



Using Seesaw Application in Improving English Speaking Skills: the Case of an International Middle School

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Article history

Received: March 14, 2022
Accepted: April 20, 2022
Published: June 15, 2022

Keywords

Speaking skills,
improvement, Seesaw
application, intervention

ABSTRACT

This study is designed to identify factors affecting the 6th grade Korean students' English speaking learning as well as the difficulties they encountered and then investigate the impacts of SeeSaw on speaking skills at an international middle school in Hanoi. In this study, the students' improvements on speaking skills were measured by a pre-test and a post-test after the intervention. In order to address the factors causing the students' difficulties in speaking, their learning motivation, interactions with teachers, peers and parents, and attitudes towards SeeSaw, 20 post-intervention questionnaires were delivered to the 20 students belonging to the experimental group. The questionnaire result analysis with SPSS also provided qualitative data on the social well-being of the Korean students. Furthermore, qualitative data taken from the interview with some random respondents were used to make the results obtained from the questionnaires clearer and more reliable. The study results revealed the students' difficulties in learning English speaking skills and some enhancement in their speaking skills. It can be concluded that SeeSaw is a useful tool for the teaching and learning English speaking skills.

1. INTRODUCTION

In the ongoing development of the world, English has surely confirmed its position as the global language used for public signs or in international business and schools as a second language in many countries. It is a means of communication for people from different countries around the world to understand others (Rakangthong & Yimilai, 2020). Learning and teaching English is attached with special importance in education and training sector. Recently, the language has become a compulsory subject for all students from middle school to university level in Vietnam. Therefore, it is no longer merely a subject to be taught and learnt in the classroom, but a useful means for social and practical use.

Obviously, using English is identified as a communication tool to deal with different people from a variety of countries all over the world, while communication places great emphasis on speaking ability. Speaking is a crucial part of second language learning and teaching. It's an art of communications and one of four skills that must be mastered in learning a foreign language. People who can read, listen and write, but cannot speak will not be considered to be proficient in a language. As stated by Ur (1996), one knowing a language is referred as a speaker of that language. In other words, "speaking includes all other skills of the language" (p. 120). Good speaking is the act of generating words, the ability of expressing opinions and thoughts in an appropriate way that can be understood by listeners. It is an important part of everyday interaction and communication. Brown and Yule (1983) emphasize that speaking is much easier to understand than written language.

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However, among the four language skills, speaking is considered as the most difficult task “since it needs great courage and preparation to produce language” (Malihah, 2010, p. 86). Most students may find it difficult to communicate meaningfully due to the lack of self-confidence, fear of making mistakes and embarrassment, lack of excitement and engagement in speaking activities. As a result, various researchers and teachers have proposed different approaches to cope with the difficulties in English speaking in which online learning application is considered as one of the effective ways.

In the current study, the researcher selected Korean students since they are currently studying in an extremely special environment. English is not only a subject at school, but also a tool for them to communicate with teachers and other Vietnamese students. Nevertheless, the Korean students’ English language skills, particularly English-speaking skills are not good. Based on the above reasons, the researchers decided to deploy Seesaw application in the hope that the students’ English speaking skills would be enhanced.

2. LITERATURE REVIEW

2.1. *The notion of speaking skills*

The main objective of a language course is to enable students to communicate in the target language; speaking skills, therefore, needs special attention. This is due to the fact that in daily life, most of us communicate by speaking more than writing. Many language learners and teachers regard speaking ability as a measure of knowing a language. According to Chapelle (2001), “the ability to speak a language is synonymous with knowing the language since speech is the most basic means of communication” (p. 50). The ability to communicate with others is much more important than the ability to read and write. Speaking is the most important skills that a student can acquire, and is the benchmark to assess one’s progress or accomplishments in spoken communication. In general, students need to recognize that speaking involves three areas as follows (Chaney & Burke, 1998).

- (1) Mechanics: Using the right words with correct pronunciation in the right order.
- (2) Functions: Knowing when the clarity of messages is essential, and when exact understanding is not required.
- (3) Social and cultural norms: Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In language teaching, teachers help develop students’ knowledge by providing genuine or authentic practices and prepare them for realistic communication circumstances. In other words, students are supported to acquire the ability to produce logically connected sentences which are relevant to specific contexts, and use accurate pronunciation and grammar.

2.2. *The components of speaking skills*

Speaking is most frequently used for communication in the world. However, it is very complex, and often requires the simultaneous use of a number of abilities/components developed at different rates and levels. Syakur (1987) establishes five components of speaking skills, which consist of comprehension, grammar, vocabulary, pronunciation and fluency. Mastering these components will allow the speaker to perform effectively and comfortably in actual communication.

