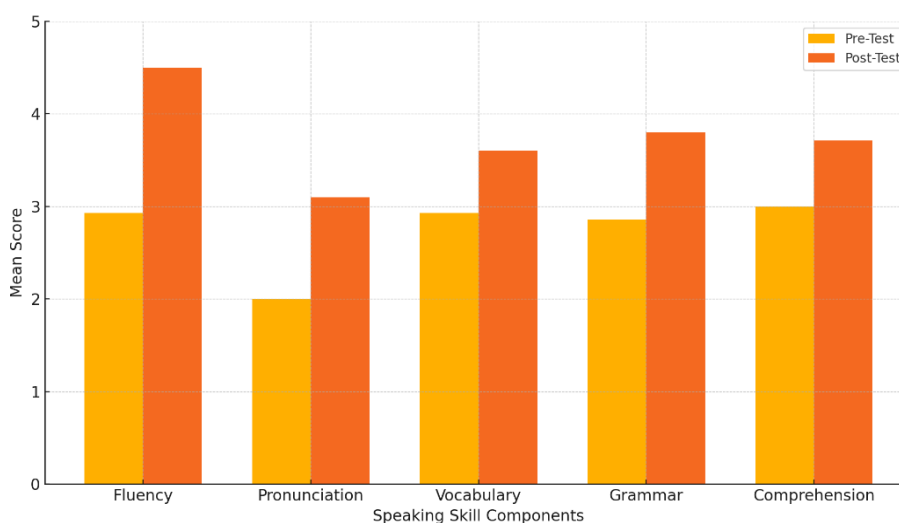


Figure 1. Pre- and Post-Test Means Across Components of Speaking Proficiency

In sum, both statistical and qualitative evidence indicate that regular Flipgrid practice, constructive feedback, and reflective recording fostered measurable progress in students' oral proficiency (WIDA, 2020).

*What challenges emerge during the integration of video-based platforms in EFL classrooms?*

Flipgrid supported learning, but it also presented several challenges. Teachers and students faced technical issues, weak institutional support, and cultural barriers that made it less effective. One main issue was that the platform could do more

than the institution was ready to support. Many teachers found it difficult to integrate Flipgrid activities into their lessons due to limited guidance and insufficient resources. Student S11 mentioned that making Flipgrid tasks align with classroom lessons was challenging. Another student mentioned that the school gave little direction on how to use Flipgrid in teaching.

Students' experiences were not the same. Students who often used applications like WhatsApp or Instagram learned to use Flipgrid more easily. Others who had limited experience with online tools needed extra time and support to get used to it. Weak internet connections also made participation harder. Students reported slow internet and weak devices; for instance, S08 said, "My videos took too long to upload, and I missed deadlines".

Cultural factors presented additional barriers. Some female participants felt uneasy about recording videos that male classmates could view, consistent with findings on gendered participation constraints in Iraqi classrooms (Ahmed et al., 2017; Ghafar & Amin, 2022). Repetition of tasks and the relevance of topics also affected students' motivation. They were more interested when the tasks related to their own lives but lost focus when the topics were unfamiliar or repeated. In general, Flipgrid improved students' speaking ability and confidence, yet its continued success relies on teacher preparation, institutional backing, and sensitivity to cultural factors (Creswell, 2014; Ghareb & Mohammed, 2017). The next section discusses these findings in relation to earlier research and considers their implications and limitations.

#### IV. DISCUSSION

The first research question looked at how undergraduate EFL students perceived Flipgrid and its effect on their speaking skills. The findings indicated that students considered Flipgrid both useful and encouraging. Students appreciated being able to record at their own pace, practice several times, and reflect on their speaking without the pressure of immediate evaluation. Feedback from classmates also enriched the experience, giving them the opportunity to exchange ideas and learn in a supportive environment. These results align with constructivist views that emphasize learning through active participation and interaction (Piaget, 1970), as students built understanding through ongoing reflection and social engagement. These findings are in line with previous research (Stoszkowski et al., 2021), which found that digital learning environments support learner independence and reflection when students are given enough time to review their work.

