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**The Perceived Effectiveness of Implementing the Flipped Classroom
Model in the Enhancement of English -Students' Spoken Performance:**

The Case of Master 1 Students of English at Mila University Centre.

A Dissertation Submitted in Partial Fulfilment for the Requirements of the Master's Degree in
Didactics of Foreign Languages

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DEDICATION

*First and foremost, all my gratitude goes to “**ALLAH**” for giving me the strength, passion, patience to accomplish this work to the fullest.*

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DEDICATION

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ABSTRACT

Nowadays, the English language has a crucial role in the Algerian educational System. The speaking skill is one of the major aspects of learning English or any other foreign language. On account of the learners' innumerable challenges with regard to developing the speaking performance, EFL teachers around the world have noticed that a big number of learners have several difficulties in improving their speaking skill. This issue has driven teachers to look for novel and more rewarding teaching methods, and techniques to help EFL learners to improve their speaking performance. The aim behind this study is to find out how the flipped classroom model affects EFL learners' speaking development. The research employed a mixed method the qualitative and quantitative to examine the attitudes of the teachers and students towards the use of FCM for the development of English speaking. It involved administering a questionnaire to 52 Master one students and a questionnaire with ten teachers affiliated with the Department of Foreign Languages at Abdelhafid-Boussouf University Centre at Mila. The result of the analysis showed that the flipped classroom approach has a positive impact in improving EFL learners speaking skill. The application of FCM was a beneficial method in the EFL classroom speaking. The study suggests motivating teachers to use new technology, particularly FCM, in their teaching strategy.

Key words: Flipped Classroom Model, Speaking Skill, EFL Learners and Improvement.

LIST OF ABBREVIATIONS

FCM: Flipped Classroom Model.

EFL: English as a foreign language

FL: Foreign Language.

Q: Question.

%: Percentage.

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General Introduction

In the 21st century, in the domain of English language teaching and learning, speaking is considered as one of the most significant linguistic-aspect which is hugely important for the learners' aptitude. Nunan argues that a students' capacity to carry on a conversation is a good claim of how well they are learning a second or foreign language and teachers make massive efforts to improve their learners' English-speaking skills using various methods, but learning is not limited to what goes on in classroom with teachers only, the learner has to accomplish beyond the classroom to improve their level. Besides, the traditional teaching strategies are outdated and require new tactics to support them.

One of these ingenious teaching approaches is Flipped Classroom Model (FCM). This technique focuses on preparing learners for the subject given before class, then, during class followed by assignments from the teacher to improve face-to-face quality. Consequently, the Flipped Classroom Model can improve students' speaking skills because it creates an atmosphere in which students can grow confidence and independence in their own language learning while also being exposed to language both inside and outside the classroom.

1. Statement of the Problem

Learners in the setting of English as a foreign language (EFL) sometimes face learning obstacles that can negatively affect their English competence. One major issue is that students' opportunities to speak and practice the language are restricted due to the teacher's prominent role in the language classroom, which rarely involves the learner. Traditional teaching methods typically place more emphasis upon the actions of the professors. As a result, there might be little communication between the instructor and the students since the teacher is in complete control of the educational process. Because of this, students could become too dependent on their teachers for direction and would not have enough chances to negotiate and receive scaffolding within the sociocultural setting. Moreover, technology has been a major factor in

bringing people closer together by shortening the distance through social media. It has also had a big influence on education, particularly on the development of more flexible curricula. The Flipped Classroom Model is one example of how teachers might use technology to close the gap between regular classrooms and online learning. With the help of peers and this paradigm, students can exchange information and take control of their own learning. With this method, the instructor takes on a more facilitative role.

Furthermore, for language acquisition, the Flipped Classroom Model (FCM) can be quite effective. It enables educators to establish a lively and participatory classroom where learners can get past their apprehensions and enhance their English-speaking abilities. With the help of reciprocal interaction and meaning negotiation, FCM gives students lots of chances to communicate and express themselves. Research has demonstrated a positive correlation between FCM and proficiency in a foreign language.

2. Aims of the Research

The main purpose of the current research bears predominantly on the application of Flipped Classroom Model with EFL Master 1 students at Mila University Centre, and how it effects the improvement of speaking skill. It has, likewise, attempted to:

- Examine how satisfied the learners are with the flipped classroom.
- Consider the flipped classroom model as the most effective teaching strategies.
- Check the model's ability to improve speaking skill at Abdelhafid-Boussouf Mila University Centre.

3. Research Questions

The current research aims to answer the following questions:

Q1: What are the major aspects of the flipped classroom model (FCM)?

Q2: Does the flipped classroom have any influence on Master 1 learners' speaking proficiency?

Q3: What is the significance of improving the speaking performance in the academic field and the career area of later?

4. Research Hypothesis

In order to answer the research questions, the current study is based on the following hypothesis: If teachers use flipped classroom model effectively, and to what extent this approach impacts the improvement of speaking skill towards Master1 learners.

5. Research Methodology

Data was gathered using a combination of methods. The study uses two different methods of data collection. The first is a questionnaire administered to Master one students to have their opinions on the flipped classroom to improve their English-speaking abilities. The second method of getting data is interviewing English teachers at Abdelhafid-Boussouf University Centre's Department of Foreign Languages. Its goal is to ascertain how educators feel about using FCM to enhance students' public speaking abilities.

6. Population and Sample

Our study's sample has been chosen randomly from Master 1 students at Abdelhafid-Boussouf University Centre, consisting of 52 students from the Foreign Languages Department. Furthermore, the study was designed for Master 1 English teachers, which contains ten (10) teachers.

7. Structure of the Research

This research paper is divided into two chapters, chapter one is divided into two sections. Section one is about Speaking skill, its' importance, elements, teaching it, the goal behind teaching speaking and the role of teachers in teaching speaking. The second section contains the flipped classroom and its' implementation to improve the speaking performance. It addresses how to describe and apply FCM as a process strategy to enhance speaking abilities.

The second chapter covered the study's practical components and the examination of the study's outcomes and provides recommendations.

Chapter One: Implementation of the FCM to improve the speaking Performance

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Chapter One : Theoretical part

Introduction

The educational system has historically been described as face-to-face, classroom-based learning where the teacher is the exclusive source of knowledge. However, as technology and the internet have advanced, there has been a great emphasis on integrating technology into teaching and learning strategies. With this modification, teachers now have the chance to enhance their students' learning through the use of a range of technological resources. One of these new methods in teaching and learning is the flipped-classroom model. The present chapter is devoted to supply the theoretical background of this modern teaching model. It is divided into two sections, the first one gives a brief overview about the speaking skill, its elements, importance, teaching speaking, the goal of teaching speaking and the role of teachers in teaching speaking. The second section gives a brief overview about the flipped classroom model . It provides a general summary of the FC as a new teaching model which has become a contentious issue and a growing concern for educators across the world and the implementation of FCM to improve the speaking performance. It addresses how to describe and apply FCM as a methodology to enhance speaking abilities and assurance.

1.1. Section One: Speaking Skill

1.1.1. Definition of Speaking Skill

Speaking is one of the four language skills (listening, reading, writing, and speaking). However, speaking holds significance with regard to the progress in learning the target language for being the most important skill in any setting. In the same line of thoughts, Leong and Ahmadi (2017) claimed that “Speaking is used twice as much as reading and writing combined” (p. 35). It is the act of holding conversations and maintaining social relationships among individuals who are referred to as speakers of that language. Additionally, Bygate (1987) stated

that speaking is the art of selecting the suitable language forms while communicating. As a result, the speaking skill is recognized as the ability that EFL learners must possess.

Speaking is a pure productive skill since the speaker is responsible for producing a comprehensible language output in order to build conversations and deliver messages. In the same vein, Ur (2000), argued that copying native speakers' way of communicating necessitates the awareness of the correct use of grammar rules, vocabulary, and pronunciation. Additionally, other skills must be mastered, such as stress, tone, intonation, and facial expressions.

1.1.2. Elements of The Speaking Skill

According to Haris (1974), there are five components involved with the speaking skill; Comprehension, grammar, pronunciation, and fluency.

1.1.2.1. Comprehension

Comprehension refers to the students' understanding of conversation. Cohen et al. (2005, p.51) define comprehension as participants fully understanding the research project, including complex methods and dangers.

1.1.2.2. Grammar

Students should be able to construct grammatically correct sentences when conversing with others. The students' ability to distinguish appropriate grammatical forms according to the context is the corner stone of acquiring language proficiency in oral and written forms.

1.1.2.3. Vocabulary

Indicates the excellent vocabulary employed in conversation. Vocabulary is considered as a barrier that impedes the progress of mastering the language.

1.1.2.4. Pronunciation

It deals with the phonological system, which refers to the part of grammar that consists of the elements and ideas that determine how sounds and patterns vary in a language.

1.1.2.5. Fluency

It is the students' capacity to communicate fluently and expressively in a native like way. Fluency is characterized by a fairly fast speaking rate and only a small number of pauses. These signs indicate that the speaker does not take much time looking for the linguistic objects with which he/she wishes to communicate.

1.1.3. Importance of Speaking Skill

Nowadays, speaking is the most crucial skill, and as it forms the foundation of any language, language learners of foreign languages prioritize studying it over other skills. Additionally, rather than asking "do you write English?" foreign language learners are more frequently asked "do you speak English?". We are aware that the majority of individuals mistake language proficiency with speaking it. Speaking has also been called "the most important part of an EFL course" (Knight, 1992, p. 294). It is also the activity that is easiest to observe when compared to other participation activities like listening, reading, writing, and body language (Tsou 2005). Moreover, it is the ability to translate intentions and thoughts into fluent and eloquent speech is a complex talent that allows speakers to comprehend information (Levelt 1989, p.1).

The ultimate aim of learning a foreign language is to sound like native speakers and become "speakers of that language" through gaining proficiency and fluency. As a result, the speaking skill has always been prioritized by EFL learners and teachers alike.

In this globalized era, English as a foreign language imposes itself as a necessity for communication for those who want to be enrolled in the international labor market.

Consequently, developing EFL learners' oral performance has become crucial since it mirrors their mastery of the language. In this vein, Celce-Murcia (2001) pointed out that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p. 203).