- (1) Comprehension: Oral communication certainly requires a subject to respond to speech and to initiate a dialogue.
- (2) Grammar: It is essential that students are able to arrange a sentence in correct grammar structure. They need to be able to differentiate appropriate grammatical form in specific contexts. Mastering grammar is to gain the expertise in a language both in oral or written form. Grammar is the foundation for students to be able to communicate effectively and accurately. Using incorrect grammar often obscures the meaning that the speaker wants to convey. On the other hand, good grammar can make the speech more intelligent.
- (3) Vocabulary: Without grammar, very little information can be conveyed, without vocabulary, nothing can be conveyed (Wilkins, 1974). If one does not have sufficient vocabulary, it is hard for him/her to communicate well or clearly express their ideas in both oral and written forms. Hence, vocabulary means the appropriate diction which is used in communication. Usually, in spite of having a good knowledge of grammar, students cannot be able to communicate effectively with limited vocabulary. The lack of vocabulary might hinder the speaker’s ability to understand a conversation, which in turn leads to a misunderstanding and does not allow he/she to respond correctly.

(4) Pronunciation: Pronunciation is more important than it may seem, but students often neglect this part, and some of them even underestimate it. Primarily, your pronunciation is the thing that native speakers notice during a conversation. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sound vary and its pattern in a language. A speaker who constantly mispronounces a range of phonemes can cause misunderstanding for other speakers from different language community.

(5) Fluency: Fluency is the ability of a speaker to speak fluently and accurately. Fluency can be measured by the extent to which the speaker uses the target language quickly and confidently with little hesitation, unnatural pauses or false starts. These signs indicate that the speaker does not have to stop to grope for words or items during his/her speech.

2.3. The use of modern technology in class

Modern technology can be regarded as a new teaching tool being used by schools to bring new experiences to both students and teachers. By adopting modern technological means such as computers, multi-media devices, mobile phones, audio/visual effect application, and social media, etc., instructions are optimized, teachers are equipped with tools to approach class in an effective way and students can improve their learning achievements as well. According to Brown (2007), the reasons for using technologies in classes are explained as follows: (1) Technology allows students to demonstrate independence. (2) Technology differentiates the needs of students. (3) Technology deepens learning by using resources that students are interested in. (4) Students actively want to use technology. (5) Technology enables students to build strong content knowledge wherever they find it. This tool helps to open up great prospects in innovation of teaching and learning methods and forms. The transition from teacher-centered to student-centered helps to promote students' active-learning process. According to Catalano (1997), "active learning takes place in an environment in which the student is at the center of focus". It implies that students can make decisions independently and actively; and teachers act as "border-collie", "shepherding students along a chosen path yet keeping a distance and traveling along with them to the final destination" (p.1-2). Additionally, the effective application of modern technologies in teaching helps improve teachers' creativity and flexibility. With limitless online resources, a variety of different apps and trusted online resources are employed to help teachers enhance their traditional teaching methods. The integration of modern technology into class also creates excitement for both students and teachers by fostering communication and receiving lessons through rich forms such as sounds or pictures.

2.4. The role of SeeSaw

SeeSaw is a free web-based application that can be accessed with any mobile devices or laptops. Additionally, it has built-in translation tools with simple login steps and contains no advertising (SeeSaw, 2019); therefore, it is easy to be learnt and used even by young students without strong technological background. SeeSaw gives students a place to document their learning, take pictures, draw or record videos, practice their speaking in a way that reduces pressure. Students can practice their speaking skills until they feel familiar enough to speak comfortably. It empowers students to explore the best way to present their works and demonstrate their learning. Students can also learn how to use technology in language learning class such as taking pictures of a page, recording audios, filming videos or illustrating sentences with pictures, etc. Toner (2017) also agrees that SeeSaw is used as a simple way for teachers to teach students how to develop their digital portfolios. This application is student-centered and its primary goal is to promote students' learning processes.

In addition, SeeSaw helps improve students' engagement and motivation in their education. By using this application, teachers and students have their own simple ways to record and share what is happening in their speaking classroom. Once the student posts his/her work, the teacher can approve it and it becomes viewable on the class journal for other students or parents to see, like and comment. It creates interactions among students themselves and opportunities for peer-to-peer feedbacks. It motivates students to work harder and do better because they want to show off their best works to their peers, teachers and their parents as well. Furthermore, parents' involvement in students' learning leads to the improvement of students' achievement and engagement in education. As stated in "*Activity settings of early literacy: Home and school factors in children's emergent literacy*" by Gallimore & Goldenberg (1993, p.315-335), children's activity settings are created by their daily activities and the context of their development. They are formed and maintained by ecological and cultural features of the family niche. Additionally, Okarina (2019) also emphasizes that parental participation in the education of children is critical for successful education. Simply put, the more involved parents have, the better outcomes children get.

Furthermore, SeeSaw creates home-school partnerships that improve the communication between school personnel and families. Bosh et al. (2017) emphasize that many teachers have used various forms of technology to communicate better with parents, but struggled to find an appropriate application to effectively communicate so as to involve all parents to their child's learning. They also highlight that "digital communication enables teachers to contact parents about a child's learning quickly and conveniently" (p.4). As stated in the survey on SeeSaw for schools efficacy posted on Sesaw website, SeeSaw helps to develop a better relationship between school and parents' community, and to increase parents' involvement and engagement in children' learning. By using SeeSaw, teachers support families to understand thoroughly what students are learning. Thus, parents can actively take part in their children's learning journeys and co-own student outcomes.