Students felt less anxious and more confident, which highlights the social side of language learning where interaction and supportive feedback reduce the fear of making mistakes. This result is consistent with studies on technology-based speaking platforms that build learners' confidence through repeated practice and self-assessment opportunities (Lamb & King, 2020; Lowenthal & Moore, 2020; Richards & Rodgers, 2001; Stoszkowski et al., 2021). Phuong (2025) also found that taking part regularly in online reflective activities increases learners' sense of responsibility, which helps them become more confident and persistent in communication. A more recent study by Hwang et al. (2025) also found that students working with video-based speaking tasks were more actively involved in lessons and showed greater motivation to participate than peers in conventional speaking classes. Observations of Hwang et al. (2025) suggest that when speaking tasks are built around video and repetition, learners are more willing to stay engaged and interact confidently over time. In this study, students' willingness to participate more actively reflects the principles of technology acceptance theory (Ahmed et al., 2017; Venkatesh et al., 2012), where positive experience and perceived usefulness encourage continued engagement.

The peer feedback feature of Flipgrid played an important role because it encouraged a kind of collaborative learning that was different from regular classroom interaction. Students practiced speaking but also spent time listening and responding to one another. When students acted in both roles, they began to notice language features they usually missed when focusing only on their own speech. As they viewed classmates' videos, they learned other ways to phrase ideas and became more aware of how language choice changes what a message sounds like. In the interviews, a few students said they felt more comfortable getting feedback from their peers than from the teacher. This pattern shows that video-based tasks help make learning something students do together instead of something led only by the teacher. They also helped students take more part in shaping class activities, which is important where lessons are often teacher-centered. These results agree with the task-based learning view that real communication tasks help learners share meaning and notice language form through use (Ellis, 2009; Richards & Rodgers, 2001). They also support the constructivist view that learning develops through working with others.

Since the study participants came from a single Iraqi university, generalization must be done carefully. Contextual factors such as institutional readiness, access to technology, and cultural expectations may influence adoption and performance. Participants' initial hesitation and varying degrees of digital familiarity show that technology alone cannot guarantee learning gains. Guidance and continuous training are necessary for students to make full use of digital tools, as noted in previous Iraqi research (Piaget, 1970; Venkatesh et al., 2012). This finding also aligns with the technology acceptance perspective (Ahmed et al., 2017; Venkatesh et al., 2012), which emphasizes that users' confidence, perceived usefulness, and support conditions affect their engagement with new tools. In such contexts, teachers can include basic digital literacy activities in English courses so that students learn how to use online tools with more ease.

The second research question looked at how Flipgrid affected students' fluency, pronunciation, vocabulary, grammar, and comprehension. Evidence from both quantitative results and interviews showed progress in all five areas, with the greatest improvement in fluency. Students benefited from being able to record several times and review their work, which helped them speak more smoothly without time pressure. These results support the idea that regular communication practice in real situations improves fluency (Ellis, 2009; Jamil et al., 2025; Richards & Rodgers, 2001; Stoszkowski et al.,

2021). The improvement in pronunciation also shows that listening to their own and others' recordings helped students notice and correct their pronunciation, similar to what Lamb and King (2020) described in their studies on collaborative learning. This pattern follows task-based learning principles, in which repeated practice and reflection help students build fluency and accuracy through real language use (Ellis, 2009; Richards & Rodgers, 2001). A comparable outcome was noted in a recent university-based study; Al-Hamedi et al. (2025), in working with EFL learners, found that regular use of video conversation activities was associated with noticeable gains in fluency and pronunciation. They also found that allowing students to rehearse, listen to their own recordings, and speak without immediate classroom pressure played an important role in shaping EFL learners fluency and pronunciation.

In this study, fluency and pronunciation improved more than other areas, while progress in vocabulary and grammar was smaller. This shows that frequent practice and communication can help students remember words and use grammar better, but they still need lessons that focus on form for long-term accuracy. Ellis (2009) noted that meaning-based activities help learners speak more easily and interact better, whereas form-based instruction helps them become more accurate. These results support that view and agree with Ahmed (2019), who highlighted the importance of combining communication and grammar-focused teaching in EFL classrooms. In our study, the mix of communicative video tasks and reflective feedback created conditions where meaning and form complemented each other, which is consistent with task-based learning principles (Ellis, 2009; Richards & Rodgers, 2001).