1.1.4. Teaching Speaking

Speaking stands out as a key communication skill for English learners. Learners often encounter difficulties as they progress in honing their speaking abilities, according to Brown (1994), teachers should consider several principles when teaching speaking. Firstly, they utilize techniques that cater to the diverse of learners, this includes focusing on language accuracy and meaningful interactions. Secondly, motivation techniques should be employed. Thirdly, authentic language should be encouraged in meaningful contexts. Fourthly, providing appropriate feedback and correction is important. Fifthly, the natural connection between speaking and listening should be emphasized. Sixthly, students should be given opportunities to initiate oral communication. And finally, the development of speaking strategies should be encouraged.

According to Nunan (2003), there are some principles to consider when teaching speaking. Firstly, the teacher should distinguish between second language and foreign language learning contexts. Secondly, students should be given practice in both fluency and accuracy. Thirdly, opportunities for student talk can be provided through group work, pair work, and listening to the teacher. Lastly, speaking tasks should be planned with clear objectives in mind.

1.1.5. The Goal of Teaching Speaking

The main aim behind teaching speaking skill is communicative competence, to be able to speak and express their ideas more freely, according to a study made by Baxora Jarqinovna Axmadjonova (2021), English learners now have different expectations from their teachers

compared to the traditional approach. In the past, the focus was mainly on developing grammatical skills and using popular teaching methods, however, nowadays teachers are expected to provide students with practical and active knowledge of the language, therefore producing spoken language can be challenging for English learners because it requires an understanding of fluent speech, including reduced forms, fixed phrases, collocations, and the pace of speech. It is crucial to incorporate “real” communication into the learning process to help students speak spontaneously and handle the demands of speaking. The main goal of teaching speaking is to exchange information and consolidate elementary linguistic knowledge, develop habits, and acquire skills. It is evident that fluency in speaking cannot be achieved without gradually assimilating phonetics, vocabulary and grammar. Speaking is closely connected to and aids in teaching listening comprehension, reading and writing.

1.1.6. Roles of Teachers in Teaching Speaking

Teachers who teach speaking skill are highly required to have many strategies in teaching this course, it is not only a matter to deliver material to students effectively, but also to have strategies to encourage students to be talkative in teaching and learning speaking process, as mentioned by Dr. Anup Sharma (2015), when it comes to developing oral skills, it is important for students to feel comfortable and be in a supportive environment, also they should have the freedom to make mistakes without fear of ridicule or punishment, thus this confidence allows them to communicate and interact more freely. In terms of teaching, the teacher plays a background role, focusing on the learners and their development of oral skills, the teacher should be aware of what is happening during the activity, and do not be too noticeable. They should have control of the situation without being too obvious. The teacher at this stage plays a significant role in helping students understand the activity, how to conduct it, and what materials to use. The teacher also sets behavioural expectations to ensure a disturbance-free environment; when giving instructions, the teacher should be clear and

concise, avoiding lengthy speeches, it is important to give instructions at the beginning of the class to capture students' full attention. Distribution of materials and assigning roles should only happen after the instructions have been given.

1.2. Section Two: Flipped Classroom and Its Implementation on Speaking Skill

1.2.1. The Concept of Flipped Classroom

1.2.1.1. Historical Background of Flipped Classroom

The flipped classroom model is an instructional method and a type of hybrid or blended learning. FCM involves using technology, such as videos and recordings, to teach theoretical concepts outside of the classroom setting. In recent years, the concept and approach of the flipped classroom has grown in popularity around the world and has progressively become the centre of attention in the global education community. Bergmann and Sams (2012), two American high school chemistry teachers, practiced flipped teaching at the high school level, recording and sharing videos of their teaching practice to make up lessons for students who were unable to attend courses on a regular basis. This method encourages student participation and learning by having lectures at home and working on exercises in class under teacher's guidance.

Over the past 40 years, technological advancements have made flipping even simpler. Recent developments in audio and video technology have made it possible to expand the use of the flipped classroom (Baker, 2000; Davies et al., 2013; Fitzpatrick, 2012; Fulton).

1.2.1.2. Definition of Flipped Classroom

The idea of flipped classroom is accounted for as a new approach in the field of education and it has become quite well-known and popular amongst educators throughout the world. The founders of flipped classroom are Johnathan Bergmann and Aaron Sams, (2007). They used teacher created video/video tutorials as a teaching resource to teach chemistry at high school in 2007. Flipped classroom, flipped learning, inverted classroom, or inverted learning are all terms that pour within the same context with this instructional model. Primarily named flipped or inverted classroom, these expressions are being substituted by flipped classroom model, which will be referred to, throughout this chapter, by the abbreviation FCM. According to a study made by Saint Louis University it is a teaching approach that called the Flipped Classroom, flips the role of lecture and assignment. The purpose of the course materials is to enable students to learn outside of the classroom, freeing up in-person class time for intentional practice, engaging projects, and active learning activities. The flipped classroom model gives teachers a chance to design opportunities for applied learning during in-person class time, while also providing students with a framework to learn at their own speed. Students view lessons at home through watching an online lecture, reading physical or digital texts or by participating in an online lecture. After that, they master the material at school in collaboration with their peers or instructors by making presentations, conducting debates and practicing skills whether it is guided or unguided by the teacher. According to a survey made by Jihyun Lee (2023), Bergmann and Sams (2012) defined FC as a pedagogical strategy “where work that was traditionally done in the class is now done at home and what was traditionally homework is now completed in class” (p.13). An earlier definition by Lage, Plate, and Treglia (2000) says that “events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (P.32). According to Bond, Leo and Heo (2017; 2020) when students study and review concepts at home, class time may be used for more time with the teacher and

more active, collaborative activities in the group setting. According to some definitions posit FCM as blended learning initially consisted of in-person classroom lectures and online, asynchronous text-based activities. (Garrison & Kanuka, 2004). Combining the ideas of offline and online learning, Lee, Lim, and Kim (2017) defined FCM as “a newly emerging form of blended learning, where students individually watch online lectures prior to class and then engage in classroom learning activities interacting with peers and instructors” (p.427). According to Johnson (2013), FCM is a learning paradigm that is given by minimizing the amount of direct instruction in teaching practice by maximizing interactions with one another. By using technology, this learning model adds further supporting learning materials for students that can be accessed online. This will enable them to gain more free time that has previously been used for instructional purposes. Websites, presentations and video are only a few of the functional digital tools and technologies, video is the most recent innovation to repurpose learning. In the reverse learning model, lecturers are in charge of providing learning resources, either by creating them themselves or by allocating them from the internet. These materials ought to be well made, simply designed and connected to pertinent educational content. Deslauries et al. (2011) found that the FC can boost student learning results by a percentage of 75% and student participation by 45% to 85%. Zarrinabadi and Ebrahimi (2018) suggest that flipped learning aims to use direct instruction in the smaller learning groups to create opportunities for active learning in the classroom. They further say that because flipped learning builds on students’ prior involvement with the topic, it allows them to be more engaged in class. Additionally, because the emphasis is primarily on active learning, students’ attention does not rapidly fade because the pace of the lectures is adjusted to meet their requirements.

1.2.1.3. Flipped Classroom Approach

With its simplest definition, the flipped classroom model is expressed as “what is done at school done at home, homework done at home completed in class” (Sams &

Bergmann,2014). Kim, Kim, Khera, and Getman (2014) pointed out that with this method, students observe the theoretical portions of the lessons using a variety of devices, including presentations, online videos, and learning management systems. Students also take notes and write questions for the portions of the lessons they do not understand before the course. Students complete supportive activities throughout the course, including working in groups to solve problems, completing pre-pared questions, having discussions, and drawing conclusions. (Formica, et, al 2010). The flipped classroom model shifts accountability for learning from the instructor to the student. (Bergmann, Overmyer, & Wilie, 2011).

1.2.1.4. Pillars of Flipped Classroom

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interacting learning environment where the instructor guides learners as they apply concepts and engage creatively in the subject matter. So, the FC incorporates the four pillars of flipped classroom model F.L.I.P (Hamdan et al, 2014. p 6).

1.2.1.4.1. Flexible Learning Environment

The physical setting and the time environment to promote interaction and reflection, as well as ongoing observation and modification, are equally as important as the teacher's time shifting. So, what happening in their groups space is the most effective thing to be happening in that group of students. Besides, flexibility and variety in both learning and demonstration of mastery which make the learners start to learn what they know (Santos & Serpa. 2020 p,170).

1.2.1.4.2. Learning Culture

In traditional classroom the teacher is the main source of information, whereas; in flipped classroom, students are involved in a form of groups. This is a very big shift particularly for students because they are used to coming and getting involved in the learning process in a

passive way. flipped learning turns that. So, the learning culture is really put back on the students and the teachers become truly the guide. Besides meaningful student centered activities, scaffolding support that allows students access with differentiation and feedback. Different students learn in different places.

1.2.1.4.3. Intentional Content

This is the key aspect of lessons plan development with flipped learning, where the teacher really looks at which content can be developed and delivered to the students at home, and which content is the best to utilize in the classroom with higher thinking skills. Instruction that is delivered in an autonomous manner with pertinent materials that the instructor has gathered or produced for the students. Moreover, differentiation of content for student learning (ibid, 2014).

1.2.1.4.4. Professional Educators

FC educators bear a greater duty than those who employ a traditional approach. Throughout the course, FC instructors keep a close eye on the students, assess their academic progress, and provide feedback. (Flipped Learning Network – FLN. 2014). The teacher makes himself available to learners as an adviser, observing them, providing them with feedback to have an active engaged environment (Baker, J.W. 2000).