To sum up, SeeSaw is an effective way to develop students' achievements, foster the strong relationship between students themselves, students-parents, students-teachers and parents-teachers as well. It provides a student-centered approach to learn English language. Using technology in classrooms also offers space for students to express their own thoughts. Students can take responsibilities for their learning through giving feedbacks on lessons, participate proactively in projects and learning activities. Thus, it cannot be denied that SeeSaw helps create a powerful learning loop between students, teachers and families.

3. MATERIALS AND METHODS

3.1. Research design

The research aims at identifying factors affecting Korean students' English speaking skills and evaluating the effectiveness of Seesaw on the students' improvement, especially in their English speaking skills. Based on the aim of this research, the experimental research design was composed of a mixture of a survey and an experimental research element.

Questionnaire and interviews aimed at identifying the factors affecting Korean students' speaking skill learning and the difficulties they encountered in their learning process.

The experimental research approach was used to examine cause-effect relationship between Seesaw implementation and students' improvement in English speaking skills.

3.2. Research participants

The subject of this research was the 6th grade Korean students of an international middle school. The participants consisted of 40 students which were randomly chosen from two different classes. These students were divided into two intact groups: Group A was the control group with 20 students (taught with traditional methods) and Group B was the experimental group with 20 students (using SeeSaw in learning English speaking as the research treatment) during the first academic school year at the international middle school.

3.3. Research procedures

The aim of the study was to see if there would be a significant difference in speaking skills and motivation in learning speaking skills between the experimental group (Various types of activities supporting the learning of English speaking were created by SeeSaw) and the control group (Speaking was taught without SeeSaw support).

The two groups' speaking skill, prior to the experiment, were evaluated by the pre-test. During the experiment, these two groups had the same curriculum and test timelines. They learnt with International Middle Year Curriculum (IMYC) that focused on a combination of academic, personal and international learning goals. In IMYC, topics were designed to provide a student-centered approach. Also, it drew on current media platforms, which involved active skill-based learning, promoting self-reflection and the opportunity for students to make their learning meaningful and effective. During the experimental period, the experimental group learnt speaking skills with the support of SeeSaw. Particularly, Seesaw application was used to do assignment at home and the students were required to submit their assignments. The homework would be displayed at the beginning of each lesson and some students were invited to give presentations about what they have done. Meanwhile, the control group learnt with traditional methods such as assigned readings, reflections and presentations.

After finishing the experiment time, students of the two groups took the post-test. Then, the results were collected for comparison in order to see if any improvements were made during treatment time. In addition, the post-treatment questionnaire and interview were also administered to find out the difficulties that they encountered when learning

English speaking, and to see if there were any improvements in the students' motivation and their attitude towards SeeSaw implementation.

4. RESULTS AND DISCUSSIONS

4.1. Research question 1 - What are the major factors contributing to the difficulties of Korean students' English speaking learning?

In order to find out the major factors contributing to the difficulties of Korean students in learning English speaking skills, the researchers tried to seek the answer in both the post-treatment questionnaire and the interview.

4.1.1. General opinions of students on English speaking skills

Most of the students (55%) reported that they considered English-speaking skills to be "important". Those who considered speaking skills as "very important", made up 15% of all the respondents, while those who had neutral thoughts about the importance of English-speaking skills accounted for 25% (or 5 students). There was only 1 student (5%) believed that it was "not important"; and 1 student found it "not important at all". The percentages show that most students were aware of the important role of English-speaking skills because it was essential for them to communicate with other Vietnamese students and teachers in the school and also was a means for them to learn other subjects.

The result also showed that half of the students admitted that speaking was "difficult". 30% of the students (or 6 students) reported that the speaking was "very difficult" while 4 students, accounting for 20% of the total students thought that the speaking skills was neither difficult nor easy. More interestingly, none of the students were self-confident that their English speaking skill was very good; it means that none thought that speaking skills was "not difficult" or "not difficult at all" for them. From this result, we can see that even the students highly appreciated the importance of speaking skills, but how to master it well were their troubles. Therefore, it is essential to find out a better way to help the students improve their English-speaking skills.

