

## The Flipped Classroom Enhances Students' Speaking Skills

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### ABSTRACT-

This research focused on the influence of a flipped classroom model on learners' English-speaking skills. The participants of the study were 38 students at the second secondary stage in an experimental school in Cairo. The instruments used were: (1) A checklist of the targeted speaking skills for second year secondary school students as described in the curricula objectives.

(2) pre-and post-tests of oral presentations on specified topics, (3) The rubric for measuring the students' English Oral Performance, (3) A questionnaire of students' perceptions of flipped learning, (4) In- class observations by the researcher, (5) Interviews with a random sample of study participants to elicit their views on the flipped classroom experience after its implementation. Qualitative methods were used in analyzing collected data. The six tested items: accuracy, comprehensibility and pronunciation, fluency, comprehension, content and maturity of the language have improved. The results showed noticeable progress in students' fluency of ideas and interaction as a result of the resources, the links, the videos the teacher provided to students before class time, and the interaction and feedback they received during class and the on line material that was made accessible to them, which highlights the effectiveness of the flipped classroom in enhancing students' spoken language. Moreover, students' attitudes towards the flipped classroom showed moderate to high satisfaction rates.

**Key Words-** Flipped classroom, spoken language, online resources, in and out of class activities, secondary stage students.

## الفصل الدراسي المقلوب وتعزيز مهارات التحدث لدى الطلاب

### ملخص البحث

هدف هذا البحث إلى دراسة تأثير نموذج الفصل الدراسي المعكوس على مهارات التحدث باللغة الإنجليزية للمتعلمين. وكان المشاركون في الدراسة 38 طالباً في الصف الثاني من المرحلة الثانوية في مدرسة تجريبية في القاهرة. الأدوات المستخدمة هي: (1) قائمة مرجعية لمهارات التحدث المستهدفة لطلاب السنة الثانية من المرحلة الثانوية كما هو موضح في أهداف المنهج.

(2) اختبارات شفوية تطبق قبلًا وبعديًا حول موضوعات محددة في المنهج، (3) مقياس تقييم الأداء الشفهي للطلاب في اللغة الإنجليزية، (4) استبيان لقياس اتجاهات الطلاب تجاه التعلم المعكوس، (5) ملاحظة أداء الطلاب الشفهي داخل الفصل من قبل الباحثة، (6) مقابلات مع عينة عشوائية من المشاركين في الدراسة لاستنباط وجهات نظرهم حول تجربة الفصل المعكوس بعد تنفيذه. وتم استخدام الأساليب النوعية في تحليل البيانات التي وضحت نمواً للعناصر الستة التي تم اختبارها: الدقة، الفهم، النطق، الطلاقة، المحتوى ونضج اللغة. أظهرت النتائج تقدماً ملحوظاً في طلاقة الأفكار لدى الطلاب وفي تفاعلهم الشفهي نتيجة للمصادر، والروابط، ومقاطع الفيديو التي أتاحتها المعلم للطلاب قبل وقت الفصل، والتفاعل والتغذية الراجعة التي تلقوها خلال الفصل والمصادر على الإنترنت التي تم إتاحتها لهم، مما يؤكد فاعلية الفصل الدراسي المقلوب في تعزيز اللغة المنطوقة للطلاب. كما أظهرت اتجاهات الطلاب تجاه الفصل الدراسي المقلوب معدلات رضا من معتدلة إلى عالية.

**الكلمات المفتاحية:** الفصل الدراسي المقلوب، اللغة المنطوقة، المصادر عبر الإنترنت، الأنشطة الصفية داخل الفصل الدراسي وخارجه، طلاب المرحلة الثانوية.

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### **I. INTRODUCTION**

Speaking has always been the most challenging skill for foreign language learners. There are various reasons behind that difficulty among which are the absence of the right context that allows students to speak the language for authentic communicative reasons. This does not allow students to practice language use, which leads to lack of fluency in oral communication among most language learners. As for teaching English as a foreign language in all stages of learning and in secondary education in specific in most Arab countries, the speaking skills are not part of the assessment in governmental schools. Most governmental schools do not have language labs and if they do, they are not used! Hence, there are no classes for developing learners' speaking skills. Regarding the objectives of the curriculum that are set forth by the Ministry of Education, there are objectives that address listening and speaking skills (appendix 1 &2), however in reality they are not put into effect as stated by English teachers in the interviews conducted with some random sample of secondary stage teachers.

