

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF ALGIERS 2, ABOU EL KACEM SAADELLAH



Faculty of Arts and Foreign Languages  
Department of English  
Master Dissertation  
Specialism: Didactics of Foreign Languages

# **The Role of the Flipped Classroom Model in Developing EFL Learners' Speaking Skills: A Review of Empirical Studies**

*Dissertation Submitted in Partial Fulfilment of the Requirements for the  
Degree of Master in Didactics of Foreign Languages.*

**Submitted by:**

Ms Sabrina BOUNAIM

Ms Romaiassa ZIDANE

**Supervised by:**

Dr Nadjouia RAOUD

**Academic Year: 2021-2022**

## **Board of Examiners**

**Chair:** Ms Imane BOUKERROU, University of Algiers 2

**Supervisor:** Dr Nadjouia RAOUD, University of Algiers 2

**Examiner:** Mrs Radia YERBOUB, University of Algiers 2

## **DECLARATION**

We, Ms Sabrina Bounaim and Ms Romaiissa Zidane, declare hereby that the work provided in this dissertation is the result of our investigation. We declare that all the information that is not original to this work is cited in the References section, and all the data that are original in this work have not been submitted elsewhere for any degree or qualification.

Date: 27 – 06 – 2022

Signed:

## **Dedication**

To our beloved parents, who have been our source of inspiration and strength along this journey.

To our precious classmates, Radja Mousli and Nada Ziten, for continuously sharing their experiences with us.

To our siblings, relatives, and friends who shared their words of advice and encouragement to finish this study.

To one another as partners, for being tolerant, punctual, committed, and cooperative.

To every beautiful soul who has morally supported us, we dedicate this work.

## **Acknowledgements**

We would like to express our sincere gratitude and our deep sense of recognition to our supervisor, Dr Nadjouia Raoud for her accurate advice, patience, and precious guidance.

We would like to pay our special regards to the members of the jury, whose valuable feedback will positively help us to improve this work.

We are also thankful to all the teachers of the Department of English at the University of Algiers 2, who inspired and supported us along this journey.

## **Abstract**

Today's globalized world requires EFL learners to be competent in speaking, yet many of them tend to face difficulties in developing their speaking competence despite the urgent need for it. Various EFL teachers and learners relate this problem regarding speaking to the lack of practice opportunities in EFL classrooms due to time restrictions imposed by the curriculum. Therefore, this research paper aims to investigate the flipped classroom model as a teaching approach which promotes the use of class time for practice and activities and its crucial role in developing EFL learners' speaking skills. For that matter, empirical studies on the integration of the flipped classroom model in developing speaking skills are examined. The results of this investigation revealed different applications of the model and various contributions to improving students' speaking. Indeed, the integration of the flipped model seems to have a positive impact on enhancing EFL learners' speaking skills through increasing opportunities for classroom interaction.

### **Keywords:**

*Flipped classroom model, speaking skills, EFL learners, classroom interaction, EFL classroom.*

## **List of Acronyms and Abbreviations**

**EFL:** English as a Foreign Language.

**FCM:** the Flipped Classroom Model.

**F-L-I-P:** Flexible environment – Learning Culture – Intentional content – Professional educators.

**ZPD:** Zone of Proximate Development.

## Contents

<b>Board of examiners.....</b>	<b>ii</b>
<b>Declaration.....</b>	<b>iii</b>
<b>Dedication.....</b>	<b>iv</b>
<b>Acknowledgments.....</b>	<b>v</b>
<b>Abstract.....</b>	<b>vi</b>
<b>List of Acronyms.....</b>	<b>vii</b>
<b>Contents .....</b>	<b>viii</b>
<b>GENERAL INTRODUCTION.....</b>	<b>1</b>

### **PART ONE: Theoretical Background**

<b>Introduction.....</b>	<b>3</b>
1.1 Speaking.....	3
1.1.1 Definition of Speaking.....	3
1.1.2 Components of Speaking.....	3
1.2 The Flipped Classroom Model (FCM).....	5
1.2.1 Definition.....	5
1.2.2 The Origins of the FCM.....	5
1.2.3 The Four Pillars of the FCM.....	6
1.3 Socio-Constructivism and The FCM.....	7
1.3.1 Definition of Socio-Constructivism.....	7
1.3.2 The Importance of Classroom Interaction.....	7
1.4 Strengths and Limitations of the FCM.....	8
1.4.1 Strengths of the FCM.....	8
1.4.2 Limitations of the FCM.....	9
<b>Conclusion.....</b>	<b>10</b>