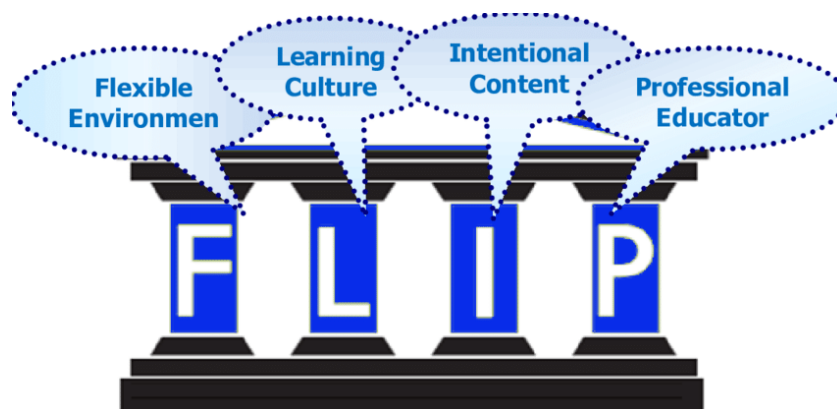


Figure 1:

The Four Pillars of Flipped Classroom. (Hamdan & et al. 2013, p6)

1.2.1.5. Traditional Classroom Vs. Flipped Classroom

Traditionally, the teacher is the only source of knowledge and learners have zero information about the subject that will be given in the classroom. A typical classroom setting includes a lectern beneath a microscope, pale-colored walls, and rows of tables and chairs. Historically, people focused their education on attending lessons every day, and school amenities were proven to influence learning. Traditional classroom education is mostly based on teaching methods and learning materials, rather than learning styles and individual differences among students. Learning comes naturally when learners align their practices with their learning abilities. Traditional classrooms do not stimulate the senses or the mind. Instead, rote learning is emphasized.

In addition, the curriculum makes use of standardized textbooks approved by the education board and the government. Furthermore, the teacher is the major source of knowledge about the students' subject area expertise.

Conversely, technological improvement played an important role in changing teaching and learning methods. Besides, it controlled the way and the time of learning. Learners can quickly access and store information thanks to technology. Thus, educational institutions apply active learning methods, such as the flipped classroom paradigm. It focuses on expanding student understanding in class rather than through lectures. It is a more effective method of learning than traditional lecture-based teaching; however, the flipped classroom environment uses active learning methods (Betihaves & et al, 2016, p. 14), which means that students have direct access to knowledge and must plan their contact moments because they must interact and

evaluate themselves. In addition, a flipped classroom is a mixed learning strategy in which students are exposed to a subject at home and then work through it in the classroom.

Table 1:

Flipped Classroom Vs. Traditional Classroom. (J. Bergmann, A. Sams, 2012), (p. 15)

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm up activity	5 min.	Warm up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on videos	10 min.
Lecture new content	30-45 min.	Guided and Independent practice or lab activities	75 min.
Guided and Independent practice or lab activities	20-35 min.		

1.2.1.6. Advantages of Flipped Classroom

Creating an active learning environment in the classroom is one of the main objectives of flipping a classroom. To enable students to learn at their own pace, and to allow the teacher more time to spend with each student individually as opposed to the entire class. When discussing the benefits of a flipped classroom approach, it is essential mentioning that these advantages can be felt by both teachers and students.

1.2.1.6.1. An Assistant for Absent Learners:

It is about learners who miss the class in traditional learning process, the lesson will be re-explained by the teacher. Conversely, when the flipped paradigm is applied, students can

interact with the material anywhere at any time. They can learn more quickly because students nowadays, according to the Flipped Learning Network are busy. Many have too many events scheduled, jumping from one to the next. The students value the flipped classroom's adaptability because the primary instruction is provided through internet videos.

1.2.1.6.2. Students' Deeper Understanding:

Active learning allows students to gain a deeper comprehension of the subject matter, which is another important advantage of learning in a flipped classroom. Because they actively participate in creating the knowledge they learn, this differs from more passive learning environments like lectures. Teachers guide students and assist them in expanding their knowledge as they go along, helping them to develop deeper understanding.

1.2.1.6.3. Teachers Can Re-use the Content They Created:

With the flipped classroom approach, teachers may choose to transmit material through third-party sources. However, many teachers choose to make their own videos, which personalizes the initial learning experience. This also has the advantage of being able to optimize and re-use content, allowing teachers to spend less time on lesson preparation for fundamental information and more time on specialized lessons for deeper inquiry.

1.2.1.6.4. Learners Gain Independent Learning Capabilities:

Without a doubt, developing independent learning skills is important for all learners, but it's especially important for EFL learners. Under the flipped classroom model, students learn the basics on their own, at home, frequently via videos. As a result, they can learn at their own pace and become accustomed to the self-study method. Teachers must understand that not all students respond to the idea of self-study in the same way, and they must take proactive measures to assist those who find it difficult. Moreover, according to Bergmann, J., and Sams, A. (2012) stated that "teachers plays vital role in the lives of their students, they are mentors,

friends, neighbours and experts. Having face-to-face interaction with teachers is an invaluable experience for students.” (p.52). Which means that teachers-students interaction is increased.

1.2.1.6.5. The Impact of Flipped Classroom on Class Management:

Ultimately, a flipped classroom approach can make students’ management in the classroom more appropriate, which is one of its greatest advantages. As a result, there can be an increase in overall class attendance as well as a greater ability for students to feel emotionally immersed in a subject, which helps with student engagement. Moreover, when the students spend more time in the class will have deeper conversations than just listening to lectures. Bergmann, Sams (2012) argued that creating educational videos is an excellent method to keep students far from falling behind. Even if the teacher decide not to fully flip his/her classroom, he/she may still make quick videos to pass the time while he/she is not in it.

The Flipped Classroom approach simplifies classroom management by allowing teachers and students to communicate one-on-one, saving time and effort. Instead of presenting a lecture, the instructor will observe students’ uncomfortable behavior (Cockrum, 2014).

1.2.1.7. Disadvantages of Flipped Classroom

While there is significant support for the flipped classroom approach, there are also several opposing views documented in recent literature. This section examines some challenges faced by adopters of flipped classrooms and other critical viewpoints. One obstacle noted is that many educators approach new teaching methods, including flipped classrooms, with scepticism and caution (Fulton, 2012). Given the constant influx of educational trends, teachers require substantial reassurance that flipping classrooms offers greater benefits than previous strategies before committing to change. Concerns include scepticism about its effectiveness compared to traditional methods, questioning whether it’s merely a passing trend, and doubts about the efficiency of video-based homework over traditional readings (Young, 2015).

When teachers harbor negative attitudes towards integrating technology into their curriculum, positive outcomes are less likely, highlighting the importance of addressing teachers' willingness to embrace change (Ertmer, 2012). Some school districts investing in technology have found no significant improvements in student achievement, which validates teachers' concerns about the impact of technology on educational outcomes (Hu, 2007). Despite efforts to achieve a 1:1 student-computer ratio, many districts reported mixed results or minimal benefits from their investments in technology (Weston & Bain, 2010; Williams & Larwin, 2016).

Another concern is the strain on teachers' time and workload. With restrictive schedules and curriculum demands, teachers often have limited planning time, hindering their ability to experiment with new strategies (Buabeng-Andoh, 2012). Teachers have expressed increased workload due to digital communication with students outside school hours, learning new technological skills, and maintaining courses amidst rapid technological advancements (Buabeng-Andoh, 2012). The lack of time during the workday for professional development and curriculum revitalization further impedes teachers' acceptance of new teaching methodologies (Neyland, 2011; Fisher, 2011).

Additionally, some students may not adapt well to a technology-based approach, preferring traditional in-class lectures over digital media (Herreid & Schiller, 2013; Keene, 2013). Concerns also arise about students' inconsistent completion of homework assignments, whether digital or traditional, which can negate the time-saving benefits touted by flipped classrooms (Kachka, 2012; Aviles, 2014). These challenges underscore the complex dynamics and considerations involved in implementing flipped classrooms, particularly regarding equity in access to technology and its impact on educational outcomes (Ross, 2015; Smith, 2016).

1.2.1.8. Challenges of Flipped Classroom

As mentioned by the study of RITINDER Kaur (2016), like any new educational approach, flipping a classroom is not without its difficulties. It is the responsibility of the instructor to make sure that all students have access to the curriculum's specified learning objectives. To take the role of a lecture in the classroom without compromising the learning objectives, the instructional material needs to be easily understood. In the event that students do not have access to technology at home, learning centres must be provided in school. Instructors must plan lessons that will enable their learners to become experts in the subjects. In order to create instructional content and incorporate it into lesson plans, teachers need to understand how to use digital tools. There are some subjects that cannot be completely taught outside of classroom. In these situations, the lecture must be supplemented with digital teaching materials rather than replaced. According to a study made by Nikos Andriots (2017), he pointed that some challenges of this model are showed in, it furthers the digital divide because it isolates learners and accelerate the advent of the digital divide within the organization if they force them out of the corporate training room. Workers won't consider themselves as a part of the "corporate team" and will instead feel alone. Yet it is overly reliant on student trust because instructors depend on learners to be conscientious about things like watching required videos or going over crucial documents before every in-person meeting. This excessive dependence may not be suitable or secure. In addition, he added that this method does not provide students with the same level of access or fast time with lectures as traditional learning does because it mostly relies on flipped classroom resources such as video on demand, pre-recorded audio lectures, and archived learning content.

1.2.1.9. Assessment in Flipped Classroom

Assessment in a flipped classroom approach may combine performance assessment with regular assessment methods. According to Bailey and Slater (2004), standard testing does not

help teachers measure the language proficiency of English language learners in a reliable manner. (Pitoniak, Young, Martiniello, King, Buteux, and Ginsburgh, 2009) argue that:

ELLs should have not only multiple opportunities, but also multiple ways to show What they know, and that assessment specifications should include a variety of Item and response types that may lead to assessments on which ELLs are more Likely to be able to show their strengths. For example, items with visuals, Performance tasks, or oral responses are sometimes suggested as ways to allow ELLs to better demonstrate proficiency. (p.11).

In short, in the flipped classroom, assessment should also monitor students' learning process. Assessing students learning outcomes in flipped classroom model depends on defining learners' objectives, and the teacher must be very clear about the lessons he wants his students to learn. Select the sources of your content after defining your learning goals, he must choose the content sources he will use to give to students the knowledge they need to get ready for class. Create the activities he will do in class the foundation of flipped classroom consists of the in-class activities, which provide students the chance to apply, practice, or extend what they have learned. Students should be challenged to think critically, creatively, or cooperatively through the activities, which should be in line with the learning objectives and the content sources. Arrange the assessments will be doing evaluation of student learning outcomes and feedback to teachers and students depend on assessment, formative and summative evaluations can be used in flipped classrooms to track students' development and progress over the course. Besides, evaluation and refine the design given (Fahim, S., Khalil, R. 2016).