The results further confirm previous findings (Ahmed et al., 2017; Ghareb & Mohammed, 2017; Naeem & Saad, 2020) that digital platforms are most effective when embedded in guided learning frameworks. Students' progress came not only from using Flipgrid but also from the pedagogical design that joined technology with reflective, scaffolded, and socially supportive activities. Planned use of prompts and teacher feedback guided students to focus on both language form and meaning at the same time, which supports task-based learning theory (Ellis, 2009; Richards & Rodgers, 2001). These findings align with previous studies showing that organized technological guidance helps learners become more independent and stay engaged (Ahmed et al., 2017; Ghareb & Mohammed, 2017; Naeem & Saad, 2020). In this way, Flipgrid extended classroom learning by helping students work both on their own and with others.

The study found that the design of a task influences how students engage with it. Many students said they felt more motivated when activities related to their own lives, for instance, when they spoke about family customs or everyday traditions. This shows that video-based learning works best when teachers connect the tasks to students' real experiences rather than just the tool itself. When students see what they speak about is related to their own lives, they use the language more thoughtfully. This finding aligns with constructivist and sociocultural perspectives (Denzin, 1978; WIDA, 2020), which stress that learning becomes meaningful when new knowledge links to learners' personal and cultural experiences. It also supports earlier research showing that lessons built around students' cultural backgrounds can make them more active and improve learning. Teachers in similar classrooms could prepare topics that reflect what students know and care about, so speaking online feels closer to real communication than a school task.

In using Flipgrid during lessons, teachers and students mentioned that slow internet and limited access to devices made participation difficult. This finding is consistent with Ghareb and Mohammed's (2017) report that weak infrastructure continues to restrict the effective use of technology in Iraqi universities. These challenges also underline the importance of supporting conditions in the technology acceptance framework (Ahmed et al., 2017; Venkatesh et al., 2012), which indicates that access to resources and technical help shapes how ready users are to adopt digital tools. Universities can respond to these challenges by improving internet access, providing the necessary equipment, and guiding both teachers and students in using technology effectively.

Teachers also spoke about challenges they faced with instruction. Many reported difficulty incorporating Flipgrid activities into their lessons due to insufficient support and guidance from administrators. This agrees with Lamb and King's (2020) idea that technology works best in education when institutions plan clearly, prepare teachers well, and connect digital tools with curriculum aims. Phuong (2025) also found that when schools do not plan carefully, teachers tend to return to older methods of instruction, which reduces the benefits of digital learning. These findings suggest that institutional support is essential for sustaining task-based and reflective teaching practices, as successful technology integration depends on both pedagogical design and systemic readiness.

One factor that influenced how effectively students used Flipgrid was their varied levels of digital literacy. Some students who were used to social media picked it up quickly, while others needed more time and help. This difference shows why teachers must think carefully about how they use technology with learners from mixed backgrounds. Introducing a new tool does not ensure that every student will benefit equally. In the beginning, teachers may need to spend more time helping those who are less familiar with technology learn how to record, upload, and respond to videos. Giving simple demonstrations or pairing tech-confident students with peers who need support can make the process smoother and more inclusive. When teachers notice these gaps early and take steps to address them, all students can benefit more equally from video-based speaking activities, including those who are less familiar with technology. This peer-assisted approach also reflects constructivist and social learning views, where collaboration and shared problem-solving enhance understanding (Denzin, 1978; WIDA, 2020).

The study also shows that both teachers and students need preparation before using video tools in language classes. Technical training alone does not make the process work well. Teachers need practical help with planning useful tasks, giving feedback, and grading video work fairly. Students need to learn more than how to use the platform. They should

also know how to give thoughtful comments on each other's work and reflect on their own progress. Schools that take time to build these habits early tend to see better results. Without this kind of preparation, the platform may end up as a tool that is rarely used instead of something that truly supports learning. These insights are consistent with reflective and transformative learning perspectives (Denzin, 1978; Phuong, 2022), which highlight how guided reflection and deliberate engagement can transform digital activities into opportunities for meaningful professional and personal development. Future programs that introduce technology into EFL classrooms should provide training that covers both technical skills and effective teaching practices in digital learning.

