

# Investigating the Effectiveness of Flipped Instruction on EFL Learners' Speaking Skill Improvement

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**Abstract:** *This research analyzes the influence of the Flipped Instruction (FI) in the Speaking Skill Development in EFL Learners of B2 level from the regular modality at Fakher institute. It was detected, through a direct observation, that students presented difficulty in constructing effective communication in the English language. A mixed method experimental study was developed in which two groups, control and experimental, were established. The first group received classes through traditional learning strategies and the last one through strategies based on FI. First, speaking skills were assessed by applying the speaking section of the Oxford Placement Test (OPT). In the case of the experimental group, the FI was implemented through six lesson plans that incorporate strategies such as watching videos at home, do activities in a class directed to work in grammar, vocabulary, and pronunciation such as task-based activities in the classrooms, and after that student made speeches in pairs or small groups talking about the topics of the lessons. On the other hand, students in the control group received class through the traditional learning method. Once the experiment was completed, the OPT post-test was applied to know the speaking skill development in both groups. The result is more significant in the experimental group compared with the control one. The FI is efficient in ensuring the development of speaking skills in EFL Learners better than the traditional learning strategies.*

**Keywords:** flipped learning, flipped classroom, grammar, EFL, communication activities, pronunciation, speaking skill, vocabulary

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## INTRODUCTION

This research is based on bibliographic information that reflects the weaknesses that students have in English pronunciation, in the same way , it was possible to verify this deficiency with the application of a pre-test to students of the regular modality of the Fakher institute, level B2 .

After the analysis on how it can contribute to speaking skill development in students , it was determined that the flipped classroom is the best strategy to face this demand because being an innovative method . It allows students to review the study topics in extracurricular hours and can internalize the information related to the topic to be discussed . In addition , it does not imply expenses for the students considering that these didactic resources were uploaded to the virtual platform to which they accessed at the desired time

Speaking has always been the most challenging skill for foreign language learners. There are various reasons behind that difficulty among which are the absence of the right context that allows students to speak the language for authentic communicative reasons. This does not allow students to practice language use, which leads to lack of fluency in oral communication among most language learners. As for teaching English as a foreign language in all stages of learning and in secondary education in specific in developing and non- English speaking countries , the speaking skills are not part of the assessment in governmental schools (Sidky , 2019).

Oral production is an interactive process in which meaning is formed that produces and receives information . The form and meaning depend on the context in which the interaction takes place, including the participants , their experiences , the environment , and the purpose of the communication . The complexity of speaking skill development has important points that must be integrated : being able to establish a sequence of ideas to be expressed and structuring an appropriate syntax for sentences.

In this sense , it is necessary to develop educational strategies focused on processes competencies , with a flexible , participative , and open character that tends to the integral development of the ability to speak English as a foreign language (Suaza, 2014). Learners have several affective factors which affect foreign language learning especially speaking : anxiety emerges to be the crucial one that has a devastating effect on the oral performances of students. Furthermore , the students are passive , they do not have the opportunity to practice their verbal communication among peers and teachers . So , to get an effective teaching process , teachers should improve new methodologies in the classroom because students' understanding depends on the variety of them . The flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space where students introduce the content at home and the educator guides students as they apply concepts and engage creatively in the subject matter .

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Flipped Classroom Method (FCM) reverses the traditional models in the teaching-learning process, facilitating online work guidelines from outside the class and transferring certain tasks within the classroom. The traditional method represents the teacher as the person who teaches the class and sends homework for the next day . In Flipped Classroom Method , the teacher stands aside as a guide while the students work in class . The model requires students to perform certain activities such as watching online videos at home , in their own space , with the possibility of communicating with other students and the teacher through online discussions (Barreras – Gomez , 2016).

### **Oral Ability**

Oral ability must be developed because it is the primary tool for interaction between people with the purpose to express feelings , emotions , experiences , knowledge , and ideas.

Spoken Production has to be with what students can do with the language. For this reason , students have to be mastered in some speaking sub-skills such as fluency and accuracy.

Accuracy is defined as “ how well the target language is produced concerning the rule system of the target language “(Skehan ,1996,p. 23) . Moreover it is related to the learners’ “ability to produce error-free speech” (Housen & Kuiken , 2009 , p . 461 ). It is also referred to as “ the degree of correspondence between the learners’ interlanguage and the rule system of the target language “ ( Fathi & Rahimi , 2020 ).

Fluency denotes “language production in real-time without undue pausing or hesitation “ (Ellis & Barkhuizen , 2005, p. 139 ). It refers to “learners’ control over their linguistic L2 knowledge “ (Housen & Kuiken ,2009 , p . 462). It is also characterized as “language learners’ ability to produce the target language at a natural speed the same as native speakers without redundant pauses”(Hashemifardnia et al., 2021 , p. 64 ).

As part of communicative competence , speaking abilities involve the use of the target language effectively to communicate ideas orally . According to Nunan (1999), communicative competence comprises of knowledge of the grammar and vocabulary of the language , knowledge of rules of speaking (knowing how to begin and end conversations , knowing what topics can be talked about in different types of speech events , knowing which address forms should be used with different persons one speaks to and in different situations), knowing how to use and respond to different types of speech acts such as requests , apologies, thanks , and invitations , and knowing how to use language appropriately (p. 226).

### **Statement of the Problem**

Nowadays , the English Language has taken huge importance worldwide in different aspects . Learning as a subject has also taken relevance in the Iranian curriculum. It does not matter the age , students from elementary schools to university levels must learn English and improve their level

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to show how proficient they are when using the language . They receive at least five hours a week of English as a Foreign Language to reach the goals described in the curriculum.

The class plans have been designed based on new frameworks of teaching . Students in the Language center at Fakher institute show shortcomings when speaking , pronunciation problems , lack of fluency , and difficulty communicating ideas . They have several affective factors which affect foreign language learning especially speaking , anxiety emerges to be the crucial one that has a devastating effect on the oral performances of students . Another important reason is that the students feel they do not have to practice because they think everything is in the books . The students are passive and do not practice their verbal communication among peers and teachers. For these reasons , the students of the B2 level of the Center of English Teaching at Fakher Institute , present problems in speaking . The methodologies and activities do not allow students to practice and improve this skill to communicate . This research determines whether the use of Flipped instruction has an effect on EFL learners' speaking skills or not. The teacher developed digital materials for students to carry out certain learning processes both outside and inside the classroom. The teacher's role was to guide the learners in the improvement of oral skills. The material was prepared , such as digital material , audiovisual material , surveys, learning activities , including pre-post speaking tests and the lesson plans. As mentioned above , the researcher saw the need to investigate an innovative method that allows us to be facilitators of knowledge . Thus the Flipped instruction allowed improving the speaking skills related to students' needs and interests , where students reviewed content online via video lectures and assignments. In this research , the teacher played an essential role to upgrade speaking skills learning, taking advantage of the students' abilities. Using the virtual classroom and technological tools permitted knowing the difficulties and processes of the students. The result related to the Flipped instruction application showed that is an effective pedagogical method where teachers noticed a relevant increase in learners' grades and also helped learners to speak English freely and even fluency. Based on the situation described above, less study has been conducted to evaluate how the use of the Flipped instruction affects the speaking skills of EFL learners.

### **Significance of the Study**

"In today's corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge", (Pandey & Pandey,2014). English language teaching (ELT) is a complex matter that requires a systematic process because learning is gradual and by levels. Teaching is concerned with acquiring language proficiency and assessment . Furthermore , given that EFL is used in the ELT classroom and the international environment by default , they question why it should be given additional attention in the curriculum. If EFL were to become relevant for classroom practice, there need to be specific teaching guidelines and greater collaboration between applied linguists and practitioners. The growing interest in EFL will lead to further growth of this research field. Apparently , "we would have to invent the language we are supposed to teach " (Decke - Cornill , 2002 , p 59 ) . This points to the need for more pedagogical

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guidelines for teachers and directions regarding what aspect of the notion EIL could be incorporated into practice. It is proven that learners do not master the pronunciation of the English language, they can only read and write some terms, but the verbalization of it is not clear and much less fluent.

English pronunciation has always had flaws in learners, becoming a problem, because being English, the Universal language (Language as a Lingua Franca or International language), the correct thing would be for the majority to have oral proficiency. Traditional methodologies have not provided good results because they are not effective for everyone, so it is not convenient to continue using them. The research is important because it upgrades the application of Flipped Instruction and its effectiveness on speaking skill improvement. The research provided specific information about the teaching methodologies used in classroom, which are compared with the results of the flipped instruction methods. For this purpose, they incorporate several technological resources into the teaching-learning process that allows the active participation of English learners.

The main pedagogical implication for teachers is that it is possible to flip the classroom specifically using social media. This opens up a window of opportunity for practitioners to use this new model's capacity to present more interactive exercises. In addition, students have more time to ask for clarification during class. Further, teaching speaking through flipped classrooms is considerably economical time-wise. Rather than teaching speaking, the teacher can save class time for real interaction during the classroom, (Davari, Mall Amiri, 2022).

prove the effectiveness of using the flipped classrooms on improving English as a foreign/second language, several studies were conducted. Hsieh et al. (2016) and Mohammadi et al. (2019) examined the effects of using flipped classrooms model on EFL learner's idiomatic knowledge and English achievement, respectively. The findings demonstrated that the flipped classrooms had a significant effect on the participants' idiomatic knowledge and their English achievement, (Hashemifardnia et al., 2021). In the Flipped classroom the proposed methodology involves Blended learning. This pedagogical approach helps students learn the English language, memorize their vocabulary, learn grammar much easier, improve the understanding level of the dialogues, and develop speaking skills. Consequently, the results of this study are significantly a great guideline for different addresses; First of all, EFL learners, who learn English as a foreign language helping technology; Researches who research in this field may also benefit the results of this study; Teachers, may be able to find appropriate solutions and new strategies which help them to overcome the problems and obstacles in teaching English through new methods; Students and professional book readers who are interested in teaching and learning English helping new methods and mixed method learning such as Flipped. The data and the results obtained from this study can be useful in any academic discussion.

### **Objectives of the Study**

In Hung's(2015) study ,75 EFL learners took a communicative English course in a Taiwanese university. The findings showed that the students who had received flipped lessons in the form of Web Quest sessions statistically had a significant improvement in academic performance, (Jafarigohar et al.,2018). It emphasizes that reality must be experienced. From Dewey's point of view , this means that learners must interact with their environment in order to adapt and learn.

This study has visualized illustrative videos as a strategy since EIL learners incorporate essential information for learning about this subject . By making explanatory videos , students are being promoted to anticipate the teacher 's class, appropriating the knowledge . A significant advantage that this method offers is that each student has his/her own learning pace. Consequently , learners are expected to no longer be passive entities , but to be active in the construction of the own knowledge as maintained by constructivist theory. Another advantage of this flipped instruction method is that the learners feel motivated to learn and that this learning does not end when their academic studies cease in the near future.

The Flipped instruction method is undoubtedly a metacognitive strategy to improve speaking skills because it is focused on involving students in their learning and making it of transcendence so that they can remember , understand and reproduce information. When speaking of metacognition , it refers to the fact that individuals understand the information they are learning based on reasoning, it is not rote learning. Metacognition is the ability to self- control the learning process. Metacognition plays a relevant role in speaking skill improvement because they help focus learners' attention and understanding .

### **Research Questions**

To achieve the objective of the investigation , the following specific research question was formulated :

Is there any relationship between using methodology of the flipped instruction and improvement of fluency and coherence(FC) in learners of English as a foreign language?

1- Is there any significant relationship between flipped model and the level of learners' speaking skills using wide range of vocabulary (Lexical Resource) at the beginning and at the end of the course?

2- Has the change in the teaching content(Materials) and presentation of a new set of lesson plans which include flipped instruction method been useful for pronunciation of students at Fakher institute in Shiraz?

3- Is there any significant propinquity between the Flipped instruction method and Grammatical Range and Accuracy (GRA) in EFL learners ?

### **Research Hypotheses**

To examine the aforementioned research question, the following hypothesis was proposed :



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**Null Hypothesis H0** : Flipped Classroom does not influence on the speaking skill development in students at Fakher Institute – Language Center.

**Alternative Hypothesis H1** : Flipped instruction has a positive and significant effect on the development of speaking fluency of EFL learners at Fakher institute in Shiraz.

**H2** : Flipped instruction method help learners to expand their lexical resource.

**H3** : -Learning English as a foreign language helping new technology has more effectiveness on pronunciation rather than learning English as a foreign language traditionally .

**H4** : Flipped instruction helps EFL Learners to upgrade their grammatical range and accuracy.

## Definition of Key Terms

### Flipped Learning

Flipped Learning is an alternative to the teacher-centered , traditional way of teaching . It emphasizes engaging activities among students and interactions between teachers and students ( Hamdan et al.,2013 , Strayer, 2012 ) . In fact flipped learning is a process of learning basic knowledge and concepts outside the classroom ( Love et al.,2014 ) .

### Flipped Classroom

The Flipped Classroom was introduced to increase classroom time available for active learning activities by shifting the class lectures into the web (Bergman & Sams, 2012).

### Grammar

Grammar can mean a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger constructions of sentences (Wilcox, 2004). The system of grammar includes subdivisions of phonemes morphemes, and syntax , which must be identified and understood in order to fully grasp the definition of grammar .

### EFL

Based on the definitions of EFL, the audience of EFL are those whom English is not the first language or the official language of the country such as China , Japan , and South Korea . In these countries, English isn't indispensable for daily communication ( Peng Si ,2019).

### Communication Activities

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in

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relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes  
(Moss & Ross-Feldman, 2003).

### **Pronunciation**

As Fraser (2000) states being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However, by far, the most important of these skills is pronunciation; with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand despite accuracy in other areas. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills. (p.7) Pronunciation accuracy may also help escalate one's social status since speaking with a foreign accent may be degraded and stigmatized by native speakers and, therefore, ESL/EFL learners may forfeit their true standing and thus, result in social and/or professional discrimination (Derwing, Rossiter, & Munro, 2002). Hence, pronunciation intelligibility is of great importance for successful oral communication to take place since a reasonably intelligible pronunciation is an essential component of communicative competence (Celce-Murcia et al., 1996; Morley, 1991). "Ironically, pronunciation is also the aspect of language that is most difficult to acquire. Although some people with 'an ear for language' can 'pick up' pronunciation very effectively, for most, it requires special tuition "(Fraser, 2000, p. 7).

### **Speaking Skill**

Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Its form and meaning depend on the context in which it happens, the contributors, and the goals of speaking. In this way learners express themselves orally, logically, fluently, and suitably in a meaningful context to perform both transactional and interactional aims using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Speaking skill is an important tool for learners of English to deliver a message and communicate for different purposes effectively. When a person can speak a language, he or she is seen as one who knows the language as speech is the most basic means of human communication (Celce-Murcia, 2001). For ESL or EFL learners, speaking skill is important since it reflects the ability to converse in the second language, and it is a skill highly desired by many second and foreign language learners (Nunan, 2003). The factors affecting students' speaking performance include performance conditions, affective factors, listening ability, and feedback during speaking activities (Tuan and Mai, 2015).

### **Vocabulary**

According to Lang (2009), vocabulary is the repertoire of words of a language for communication, which has prefixes and suffixes (Telenchana, 2019). A learner must have a large vocabulary that



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allows him/her to interpret and transmit ideas adequately , thus achieving effective communication

## **LITERATURE REVIEW**

### **Overview**

The present chapter comprises of 3 main parts . After a brief introduction on the topic , the literature on impact of flipped instruction on EFL learners’ speaking skill improvement is provided. Then , a report on definitions as well as the works undertaken on the variables is embedded into the chapter. Strides is made to report works accomplished on the topic under study by researchers from Iran and other parts of the world. Finally , the chapter will close with a brief summary of the whole issues discussed.

This chapter presents the review of previous studies on the effectiveness of Flipped instruction on EFL learners’ speaking skill improvement. At the most general level, FCM shifts the responsibility of learning from the instructors to the students and directs students to be active in the activities. The fact that students take responsibility for learning, planning, monitoring and evaluating their own learning process is generally discussed in self-regulated learning (SRL) (Lai & Hwang , 2016)

According to Flores (2016), Flipped Classroom is considered as a paradigm whose principal aim is centered in the professor's role. Teachers explain less and more time advising, stimulating, and supporting students, due to Flipped Classroom helps students develop critical and independent thinking. In this way, students enhance their learning process and professors give students autonomy and flexibility to learn and expand their problem-solving skills. The flipped classroom is a paradigm that integrates pre-classroom and planned activities. Therefore, it has become the perfect strategy for developing fundamental competencies such as critical thinking, communication skills, comprehension, creative thinking, and interaction skills (Lagunes, Tafur, & Giraldo, 2017). In the new era, learning is no longer an internal and individual activity but a collective and critical one, with active and online participation through technological resources. Students can watch videoconferences and read assigned material to understand a specific topic. The flipped classroom is a dynamic teaching strategy that generates commitment and satisfaction in students because they are assimilating knowledge, interacting, which then translates into academic achievement (Awad & El-Adham, 2019).