1.2.1.10. The Role of Technology in Facilitating the Flipped Classroom

Digital tools can play an integral role in the effectiveness of the flipped classroom, as they can assist student in support and engagement, as well as provide insights into how students learn through analytics on learning and assessment. The widespread ubiquity of these

technologies offers educators various opportunities to enhance their teaching and learning methods in the flipped classroom. However, it is important to note that technology still poses ongoing challenges for educators. According to a study made by Wen-Jye Shyr and Ching-Huei Chen (2017), we have witnessed the growth of technology as a means of delivering and enhancing classroom instruction. For example, technology can support students in the flipped classroom by helping them regulate their behaviours, emotions and thoughts. This is achieved by providing scaffolding in technology-based environments to promote students' self-regulation (Barab and Squire,2004). One crucial aspect of self-regulation is cognitive control, which involves student regulating their use of cognitive strategies to achieve learning goals. Another aspect is metacognitive control, which refers to students monitoring and adjusting their cognitive strategies to make adaptive strategies while learning (Schunk,1995). Moreover, as students engage with the flipped learning system, they will adopt new learning strategies and undergo developmental changes in knowledge, skills, and practice, which will further familiarize them with the flipped classroom approach.

1.2.2. The Implementation of Flipped Classroom Model

The role of teachers and students is transformed. Teachers change their role into the facilitator, guider and helper, evaluator of students, whereas, students become the main controller during their own learning process.

1.2.2.1. The Role of Teacher:

The role of teachers is the faithful supporter of students' construction of knowledge. According to a study made by Sahar Basit (2023), teachers in the flipped classroom plays the role of facilitators of active learning, they transform into learning guides, focusing on leading students through conversations, teamwork to solve problems, and practical tasks. In addition, in flipped classrooms, teachers don't just distribute textbooks, they are the imaginative brains responsible for creating educational content such as captivating videos, interactive quizzes, and

various learning materials. Furthermore, teachers also step into the shoes of assessors, they evaluate their learners work, grade assignments and provide feedback, they ensure that everyone's giving their best performance, they also support their students' by creating a welcoming and inclusive learning environment, they promote open dialogue, support inquiries, and facilitate student cooperation. They strive to ensure that each student feels respected and listened to, establishing a welcoming classroom atmosphere.

1.2.2.2. The Role of Learners:

The flipped classroom transforms the focus from the instructor as the main source of knowledge to students taking an active role in their learning process instead of passively receiving lectures, students actively participate in class discussions, work on problem solving assignments, collaborate in groups, and ask questions about challenging ideas which will help them to increase their capacity and audacity to ask well-reasoned questions. According to Robert John Meehan:” a students' progress should be measured in terms of the questions they are asking, not merely by the answers they are reciting.”. This student-centered approach encourages participation, autonomy, and responsibility in learning and helps them to adopt new cognitive learning techniques and learning styles, creating mental models in which they are both knowledge builders and readers.

1.2.3. The Difference between flipped classroom and flipped learning:

According to a study made by Maggie O'Scanail (2020), she mentioned that the two styles are similar but not the same; here is what you should know:

1.2.3.1. Flipped Classroom

In a nutshell, the flipped classroom sounds like a great way to personalize education and give students more autonomy. Instead of merely relying on textbooks and lectures, students can choose the subject on their own with the help of educational videos. It is great that they may

practice critical thinking and problem-solving during class time. It must make learning more engaging and relevant to the real world.

1.2.3.2. Flipped Learning

Similar to the flipped classroom, the flipped learning model takes a traditional approach and reverse it with the help of the flipped learning approach, teachers become more like coaches who work with students rather than just information providers. In order for students to spend time solving difficulties together in class, teachers send their lessons home with them. After reviewing the material on their own schedule at home, students come to class to work in groups alone, or with the teacher to engage in problem solving, gaming, and discussion-based application learning. So, the difference is that flipped learning may not change the entire structure of the physical classroom.

1.2.4. Flipped Learning, Blooms Taxonomy:

According to the research posted by Jessica SHABUTRA (2022). Bloom's taxonomy is a categorization of the various goals and competencies that teachers establish for their students (learning outcomes). Benjamin Bloom, an educational psychologist at the university of Chicago, first suggested the taxonomy in 1956. According to Bloom's Taxonomy, the importance of active learning and student engagement is of paramount importance. It suggests that lecture style teaching is not as effective as when students are actively involved in their learning. The idea is that students benefit from support that helps them successfully engage with higher order learning tasks. The following six learning levels are now included in the nomenclature, which was modified lately. You can use these six levels to organize your course's lectures, assessments, and learning objectives.

1.2.4.1. Remembering:

Is the process of getting information
 Inan, F. A., & Lowther, D. L. (2010). Factors Affecting Technology Integration in K-12

Classrooms: A Path Model. Educational Technology Research and Development, 58(2),

137-15466 from long-term memory that is pertinent to the situation at hand.

1.2.4.2. Understanding:

Using interpretation, exemplification, classification, summarization, inference, comparison, and explanation, one constructs meaning from written, spoken, and visual signals.

1.2.4.3. Applying:

Putting an execution or implementation process into practice or carrying it out.

1.2.4.4. Analysing:

Is the process of dissecting anything into its component elements and using classification, organization and attribute to ascertain how those parts relate to each other and to a larger structure or a goal.

1.2.4.5. Evaluating:

Is the process of checking and critiquing in order to reach conclusions based on standards and criteria.

1.2.4.6. Creating:

Is the process of assembling components into a cohesive or useful whole or, alternatively, rearranging components via planning, generating, or producing.

Like other taxonomies, Bloom's is hierarchical, which means that acquiring the necessary knowledge and abilities at lower levels is a precondition for learning at higher levels. To illustrate this order, Bloom's Taxonomy is frequently shown as a pyramid graphic. This pyramid has been redesigned into a "cake-style" hierarchy to highlight how each level is constructed upon the foundation of the layers that came before it.

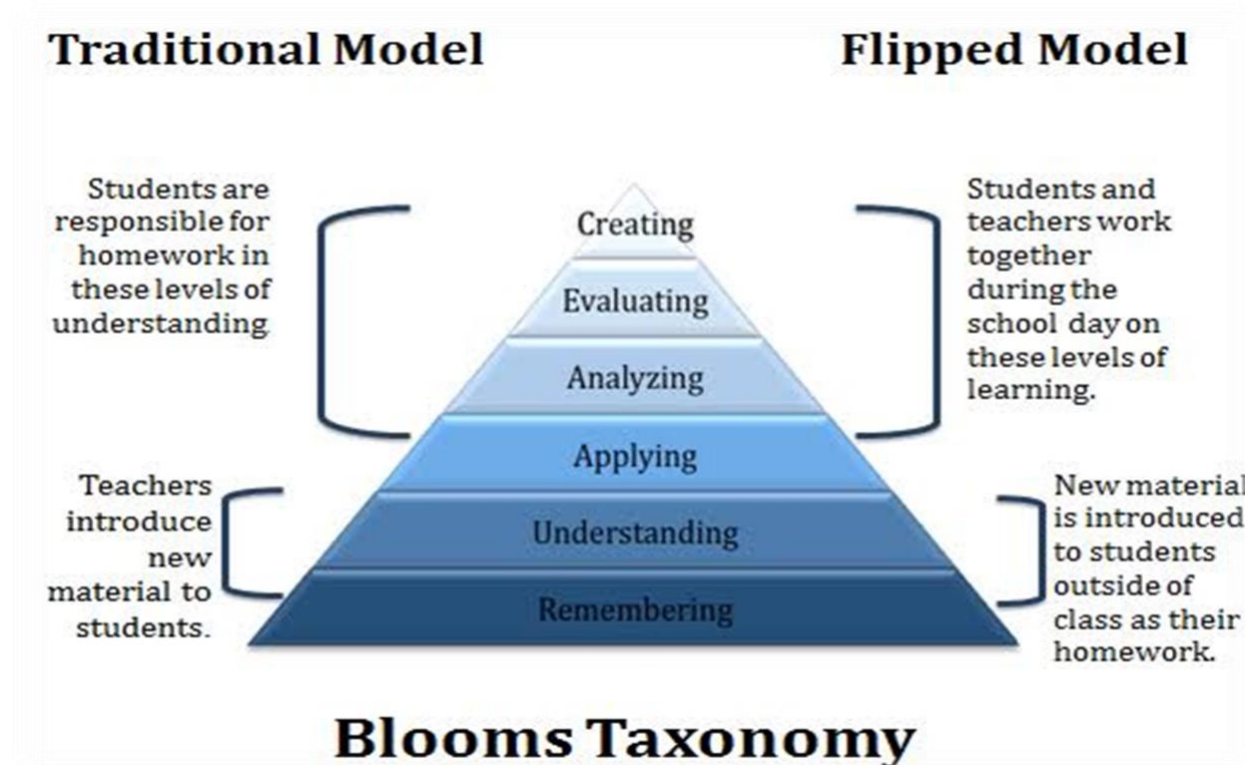


Figure 2:

The relationship between Bloom's Taxonomy and Flipped Classroom. (Lopes and Soares, 2018).

