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Using the Flipgrid Application to Improve Student Teachers' EFL Pronunciation Skills and Reduce their Communication Apprehension

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Abstract

The present study aimed at investigating the effectiveness of using Flipgrid application in developing the EFL pronunciation skills of second year English Education major student teachers and reducing their EFL communication apprehension. Instruments of the study included: an EFL pronunciation skills checklist , an EFL pronunciation skills test, a rubric to score the test and an EFL communication apprehension scale. The study adopted the quasi-experimental design. Participants of the study were seventy male and female student teachers from second year English Education major, Faculty of Education, Mansoura University. Two intact microteaching groups were assigned: one with 35 student teachers trained using Flipgrid (the experimental group) and the other with 35 students trained using traditional methods (the control group). Results revealed that Flipgrid application had a significant effect on developing student teachers' EFL pronunciation skills and reducing their communication apprehension. It was recommended that Flipgrid application should be utilized for improving students' EFL pronunciation skills and other language skills in different stages.

Key words: Flipgrid application, EFL pronunciation skills, EFL communication apprehension

Introduction

Intelligible pronunciation is not only essential for effective communication but also plays a vital role in the job market. In today's interconnected world, proficiency in English is often a prerequisite for many professional opportunities. Employers seek individuals who can communicate clearly and effectively with colleagues, clients, and partners from diverse backgrounds. For student teachers aspiring to careers in education, international relations, or other fields that require strong communication skills, intelligibility is a valuable asset. The ability to be understood by others can enhance professional relationships, facilitate collaboration, and increase career prospects.

Speaking proficient English is a cornerstone skill that bridges students to the contemporary, evolving world. As Leong and Ahmadi (2016) assert, speaking competence is indispensable for students as it supports their burgeoning needs. Furthermore, the speaking skill is a fundamental

component of English as a Foreign Language (EFL) instruction and is not isolated from its primary sub-skills, including vocabulary, grammar, and pronunciation.

Pronunciation is an essential skill in English language acquisition, as it not only establishes an initial positive impression of the speaker but also facilitates accurate message conveyance between the speaker and listener, thereby enhancing mutual comprehension. Moreover, comprehensible pronunciation is a fundamental requirement for learners' language proficiency and a cornerstone of effective language instruction. Accurate pronunciation fosters effective learning, whereas poor pronunciation can hinder language acquisition significantly (Pourhosein-Gilakjani, 2012).

Despite the fact that English pronunciation is very important for oral communication and communicative competence as some related studies mentioned (e.g., James, 2010), it is neglected from many classroom contexts and EFL teaching programs as many researchers reported previously (e.g., Gilbert, 2010). Due to this negligence, many EFL university students have a weakness in their pronunciation skills.

To address this issue, numerous studies (e.g., Woloshen, 2013; Elimat & Abuseileek, 2014; Khalid & Anjum, 2014; and Abd El-Fattah, 2018) have highlighted the need for specific programs, strategies, and materials to develop EFL students' pronunciation skills. In addition, they have mentioned that learners' pronunciation skills are affected by some psychological factors such as: anxiety, resistance, self-confidence and communication apprehension.

Communication apprehension has been linked to pronunciation as it happens when students feel uncomfortable to speak English during public speaking presentations, group discussions, meetings, and other interpersonal conversations. Oral communication apprehension (OCA), is defined as a tendency to avoid communication, if possible, or to feel uncomfortable during conversations. According to McCroskey, 1997, p. 82) who is considered the father of Communicative apprehension. it is “an individual's level of fear or anxiety related to either real or imagined communication with others”.

While communication apprehension is a critical determinant of academic success, various factors can contribute to its development (Aeni, Jabu, Rahman & Strid, 2017). Idri (2014) identified six primary causes of communication apprehension: inadequate preparation, unrealistic self-expectations, fear of evaluation, excessive topic focus, and apprehension about audience reactions.

Several studies (e.g., Mohammed, 2010 Attia, 2018; El-Bashir, 2019 and Belkhir, 2021) showed the high average of oral communication apprehension that EFL university students have while oral communication mentioning its causes and suggested some appropriate strategies and techniques to reduce it. El-Bashir (2019) conducted a study examining oral communication apprehension among Sudanese undergraduate English majors. The findings indicated that students exhibited an average level of communication apprehension, attributed to factors such as excessive use of their first language, insufficient communicative activities, inadequate teacher training, traditional teaching methods, psychological factors, and other motivational influences.