Through conducting a pilot study, analysis of students' recorded spoken language and interviews with English teachers, the research problem emerged. The oral skills are not given the attention they deserve in comparison to the other language skills. That led to most students' lacking of needed communication skills when trying to express themselves in English. To develop students speaking fluency

in English as highlighted in the English curriculum objectives for 2nd secondary stage students, this study addresses the following main question: How can teachers improve students' speaking skills in the second secondary stage in light of the flipped classroom?

The following sub questions are derived from the main question:

What are the speaking skills required for second grade secondary school students?

What are the current speaking skills of the targeted group?

What is the teaching model that is based on the flipped classroom that leads to the development of the participants' speaking skills?

What is the effectiveness of the flipped classroom teaching model in developing secondary stage students' speaking skills?

## II. LITERATURE REVIEW

The flipped classroom started when two chemistry teachers, Bergmann and Sams in 2007 uploaded recorded PowerPoint presentations of their classes to internet for absent students. They asked them to watch teaching videos before class time at home, then do homework and when they came to class, the teachers provided needed explanation for the difficult points. There were similar attempts when Salman Khan recorded a huge number of micro speeches on different subject matter, such as math, physics, biology, economics and finance. Later on he built an academic website that he called Khan academy for the purpose of teaching different subjects with the use of recorded videos, on- line exercises, self- evaluation tools and means for tracking students' progress (Bergmann & Sams, 2012). Then, the flipped classroom has become a widely spread educational model that attracted the

attention of many researchers and teachers.

In comparing the traditional classroom to the flipped one, the flipped classroom changes the regular order of in class teaching; explaining the lesson, giving students home assignments to emphasize given information, then after class practice. In the flipped classroom instead, teachers provide students with teaching videos and other resources on the internet for self-learning. During class time, students and teachers undertake varied activities that help explaining difficulties students encountered during their autonomous learning. A number of researchers argue that the teaching videos are not the key components of the flipped classroom model, however it is the change in the teaching processes and the emphasis given to student-centered active learning that is inquiry and project-based. Rivero (2013) highlights that most experiments done on the use of flipped classrooms proved its effectiveness in improving test scores and students' attitudes.

The flipped classroom model was implemented in 2010 in Clintondale High School in an at-risk social studies class. The results were amazing, which led school administration to expand model application to all freshmen classes then to the whole school the next year. Failures percentage dropped from 52% to 19% in English; 44% to 13% in math; 41% to 19% in science; and 33% to less than 10% in social studies (Alvarez, 2012). Moreover, flipped classroom had a positive influence on discipline issues as well, as discipline problems decreased by 66% (Hamdan et al., 2013). Byron High School also achieved tremendous success with the flipped classroom. The school administration was concerned as only 30% of students scored proficiency on the Minnesota Comprehensive Assessments in 2006. That led the mathematics department to decide to adopt the flipped classroom model. By

comparing the results of 2010 to 2013, proficiency increased in Algebra2, pre-calculus, and in calculus 1 substantially. The results of a survey that tested parents and students' attitudes towards flipped learning showed that 87% of parents and 95% of students preferred the flipped learning model (Hamdan et al., 2013).

The flipped classroom necessitates that students collect information before class. Teachers instead of presenting information to students provide guidance to them and use class time to make learning meaningful (Lasry, Dugdale, & Charles, 2014). Delivery time for the presentation of content and concepts and skills practice is reversed. Technology advancement made it easy for teachers to provide learners with material ahead of class time, which allowed dedicating class time for more engaging activities.

In EFL the flipped classroom model (FCM) was implemented in relation to all language skills and in what follows I am going to summarize the major results reached by researchers in this field. Zamzami (2017) conducted a study on 27 first year college students in a State University in Indonesia. The students were enrolled in an EFL flipped classroom. The results indicated that the flipped classroom

enhanced students' enthusiasm for learning prior to class time and led to increased chances for interaction among students. Regarding students' attitudes, the majority of students had highly positive attitudes towards the flipped classroom. Also, the study highlights that students managed to attain higher levels of the cognitive domain in Bloom's taxonomy.

Hamad (2016) investigated the effect of an EFL flipped classroom model on graduate students' two higher order thinking skills: engagement and satisfaction.

The participants of the study were 67 graduate female students divided into two groups: experimental and control studying an English course at Taif University, KSA. The findings indicated statistically significant differences between the two groups in higher order thinking skills in favor of the experimental group. There were also significant differences between the pre and post administration of the engagement and satisfaction scales in favor of the post administration.

Hamzeh et al. (2019) did a study on 60 students in two universities in Iran. The students were divided into two groups: conventional and flipped. The findings pointed out that the students in the flipped group showed more engagement with the contents of the course and outperformed the conventional group significantly in the post test. Most participants in the flipped group expressed their enjoyment of learning English in a flipped learning environment.