According to a study made by DR. Lesia Baranovska (July 1,2023), the "**Learning Pyramid**" sometimes referred to as the "Cone of Learning" developed by the national training laboratory indicates that most students retain approximately 90% of what they learn by teaching others, but only about 10% of what they read from textbooks. According to the learning pyramid model, there are certain study techniques that are more successful than others, and using variety

of study techniques will promote deeper learning and longer-term memory. By implementing Bloom's revised taxonomy in a flipped classroom, students are concentrating on the higher forms of cognitive work-apply, analyse, evaluate, and create inside class, where they have the support from their peers and instructor, while completing the lower levels of cognitive work – remembering and understanding outside of the classroom. This is addressed by the flipped classroom concept in the Flipped Manifest: "Students can quickly and readily access any subject when they need it, giving teachers more time to focus on enrichment and higher order thinking. A classroom can grow to recognize the need for teacher accessibility to overlap with cognitive load by offloading some information transfer. That is, the teacher's role is to support and guide the students as they go towards the higher end of Bloom's Taxonomy- assimilating knowledge, generating original ideas, etc.". In contrast, the traditional classroom enables students to use the six levels of Bloom's Taxonomy inside and outside the classroom. As maintained by the research of "Flipped Learning and Bloom's Taxonomy", by Jon Bergman, and Aaron Sams- (2015). They discussed the idea of using class time more effectively by focusing on higher level thinking skills like applying, evaluating, and creating. They mentioned that the traditional pyramid model of Bloom's Taxonomy, where most class time is spent on remembering and understanding, may not be the best fit for a flipped classroom. Instead, they suggested a diamond model, where the majority of class time is dedicated to the middle levels of Bloom's Taxonomy. Jon and Aaron shared the research by Robert Maranzo, around 58% of class time is spent on lecture, 36% is spent on practicing and deepening content, while only 6% is dedicated to higher-order thinking tasks. It is interesting how not much has changed since the "sage on the stage -v- guide on the side" concept was introduced. Aaron and Jon really challenged us to rethink this by considering the use of flipped learning. Let us change that 58% and make learning more engaging and interactive.

Conclusion

The aim of this chapter is to present the speaking skill as an important factor for EFL learners, which contains definitions of the speaking skill, its elements, and the role of teachers in teaching speaking skill. In addition, the theoretical framework of Flipped Classroom Model which contains a brief historical background, definition of FCM, pillars, followed by implementation of flipped classroom. Besides, it includes the traditional classroom vs flipped classroom and its advantages. Finally, the current chapter involves the Flipped Learning Blooms' Taxonomy, and how the FCM turns the Blooms' Taxonomy on its head.

Chapter Two: Data Analysis and Discussion

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Chapter Two : Data Analysis and Discussion

Introduction

The present chapter includes the research variables which are one dependent variable which is the improvement of the speaking performance, and one independent variable which is the implementation of the flipped classroom model, as well as the research methods, the participants and population. It also investigates students' and teachers' attitudes towards the use of flipped classroom to improve speaking performance, since teachers and learners are the main variables and their opinions are very important. Our aim from conducting this study is to confirm the validity or non-validity of our hypotheses whether or not teachers use the flipped classroom model effectively and to what extent this model impacts the improvement of us speaking skill towards master one learners. The most suitable tool for meeting this objective appears to be a questionnaire to learners that aims to recognize the attitude of students in using the flipped classroom modelled understanding its effectiveness on enhancing students' speaking aptitude. we have also opted for conducting an questionnaire for teachers to scrutinize teachers' perspectives about the use of flipped classroom in their teaching and its efficacy and weightiness to develop speaking skills. The results are represented and interpreted in tables and graphs. The questionnaire is analysed by expressing the responses by percentage and represented under tables.

2.1. The Research Variables

The research has two variables, the independent variable and the dependent one. The independent variable is the implementation of Flipped Classroom Model. Whereas, the dependent variable is the improvement of EFL learners speaking skill.

2.2. The Research Methodology

Identifying the research methodology is a crucial aspect when conducting any kind of research. It forms the foundation of the study, encompassing the techniques, tools, and approach employed to assemble data.

2.2.1. The Research Approach of the Study

This study examines how a flipped classroom style can improve the speaking development for English foreign language students. It is qualitative and quantitative questionnaires in nature because it investigates both teachers and students' viewpoints on the topic, and to confirm the premise, a semi-structured questionnaire was administered to master 1 EFL learners and English teachers at Mila University Centre.

2.2.2. Data Collection Tools

A semi-structured questionnaire was administered to a sample of 52 M1 EFL students of English at Abd El-Hafid Boussouf University of Mila, in addition to a semi-structured questionnaire with ten (10) teachers, EFL teachers from the same university.

2.2.3. Population and sample

This study organized with master 1 students and teachers English language at Abdelhafid Boussouf University of Mila 2023-2024. The research contains 52 students, the sample was chosen randomly. While the teacher's questionnaire formed of ten (10) teachers from the English Department.

2.3. Aim of the Students' Questionnaire

This data collecting tool was used to gather students' thoughts and attitudes on the use of flipped classrooms at universities to improve EFL learners' speaking performance. The goal was to determine if the speaking skill improved students' learning levels.

2.4. Description of Students' Questionnaire

This questionnaire is made up of a set of sixteen (16) questions, it contains three (03) sections section one (01) is about personal information of participants, sections two(02) is about the speaking skill EFL classroom, and consisted of (06) questions to recognize their level in English and their opinions about it , and section three (03) that investigates the flipped classroom and its implementation to improve the speaking proficiency, this last section contains eight (08) questions to measure the efficacy of flipped classroom and its impact on shaping the learning experience of learners in the enhancement of their speaking performance.

2.5. Validating and Piloting the Students' Questionnaire

This questionnaire was validated by the supervisor and piloted by certain students. However, some students faced difficulties to answer the questions due to the lack of understanding of the meaning of the flipped classroom model.

2.6. Analysis of Students' Questionnaire

Section One: Personal Information.

Q1. What is your gender?

Table 2:

Student's Gender.

Option	Number	Percentage
Female	3	6%
Male	49	94%
Total	52	100%

This table presents the participants gender which. There are 3 males with the percentage of (6%) from the whole students. While 49 students are females with the percentage of (94%). This means that females are the dominant category. As a result, this could be taken to denote that females more are interested in English Language than their male counterparts.

Q2. What is your age?

Table 3:

Student's Age.

Option	Number	Percentage
20_30	51	99%
30_40	1	1%
Total	52	100%

The table results represent the age of students, it shows that the majority of them (99%) they are between 20-30. This means that they are young students, and (1%) represent the rest of them between 30-40.

Section two: Speaking skill in EFL classroom.

Q1. Choose the most important skill you need to develop.

Table 4:

Student's Perceptions of the Most Important Skill.

Option	Number	Percentage
Speaking	37	71%
Listening	7	14%
Writing	5	9%

Reading	3	5%
Total	52	100%

The current question aims to discover what students need to develop as far English language is concerned. This table presents the percentage of each skill, it shows that 37 (71%) of the respondents share the same response which is the “speaking skill”. While, 7 (14%) of them have chosen “listening skill”. Moreover, 5(9%) of the students need to develop their “writing skill”.

However, only 3 (6%) of them have problems with “reading skill”. As seen in the table 2.3, most of the respondents reported that they need to enhance their speaking level.

Q2. What is your level in speaking?

Table 5:

Student’s Level in Speaking.

Option	Number	Percentage
Advanced	22	42%
Intermediate	17	33%
Pre-intermediate	12	23%
Beginner	1	2%
Total	52	100%

From the results shown in the table above, we noticed that 22 students (42%) who said speak “Advanced” English, and 17 students (33%) said they are “Intermediate” in speaking, and 12of students (23%) answered they are “Pre-intermediate”, and only one student (2%) said

that he/she is a beginner in speaking. These results demonstrate that most students have a very good level in speaking English and the rest have a good and accepted level in speaking.

Q3. How do you find speaking English?

Table 6:

Student's Opinion about Speaking English.

Option	Number	Percentage
Easy	29	56%
Very easy	15	29%
Difficult	8	15%
Very difficult	0	0%
Total	52	100%

The previous question was asked in order to find out the student's opinion about the speaking skill, and how they find it. From the table 6, the majority of master 1 students find that speaking is "easy" and they form (56%) from the whole population, and (29%) find that speaking is "very easy", while the rest of the participants have "difficulties" in speaking with a percentage of (15%). However, no one of the students find that speaking is "very difficult". As a result, a minority of student's have challenges in the speaking skill, whereas, the majority of the respondents claimed that speaking English is easy for them.

Q4. When you speak English, in which area you encounter difficulties?

Table 7:

Student's Difficulties towards Speaking Performance.

Option	Number	Percentage
Vocabulary	29	56%
Pronunciation	13	26%
Grammar	5	9%
None of them	5	9%
Total	52	100%

In this question we asked the students about the difficulties they face when they speak. The table illustrates that 29 students (56%) face “Vocabulary” problems, this is a result of the lack of knowledge of the language features syntax and semantics, while 13 students (26%) mentioned that they don’t face any problems in speaking English as a result of being familiar with the language features, practicing regularly and developing their performance, in addition, 05 students (9%) agreed that the main speaking hardship for them is the use of “Grammar” that is because of the lack of confidence, they lack the practice and fear of making mistakes while speaking. These obstacles represent another major problem that learners can face in the oral skill, 05students (9%) said that “Pronunciation” is the main problem they encounter in talking because they do not listen regularly to spoken English and they rarely practice speaking.

Q5. Do you believe that teacher’s role to enhance speaking is curial in the classroom?

Table 8:

Student’s Opinion about Teacher’s Role inside the Class.

Option	Number	Percentage
Agree	36	70%
Disagree	16	30%
Total	52	100%

This question is structured to ask the students whether or not their teachers have a major impact on their speaking skill enhancement process inside the classroom. According to table 8, a great proportion of the participating (70%) “agree” that their teachers’ role is crucial since they guide and monitor the development of their speaking abilities. However, the rest of the students (30%) has “neglected” the importance of their teachers’ involvement in the enhancement of their speaking skill inside the classroom.

Q6. Do you benefit from the feedback you receive from the teachers to develop your speaking performance?

Table 9:

Student’s Opinion about Teacher’s Role to Develop Speaking Skill.

Option	Number	Percentage
Yes	46	87%
No	6	13%
Total	52	100%

In this question we asked the students if teachers’ feedback improves their speaking performance. 46 of the students (87%) “agreed” with that. This is justified as a result of the guidance of teachers in the acquisition process either verbally or non-verbally to be familiar with their points of weakness to refine them, also their presence to reinforce their performance by providing positive reinforcement, motivation and encouragement to speak confidently. The remaining six students (13%) did not agree and justified it as a consequence of the shortage of time that didn’t allow them to share their opinions and the teacher’s inability to assess all individuals speaking execution.