### **The Nature of Speaking**

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker’s listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has

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some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language. Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

### **Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

### **Intensive**

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

### **Responsive**

Responsive include interaction and text comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

### **Interactive**

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

### **Extensive (monologue)**

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

### **Speaking Skill**

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006).

Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations. For example, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other

Publication of the European Centre for Research Training and Development-UK business purposes ( Osborn , Osborn & Osborn , 2008 ) . Zaremba (2006) also pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience , motivation , and academic credentials as criteria for new have limited opportunities to speak English outside the classroom ( Zhang , 2009 ) and also limited exposure to English speakers or members of the international community . This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

Speaking is one of the skills that have to be mastered by students in learning English. Richards (2008) states that in speaking we tend to be getting something done , exploring ideas , working out some aspects of the world , or simply being together . If the students can speak English fluently that can help them to easy communicate and also explore their idea . Speaking English well also helps students to access up-to-date information in fields including science , technology and health Good English speakers will be in a strong position to help their country's economic , social and development.

According to Common European Framework Cervantes Institute , B2 learners in terms of Oral Production , can present clear, detailed descriptions of a wide range of subjects related to their field of interest . They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Also in terms of Spoken Interaction B2 learners can interact with fluency and spontaneity that makes regular interaction with native speakers quite possible . They can take an active part in a discussion in familiar contexts, accounting for and sustaining their views.

In addition, speaking is one of the most difficult aspects for students to master. The students have to master all components of speaking skill in order to speak clearly and fluently. Brown (2004 ) demonstrates that there are six components of speaking skill that can be defined as follows:

## **The Components of Speaking Skill**

### **Pronunciation**

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that Pronunciation includes many aspects that include

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articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

### **Grammar**

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, Nelson (2001) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004). Grammar is the study of the rules and principles of a language, which show the structure (morphology) and syntax of a sentence (Telenchana, 2019). Logically, to form affirmative, negative, interrogative sentences and respond with short or long answers, it is essential to know the grammatical rules, especially in the English language, whose writing is different in different tenses. For this reason, the mastery of grammatical structures has been the main aim of English language teaching.

### **Vocabulary**

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or

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read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002). According to Lang (2009), vocabulary is the repertoire of words of a language for communication, which has prefixes and suffixes (Telenchana, 2019). A learner must have a large vocabulary that allows him to interpret and transmit ideas adequately, thus achieving effective communication. Muñoz A. (2014) states: “ The importance of vocabulary is in understanding. A person who has never studied the structures of the English language can make himself understood by a native speaker using an acceptable amount of word combinations. On the contrary, if someone handles grammatical structures and his vocabulary is insufficient, his communicative process will be unsuccessful “ (p. 1). Vocabulary has a special relationship with semantics because the simple change of words can modify the sentence meaning (Almeida, 2020). Learning English vocabulary helps develop fluency in speaking and writing. Keep in mind that the use of frequent expressions is an instructional method (a process designed to facilitate learning). (García & Bravo, 2017). Normally, in English language teaching, the emphasis is on writing skills so students gain the skills to recognize structures within a written text (Muñoz A. , 2014). Teachers can adapt the methodological resources to the topics and contents to be covered in class, facilitating the assimilation of knowledge.

### **Fluency**

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008). The Authors Widdowson (1998) and Segalowitz (2000) state that “Fluency is related to using all Oral productions in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases, ellipsis, and so on) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication”. Fluency is the ability or competence to express him/herself clearly and concisely, characterized as eloquence, ease, and similarity to native speech (Benavides, 2016; Telenchana, 2019). Brown (2007) remarks that fluency is linked with the flow of natural language and that in many cases "it is best achieved by allowing the stream of speech to flow along with some details of phonology, grammar, or discourse can channel the speech on more purposeful course" (p.324). Fluency is best achieved by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Students need to be exposed as much time as possible to the language to gain fluency and accuracy in a foreign language. Three dimensions of fluency are distinguished: speed (rate and density of linguistic units

Publication of the European Centre for Research Training and Development-UK produced), fluency interruption (number, duration, and location of interruptions), and 13 fluency repair (false starts, formulation errors, correction, and repetitions) (Telenchana, 2019). Another aspect to take into account for the correct oral expression is the rhythm. A high level of knowledge of English implies the pronunciation at an adequate rhythm. To achieve this goal, songs are methodological strategies. Pronunciation includes three elements: emitting the sounds correctly, expressing them with the right intensity with the ideal intonation (Telenchana, 2019). The time dedicated to this type of practice is a decisive factor. Extensive practice helps to get better results in the development of oral skills.

### **Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

Speaking skills must be developed because it is the primary tool for interaction between people with the purpose to express feelings, emotions, experiences, knowledge, and ideas. Spoken production has to be with what students can do with the language. For this reason, students have to be mastered in some speaking sub-skills such as fluency and accuracy. According to Baralo (2000), oral production activities must be designed so that student uses the language with some concrete intention. The aim is to solve some problems, get and transmit information, and make decisions according to different arguments. Human beings communicate primarily orally since the oral language is learned first and perhaps because when it is spoken it is automatically and does not require prior preparation, without equipment, methods, means achieving efficient communication in public.

### **Task**

One of the components of the speaking skill is intensive speaking as the designing assessment. At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language. Intensive tasks may also be described as limited response tasks (Madsen in Brown, 2003), or mechanical tasks (Underhill, 1987), or what classroom pedagogy would label as controlled response. There are several kind of intensive speaking as the designing assessment, such as:

1. Directed Response Tasks



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The test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

2. Read-Aloud Task

Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is administered by selecting a passage that incorporates test specs and by recording the test-taker's output; the scoring is relatively easy because all of the test-taker's oral production is controlled.

3. Sentence/Dialogue Completion Tasks and Oral Questionnaires

Test-takers are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Then as the tape, teacher, or test administrator produce one part orally, and test-takers respond.

4. Picture-Cued Tasks

Picture cued stimulus requires a description from the test-takers. Picture may be very simple, design to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed of a series that tells a story or incidents.

Zaremba(2006) indicates that speaking skills are regarded as one of the significant factors in seeking employment. According to many theorists like Nunan, Ur, speaking skills can be developed through communicative tasks. Tasks create interaction among the students thereby encouraging a conducive environment for language learning. In brief the ESL teacher should administer oral communicative tasks so as to enable the students to attain spoken proficiency in English.

### **Blended Learning**

Blended learning is a student-centered learning method (Vasileva-Stojanovska, 2015) that combines traditional face-to-face classrooms (synchronous learning activities) with E-learning activities (asynchronous learning activities) (Attard and Holmes, 2020; Kerzic et al., 2019). Gambari et al. (2017) emphasized the role of the e-learning factor, according to Adiguzel et al. (2020). According to Owston and York (2018) and Lazar et al. (2020), the ratio between face-to-face and online learning in blended learning varies, but the online learning factor should be between 33% and 50%, and even as high as 80% (Lazar et al., 2020; Owston and York, 2018). In blended learning, e-learning tools are used in lessons, training sessions (Adiguzel et al., 2020), presentations, progress learning, and online discussion groups (Alammary, 2019). According to Lazar et al. (2020), blended learning results from digital technology and digital educational tools. Online tools such as apps, books, and computers can be used as lesson plans, lectures, textbooks, assignments, software, quizzes, tests, resources, audio and video, digital, and social networking platforms such as Twitter, YouTube, and Facebook (Watling, 2012). Meanwhile, Lazar et al. (2020) used the concept of "digital learning tool" to refer to digital sources used in blended learning, including: (1) High-tech digital learning tools: these include software to support student

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learning, such as interactive boards, scientific software, applications, digital teaching software, digital textbooks, and mobile devices (smartphone or tablet). (2) Traditional digital tools: these include digital video support, aerial video projectors, interactive materials, digital assemblies containing interactive resources, and reference content such as lecture notes and dictionaries (Lazar et al., 2020). From the perspective of mathematical education, Kashefi et al. (2017) state that the components of blended learning include author, teacher, student, method, technology, and math. In it, the author is the one who creates the course and defines the role of each component. Blended learning emphasizes strengthening the connections among students, teachers, and students; other stakeholders are also incorporated into the learning process. Authors can use various technologies with pedagogy to develop tasks and complete math assessments for their students (Kashefi et al., 2017). Blended learning consists of five components, of which two are face-to-face and three are online (Alammary, 2019). These units include: (1) Face-to-face instructor-led: students participate in a class where the teacher presents the learning content, and there is little interaction, experiential learning, or practice. (2) Face-to-face collaboration: encourages students to participate in learning activities together in the classroom. (3) Online instructor-led: the teaching process is accomplished online with the teacher's assessment of the learning progress and interactions throughout the learning process. (4) Online collaboration: encourages students to participate in learning activities online. (5) Online self-paced: allows students to study at their own pace, with flexible time and space.

Blended learning (BL), or the integration of face-to-face and online instruction (Graham 2013), is widely adopted across higher education with some scholars referring to it as the “new traditional model” (Ross and Gage 2006, p. 167) or the “new normal” in course delivery (Norberg et al. 2011, p. 207). However, tracking the accurate extent of its growth has been challenging because of definitional ambiguity (Oliver and Trigwell 2005), combined with institutions’ inability to track an innovative practice, that in many instances has emerged organically. One early nationwide study sponsored by the Sloan Consortium (now the Online Learning Consortium) found that 65.2% of participating institutions of higher education (IHEs) offered blended (also termed hybrid) courses (Allen and Seaman ,2003). A 2008 study, commissioned by the U.S. Department of Education to explore distance education in the U.S., defined BL as “a combination of online and in-class instruction with reduced in-class seat time for students” (Lewis and Parsad 2008, p. 1, emphasis added). Using this definition, the study found that 35% of higher education institutions offered blended courses, and that 12% of the 12.2 million documented distance education enrollments were in blended courses.

There are some essential characteristics of effective B-learning. Learning by doing must be one of the key principles of online learning because almost all learning happens when hands-on activities are used, practicing and experiencing. Since learners spend a lot of their studying time alone, open learning depends crucially on feedback to learners (Colibaba, 2007). The levels of appropriateness and quality of the feedback that learners receive as they learn by doing are the hallmarks of the

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most effective open learning materials, whether print based or online. The feedback from the teacher needs to be accessible and immediate so that it reaches learners while they still have in mind what they have just done. Blended learning is the integration of two components: face-to-face teaching and non-face-to-face technology. Both methodologies include a wide range of activities, such as case studies, tutorials, exercises, games, readings, among others. It allows interaction between students and teachers (Contreras, Penalba, & Eguia, 2006). The success of learning depends on the interactive capacity generated by technological resources and the use of different pedagogical means to give rise to a different type of learning. It must be taken into account that some people learn better by observing, others by listening, while for others is easier to understand and assimilate knowledge through practice or group learning (Contreras, Penalba, & Eguia, 2006). The effectiveness of blended learning lies because it facilitates dialogue and research skills, allows greater access to information, and enables the exchange of ideas through group work. In short, blended learning is about reusing materials and content to provide learners with a satisfying self-learning experience (Contreras, Penalba, & Eguia, 2006). Among the advantages of blended learning are the sharing of useful resources in an attractive way and the fact that after-school hours reinforce knowledge (Terán, 2018).

### **Information Communication Technologies in Society and Education**

Blended learning forces us to consider the characteristics of digital technology, in general, and information communication technologies (ICTs), more specifically. Floridi (2014) suggests an answer proffered by Alan Turing: that digital ICTs can process information on their own, in some sense just as humans and other biological life. ICTs can also communicate information to each other, without human intervention, but as linked processes designed by humans. We have evolved to the point where humans are not always “in the loop” of technology, but should be “on the loop” (Floridi 2014, p. 30), designing and adapting the process. We perceive our world more and more in informational terms, and not primarily as physical entities (Floridi 2008). Increasingly, the educational world is dominated by information and our economies rest primarily on that asset. So our world is also blended, and it is blended so much that we hardly see the individual components of the blend any longer. Floridi (2014) argues that the world has become an “infosphere” (like biosphere) where we live as “inforgs.” What is real for us is shifting from the physical and unchangeable to those things with which we can interact. Floridi also helps us to identify the next blend in education, involving ICTs, or specialized artificial intelligence (Floridi 2014, 25; Norberg 2017, 65). Learning analytics, adaptive learning, calibrated peer review, and automated essay scoring (Balfour 2013) are advanced processes that, provided they are good interfaces, can work well with the teacher— allowing him or her to concentrate on human attributes such as being caring, creative, and engaging in problem-solving. This can, of course, as with all technical advancements, be used to save resources and augment the role of the teacher. For instance, if artificial intelligence can be used to work along with teachers, allowing them more time for personal feedback and mentoring with students, then, we will have made a transformational breakthrough. The Edinburg University manifest for teaching online says bravely, “Automation

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need not impoverish education – we welcome our robot colleagues” (Bayne et al. 2016). If used wisely, they will teach us more about ourselves, and about what is truly human in education. This emerging blend will also affect curricular and policy questions, such as the what? and what for? The new normal for education will be in perpetual flux. Floridi’s (2014) philosophy offers us tools to understand and be in control and not just sit by and watch what happens. In many respects, he has addressed the new normal for blended learning.

### **Models**

Many studies have produced different models of blended learning. A review by Alammary (2019) has shown five models classified according to where content is communicated and where practical activities take place (face-to-face or online), including the flipped, mixed, flex, supplemental, and online-practicing models (Alammary, 2019).

(1) Flipped model: Students are guided to access prepared materials before starting lessons. Preparation takes place outside of school hours via an online format and is then leveraged to maximize teacher and student opportunities for interaction, collaboration, debugging, and manipulation during face-to-face learning (Alammary, 2019; Weinhandl et al., 2018).

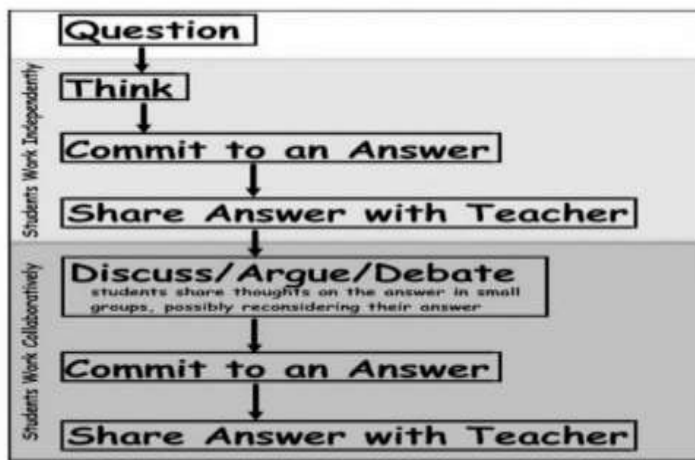
(2) Mixed model: Transmission of learning content and practice tasks conducted face-to-face and online (Alammary, 2019).

(3) Flex model: learning content and practical tasks are transmitted through online teaching; however, students will participate in face-to-face sessions to check progress and receive feedback on the learning process (Alammary, 2019). Hauswirth and Adamoli (2017) have organized online teaching with various tasks such as watching videos, researching books, participating in online discussions, or solving exercises. Teachers enable students to learn at their own pace, and students see one another regularly and in person for classroom instruction (Hauswirth and Adamoli, 2017).

(4) Supplemental model: knowledge and practice learning is improved through face-to-face learning; however, online activities are added to enhance student engagement (Alammary, 2019).

(5) Online-practicing model: this model allows students to practice, solve problems online, and obtain instant feedback through the online learning platform (Alammary, 2019). Furthermore, Tesch (2016) also offered six blended learning models: face-to-face driver, station rotation, online lab, flex, self-blend, and online driver. While improving students' learning efficiency, teachers use various technology devices to guide and facilitate classroom learning processes in the face-to-face model (Tesch, 2016; as cited in Alsalhi et al., 2021). It is flexible and meets the needs of elementary and middle school students by providing teachers with additional resources as students' needs change (Barros et al., 2017). The online lab school model offers students the additional benefit of online study time in dedicated computer labs. Meanwhile, the self-blend model allows learners to participate in the courses. There is a significant gap between online and formal learning because of the student's unique needs (Alsalhi et al., 2021); similar to the supplemental model; the online-driver model has characteristics similar to the online-practicing model. These learning models have been applied in many blended learning studies, such as Cronhjort et al. (2018) and Attard and Holmes (2020) with the flipped model and Barros et al. (2017) with the rotation model. It is

Publication of the European Centre for Research Training and Development-UK necessary to select an appropriate blended teaching model that meets the needs of each educational facility based on various factors, such as facilities, financial capabilities of the school, subject and curriculum, and more, depending on each school's capacity. This study considers the current conditions and research needs and, therefore, chooses the flex model as the starting point of the design for the experimental lectures.