### **PART TWO: Review of Empirical Studies**

<b>Introduction.....</b>	<b>11</b>
2.1 Overview of the Three Articles.....	11
2.2 Comparing and Contrasting Major Findings.....	14
2.3 Discussion of the major findings.....	15

<b>Conclusion.....</b>	<b>17</b>
<b>GENERAL CONCLUSION.....</b>	<b>18</b>
<b>REFERENCES.....</b>	<b>20</b>
<b>Abstract in Arabic.....</b>	<b>22</b>

## GENERAL INTRODUCTION

English language has a significant role in today's globalized world; in fact, it is an international language as well as the most dominant *lingua franca* in all fields. Thus, English as a Foreign Language (EFL) learners need to develop their speaking competence, as they might be required to use the language orally in their professional and personal lives.

Despite the fact that EFL instruction has shifted from teacher-centeredness to student-centeredness over the years, learners still face speaking difficulties due to the limited practice situations in the language classroom. Therefore, various EFL teachers are integrating the flipped classroom model (henceforth, FCM) to promote practice opportunities and consequently develop their students' speaking skills.

As a matter of fact, the FCM has recently received much attention, especially in EFL teaching, for the various benefits it offers to the learning experience. Indeed, many teachers are applying this model to enhance the speaking skills of their students and overcome time restrictions imposed by the curriculum. The current paper seeks to provide a critical review of the FCM and its role in developing EFL learners' speaking skills.

As previously highlighted, EFL students tend to face difficulties in developing their speaking skills due to the lack of practice opportunities in the language classroom. Therefore, this secondary research paper investigates the integration of the FCM to promote interaction situations in the EFL classroom and improve learners' speaking skills. It also aims to provide Algerian EFL teachers with a new perspective that may inspire the conduct of primary research on the topic.

The current work consists of an introduction, two parts, and a conclusion. First, the introduction presents the background of the theme as it clarifies the objective and significance of the study. Then, the first part is devoted to presenting the conceptual background of the study. It tackles the variables of the study, mainly the FCM and speaking skills. Part one further addresses the strengths

and limitations of implementing the FCM in EFL classrooms. The second part is divided into three sections: the first provides an overview of studies dealing with the FCM; the second compares and contrasts the major findings of the studies; and the third section discusses the findings in relation to the theoretical frameworks presented in part one, as it answers the research question. Finally, the conclusion provides a synthesis of the important ideas discussed in the two preceding parts.

## **PART ONE: Theoretical Background**

### **Introduction**

This part presents the theoretical background of the theme. It attempts to cover the relationship between the flipped classroom model (FCM) and EFL learners' speaking skills. First, it defines and explains the speaking skills along with their components. Then, it introduces the FCM, mentioning its origins and pillars. This part further explains the relationship between the implementation of the FCM and the constructivist theory of second language acquisition. The final section of this part introduces some advantages and limitations of the FCM.

### **1.1 Speaking**

This section is an attempt to cover speaking as a language skill along with its components.

#### **1.1.1 Definition of Speaking**

Speaking is a complex process of producing language orally. It requires language speakers to actively construct and convey meaning in different communicative contexts. Therefore, speaking can be defined as the process of constructing and sharing meaning through the use of verbal and non-verbal language in different situations (Chaney & Burk, 1998, p. 13). The speaker ought to involve various language skills and knowledge to produce relevant, appropriate, and comprehensible speech (Burns, 2016, p. 243).

As a matter of fact, spoken language is known to be different from written language. Thornbury (2005, p. 2) characterizes speech as being linear, contingent, and spontaneous. He further explains that it is linear, for it occurs sequentially in real time. Second, it is contingent because it is produced dependently "utterance-by-utterance in response to the word-by-word and utterance-by-utterance production" of the interlocutor. Finally, speech is spontaneous as it has highly limited planning time.

### **1.1.2 Components of Speaking**

Effective speaking in a foreign language requires fluent speech production, as well as accurate use of vocabulary, grammar, and pronunciation. In fact, these components are interrelated.

#### **- Vocabulary**

Wilkins (1972, p. 111) famously stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In fact, language production is not possible without the production of words. However, when talking about the mastery of vocabulary, one does not refer to the memorization of word lists. In fact, vocabulary knowledge is more complex than merely knowing words. Thornbury (2002, p. 3-6) claims that competent EFL speakers use different word classes, correct forms of words, and are aware of the connotations and collocations of words. Moreover, competent EFL speakers tend to possess enough vocabulary that enables them to comprehend unfamiliar words from context, as well as unfamiliar uses of already known words.