Section three: Flipped classroom and its implementation to improve the speaking performance.

Q1. Have you experienced FCM before?

Table 10:

Student's Experience about FCM.

Option	Number	Percentage
Yes	29	56%
No	23	44%
Total	52	100%

The purpose behind this question is to identify the students who had an experience with FCM from those who did not. Table 10 illustrates that a majority of (56%) has been introduced to such method. Flipped classroom method has gained familiarity among students as time goes by due to the effort presented by their teachers. On the other hand, (44%) of the students said that they didn't experienced FCM with their teachers before.

According to the following qualitative responses, some students shared their opinions about their experience towards FCM:

"Wonderful experience made me feel responsible for my own learning".

"It was good".

"It helps a lot".

"Amazing".

"Grateful".

Q2. What method do you prefer using?

Table 11:*Flipped Classroom Vs. Traditional Classroom.*

Option	Number	Percentage
Traditional classroom	15	67%
Flipped Classroom	37	33%
Total	52	100%

This question aims at obtaining information from the students' point of view about the most effective method that those teachers of English implement inside the classroom in order to aid the students in developing their speaking skill abilities. As indicated in table 11, the majority of the students (67%) confirmed that the flipped classroom method which their teachers use has contributed positively to the enhancement of their speaking skill abilities since it opens doors of creativity and self-reliance from the part of the students. As a result, the students gain a sense of responsibility over their own learning. Unlike those students who preferred the traditional classroom method (33%), they declared that the traditional classroom method has helped them in gaining a native-like accent where the teacher guides them blindly without any additional contribution from their part.

Q3. Does flipped classroom a better method to ensure you can speak a lot in the classroom?

Table 12:*Student's Opinion about FCM.*

Option	Number	Percentage
Agree	33	63%
Strongly agree	12	23%

Disagree	4	8%
Strongly disagree	3	6%
Total	52	100%

According to this table, 33 students (63%) agreed on that and 12 students (23%) “strongly agreed” on the efficacy of the FC to improve speaking due to the benefits of it since it provides the class time for all students to participate and share their opinions, not only the top students in the traditional class, 4 students “disagreed” (8%) and only 3 learners “strongly disagreed”(6%).

Q4. Do you believe that the teacher’s role inside the classroom is necessary for solving problems and improving your speaking performance?

Table 13:

Teacher’s Importance inside the Classroom.

Option	Number	Percentage
Agree	32	61%
Strongly agree	15	29%
Disagree	4	8%
Strongly disagree	1	2%
Total	52	100%

From the results demonstrated in the table above, the majority of the students, 32 student (61%) “agreed”, and 15 student (29%) “strongly agreed” on the importance of teachers in the classroom for solving problems and in the enhancement of the speaking skill as a result of their crucial role in guiding and providing constructivist reinforcement, motivation and enabling

students to recognize their mistakes and refine their performance it and improve it in the next attempt, whereas, few students only 4 (8%)“disagreed” and one student “strongly disagreed” (2%) as a result of their autonomous method of their learning and unhelpful feedback of teachers.

Q5. Does FCM make you responsible in developing your speaking skill?

Table 14:

Students’ Opinions about the Use of Flipped Classroom.

Option	Number	Percentage
Yes	25	48%
No	2	4%
Maybe	25	48%
Total	52	100%

According to this table, (48%) of the research sample think that flipped classroom is a better way of developing speaking skill so they can benefit from it, while (48%) have a doubt about it. However, the table illustrates that the minority of the respondents (4%) reported that they disagree with the idea that FCM can improve the speaking skill as efficiently as the traditional one.

Q6. Did you notice an improvement in your speaking performance after watching videos at home and practice in classroom activities and discussions?

Table 15:

Student’s Opinion about Watching Videos before Class.

Option	Number	Percentage
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Yes	43	84%
No	9	16%
Total	52	100%

The present table shows the students' opinion about watching videos before classroom and Practicing it inside the classroom with the instructor through activities and discussions, and how they improve the speaking performance. As seen in the table, most of the respondents (84%) answered by "yes". They claimed that watching videos before coming to the class then practicing and discussing with the teacher will improve their speaking performance, while, (16%) asserted that they "do not agree" classroom, while others would rather stick to the lectures given by their instructors since they are not familiar with or have not had the necessary training to do so.

Q7. What's your attitude about using technology in the flipped classroom to develop your speaking?

Performance?

The qualitative responses below illustrate the various answers on learner's attitudes towards using technology in the FC to enhance the speaking performance:

"It improves the 4 skills"

"It has a crucial role in fact to participate and discuss freely within the section or outside of it"

"I strongly support it"

"Develop speaking skills can be incredibly beneficial. It allows for personalized learning experiences, enables students to practice at their own pace, and provides access to different"

resources and feedback mechanisms. Technology in this way can lead to more engaging and effective language learning experiences”

“Listening”

“Positive. It’s so useful as it adds a bit of enjoyment to the learning process meaning, you learn and have fun at the same time without feeling bored”

“Watching movies, series or play games”

“It’s the best way to improve speaking performance”

The answers clearly prove that their attitude towards the FC to improve the speaking skill was good and most preferable.

Q8. If given the choice, would you continue with the flipped classroom model?

Table 16:

Participant’s Opinion about Flipped Classroom Model.

Option	Number	Percentage
Yes	36	69%
No	4	8%
Maybe	12	23%
Total	52	100%

(69%) of the respondents answered “yes”. This means the majority of students choose to continue with the flipped classroom model, while, (23%) of the participants ticked off “aren’t sure” about it as the traditional classroom, and the rest of them (8%) “do not agree” with this model. As a result, most of the students found that the FCM is the most appropriate method for learning and for improving the speaking performance in a better way.

2.7. Interpretations of the Students' Questionnaire

This questionnaire was administered to master 1 students at the University at Mila University Center to explore the effectiveness of implementing the flipped classroom model on improving students' speaking performance. Students have been studying for years and still can't speak smoothly, thus they suggest to change the way of learning to increase their level in speaking. According to the participant's responses they agreed that the flipped classroom model is an appropriate method that suits their needs of learning to improve their speaking performance rather than the traditional one. The research sheds light on the importance of using the flipped classroom model as a methodology in teaching and learning, since it improves learners' level and capacities in the learning process in general and in improves speaking skill. This was illustrated clearly in the students' responses.

Additionally, teaching English as a foreign language can be challenging for both teachers and students. The flipped classroom method promotes active learning, develops students' abilities and skills, and addresses obstacles to learning foreign language speaking. As a result, the flipped classroom approach is an effective strategy to involve students in technological growth, as the use of technology has become an essential component of learning.

In addition, creating a flipped classroom is a useful and successful teaching-learning method, the use of the right way, learners can improve their speaking skill effectively, and not only the speaking skill, but the four skills combined. In short, this questionnaire explores the impact of the flipped classroom model on EFL learners' speaking improvement. It highlights its potential as a novel tool for improving and strengthening the speaking skill, taking into account that creating a flipped classroom would encourage learners to acquire new concepts.

2.8. Analysis of the Teachers Interview

2.8.1. Description of the Interview

In this research, a semi-structured questionnaire was used with ten (10) teachers. It consists of thirteen (13) questions about the implementation of the FCM to enhance EFL learners speaking performance. This questionnaire aims to investigate the influence of the application of FCM to boost EFL speaking skill. It comprises (08) close-ended questions and (05) open-ended questions to have an accurate answer about the study, to measure the suitability and credibility of the FCM as a teaching strategy to foster the speaking performance.

2.8.2. Administration of the Teachers Questionnaire

This questionnaire was used with ten (10) teachers of English department at Abdelhafid Boussouf University Centre. It is divided into (02) types of questions, (08) closed ended questions and (05) open ended questions that used unravelling the teachers' techniques to use FCM in order to improve EFL learners speaking performance.

2.9. Analysis of the Teachers Questionnaire Results

Question 1: How long have you been teaching English at university?

Table 17:

Teachers' Experience in Teaching English.

Years	Number	Percentage
1-5 years	7	70%
5-10 years	1	10%
More than 10 years	2	20%
Total	10	100%

The purpose behind this informational item is to find out how many years the teacher have been teaching English at university. The previous table reveals that (79%) of the teachers' experience ranges from 1 to 5 years. Moreover, (11%) of the respondents have from 5 to 10 years of professional experience, while, (11%) of the participants' experience goes beyond 10 years of teaching English at university. As a result, the majority of the respondents are novice teachers.

Question 2: What's your assessment of the students speaking abilities?

Table 18:

The Assessment of the Students Abilities.

Option	Number	Percentage
Excellent	1	10%
Good	8	80%
Poor	1	10%
Total	10	100%

The majority of the participants with a percentage estimated with (80%) said that trainee's speaking abilities assessed as "Good", (10%) answered with "Excellent", and (10%) said that their abilities are "Poor".

Question 3: Of all the four skills, do you think that speaking is the most crucial skill for EFL Learners in the long term?

Table 19:

The importance of Speaking among the Four Skills.

Option	Number	Percentage
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Yes	9	90%
No	1	10%
Total	10	100%

This question seeks to collect the teachers' perceptions about the importance of developing the speaking skill for EFL learners. According to table 19, a percentage of (90%) of the teachers of English expressed their support for the hypothesis. To be more explicit, the teachers of English who we questioned consider EFL learners who developed a native like accent as more competent students than those who do not. However, another portion of teachers (10%) did not give speaking skill the same importance given by the other teachers.

Question 4: Do your students face difficulties in the speaking skill?

Table 20:

Difficulties Faced by EFL Learners in the Speaking Skill.

Option	Number	Percentage
Majority	6	60%
Minority	4	40%
Total	10	100%

The majority of the students (60%) face problems in the speaking process, whereas the minority (40%) do not face difficulties in the speaking skill.

Question 5: Are they the same students who appear to be engaged all the times?

Table 21:

Students' Engagement in the Classroom.