**Figure 2.1. Activity Based on Flipped Learning (Hwang et al.,2015, p.25)**

### Flipped Model

“It is an ordinary class session. The lecturer stands in front of the classroom and delivers a fascinating lecture on ‘Emancipation’ while writing a couple of important points on a white board. Composed students are hunched over their desks arranged in rows are calmly taking notes, which perhaps will be useful in the defining moment of the semester- exam time. The most enthralling topic of the country’s history, which marked the end of slavery, has been reduced to a somewhat sermon-like situation, to say the least. Surprisingly, the lecturer is perfectly aware that the majority of the students do not understand the main points or rather anything from the lesson, but technically, he would not get time to offer individualized attention to each student with the forty-minute lesson.

In fact, even the following day the teacher would not have enough time to answer questions since the class cannot risk falling behind the schedule.” The kind of scenario described above is common in almost any educational setup across the globe and has been haunting educators for decades (Graziano, 2016). Attempts have been strongly made to split such kinds of teacher-centered instructional models by turning the attention to students’ learning needs rather than the traditional curriculum pacing guide. One such model is “Flipped Learning”, which employs digital technologies to sway direct instruction away from a group-learning environment to an individual



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centered learning, preferably using videos (Little, 2015). By offloading direct instruction, the lecturer or lesson gets the chance to consider offering one-on-one attention to each student. Additionally, the students get ample time to share materials with fellow learners, engage in content extensively, practice skills, and get timely feedback from teachers (Graziano, 2016). In this respect, instructors can dedicate their extra time to guiding students, assisting them to tackle challenging tasks while equally enabling them to have greater control over their learning process. The idea of flipped learning in the classroom as a teaching strategy or style was first introduced in the 1980s at Cedarville University by Wesley Baker. Baker's idea was to use a technological system and resources to make instructional materials available to students outside of their scheduled classroom instruction (Johnson & Renner, 2012). At the time, computer technology was not adequately improved, and Baker's ideas could not fully be performed. However, with the development of digital technology, the Internet and Web, and particularly the beginning of YouTube in 2005, Baker's ideas have since been recognized and developed into what is today called "flipped learning in the classroom". In addition, Bergman and Sams, other developers of flipped learning in the 17 classroom as style of teaching, have contributed significantly to the instructional development of flipped learning in the classroom by showing several methods of using technological tools to create student-centered teaching positions (Bergman & Sams, 2012). On the other hand, there are many studies conducted about using flipped learning in the classroom as a method of teaching that is popular across educational institutions, particularly at the high school or college levels, such as Mihai's study (2016), Brame's study (2013), and Herreid's and Schillers' study (2013), while minimal published research has been conducted about using flipped learning and its impact on teaching and learning in classrooms at the elementary school level. A sole exception is the study conducted at Compulsory Elementary School in Sweden by Backlund, Hirsh, and Segolsson (2017). Since most current research on the use of flipped learning in the classroom is conducted within the field of higher or secondary education, such as colleges or high schools (Green, Hsu & Wang, 2016; Mattis 2015; Tawfik & Lilly 2015; Bates & Galloway 2012), we lack knowledge of how this strategy of teaching works in the elementary school context. There are some advantages for using flipped learning in the classroom. Flipped learning in the classroom encourages and allows teachers to offer an adjustable, flexible, and engaging approach to share learning content, while putting more control into students' hands related to their own learning processes (Backlund, Hirsh & Segolsson, 2017; Mihai, 2016; Herreid & Schiller, 2013). In addition, as currently the use of technology is flexible and nearly universally available, flipped learning in the classroom seems to be a proper position for everyone in the teaching and learning environment, as both teachers and students receive some benefit. For instance, flipped learning in the 18 classroom provides teachers with freedom to decide how much time to spend with each student, such as high performers, middle performers, and struggling students, to give them the attention each of them needs. Teachers also can more easily modify and adapt their curriculum and the delivery of it to their students (Mihai, 2016; Herreid & Schiller, 2013). Moreover, teachers who used this approach of teaching noted that they observed increased levels of students' interest, engagement, and performance (Herreid & Schiller, 2013).



A flipped classroom is one where students are introduced to the content of their lesson at home, and practice working through it in their classroom. In this blended learning approach, face-to-face interaction is blended with independent study through technology. Students watch pre-recorded videos at home, then come to their classroom with at least some background knowledge of the lesson to discuss their questions with their teachers and peers. There are many concepts behind the flipped classroom that are important to rethink about them to facilitate implementation of flipped learning in the classroom (Backlund, Hirsh & Segolsson, 2017; Alderweird, 2015; Eguchi, 2015; Hutchings & Quinney, 2013). Examples of concepts behind flipped learning include social constructivism learning, educational technology, and learning through activity. Researchers who have investigated concepts behind flipped learning include Alderweird (2015), Eguchi (2015), and Hutchings and Quinney (2013), among other researchers. Together, these researchers agree that successful flipped learning classrooms tend to incorporate these concepts.



**Figure 2.2. Improving Learning to Think in a Flipping Class (Gariou-Papalexiou et al . , 2017, p. 51)**

### Speaking Performance and Flipped Classroom

As part of communicative competence, speaking abilities involve the use of the target language effectively to communicate ideas orally. According to Nunan (1999), communicative competence comprises of knowledge of the grammar and vocabulary of the language; knowledge of rules of speaking (knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations); knowing how to use and respond to different

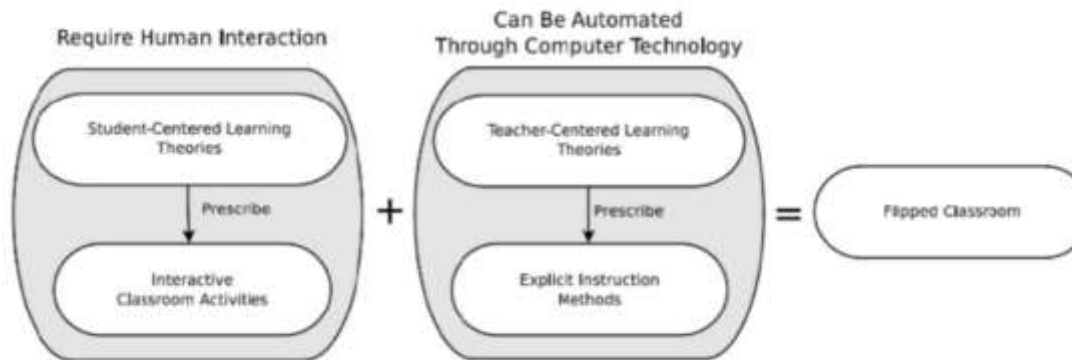
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types of speech acts such as requests, apologies, thanks, and invitations; and knowing how to use language appropriately (p.226). However, Vietnamese students seem to lack vocabulary to express their ideas and especially need an environment to practice or use English in daily life. Jamie (2010) conducted an action research to explore the use of technology in preparing EFL students for oral presentations. In terms of the design, the students in the experimental groups had to go to the school's computer lab to search for information on their presentations' topics. As the content was ready, they learned about and practiced with the program 'Audacity', which allowed them to hear their own voice. Then, they used flip cameras to prepare for their presentations. By this way, the partners recorded each other and reviewed the video clips so that they could comment and learn from one another. Meanwhile, the control group followed the traditional instructional method. The study employed pre and post surveys accompanied with teacher observations, student rubric, and students' self-assessment to determine the impact of the flipped model on students' oral presentations in terms of eye contact, body language, confidence, enthusiasm elocution, and word choice. The result revealed that the use of technology during preparation made presenters more confident. Also, Farangi et al. (2015) studied the effects of podcasting on EFL learners' speaking skills. In summary, technologies have been significantly utilized to enhance language teaching and learning through blended learning. The flipped model is one of the popular methods up to date although its applications in second language teaching are scarce. Driven by promising results of previous research about the flipped model in teaching content subjects, this study attempted to investigate its effect on students' improvement in speaking English.

### **Comparative Effect between the Flipped Classroom and Traditional Instruction**

Nowadays, the incorporation of technological and digital resources in teaching processes is gaining more space. The intervention paradigm evolving from teacher-centered teaching to learner-centered teaching. These changes come to change traditional classes by introducing new methodologies and tools that allow focusing on student learning. Tapscott (2010) states that these practices establish a more interactive, collaborative, personalized, and discovery learning, in which technological resources facilitate these processes. In this context, the combination of in-class and online teaching is being adopted with some control parameter over the path, time, and pace to follow, under the guidance of the teacher, becoming an integrated learning experience of responsibility and proactive commitment shared (Mingorance, Trujillo, Cáceres, & Torres, 2017). According to modern ideas of student-centered active learning, the flipped classroom is an appropriate instructional design for teaching English. The Flipped Classroom allows learners to gain knowledge at home instead of assigning the main role to homework and classroom activities. Several resources can be used by the effect, such as watching videos made by the teacher, practice the skills in class where the teacher can monitor the students' knowledge development. Professors guide students as they apply concepts in the subject through online 29 learning community, so learners engage creatively in the learning process (Chen-Hsieh, Vivian Wu, & Marek, 2016). Regarding the teaching experience, the assessment of the use of the flipped classroom by the teachers is positive. Although the search for audiovisual materials of specific quality, the design

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of the activities proposed to be carried out in the classroom. The energy spent by teachers in convincing the students about the flipped classrooms benefits. This methodology supposes a renewal at the time of teaching, which allows a greater deepening of the contents that are significant for students, improving the interaction between the student-teacher and the pace of learning, students consult the material according to their needs outside of the classroom. The reception shown by students is not always positive. The flipped classroom method is more versatile, but it requires more work and effort by students. For this reason, some learners find it more comfortable to learn traditionally. However, the learning results are widely better with the use of the flipped classroom method compared to the traditional one (Sáez-Pizarro & Ros-Viñebla, 2014). This means the flipped classroom implementation needs a greater effort by teachers and students to incorporate and handle new audiovisual resources, but this methodology provides benefits of obtaining better results at the level of learning, especially in speaking skill development in English as a foreign language. The difficulty that students from rural areas have to access the use of technological resources and the internet is another aspect that hinders the possibility of massive implementation of the flipped classroom methodology. Therefore, the most ideal is to combine the use of the traditional method with the flipped classroom. That means using a mixed teaching methodology through a hybrid innovation scheme (Mingorance, Trujillo, Cáceres, & Torres, 2017). The models found within the hybrid zone of B-Learning, shown in Figure 4, have both the old technology (traditional classroom) and the new technology (online learning). The taxonomy proposed by Horn and Staker (2014), on the B-Learning modality comes from several experiences carried out in educational centers of different levels of education in the United States of America. The rotation model has four sub-models, of which three are hybrids. The flipped classroom methodology demands the teacher designs intentional 30 learning experiences and the students explore the provided materials asynchronously to get basic knowledge before going to class.



**Figure 2.3. Flipped Classroom Model (Bishop & Verleger,2013, p.6)**

### **Rationale for Implementing Flipped Classroom Model**

As educators begin to eschew the traditional lecture format as the preferred teaching method, a variety of reasons are appearing in the literature regarding why flipped classrooms are a better approach. These reasons primarily include alleviating academic bulimia, encouraging personal accountability, and improving student learning. In traditional classrooms, students listen to a lecture and subsequently complete required assignments after the lecture. Although this may not be true of every student, course, or subject matter, lecturing may lure students into a ritual of memorizing and regurgitating information for upcoming examinations. Often times, rather than truly learning the clinical application of the material, students resort to memorizing the presentation, purging the information on the examination, and ultimately failing to retain the information. This subconscious student strategy otherwise known as “bulimic learning” has been successful for many students throughout their academic careers, which is why they will often resort to it without even recognizing how detrimental it is to learning. Instructors have long bemoaned that students come to class ill-prepared, without having completed homework or reading assignments. Active learning activities, such as those in flipped classrooms, increase student accountability for class preparation and attendance. Although not exclusive to flipped classrooms, in-class activities based on pre-assignments encourage students to complete assignments and attend class to further comprehend subject material. Implementing flipped classroom strategies can increase student perceptions that pre class activities are important and enhance in-class learning. For any educational method to be considered successful, there must be evidence that student learning is enhanced. There are numerous examples of learning successes within other fields, but research on flipped classroom methodologies in pharmacy education is still in its infancy and most of the studies regarding learning have been on a small scale within a single course or

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Publication of the European Centre for Research Training and Development-UK instructional module. Ferreri and O'Connor's study involving pharmacy students in a patient self-care course found a steady improvement in students' academic scores after implementing a flipped classroom model.

### **Higher-Order Thinking Skills (HOTS)**

Bloom's taxonomy is an instructional framework that is often used to determine the outcomes of teaching and learning (Bergmann & Sams, 2014). The revised Bloom's taxonomy has six levels: remembering, understating, applying, analyzing, evaluating and creating. Creating is the highest level of the cognitive domain. The highest three levels of Bloom's taxonomy (analyzing, evaluating and creating) are known as higher-order thinking skills (HOTS). When teacher-centered learning is dominant, teachers exercise too much control over their students, with the result that students tend to learn facts rather than deep concepts (Koch, 2016), so learning does not go beyond the three lowest levels of Bloom's taxonomy. In the past two decades, educators discovered that higher-order thinking skills did not appear automatically in most students, so that specific higher-order thinking skills should be taught explicitly and directly at various points in a unit or during a semester. (Williams, 2015). In the flipped classroom, the constructivist theory is obvious since students take their learning responsibilities, so Bloom's taxonomy is turned upside down. Students have to practice remembering, understating and applying at home through watching video, visiting course-related websites, listening to audios or at least reading the lesson. In class, teachers help students analyzing, evaluating and creating the knowledge been assigned. Therefore, teachers spend their valuable class time with students as they engage in activities that require upper-levels skills of Bloom's taxonomy, which facilitate deeper learning (Bergmann & Sams, 2014). Figure ..... explains how higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) are treated in the flipped classroom approach.

The methodology of this study is based on Bloom's taxonomy, because teaching is oriented to the different levels of knowledge and cognitive functions such as learning, remembering, understanding, organizing, recognizing, concentrating, planning and even using verbal language appropriately. Knowledge, comprehension, analysis, synthesis and application are processes that should be enhanced according to the cognitive development of students. The level of knowledge expected to be achieved with this proposal is in accordance with the knowledge defined according to the academic level; knowledge of a higher level cannot be demanded because it implies the fusion of cognitive functions with greater complexity. Activities is developed to facilitate the understanding and learning of the English language, level B2, the materials used have similar characteristics in complexity and content to what is established in the curriculum of this academic level. This proposal also foresees the development of the students' capacity for synthesis, for this purpose, activities that induce them to construct sentences in English were carried out. It must be considered that cognitive functions are higher processes. In order to generate ideas and reach the construction of new knowledge, a certain degree of knowledge, comprehension, memory, reasoning and synthesis is required.

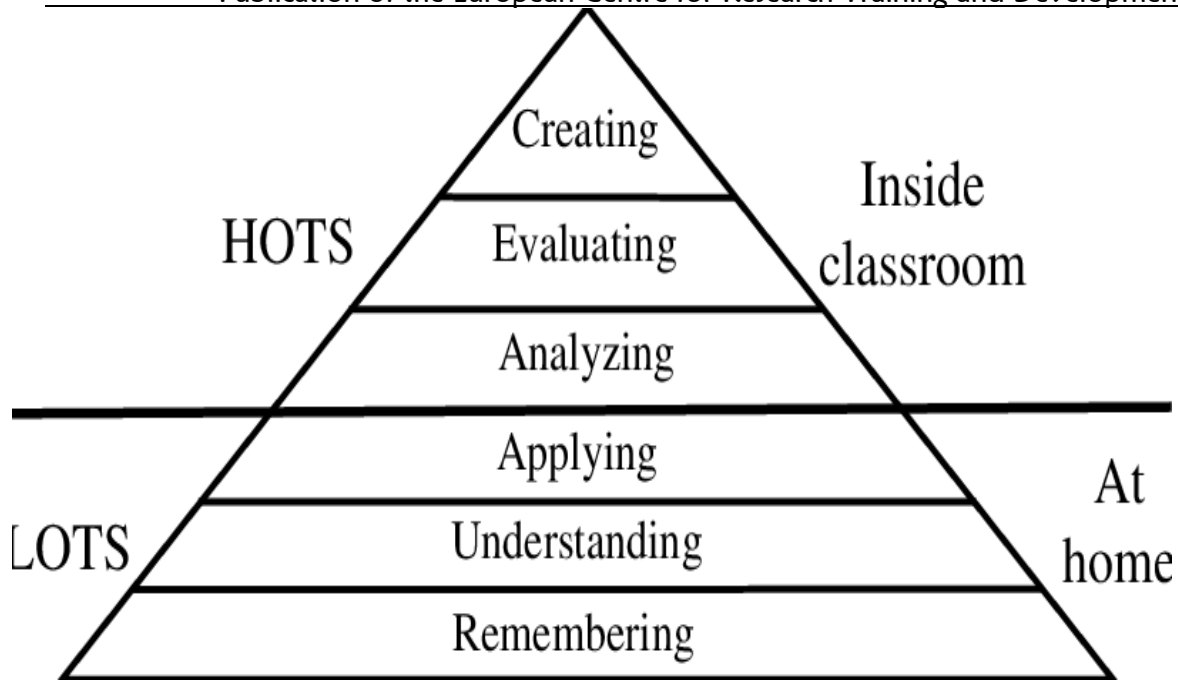


Figure 2.4. Bloom's Taxonomy,Hyder and Bhamani, (2016,p.295)

*Action Verbs :*

**Creating:** combining, rearranging, producing, planning

**Evaluating:** critiquing, judging, reviewing, testing, defending

**Analyzing:** comparing, organizing, connecting, examining

**Applying:** implementing, using, playing, demonstrating

**Understanding:** describing, explaining, summarizing, discussing

**Remembering:** defining, listing, memorizing, recalling, repeating

The ultimate objective in classrooms is to use higher-order thinking skills not because they are superior to facts, but because higher-order thinking skills encompass lower-order thinking skills. Besides, higher-order thinking skills train students for real-world application outside the classroom since they involve a series of related problems that contain important facts to solve instead of just a series of related facts to memorize (Conklin, 2012). In English language classrooms, language should serve as a means of developing higher-order thinking skills; students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language (Burns & Richards, 2012). Higher-order thinking skills increase students' motivation as well as achievement. They increase students' sense of control over ideas, so thinking is much more fun than memorizing (Brookhart, 2010).