Further, students' self-efficacy can be affected by high levels of communication apprehension. Mohammed (2010) investigated the effectiveness of a self-efficacy-based program in reducing EFL communication apprehension among English majors. The results demonstrated a reduction in communication apprehension among students in the experimental group, indicating the program's efficacy in addressing this issue.

While the significance of technology in all facets of 21st-century life is widely acknowledged and accepted, the manner in which educators can effectively incorporate technology into language instruction, particularly pronunciation instruction, remains less evident. As a result, there is an urgent need to utilize technology and its applications in teaching language skills, particularly pronunciation skills.

A multitude of platforms or online applications are accessible for integration into online learning environments. One of them is Flipgrid which extensively employed in English education departments for speaking classes. Flipgrid is an online video discussion application established by Charles Miller from the University of Minnesota, USA. It is designed to empower learners and facilitate collaboration and social learning among students (Stoszkowski, 2018). In June 2018, Microsoft acquired Flipgrid, making it freely available to educators worldwide as a constituent of Office 365 for Education.

Review of Literature and Related Studies:

EFL Pronunciation Skills:

Pronunciation is a pivotal component in teaching English as a foreign language. It contains oral skills and overall performance. Indeed, pronunciation has been a challenging aspect of language teaching programs that aim to provide high-quality education (Ercan & Gialanlioglu, 2022).

Consequently, EFL learners must strive for clear and acceptable pronunciation to effectively achieve the objectives of these programs.

When considering pronunciation as a concept, researchers offer various definitions. Richards et al. (2002) describe pronunciation as phonology, encompassing both segmental elements (individual sounds) and suprasegmental elements (intonation, stress, and rhythm). Gilakjani (2012) characterizes pronunciation as a set of sound-producing habits acquired through repeated practice and correction. Pennington and Revell (2019) define pronunciation as the foundational layer of speech, where speakers encode and listeners decode linguistic messages. Pronunciation also plays a crucial role in first impressions and the interpretation of speakers' meanings and intentions.

Pronunciation contains both micro (segmental) and macro (supra-segmental) features. Segmental features involve phonemes, such as consonant and vowel sounds, while supra-segmental features focus on stress, rhythm, intonation, and voice quality. Traditionally, pronunciation teaching has primarily emphasized segmental aspects due to their association with written letters and ease of instruction. However, recent research suggests that supra-segmental instruction is more impactful in enhancing pronunciation teaching and facilitating learner intelligibility (Celce-Murcia et al., 2010; and Levis, 2018).

Kelly (1969) points out that pronunciation has been historically less prioritized in language teaching than grammar and vocabulary. This lack of attention has resulted in a greater focus on these two areas, with pronunciation studies becoming more prominent only recently. Consequently, three primary methods for teaching pronunciation have developed:

1. Intuitive-imitative: Learners imitate native speaker pronunciation without formal guidance, often assisted by technology.
2. Analytic-linguistic: Learners are taught about the phonetic aspects of language through charts and diagrams, frequently using interactive software.
3. Integrative: Pronunciation is incorporated into communicative activities, emphasizing suprasegmental features and adapting instruction to individual learner needs.

Muhammad and Othman (2018) highlight that there are two main taxonomies for pronunciation learning strategies (PLs):

1. **Peterson's taxonomy (2000):** Based on Oxford's (1990) strategies, this taxonomy focuses on direct and indirect strategies.

- **Direct strategies:**
- **Memory strategies:** Help learners retain and connect knowledge.
- **Cognitive strategies:** Aid in analyzing, organizing, and using language.
- **Compensation strategies:** Assist learners in overcoming speaking and writing difficulties.

2. **Eckstein's taxonomy (2007):** Based on Kolb's (1984) learning construct, this taxonomy distinguishes itself from other classifications. These taxonomies provide a framework for understanding and implementing effective pronunciation learning strategies.