4.1.2. Students' difficulties in learning English speaking skills

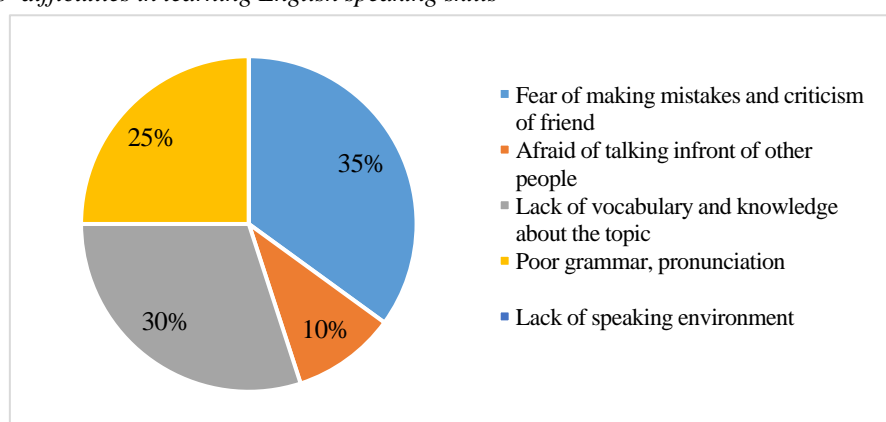


Figure 1. Students' difficulties in learning English speaking skills

It is very clear from the bar chart that all the students agreed that studying in the international school provided them with an environment to speak English, so "lack of speaking environment" was not the factor affecting students' learning to speak English (0%). Furthermore, from the collected data, it could be found that the students faced many difficulties during their learning process. One of the biggest factors (35%) preventing the students from expressing their ideas was their fear of making mistakes and being criticized by peers. Most of the students agreed that they still had a fear of being criticized and became worried about making errors in speaking. The second highest proportion (30%) was given to the lack vocabulary and knowledge about the topic. It is not surprising that students search for words while speaking English or become lost in conversation. It means that they lack a huge amount of vocabulary in English. 25% of the students admitted that the reason making English speaking difficult was their poor grammar and pronunciation. Only 10% of the students reported that English speaking was difficult for them because they felt shy or hesitant to speak in front of other people. They were common problems in speaking class that caused students' unwillingness to speak.

In addition, the students' ideas about the difficulties that they encountered when learning English speaking were reaffirmed in the first interview question "*What are your difficulties when speaking?*"

Below are some of the students' remarks:

"*I look for words when I start a conversation in English.*" (Student 1)

"*I feel worried if I speak English and my friends don't understand me because of my mispronunciation and my sentences are weird.*" (Student 2)

"*I feel like losing my face if I make mistakes when speaking and my friends laugh at me because of the mistakes I made.*" (Student 3)

"*I don't know why but when I stand in front of the crowd, I suddenly feel nervous and my mind goes blank.*" (Student 4)

In summary, all students encountered certain difficulties in learning speaking. Although each student had his/her own difficulties, these difficulties might be the reasons why they did not like speaking or often kept quiet in speaking class.

4.2. Research question 2 - What effects does SeeSaw have on the development of speaking skills of English language learners?

4.2.1. Students' attitudes towards using SeeSaw in learning English speaking skills

The data collected from question 4 in the questionnaire showed that 60% of respondents said that they often applied SeeSaw for practicing their English speaking. A smaller percentage (15%) revealed that they always used SeeSaw for English speaking learning. 15% of students (or 3 students) admitted that they sometimes used this application. Just only 10% of students (2 students) said that they "rarely" used SeeSaw for practicing their English speaking; and there was no one said that they did not use the application at all. It can be easy to explain these figures because homework was assigned to the students after completing each lesson. They made video recordings, presentations, etc. by using SeeSaw based on their teachers' requirements.

Data analysis from question 5 in the questionnaire showed that more than half of the students claimed to be interested in using SeeSaw for practicing their speaking skills (at 55%), the number of students being extremely interested in SeeSaw practicing activities were high (15%) and 15% of students who kept the neutral ideas about the use of SeeSaw in learning to speak English. As expected, a small percentage of the students said that it was not interesting or not interesting at all, accounting for 5% for each option or totally 2 students. From the responses to question 5, the majority of the students had positive opinions on SeeSaw after the treatment. This means that in a certain aspect, the teacher should use SeeSaw for learning and teaching speaking skills.

In brief, all the data demonstrated and interpreted above prove the effectiveness of SeeSaw in learning English speaking. Firstly, a large number of the students were willing to use this application. Once homework was assigned by the teacher, the students completed with the support of SeeSaw. This positive attitude towards SeeSaw reassures the feasibility of improving English speaking through SeeSaw application. Secondly, students were interested in using this application for doing their homework assignments which would become more enjoyable, stress-free as a result. In this case, SeeSaw serves as an inspirer to appeal to students for speaking, which in turn boosted their speaking outcomes.

Table 1. Benefits of SeeSaw (results of post- intervention questionnaire)

No	Benefits	1	2	3	4	5
1	SeeSaw helps improve my confidence when I speak	15%	65%	10%	5%	5%
2	SeeSaw provides me with an enjoyable and motivated environment to speak	20%	55%	10%	10%	5%
3	SeeSaw helps involve my parents into my learning	15%	75%	10%	0%	0%
4	SeeSaw helps enhance my interaction with my peers and my teachers	5%	70%	15%	10%	5%
5	SeeSaw helps me improve my English speaking	15%	60%	15%	10%	5%

Table 1 includes 5 items which measure benefits of SeeSaw application for students' speaking skills. In response to Item 1 (SeeSaw helps improve my confidence when I speak, only 5% of students disagreed with the given idea (or 1 student) and 5% of the students strongly disagreed with the idea, whereas the majority of the students (at 65% or 13 students) believed that their confidence had been improved after using SeeSaw, and 15% of them reported that they strongly agreed with the statement number 1). Moreover, 10% of the students neither agreed nor disagreed. The reason could be inferred that thanks to the application, the students had many opportunities to practice their English speaking, especially to express their ideas, so they felt confident when speaking.