#### **- Grammar**

Grammar is the component of language concerned with form and structure. Nunan (2015, p. 122) says that grammar is about how words are formed, and how they are combined to form sentences. Thornbury (1999, p. 1) also claims that grammar is concerned with the possible structures in a language; it describes the rules that govern the formation of sentences. Therefore, in order to produce accurate language output, EFL learners must be aware of and respect those rules and forms of the target language.

#### **- Pronunciation**

Pronunciation refers to the accurate production and perception of speech sounds in the target language in order to achieve meaning (Carter & Nunan, 2001, p. 56). Indeed, pronunciation in EFL is accurate as long as it is intelligible and comprehensible, which means that a competent EFL speaker produces segmental

sounds, word stress, and intonation accurately, for they contribute to conveying the intended meaning.

- **Fluency**

When speaking of fluency in language learning, one refers to the flow of speech. Thornbury (2005, p. 7) suggests that fluency includes both speed and pauses in speech production. In fact, a fluent EFL speaker produces language output without taking frequent pauses, meaning that the pauses they take are “natural-sounding.” Fluent speakers also tend to use discourse fillers, such as “um” and “I mean” as a strategy to fill their pauses.

To sum up, speaking is a language skill that consists of four components: vocabulary, grammar, pronunciation, and fluency. These mentioned components are prerequisites and co-dependent.

## **1.2 The Flipped Classroom Model (FCM)**

This section aims to explain the FCM, provide an insight to its origins, as it tackles the importance of flipping the classroom.

### **1.2.1 Definition**

The flipped classroom model is an innovative learner-centered teaching approach that evolved as a form of blended-learning. The flipped classroom is based on reversing the traditional method of teaching in which lectures take place in class while activities are given as homework. Reidsma (2018, p. 6) explains that "in the flipped classroom, students are required to engage in or complete some forms of preliminary learning online in preparation for a structurally aligned learning activity on campus with their instructor and peers."

The FCM can also be defined as an approach to instruction in which the teachers' part of lecturing is shifted into online platforms so that it can be accessed by learners before class, as class time is allocated for discussion and hands-on activities, guided by the teacher (Tucker 2012, as cited in Benzert 2020, p. 73).

### **1.2.2 The Origins of the Flipped Classroom Model**

The flipped classroom was pioneered by Jon Bergmann and Aaron Sams, two chemistry teachers at Woodland High School, in 2007. When Bergmann and Sams realized they did not have time to repeat lessons for absent students, they decided to purchase software to record and post their lessons. Surprisingly, both absent students and the ones who attended the lectures used the online materials for revision, which consequently inspired the two teachers to reconsider how they used class time (Tucker, 2011, para. 1). Indeed, Bergmann and Sams (2012, p. 19) claim that they could never go back to teaching in the traditional way.

### **1.2.3 The Four Pillars of the Flipped Classroom Model**

Under the acronym F-L-I-P (Flexible environment, Learning culture, Intentional content, and Professional educators), the Flipped Learning Network (2014) suggests four pillars, which must be incorporated into the flipped classroom in order to achieve successful results. The four pillars are:

- **Flexible Environment**

In the Flipped Classroom Model (FCM), teachers are required to create a flexible environment in which the learners can choose what and how to learn. Additionally, educators arrange their students physically into groups, in pairs, or individually to encourage interaction, reflection, and participation.

- **Learning Culture**

The FCM requires a student-centered culture rather than teacher-centeredness. This means that the teacher is a guide and a facilitator, rather than a knowledge provider.

- **Intentional Content**

Teachers opting for the FCM ought to provide relevant and accessible content for learners. Hamdan *et al.* (2013, p. 5) explain that “educators use intentional content to maximize classroom time in order to adopt various methods of

interaction such as active learning strategies peer-instruction, problem-based learning, or mastery or Socratic methods.”

#### **- Professional Educators**

The FCM requires competent and professional instructors who know how to use class time effectively, and when to shift direct instruction from group work to individual work.

In brief, the FCM is a form of blended-learning which is based on reversing the traditional language classroom, and educators opting for this model ought to consider the four pillars before they flip the classroom.

### **1.3 Socio-Constructivism and The Flipped Classroom Model**

This part of the paper aims to highlight the relationship between Vygotsky’s social constructivist theory of language learning and the FCM, since the latter is based on interaction.