The flipped classroom model is found to enhance autonomous learning. Holec (1981) defines autonomous learning as spontaneous learning, which allows learners to take responsibility for their learning through defining learning goals, keeping track of their learning process, undertaking self-evaluation, designing learning plans and executing them. Thus, autonomous learning is a learning ability not only a positive learning attitude. Autonomous learners have the ability to organize and control their learning (Lee and Hannafin 2016; Little 2007; Oxford 1999; Tilfarlioglu and Ciftci 2011). Dang (2010) proposes that autonomous learners decide what to learn, how and when. Oxford (1999) suggests that autonomy is linked to self-regulation, which is translated to the process of planning, guiding, and monitoring self-learning. Autonomous learning goes through a number of self-regulatory steps that starts with setting one's learning goals, identifying strategies

to fulfil defined goals, having study plans, reflecting on one's learning, determining needed resources, and evaluating one's learning progress (Chan 2001). In the flipped classroom, students work independently through the preliminary knowledge stage, organize their learning process, construct their knowledge system, and finish the assigned learning tasks, which is believed to develop learners' autonomous learning. Moreover, due to the fact that every learner works at his/her own pace, their anxiety level goes down, and their enthusiasm for learning and their self-confidence go up. Because of the independent learning environment, learners learn in a threat-free environment, where they feel secure, which leads to higher levels of self-esteem and enthusiasm for learning (Sainan, 2016).

Implementing the flipped classroom in English language teaching enables teachers to reach students with different learning abilities, enhances classroom management and reduces negative behavior tremendously (Cockrum, 2013) , as it allows teachers to have more interaction time to spend with each student, which improves teacher-students relationships (Basal, 2015; Bergmann & Sams, 2015; Sung, 2015; Zhang & Wu, 2016)), In addition, the flipped classroom is proved to increase students' creative thinking (Al-Zahrani, 2015), listening and writing skills (Ahmad, 2016), reading comprehension (Huang & Hong, 2016), grammar (Al-Harbi & Alshumaimeri, 2016), English proficiency (Wu, Hsieh, & Yang, 2017), and English pronunciation (Zhang et al., 2016).

### III. METHOD

#### a) Design of the study

The approach used is quasi-experimental approach implemented on one



experimental group. The speaking skills for second year secondary school students were determined by analyzing students' recorded spoken language, then compared to the required speaking skills specified in the national curricula for that stage as determined by the ministry of education. The flipped classroom teaching model was implemented to measure its impact on students' speaking skills.

### **b) Participants**

The participants of the study were 38 students at the second secondary stage in an experimental school in Cairo; 17 boys and 21 girls. They were of varied speaking abilities. Some were not motivated to develop their listening or speaking skills especially that the scores of the spoken language did not count towards their final score. They preferred to invest their time and effort in their writing and reading tasks where more practice leads to better finals. The observation of the students took place in their English O level classes for a whole academic year 2017/ 2018, with special emphasis on the spoken language. The flipped classroom was used to urge students to be more involved in the speaking activities designed to improve their speaking skills.

### **c) Instruments**

1. A checklist of the targeted speaking skills for second year secondary school students as described in the curriculum objectives, which was validated by jury.
2. A pre-post oral test to assess students' speaking skills before and after administering the flipped classroom teaching model. Each student was asked to talk about his/her own phobias (unit 15 in appendix 1). Students' recordings were analyzed to highlight the speaking skills students have mastered and those skills

that they have not to be integrated in the flipped classroom teaching model. Then, students were asked to search related vocabulary and videos that discuss different types of phobias, reasons, some suggested solutions and remedies to reduce their severity. Some of these resources were on line and the students were given enough time to read and prepare their presentations on the same topic with their peers. Then, they were asked to talk about their phobias post to the implementation of the flipped classroom model and their presentations were recorded, analyzed and the results were compared to their pre-test results. The test was validated by jury and its reliability was tested by administering it to another sample that involved 25 students after two weeks. The reliability level has been acceptable at 0.86 on Cronbach's alpha.

3. The rubric of English oral performance developed by DePalma, Cartland, and Neumaier (2013) to measure the enhancement in learners' speaking skills (table 1). The rubric is divided into six components: accuracy, comprehensibility and pronunciation, fluency, comprehension, content, and maturity of language. The total score for the six components is 24 points, 4 points for each component. 4 is the top of the skill level and 1 is the minimum ability. The rubric focused on students' oral use of vocabulary, accuracy of grammar, sentence structure, correct pronunciation, and their ability to communicate ideas successfully, their understanding of verbal cues and their response to them. In addition, it also focused on whether the content includes introduction, body, and conclusion and if the study participants used eye contact and gestures appropriately.