Ebedy (2015) found that using YouTube songs significantly improved EFL students' pronunciation and oral production. Students were able to pronounce words more accurately after learning through songs. Further, Al-Ahdal (2020) used MP3 podcasts on smartphones with engaging activities to teach EFL students pronunciation. The experimental group showed a significant improvement in pronunciation tests after three months of using podcasts. The study concluded that podcasts are a popular and effective learning tool for Saudi EFL students.

Pronunciation is a critical component of language learning and teaching, influencing students' communicative competence and overall performance. Despite its significance, pronunciation can be a challenging skill to acquire or teach. Various factors impact the accuracy and fluency of oral speech, including age, language exposure, ego, identity, and psychological factors like anxiety and communication apprehension. Seom (2021) also emphasizes the role of speakers' attitudes and language ego in pronunciation learning.

Communication Apprehension:

While communication is generally seen positively, it's not always without challenges (Hussein & Makmur, 2021). People may sometimes hesitate to speak up. One such challenge is communication apprehension, which can make it difficult for English language learners to find the right words and grammar. This struggle is related to a learner's language skills and their fear of speaking (Teng, 2011). Communication apprehension (CA) is a common fear of communicating with others. It's a type of anxiety that people often feel when speaking in public or in social situations. This feeling is normal and experienced by many people (McCroskey, 1977).

Rafek et al. (2014) identify three types of language learning anxiety:

1. **Communication apprehension:** Fear of speaking to or listening to others.
2. **Test anxiety:** Worry about performing poorly or failing on tests.
3. **Fear of negative evaluation:** Concern about how others perceive one's language skills.

Crnjak (2017) found that communication apprehension in the classroom can have negative effects on students' social interactions, academic performance, and overall college experience. Students with high communication apprehension prefer larger classes to avoid speaking and struggle to build relationships with their teachers. They also perform better in lecture-based classes than in smaller classes that emphasize communication. Additionally, these students tend to interact less with peers they don't like and often feel dissatisfied with the college environment.

Communication apprehension (CA) can have negative effects on students' behavior in the classroom. Students with high CA often lack confidence, self-esteem, and self-control. They may also be introverted, less competent, and less sociable. For example, these students might prefer to sit in the back of a small group to avoid interaction. Crnjak (2017) supports this finding, noting that apprehensive students choose remote seats in foreign language classrooms to avoid speaking.

High levels of communication apprehension can lead to pronunciation errors, which can cause embarrassment and affect a student's willingness to communicate (WTC). Pronunciation anxiety (PA) is a significant factor in determining WTC. Poor pronunciation can increase communication apprehension and make it difficult for students to communicate effectively (Tan, 2016).

Oral communication apprehension can negatively impact EFL students' academic performance, self-confidence, and overall communication skills. McCroskey (1977) suggests seven possible reasons for this: poor intellectual abilities, speech difficulties, a preference for solitude, social isolation, anxiety about communication, low self-esteem, and cultural differences.

Although there are many factors that increase the level of communication apprehension in EFL contexts, there should be some techniques to help decrease this high level of CA. Many studies have recommended some techniques and ways to help EFL students overcome this serious problem that hinders their learning as well as their future career. Alih et al. (2023) suggest that teachers can create a stress-free learning environment and plan engaging activities to help EFL students overcome

their fear of speaking. Fun activities can be particularly beneficial for students with high levels of communication apprehension. In addition, Jalleh, Mahfoodh, and Singh (2021) found that many Japanese students have high oral communication apprehension levels related to group discussions and conversations. Finally, Muftah (2023) found that final-year non-English major undergraduate students at Najran University in Saudi Arabia have a medium level of self-perceived communication competence and communication apprehension.

Flipgrid:

Flipgrid is a Web 2.0 program that combines features of a social networking platform and a video capture tool on one convenient space (McLain, 2018). With the help of this innovative tool, educators can control group discussions in which students provide verbal responses to topics on a "grid." Similarly, it also aims to "give students a fun and creative avenue to develop voice and provide educators with a simple way to integrate it in their classroom." (Flipgrid, 2018).