To answer question 2 (SeeSaw provides me with an enjoyable and motivated environment to speak), 10% of the students were not satisfied with the environment that SeeSaw brought to them and 5% of them reported that they strongly disagreed with the given statement number 2. Only 10% of the students stayed neutral with the statement. However, more than half of the students (55%) agreed with statement number 2 about the enjoyable and motivated environment created by SeeSaw, 20% of the students reported that they strongly agreed with this given statement. Not surprisingly, by using SeeSaw, students could make presentations, record their audio works, feel free to express their thoughts without being on camera. They could add pictures, images, or texts to their works to illustrate their ideas. Furthermore, students were able to edit their works up until they felt pleased and then submitted their works to teachers.

As for Item 3 (SeeSaw helps involve my parents in my learning), 90% of students (or 18 students), including 15% strongly agreed and 75% agreed, reported that parents got involved in their learning English speaking, whereas 10% of the students (or 2 students) stayed neutral. 0% of students disagreed or strongly disagreed with this notion, which reveals that parents got more involved in their children's education after SeeSaw applying.

In addition, students' ideas about their parents' involvement in their education were reaffirmed in the second interview question *"Do your parents talk with you what they saw on SeeSaw? If so, what do they talk about?"*

When being asked about this question, most of the students reported that their parents always asked them about the posted works they saw on SeeSaw.

"My father said that my presentation about my family was very creative and he was proud of me." (Student 1)

"My mom asked me whether I need any helps from her to make videos for my next work". (Student 2)

"Last week, when my mom saw my posted work, she told me that she was really like my pictures and the way I illustrated my ideas with these pictures." (Student 3)

"My mom suggested that my next video should include more pictures to make it vivid. I highly appreciated her recommendation and did it on my next video." (Student 4)

In summary, parents played an important role in engaging and motivating students in their learning. It may help to the success of students in education.

Regarding Item 4 (SeeSaw helps enhance my interaction with my peers and my teachers), it can be seen clearly from the table above, three-fourths of the students (including 70% agreed and 5% strongly agreed) after treatment stated that SeeSaw helped promote their interaction with their peers and teachers. It was opposed to the number of students who disagreed and strongly disagreed with less than a fifth (15%). Only 2 students, making up 10% of the students, neither agree nor disagree with this statement.

In response to Item 5 (SeeSaw helps improve my English speaking), 60% agreed, and 15% of participants strongly agreed to it, while 15% remained neutral. However, 15% of the students, including 10% of them disagreed and 5% of them strongly disagreed with this statement. This shows that students might boost their speaking ability thanks to their regular practices.

It is worth mentioning that there are several ideas about the benefits of SeeSaw. For instance, some students said that they found out many topics to talk with their friends under the help of SeeSaw. They also felt happy because of the "being centered" feelings, both parents, teachers, and even friends cared about their works, about what they thought.

It is concluded that the students got positive responses to SeeSaw implementation. The use of SeeSaw was proved to bring a large number of benefits to the students, including raising their engagement in learning speaking. A stress-free, enjoyable environment made them more confident when speaking. Furthermore, parents' involvement in students' education motivated the students to showcase their works. Finally, through SeeSaw application, the interactions between students with peers, and their teachers had been boosted considerably. It can be concluded so far that SeeSaw application helps the students to enhance their speaking performance.

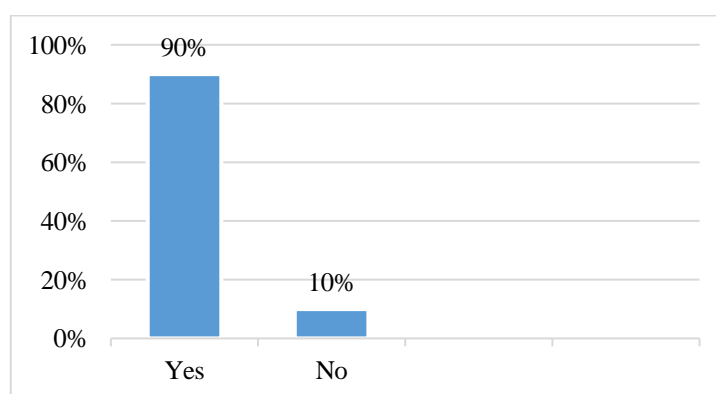


Figure 2. Students' socio well-being and integration self-assessment

In question 7, the researcher asked question about students' feelings of belonging in their community in order to see whether students integrated into the community or not, how well they felt about their social well-being. From Figure 2 above, 90% of the students (or 18 students) reported that they had the feeling of belonging in their community and just 10% of them said "no". And then, in order to explain to their choice, the survey directed the students who had responded with "yes" to process question 8. If the students responded with "no", they were directed to answer question 9.