The lowest level is remembering, the second level is understanding, the third level is applying, the next level is analyzing, then evaluating, and the highest level is creating. People involved in education know that the level at Bloom's Taxonomy is divided into two groups. The three lowest levels (remembering, understanding, applying) are also called Low-order thinking skills (LOTS), while the top three (analyzing, evaluating, creating) are also called Higher-order thinking skills (HOTS).

According to A.Lewis,Smith, & Lewis (2009) the definition of higher-order thinking skills has several implications for teachers. The first implication is important for every student to learn to have higher-order thinking skills. Since whenever they are faced with a situation that makes them to decide what to believe or do, they need higher-order thinking skills. The second is students' prior knowledge has a main role when the higher-order thinking happens. If a student can achieve his or her purpose by recalling his or her information without interrelate or rearrange it, then higher-order thinking will not occur. The next implication is when a teacher wants to evaluate students' higher-order thinking skills, it is necessary to ask them to analyze, evaluate, and create something which is related with a real life. The last implication is important for a teacher starting to help young learners who even in elementary school with learning difficulties to develop skills in higher-order thinking. In this era students are required to be able to compete with other students, not only from different schools but also from different cities even if possible from different countries. All of these efforts are made so that students can survive when they work later. To compete with others, students are expected to get competent demonstration of the twenty-first century skills rather than have a deep understanding of a key concept. According to Diaz (2018) having a deep understanding means that students only develop their low-order thinking skills such as trying to remember as well as comprehending the material which is given by the teacher. While getting competent skills means that the students already develop their higher-order thinking skills like analyzing, evaluating, and also creating something which is related with the material. Higher-order thinking skills is a process for analyzing, reflecting, giving arguments (reasons), applying concepts to different situations, composing, and creating. HOTS include the ability to solve problems or problem solving, ability to think critically or critical thinking, ability to think creatively or creative thinking, the ability to reason or reasoning, and the ability to make decisions or decision making (Sugiarto, 2019).

### **Previous Related Research**

Arsalan (2020) reviewed this issue during a systematic research titled a systematic review on flipped learning in teaching English as a foreign or second language. In this research, the discussion on benefits and challenges of flipped learning in teaching English as a foreign or second language through a systematic review was conducted. In this study, 130 research was selected to review. In the 2014-2018 time frame, the number of studies starting in 2014 has been constantly

Publication of the European Centre for Research Training and Development-UK on the increase since the publication of a seminal work , flip your classroom . (Bergmann and Sams , 2021 ) . in addition to , the use of flipped learning has started to gain popularity since 2012. The study reveals that unlike traditional language teaching environment where the teacher delivers all content and students are often times passive listeners to the lecture , the implementation of flipped learning in the field of teaching EFL/ESL , has laid great emphasis on the improvement of language skills of students. (Zhu and Zhu , 2013 ) .

Sonmaz (2020) investigated this issue during a study titled using flipped classroom model for developing speaking skills. In this research , the eight studies that explore the effects of flipped classroom model on developing the speaking skills of the students were compared. This integrative review provided ways to combine the studies conducted on a particular topic in a critical stance to analyze the results from each of those studies to put forth unique results . The analysis of the data collected from the studies adopted in this review research confirmed that flipped classroom model was effective and efficient in developing the students' speaking skills. Also this systematic review demonstrated that flipped classroom model enables the students to practice the target language and to improve their speaking skills in meaningful ways by allowing them to be exposed to the language both outside and inside the classroom through meaningful activities and tasks that would enable the students to interact with one another in a collaborative way.

### **Practical Background**

Jafarigohar et al., (2018) investigated this issue during the study titled impact of flipped classroom on EFL learners' appropriate use of refusal : achievement ,participation ,perception . this research examined a total of 60 freshman English students(43 females and 17 males) from two universities in Iran , ranging from 18 to 23 years of age , to investigate the impact of a flipped classroom on enhancing EFL learners' pragmatic competence . The findings revealed that the participants of the flipped group were more engaged with the course contents and significantly outperformed their counterparts in the conventional group in the post-test . in addition to , students can enhance pragmatic competence through flipped classroom involving in communicative interactions.

Shirvani et al., (2022) during a research titled flipped task-based language instruction impact on EFL learners' speaking ability , investigated this issue. In this study 60 male and female EFL learners attending two Kish Air Language Institute branches in Kerman were selected. The study's goal was to examine the impact of flipping TBLT(Task-Based Language Teaching) on improving EFL learners' speaking ability . it was found that flipped TBLT can be used as a practical teaching innovation in EFL classes most particularly speaking classes. In addition to , the results were in the line with the results of the study by Zhang et al . (2016) who found that flipped classrooms had some excellent effects in vocabulary achievement.

Hashemifardnia et al., (2021) investigated that issue during the study titled effects of flipped instruction on Iranian intermediate EFL learners' speaking complexity , accuracy , and fluency.

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This study examined the effect of using flipped instruction on Iranian EFL learners' speaking CAF. To conduct this study , 60 Iranian EFL learners were selected as the participants. The selected participants were at intermediate level and their age was between 14 to 20 years old. The results showed that using the flipped instruction could help Iranian EFL learners improve their speaking CAF.

Davari and Mall-Amiri (2022) during a research titled the effect of flipped classroom on EFL learners' speaking complexity , accuracy , and fluency investigated this issue. In this research , 32 intermediate participants from two intact classes from Rasan English Language School in Isfahan, Iran were selected. In this study after using quantitative and qualitative data analyses , it was revealed that flipped classrooms performed a significant positive role in speaking. In addition to , the findings showed that the flipped classroom provided ample opportunity for interaction compared to traditional classrooms and , therefore, more significant learning opportunities.

Alibeigloo et al., (2021) investigated this issue during a research titled the effect of flipped classroom on Iranian EFL learners' speech act production. In their research , the effect of flipped classroom on Iranian EFL learners' speaking was examined. Participants in this research were three classes of EFL learners about 71 from a Language Institute in Tehran , Iran. It was observed that flipped classroom instruction was effective in raising the level of pragmatic competence among the participants. In addition to , it was showed that implementing flipped classroom improves learners' motivation to work cooperatively and engage in collaborative learning. In fact flipping methods help students learn English more effectively , communicate more easily with their teachers and peers , and feel more comfortable and less anxious in the flipped classroom .

Sidky (2019) investigates this issue during a research titled the flipped classroom Enhances students' speaking skill. In this study , the effect of a flipped classroom model on learners' English-speaking skill was examined. In the 2017-2018 academic year , 38 students at the second secondary stage in an experimental school in Cairo participated in the research. In the tested model , it was observed that using the flipped classroom led to enhancing participants' speaking skills. It has been highlighted the efficacy of flipped classroom in enhancing learners' oral proficiency.

Thanh Tran and Nguyen (2018) investigated this issue during a research entitled flipped model for improving students' English speaking performance. In this study , 60 undergraduate students enrolled in two classes of General English 3 at Can Tho University in the five-week summer semester of the 2016-2017 school year were examined . The most notable findings of this study were that the students in the flipped classroom performed considerably better on the post-tests than those who followed the traditional instruction (without flip).

Blau and Shamir Inbal (2017) during a research titled Re-design flipped learning model in an academic course : the role of co-creation and co-regulation investigated this issue. In this study 36

Publication of the European Centre for Research Training and Development-UK students at the Open University of Israel , who in spring 2015 attended the advanced academic course in the graduate program in Education : Technologies and Learning Systems, were examined . this research devised and examined a novel extension of the FC (Flipped Classroom) model. The findings showed that re-designed flipped learning produced a rich and active learning experience not only in-class , as happen in traditional FC , but also out-of-class learning. Findings demonstrated that the course provided numerous opportunities to develop higher-order skills through active learning and knowledge construction by students as well as through interactions with others , peer teamwork, conducting discussions.

## **METHODOLOGY**

### **Research Design**

This study adopts a research paradigm through which numerical data are analyzed using statistical software such as SPSS. An experimental research design was applied, because the researcher uses certain teaching strategies to observe the effect they produce on the speaking skill development in English as a second language. The strategies are based on the use of the flipped classroom method. For this purpose, it uses two groups of students, one control and the other experimental. Classes based on the traditional teaching method are taught to the first group, while the second group is taught in the Flipped classroom. Although the researcher establishes the resources to be used, the participants were not selected according to her interest, but simply considers the students of random courses. Therefore, it is an experimental design. This design is used generally when the researcher wants to make a comparison between the control and experimental group. It is related to a causal hypothesis. This research is carried out with intermediate students at the Language Center of Fakher. It is necessary to take a sample for the experimental design. In this sense, it is considered a sample of 20 students who belong to the B2, A class as a control group and 20 students who belong to the B2,B class as an experimental one.

### **Participants**

The statistical population of the current study includes all English learners (EFL learners) with at least 18 years of age in Fakher Institute in Shiraz who have attended in English classes and have been studying English for more than four semesters. Among them , 40 people were selected randomly for this study. The first group is the experimental group (20 students) and the second is the control group (20 students). It is considered a pre-test and a post-test before and after the experiment. The results are measured using t-test. Information is analyzed through SPSS Software. Participants are female and male. First language of all participants is Persian and they learn English as their foreign language.

**Table 3.1. Sample**

Sample	Number of Students	Percentage
Controlled Group : Students from B2,A classroom	20	50%
Experimental Group : Students from B2, B classroom	20	50%
Total	40	100%

Source : Population.

### Instruments

The data collected belong to information that allows assessing the speaking skill of students. The techniques used to carry out an information gathering . In the present case , the main technique used is interview . Also we use the other way such as observation. Additionally , it is necessary to apply instruments that allow collecting the information. The OPT ( The Oxford Placement Test) is selected to be applied at the Fakher institute. In order to assess the students' speaking skill level and compare it with the one they present from the application of teaching methods based on the traditional method (control group) and flipped classroom method (experimental group) , it is necessary to apply the B2 students IST exam (IELTS Speaking Test) twice. In this sense, the pre-test was applied at the beginning of the course while the post-test was carried out three months after teaching strategies implementation.

### An OXFORD Quick PLACEMENT TEST (OQPT) (2001)

This test is developed to provide English teachers and learners with a quick way of measuring the learners' level of English knowledge. The test which took 50 minutes to complete consisted of two sections with 60 multiple-choice items and cloze tests. The first section contains 40 questions and the second one includes twenty questions. The learners were asked to read the statements and choose the correct answer. It should be mentioned that there was no negative point for incorrect answers.

The OQPT consists of listening and grammar sections. The listening section consists of 100 items. It takes approximately ten minutes to complete the listening test. Test-takers are asked to choose the correct word which they hear in short sentences from two choices. Buck (2001) called this type of test a phonemic discrimination task in which the test-takers' task is to distinguish two words which differ by one phoneme. The grammar section consists of 100 items. Fifty minutes are allotted for completion. Test-takers are asked to read the stem with a blank and to choose one of the three options for the blank. Like the MEPT, the test type is a multiple-choice task (Purpura, 2004).

The OQPT (2001) was used to measure the proficiency level of the participants. OQPT is a flexible test of English language proficiency developed to give teachers a reliable and time-saving method

Publication of the European Centre for Research Training and Development-UK of finding a student's level of language proficiency. Geranpayeh (2006) argued that OQPT, which is a standardized English proficiency test, has been pretested and validated by about 6,000 students in about 60 countries. According to Allan (2004), the developer of the test, OQPT has been calibrated against the proficiency levels based on the Common European Framework of Reference for Languages (CEF), the Cambridge ESOL Examinations, and other major international examinations such as TOEFL. The cut-off points for proficiency levels set by Allan (2004) was considered by several researchers (e.g., Jabbari, 2014; Rebarber et al., 2007; Tahriri & Yamini, 2010) as reliable indicators that would signal language proficiency levels. Based on Rebarber et al.'s (2007) observation, such criteria are inclusive and usable for determining the proficiency level of EFL learners with different cultural backgrounds in different countries. In a similar vein, Allan (2004) argued that OQPT has the characteristics of a good international test and the scoring criteria set for such a test are convenient for all levels in different educational institutions throughout the world. The scoring criteria for proficiency levels according to Allan (2004) are as follows:

**Table 3. 2. Scoring Criteria for Proficiency Levels**

Proficiency Levels	Cut-Off Points
Beginner	0-29
Breakthrough	30-39
Elementary	40-49
Lower-Intermediate	50-59
Upper-Intermediate	60-69
Advanced	70-79
Very Advanced	80-100

In order to protect the content validity of this test, it was checked by 5 experienced test experts in the field of English language teaching. In order to check the test's reliability, ceiling effect and floor effect, it was piloted on 20 EFL students who were similar to the participants of the main study in terms of age and proficiency level. Internal consistency reliability for the instrument was estimated by computing Cronbach's alpha coefficients and proved to be .802.



**Table 3.3. Cronbach's Alpha to Prove the Reliability**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.802	.797	54

Cornbach's alpha (.802) indicates a high level of internal consistency of the test items.

Based on this Table , the value of Oxford Placement Test that used in order to achieve participants' homogeneity in term of language proficiency level , is above .797 . Therefore , the scale enjoys from an adequate level of internal consistency.

### IELTS Speaking Marking Criteria

It is scheduled that IELTS Speaking Test to be considered as pre-test and post-test to determine the impact of FI on EFL learners' speaking skills, but how EFL Learners' speaking skills are graded by the exam IELTS Speaking scores are calculated using four criteria:

1. Fluency and coherence (FC) = how clear and structured is the students' speech .
2. Lexical Resource (LR) = how good is the students' vocabulary.
3. Pronunciation (P) = how naturally the students sound.
4. Grammatical Range and Accuracy (GRA) = how good is the students' grammar.

### IELTS Speaking Score Calculation

Each of these criteria receives a score from 0 to 9 points . After that , an arithmetic mean is calculated to determine the section's total score. For example , if one of the participants' marks are FC-7 , P- 8 , LR-7 , GR-6, his/her total score will be  $(7 + 8 + 7 + 6) / 4 = 7$

Another example: one of the learners' marks are:

Fluency and Cohesion : 7.5,

Pronunciation : 7.0,

Lexical Resource : 7.0,

Grammatical Range and Accuracy : 7.5.

Then his/her total score for IELTS Speaking is  $( 7.5 + 7.0 + 7.0 + 7.5 ) / 4 = 7.25$  , which will be rounded to 7.5.

### Data Collection Procedure

To meet the objectives of the study, two phases were carried out: the pre-test, and the post-test phases. After administration of the OPT and selecting those whose scores fell within  $\pm 1$  standard deviation, they were assigned into one experimental (flipped classroom) and one control group (non-flipped classroom). The experiment was carried out during 8 sessions. The first and the last sessions were devoted to the administration of the pre-test and the post-test. The next step was the

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administration of the level of learners' speaking skill to both groups. As explained, the major aspect of flipped classes is that the instruction occurs outside and the preparation takes place inside the class. The researcher prepared the teacher-made video ,podcasts, including videos and audio files, to explain the lessons. He also downloaded and used the video and audio clips taken from special materials of Fakher Academy of English, which cover : English grammar, vocabulary, listening, reading, writing, speaking and pronunciation. Supplementary materials such as real-life examples in the form of videos, audio files, and research articles on the topic were also shared through WhatsApp ( class group) . The participants were asked to watch and study the content related to the target instruction before coming to the class. The students also showed their positive attitude about using WhatsApp. They stated that they could ask questions, answer their peers' questions, or post and receive relevant audio, videos, and texts. They also said that regardless of problems with internet connection, holding flipped classrooms via WhatsApp was very convenient since they could access the materials anytime and anywhere.