Flipgrid is a versatile tool compatible with various learning theories, including Constructivism, Social Learning Theory, Connectivism, Blended and Collaborative Learning, the ARCS Model of Motivational Design, and the Personalization Principle. According to Power (2020), Constructivism posits that learners actively construct knowledge by connecting new information to their existing understanding through socially constructed, engaging, and collaborative activities. Flipgrid facilitates social learning by fostering video-based discussions among students (Lynch et al., 2019). Moreover, Flipgrid aligns with the ARCS model of motivational design, as evidenced by Mobraw's (2020) findings that incorporating Flipgrid into lessons can enhance student engagement and motivation.

Flipgrid is an effective and useful application that is regularly used in EFL classrooms. Integrating Flipgrid in EFL classroom will lead to enhance English language skills, improve students' presentation skills as well as speaking skills, increase students' engagement and assess their skills. According to Chien's (2021) study on Japanese University Students' **p**erceptions of Flipgrid in English Discussion, Flipgrid can improve and benefit both EFL students' speaking skills and their learning experience. Furthermore, Randi, Nurdin and Kuliahana (2021) declare that with the use of Flipgrid, EFL students were able to engage in speaking activities and constantly practice their speaking before posting their videos.

Although the important advantages and benefits of Flipgrid, one can find some obstacles or barriers while implementing this application.

According to Hammett (2021), while Flipgrid has many advantages, there are also some challenges associated with its implementation. Some students may feel apprehensive about appearing on camera and don not have enough immediate feedback from teachers. Additionally, competitiveness, equipment issues, impression management, and confidence can also be barriers to successful Flipgrid use (Stoszkowski, 2018).

Many studies examined the effectiveness of using Flipgrid to improve English language skills. For instance, McLain (2018) conducted a study on the integration of the Video Response App Flipgrid in the Business Writing Classroom. This study discussed the necessity for using the application inside the classroom. Students reported that Flipgrid was user-friendly and that their perceived time speaking English, as well as their confidence increased.

Amirulloh, Damayanti, and Citraningrum (2020) conducted a case study to investigate the impact of Flipgrid on students' speaking skills. Findings revealed that Flipgrid positively influenced students' speaking fluency, pronunciation, and gestures. La, Lien, and Vu (2021) conducted a quasi-experimental study to evaluate the effects of Flipgrid on speaking skills among Vietnamese students.. Results demonstrated that Flipgrid significantly enhanced the speaking performance of non-English majors.

Pilot study

A pilot study was conducted to assess the current level in the pronunciation skills of EFL second year major education student teachers at the Faculty of Education, Mansoura University. It consisted of twenty participants in number. The following table reports its results.

Table (1): Results of the EFL Pronunciation Skills Test

Pronunciation Skills	Maximum Score	Mean Score	Percentage
1. Consonants	2	1	50 %
2. Vowels	2	1,5	75 %
3. Diphthongs	2	0.9	45 %
4. Consonant Clusters	2	0.5	25 %
5. Intonation, rhythm and stress	2	0.3	15 %
Total	10	4.2	42 %

Results in table (1) show that students' mean score in the EFL pronunciation skills test is below average (4.2) with the percentage of (%42). This means that those students need more improvement to develop their EFL pronunciation skills.

Statement of the problem

Based on the previous review of literature, pilot study results and the researcher's experience as a demonstrator in the Department of Curriculum & Instruction (TEFL), student teachers majoring in English need to improve their pronunciation skills. Thus, the current study will investigate the possible effect of using the Flipgrid application on improving student teachers' EFL pronunciation skills and reducing their communication apprehension.

Questions

The present study will attempt to answer the following main question:

"To what extent can using the Flipgrid application help improve student teachers' pronunciation skills and reduce their communication apprehension?"

Consequently, the following sub-questions derived from this main question are raised:

1. What are the EFL pronunciation skills that need to be mastered by second year education major student teachers?
2. What is the Flipgrid application that can be used to improve student teachers' EFL pronunciation skills?
3. What is the effect of using the Flipgrid application on improving student teachers' EFL pronunciation skills?
4. What is the effect of using the Flipgrid application on reducing student teachers' communication apprehension?
5. What is the relationship between improving student teachers' EFL pronunciation skills and reducing their communicative apprehension?