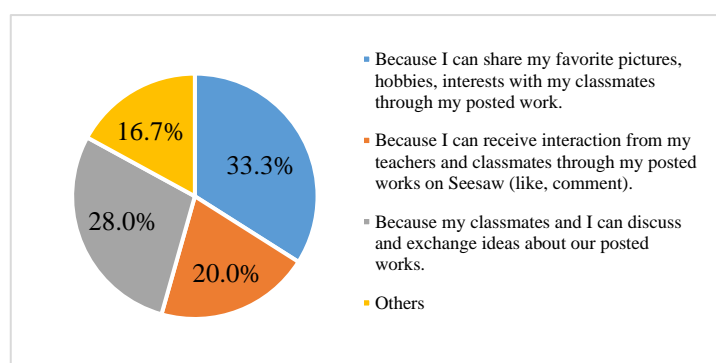


Figure 3. Students' explanation for their positive response

From the chart above, 33.3% (or 6 students) confirmed that they could share and talk about their favorite things (pictures, hobbies, interests, etc.) with their classmates through posted works. 20% of the students (or 4 students) confirmed that thanks to the support of SeeSaw they could interact with their teachers and classmates. Meanwhile, 5 students (or 28%) stated that after school time, they found out topics to chat with their friends. Furthermore, some students (16.7% or 3 students) with their selection of option D - "others" explained that after the implementation of SeeSaw, their parents often asked them about their learning, their homework assignments and they had same topics to discuss them about things posted on SeeSaw. The others shared that thanks to the posts of other friends, they knew and had more knowledge about what was happening around them, like Vietnamese people, culture and what other friends did outside classroom.

Only 2 out of 20 students selected "No". So, in order to further clarify their thought, they proceeded to question number 9. To answer this question, option A chooser explained that he just did not want to share his works with others. And option C chooser said that she felt uncomfortable to share her ideas through her works. She was afraid that her ideas were weird and different from others'. So, they might belong to a group who rarely used the application and did not contribute much to the lessons.

The researcher asked whether the students were willing to use the application for their future English-speaking practices. As expected, 75% of the students (or 15 students), including 10% for always willing and 65% for usually willing, reported that they were willing to use this application for their speaking practice while just only 15% (or 3 students) responded with "sometimes". Not surprisingly, a very small number of students (10%) corresponding to 2 students said "never". It is obvious that when students are willing to continue to use this application in the future, it

can be seen as a signal showing that they are attracted to learn English speaking. As a result, their speaking skills will be improved in the foreseeable future.

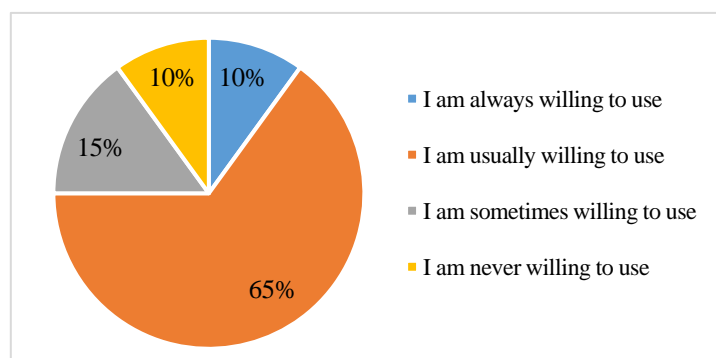


Figure 4. Are you willing to use SeeSaw for your future English-speaking practice?

Besides, the students’ attitudes towards the implementation of SeeSaw were also confirmed in the last interview question “How do you feel about using SeeSaw for practicing English speaking?”. Some students who were randomly asked this question highly appreciated the support of SeeSaw on their learning to speak English.

“I really like to learn English speaking by using SeeSaw because when I look at my friends’ videos of speaking tasks and then I learn how they deliver their speaking and pronunciation.” (Student 1)

“I learn vocabulary when I see my friend’s speaking.” (Student 2)

“I feel confident when I submit my speaking online in the application.” (Student 3)

“I am happy to learn with SeeSaw application since I can do and submit the tasks anytime.” (Student 4)

The students believed that SeeSaw had a great influence on their learning of English speaking skills. They learnt from their friends’ videos, felt happy with their learning and their confidence was improved.

4.2.2. Results of the pre-test

As mentioned previously, the results of the pre-test were used to access students’ speaking skills and check the homogeneity of the two groups at the beginning of the study. The results of the pre-test were presented as follows:

Table 2. Frequency and percentage of the pre-test results

	Control group				Experimental group		
	Frequency	Percent	Valid percent	Frequency	Percent	Valid percent	
Valid	4	5	25	6	30	30	
	5	6	30	6	30	30	
	6	5	25	4	20	20	
	7	3	15	2	10	10	
	8	1	5	2	10	10	
Total	20	100.0	100.0	20	100.0	100.0	

The table shows a statistical comparison between two groups’ scores. Both groups got the same rate of mark 4 and 5 (25% and 30%, respectively). Mark 6 of the control group accounting for 25% was 5% higher than that of the experimental group (20%). Mark 7 of the control group (15%) was also 5% higher than that of the experimental group (10%). However, the percentage of mark 8 of the experimental group which accounted for 10% doubled that of the control group (5%). So, the number of the students who got the lowest and highest scores of the experimental group were higher than that of the control groups, whereas the mark 5, 6 and 7 of the control group were higher than that of the experimental group but the difference was not much. From the evidences above, we can conclude that there are no significant differences in the pre-test results of the both two groups.