#### **1.3.1 Definition**

Socio-constructivism is a language learning and acquisition theory founded by the psychologist Lev Vygotsky in 1968. The theory suggests that, learning is an interactive social process which occurs in collaborative learning environments (Alanazi, 2016, p. 2). In fact, learners develop the target language within their Zone of Proximate Development (ZPD), which is, "the distance between their actual development level and the level of potential development" (Vygotsky, 1978, as cited in Fani & Ghaemi, 2011, p. 1550). In other words, language learning is constructed through interaction with more capable others in the target language.

#### **1.3.2 The Importance of Classroom Interaction**

The EFL classroom is a social learning context in which students learn the target language through interaction and communication. Classroom interaction is indeed a key component in the Flipped Classroom Model (FCM) and in developing speaking skills. In fact, scholars, such as Hall and Walsh (2002, p. 178), believe that

classroom interaction is a primary means for effective language learning; Tavares (2019, p. 119) adds that it is a main source for oral language development. Hence, EFL learners develop the target language through peer-interaction as well as teacher-student interaction.

First, EFL students learn from their peers in the FCM through group discussion opportunities. Scholars such as Nunan (1991, p. 51) encourage language teachers to set their students in small groups because they may actively attempt to communicate in the target language and consequently produce more language and use a greater range of language functions. In fact, peer-interaction encourages learners to produce more language; they "talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1995, as cited in Swain & Watanabe 2012, p. 3).

Moreover, EFL learners develop speaking skills in the FCM through interacting with their instructor, who tends to be more capable in the target language. Nunan (1991, p. 50) argued that students learn the target language from exposure to language input which is a bit beyond their level of comprehension. Therefore, EFL learners construct new language forms from their instructor. In fact, teachers in the FCM provide language input through scaffolding. Van de Pol, Volman, and Beishuizen (2010, p. 272) explain that scaffolding as an intervention made to provide the required help that EFL learners need to complete their tasks. This includes modelling the language and posing questions.

In other words, the flipped classroom model is based on the socio-constructivist theory of language learning since the model increases interaction opportunities between EFL learners as well as between the learners and the instructor.

#### **1.4 Strengths and Limitations of the Flipped Classroom Model**

The flipped classroom model (FCM) teaching has various strengths and benefits that make it outstanding in EFL teaching, yet it also has limitations that make many educators avoid its implementation.

### **1.4.1 Strengths of the Flipped Classroom Model**

The FCM is gaining popularity for the various benefits it provides to the learning experience. First, the FCM speaks the language of today's learners (Bergman & Sams, 2012, p. 20) since it involves the integration of technology by delivering lectures through websites. Also, the FCM enables students to learn at their own pace from home, that is, they can pause and rewind the lectures for a better understanding. Moreover, this model is inclusive of all learners. Bergman and Sams (2012, p. 27) explain that unlike the traditional classroom which merely pays attention to excellent students, the FCM shifts attention to the struggling students. Furthermore, the FCM creates a constructive learning environment in which interaction opportunities are increased. Indeed, learners interact more with one another and with the instructor through discussions as well as by asking and answering questions.

### **1.4.2 Limitations of the Flipped Classroom Model**

Despite all the positive sides, the flipped classroom has drawbacks that are indicated in the literature just like many pedagogical methods. First of all, the FCM can be highly demanding from the part of the teacher. Reyna (2015, p. 31) argues that "one of the main limitations is that developing resources for a flipped classroom can be time-consuming, requiring careful planning and preparation." She adds that it is challenging to find appropriate YouTube videos, websites, and blogs that meet the requirements of the learning context. In addition, the FCM may have a negative impact on EFL students. According to Ozdamli and Asiksoy (2016, p. 103), learners may come to class without preparation. Also, Du *et al.* (2014, p. 18) say that the FCM relies heavily on students' self-motivation, which is unsustainable. Moreover, Du *et al.* (p. 19) add that the possibility of students lacking materials such as cell phones, computers, and tablets, or network access might be problematic.

To conclude, the FCM provides EFL teachers with various advantages. However, the model tends to have some drawbacks.

## **Conclusion**

The flipped classroom model and speaking skills were conceptualized in this part of theoretical background. The latter also indicated the crucial role of the two variables in the EFL classroom; that is, it discussed how the implementation of the FCM can enhance EFL speaking proficiency through the interaction opportunities it provides.

## **PART TWO: Review of Empirical Studies**

### **Introduction**

This part aims to support the claim that the FCM contributes to enhancing EFL students' speaking skills. For illustration, three articles from different contexts are taken into consideration: Oman, Thailand, and Vietnam. This part provides an overview, compares and contrasts major findings of the three studies, and it discusses them in relation to the concepts and theories developed in first part of this dissertation. The discussion also answers the research problem.

### **2.1 Overview of the Three Articles**

This section provides an overview of the three studies in terms of context, participants, and research instruments.