Dealing with these challenges calls for a coordinated effort. Schools need to train teachers in task design, digital assessment, and reflective teaching, and they should also create policies that explain clearly how technology fits into the learning process. Moreover, students need access to continual technical support to ensure equitable participation. These measures would strengthen both confidence and competence, allowing digital learning platforms like Flipgrid to reach their full potential. Teacher training programs should move beyond introducing technical features and focus instead on helping educators understand how to integrate video-based activities into lesson plans in ways that support specific learning objectives. This means showing teachers how to design tasks that encourage meaningful communication rather than simple performance, how to give feedback that guides improvement without discouraging learners, and how to assess video responses fairly and consistently. At the institutional level, clear policies are needed to handle practical issues such as giving teachers time to review student videos, offering alternative internet access for those with weak connections, and setting rules that protect privacy and cultural values. When schools treat technology integration as a long-term commitment instead of a temporary experiment, they make it easier for teachers and students to develop the skills and confidence needed to use digital learning tools effectively and consistently. This approach reflects a transformative view of educational change, in which sustainable innovation depends on the alignment of teacher preparation, institutional support, and reflective practice (Phuong, 2022).

More broadly, this study adds to the understanding of how video-based platforms can support both language growth and emotional development in EFL learning. By combining constructivist, task-based, and technology acceptance frameworks, the findings show that technology can empower learners to take responsibility for their progress and create meaningful communicative experiences. At the same time, they reveal how sociocultural and infrastructural factors shape this process. These results extend the insights of Phuong (2022, 2023, 2025) by showing that context-sensitive implementation, strengthened through reflection, feedback, and institutional readiness, determines the success of technology-enhanced speaking pedagogy.

Overall, this study shows that video-based platforms such as Flipgrid can help lower students' speaking anxiety, encourage cooperation among learners, and improve speaking skills, although some contextual challenges still remain. The findings reinforce the combined value of constructivist, task-based, and technology acceptance perspectives in explaining how digital tools shape learning outcomes. By focusing on Iraqi EFL classrooms, the study contributes important empirical evidence to an underrepresented context in technology-enhanced language learning research (Ahmed et al., 2017; Creswell, 2014; Ellis, 2009; Ghareb & Mohammed, 2017; Naeem & Saad, 2020; Richards & Rodgers, 2001; Stoszkowski et al., 2021).

## V. CONCLUSION

This study provides insight into how video-based platforms can help Iraqi undergraduate EFL students improve their speaking. The findings indicate that such tools help build a supportive environment that develops fluency, pronunciation, confidence, and learner independence. These outcomes correspond with constructivism, task-based approach to language learning, and technology acceptance perspectives, which explain how digital platforms can foster meaningful communication and reflective learning. The study also identified several local challenges, such as technical difficulties, cultural considerations, and instructional constraints, which should be addressed to support the effective and sustainable use of these tools.

Flipgrid stopped operating in September 2024, and its main features were transferred to Microsoft Teams for Education. These findings are therefore relevant for teachers who use comparable platforms. The study highlights that the effective use of such tools depends on institutional support, cultural sensitivity, and the thoughtful integration of video-speaking tasks with course objectives. The insights drawn from this research go beyond a single platform, as the observed challenges and benefits represent broader trends in the use of video-based speaking tools rather than Flipgrid alone. Teachers who adopt similar technologies should consider how these tools support learners with varying levels of digital competence and how they can be adapted to suit local classroom realities. Institutions that seek to integrate video-based platforms successfully must evaluate both infrastructure readiness and staff training, ensuring that new technologies fit existing educational practices (Tuyet & Khang, 2020; Venkatesh et al., 2012). In this sense, the study supports reflective and transformative approaches to teacher education, showing that meaningful technology integration requires ongoing reflection, planning, and institutional commitment.

Future research could examine whether platforms like Microsoft Teams or other AI supported tools help students improve their speaking skills as effectively as current options, or perhaps even more so. Long term studies could show how learners' language abilities develop in actual classroom settings. It is also important to examine how cultural and institutional factors affect student participation and learning in video based speaking activities, particularly in settings

with fewer resources. More studies are needed to understand how these tools help students develop their vocabulary and grammar when teachers offer clear structure and opportunities for reflection. Conducting such research across different EFL contexts could provide deeper insights into how constructivist, task based, and technology acceptance frameworks work together to explain the educational value of digital platforms (Ahmed et al., 2017; Creswell, 2014; Ellis, 2009; Ghareb & Mohammed, 2017; Naeem & Saad, 2020; Richards & Rodgers, 2001; Stoszowski et al., 2021).

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