At the beginning of each session, the teacher created a discussion about the materials provided by the videos and audios to figure out whether all the learners had watched them or not. During class time, the teacher engaged learners in in-class activities to discuss, reflect on, and practice what they had learned. Because participants were expected to know the content, the teacher could ask learners to explain how to complete the tasks. Then learners were asked to complete the exercises in groups and exchange their tasks for peer correction. Wherever the group members found mistakes, they had to correct them and describe their corrections. The participants in the control group came to class with no prior background knowledge of the new lesson. They received the instruction using the same textbook, followed by watching the video clips or listening to the audio inside the classroom using traditional teaching strategies and answering the formulated questions. Before teaching each unit, the instructor provided background knowledge, and after teaching each unit, the learners were required to respond to the questions relevant to the lesson.

The data collected belong to information that allows assessing the speaking skill of students. The techniques used to carry out an information gathering. In the present case, the technique used is observation. Additionally, it is necessary to apply instruments that allow collecting the information. The OQPT by Oxford is selected to be applied at the Language Center of Fakher. In order to assess the students' speaking skill level at the beginning of the period of teaching English as a foreign language and then for comparing speaking skill with the one they present from the application of teaching strategies based on the traditional method (control group) and flipped classroom method (experimental group), it is necessary to apply IELTS exam twice. In this sense, the pre-test was applied at the beginning of the course while the post-test was carried out two months after the teaching strategies implementation. The IELTS Key allows measure the four skills: Reading, writing, listening, and speaking. The last one has two parts: Part 1 in a time of 3-4 minutes with an interaction between an interlocutor and a candidate in which the first asks questions to each candidate in turn. Part 2 in a time of 5- 6 minutes with an interaction between a

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candidate and another candidate, and between an interlocutor and a candidate in which there is a discussion task with visual stimulus. According to the information referred in the previous paragraph, the data obtained correspond to dialogues and conversations. In part 1 interlocutor asks questions to each candidate who answers to questions, giving factual or personal information. In part 2 candidates discuss likes, dislikes and give reasons. The test highest grade is 25 points. The aspects that are taken into account are grammar and vocabulary, pronunciation and fluency, discourse management, and interactive communication. IELTS Exam was applied to the control and experimental groups twice, first called pre-test and second post-test. The procedure for applying the exam is the same in both cases, such as it is described as follows:

### **Part 1**

In phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn. Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, likes, dislikes, interests, and so on. Students answer directly to the interlocutor do not talk to others. It is expected that students feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language. It helps settle students into the test. Learners should listen carefully to the questions and give relevant answers (not giving one-word answers) but try to extend their answers with reasons and examples wherever possible. However, they are not expected to give very long answers at this stage because the time is short (3-4 minutes). If students do not understand the question, they can ask the interlocutor to explain the question to them.

### **Part 2**

Phase 2, the students have to talk to each other. The interlocutor sets up the task, but does not take part in the conversation. This phase takes the form of a discussion based on five illustrations representing an appropriate topic, such as hobbies. The candidates are asked to discuss the activities, things or places illustrated in a time of 1 or 2 minutes. After that the interlocutor ask questions related to the things, activities or places, students have to give short answers. In phase 2, the interlocutor leads a follow-up discussion on the same topic as that discussed in Phase 1. Each student is asked two questions. Learners should look at the illustrations on the visual prompt carefully and identify the place, activity, or thing each one represents. They should also aim to talk about all of the activities, things, or places, saying which they like and dislike, and the reason. Students are encouraged to extend as much as possible by doing on their answers and by responding to each other's utterances. As an example of that, they could give their opinion on their partner's idea, or asking a question to help keep the conversation going. There are several possibilities for the topics, which can include activities and places relating to daily life, holidays, travels, sports, transport, cities and towns, and leisure activities.

### **Data Analysis**

Analysis In the current study, the statistical procedures were employed to analyze the results of the tests. The data collection was analyzed in order to determine the effect of applying Flipped instruction on the speaking skill of the participants. The Statistical Package for Social Sciences (SPSS) was used to analyze the descriptive statistics of the study. Descriptive statistics (such as mean, standard deviation, variance,...) were calculated for proficiency test to show the general information of obtained scores. The reliability analysis using Cronbach's alpha formula was performed on the pre-test and post-test. In order to determine the effect of flipped model on EFL learners' speaking skill and comparing the groups of study, an independent sample t-test was used.

## **ANALYSIS OF THE RESULTS OF THE RESEARCH**

### **Statistical Analysis**

Continuous quantitative variables were expressed as means (standard deviations (SD)) (also median (IQR (Interquartile range)) and categorical variables were described as numbers (percentages). The normality of the data was assessed using Shapiro-Wilk test (P-value >0.05 shows data are normal). The mean of continuous variables was compared between groups of control and experimental using Independent Samples Test for normal data and Mann-Whitney test for non-normal data. The Comparison scores before and after was done using Paired Samples Test for normal data and Wilcoxon test for non-normal data. All statistical analyses were performed using IBM SPSS Statistics 26. P-values of less than 0.05 were considered as statistically significant.

### **Results**

Pre-tests were applied to the control and the experimental groups before the researcher uses the teaching strategies. Students in the control group received lessons based on traditional teaching strategies, while students in the experimental group received videos on the topics as tools based on the flipped classroom method. After that, the researcher applied the post-test to both groups of students. An analysis of each speaking skill component is made, based on tests applied to assess the speaking skill in students at Fakher Institute.

Table 4.2. shows results of normality test on data using Shapiro-Wilk test. All variables except scores of before experiment and FC and LR after experiment, FC and GRA differences were normal (P >0.05).

**Table 4.1.Results of Normality**

Scores	Statistic	df	P
FC before	0.919	40	0.007
LR before	0.922	40	0.009
P before	0.925	40	0.011
GRA before	0.940	40	0.036
FC after	0.961	40	0.187
LR after	0.946	40	0.054
P after	0.927	40	0.013
GRA after	0.966	40	0.277
FC difference	0.931	40	0.018
LR difference	0.957	40	0.134
P difference	0.947	40	0.061
GRA difference	0.921	40	0.008
Total score before	0.970	40	0.347
Total score after	0.982	40	0.748
Total score difference	0.979	40	0.671

**Table 4.2. Results of Normality T.test on Data Using Shapiro-Wilk Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
<b>TOTAL</b>	.084	40	.200*	.967	40	.298
<b>TOTALAFTER</b>	.104	40	.200*	.981	40	.725
<b>difftotal</b>	.106	40	.200*	.978	40	.628

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Data Analysis for Research Question One

The first research question of the study was about relationship between using methodology of the flipped instruction and improvement of fluency and coherence (FC) in learners of English as a foreign language. To answer this question, correlation analyses was run between flipped instruction and oral ability. Table 4.4 below depicts the pertaining results.

### Fluency and Coherence Score

Table 4.3 shows data of fluency and coherence scores between control and experimental groups before and after experiment.

Table 4.4 presents the comparison of FC scores between control and experimental groups before and after experiment. There was not a significant difference between FC scores before and after experiment in control group ( $P=0.883$ ). However, mean and median of FC scores after experiment were significantly more than before experiment in experimental group ( $P<0.001$ ). Furthermore, there was not a significant difference between FC scores in two groups of control and experimental before experiment ( $P=0.883$ ). However, mean and median of FC scores in experimental group were significantly more than control group after experiment ( $P<0.001$ ). The mean and median of difference scores (after- before) in experimental group was more than control group ( $P<0.001$ ).

Table 4.4 shows that students in the control groups got a mean grade of 5.13 on the pre-test and 5.20 on the post-test. Otherwise, Students in the experimental group obtained a mean grade of 5.25 on the pre-test and 6.30 on the post-test. In this sense, the results were better in the experimental group than in the control group.

**Table 4.3. Data of Fluency and Coherence Scores Between Control and Experimental Groups before and after Experiment.**

Id	Controlled group			Experimental group		
	Before	After	Different	Before	After	Different
1	4	4.5	0.5	5	6	1
2	5	5.5	0.5	5.5	7.5	2
3	5.5	5	-0.5	6.5	6.5	0
4	4.5	3.5	-1	5	5.5	0.5
5	5.5	6	0.5	4.5	5.5	1
6	4	5	1	5.5	6.5	1
7	5.5	5	-0.5	6	8	2
8	6	5	-1	4	4.5	0.5
9	4	4.4	0.4	5	6	1
10	6	6	0	6.5	7.5	1



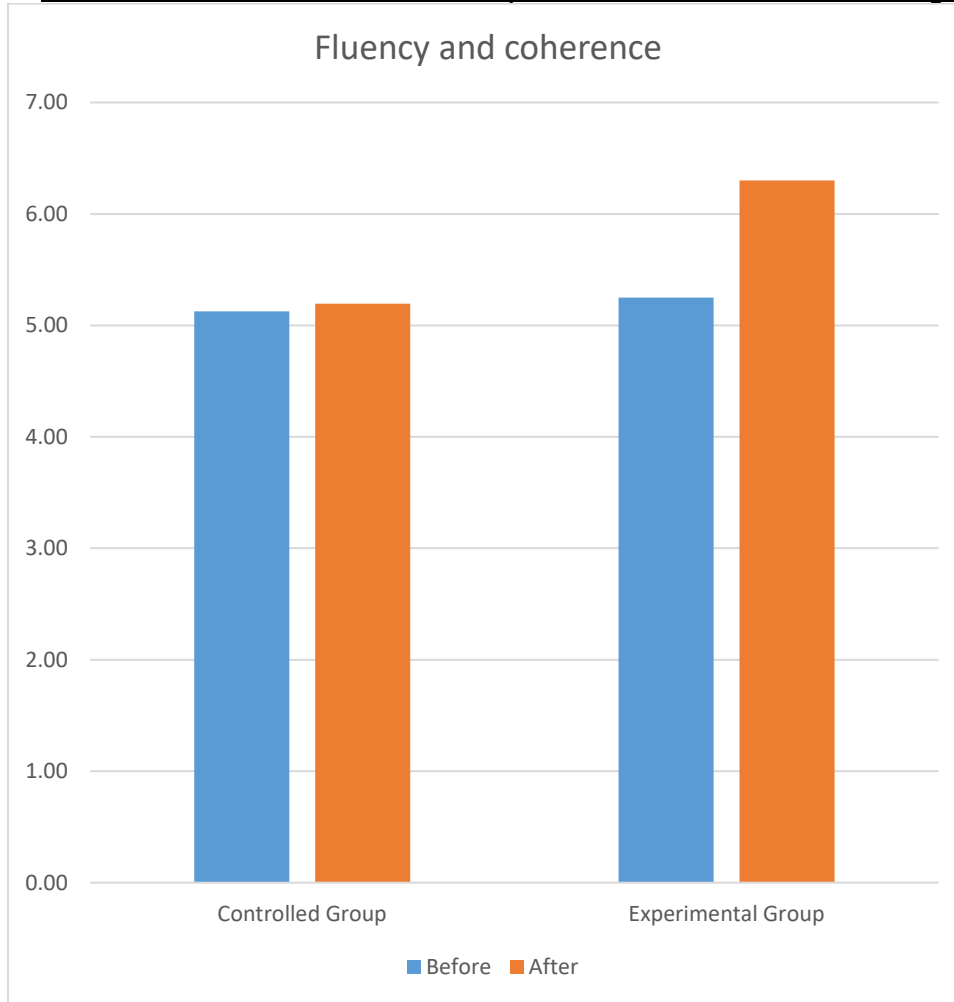
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11	6	6	0	5	6	1
12	6	6.5	0.5	5	7	2
13	5.5	6	0.5	5.5	5.5	0
14	4	3.5	-0.5	4.5	5.5	1
15	4	4	0	5.5	6	0.5
16	6.5	6	-0.5	4.5	6	1.5
17	5.5	4.5	-1	5.5	7.5	2
18	4	5	1	6	7	1
19	5.5	6.5	1	5	6	1
20	5.5	6	0.5	5	6	1

**Table 4.4. Comparison of Fluency and Cherece Scores between Control and Experimental Groups before and after Experiment.**

		Control group (N=20)		Experimental group (N=20)		
		Mean(SD)	Median(IQR)	Mean(SD)	Median(IQR)	P
Fluency and Coherence	Before	5.13(0.86)	5.50(4.00,5.88)	5.25(0.66)	5.00(5.00,5.50)	0.883
	After	5.20(0.93)	5.00(4.50,6.00)	6.30(0.88)	6.00(5.63,7.00)	<0.001
P		0.733		<0.001		
Differences (after-before)		0.07(0.67)	0.20(-0.50,0.50)	1.05(0.60)	1.00(0.63,1.38)	<0.001

Figure 4.1 denotes the means of FC scores for before and after experiment in two groups.



**Figure 4.1. Means of Fluency and Coherence Scores for before and after Experiment in Two Groups.**

**Data Analysis for Research Question Two**

The second objective of this study was raised to determine if there is any significant relationship between flipped instruction and the level of learners' speaking skills using wide range of new vocabulary at the beginning and at the end of the course. Table 4.6 shows statistical information of speaking performance.

**Lexical Resource Score**

Table 4.5 presents data of Lexical Resource scores between control and experimental groups before and after experiment. The results of SD,IQR,P for using lexical resource are presented in the following table 7.

Table 4.6 shows the comparison of LR scores between control and experimental groups before and after experiment. There was not significant difference between LR scores before and after experiment in control group ( $P=0.110$ ). However, mean and median of LR scores after experiment were significantly more than before experiment in experimental group ( $P<0.001$ ). Furthermore, there was not significant difference between LR scores in two groups of control and experimental before experiment ( $P=0.183$ ). However, mean and median of LR scores in experimental group were significantly more than control group after experiment ( $P=0.026$ ). The mean and median of difference scores of LR (after- before) in experimental group was more than control group ( $P<0.001$ ). Figure 2 presents the means LR score for before and after experiment in two groups. According to Table 7 , students in the control group obtained a mean grade of 5.30 on the pre-test and 5.50 on the post-test. Otherwise , students in the experimental group obtained a mean grade of 4.95 on the pre-test and 6.10 on the post-test . In this sense, the Lexical Resources were better in the experimental group rather than in the control group.

**Table 4.5. Data of Lexical Resource Scores between Control and Experimental Groups before and after Experiment.**

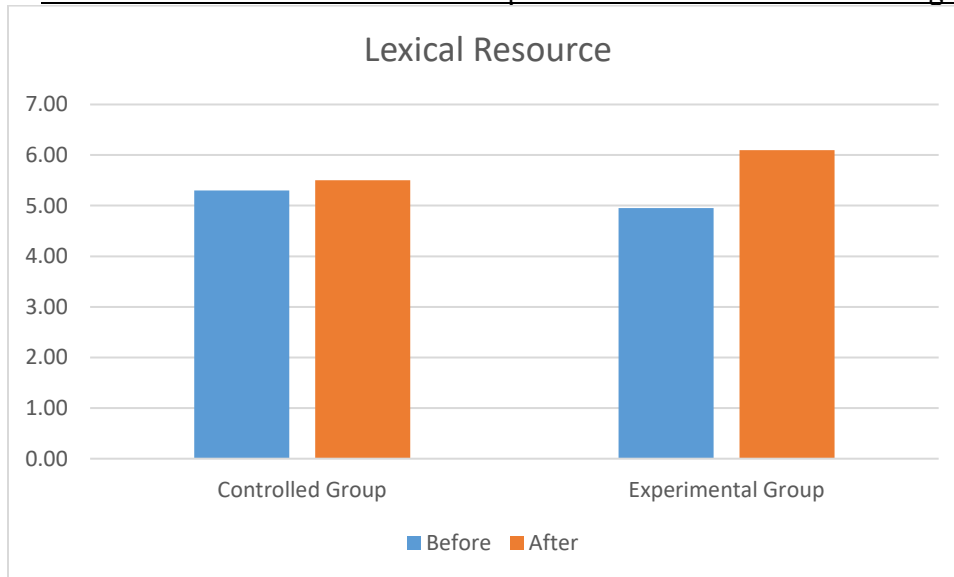
id	Controlled group			Experimental group		
	Before	After	Different	Before	After	Different
1	5.5	6	0.5	5.5	6.5	1
2	4	4.5	0.5	5	6	1
3	6	5.9	-0.1	4.5	6	1.5
4	4.5	4.5	0	5.5	6	0.5
5	4.5	5.5	1	5	7	2
6	6.5	6.5	0	5.5	7	1.5
7	4.5	4	-0.5	6	7	1
8	5.5	6	0.5	5	6.5	1.5
9	4.5	5.5	1	4	4	0
10	5.5	5.5	0	4	5.5	1.5

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11	6	5.5	-0.5	5	6.5	1.5
12	6.5	5.5	-1	5.5	6.5	1
13	6	6.5	0.5	4	6	2
14	5	4.5	-0.5	5.5	7	1.5
15	5	6	1	4	6	2
16	5.5	6	0.5	4.5	5	0.5
17	5.5	6	0.5	6.5	8	1.5
18	5	5.2	0.2	4	4.5	0.5
19	6.5	7	0.5	5.5	6.5	1
20	4	4	0	4.5	4.5	0

**Table 4.6. Comparison of Lexical Resource Scores between Control and Experimental Groups before and after Experiment.**

		Control group (N=20)		Experimental group (N=20)		P
		Mean(SD)	Median(IQR)	Mean(SD)	Median(IQR)	
Lexical Resource	Before	5.30(0.80)	5.50(4.50,6.00)	4.95(0.74)	5.00(4.13,5.50)	0.183
	After	5.51(0.84)	5.50(4.68,6.00)	6.10(0.99)	6.25(5.63,6.88)	0.026
	P	0.110		<0.001		
	Differences (after-before)	0.21(0.55)	0.35(- 0.07,0.50)	1.15(0.61)	1.25(0.63,1.50)	<0.001



**Figure 4.2. Means of Lexical Resource Scores before and after Experiment in Two Groups.**

### Data Analysis for Research Question Three

Table 4.7 shows data of Pronunciation scores between control and experimental groups before and after experiment.