Table 3. Descriptive statistics of the pre-test results

		Control group	Experimental group
N	Valid	20	20
	Missing	0	0
Mean		5.45	5.40
Median		5.00	5.00
Std. Deviation		1.191	1.314
Minimum		4	4
Maximum		8	8

The table shows that the median of the control group was 5.0 and that of the experimental group was 5.0 also. Additionally, the control group's mean was 5.45 whereas the mean of the experimental group was 5.40. Therefore, it could be inferred that most of the students of the two groups got mark 5.0 for their pre-test. The minimum and maximum scores of the two groups were the same. Moreover, the range of the scores was also similar. There was a slight difference in standard deviation. The standard deviation of the experimental group was at higher level of homogeneity. However, this violation would have a small effect on the results as both groups were equal in size. The analysis of median, mean and standard deviation showed that students of both groups performed similarly in the pre-test.

4.2.3. Results of the post-tests

The results of the post-test were used to confirm whether the hypothesis was supported.

Table 4. Frequency and percentage of the post-test results

	Control group				Experimental group		
	Frequency	Percent	Valid percent	Frequency	Percent	Valid percent	
Valid	4	2	10	0	0	0	
	5	4	20	4	20	20	
	6	7	35	2	10	10	
	7	2	10	8	40	40	
	8	5	25	4	20	20	
	9	0	0	2	10	10	
Total	20	100.0	100.0	20	100.0	100.0	

As we can see from the table, there was no student getting mark 4 in the experimental group. In comparison with the control group, there were 2 students getting mark 4 (or 10%). The proportion of the experimental group's mark 5 was as same as in the control group. The 6-score distribution accounting for 35% in the control group reduced significantly to 10% in the experimental group. Additionally, the 7-8 score distribution in the control group was lower than that in the counter group, at 35% and 60%, respectively. The last thing to be mentioned was that the experimental group had the distribution of score 9 with 10% of the total students. In contrast, there was no one in the control group getting mark 9. From the description above, it was obvious that students' English-speaking skills in the experimental group had made more improvement than that in the control group.

In conclusion, according to the result obtained from the post-test, the students achieved considerable improvement after the treatment. The majority of them got higher score than they did before the application. Seessaw possibly played a significant role in encouraging the students in their learning to speak English.

Table 5. Descriptive statistics of the post-test results

		Control group	Experimental group
N	Valid	20	20
	Missing	0	0
Mean		6.20	6.90
Median		6.00	7.00
Std. Deviation		1.322	1.252
Minimum		4	5
Maximum		8	9

Descriptive statistics of the post-test for the two groups were presented in the table above. The table showed the mean and standard deviation, minimum, maximum and median scores gained by both groups in the post-test. The median of the experimental group (7.00) was 1.0 higher than that of the control group (6.00). The mean of the experimental group was 6.90, whereas that of the control group was 6.20. It could be inferred that most students in experimental group got mark 7.0 while the marks of the control group ranged around 6.0. Moreover, the minimum and maximum score of the control group was 1 point lower than that of the experimental group. It indicated that the students in the experimental group made more improvement than those ones in the control group. However, in order to confirm the significant difference between two mean scores, an independent Sample T- test was used as follows:

Table 6. Independence sample T-test of the posttest results

	Levene's test for Equality of Variances		t-test for Equality of Means					95% confidence interval of the difference	
	F	Sig.	t	df	Sig.(2- tailed)	Mean difference	Std. Error Difference	Lower	Upper
posttest	0.239	0.627	-1.719	38	0.042	-700	0.047	-1.524	0.124

The significant value in Leven's Test (0.627>0.10) indicated that the two groups were equal in variances. The p-value (0.042) displayed a probability from the t distribution (-1.719) with 38 degrees of freedom. The table also showed that p-value (0.042) was less than 0.05. There was a remarkable difference between the two mean scores of the two groups. It can be confirmed that SeeSaw makes a great distribution to the improvement of students' speaking skills in the experimental.

4.2.4. Comparison of the pre-test and post-test results

To measure if there is significant improvement within the experimental group, the comparison between pre-test and post-test was made and described in Figure 5 as follows.

The chart shows the huge improvement in the results between the two tests of the experimental group. It was easy to see the most obvious difference was the increase of the mark 7 distribution. In the pre-test, 10% of students got a score of 7 meanwhile the figure in the post-test rose four times as much as in the pre-test. Furthermore, students got mark 8 on the posttest were twice as much as in the pre-test. Yet, the score 8 distributions, accounting for 10% in the pre-test increased to 20% in the post-test. By contrast, the score 5, 6 distributions in the pre-test reduced by 10% in comparison with that in the post-test. Additionally, the results showed the distribution of score 9 and score 4 made the last change to the scale. There was no score 4 in the post-test as in the pre-test; and the post-test result got score 9 which did not happen in the pre-test.