Option	Number	Percentage
Yes, always	9	90%
No, not always	1	10%
Total	10	100%

This question is a sequel to the previous question. Teachers were asked about the students who face difficulties in speaking, the majority of them claimed that the minority of the students were not competent speakers. As a result, this question is structured to determine whether or not the same students who appeared to be mentioned above are the same who engage and participate all the time. Table 21 shows that the majority of teacher (90%) declared that it does not always happen unlike 10 % of teachers who said the opposite. Students with high speaking performances are not the only ones who engage with their teachers during the lesson. Students' level of mastering the speaking skill does not stand between them and their eagerness to learn and develop.

Question 6: What do you think about the Flipped Classroom as a method for teaching?

Table 22:

Teachers Opinions about the Flipped Classroom Model.

Option	Number	Percentage
Good	6	60%
Workable	3	30%
Bad	1	10%
Total	10	100%

The majority of teachers (60%) said that the flipped classroom is a “Good” method for teaching, (30%) said that it is “workable” in the teaching process, and the minority (10%) said it is a bad method for teaching. The qualitative responses below illustrate the different answers for teachers’ attitude about the Flipped Classroom as a method for teaching.

“Not all students have access to technology”

“This method promotes student centeredness and cooperative learning”

“In enhance their speaking skill”

“it helps those who were passive to overcome their weaknesses and become active”

“Boosts creativity, allows students centered approach”

“It can give a push to the learning process”.

Question 7: In FCM, teachers have certain contributions towards students, do teachers act the same way in the traditional model?

Table 23:

Teachers’ Contributions in FCM vs. Traditional Model.

Option	Number	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

Table 23 illustrates whether or not teachers had to change their attitudes between Flipped classroom and traditional classroom models. The findings show that all the teachers whom we questioned (100%) picked the most obvious answer (No). Clearly, those teachers are fully aware that there is nothing in common between these two methods. To be more explicit,

in the flipped classroom model, students have a direct access to knowledge where the teacher serves as a mentor. In the traditional classroom model, teachers stand between the students and the knowledge having no or little access to it.

Question 8: Do you think that the speaking skill could be enhanced more independently by the students through the proper implementation of the FCM approach?

Table 24:

Teachers Feedback about the Proper Implementation of the Flipped Classroom to Enhance the Speaking Skill.

Option	Number	Percentage
Yes	6	60%
Maybe	3	30%
No	1	10%
Total	10	100%

Table 24 illustrates that the majority of the teachers (60%) answered with “Yes”. It does enhance the students’ speaking skill independently through the proper use of the FCM approach, (30%) are not certain about the efficacy of this approach in the speaking skill improvement, and only (10%) disagreed about it. Obviously, these teachers have likely used and feel at ease when they work with the traditional method.

Question 9: In your opinion, is the traditional approach is less effective than the flipped classroom approach?

Table 25:

Teachers’ Opinion about the FCM.

Option	Number	Percentage
--------	--------	------------

Yes	7	70%
No	3	30%
Total	10	100%

This question has been used to illustrate the teachers' opinion about the FCM and if it is more effective than the traditional one. Table 25 shows that (70%) from the teachers agreed that the traditional classroom is less effective than the flipped classroom approach, while (30%) of them disagreed with this idea. This means that most of the teachers prefer the FCM more than the traditional one. This open-ended question contains several teachers' justification about the flipped classroom model and why it is less effective than the traditional approach:

“Technology is not available to all students. Moreover, they do not have back ground to take part in such discussion”.

“It's depends “.

“I think that the traditional one is more effective because there is an interaction between the teacher and the students”.

“Yes, it is, because it addresses only writing skill”.

Question 10: What kind of technology is required for learners to engage in a flipped learning environment?

Table 26:

The Required Technology for the Engagement of Students in the Flipped Classroom.

Option	Number	Percentage
Videos	6	60%
Practice	2	20%

Lessons	1	10%
Records	1	10%
Total	10	100%

The majority of teachers (70%) said that “Videos” is the most suitable kind of technology to engage learners in a flipped atmosphere so they can listen, watch and speak at the same time which will improve more than one skill; (15%) answered through “Practice” is the appropriate way to include all learners in the flipped environment because through learners will have the chance to speak inside the classroom, (10%) said through “Lessons”. Probably those are the teachers that are getting used to the traditional method and this method suits them more, and only (5%) said through “Records” by listening to well selected materials.

Question 11: What are the major issues that the flipped classroom attempts to address?

This question addresses the major problems that FCM attempts to solve, and shows us the teachers’ opinions about it:

“Learners’ participations and their engagement, enhance their speaking skill and encourage them to Communicate in the classroom”.

“Social ones”

“Improve Speaking performance “.

“Having students’ view and/or listen to lectures outside the classroom and allowing classroom time for activities”.

“It is a less addressing writing skill”.

“Lack of practice inside the classroom”.

“Tired of answering”.

“Not all the students know how to learn with this approach”.

Question 12: Do you believe that engaging in flipped learning activities and discussions could improve communication between the teacher and the students?

Table 27:

Opinions of Teachers about the Efficacy of the Flipped Classroom Activities and Discussions in the Enhancement of Communication.

Option	Number	Percentage
Agree	8	80%
Strongly agree	1	10%
Disagree	1	10%
Total	10	100%

The majority of the teachers (80%) are satisfied with flipped learning activities and discussions in the improvement of communication between them and their learners, (10%) “Strongly agreed” about that, and only (10%) “Disagreed”.

Question 13: What’s the major objective of the FCM?

Table 28:

The FCMs’ Objectives.

Objective	Number	Percentage
To foster students’ engagement in the classroom	7	70%
To allow learners to progress at their own speed	3	30%
To allow educators more time to impart knowledge	0	0%
Total	10	100%

This question is a multiple-choice one, (67%) of the teachers respond that FCM aims to foster students' engagement in the classroom. Moreover, (33%) of them claimed that the purpose behind the flipped classroom model is to allow learners to progress at their own pace, while no one of the teachers has chosen the last objective. According to these responses, the majority of the teachers have seen that the main FCMs' objective is to foster students' engagement in the classroom.

2.10. The Interpretation of the Results

The teachers' questionnaire gathered data concerning the teachers' views about the flipped classroom instruction-based teaching on EFL learners speaking lecture accomplishment.

The teachers' answers revealed that the use of this approach has positive effects in terms of learners' way of learning and developing better speaking performance. Starting from teachers' opinion about the flipped model, the majority said it is a good approach due to its impact and concentration on the passive students to overcome their weaknesses. It, likewise, boosts creativity and self-reliance by promoting students' centeredness and cooperative learning. It was found that there is considerable tangible improvement for students whether in terms of preparation and home review, or through the engagement and participation in the activities inside the classroom. Additionally, as observed from teachers' answers, they confirmed that there is nothing in common between the traditional and flipped approach. In the same vein, they added that it is more effective than lecture-based learning since students in the FC reported greater course satisfaction rather than those in the traditional one because it frees class time for activities that involve higher order thinking. The results obtained assure that this method is advantageous in achieving thinking, listening and communication skill. The flipped model is not a discredit of the lecture, nor is it free for all discussion session. It is a painstakingly planned experience for students that allows and gives a boost for deeper learning of the content, practice

in learning collaboratively, and formative feedback as concepts are being learned. The major objective of this method is committed to foster students' engagement and to mark progress at their own pace and feel at ease while producing speaking

The way to prepare oral lectures is a guardedly planned experience for students that allow for deeper learning of the content, and engage all learners equally to participate collaboratively.

Conclusion

This chapter discussed the data gathered, the data collection method, the analysis and the interpretation of the data results. The questionnaire collected the students' opinions and views about the implementation of flipped classroom to increase and develop EFL learners speaking performance. The questionnaire of teachers elucidates teachers' attitudes towards the importance of the flipped method in the enhancement of learners speaking skill. The results of both students' questionnaire and teachers' questionnaire were statistically analysed and interpreted in a descriptive and inferential manner. In this chapter, we tried to confirm what was discussed previously in the theoretical part. Through the applied study, we evidenced the effectiveness of this model in raising self-education and improvement of EFL speaking learner's skill and in guiding and monitoring learners' level and manners.

General Conclusion

Flipped learning is an increasingly popular pedagogy in secondary and higher education. Students in the flipped classroom view digitized or online lectures as pre-class homework, then spend in-class time engaged in active learning experiences such as discussions, peer teaching, presentations, projects, problem solving, competitions and group activities.

In this dissertation, we attempt to answer the research questions about whether the flipped classroom and if has an impact on ameliorating the EFL speaking performance and the significance of the improvement of speaking performance in the academic field that will contribute to the success of the career area later. Also, to validate the hypotheses that suggests whether the teachers use flipped classroom effectively, and to what extent this approach impacts the enhancement of speaking skill towards Master one learners.

The conducted research is divided into two main chapters, the first chapter is divided into two Sections. Chapter one deals with the theoretical background including the historical background. The second chapter is all about the fieldwork. The first section of chapter one is entitled "Speaking skill" that includes the definition of speaking and its elements, importance, teaching, the myriad goals of teaching speaking and the roles of teachers in teaching speaking. Section two of chapter one entitled "the flipped classroom and its implementation on speaking proficiency", sheds the light on the definition of flipped classroom, history, pillars, traditional classroom vs. flipped classroom, advantages and disadvantages, challenges, assessment in flipped classroom, role of technology to facilitate the flipped classroom, the implementation of FCM, difference between flipped classroom and flipped learning and bloom's taxonomy. Furthermore, chapter two is devoted entirely to the fieldwork in which data analysis and interpretations are dwelt upon.

The data collecting tools used in this research is a semi-structured questionnaire directed to EFL master one learners and a questionnaire for English teachers at Abdelhafid-Boussouf

university centre. Based on the data collected, the research questions were answered and the hypotheses were confirmed as well. The results have proved the positive and satisfaction of the participants towards the implementation of flipped classroom to be a method of teaching-learning English as a foreign language at university. Likewise, it has evidenced the efficacy of flipped classroom in the process of teaching for educators and facilitating the improvement of EFL speaking proficiency for students.