4. A questionnaire to elicit students' perceptions of the flipped classroom (table 2). On a scale from 1 to 5 students were asked to choose what best describes their

learning experiences in the flipped classroom, where 5 means totally agree and 1 means totally disagree.

5. Open ended interviews with study participants that focused mainly on what they benefited from the flipped classroom. Students' responses were recorded and analyzed to highlight common themes.

Table 1. The rubric of English oral performance developed by DePalma, Cartland, and Neumaier (2013).

Scores	4	3	2	1
<i>Accuracy</i>	Ability to use sentence structure, vocabulary, and grammar correctly with no significant errors	Ability to use sentence structure, vocabulary, and grammar correctly with minimal errors	Ability to use sentence structure, vocabulary, and grammar correctly with some errors	Ability to use sentence structure, vocabulary, and grammar correctly (many errors)
<i>Comprehensibility and Pronunciation</i>	Ability to communicate ideas and be understood using correct pronunciation with no significant errors	Ability to communicate ideas and be understood using correct pronunciation with minimal errors	Ability to communicate ideas and be understood using correct pronunciation with some errors	Ability to communicate ideas and be understood using correct pronunciation (many errors in pronunciation)
<i>Fluency</i>	Ability to communicate clearly and smoothly with only natural hesitation	Ability to communicate clearly and smoothly with minimal hesitation	Ability to communicate with some prompts	Ability to communicate ideas unless given prompts
<i>Comprehension</i>	Ability to understand all verbal cues and always respond appropriately	Ability to understand most verbal cues and almost always respond appropriately	Ability to understand some verbal cues and sometimes requires prompts	Ability to understand verbal cues and respond appropriately
<i>Content</i>	Inclusion of all required information, including	Inclusion of most required information	Inclusion of some required information	Inclusion of little no required information

Scores	4	3	2	1
	pening, body, and conclusion		Information	information
<i>Maturity of the Language</i>	Inclusion of details beyond the minimum requirements (ex: words/expressions/eye contact/gesture)	clusion of details beyond the minimum requirements	clusion of minimal or no details beyond the minimum requirements	Inability to include any details.

**Table 2** Questionnaire of students' perceptions of the flipped classroom (developed by Al-Zahrani (2015) and modified by Lin and Hwang (2018) and the researcher to suit the objectives of the current research. The 10 items are divided into three main categories: 1-3 address content, 4-8 focus on communication, and 9 and 10 tackle interest.

- (1) The flipped classroom offers me the opportunity to review the lectures as many times as I need to.
- (2) The flipped classroom offers me access to the online course tools and materials.
- (3) The flipped classroom helps me to enrich my learning experience.
- (4) The flipped classroom helps me to effectively cooperate with my classmates.
- (5) The flipped classroom facilitates more communication between me and my teacher.
- (6) The flipped classroom facilitates more communication between me and my classmates.
- (7) The flipped classroom helps me to effectively participate in the learning activities.
- (8) The flipped classroom enables me to manage my learning activities.
- (9) The flipped classroom is a very enjoyable approach.
- (10) I prefer the flipped classroom over the traditional lectures.

#### d) The Flipped Classroom Teaching Model

In the flipped classroom students were given specific oral tasks to work on before class time. Among the tasks assigned to students were some listening tasks to which they were asked to record their answers. Other assignments included collaborating on a presentation that students needed to work on, then upload it on the site for their teammates to give their recorded feedback and suggestions for modifications. Speaking tasks involved role play that students needed to work on before class time

for the story assigned for them. Certain resources were provided on a website built for that purpose to facilitate students job to complete their listening and speaking tasks on their own. The tasks were uploaded on the site for students to work on with specified date to finish before class time. Secondly, they would come to class where their assignments were further discussed and their questions and inquiries were explained and answered. Any problems encountered in completing their assignments were solved with the help of the teacher and their peers. Thirdly, students would work on refining their tasks after the problems have been resolved. Then students would resubmit their tasks and the teacher revises them again. The resources that are made available to students develop their autonomous independent learning, and working before class time familiarized them with the topic and allowed them enough time to work on the assignment and to prepare their questions, which encouraged advanced discussions that enhanced their speaking skills.

#### IV. STATISTICAL RESULTS

**Table 3**

Mean, Std Deviation and covariance of Participants' Overall Responses to the questionnaire's three domains: Content, Communication, and Interest

	N	Sum	Mean	Std Deviation	C.V
Content	38	171.00	4.50	0.35	8%
Communication	38	144.00	3.79	0.44	12%
Interest	38	161.50	4.25	0.54	13%

As shown in table 3 the mean score of participants' total responses to the items related to content is 4.50, which is more than the mean for their responses in relation to interest, which is 4.25, and

the mean score for the total responses to the items related to communication, which is 3.79, the least score in comparison to content and interest.