It shows that students in the control group obtained a mean grade of 5.20 on the pre-test and 5.27 on the post-test.

Meanwhile, students in the experimental group got a mean grade of 5.30 on the pre-test and 6.28 on the post-test.

Therefore, the pronunciation was better in the experimental group than in the control group.

Table 4.8 presents the comparison of pronunciation scores between control and experimental groups before and after experiment. There was not significant difference between pronunciation scores before and after experiment in control group ( $P=0.557$ ). However, mean and median of pronunciation scores after experiment were significantly more than before experiment in experimental group ( $P<0.001$ ). Furthermore, there was not significant difference between pronunciation scores in two groups of control and experimental before experiment ( $P=0.698$ ). However, mean and median of pronunciation scores in experimental group were significantly more than control group after experiment ( $P=0.001$ ). The mean and median of difference scores of pronunciation (after- before) in experimental group was more than control group ( $P<0.001$ ). Figure 3 shows the means pronunciation score for before and after experiment in two groups.

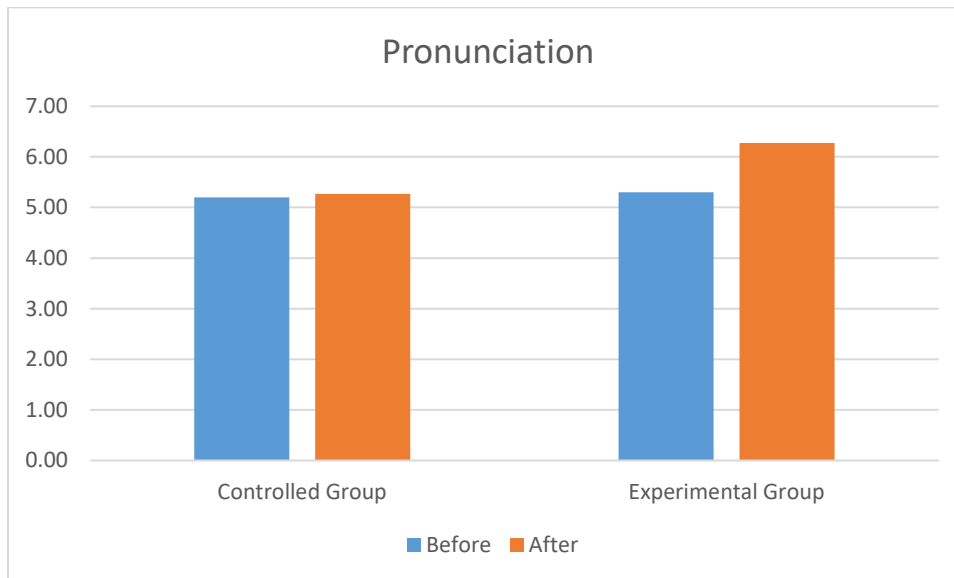
**Table 4.7. Data of Pronunciation Scores between Control and Experimental Groups before and after Experiment**

id	Controlled group			Experimental group		
	Before	After	Different	Before	After	Different
1	4.5	4	-0.5	6.5	7	0.5
2	5.5	4.5	-1	6.5	8	1.5
3	5.5	5.5	0	4	4.5	0.5
4	4	5	1	5	5	0
5	5.5	5	-0.5	4	6	2
6	5.5	6	0.5	4.5	6	1.5
7	4.5	5	0.5	5.5	5.5	0
8	5.5	5	-0.5	4.5	6	1.5
9	6	5	-1	5.5	6	0.5
10	5	5	0	4.5	5.5	1
11	5	5.5	0.5	6	7	1
12	6	6	0	5	6	1
13	6	5.5	-0.5	5	6	1
14	4.5	4	-0.5	5	6	1
15	4	5	1	6.5	8	1.5
16	6.5	6.5	0	6	7	1
17	6	6	0	6	8	2
18	5.5	6	0.5	4.5	6	1.5
19	4.5	5.5	1	6	7	1
20	4.5	5.5	1	5.5	5	-0.5

**Table 4.8. Comparison of Pronunciation Scores between Control and Experimental Groups before and after Experiment**

		Control group (N=20)		Experimental group (N=20)		
		Mean(SD)	Median(IQR)	Mean(SD)	Median(IQR)	P
Pronunciation	Before	5.20(0.73)	5.50(4.50,5.88)	5.30(0.82)	5.25(4.50,6.00)	0.698
	After	5.27(0.66)	5.25(5.00,5.87)	6.28(1.01)	6.00(5.63,7.00)	0.001
P		0.557		<0.001		
Differences (after-before)		0.08(0.65)	0(-0.50,0.50)	0.98(0.66)	1.00(0.50,1.50)	<0.001





**Figure 4.3. Means of Pronunciation Scores before and after Experiment in Two Groups**

#### **Data Analysis for Research Question Four**

As the fourth question, we determined the significant propinquity between the flipped instruction method and development of Grammatical Range and Accuracy(GRA).

#### **Grammatical Range and Accuracy Scores**

Table 4.9 denotes data of Grammatical Range and Accuracy scores between control and experimental groups before and after experiment. It shows that students in the control group obtained a mean grade of 5.03 on the pre-test and 5.23 on the post-test.

Meanwhile, students in the experimental group got a mean grade of 5.33 on the pre-test and 6.33 on the post-test. Therefore, the Grammatical Range and Accuracy were better in the experimental group than in the control group.

Table 4.10 shows the comparison of GRA scores between control and experimental groups before and after experiment. There was not significant difference between GRA scores before and after experiment in control group ( $P=0.190$ ). However, mean and median of GRA scores after experiment were significantly more than before experiment in experimental group ( $P<0.001$ ). Furthermore, there was not significant difference between GRA scores in two groups of control and experimental before experiment ( $P= 0.221$ ). However, mean and median of GRA scores in experimental group were significantly more than control group after experiment ( $P<0.001$ ). The mean and median of difference scores of GRA (after- before) in experimental group was more than

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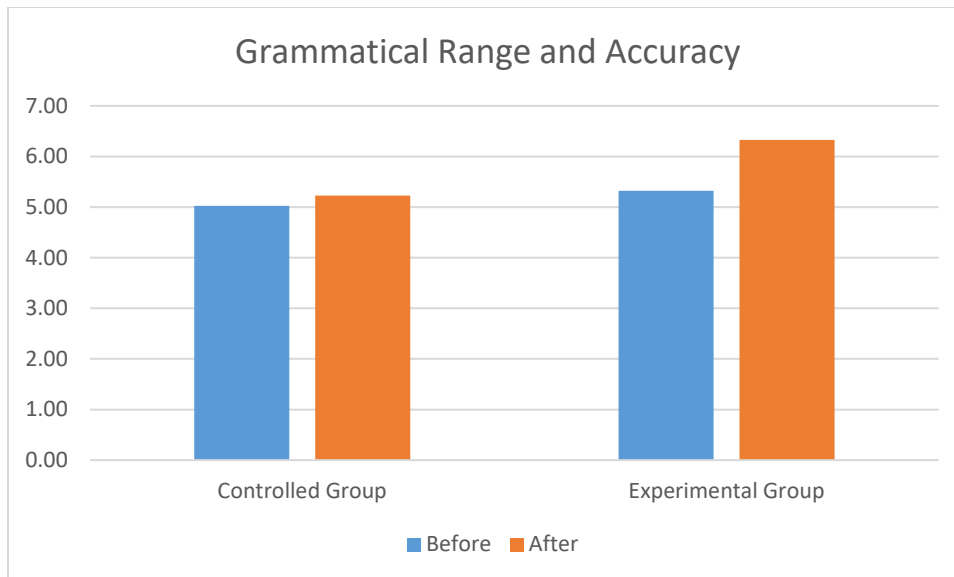
**Table 4.9. Data of Grammatical Range and Accuracy Scores between Control and Experimental Groups before and after Experiment.**

id	Controlled group			Experimental group		
	Before	After	Different	Before	After	Different
1	5.5	5.5	0	5	5.5	0.5
2	4	3.5	-0.5	6.5	7.5	1
3	5	5.5	0.5	5	6.5	1.5
4	4.5	4.5	0	5.5	6	0.5
5	5.5	6	0.5	4.5	6	1.5
6	4.5	4.5	0	5.5	6.5	1
7	5.5	6.5	1	5.5	6	0.5
8	5	5	0	4.5	5	0.5
9	6	6.5	0.5	5.5	6	0.5
10	5	6	1	4.5	5.5	1
11	4	5	1	6	7	1
12	4.5	3.5	-1	4	5.5	1.5
13	4.5	5.5	1	5.5	6.5	1
14	6	5	-1	5	6	1
15	4	4.5	0.5	5	7	2
16	5	5.5	0.5	6.5	7.5	1
17	6	5.5	-0.5	5.5	6.5	1
18	6	6.5	0.5	5	5.5	0.5
19	5	4.5	-0.5	5.5	6.5	1
20	5	5.5	0.5	6.5	8	1.5

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**Table 4.10. Comparison of Grammatical Range and Accuracy Scores between Control and Experimental Groups before and after Experiment**

		Control group (N=20)		Experimental group (N=20)		
		Mean(SD)	Median(IQR)	Mean(SD)	Median(IQR)	P
Grammatical Range and Accuracy	Before	5.03(0.68)	5.00(4.50,5.50)	5.33(0.69)	5.50(5.00,5.50)	0.221
	After	5.23(0.88)	5.50(4.50,5.88)	6.33(0.78)	6.25(5.63,6.88)	<0.001
P		0.190		<0.001		
Differences (after-before)		0.20(0.64)	0.50(-0.38,0.50)	1.00(0.43)	1.00(0.50,1.38)	<0.001



**Figure 4.4. Means of Grammatical Range and Accuracy Scores before and after Experiment in Two Groups**

**Total Scores of IELTS**

The total scores of IELTS calculated as mean scores (FC+LR+P+GRA)/4 for each student. Table 4.11 presents data of Total scores between control and experimental groups before and after experiment.

**Table 4.11. Data of Total Scores between Control and Experimental Groups before and after Experiment.**

id	Controlled group			Experimental group		
	Before	After	Different	Before	After	Different
1	4.875	5	0.125	5.5	6.25	0.75
2	4.625	4.5	-0.125	5.875	7.25	1.375
3	5.5	5.475	-0.025	5	5.875	0.875
4	4.375	4.375	0	5.25	5.625	0.375
5	5.25	5.625	0.375	4.5	6.125	1.625
6	5.125	5.5	0.375	5.25	6.5	1.25
7	5	5.125	0.125	5.75	6.625	0.875
8	5.5	5.25	-0.25	4.5	5.5	1
9	5.125	5.35	0.225	5	5.5	0.5
10	5.375	5.625	0.25	4.875	6	1.125
11	5.25	5.5	0.25	5.5	6.625	1.125
12	5.75	5.375	-0.375	4.875	6.25	1.375
13	5.5	5.875	0.375	5	6	1
14	4.875	4.25	-0.625	5	6.125	1.125
15	4.25	4.875	0.625	5.25	6.75	1.5
16	5.875	6	0.125	5.375	6.375	1
17	5.75	5.5	-0.25	5.875	7.5	1.625
18	5.125	5.675	0.55	4.875	5.75	0.875
19	5.375	5.875	0.5	5.5	6.5	1
20	4.75	5.25	0.5	5.375	5.875	0.5

Table 4.12 presents the comparison of total scores between control and experimental groups before and after experiment. There was not significant difference between total scores before and after experiment in control group ( $P=0.082$ ). However, mean and median of total scores after experiment were significantly more than before experiment in experimental group ( $P<0.001$ ). Furthermore, there was not significant difference between total scores in two groups of control and experimental before experiment ( $P= 0.745$ ). However, mean and median of total scores in experimental group were significantly more than control group after experiment ( $P<0.001$ ). The mean and median of difference total scores (after- before) in experimental group was more than control group ( $P<0.001$ ). as a result , the experimental group has more improvement than the control group . Figure 4.5 denotes the means total score for before and after experiment in two groups.

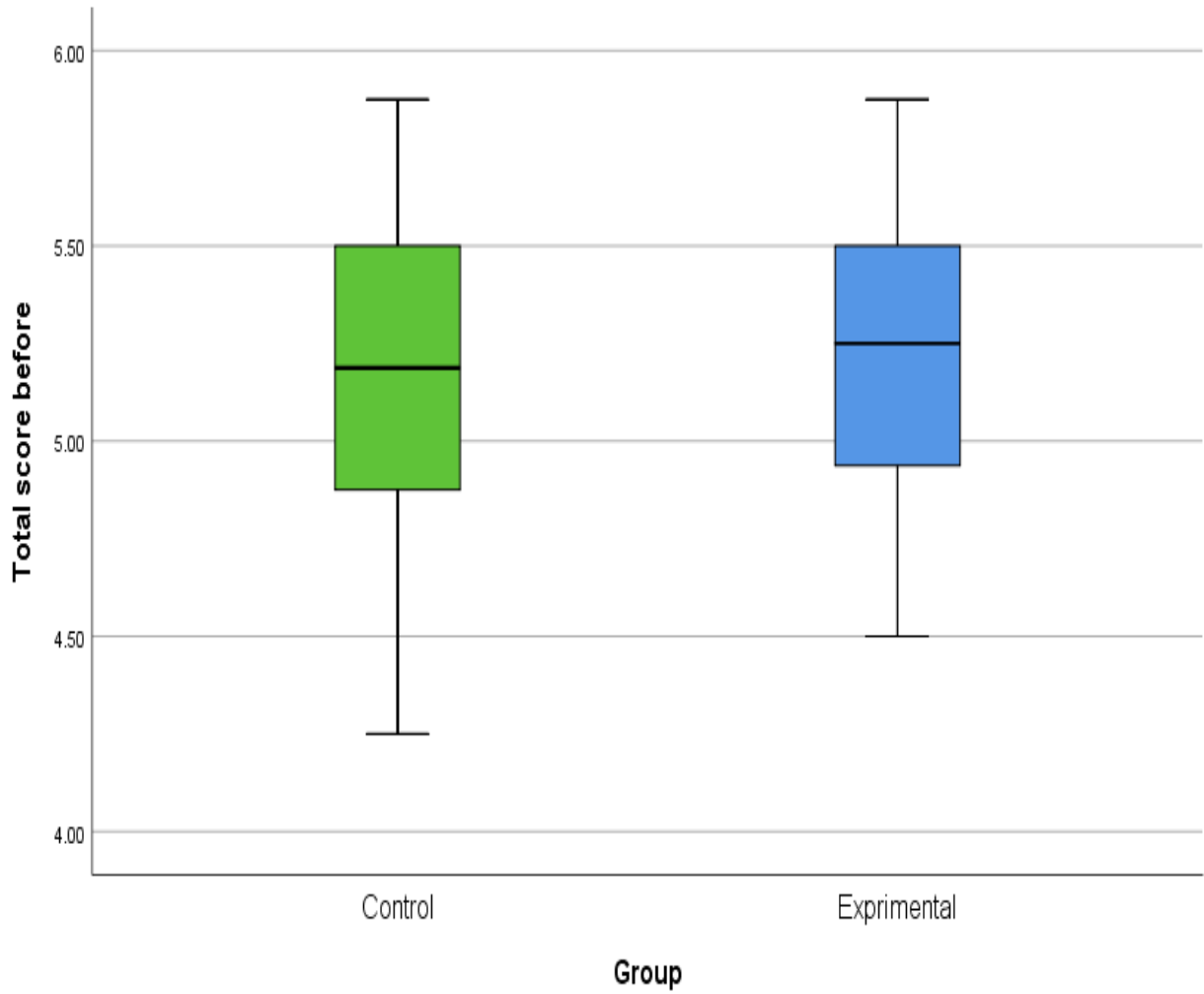
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**Table 4.12. Comparison of Total Scores between Control and Experimental Groups before and after Experiment.**