Limitations of the Research

The present study is the first to evaluate the effectiveness of flipped classroom model in improving the speaking performance. The study used a questionnaire as a data collection tool for both students and teachers. The results indicate that EFL learners and teachers are willing to employ the flipped classroom model in teaching.

Any research study conducted in the field faces a number of limitations. The first flaw is that the research is not generalizable. Moreover, the paucity of literature on the second variable (flipped classroom model) has made it difficult to conduct this research. The majority of the references include research papers, journals, articles, and collections of previously published works.

An additional limitation involves the speaking variable. Actually, the study was restricted to speaking and did not address any other skill. Additionally, we intended to questionnaire teachers, but they requested a written form because they were too busy to participate in a recorded interview. Therefore, in an attempt to save time and effort, we chose to use a questionnaire. In addition, an email with an online version was sent to the teachers in an effort to get additional replies. Besides, some students declined to answer the questionnaire questions. Yet, we made an attempt to gather the information required to enhance the fieldwork.

This qualitative and quantitative research can be followed by an experiment to assess how the flipped classroom affects English speaking development.

Recommendations of the Study

➤ Recommendations for teachers

- ✓ Language teachers should be trained in handling all the aspects of FCM implemented classes since the approach largely relies on technology and technical gadgets.
- ✓ For lack of sufficient understanding in this important area of language pedagogy, teachers are advised to conduct more research studies.
- ✓ Teachers are advised to change their way of teaching and learning from their old ways.
- ✓ Teachers should be encouraged to teach their students with FCM to enhance EFL learners speaking.
- ✓ Teachers are advised to adapt to the new teaching and learning models and should use technology to facilitate the learning practicability for students.

➤ Recommendations for students

- ✓ Students should be encouraged to work with the FCM to improve their speaking academic performance since it allows all of them to be engaged in communication.
- ✓ Students should be aware of the importance of the flipped approach since it personalizes content to accommodate their different levels and abilities.
- ✓ It saves more time for students inside classroom so they can interact, participate and get assessed by their instructors to develop their EFL speaking confidence.
- ✓ Students should be encouraged to use technology tools in their learning because it fosters Learners' autonomy, and makes them responsible for their own learning.

In a nutshell, any attitude towards the implementation of flipped classroom is likely greatly profitable to the evolution of English-speaking learning. Consequently, the flipped classroom model is an example of the new methodologies of teaching with which EFL learners have the capability to evolve their speaking proficiency and language skills.

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Appendices

Appendix One: Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire which aims to investigate teachers and learners attitudes towards the implementation of flipped classroom to develop EFL students speaking performance. The case study of master one students of English at Abdelhafid Boussouf University. Simple and honest answers will greatly contribute to the credibility and accuracy of the research. All answers will kept confidential. Thank you for your help.

Key word:

Flipped classroom: a flipped classroom is a pedagogical model that flips traditional lectures and homework, and focuses on developing student understanding in class rather via lectures. The traditional lecture is viewed at home before class and homework activities are done in the classroom with the instructor present to guide students in their endeavours.

Section One: Personal Information

Q1. What is your gender?

- Male
- Female

Q2. What is your age?

- 20-30
- 30-40

Section two: Speaking Skill in EFL Classroom

Q3. Choose the most important skill you need to develop

- Listening
- Writing
- Speaking
- Reading

Q4. What's your level in speaking?

- Advanced
- Intermediate
- Pre-intermediate
- Beginner

Q5. How do you find speaking in English?

- Easy
- Very easy
- Difficult
- Very difficult

Q6. When you speak English, in which area you encounter difficulties?

- Vocabulary
- Pronunciation
- Grammar
- None of them

Q7. Do you believe that teacher's role to enhance speaking is curial in the classroom?

- Agree
- Disagree

Q8. Do you benefit from the feedback you receive from the teachers to develop your speaking Performance?

- Yes
- No

Section three: Flipped Classroom and its Implementation to Improve the Speaking Performance.

Q9. Have you experienced FCM before?

- Yes
- No

Q10. What method do you prefer using?

- Traditional classroom
- Flipped classroom

Q11. Does flipped classroom a better method to ensure you can speak a lot in the classroom?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q12. Do you believe that the teacher's role inside the classroom is necessary for solving problems and improving your speaking performance?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q13. Does FCM make you responsible in developing your speaking skill?

- Yes
- No
- Maybe

Q14. Did you notice an improvement in your speaking performance after watching videos at home and practice in classroom activities and discussions?

- Yes
- No

Q15. What's your attitude about using technology in the flipped classroom to develop your speaking performance?

.....
.....

Q16. If given the choice, would you continue with the flipped classroom model?

- Yes
- No
- Maybe

Appendix Two: Teacher's Questionnaire

Dear teachers,

We would appreciate your assistance in answering this questionnaire which attempts to collect data for a master's dissertation. This research aims to investigate **“The Enhancement of the Flipped Classroom Model on Master 1 English-Students' to improve Speaking Skill”**. Your assistance will be valuable in achieving the goals of this work. Would you kindly check the appropriate boxes, or fill in blanks when needed? Thank you for your collaboration.

Q1. How long have you been teaching English at university?

- 1 – 5 years.
- 5 – 10 years.
- More than 10 years.

Q1. What is your assessment of the trainees' speaking abilities?

- Excellent.
- Good.
- Poor.

Q2. Of all the four skills, do you believe that speaking is the most crucial skill for EFL learners in the long term?

- Yes.
- No.

Q3. Do your students face difficulties in the speaking skill?

- Majority.
- Minority.

Q4. Are they the same students who appear to be engaged at all times?

- Yes, always.
- No, not always.

Q5. What do you think about Flipped Classroom as a method for teaching?

- Good.
- Workable.
- Bad.

Justify.....

Q6. In FCM, teachers have certain contributions towards students, do teachers act the same way in the traditional model?

- Yes.
- No.

If no, why.....

- **Do you think that the speaking skill could be enhanced more independently by the Students through the proper implementation of the FCM approach?**

- Yes.
- Maybe.
- No.

Justify.....

Q7. In your opinion, is the traditional approach is less effective than the flipped classroom Approach?

- Yes.
- No.

If no, why

Q8. What kind of technology is required for learners to engage in a flipped learning environment?

- Videos.
- Lessons.
- Worksheets.

- Records.
- Practice.
- Others.

Q9. What are the major issues that the flipped classroom attempts to address?

.....
.....

Q10. Do you believe that engaging in flipped learning activities and discussions could improve communication between the teacher and the students?

- Strongly agree.
- Agree.
- Disagree.

Q11. What is the major objective of the flipped classroom?

- To foster student engagement in the classroom.
- To allow learners to progress at their own speed.
- To allow educators more time to impart knowledge.

Résumé

De nos jours, l'Anglais joue un rôle crucial dans le système éducatif Algérien. La compétence vocale est l'un des principaux aspects de l'apprentissage de l'anglais ou de toute autre langue étrangère. En raison des innombrables défis des apprenants en ce qui concerne le développement de la performance vocale, les enseignants EFL du monde entier ont remarqué qu'un grand nombre d'apprenants ont des difficultés à implorer leurs compétences vocales. Ce problème a incité les enseignants à rechercher des méthodes d'enseignement nouvelles et plus enrichissantes et des techniques pour aider les apprenants EFL à améliorer leurs performances orales. L'objectif de cette étude est de découvrir comment le modèle de classe inversé affecte le développement de la parole des apprenants EFL. La recherche a utilisé une méthode mixte pour examiner les attitudes des enseignants et des étudiants envers l'utilisation de la FCM pour le développement de la langue anglaise. Il s'agissait d'administrer un questionnaire à 52 étudiants de Master 1 et d'un entretien avec dix enseignants affiliés au département des langues étrangères du Centre universitaire de Mila. Le résultat de l'analyse a montré que l'approche inversée de la salle de classe a un impact sur l'amélioration des compétences orales des apprenants EFL. L'application de la MFC a été une méthode bénéfique en classe EFL. L'étude suggère de motiver les enseignants à utiliser les nouvelles technologies, en particulier la MCF, dans leur stratégie d'enseignement.

Mots clés : modèle de salle de classe inversé, compétence de parole, apprenants EFL, amélioration.

الملخص

تلعب اللغة الإنكليزية اليوم دوراً حاسماً في النظام التعليمي الجزائري. وتعتبر مهارة الكلام أحد الجوانب الرئيسية لتعلم اللغة الإنكليزية أو أي لغة أجنبية أخرى. ونظراً للتحديات التي لا تحصى التي يواجهها المتعلمون فيما يتعلق بتطوير أداء الكلام، فقد لاحظ معلمو اللغة الإنكليزية في جميع أنحاء العالم أن عدداً كبيراً من المتعلمين يواجهون صعوبات عديدة في تحسين مهاراتهم في الكلام. وقد دفعت هذه المسألة المعلمين إلى البحث عن أساليب تعليم جديدة وأكثر نجاعة، وتقنيات لمساعدة متعلمي اللغة الإنكليزية على تحسين أدائهم في الكلام. الهدف من هذه الدراسة هو معرفة كيف يؤثر نموذج الفصل الدراسي المقلوب على تطور الكلام لدى متعلمي اللغة الإنكليزية. واستخدم البحث طريقة مختلطة لدراسة مواقف المعلمين والطلاب إزاء استخدام هذه الطريقة لتطوير اللغة الإنكليزية. وشمل ذلك إجراء استبيان لـ 52 طالباً من طلاب سنة أولى ماستر وإجراء مقابلة مع عشرة أساتذة منتسبين إلى قسم اللغات الأجنبية في المركز الجامعي ميله. وأظهرت نتيجة التحليل أن نهج الفصل الدراسي العكسي له أثر في تحسين مهارات الكلام للمتعلمين الذين يتعلمون اللغة الإنكليزية. وكان تطبيق هذه الآلية طريقة مفيدة في فصل الدراسة في اللغة الإنكليزية. وتقتصر الدراسة تحفيز المعلمين على استخدام التكنولوجيا الجديدة، ولا سيما في استراتيجياتهم التعليمية.

الكلمات المفتاحية: نموذج الفصل الدراسي العكسي، مهارة الكلام، متعلمو اللغة الإنكليزية، التحسين.