However, the mean score for each component: Content, interest and communication are significant as shown

in table 4 below, which displays the mean, standard deviation and significance for each item underneath each one of the three components.

**Table 4**

**Participants' Responses to each item under the three domains**

	N	Sum	importance	Mean	Std. Deviation	T	df	Sig.
The flipped classroom offers me the opportunity to review the lectures as many times as I need to.	38	178	93.70%	4.68	0.471	22.04	37	0
The flipped classroom offers me access to the online course tools and materials.	38	172	90.50%	4.53	0.506	18.594	37	0
The flipped classroom helps me to enrich my learning experience.	38	163	85.80%	4.29	0.46	17.295	37	0
The flipped classroom helps me to effectively cooperate with my classmates.	38	159	83.70%	4.18	0.73	10.002	37	0
flipped classroom facilitates more	38	161	84.70%	4.24	0.675	11.292	37	0
communication between me and my teacher.								
The flipped classroom facilitates more communication between me and my classmates.	38	159	83.70%	4.18	0.652	11.203	37	0
The flipped classroom helps me to effectively participate in the learning activities.	38	124	65.30%	3.26	0.503	3.224	37	0.003
The flipped classroom enables me to manage my learning activities.	38	117	61.60%	3.08	0.273	1.781	37	0.083
The flipped classroom is a very enjoyable approach.	38	161	84.70%	4.24	0.542	14.068	37	0
I prefer the flipped classroom over the traditional lectures.	38	162	85.30%	4.26	0.601	12.954	37	0

**Table 5**

**Participants' Perceptions of the Flipped Classroom**

Content	strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
The flipped classroom offers me the opportunity to review the lectures as many times as I need to.	0	0.0%	0	0.0%	0	0.0%	12	31.6%	26	68.4%
The flipped classroom offers me access to the online course tools and materials.	0	0.0%	0	0.0%	0	0.0%	18	47.4%	20	52.6%
The flipped classroom helps me to enrich my learning experience.	0	0.0%	0	0.0%	0	0.0%	27	71.1%	11	28.9%
The flipped classroom helps me to effectively cooperate with my classmates.	0	0.0%	0	0.0%	7	18.4%	17	44.7%	14	36.8%
The flipped classroom facilitates more communication between me and my teacher.	0	0.0%	0	0.0%	5	13.2%	19	50.0%	14	36.8%
The flipped classroom facilitates more communication between me and my classmates.	0	0.0%	0	0.0%	5	13.2%	21	55.3%	12	31.6%
The flipped classroom helps me to effectively participate in the learning activities.	0	0.0%	0	0.0%	29	76.3%	8	21.1%	1	2.6%
The flipped classroom enables me to manage my learning activities.	0	0.0%	0	0.0%	35	92.1%	3	7.9%	0	0.0%
The flipped classroom is a very enjoyable	0	0.0%	0	0.0%	2	5.3%	25	65.8%	11	28.9%

approach.										
I prefer the flipped classroom over the traditional lectures.	0	0.0%	0	0.0%	3	7.9%	22	57.9%	13	34.2%

Table 5 shows that 12 students agree on number 1 under the category content, and 26 strongly agree, and 18 students agree on number 2 of the same category, and 20 strongly agree. Finally, 27 agree on the third item and 11 strongly agree, with 0 students underneath strongly disagree, disagree and neutral, which reflects

students' strong satisfaction of their experience of the flipped model regarding content. As they were able to review the lectures as many times as they needed to, and they had access to the online course tools and materials, which helped them to enrich their learning experience as mentioned in their responses to the questionnaire regarding content and as also expressed in their responses in the oral interviews. Regarding the number of students' responses to communication, which is covered in items 4 through 8, the numbers were as follows respectively: Item 4: 7 neutral, 17 agree, 14 strongly agree. Item 5: 5 neutral, 19 agree, 14 strongly agree. Item 6: 5 neutral responses, 21 agree, 12 strongly agree. Item 7: 29 neutral,

8 agree, 1 strongly agree. Item 8: 35 neutral, 3 agree, 0 strongly agree.