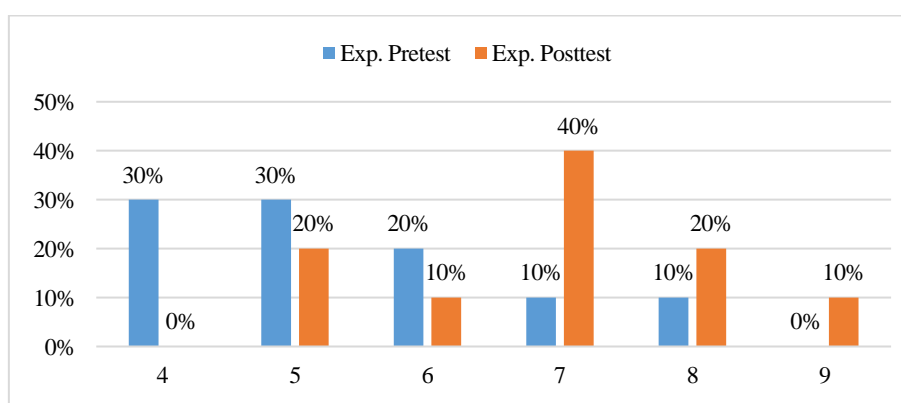


Figure 5. Results of pre-test and post-test of the experimental group

Therefore, the distinction between these two tests was that there was a significant increase in the distribution of score 9 and a remarkable decrease in the distribution of mark 4, compared with the pre-test result.

Table 7. A paired Sample T-Test of the pre-test and the post-test of both two groups

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
Ctrpretest- Ctrposttest	-0.750	0.550	0.123	-1.007	-.493	-6.097	19	0.000
Expretest- Exposttest	-1.500	0.607	0.136	-1.784	-1.216	-11.052	19	0.000

The table above shows that both groups made significant difference in the mean scores of the pre-test and the post-test because the low significant value (p -value < 0.05). The differences between the two mean scores of the two groups were assured because the interval of the difference did not contain zero. However, it was obvious that there was a significant difference between them because the mean difference of the control group (-.75) was higher than the mean difference of the experimental group (-1.5). In other words, both groups gained improvement in their speaking, but the experimental group had a great process in their English speaking.

To sum up, both groups made their own improvement in their English-speaking skills. However, the students in the experimental group achieved better improvement than those in the control group. Based on the results analysis, it can come to the conclusion that the implementation of SeeSaw has positive effects on the students' learning to speak English.

4.3. Discussion

In this study, three data collection instruments, including tests, post-intervention questionnaire and interview, were employed in order to evaluate the effects of Seesaw application in teaching and learning English speaking skills for grade 6th Korean students in an international middle school in Hanoi. After the treatment, two research questions were clarified based on the collected results.

In order to answer the first research question relating to the difficulties that the Korean students faced when learning in Vietnam, the qualitative result collected from the post-intervention questionnaire and the interview was analyzed, the researcher found out the difficulties that the students encountered when learning English speaking. They encountered both the difficulties like any ESL students and their particular obstacles such as speaking environment and living culture. The students must study and use English for their daily communication with teachers and other Vietnamese students and for their subjects at school. However, with the help of SeeSaw, the obstacles affecting their improvement of speaking skills were dealt with, so the students' interactions with peers, teachers and

parents were raised. And, the students developed positive attitudes towards learning English speaking through SeeSaw. Although, some of the students did not have such positive attitudes, yet this number was minor. The majority of the students enjoyed learning English speaking skills with SeeSaw and had a high level of awareness of the importance of speaking skills. As a matter of fact, their speaking skills were be enhanced (Nurhayati, 2006). Additionally, the results of the tests provided strong evidence for the hypothesis that students taking part in SeeSaw activities made more improvement in their English speaking skills as measured by pre-test and post-test scores than those who did not learn speaking skills by SeeSaw. Significant differences between the control group and the experimental group were found through the analysis of an Independent sample T-test and a Paired Sample T-test. It proved that both groups made improvement in their English speaking skills. However, the experimental group performed considerably better than the control one. The results was in line with the findings reported by other researchers who reported that Seesaw has a great role in students' speaking classes because it helps the learning process be easy and connected (Nur & Riadil, 2019).

5. CONCLUSION

Based on the results and discussion of the pre-test scores, post-test scores, students' post-intervention questionnaires and interview, it can be concluded that SeeSaw had positive effects on improving the students' English speaking skills. After the first semester of an academic school year working with SeeSaw, most of the students showed their positive attitudes towards this application. With the help of SeeSaw, the obstacles affecting their improvement of speaking skills were handled effectively. The students felt free to speak, shared ideas through videos and pictures. They actively participated in the activities, enthusiastically made their videos and presentations based on the teachers' requirements. Consequently, the students' English speaking skills were improved considerably. Furthermore, thanks to the implementation of SeeSaw, parents got more involved in their child' s education and the relationship between school and family, the interaction among teachers- students and students- students were enhanced.

Conflict of Interest: No potential conflict of interest relevant to this article was reported.

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