Hypotheses

The current study will attempt to verify the following hypotheses:

1. There is a statistically significant difference at the 0.05 level between the mean scores of both the control and experimental group student teachers on the EFL Pronunciation Skills post-test in favor of the experimental group.
2. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group student teachers on the EFL Pronunciation Skills pre and post-tests in favor of the post one.
3. There is a statistically significant difference at the 0.05 level between the mean scores of both the control and experimental group student teachers on the post administration of the Communication Apprehension scale favoring the experimental group.

4. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group student teachers on the pre and post administrations of the Communication Apprehension Scale favoring the post one.
5. There is a negative correlation between improving student teachers' EFL pronunciation skills and reducing their communicative apprehension.

Purpose

The present study aims at:

1. Determining the pronunciation skills that should be mastered by EFL second year major education student teachers at the faculty of education.
2. Identifying the characteristics of Flipgrid application that can improve student teachers' EFL pronunciation skills and reduce their communication apprehension
3. Investigating the effect of using Flipgrid application on improving student teachers' EFL pronunciation skills.
4. Investigating the effect of using Flipgrid on improving student teachers' communication apprehension.
5. Finding out the relationship between improving student teachers' EFL pronunciation skills and reducing their communication apprehension.

Significance

The present study may be significant for many reasons:

A. For students

- It may help in the improvement of student teachers' pronunciation skills.
- It may motivate student teachers to use language in everyday situations.

.**B-For teachers:**

- It may be useful for teachers in improving their students' pronunciation skills.
- It may equip EFL teachers with techniques for assessing their students' pronunciation skills.

C- For curriculum designers:

- It may assist curriculum designers in incorporating additional useful programs for effective teaching and learning.

D- For researchers:

- It may provide them with some Flipgrid features to be used in developing other skills.

Delimitations

The present study was delimited to:

1. A sample of seventy participants from EFL second year major education student teachers at the Faculty of Education, Mansoura University.
2. Second term of the 2023/2024 academic year.
3. Some EFL pronunciation skills (namely, consonants, vowels, consonant clusters, stress, intonation and rhythm).

Design

The study adopted the quasi-experimental design wherein two intact classes were divided into control and experimental groups. The experimental group was taught using the Flipgrid application, while the control group was taught using regular instruction. Both groups received a pre-post Pronunciation Skills test and a Communication Apprehension scale.

Participants

Participants of the study consisted of seventy EFL second year major education student teachers at the Faculty of Education, Mansoura University. Thirty-five of the participants were assigned to the experimental group and thirty-five others to the control one.

Instruments and materials

The following instruments were prepared and used:

1. A pre-post EFL Pronunciation Skills test for assessing student teachers' EFL pronunciation level with a scoring rubric.
2. A Communication Apprehension scale to measure students' apprehension before and after the treatment.
3. A Teacher's Guide.

Definition of terms

Pronunciation skills

According to Burns & Claire (2003, p.٥), pronunciation refers to the "phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener'.

Pronunciation is operationally defined here as a process of producing proper sounds in order to achieve understanding between the speaker and the listener as well as achieve meaning in different contexts and situations of language use.

Communication apprehension

According to McCroskey (1997, p.82), communication apprehension is defined as the predisposition to avoid communication, if possible, or suffer a

variety-type feeling. It is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons".

Communication apprehension is defined operationally for the purpose of this study as an emotion that is characterized by worried thoughts, physical changes and fear of oral communication.

Flipgrid

Flipgrid is a video discussion application designed to allow students to quickly engage in recorded conversations that include video and audio (Green & Green, 2012, p.128).

Flipgrid is operationally defined as an online application that allows teachers to create grids to facilitate video discussions and helps EFL student teachers improve their pronunciation skills through using its features.

Results and Discussion:

To verify the research hypotheses, data collected from the sample participants was entered and statistically analyzed using the 28th version of the SPSS software. The following statistical methods were employed: independent-Samples t-test, Paired-Samples t-test**,** and Eta-squared (η^2) effect size.

Testing the Hypotheses:

1. The first hypothesis stated that: ***"There is a statistically significant difference at the (0.05) level between the mean score of the control group and the experimental group on the post administration of the EFL Pronunciation Skills test in favor of the experimental group".***

To verify the research hypothesis, an independent samples t-test was conducted to ascertain the significance of differences in mean scores between the experimental and control groups on the post-administration EFL Pronunciation skills test. The results are presented in the following table:

Table 2
Comparing the control and the experimental groups over all the EFL pronunciation skills and the total Score of the EFL Pronunciation Skills Test.