#### **2.1.1 Abdullah, Hussin, & Ismail (2019)**

To begin with, the context in which Abdullah *et al.*'s (2019) study was conducted is Buraimi University College in Oman, 2018. The researchers sought to examine the effectiveness of the FCM in optimizing EFL students' speaking performance. The researchers employed a quasi-experimental procedure to purposefully select 27 undergraduate students who were taking the course ENGL154 as participants in this study. The instruments used included pre-test and post-test in oral proficiency, observation, and focus group interview since the researchers adopted a mixed research approach. The study started with an oral proficiency pre-test, which was the Individual Presentation Assessment Form (IPAF); it assessed participants' confidence, accuracy, fluency, and organization. Moreover, the focus group interview consisted of 12 students who were selected and divided into three groups of four members according to their performance during the semester and their scores on the oral proficiency test, from the high-performing participants to the low-performing. The findings revealed improvement of students' speaking skills.

### **2.1.2 Li & Suwanthep (2017)**

Li & Suwanthep's (2017) study was undertaken in Suranaree University of Technology (SUT), Thailand. The aim of this study was to examine the effects of integrating the FCM to teach English speaking skills. The participants were first year non-English major students. Since the study was quasi-experimental, students were divided into an experimental group of 46 students and a control group of 48 students. The experimental group received flipped instruction while the control group was taught with the traditional method. The experiment started with both groups completing an oral proficiency pre-test before embarking on a 12-week experiment for quantitative data. Yet, data concerning participants' perception of the FCM was collected qualitatively using questionnaires and interviews. In other words, the researchers opted for a mixed research method.

During the experiment, both groups had weekly classes for vocabulary and grammar development. The control group had face-to-face lectures based on question-and-answer drills, followed by homework. The experimental group, however, had online lectures that consist of two videos targeting vocabulary and grammar. The videos were recorded and posted by the researchers on EDpuzzle, which is "an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos" (Edwards, 2021). The videos were followed by quizzes. Then, face-to-face instruction was divided and dedicated to discussing the online lecture and quizzes, group-based quizzes to extend knowledge, and practice through constructive role-plays.

Finally, students recorded their role-plays outside the classroom and sent them to the teacher via Facebook voice messages. The pre-test and post-test scores were analyzed using an independent sample t-test in SPSS 16.0. SPSS is the acronym for Statistical Package for the Social Sciences, which is "a suite of software programs that analyzes scientific data related to the social sciences" (William, 2022). Also, the questionnaires and interview responses were analyzed using descriptive analysis in SPSS. Findings of this study proved that the FCM contributed in developing students' speaking skills.

### **2.1.3 Quyen & Loi (2018)**

Lastly, the context in which Quyen and Loi's (2018) study was conducted is Can Tho University, Vietnam. The experiment aimed to examine the effects of integrating the FCM on EFL students' speaking performance. Participants in the study consisted of 60 non-English major undergraduate students aged between 19 and 21, who enrolled in the General English 3 class, which was preceded by the General English 2 class. The results of the pre-test indicated that the proficiency level of all participants ranged between upper-elementary and pre-intermediate.

In fact, participants were divided into an experimental group and a control group. The researchers used a quasi-experimental design to select the participants. In addition, the instruments used in this study were pre and post speaking proficiency tests, a questionnaire, and semi-structured interviews to collect both quantitative and qualitative data since the research opted for a mixed research method. Indeed, the experiment lasted for 5 weeks. Moreover, the pre-test was selected from the students' previous course of General English 2, while the assessment criteria involved vocabulary, grammar, pronunciation, content, and fluency. During the experimental period, the control group was exposed to face-to-face instruction while the experimental group followed flipped instruction. The experimental group accessed lectures via videos and supplementary reading materials in advance of class, which were posted on Facebook. The videos contained sample conversations as well as grammar and vocabulary lessons, as students were assigned to prepare conversation topics one week prior to a face-to-face class about the given topics in pairs. In class time, the instructor reviewed the lecture and answered students' questions; that is, in-class activities were connected to out-of-class activities. Furthermore, the post-test results showed that the speaking skills of the experimental group improved due to the integration of the flipped classroom model, as the answers to the questionnaire and the interview revealed that learners expressed positive perceptions of the model.

To conclude, this overview summarizes the major points of each article in order to clarify the conducted studies.