The quantitative results reflect students' moderate to strong responses to items related to communication, with participants' strong agreement to the first three items that emphasize students' strong satisfaction with the flipped classroom in facilitating more communication and cooperation among classmates and between



the teacher and classmates. More neutral responses towards the last two items, which emphasize their participation in class activities, which might indicate the need to revisit the learning activities to make it more communicative and engaging for learners. Finally, regarding the last two items 9 and 10 that address participants' interest in the flipped classroom, students' responses showed their moderate to strong satisfaction. Students' responses respectively: Item 9: 2 neutral, 25 agree, 11 strongly agree. Moreover, item 10: 3 neutral, 22 agree, 13 strongly agree., which indicates that most study participants have positive attitudes towards the flipped classroom.

Table 6 shows the substantial progress study participants made, which is reflected in the increase in students' speaking skills regarding the 6 tested items: Accuracy, comprehensibility and pronunciation, fluency, comprehension, content, and maturity of language from the pre to the post test in favor of the posttest scores.

Moreover, the mean of total test scores of the participants regarding the six tested items increased from pre to posttest results in favor of the total posttest scores, which indicates improvement in participants' overall speaking skills especially in the six defined items.

**Table 6**

Students' responses to the rubric for English oral performance pre and post regarding the six tested Items

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Accuracy_pre	38	1.61	.638	1	3	1.00	2.00	2.00
omprehensibility and pronunciation_pre	38	1.63	.633	1	3	1.00	2.00	2.00
Fluency_pre	38	1.68	.620	1	3	1.00	2.00	2.00

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Comprehension_pre	38	1.95	.655	1	3	1.75	2.00	2.00
Content_pre	38	1.87	.665	1	3	1.00	2.00	2.00
Maturity of the Language_pre	38	1.76	.590	1	3	1.00	2.00	2.00
total_pre	38	10.50	2.984	6	17	9.00	10.00	12.00
Accuracy_post	38	2.71	.611	2	4	2.00	3.00	3.00
Comprehensibility and pronunciation_post	38	2.68	.620	2	4	2.00	3.00	3.00
Fluency_post	38	2.82	.563	2	4	2.00	3.00	3.00
Comprehension_post	38	3.29	.611	2	4	3.00	3.00	4.00
Content_post	38	3.34	.534	2	4	3.00	3.00	4.00
Maturity of the Language_post	38	3.32	.574	2	4	3.00	3.00	4.00
total_post	38	18.21	2.611	14	24	16.00	18.00	21.00

## V. RESULTS AND DISCUSSION

The results highlighted that using the flipped classroom led to enhancing participants' speaking skills. The six components in the rubric of English oral performance developed by DePalma, Cartland, and Neumaier (2013) have shown steady progress, which was manifested in enhanced accuracy, pronunciation and comprehensibility, fluency, comprehension, content, and maturity of language. The results showed that students' ability to use more accurate sentence structure, grammar, and vocabulary was improved. Moreover, regarding comprehensibility and pronunciation, they were better able to communicate ideas and to be understood with fewer pronunciation errors. As for fluency, students were more capable of communicating clearly and smoothly. As far as comprehension is concerned, their ability to understand verbal cues and to respond appropriately was enhanced.

Regarding content, their ability to include required information following correct format that includes introduction, body and conclusion showed noticeable progress. Their language has become more mature, i.e. they succeeded in including enough details not only basic ones with some elaborate expressions.

The progress could be explained in terms of students' exposure to abundance of input through recorded videos and the online tasks that require them to interact and communicate with their peers in preparing group oral projects and presentations.

Moreover, the interaction that takes place in class with the teacher to discuss problems and difficulties that they encountered before class during preparation time enhances their communication and interaction skills that include comprehension, pronunciation, fluency, etc. The results of this study coincided with those reached by other studies that reported enhanced oral communication among students at different stages due to the implementation of the flipped classroom model (Al-Zahrani (2015), Lin and Hwang (2018).

The statistical results pointed out progress in learners' overall oral communication skills especially regarding the categories that could be classified as production items, such as pronunciation, accuracy, and fluency. Whereas, the categories, such as comprehension, content, and maturity of the language also showed some progress, however less in its quality and quantity than that attained in the productive ones. This could be explained in terms of the duration of the study which lasted for an academic year. More time is needed to see some tangible results when it comes to comprehension, content and maturity of the language as they are more complex ones, hence require more time to develop. The

enhancement in students' oral skills, especially in the six tested items shown in the

rubric of English performance (table 1) highlights remarkable differences between students' pre and posttest scores in favor of the posttests'.

Regarding students' perceptions of the flipped classroom in comparison to the traditional one, most students expressed moderate to high preference of the flipped classroom. The items that received high preference were the ones related to content, communication and interest, with interest of the lowest percent, followed by communication, then content which received the highest preference among study participants on the students' perceptions questionnaire developed by Al- Zahrani (2015) and modified by Lin and Hwang (2018) and the researcher. The results of this study support those reached by Butt (2014), Davies et al (2013), DeGrazia et al (2012), Mason et al (2013), McLaughlin et al (2013) and Wagner et al (2013), which indicated the satisfaction of students of the flipped classroom model no matter what their level of achievement was.