Skills	The group	N.of cases	Means	S.D	df	T.Value	Sig.
Diphthongs and triphthongs	Control	**35**	**3.63**	**1.031**	**68**	**11.155**	**0.01 Sig.**
	Experimental	**35**	**6.14**	**0.845**			
Consonant sounds	Control	**35**	**3.29**	**0.710**		**6.489**	**0.01 Sig.**
	Experimental	**35**	**4.37**	**0.690**			
Syllables	Control	**35**	**4.29**	**0.987**		**14.413**	**0.01 Sig.**
	Experimental	**35**	**7.80**	**1.052**			
Silent letters	Control	**35**	**3.66**	**0.725**		**25.563**	**0.01 Sig.**
	Experimental	**35**	**8.23**	**0.770**			
Word stress	Control	**35**	**4.27**	**1.221**		**14.990**	**0.01 Sig.**
	Experimental	**35**	**9.11**	**1.471**			
Short and long vowel sounds	Control	**35**	**1.49**	**0.507**		**9.100**	**0.01 Sig.**
	Experimental	**35**	**2.86**	**0.733**			
Consonant clusters	Control	**35**	**3.43**	**0.884**		**11.252**	**0.01 Sig.**
	Experimental	**35**	**6.03**	**1.043**			
Sentence stress	Control	**35**	**1.43**	**0.698**		**8.109**	**0.01 Sig.**
	Experimental	**35**	**2.74**	**0.657**			
Linking	Control	**35**	**3.37**	**0.770**		**11.642**	**0.01 Sig.**
	Experimental	**35**	**5.94**	**1.056**			
Elision	Control	**35**	**3.11**	**0.993**		**11.328**	**0.01 Sig.**
	Experimental	**35**	**5.71**	**0.926**			
Assimilation	Control	**35**	**1.69**	**0.471**		**9.347**	**0.01 Sig.**
	Experimental	**35**	**2.97**	**0.664**			
Intonation	Control	**35**	**1.51**	**0.507**		**8.560**	**0.01 Sig.**
	Experimental	**35**	**2.69**	**0.631**			
Rhythm	Control	**35**	**1.46**	**0.505**		**8.586**	**0.01 Sig.**
	Experimental	**35**	**2.60**	**0.604**			
Intelligibility	Control	**35**	**1.83**	**0.618**		**9.598**	**0.01 Sig.**
	Experimental	**35**	**3.31**	**0.676**			
Total Score of Test	Control	**35**	**38.44**	**7.124**		**16.066**	**0.01 Sig.**
	Experimental	**35**	**70.51**	**9.420**			

Table (2) indicates a statistically significant difference between the mean scores of the experimental and control groups in whole EFL pronunciation skills test items and the experimental group outperforms the control group on the post-test. In addition, all t-values are statistically significant at the (0.01) level with (68) degrees of freedom. These results

support the first hypothesis. As a result, the researcher attributes this difference to the application used (Flipgrid).

2. The second hypothesis stated that: **"There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group pre- and post- administrations of the EFL pronunciation test".**

To verify this hypothesis, the paired-samples t – test was used to examine the differences between the mean scores of the pre- and post-administrations of the EFL pronunciation skills test to the experimental group. Results are shown in the following table

Table 3

Comparing the mean scores of the experimental group pre- and post- administrations of the EFL Pronunciation Skills test and the Total Score of the EFL Pronunciation skills Test.