## **2.2 Comparing and Contrasting the Major Finding**

This section aims to compare and contrast major findings from the selected studies

### **2.2.1 Similarities**

The major findings of the selected articles share some similarities that support the FCM in developing EFL learners' speaking skills. Firstly, Abdullah *et al.* (2019) and Quyen & Loi (2018) visualized the difference between pre and post tests results using line charts. Both Li & Suwanthep (2017) and Abdullah *et al.* (2019) used a paired t-test sample to present the pre and post test results. In all three articles alike, the researchers presented qualitative findings obtained from interviews, questionnaires, and observation notes. In addition, Abdullah *et al.* (2019) and Quyen & Loi (2018) studied both targeted fluency. Similarly to Thailand's article, Vietnam also targeted grammar and vocabulary development. Indeed, the findings of the three selected studies are in favour of the FCM in developing EFL learners' speaking skills, as participants expressed positive attitudes toward the model. Finally, the scores of both Abdullah *et al.*'s (2019) as well as Li & Suwanthep's (2017) participants improved by 3 points. Abdullah *et al.*'s (2019) participants improved from 12.2840 in the pre-test to 15.5062 in the post test, while Li & Suwanthep's (2017) participants improved from 10.782 in the pre-test to 13.891 in the post-test.

### **2.2.2 Differences**

Unlike Li & Suwanthep (2017) and Quyen & Loi (2018), Abdullah *et al.* (2019) suggested a null hypothesis, which claims that there is no significant difference between the pre and post test scores, but the hypothesis was rejected since participants' scores increased by 3 points in the post test. Additionally, Vietnam used an independent t-test sample to present the pre and post tests results of the two groups, in contrast to Abdullah *et al.* (2019) and Li & Suwanthep (2017), which used a paired t-test. Also, Quyen & Loi's (2018) study focused on pronunciation and content, while Abdullah *et al.*'s study focused on accuracy and organization. Moreover, Li & Suwanthep (2017) findings did not only investigate

the effectiveness of the FCM but also the effectiveness of constructive role-plays in enhancing EFL learners' speaking skills. However, in the findings from the interview, a minority of participants revealed disadvantages of the treatment, claiming that role-plays were difficult for their low proficiency and that the FCM prevented opportunities for feedback from the teacher. Unlike Abdullah *et al.* (2019) and Li & Suwanthep (2017) studies, whose participants improved by 3 points, the experimental group of Queyen & Loi's (2018)'s study improved by 6 points, which was an increase in scores from 45.26 to 53.93.

### **2.3 Discussion of the Major Findings**

The flipped classroom model (FCM) is a learner-centered approach to EFL teaching that requires students to prepare and learn about the topic prior to class time, using online materials delivered by their teacher through specific platforms. Inspired by socio-constructivism, the FCM is a learner-centered approach in which learners construct new knowledge by working collaboratively in face-to-face classes. Therefore, the FCM can highly contribute to enhancing EFL learners' speaking skills by devoting all class time to practice and interaction, which encourages the involvement of all students, including low-achievers.

On the one hand, opponents of the FCM, such as Ozdamli & Asiksoy (2016), as previously developed in part one, argue that learners may attend their onsite classes without preparation, in which case, students might come to class without watching the video lectures, preparing questions for the discussion, or completing quizzes.

Nonetheless, in spite of the importance of pre-class preparation, the FCM heavily relies on classroom discussion and participation. Therefore, there is a high possibility for learners who miss the pre-class preparation to catch up during class time, as it is more based on practice than theory. Indeed, 10 minutes are allocated for remedial teaching. Moreover, the three studies from Oman, Thailand, and Vietnam included speaking activities which help all learners catch up and get involved in the learning process through constructive role-plays in which they work in pairs, or through engaging in conversations about given topics. Consequently, the

findings from each study revealed that the speaking skills of EFL learners improved due to the integration of the FCM, meaning that they improved due to peer-interaction as well as teacher scaffolding.

On the other hand, scholars who disagree with socio-constructivism claim that constructivism encourages unguided teaching environments, which consequently promotes ineffective learning and causes frustration to learners (Kirschner, Sweller, and Clark 2006, as cited in Alanazi 2016, p.2). Therefore, opponents argue that the FCM might not be effective enough for language learning.

It can be argued that the flipped classroom model (FCM) lowers frustration and enhances learners' achievement due to its interactive and collaborative nature. Constructive teaching is indeed guided as it requires scaffolding and feedback from the teacher. Yet, these requirements lower teacher-centeredness and allow learners to produce more output in the target language without any interruption. It can also be observed that the integration of the FCM increases interaction opportunities between peers as well as with the teacher through group work, classroom discussion, and activities.