The interviews with the students showed their enthusiasm towards the flipped classroom as most of them expressed their satisfaction with the accessibility of the content and the resources whenever they needed them, which in their own words made their life easier as they were able to listen and rehearse when they had the opportunity. They also pointed out that in the flipped classroom they were given the chance to speak more with their classmates on line, in class, and after class while working on their presentations and projects. Moreover, they mentioned that the teacher dedicated more time to answering their questions, commenting on their presentations and listening to them in class and on line, which they believed allowed

them to speak more, and consequently helped their speaking skills to develop.

## VI. INTERPRETATIONS

After the implementation of the model for a whole year, most students achieved substantial progress that was noticeable in their later recordings, projects and presentations. Their ability to express their ideas fluently in English without much hesitation and with better pronunciation showed substantial enhancement, which agrees with the results of a number of studies; Ahmad (2016), Huang & Hong (2016), Lin & Hwang (2018) and Wen, Wu, Hsieh, and Yang (2017) that proved the efficacy of the flipped classroom in enhancing learners' oral proficiency. The current study participants were able to develop more advanced vocabulary, and were able to express their ideas accurately with more self-confidence, which proves results reached by other studies Alnuhayt (2018) that reported development in learners' vocabulary due to the implementation of the flipped classroom. That

was not surprising as most students by the end of the year were given many opportunities to practice speaking the language, recording it and getting feedback from peers and the teacher on how to better improve their vocabulary use and speaking skills in general. Students use of more accurate structures coincided with the findings of Al-Harbi & Alshumaimeri (2016), their English pronunciation (Zhang et al., 2016) and their overall English proficiency have improved as the results of Wu & Yang (2017) pointed out.

Moreover, Students' positive attitudes towards the flipped classroom defies the argument that students tend to be passive in class as they were so enthusiastic to participate in class assignments though they required too much preparation before

class and much work after class as well. Of course some students were more motivated than others, but the overall positive feedback on the given questionnaire prove that students were happy to be more autonomous than they actually are during conventional classrooms, provided that they were given clear guidance and appropriate material and accessible resources. The flipped classroom needs to prevail as it frees the teacher to undertake more quality teaching and to have a

better relation with his/her students and it develops learners' skills to look for the information themselves and to advance their skills whether those related to language or their study skills, which lead to the emergence of an autonomous independent learner, who is capable of planning his own learning and conducting self-assessment.

## **VII. SUGGESTED RESEARCH**

Nowadays, with the prevalence of technology and the spread of its use in all its forms among students of all ages, and the MOE's attitude towards the use of tablet in classwork and assessment, the flipped classroom needs to be widely used with Egyptian students as it encourages more autonomous learning. More research needs to be done on the efficacy of the flipped classroom model on younger students at the primary and preparatory stages, and its influence on enhancing their autonomy and improving their study skills. Moreover, studies that compare the effect of the flipped classroom model on high and low achievers need to be conducted. Also the influence of gender on students' perceptions towards the flipped classroom model and the amount and quality of interaction and participation in and out of class need to be researched. In addition, the influence of the flipped

classroom teaching model on other language skills need to be further explored. How to overcome impediments and difficulties encountered in the preparation and execution of the flipped classroom model whether regarding availability of resources or the eLearning platform or internet access need to be researched. Furthermore, more research needs to be done on how to motivate

students to put the effort needed before and after the class in undertaking the assignments, which entails changing the receptive learning style most students and teachers got used to.