EFL Pronunciation Skills	Application	N.of cases	Means	S.D	df	T.Value	Sig.
Diphthongs and triphthongs	pre – test	**35**	**2.91**	**1.067**	**34**	**14.860**	**0.01**
	post – test	**35**	**6.14**	**0.845**			**Sig.**
Consonant sounds	pre – test	**35**	**1.91**	**0.658**		**17.796**	**0.01**
	post – test	**35**	**4.37**	**0.690**			**Sig.**
Syllables	pre – test	**35**	**3.69**	**0.993**		**17.531**	**0.01**
	post – test	**35**	**7.80**	**1.052**			**Sig.**
Silent letters	pre – test	**35**	**2.60**	**0.695**		**33.215**	**0.01**
	post – test	**35**	**8.23**	**0.770**			**Sig.**
Word stress	pre – test	**35**	**2.99**	**1.412**		**19.961**	**0.01**
	post – test	**35**	**9.11**	**1.471**			**Sig.**
Short and long vowel sounds	pre – test	**35**	**1.23**	**0.426**		**12.509**	**0.01**
	post – test	**35**	**2.86**	**0.733**			**Sig.**
Consonant clusters	pre – test	**35**	**2.26**	**1.039**		**19.575**	**0.01**
	post – test	**35**	**6.03**	**1.043**			**Sig.**
Sentence stress	pre – test	**35**	**1.34**	**0.482**		**10.204**	**0.01**
	post – test	**35**	**2.74**	**0.657**			**Sig.**
Linking	pre – test	**35**	**2.54**	**0.919**		**16.521**	**0.01**
	post – test	**35**	**5.94**	**1.056**			**Sig.**
Elision	pre – test	**35**	**2.23**	**1.031**		**19.837**	**0.01**
	post – test	**35**	**5.71**	**0.926**			**Sig.**
Assimilation	pre – test	**35**	**1.46**	**0.505**		**12.066**	**0.01**
	post – test	**35**	**2.97**	**0.664**			**Sig.**
Intonation	pre – test	**35**	**1.37**	**0.490**		**10.256**	**0.01**
	post – test	**35**	**2.69**	**0.631**			**Sig.**
Rhythm	pre – test	**35**	**1.26**	**0.443**		**10.953**	**0.01**
	post – test	**35**	**2.60**	**0.604**			**Sig.**
Intelligibility	pre – test	**35**	**1.60**	**0.604**		**9.976**	**0.01**
	post – test	**35**	**3.31**	**0.676**			**Sig.**
Total Score of Test	pre – test	**35**	**29.39**	**5.132**		**26.774**	**0.01**
	post – test	**35**	**70.51**	**9.420**			**Sig.**

The results of Table (3) clearly indicate a statistically significant difference between the mean scores of experimental group in the pre- and post-administrations of the EFL pronunciation skills test and the experimental group outperforms the control one on the post-test. Thus, all t-values were found to be statistically significant at a significance (0.01) level with (34) freedom degrees. Also, the calculated effect sizes for each individual skill and the overall test score ranged from (0.745) to (0.97), indicating high effect. Thus, the second hypothesis is verified.

3. The third hypothesis stated that: "**There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the post-administration of the communication apprehension scale in favor of the experimental group".**

To verify this hypothesis, the *t*-test for independent (unpaired) groups was used to determine the significance of the difference between the mean scores of the experimental group and the control group in the post-administration of the communication apprehension scale. The results are presented in Table (4).

Table 4

Comparing the mean score of the experimental and control groups on the Communication Apprehension scale post-administration.

	The group	N.of cases	Means	S.D	df	T.Value	Sig.
Total Score of the Scale	Control	**35**	**78.54**	**5.710**	**68**	**27.341**	**0.01**
	Experimental	**35**	**45.83**	**4.183**			**Sig.**

The third hypothesis was verified by the results presented in Table (4). The experimental group, which utilized the Flipgrid application, demonstrated significantly lower mean communication apprehension scores (M = 45.83, t = 27.341, df = 68) compared to the control group. These results indicate that the Flipgrid application played a crucial role in reducing communication apprehension among the experimental group.

4. The fourth hypothesis stated that***:*** **"There is a statistically significant difference at the 0.05 level between the mean score of experimental group on the pre- and post- administration of the communication apprehension scale in favor of the post-administration".**

In order to verify this hypothesis, the *t*-test for paired groups was used in order to determine the significance of the difference between the mean scores of the pre- and post- administrations of the communication apprehension scale to the experimental group, which is illustrated in table (5):

Table 5

Comparing the performance of the experimental group in the pre- and post-administrations of the communication apprehension scale

	Application	N.of cases	Means	S.D	df	T.Value	Sig.
Total Score of the Scale	pre – test	**35**	**74.86**	**4.821**	**34**	**24.857**	**0.01 Sig.**
	post – test	**35**	**45.83**	**4.183**			

The fourth hypothesis is verified by the results presented in Table (5), which demonstrate a significant reduction in the mean overall communication apprehension scores of the experimental group following the treatment (post-test mean = 45.83, t = 24.857, df = 34). Thus, the researcher attributes this decline in apprehension to the effective use of the Flipgrid application.