As a matter of fact, Li & Suwanthep's (2017) integrated collaborative work through the implementation of constructive role-plays. Students prepared their scripts collaboratively while the teacher scaffolded them in the process. Also, students in Abdullah, Hussin, & Ismail (2018)'s study were involved in English conversation tasks in which they worked in pairs. Furthermore, students were assigned to prepare conversations on a specific topic in pairs, as the teacher answered their questions and gave them feedback in Quyen & Li (2018). Therefore, the improvement of EFL learners' speaking skills in the three studies can be fairly credited to the teacher's scaffolding and feedback in the constructive learning environment in the FCM.

The three studies discussed in this part share the same research problem: "Does the implementation of the flipped classroom model contribute to developing EFL learners' speaking skills?" Indeed, the major findings of the previously discussed articles reveal that the integration of the flipped classroom model

provides positive outcomes in enhancing EFL learners' speaking skills due to its interactive nature.

## **Conclusion**

This part provided an overview of Abdullah *et al.*'s (2019), Li & Suwanthep's (2017), and Quyen & Loi's (2018) studies, along with comparing and contrasting the major findings of each article. It also discussed the findings of the three studies in relation to the theories and concepts presented in the literature review. Finally, the part ended with an answer to the research problem, which is in favour of the integration of the FCM to develop EFL learners' speaking skills.

## GENERAL CONCLUSION

Overall, this secondary research paper is an attempt to investigate the role of the flipped classroom model (FCM) in enhancing EFL learners' speaking skills. For this purpose, three studies by Abdullah *et al.* (2019), Li & Suwanthep (2017), and Quyen & Loi (2018) were reviewed as an illustration.

This research paper is divided into two parts. The first part presents the theoretical background on the theme, while the second provides a review of empirical studies related to the theme of this paper. Indeed, the first part begins by introducing speaking as a language skill along with its components of vocabulary, grammar, pronunciation, and fluency. It also introduces and explains the FCM in detail, mentioning its origins and pillars. Moreover, part one sheds light on the socio-constructivist theory as a basis for the FCM. The first part ends by mentioning some strengths and limitations of flipped teaching.

The second part, on the other hand, supports the claim of the FCM being crucial in developing EFL speaking skills by presenting an overview of the three illustrative studies, comparing and contrasting the major findings of each study, and discussing those findings in relation to the theoretical frameworks developed in part one. Part two concludes with an answer to the research problem, which is based on the findings of three empirical studies.

The three selected studies conclude that the FCM highly contributes in developing EFL learners' speaking skills. Also, each study provides a deeper insight into the implementation of the FCM. Li & Suwanthep's (2017) investigation combined the FCM with constructive role-plays to maximize cooperative work and peer interaction in the EFL classroom while Quyen and Loi (2018) relied on pair conversations that learners were assigned to prepare one week prior to class time. However, Abdullah *et al.* (2019) did not elaborate on how they carried out their conversation activities.

Due to its collaborative nature, the FCM enables EFL teachers to create interactive and cooperative learning environments for learners as it consequently prompts them to produce meaningful output in the target language.

The three articles which this paper used for illustration provide authentic and reliable results in favour of the FCM and the development of EFL speaking skills. Therefore, this secondary research paper may inspire Algerian EFL teachers to flip their classes and increase practice opportunities for the learners. It might also inspire primary research on the integration of the FCM to enhance EFL learners' speaking skills.