Total score	Control group (N=20)		Experimental group (N=20)		P
	Mean(SD)	Median(IQR)	Mean(SD)	Median(IQR)	
Before	5.16(0.44)	5.19(4.88,5.50)	5.21(0.38)	5.25(4.91,5.50)	0.745
After	5.30(0.49)	5.42(5.03,5.63)	6.25(0.53)	6.19(5.88,6.59)	<0.001
P	0.082		<0.001		
Differences (after-before)	0.18(0.32)	0.18(-0.10,0.38)	1.04(0.35)	1.00(0.88,1.34)	<0.001

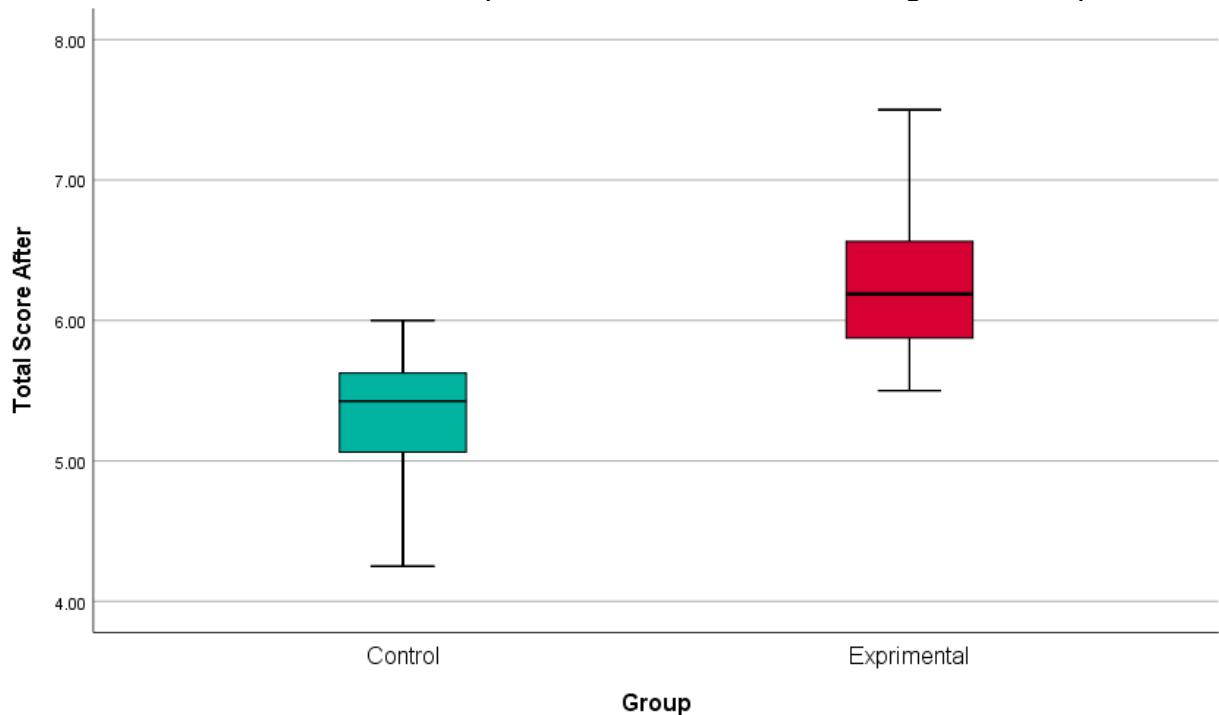


**Figure 4.5. Means of Total Scores before and after Experiment in Two Groups.**



**Figure 4.6. Box –Plots of Total Scores before Experiment in Two Groups.**





**Figure 4.7. Box –Plots of Total Scores after Experiment in Two Groups.**

### Data Analysis for Null Hypothesis

It is possible to know if the application of didactic strategies based on the flipped classroom method allows improving the speaking skills in young adults, once the IELTS speaking exam was applied to a control group of 20 and an experimental group of 20 students. For this purpose, a statistical procedure must be developed to verify the alternative hypothesis of the research. The goal of the statistic is to compare the results in the pre-test and post-test in both groups, so the paired Student t-test is used in this case.

In order to conduct the T-Test for examining the pre-test (T1) scores of the two groups , a null hypothesis was formulated which states that “there is no significant difference between the pre-test scores of the control and experimental groups “. This null hypothesis was checked against the alternative hypothesis that “there is a significant difference between the pre-test scores of the control and experimental groups”.

For this T-test , as well as throughout the whole study , the P-Value (significance level) was set at 0.05 (95% confident) , which is the generally accepted standard for all statistical analyses and a “ rule of thumb for all social research”(Torchim 2002).

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In order to describe the Impact of FI on EFL learners' speaking skill, the four questionnaires were administered . The results were presented above, and now an attempt is made to answer the research questions .

According to Table 4.13 , The results in the post-test are significantly better than the pre-test for both cases (control and experimental group) . The flipped instruction model is efficient to ensure speaking skills development in EFL learners better than the use of traditional methods of learning. According to the results of Table 4.14 , It is evident that the EFL learners who worked with the Flipped classroom strategy managed to improve their speaking skills, both in grammar and vocabulary, pronunciation, and interactive communication. The findings are consistent with those found in similar studies, to mention the case of the thesis conducted by Guamaní (2019) with a group of B2 level students of the regular modality in the Language Center at Fakher institute. In that case, the skills evaluated were four, the three considered in the present research and adding discourse management. This means that the Flipped classroom method improves speaking skills for whatever level the students are at.

The T-Test analysis showed that the difference in the pre-test means between the control group and the experimental group wasn't statistically significant, because the P-Value (0.90) was higher than 0.05. Therefore , the null hypothesis was confirmed and it was concluded that , before the beginning of the treatments, both control and experimental groups were of the same level in their skills of speaking.

**Table 4.13. Statistical Results of T-Test**

Group Statistics					
T-Test Result	Group	N	Mean	Std. Deviation	Std. Error Mean
diff1	1.00	20	.2050	.54818	.12258
	2.00	20	1.1500	.60914	.13621
diffs	1.00	20	.2500	.57354	.12825
	2.00	20	.9750	.65845	.14723
vafter	1.00	20	5.1950	.92763	.20742
	2.00	20	6.3000	.87959	.19668
gafter	1.00	20	5.2250	.88071	.19693
	2.00	20	6.3250	.78262	.17500

**Table 4.14. Independent Samples Test**

Independent Samples Test

			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper	
Diff1	Equal variances assumed		.303	.585	-5.157	38	.000	-.94500	.18324	-1.31595	-.57405
	Equal variances not assumed				-5.157	37.585	.000	-.94500	.18324	-1.31609	-.57391
Diffs	Equal variances assumed		.007	.933	-3.713	38	.001	-.72500	.19526	-1.12028	-.32972
	Equal variances not assumed				-3.713	37.298	.001	-.72500	.19526	-1.12052	-.32948
Vafter	Equal variances assumed		.176	.677	-3.866	38	.000	-1.10500	.28585	-1.68367	-.52633
	Equal variances not assumed				-3.866	37.893	.000	-1.10500	.28585	-1.68372	-.52628
Gafter	Equal variances assumed		.263	.611	-4.175	38	.000	-1.10000	.26345	-1.63333	-.56667
	Equal variances not assumed				-4.175	37.482	.000	-1.10000	.26345	-1.63358	-.56642

## DISCUSSION

The results in the post-test are significantly better than the pre-test for both cases (control and experimental groups). However, the general mean is 12.96 out of 25 in the case of the control group, while in the experimental one is 19.97 out of 25. Therefore, the flipped classroom method is efficient to ensure speaking skills development in EFL learners better than the use of traditional strategies of learning. According to the results, it is evident that the EFL learners who worked with the Flipped classroom method managed to improve their speaking skills in fluency and coherence, lexical resources, Pronunciation, grammatical range and accuracy. The findings are consistent with those found in similar studies, to mention the case of the thesis conducted by Guamaní (2019) with a group of B1 level students of the regular modality in the Language Center at Technical University at Cotopaxi. In that case, the skills evaluated were four, the three 70 considered in the present research and adding discourse management. This means that the Flipped classroom method improves speaking skills for whatever level the students are at.

The result of this study is in tandem with the study by Al-Ghamdi (2017) that unearths the Application of Flipped Classrooms on EFL Saudi Students' Speaking Skill. Even though the level

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of improvement was higher in the participants of the experimental group than the control group, data analysis indicated that there was no statistically significant difference between the experimental group (taught through the flipped classroom) and the controlled group (taught through traditional methods). Possible justifications for this might be the fact that the participants were very small in number. Additionally, the FC model is an extreme form of a student-centered approach, which is still a novel concept to most Iranian students. As Grami (2012): "One problematic area capable of jeopardizing the success of many modern teaching methods (in Saudi Arabia) is the prevalence of teacher centered approaches which subsequently minimize the impact of proven practices such as pair/group work and collaborative learning" (p. 2). Another viable explanation is the short duration of the treatment (three weeks) which did not allow students to fully embrace the drastic changes to their learning environment. With regards to the students' views of using FC in the classrooms, It is apparent that the participants expressed preference for the FC learning experience and its impact on their English-speaking skill. This result further supports previous studies that have investigated students' perception regarding implementing FC in an EFL context (i.e., (Chen Hsieh et al., 2017; Farah, 2014; Mehring, 2015; Wu, Hsieh, & Yang, 2017). In another study , Davari and Mall-Amiri (2022) during a research titled the effect of flipped classroom on EFL learners' speaking complexity , accuracy , and fluency investigated this issue. In this research , 32 intermediate participants from two intact classes from Rasan English Language School in Isfahan, Iran were selected. In this study after using quantitative and qualitative data analyses, it was revealed that flipped classrooms performed a significant positive role in speaking. In addition to, the findings showed that the flipped classroom provided ample opportunity for interaction compared to traditional classrooms and, therefore, more significant learning opportunities. Totally, the statistics in the present study show that there is positive relation between using Flipped Model and improving EFL learner's speaking skill.

## **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

### **Summary**

The purpose of the current study was to investigate whether there was a significant relationship between Flipped instruction and improvement of speaking skills. To do this , forty English young learners (male and female) were randomly selected to participate in this study . The participants were over eighteen years old. Two instruments were employed in this study . The first instrument was interview . Also we use the other way such as observation. Additionally , it is necessary to apply instruments that allow collecting the information. The OPT ( The Oxford Placement Test) is selected to be applied at the Fakher institute.

In order to assess the students' speaking skill level and compare it with the one they present from the application of teaching methods based on the traditional method (control group) and flipped classroom method (experimental group) , it is necessary to apply the B2 students IST exam (IELTS Speaking Test) twice.

In this sense, the pre-test was applied at the beginning of the course while the post-test was carried out three months after teaching strategies implementation. In order to answer the questions, that is the effectiveness of flipped instruction on improvement of EFL learners' speaking skills, IELTS speaking test was run. After collecting the data and scoring, analyzed them by SPSS program to obtain descriptive statistics.

Eight lesson plans were designed for the students of the experimental group in which they used didactic resources corresponding to the flipped classroom method. First, students watched a video about the topic to be covered later in class. During the class, the teacher complements the topics with activities in which students work on grammar, vocabulary, and pronunciation. After that, pairs of students were formed to discuss the central theme of the lesson to reinforce the interactive communication. At the end of the class, each pair of students made a speech directed to all classmates. The same lessons were developed for the students in the control group but through the application of traditional classroom strategies, not the flipped classroom.

## CONCLUSION

This study investigated the effectiveness of using the flipped instruction on Iranian EFL learners speaking skills. Based on the results obtained, we come to the conclusion that using the flipped instruction could help Iranian EFL learners improve their speaking skills. In addition, it can be concluded that Iranian EFL learners had positive attitudes towards using the flipped instruction. Using online instruction besides face-to-face instruction can yield positive results for EFL learners. More significantly, the flipped teaching reduced the number of frustrating sessions, and the participants were not afraid of committing mistakes as they had much practice at home and reviewed the lectures for several times. Considering these findings, we can reason that, in spite of the limited time, sessions, materials, and lack of desired sample size, the flipped teaching, compared to the conventional classes, could attract most participants' attention, and also the learners tended to have positive attitude toward it.

The main limitation refers to the small sample of this research which included only 40 Iranian intermediate EFL learners, so care should be exercised if we want to generalize the findings to other population. Therefore, next studies are suggested to include more participants to increase the generalizability of their findings. Therefore, quantitative data were gathered to provide answers for the research questions; hence, next research is offered to use both qualitative and quantitative data in order to boost the validity of the results. Perhaps phenomenological investigations could be implemented to explore the lives experiences of the participants in such environments. Or even phenomenography can be used to capture the immediate experiences of the individuals who are exposed to such treatments. The participants of this research were Iranian intermediate EFL

Publication of the European Centre for Research Training and Development-UK learners (B2 Level), future research is recommended to examine the effects of the flipped instruction on beginner learners or advance learners in other EFL and ESL contexts.

### **Pedagogical Implications of the Study**

The findings of the present study may serve as recommendation to researchers , teachers, managers to modify instruction and offer various opportunity for learners in the classroom . First , officials responsible for constructing better education are advised to provide modern facilities for holding some workshops , conferences and training courses for instructors, at least for the less experienced ones.

Seconds, teachers and instructors are advised to take into consideration the Flipped Model as influential as their teaching methods in their development . Therefore they are recommended to develop the abilities and skills connected with Blended Learning such as Flipped Learning.

### **Limitations of the Study**

The same as other studies , this research has several limitations . First , issues with research samples and selection .second, insufficient sample size for statistical measurements. Also there is a lack of previous research studies on this topic . Furthermore , time constraints is everywhere. Finally , non-native teachers, researchers face many challenges when they focus on measuring a skill because they are not fluent in English. they are limited in being able to interpret English speaking scores. This deficiency should be acknowledged.

### **Suggestion for Further Research**

- To reinforce the student's speech process through the application of selected strategies which promote the deepening of grammar, vocabulary, pronunciation and contextual meanings for future recall. The work should be directed to students that have basic knowledge problems.
- According to the observation, the level of fluency leaves a void regarding the prosody and coherence aspects. It is suggested to conduct a study on software that offers higher sensitivity compared to the human ear. In this way, it would be possible to measure the aspect of prosody and coherence to assess objectively.
- To implement learning plans based on the flipped classroom method but focused on students at more advanced levels. In this way, it will be able to know the effectiveness of the strategies in other contexts.
- To develop researches applying the flipped classroom method with the use of mobile apps resources, to contrast the acceptance by the students and the effect it will have on the speaking skill development.

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**Appendices**

## Planning

**The flipped classroom as a strategy for speech skills in ELC learner:**

<b>N° UNIT</b>	<b>TOPIC</b>	<b>SKILLS TO DEVELOP</b>	<b>MATERIALS</b>	<b>VIDEO EXPLANATION</b>	<b>FACILITATOR</b>
1	Explaining a Recipe	<ul style="list-style-type: none"> <li>o Learn recipe vocabulary in English.</li> <li>o Listen to the pronunciation of the vocabulary.</li> <li>o Use correctly the vocabulary in the speech.</li> </ul>	Video		Teacher-Guide
2	Talk about work	<ul style="list-style-type: none"> <li>o Learn the vocabulary of clothing sizes and colors.</li> <li>o Listen to the pronunciation of the vocabulary.</li> <li>o Use vocabulary correctly in speech.</li> </ul>	Video		Teacher-Guide
3	Talk about lifestyle	<ul style="list-style-type: none"> <li>o Learn the correct pronunciation of vocabulary.</li> <li>o Understanding the dialogue in English.</li> <li>o Use vocabulary appropriately in speech.</li> </ul>	Video		Teacher-Guide
4	Talk about environment	<ul style="list-style-type: none"> <li>o Listen to the pronunciation of clothing styles.</li> <li>o Understand the conversation in English.</li> <li>o Assess the level of understanding.</li> </ul>	Video		Teacher-Guide
5	Talk about socializing	<ul style="list-style-type: none"> <li>o Learn the grammar of comparative and superlative adjectives.</li> </ul>	Video		Teacher-Guide

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		<ul style="list-style-type: none"> <li>o Listen to the correct pronunciation.</li> <li>o Use the grammar of adjectives correctly in speech.</li> </ul>			
6	Discussion about technology and better life	<ul style="list-style-type: none"> <li>o Listen to the correct pronunciation.</li> <li>o Understand the dialogue in English.</li> </ul>	Video		Teacher-Guide
7	Talk about moral Dilemmas	<ul style="list-style-type: none"> <li>o Listen to the pronunciation of the English conversation.</li> <li>o Understand English conversation.</li> <li>o Use grammar correctly in speech.</li> </ul>	Video		Teacher-Guide
8	Talk about world's of fashion	<ul style="list-style-type: none"> <li>o Listen to the pronunciation of the English conversation.</li> <li>o Understand English conversation.</li> <li>o Use grammar correctly in speech.</li> </ul>	Video		Teacher-Guide