In addition, the above table demonstrates the strong effect of the Flipgrid application on reducing communication apprehension among student teachers, as evidenced by the effect size ($\eta^2 = 0.948$). This indicates that 94.8% of the total variance in the overall communication apprehension score can be attributed to the use of Flipgrid, highlighting the significant effect of the application.

5. The fifth hypothesis stated that: **"There is a negative correlation between developing student teachers' EFL pronunciation skills and reducing their communication apprehension".**

To verify this hypothesis, the Pearson Simple Correlation Coefficient was used to determine the relationship between the post-administration of EFL pronunciation skills and communication apprehension scores. The correlation coefficient and its significance level are presented in Table 6.

Table 6

Correlation coefficient between the student teachers' EFL pronunciation skills and their communication apprehension.

Correlation Cofficients	*The communication apprehension scale*	*Direction of relationship*	*Strength of relationship*	*Level of significance*
The EFL pronunciation skills test	***0.525***	***Negative***	***Strong***	***0.01***

Table (6) shows that there is a strong negative correlation between developing student teachers' EFL pronunciation skills and reducing their communication apprehension, where the "r" value (r= 0.525) is statistically

significant at the (0.01) level. Depending on these results, the fifth hypothesis is verified and accepted.

Discussion of Results

The current study aimed to determine the effectiveness of using the Flipgrid application to improve student teachers' EFL pronunciation skills and reduce their communication apprehension. In order to measure the effectiveness of the treatment, both the experimental and control groups administered an EFL pronunciation skills test with scoring rubric and a communication apprehension scale before and after the treatment.

The results of the study revealed that there was a statistically significant difference at the (0.05) level between the mean score of the control group and the experimental group on the post-administration of the EFL Pronunciation Skills test in favor of the experimental group. In addition, there was a statistically significant difference at the (0.05) level between the mean scores of the experimental group pre- and post-administrations of the EFL Pronunciation Skills test in favor of the post-administration. Besides, the effect size of the Flipgrid application for developing EFL pronunciation skills of EFL second year major education student teachers on the EFL pronunciation skills test ranged from (0.745) to (0.97) which indicates a high effect.

Furthermore, there was a statistically significant difference at the (0.05) level between the mean score of the experimental group and that of the control group on the post- administration of the communication apprehension scale in favor of the experimental group. Along that, there was a statistically significant difference at the (0.05) level between the mean score of experimental group on the pre- and post -administration of the communication apprehension scale in favor of the post-administration. Thus, the effect size of the Flipgrid application for reducing the communication apprehension levels of EFL second year major education student teachers was ($\eta^2 = 0.948$). This indicates that 94.8% of the total variance in the overall communication apprehension level can be attributed to the use of Flipgrid, highlighting the significant effect of the application. Finally, the fifth result of the study indicated that there was a negative correlation between developing student teachers' EFL pronunciation skills and reducing their communication apprehension. This happened when one variable increased (EFL pronunciation skills) and the other decreased (communication apprehension).

The results of the present study are in accordance with prior studies conducting to investigate the positive effect of using Flipgrid application on

improving oral language skills and reducing communication apprehension or other psychological factors . For instance, the results of studies conducted by Amirulloh, Damayanti, & Citraningrum (2021), Difilippantonio-Pen (2020; all found that using flipgrid application enhanced learners' ability to speak English and positively influenced their oral performance.

Conclusion:

The current study concluded that using Flipgrid application significantly improved the EFL pronunciation skills of second year education major student teachers and reduced their communication apprehension. Through using this application, student teachers managed to interact with both the instructor and their colleagues. Furthermore, it helped them to create short video responses and practice their language without the fear of being evaluated by the others. Thus, the utilization of Flipgrid significantly contributed to fostering a joyful learning environment. The instructor successfully instilled in their students the notion that making mistakes was an integral part of the learning process and that they would be guided to minimize errors. Through consistent practice and active participation, students were able to overcome these mistakes.

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