## REFERENCES

- Abdullah, M., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effects on English speaking performance. *International Journal of Emerging Technologies in Learning*, 14(09),130-147. <https://doi.org/10.3991/ijet.v14i09.10348>
- Alanazi, A. (2016). A critical review of constructivist theory and the emergence of constructionism. *American Research Journal of Humanities and Social Sciences*, 2, 1-8.
- Benzert, FZ., & Sarnou, H. (2020). Investigating the potential of the flipped class in fostering students' content understanding and facilitating differentiation. *Journal of Studies in Landyage, Culture, and Society*, 3(2), 72-83.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: reach every student in every class every day*. International Society for Technology in Education.
- Burns, A. (2016). Research and the teaching of speaking in the second language classroom. *Handbook of Research in Second Language Teaching and Learning: Volume III* , 242-256.
- Carter, R., & Nunan, D. (2001). *The cambridge guide to teaching English to speakers of other languages*. Cambridge, England: Cambridge University Press.
- Chaney, A., & Burk, T. (1998). *Teaching oral communication in grades K-8*. Allyn and Bacon.
- Du, S.C., Fu, Z.T., & Wang, Y. (2014). The flipped classroom: advantages and challenges. *International Conference on Economic, Management and Trade Cooperation*, 17-20.
- Edwards, L. (2021). *What is Edpuzzle and How Does It Work?* TechLearningMagazine. <https://www.techlearning.com/how-to/what-is-edpuzzle-and-how-does-it-work>.
- Fani, T., & Ghaemi, F. (2011). Implications of Vygotsky's Zone of Proximal Development (ZPD) in teacher education: ZPTD and self-scaffolding. *Procedia-Social and Behavioral Sciences*, 29, 1549-1554.
- Flipped Learning Network (FLN). (2014). *The Four Pillars of FLIP*. Retrieved 22 June 2022, <https://flippedlearning.org/definition-of-flipped-learning/>
- Hall, J., & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186-203.
- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). *The Flipped Learning Model: A White Paper Based on the Literature Review*. Flipped Learning Network/Pearson/George Mason University. [https://flippedlearning.org/WhitePaper\\_FlippedLearning.pdf](https://flippedlearning.org/WhitePaper_FlippedLearning.pdf)
- Li, S., & Suwanthep, J. (2017). Integration of flipped classroom model for EFL speaking. *International Journal of Learning and Teaching*, 118-122. doi:10.18178/ijlt.3.2.118-123
- Nunan, D. (1991). *Language teaching methodology*. New York: Prentice Hall.

- Nunan, D. (2015). *Teaching English to speakers of other languages*. London: Routledge.
- Ozdamli, F. & Asiksoy, G. (2016). Flipped classroom approach. *World Journal on Educational Technology: Current Issues*, 8(2), 98-105.
- Quyen T.T.T., & Loi, N.V. (2018). Flipped model for improving students' English speaking performance. *Can Tho University Journal of Science*, 54(2), 90-97.
- Reidsema, C. (2018). *The flipped classroom: practice and practices in higher education*. Springer Singapore.
- Reyna, J. (2015). Active learning and the flipped classroom. *Training & Development*, 42, 30-31.
- Swain, M., & Watanabe, Y. (2012). Language learning: collaborative dialogue as a source of second language learning. *The Encyclopedia of Applied Linguistics*. doi: 10.1002/9781405198431.wbeal0664
- Tavares, V. (2019). A review of peer interaction and second language learning for ELL students in academic contexts. *Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheuses et chercheurs en éducation*, 10 (2), 113-121.
- Thornbury, S. (1999). *How to teach grammar*. Harlow: Longman.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Longman.
- Thornbury, S. (2005). *How to teach speaking*. Harlow: Longman.
- Tucker, B. (2011). *The Flipped Classroom - Education Next*. Retrieved 5 March 2022, from <https://www.educationnext.org/the-flipped-classroom/>
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: a decade of research. *Educational Review*, 22(3), 271-296. doi: 10.1007/s10648-010-9127-6
- Vieira, R., Lima, R., & Mizubuti, E. (2019). How to write the discussion section of a scientific article. *Acta Scientiarum. Agronomy*, 41(1), 42621. doi: 10.4025/actasciagron.v41i1.42621
- William, K. (2022). *What is SPSS? Definition, Features, Types, and Use Cases*. SurveySparrow; surveysparrow.com. <https://surveysparrow.com/blog/what-is-spss/>
- Wilkins, D.A. (1981). *Second-language learning and teaching*. Great Britain. London: Edward Arnold.

## Abstract in Arabic

### ملخص

رغم أهمية التحدث باللغة الانجليزية في عصر العولمة الحالي , يجد العديد من متعلمين هذه اللغة الأجنبية صعوبات في تطوير مهارة التعبير الشفوي مقارنة بالمهارات الأخرى كالقراءة و الكتابة , وهذا راجع غالبا لنقص النشاطات الشفوية في أقسام اللغات الاجنبية بسبب القيود التي تفرضها المناهج الدراسية. و لهذا اقترح العديد من استاذة اللغة الانجليزية كلغة أجنبية تبني اسلوب الفصل المقلوب كمنهج لتدريس و تحسين مهارة التحدث لأنه يضاعف فرص التمرن من خلال العمل و التواصل الجماعي في القسم. لذلك جاء هذا البحث الثانوي بهدف التحقيق في دراسات حول نموذج الفصل المقلوب و دوره في تطوير مهارات التعبير الشفهي مع تلاميذ اللغة الانجليزية كلغة اجنبية.

### الكلمات المفتاحية

نموذج الفصل المقلوب, مهارات التعبير الشفهي, متعلمين اللغة الانجليزية كلغة أجنبية, التواصل في القسم, قسم اللغة الانجليزية كلغة اجنبية.