**UNIT ONE**



TOPIC	<b>Food Recipe</b>
LEVEL	B2
AIMS	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
TEACHING METHOD	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
TEACHER'S ROLE	<ul style="list-style-type: none"> <li>-Direct the learning of English using a variety of strategies.</li> <li>-Assess their students' learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li> </ul>
VOCABULARY	Get, Make a circle around it, Reconnect, Halves, Squeeze, Ingredient, Jalapeno, Slice off, Throw away, Lay these side-by-side, Dice, Stuff, Ruin, Tooth paste, Wired, Lime juice, Guacamole, Ground, Stir, Do a dash of olive oil, Virgin, Smash, The foot of sth, It's sort of on the bowl, Scoop the whole, Presentable, Appetizing, Shove in it, Go crazy,

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	Disgustin, Grab, Chips and dip, Dip, Whack- a- mole, Episode, A little old lady
GRAMMAR	Used to, if, would
MATERIALS	-Internet Connection -Illustrative video -Teacher's and Student's book -Blank paper
TIMING	4 days

**UNIT TWO**



TOPIC	Work
AIMS	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
TEACHING METHOD	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
TEACHER 'S ROLE	<ul style="list-style-type: none"> <li>-Direct the learning of English using a variety of strategies.</li> <li>-Assess their students' learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li> </ul>

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VOCABULARY	To pull your weight (idiom), kick off , Freelancer, unemployed, homemaker, profession, bear with me, theoretically, Truck driver, dentist, student, consultant, pensioner, lawyer, software engineer, accountant, piping engineer, architecture, receptionist, odd(about) , I kind of like it ( it's not bad , it pays the rent,...) , mortgage, chiming in, blump, pione, it's up to me to make sure (my main duties are ...), I get to do STH (having appportunity to do STH) , ....
GRAMMAR	present perfect continuous (I've been doing this job for 5 odd years and I love it.)
MATERIALS	-Internet Connection -Illustrative video -Teacher's and Student's book -Blank paper
TIMING	4 days




### UNIT THREE



TOPIC	Life Style
AIMS	<ul style="list-style-type: none"><li>-To provide grammar, vocabulary and pronunciation of the English language.</li><li>-To promote the students' level of English comprehension.</li><li>-To improve students' oral skills.</li><li>-To develop the ability to maintain a conversation in English.</li><li>-To promote the correct structuring of sentences in English.</li></ul>
TEACHING METHOD	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
TEACHER'S ROLE	<ul style="list-style-type: none"><li>-Direct the learning of English using a variety of strategies.</li><li>-Assess their students' learning in relation to the flipped classroom method.</li><li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li></ul>

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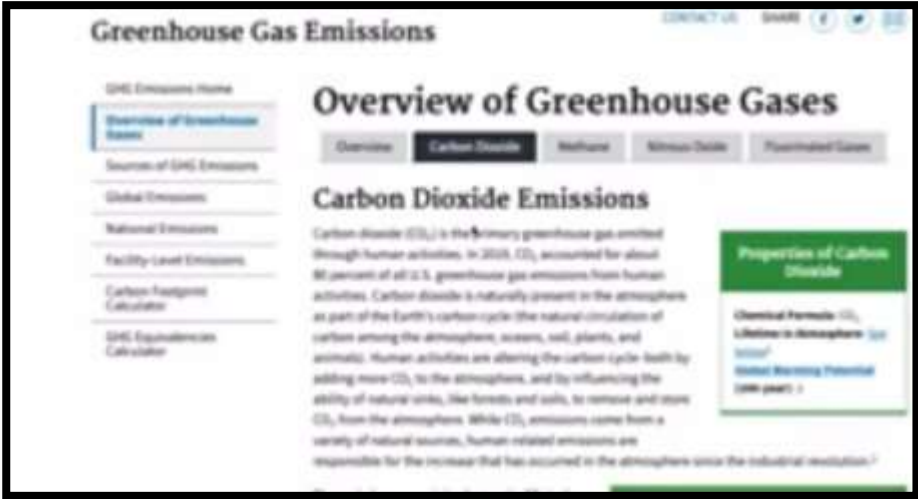
<p><b>VOCABULARY</b></p>	<p>Wellbeing, hung up , human being, movement, improving, resources, have access to STH , healthier food, working from Don Till Dusk (idiom) , exercise regularly, habits, junk food , enough sleep, harmful, daily routine, self-awareness, madness, fitness, as I have as I said before, issues, health condition, even though, motivation, Better ways, effect on , choices, do care, don't care, I would definitely say that..., colleague, workplace, affect, struggling with, stress level and anxiety, expenses, affordable, leading, contagious, mannerism, representative, irritable, spread, stay fit, shed , endless, physically active, being hung fan of STH, enormous, go off , referred, flow of a speech , to take STH seriously, neat.</p>
<p><b>GRAMMAR</b></p>	<p>present continuous+(will be verb ing), future tense.</p>
<p><b>MATERIALS</b></p>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<p><b>TIMING</b></p>	<p>4 days</p>
<p><b>VIDEO</b></p>	

## UNIT FOUR



TOPIC	Environment
AIMS	<ul style="list-style-type: none"><li>-To provide grammar, vocabulary and pronunciation of the English language.</li><li>-To promote the students' level of English comprehension.</li><li>-To improve students' oral skills.</li><li>-To develop the ability to maintain a conversation in English.</li><li>-To promote the correct structuring of sentences in English.</li></ul>
TEACHING METHOD	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
TEACHER'S ROLE	<ul style="list-style-type: none"><li>-Direct the learning of English using a variety of strategies.</li><li>-Assess their students' learning in relation to the flipped classroom method.</li><li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li></ul>

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<p>VOCABULARY</p>	<p>Extinct, animals, climate, change, governments, protect, approach, individual, effort, state , minimalist, minimalism, symbolic, ecosystem, ecology, ecological, global warming, pollution, eco-friendly, waste, biodegradable, refuse, recycle, reduce, reuse, rubbish, garbage, junk , trash , litter, landfills, soil , people dump rubbish, degrade, disappear, disseminate, non- biodegradable , plastic, have a go , degradable, flower pot, slightly, campaigns, arithmetic, Felix, break down, radiations, organic forms, in a natural way, environmentally aware, segregate, cardboard box, container, blow away , greenhouse gases, emit, get trapped, heat , methane, CH<sub>4</sub>, carbon dioxide, CO<sub>2</sub>, emissions, electricity generation, fart, helium, nitrous oxide, colorflrucarbon, throw away, connotation, non-renewable, fosil fuels</p>
<p>GRAMMAR MATERIALS</p>	<p>Modal verbs. -Internet Connection -Illustrative video -Teacher’s and Student’s book -Blank paper</p>
<p>TIMING</p>	<p>4 days</p>
<p>VIDEO</p>	

**UNIT FIVE**



TOPIC	Socialising
BENEFICIARIES	
LEVEL	
AIMS	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
TEACHING METHOD	<p>Mixed because it combines virtual and face-to-face teaching.</p> <p>The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.</p>

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TEACHER'S ROLE	<p>-Direct the learning of English using a variety of strategies.</p> <p>-Assess their students' learning in relation to the flipped classroom method.</p> <p>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</p>
VOCABULARY	<p>To socialise (v.) = to meet other people</p> <p>Socialising (n.)</p> <p>I don't mind socialising!</p> <p>Society (n.)</p> <p>Social (adj. to describe things)</p> <p>A social worker</p> <p>Social benefits</p> <p>A social club</p> <p>Social media</p> <p>Social networks</p> <p>Sociable (adj. to describe a person)</p> <p>I am a sociable person</p> <p>Here are some synonyms for the adjective sociable</p> <p>friendly</p> <p>gregarious = outgoing</p> <p>affable / amiable = friendly</p> <p>approachable = easy to talk to</p>



Of course, we are not sociable all the time, sometimes we may be in the opposite mood. In this case we may say,

He's rather unfriendly,

Here are some synonyms for the adjective unfriendly

solitary = likes to be on their own

aloof = to be distant (cold)

cold

IELTS Speaking vocabulary: Making friends

Below we have some useful phrases to talk about meeting new people and making friends.

To meet new friends

To make friends

To get to know someone

Be careful, an acquaintance is not a synonym of friend.

An acquaintance is someone you know, but is not a friend.

I would like to make some new friends

I like to hang out with friends

I love to chit chat with friends over coffee

I love to have a good chit-chat with my friend, Adlay.


Let's catch up soon (make contact, meet and go out)

To connect = to get along well



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	<p>= to click with someone</p> <p>= to get on like a house on fire</p> <p>We really connected!</p> <p>Finally here are some informal ways to say 'to visit a friend'</p> <p>Pop over</p> <p>Pop by</p> <p>Drop in</p> <p>Drop by</p> <p>Stop in</p> <p>Stop by</p> <p>Swing by</p>
<b>GRAMMAR</b>	Infinitive
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>-Internet Connection</li><li>-Illustrative video</li><li>-Teacher's and Student's book</li><li>-Blank paper</li></ul>
<b>TIMING</b>	4 days
<b>VIDEO</b>	



Feb. 24, 2020, 8:28 PM CET

**By Jen Glantz**

The year I turned thirty was the year I realized I didn't have friends. I was heading into a new decade of my life feeling strong about my career, my life accomplishments and my **relationship with my partner**. But when he asked me who I wanted to invite to my birthday party, my mouth opened and I let out a long trail of "umms".

In my early twenties, I was a **friend making machine**. I was the president of my 120-person sorority in college and spent very few hours of any day alone. When I moved to New York City after graduation, I joined sports teams and went to meetups and had something called friendship circles, with different groups of people to hang out with whenever I wanted a full social calendar.

But then something changed. A lot of my friends got married and

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## UNIT SIX



TOPIC	Technology and better life
AIMS	<ul style="list-style-type: none"><li>-To provide grammar, vocabulary and pronunciation of the English language.</li><li>-To promote the students' level of English comprehension.</li><li>-To improve students' oral skills.</li><li>-To develop the ability to maintain a conversation in English.</li><li>-To promote the correct structuring of sentences in English.</li></ul>

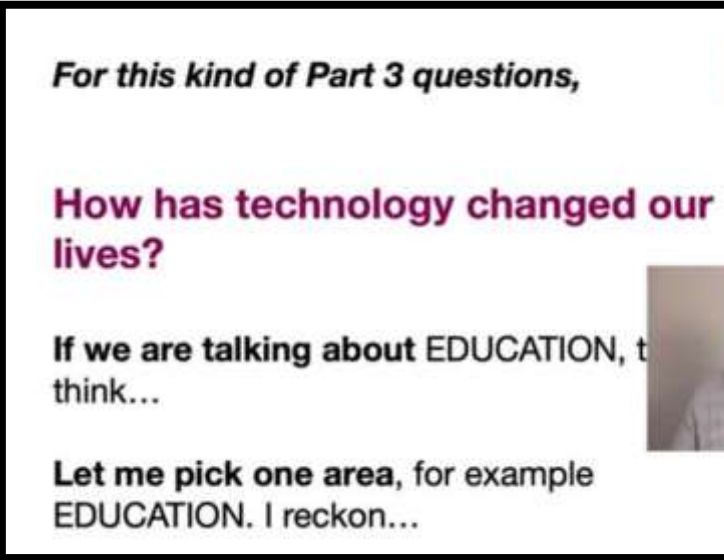
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TEACHING METHOD	<p>Mixed because it combines virtual and face-to-face teaching.</p> <p>The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.</p>
TEACHER'S ROLE	<ul style="list-style-type: none"> <li>-Direct the learning of English using a variety of strategies.</li> <li>-Assess their students' learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li> </ul>
VOCABULARY	<p>Technology (n.) Countable and Uncountable</p> <p>Technology is powerful (uncountable)</p> <p>A.I. is a powerful technology (countable)</p> <p>Tech = art, skill, craft. – ology = subject of study</p> <p>What is ‘technology’?</p> <p>“Scientific knowledge used to solve problems”</p> <p>We can use it to...</p> <p>create tools.....(a pen, an i-phone)</p> <p>improve processes (communication)</p> <p>These tool / process / systems are also called technology!</p> <p>Collocations</p> <p>All of the following more or less mean ‘new’</p> <p>New technologies</p> <p>Latest technologies</p> <p>Emerging technologies</p> <p>Modern technologies</p> <p>The following are also common collocations with ‘technology’</p>

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	<p>Disruptive _____</p> <p>Cutting edge _</p> <p>State-of-the-art _____</p> <p>Upcoming _____</p> <p>Old-fashioned _____</p> <p>Out of date _____</p> <p>Verbs + technology</p> <p>Introduce / adopt / develop / exploit / use new technologies</p> <p>Word Family</p> <p>Technology (n.)</p> <p>Technical (adj.)</p> <p>Technical skills / knowledge</p> <p>It's a bit technical (=difficult to understand)</p> <p>Say it in layman's terms (=simple English)</p> <p>Idioms to talk about technology 🖱️</p> <p>The technology behind a pen is not rocket science = It's simple</p> <p>My computer is running like clockwork (= working perfectly)</p> <p>The iPhone was ahead of its time (=too advanced to be fully understood at that time in the past)</p> <p>You've hit the nail on the head (= you are exactly right)</p> <p>I've no more ideas, I have run out of steam (= lost all energy and enthusiasm)</p> <p>My boss has a screw loose = (crazy)</p> <p>New technologies cost an arm and a leg (=expensive)</p> <p>to hit the panic button =take emergency measures</p>
GRAMMA R	Present perfect tense
MATERIAL S	-Internet Connection -Illustrative video

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	-Teacher's and Student's book -Blank paper
TIMING	4 days
VIDEO	

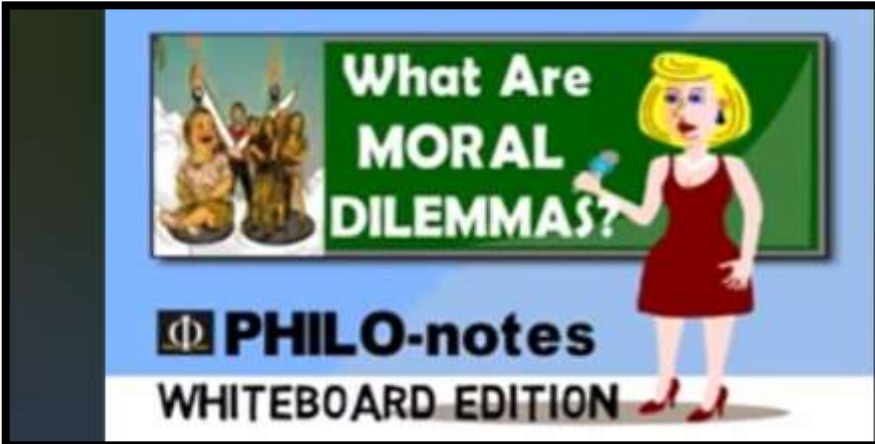
**UNIT SEVEN**



TOPIC	<b>Moral Dilemmas</b>
AIMS	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
TEACHING METHOD	<p>Mixed because it combines virtual and face-to-face teaching.</p> <p>The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.</p>
TEACHER'S ROLE	<ul style="list-style-type: none"> <li>-Direct the learning of English using a variety of strategies.</li> <li>-Assess their students' learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li> </ul>



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<p>VOCABULARY</p>	<p>Dilemma, situation, choose, conflicting, options, acceptable, choice, town mayor, protect, virgin, miners, loggers, experience, distressful, alternative, address(v) , implications, ethical, agents, ethics, scenario, religious, hence, ectopic, pregnancy, fallopian tubes, fetus, uterus, abort, necessarily, implies, resort, abortion, jeopardize, integrity, obliged, accordingly, principle, compromise, fate, commit, bound, requirements, epistemic , ontological, self -imposed, world-imposed, obligation, prohibition, single agent, multi- person , honour, fuller knowledge, override, military, soldier, blood transfusion, vice versa, administering, wrongdoings, indigenous, community, vote, corporation, elections, destroy, obscure, gas chamber, grant , dispensation, feasible, obligatory, forbidden, avenge, affections, determine</p>
<p>GRAMMAR MATERIALS</p>	<p>whether...or, either...or , neither...not                      -Internet Connection                      -Illustrative video                      -Teacher’s and Student’s book                      -Blank paper</p>
<p>TIMING</p>	<p>4 days</p>
<p>VIDEO</p>	

## UNIT Eight



TOPIC

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AIMS	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
TEACHING METHOD	<p>Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge, understand the information and study at home.</p>
TEACHER'S ROLE	<ul style="list-style-type: none"> <li>-Direct the learning of English using a variety of strategies.</li> <li>-Assess their students' learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on food recipe vocabulary and possessive pronouns.</li> </ul>
VOCABULARY	<p>Fashionista, conservative dresser, trend setter, high street fashion, thrift shop, stylish, vintage, hilly billy, trends ‘... wardrobe (n),strong colours (n),trendy (adjective),smart-casual (adj),outfit (n),pricey (adjective),baggy (adj),antique (adj) ,eccentric clothes (n),trending jeans (n),Hipster (n),loyalty (n), Catwalk.</p>
GRAMMAR	<p>Present perfect continuous</p>
MATERIALS	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher’s and Student’s book</li> <li>-Blank paper</li> </ul>
TIMING	<p>4 days</p>

VIDEO