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Reading	Critical thinking	Speaking	Writing
A newspaper article about Dr Farouk El-Baz	Women in society	Describing people	A short biography
A summary of Dickens's novel <i>The Cricket on the Hearth</i>	Telling the truth	Starting a story and asking for clarification	The first paragraph of a story
A magazine article about the human brain	The importance of the senses	Giving advice	A reply to an email
An email about a best friend; today's street children	Thinking about the homeless	Describing a friend	A paragraph about a friend
A text about the national census	The advantages of urban and rural living	Giving opinions	The advantages and disadvantages to city life
"The Gardener", a poem by Robert Louis Stevenson	Understanding poetry	Making polite requests	A text about an organisation that helps older people
A magazine article about cars of the future	The implications and consequences of pollution	Discussing consequences; giving reasons for and against an argument	Ideas for and against a suggestion
A text about new cities; fighting world hunger	The advantages and disadvantages of new cities	Discussing a questionnaire about new cities	An email about a place that you know in the city or the countryside
A web article about hygiene and cleanliness	How to discourage smoking	Giving advice on how to stay healthy	A set of instructions giving advice
A summary of Shakespeare's <i>King Lear</i>	Loyalty to the family and learning from your mistakes	Telling a story with a message	A story about learning from past mistakes
A text about Helen Keller	The uses of technology to help people with disabilities	Complimenting and congratulating	A text about the Paralympic Games
A text about car pollution and possible solutions; a text about prejudice	Prejudice	Arguing for and against public transport	A paragraph about how to solve pollution problems
A text about modern and future forms of communication	The advantages and disadvantages of mobile phones	Making plans and promises	A text about social networking sites
Part of Charlotte Bronte's novel <i>Jane Eyre</i>	Teaching children at home and through experience	Agreeing and disagreeing	An informal email about schools
An interview with someone who works for a travel company	The importance of knowing a foreign language and being able to use the internet	Asking and answering interview questions	A job description
A short biography of Charlotte Brontë; the growth of slums	The importance of languages	Planning a new website	A description of a job that you would like to do
A text about the Suez Canal	Analysing great works of engineering	Asking for and giving advice	A description of an engineer's work
A summary of Verne's novel <i>Around the World in Eighty Days</i>	Opportunities for world travel today	Describing journeys	A description of a journey
An article about the treatment for phobias	Understanding people's fears and possible treatment for fears	Asking and answering questions	An article about a phobia
An article about Hong Kong; the importance of law enforcement	Appreciating different cultures	Planning how to improve a town	A description of a fear
A text about producing enough food to feed people	Analysing different types of food production	Asking for and making suggestions	An email about a place of environmental interest
A summary of Conan Doyle's <i>The Hound of the Baskervilles</i>	What people can do to help poor countries	Telling and explaining mysteries	A mystery story
A text about light pollution	The problems with light pollution	Making polite complaints	An email of complaint
A text about saving the planet; education today and in the past	What people can do to help environmental problems	Making a complaint at a hotel	An email to a scientist about the pollution in your area

Unit	Title	Grammar/Functions	Listening
Unit 1	Famous Egyptians	The present and past simple	A conversation about famous people
Unit 2	Charles Dickens: <i>The Cricket on the Hearth</i>	The past continuous and past perfect	A talk about Charles Dickens
Unit 3	The power of the mind	Zero, first and second conditionals	A conversation about memory
Revision A	Revision A	Revision	An interview with a man with an incredible memory
Unit 4	City or countryside?	The present perfect	A conversation about where people live
Unit 5	Robert Louis Stevenson: "The Gardener"	Verb + infinitive or <i>-ing</i> form	A conversation about Robert Louis Stevenson
Unit 6	Tomorrow's world	Future forms: <i>will</i> + infinitive <i>am/is/are</i> + <i>going to</i> present continuous	Five people talking about an aspect of the future
Revision B	Revision B	Revision	"At the Sea-side", a poem by Robert Louis Stevenson
Unit 7	Health and safety	<i>should/shouldn't</i> , <i>must/mustn't</i>	A radio programme about bird flu
Unit 8	William Shakespeare: <i>King Lear</i>	The third conditional	A quiz and talk about Shakespeare
Unit 9	Amazing people	Articles <i>a/an</i> and <i>the</i> with singular nouns	A radio programme about an incredible person
Revision C	Revision C	Revision	A conversation about health
Unit 10	Communications today	Future forms: present simple and future continuous	A conversation about social networking sites
Unit 11	Charlotte Brontë: <i>Jane Eyre</i>	The past simple and past perfect	An extract from the beginning of Charlotte Brontë's novel <i>Jane Eyre</i>
Unit 12	People at work	Reported speech	Five people talking about their jobs
Revision D	Revision D	Revision	A conversation about learning languages
Unit 13	Great works of engineering	Passive verbs: past and present	A description of building a railway
Unit 14	Jules Verne: <i>Around the World in Eighty Days</i>	Relative clauses	A talk about Jules Verne's life
Unit 15	Phobias	Modal verbs of deduction: <i>must</i> , <i>can't</i> , <i>might</i>	Four people talking about their phobias
Revision E	Revision E	Revision	An expert talking about the Three Gorges Dam in China
Unit 16	Today's world problems	The future perfect	A conversation about biodiversity
Unit 17	Conan Doyle: <i>The Hound of the Baskervilles</i>	Passive verb forms	A talk about the Sherlock Holmes Museum in London
Unit 18	A cleaner world	Countable and uncountable nouns	An interview with a scientist about noise pollution
Revision F	Revision F	Revision	A discussion about sounds